

# STATE OF WISCONSIN

SENATE CHAIR  
**BRIAN BURKE**

Room 302H  
P.O. Box 7882  
Madison, WI 53707-7882  
Phone: (608)266-8535



ASSEMBLY CHAIR  
**BEN BRANCEL**

LL2, 119 Martin Luther King Jr. Blvd.  
P.O. Box 8952  
Madison, WI 53708-8952  
Phone: 608-266-7746

## JOINT COMMITTEE ON FINANCE

### MEMORANDUM

To: Members  
Joint Committee on Finance

From: Senator Brian Burke  
Representative Ben Brancel

Date: December 4, 1996

Re: University of Wisconsin System Reports

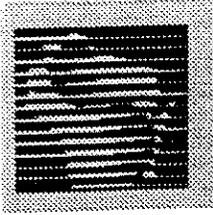
Attached please find copies of two reports from the University of Wisconsin System. One report concerns non-federal gift and grant expenditures received by the UW System in FY 1995-1996. The other enclosure is the 1996 Report on UW System Accountability Indicators.

These reports are for your information only. No action is required by the Committee.

Please do not hesitate to contact us should you need further information.

BB:BB:jc





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The University of Wisconsin System

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**Accountability  
for Achievement  
1996 Report**

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December 6, 1996

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## Status of UW System Accountability Goals, 1996

No.	Indicator	Status	Met or Exceeded Goals	Page
1	Student Surveys	1995 survey showed that 95 percent of students were satisfied with their overall educational experience.	<input checked="" type="checkbox"/>	6
2	Alumni Surveys	Recent survey shows that 91% of alumni would attend the same UW System institution again for their undergraduate education.	<input checked="" type="checkbox"/>	8
3a	Faculty Share of Undergraduate Instruction	Faculty accounted for 66.3% of all undergraduate course contact hours in Fall 1995, down slightly from 67.9% in Fall 1994.		9
3b	Faculty Educational Workload	Group instruction has generally remained stable with increases at some institutions. Individual instruction has remained stable or decreased at some institutions.	<input checked="" type="checkbox"/>	11
4	Research Funding at Doctoral Institutions	Externally funded research expenditures totaled almost \$300 million in FY1996.	<input checked="" type="checkbox"/>	14
5	Sophomore Competency Test	UW System students performed well above national norms in writing and math.	<input checked="" type="checkbox"/>	15
6	Graduation Rate	Six-year graduation rates continue to rise. Of new freshmen who enrolled in Fall 1989, 56% of full-time students and 19% of part-time students graduated within 6 years.	<input checked="" type="checkbox"/>	16
7	Post-Graduation Experience	94% of UW System graduates go on to continue their education or are employed upon graduation. UW System students compare well to state and national averages in post-baccalaureate tests.	<input checked="" type="checkbox"/>	17
8	Credits to Degree	UW System graduates who start as new freshmen average 144-145 attempted credits by the time they graduate, approximately one semester more than typically required to graduate in four years of full-time study.		19
9	State Funding for Instruction-Related Activities	Although GPR support was cut \$33 million, the proportion of GPR/fee support for instruction-related activities was maintained.		20
10	Rates of Admission and Access for Wisconsin High School Graduates	Access for Wisconsin high school graduates remains at 31 percent. In Fall 1995, 31.2% of all new Wisconsin high school graduates were enrolled as new freshmen at a UW System institution. Ninety-one percent of Wisconsin new freshmen applicants were admitted somewhere in the UW System in Fall 1995.	<input checked="" type="checkbox"/>	20
11a	Retention and Tenuring of Women and Minority Faculty and Staff	Renewal rates of tenure-track women and minority faculty were equal to or slightly above those for white males.	<input checked="" type="checkbox"/>	21
11b	Retention and Tenuring of Women and Minority Faculty and Staff	The percentage of candidates granted tenure between 1994-95 and 1995-96 increased for all minority males and white females, but decreased for white males and minority females.	<input checked="" type="checkbox"/>	22
12	Minority Student Enrollment and Graduation Rates	The number and proportion of minority students in the UW System remained stable in Fall 1995; minority student graduation rates continue to rise.	<input checked="" type="checkbox"/>	23

No.	Indicator	Status	Met or Exceeded Goals	Page
13	Reporting and Resolution of Sexual Harassment Complaints	Complaints of sexual harassment fell 22% from 81 in 1994 to 63 in 1995.	<input checked="" type="checkbox"/>	25
14	Faculty Retention and Development	Faculty turnover averages 6.8%; about two-thirds is due to retirement. Faculty who left or retired from a UW institution increased from 436 (6.2%) in 1994-95 to 473 (6.8%) in 1995-96. Budget stringencies hold investment in faculty and staff development well below the recommended one percent of payroll.		26
15	Facilities Maintenance	In 1991-93, the UW System Board of Regents adopted a 10-year plan to eliminate a \$364 million maintenance backlog identified in the Building Condition Survey. Total amount received from the State Building Commission to date is close to being on schedule for total expenditures, but the All Agency funds for the 1995-97 biennium are nearly exhausted, which will adversely affect our progress.		26
16	Workplace Safety	Worker's Compensation paid losses during FY 1996 totaled \$3.3 million, a reduction of 25% (\$1.1 million) from FY 1995's \$4.4 million.	<input checked="" type="checkbox"/>	28
17	Employer Satisfaction with UW System Graduates	Employers rank UW graduates high in basic, professional, and critical thinking skills. A significant proportion (97%) of businesses also consider the UW System to be important in the state economy.	<input checked="" type="checkbox"/>	28
18	Continuing Education/ Extension Enrollment	Participation in extension programs of the UW System grew in 1995-96.	<input checked="" type="checkbox"/>	31

# TABLE OF CONTENTS

	<u>Page</u>
STATUS OF UW SYSTEM ACCOUNTABILITY GOALS, 1996	1
SECTION 1: INTRODUCTION AND OVERVIEW	3
SECTION 2: INDICATORS AND GOALS	6
SECTION 3: A PROPOSAL FOR A NEW WAY OF ADDRESSING UW SYSTEM ACCOUNTABILITY AND EFFECTIVENESS	33
APPENDIX A	35
APPENDIX B	45

# Accountability For Achievement: 1996 Report On UW System Accountability Indicators

## Section 1: Introduction and Overview

This is the fourth report on the UW System's progress in its 18 core accountability measures. It updates (where possible) progress in the measures from the December 1995 report, as well as progress on the other recommendations of the Governor's Task Force on UW Accountability Measures. Institution-specific information for selected indicators is presented in Appendix A.

The 18 accountability indicators presented in this report grew out of the work of the accountability task force. In its June 1993 final report, the task force recommended that the UW System report its progress in seven key areas: access, quality, effectiveness, efficiency, diversity, stewardship of assets, and contribution to compelling state needs. In December 1993, the Board of Regents adopted the recommended indicators and also approved goals for each indicator.

It should be noted at the outset of this report that much has changed for the UW System since the initial recommendations of the task force were adopted. Key among these changes was a \$33 million reduction in state funding (GPR) for 1995-97 that equates to funding for 7,300 FTE students--with no concurrent reductions in access to the UW System for Wisconsin high school graduates. This is especially relevant to UW System accountability reportings given that another major recommendation of the 1992 Compensation Commission was that state funding for the UW System "should not be reduced below the previous year's level." From a longer term perspective, GPR supported 50% of the UW System's budget in 1974 and now accounts for a little over 34%. The accountability task force also recognized the importance of maintaining state funding for the UW System in its final report, noting that such cutbacks are "...counterproductive, making it even more difficult for an organization to meet its goals." The lack of progress in some key indicators within this year's report confirms the predictions of both groups.

The Governor's Task Force on UW Accountability Measures made six general recommendations:

### Recommendation 1:

**The UW Board of Regents should establish a core set of indicators demonstrating the UW System's accountability. Campuses should create institution-specific accountability indicators reflecting their specific missions.**

- The Board of Regents have established the 18 Systemwide indicators detailed in this report.
- UW institutions have developed and report annually on institution-specific indicators, reflecting the distinctive mission of each UW institution.

**Recommendation 2:**

**The UW Board of Regents should set performance goals for indicators.**

- In December 1993, the Board of Regents approved goals for each indicator.
- Data for the 18 recommended UW System core indicators are included in this report along with an evaluation of progress in meeting established goals. All three planned client satisfaction surveys have been completed (student, alumni and business).

**Recommendation 3:**

**The Board of Regents, System Administration, and institutions should establish processes that demonstrate a commitment to accountability. Campuses should: conduct post-tenure review and development; create an institutionally-designated office to maintain and make available on request a log documenting the nature and outcome of formal and informal student complaints and grievances; develop pilot systems that make summary information from student course evaluations for each course/instructor accessible to students; and ensure course schedules identify whether instructor is faculty, academic staff or graduate assistant (GA).**

- All UW System institutions, under Board of Regents policy, have post-tenure review procedures in effect.
- All UW System institutions have designated an office to receive and track student complaints.
- All UW System institutions have course schedules that identify the name and position (faculty, academic staff, graduate assistant) of the instructor of each course for which information is available when schedules are published.
- All UW System institutions are developing pilot systems for making available summary information from student course evaluations. An Attorney General's opinion has indicated that course evaluations are public records.

**Recommendation 4:**

**Accountability measures will be publicized. UW System and each institution will publish their own reports.**

- The President of the UW System and the chancellors of each institution publish accountability reports annually and share them with constituent groups, local media, and the community.

**Recommendation 5:**

**There should be consequences for failing to act to meet the accountability goals and rewards for special efforts which lead to success in meeting the goals.**

- UW System institutions operate under a statutory system of shared governance. Governance bodies share responsibility for student outcomes. This responsibility is also shared with the legislature and the people of the state of Wisconsin. Governance

structures, slightly different at each institution, define the form of accountability for each management level.

- Accomplishing progress on certain accountability indicators begins with the department chair/program director. Ultimate institutional responsibility, however, rests with each chancellor. The Board of Regents, in turn, holds the president of the UW System directly accountable for the leadership exhibited by the chancellors.

**Recommendation 6:**

**There should be a process to review the suitability of accountability measures and to take into consideration new public reports concerning the UW System. However, accountability indicators should remain constant between periodic reviews.**

- The Board of Regents determined that accountability indicators should be reviewed every three biennia (six years) to coincide with the state's biennial budget cycle. The first review will occur in 1999.
- Per Board of Regent recommendations in the final report of the *Study of the UW System in the 21st Century*, the UW System is developing a new method of addressing accountability and effectiveness for the UW System (see Section 3 of this report).

## Section 2: Indicators and Goals

### 1. Student Surveys (Accountability Task Force Indicator "A"—Quality)

**Goal:** Increase student satisfaction with their educational experience.

**Progress:** Survey shows 95% of students satisfied with overall UW educational experience. Ninety-five percent of the students surveyed indicated that they were very or somewhat satisfied with their overall experience at the UW (Figure 1-1). Ninety-six percent of the students surveyed were very or somewhat satisfied with the quality of instruction (Figure 1-2). Students were least satisfied with course availability and academic advising (Figures 1-3 and 1-4).

The University of Wisconsin System Administration contracted with an outside firm to conduct a system-wide student satisfaction survey in early 1995. The objectives of the study were to survey University of Wisconsin degree-seeking undergraduates on a number of broad factors and to obtain a system-wide perspective on student satisfaction. The categories surveyed included: quality of instruction, accessibility of faculty, availability and quality of academic advising, availability of required courses, responsiveness to student concerns, availability of University-sponsored activities, availability and quality of student services, facilities, campus safety and community differences. A random sample of 2,069 students completed telephone interviews.

The 1995 student satisfaction survey was the first System student survey and served as a benchmark. The survey will be administered on a 3-year cycle, and will be repeated in 1998.

Figure 1-1, Overall Experience at UW

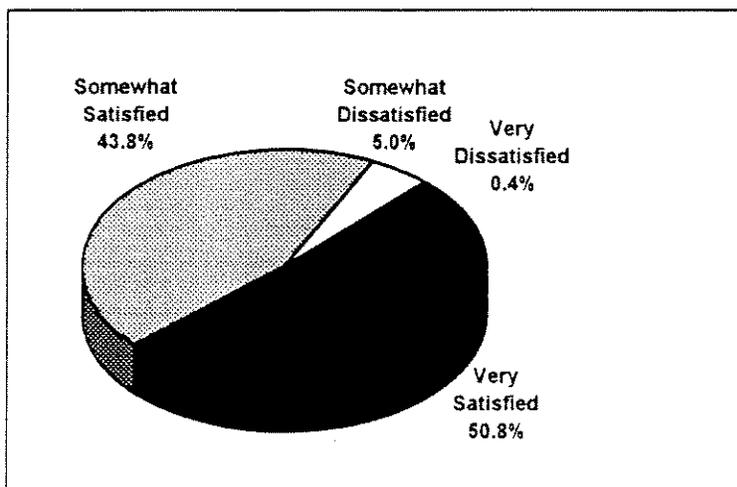


Figure 1-2, Quality of Instruction

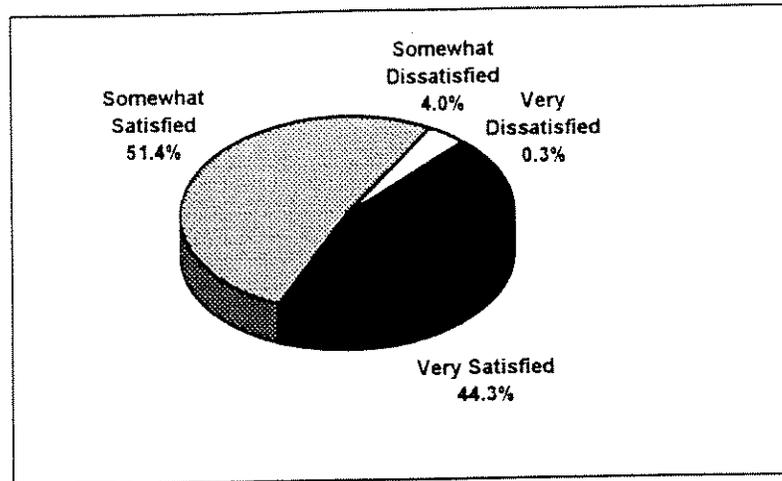


Figure 1-3, Course Availability

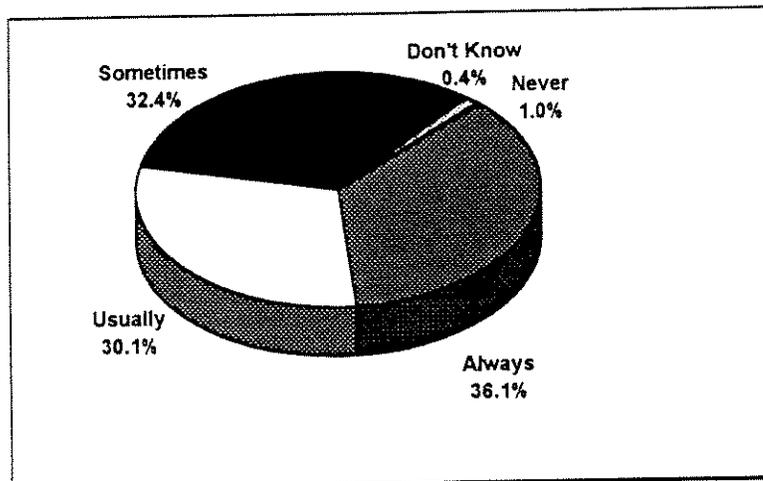
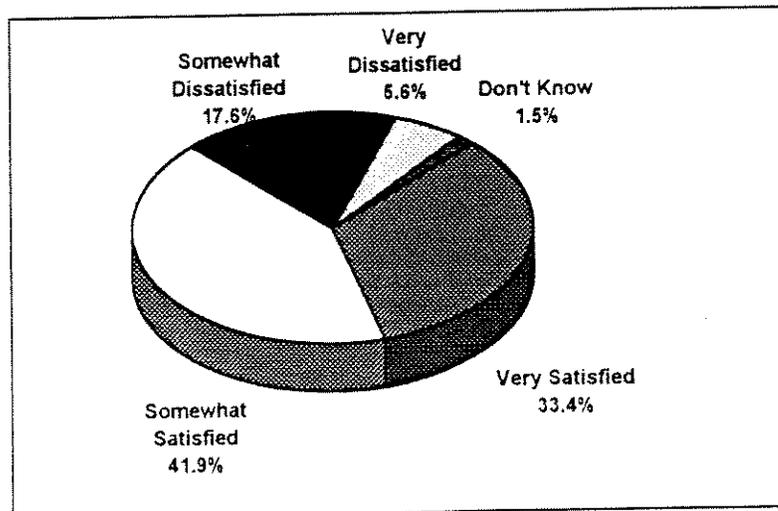


Figure 1-4, Quality of Academic Advising



2. Alumni Surveys  
(Accountability Task Force Indicator "B"—Quality)

**Goal:** Improve services by assessing recent alumni satisfaction.

**Progress:** Survey shows that 91% of alumni would attend the same UW System institution if they had to do it all over again. Ninety-one percent of 1990-91 baccalaureate recipients surveyed indicated that they would definitely or probably attend their alma mater if they were starting their undergraduate educations all over again (Figure 2-1), and 86% of those surveyed rated their UW undergraduate education an exceptional or good value (Figure 2-2).

The University of Wisconsin System Administration contracted with an outside firm to conduct a survey of 1990-91 baccalaureate recipients from throughout the UW System in summer/fall 1996. The purpose of the survey was to assess the perspectives of these alumni on the impact of their undergraduate education on cognitive skills and personal development outcomes, overall satisfaction with their UW undergraduate education, as well as assessing other attitudinal areas and post-graduation activities. A random sample of 2,007 alumni completed telephone interviews.

This was the first System alumni survey and it will serve as a benchmark for future studies. The survey will be administered on a 3-year cycle and will be repeated in 1999.

Figure 2-1, Would Attend Same UW Again

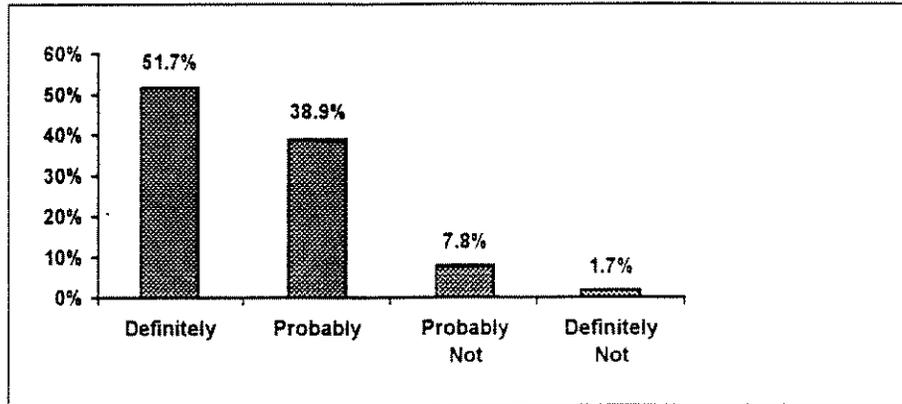
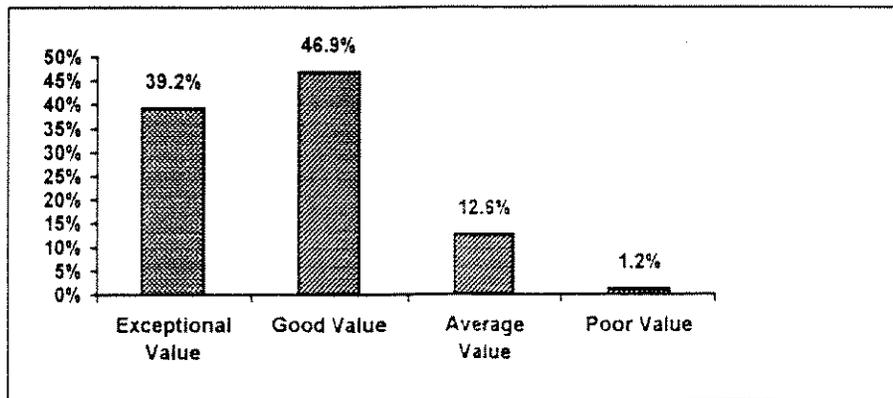


Figure 2-2, Value of UW Undergraduate Education



**3a. Faculty Share of Undergraduate Instruction  
(Accountability Task Force Indicator "C"—Quality)**

**Goal:** Increase faculty involvement in undergraduate instruction.

**Progress:** This is a measure of the distribution of undergraduate instruction among instructional staff types, not of individual faculty instructional workloads.

A \$33 million cut in state support for this biennium resulted in reductions in instructional expenditures and FTE between fiscal years 1995 and 1996. Faculty accounted for 66.3% of all undergraduate course contact hours in Fall 1995, down only slightly from 67.9% in Fall 1994. If there are further base budget reductions by the state in future biennia, without concurrent reduction in access to the UW System, faculty involvement in undergraduate instruction is likely to further decrease. Remaining undergraduate course contact hours were taught by instructional academic staff (26%) or graduate teaching assistants (5.5%).

On average, based on course enrollments, a UW undergraduate student receives about 70% of his/her instruction from faculty, 26% from instructional academic staff, 4% from graduate teaching assistants and the remainder from combinations of instructional staff types. Since faculty-taught courses have higher enrollments than non-faculty taught courses, the faculty share of undergraduate instruction was slightly higher when all undergraduate course enrollments were measured (68.9% in Fall 1995).

Again, this measure illustrates the distribution of instruction at the undergraduate level, and is not a direct measure of faculty instructional workload. A separate analysis of faculty instructional workload is presented in the next section.

Table 3-1  
Distribution of Undergraduate Instruction <sup>1</sup>

	Sections Taught By Faculty			+ Inst. Acad. Staff	+ Grad. Asst.
	Sole Section <sup>2</sup>	+ w/Supp. Section <sup>3</sup>	= Faculty Total		
<u>All Undergraduate Instructor Contact Hours</u>					
Fall 1995	57.8%	8.5%	66.3%	26.0%	5.5%
Fall 1994	58.5%	9.4%	67.9%	24.4%	5.5%
Fall 1993	59.6%	9.5%	69.1%	23.0%	5.6%
Fall 1987	62.9%	8.2%	71.1%	21.2%	6.2%
<u>Lower Division Instructor Contact Hours</u>					
Fall 1995	54.1%	8.3%	62.4%	29.3%	7.0%
Fall 1994	54.5%	9.3%	63.8%	27.7%	7.0%
Fall 1993	55.7%	9.4%	65.1%	26.6%	7.1%
Fall 1987	59.1%	8.2%	67.3%	23.9%	7.7%
<u>All Undergraduate Course Enrollments</u>					
Fall 1995	50.3%	18.6%	68.9%	26.2%	3.5%
Fall 1994	51.4%	18.8%	70.2%	24.7%	3.3%
Fall 1993	52.2%	18.7%	70.9%	24.4%	3.4%
Fall 1987	56.0%	17.6%	73.6%	20.5%	4.3%
<u>Lower Division Course Enrollments</u>					
Fall 1995	46.2%	20.0%	66.2%	28.4%	4.0%
Fall 1994	47.6%	20.3%	67.9%	26.6%	3.8%
Fall 1993	48.2%	20.6%	68.8%	26.3%	3.9%
Fall 1987	52.5%	19.2%	71.7%	21.9%	4.9%

<sup>1</sup> The balance of instruction (1-2% of the total) is accounted for by combinations of the three instructional staff types listed here. This analysis looks at primary group instruction sections only (see Appendix A for definition). It should be noted that these data portray only an aggregate picture of undergraduate instruction in the UW System. There are institution- and program-specific variances in how undergraduate instruction is delivered (due to changes in course demand or differing modes of instruction) which are not illustrated in these aggregate data.

<sup>2</sup> Represents stand-alone sections taught by faculty.

<sup>3</sup> Supplemental sections are taught by all instructor types (i.e., faculty, instructional academic staff, or GA).

3(b). Faculty Educational Workload Measures  
(Legal Faculty FTE Paid On GPR/Fees Only)

**Goal:** The goals of the Faculty Educational Workload policy approved by the Board of Regents in March 1994 are: to maintain and enhance faculty contribution to quality educational experience; provide the Regents with regular information regarding educational workloads; effect greater consistency in faculty educational workload among institutions with similar missions; and document non-classroom elements of faculty educational workload.

**Progress:** National data on faculty workload indicate full-time regular faculty members, on the average, spent 10.9 hours per week in direct teaching. All UW institutions met or exceeded this average in total group and individual contact hours. The Faculty Educational Workload policy specifies six measures of faculty instructional workload to be reported annually, in addition to the accountability indicator pertaining to faculty share of undergraduate instruction. Highlights of these six measures are as follows:

#1 - Weekly Group Contact Hours: UW Centers and UW-Milwaukee increased in this measure in Fall 1995 compared to Fall 1994, while this measure remained stable for UW-Madison and the UW Comprehensives.

#2 - Weekly Individual Contact Hours: There has been a slight decrease in average individual instruction contact hours at UW-Madison and UW-Milwaukee, on average, while this measure remained stable at UW Centers and slightly increased at the UW Comprehensive institutions.

#3 - Average Student Contact Hours: This measure reflects the combination of course contact hours (which are going up), and the number of students enrolled in those courses. As the downsizing of enrollments due to Enrollment Management takes place, smaller class sizes result in a decrease in this measure.

#4 - Average Group Course Credits: There were increases in average group course credits at UW Centers, UW-Milwaukee and UW Comprehensive institutions, while the UW Madison on average remained stable.

#5 - Average Student Credit Hours: As with average student contact hours, this measure is affected by student enrollments and has generally dropped over the period of Enrollment Management.

#6a - Average Group Sections: At UW-Madison and the UW Comprehensive institutions, the average number of primary sections taught by faculty remained stable compared with Fall 1994, while UW Centers and UW-Milwaukee showed slight increases over the prior fall.

#6b - Average Individual Sections: This measure reflects the average number of students enrolled in individual instruction courses taught by faculty. Slight decreases in this measure occurred Systemwide in Fall 1995 compared with Fall 1994.

**Table 3-2  
Faculty Instructional Workload Measures**

	UW-Madison #	UW-Milwaukee	UW Comprehensives	UW Centers
<b>#1: Weekly Group Contact Hours##</b>				
Fall 1995	6.3	8.0	11.9	15.4
Fall 1994	6.3	7.3	11.9	14.6
Fall 1993	6.4	7.8	11.9	14.2
Fall 1987	6.1	7.4	11.8	13.9
<b>#2: Weekly Individual Contact Hours</b>				
Fall 1995	5.5	2.9	2.3	0.2
Fall 1994	5.9	3.2	2.2	0.2
Fall 1993	5.8	3.0	2.2	0.2
Fall 1987	4.9	3.1	1.8	0.3
<b>#3: Average Student Contact Hours##</b>				
Fall 1995	210	189	324	281
Fall 1994	205	185	330	285
Fall 1993	201	192	335	302
Fall 1987	233	203	340	313
<b>#4: Average Group Course Credits</b>				
Fall 1995	5.8	7.1	9.7	12.8
Fall 1994	5.8	6.6	9.6	11.9
Fall 1993	5.9	7.0	9.6	11.7
Fall 1987	5.3	6.9	9.8	12.1
<b>#5: Average Student Credit Hours</b>				
Fall 1995	199	172	288	242
Fall 1994	193	170	292	247
Fall 1993	190	177	292	264
Fall 1987	219	193	300	272
<b>#6a: Average Group Sections</b>				
Fall 1995	2.0	2.5	3.4	4.2
Fall 1994	2.0	2.3	3.4	3.8
Fall 1993	2.0	2.4	3.4	3.7
Fall 1987	1.8	2.4	3.5	3.7
<b>#6b: Average Individual Sections<sup>+</sup></b>				
Fall 1995	5.4	3.6	4.0	0.2
Fall 1994	5.7	3.7	4.0	0.5
Fall 1993	5.4	3.3	4.1	0.4
Fall 1987	N/A	N/A	N/A	N/A

# Excluding Law, Medicine, and Veterinary Medicine.

## Standardized to a 50 minute contact hour/16 week semester. See Appendix B for description.

+ Represents student enrollments in individual instruction sections.

[Indicator 3b, continued.]  
**Total UW System Faculty Workload**

Of course, the total workload of faculty encompasses much more than the actual time spent in direct instruction as measured by Indicator 3b. Faculty also engage in out-of-classroom instructional activity, course preparation, advising, research/scholarship, public service, institutional administration/governance, and professional development.

Preliminary data from a survey of UW System tenured and tenure-track faculty in Fall 1996 indicate that UW System faculty spend an average of 57 hours per week in their work-related activities, which is comparable to the total workload reported by faculty at other public colleges and universities around the country in past studies. The table below compares the percentage allocation of UW System faculty workload among teaching & related activities (including direct instruction, course preparation, office hours & advising, student supervision, directing student performances), research/scholarship, professional development, governance/administration, and service & other activities (including community service and clinical care) with that reported by full-time faculty at public institutions in a recent national survey of postsecondary faculty<sup>4</sup>:

**Table 3-3**  
**Percentage Allocation of Time Spent in Various Workload Activities by UW System Faculty and Public Institution Faculty Nationally**

Activity*	UW System	Public U.S. (NSOPF-93)
Teaching and Related Activities	58%	59.2%
Research and Scholarship	17%	16.5%
Governance and Administration	14%	11.5%
Professional Development	4%	4.5%
Service and Other	6%	8.3%

\* Note: May not total to 100 due to rounding.

As indicated, the proportion of total time spent in these activities by UW System faculty is consistent with that of faculty at public institutions nationally. The somewhat larger proportion of time spent by UW System faculty in governance and administration activities is reflective of the unique shared governance responsibilities of UW System faculty spelled out in state statutes.

<sup>4</sup> Source: National Center for Education Statistics, *National Survey of Postsecondary Faculty, 1993 (NSOPF-93)*.

4. Research Funding at Doctoral Institutions  
(Accountability Task Force Indicator "D"—Quality)

**Goal:** Support and expand UW-Madison's national pre-eminence in extramural research funding and maintain UW-Madison's national ranking. Continue to increase the amount of extramural research funding received by UW-Milwaukee.

**Progress:** Externally funded research expenditures totaled almost \$300 million in FY1996. UW-Madison expended \$287.6 million in extramural research funds during 1995-96, up 2% from 1994-95. UW-Madison consistently ranks in the top 10 nationally in federal support received for research and development: 1990-91 (8th), 1991-92 (8th), 1992-93 (8th) and 1993-94 (6th). UW-Milwaukee expended \$9.4 million in extramural research during 1995-96, up 2.2% from 1994-95.

**Commentary:** During 1995-96, 66% of UW-Madison's and UW-Milwaukee's extramural research expenditures were federally funded. Approximately half of all faculty members at UW-Madison received extramural research awards in 1995-96, while one-fifth of UW-Milwaukee's faculty members received extramural research awards.<sup>5</sup> At UW-Madison, more than one out of every five graduate students was supported by an externally funded research/project assistantship. UW doctoral institutions contributed nearly \$300 million to the state's economy through external research funds. The continued ability of these two institutions to bring in this high level of extramural support is directly related to their ability to attract and retain high quality faculty and staff.

Measure	UW Madison	UW Milwaukee
Externally Funded Research Expenditures (FY 96)		
Federal funding	\$190,665,351	\$6,087,511
Other funding	\$ 96,983,510	\$3,284,829
Total	\$287,648,861	\$9,372,340
<u>Percent of Total Federal Research &amp; Development Obligations (Science and Engineering)</u>		
FY 1992	1.77%	0.05%
FY 1993	1.74%	0.05%
FY 1994	1.76%	0.05%
<u>Percent of Faculty Receiving Extramural Research Awards (1995-96)</u>		
Number of Faculty Receiving Awards	1,115	152
Percent of All Faculty	48.7%	20.5%
<u>Percent of Graduate Students With Externally Funded Research/Project Assistantships</u>		
Number (Headcount Payrolled Oct. 95 on Research)	2,308	110
Percent of Total Graduate Headcount	20.1%	2.4%

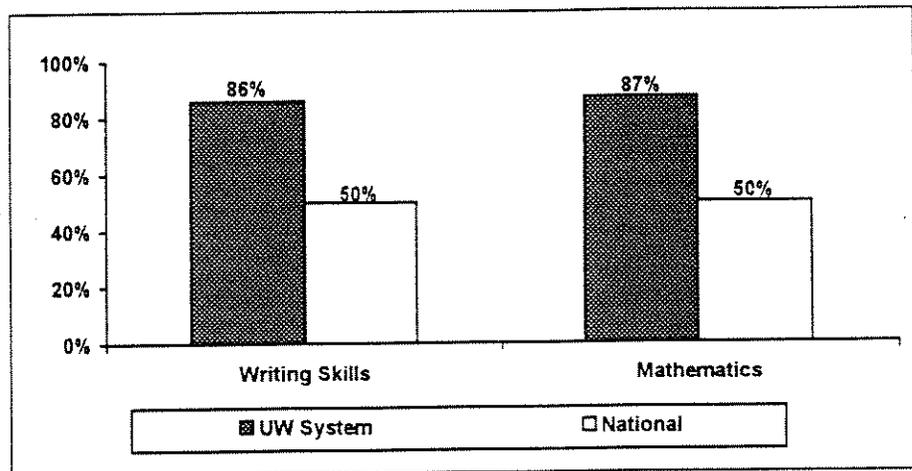
<sup>5</sup> Award percentages exclude awards made on Hatch-Adams, WARF, and endowment funds.

5. **Sophomore Competency Test**  
(Accountability Task Force Indicator "E"—Effectiveness)

**Goal:** Exceed the national average in writing and mathematical skills, as measured by the ACT-CAAP or a comparable national examination. Examine the possibility of a value-added goal once ACT has developed that component.

**Progress:** UW students score above national averages in writing and math skills. A sample of UW System students took the ACT-CAAP for the first time in 1992. The maximum score is 80 in the writing skills and mathematics categories, and the minimum score is 40. These UW System students received an average score of 67.6 (86th percentile nationally) in writing skills. They received an average score of 60.9 in mathematics (87th percentile nationally).

Figure 5-1  
ACT CAAP Test Scores Percentiles

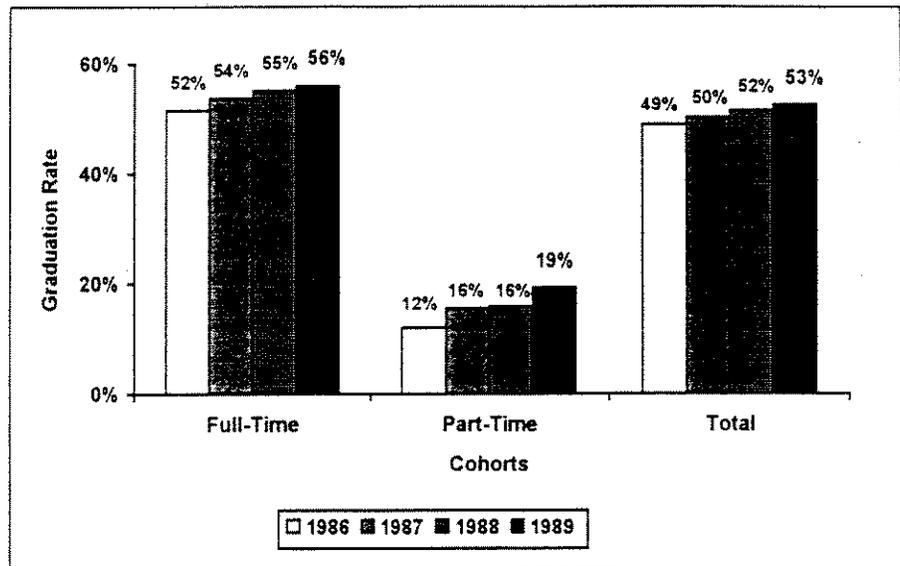


6. **Graduation Rate**  
 (Accountability Task Force Indicator "F"—Effectiveness)

**Goal:** Continuously improve the graduation rate of undergraduates.

**Progress:** Six-year graduation rates continue to rise. Among new freshmen who enrolled in Fall 1989, 56% of full-time students and 19% of part-time students graduated within 6 years, compared to 51.6% and 12% respectively of those who started in Fall 1986 (Figure 6-1).

**Figure 6-1**  
**Six-Year Graduation Rates by Full-time and Part-time Status**



Overall, 53% of all UW new freshmen starting in Fall 1989 graduated within 6 years, up from 40% of Fall 1986 new freshmen. These compare to a six-year graduation rate of 55% for new freshmen at public institutions nationwide <sup>5</sup>.

<sup>5</sup> Source: 1995-96 Consortium for Student Retention Data Exchange (CSRDE) Report. Graduation rate based on data from a sample of 125 public institutions.

7. Post-Graduation Experience  
(Accountability Task Force Indicator "G"—Effectiveness)

**Goal:** Maintain or improve the national/state ranking of undergraduate, graduate, and professional students in post-baccalaureate examinations. Monitor professional/graduate school attendance, employment placement, and other data.

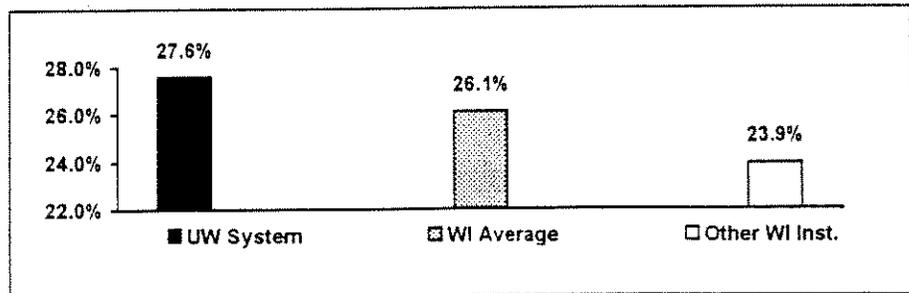
**Progress:** 94% of UW System graduates go on to continue their education or into the workforce; UW System students compare well to state and national averages in post-baccalaureate tests. Approximately 500 UW System students sat for the Uniform CPA exam in 1995. Almost 30% (27.6%) of those students passed all four parts of the exam their first time. This compares with an average of about 24% for students from all other colleges and universities in Wisconsin (Figure 7-1). The national pass rate for first-time CPA exam-takers is 20-25%.

Nearly 500 UW System students took the Professional Nursing Programs Examination in 1995. This exam is required upon completion of the undergraduate degree program in nursing in order to obtain licensure as a registered nurse. First-time test-takers from the UW System score above or extremely close to the national average (Table 7-1).

UW System students taking the Graduate Record Examination (GRE) also compare favorably to national averages on each of the three components (Table 7-2).

UW System career services offices play an active role in student career planning and decision-making, as well as providing labor market and occupational information. Some of the services provided include career fairs, on-campus interviews with employers, workshops on resume writing and interviewing, referral services to employers and vacancy listings. Summary information provided by UW System career services offices based on their "Destination Surveys" show that, on average, 10% of 1994-95 bachelor's degree recipients are continuing their education and 84% are in the workforce (Figure 7-2).

Figure 7-1  
Proportion of Wisconsin First-Time Uniform CPA Exam Takers Passing All Parts, 1995



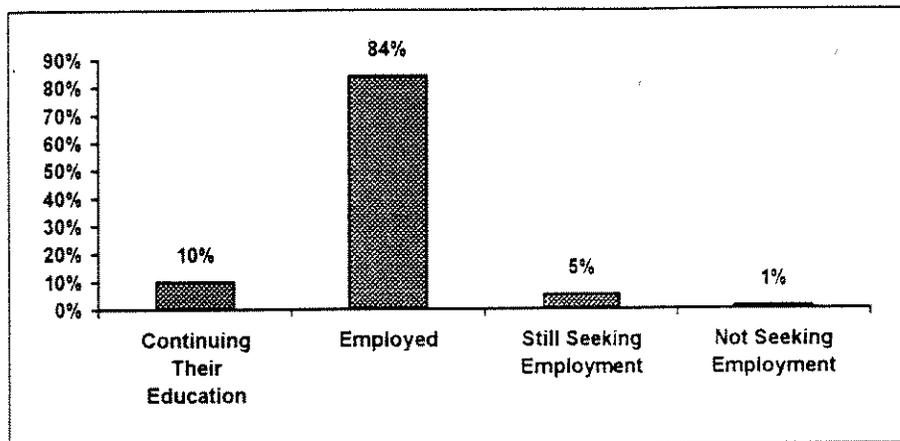
**Table 7-1**  
**Professional Nursing Programs**  
**National Council Licensure Examination (NCLEX-RN)**  
**First-Time Exam Writers, 1995**

Date(s) of Exam	# UWS Students	Percent Passing	
		UWS	U.S. Avg.
February, 1995	203	91.1	92.4
April - June, 1995	81	88.9	93.7
July - September, 1995	190	88.9	88.3
October - December, 1995	16	100.0	90.4

**Table 7-2**  
**GRE Undergraduate Test Score Averages, 1994-95**

	Verbal	Quantitative	Analytical
UW Doctoral Cluster	500	624	622
UW Comprehensive Cluster	456	536	559
UW System Average	480	572	583
National Average	474	551	554

**Figure 7-2**  
**Placement of 1994-95 UW System Graduates<sup>7</sup>**



<sup>7</sup> The average response rate of the UW institution "Destination Surveys" used in compiling these data was 68%. See Appendix B for more detailed information on the surveys.

**8. Credits to Degree  
(Accountability Task Force Indicator "H"—Efficiency)**

**Goal:** Reduce the total number of credits to degree taken by undergraduates while maintaining the integrity of degree programs.

**Progress:** At the Board of Regents' direction, each UW System institution has established a goal for reducing the average number of attempted credits-to-degree. UW graduates who start as new freshmen, on the average, have attempted 144-145 credits by the time they graduate, approximately one semester more than is typically required to graduate in four years of full-time study. For details on current four-year graduation rates, see Appendix A, Table 8a.

**Table 8-1  
Average Attempted Credits to Degree for Bachelor Degree Graduates  
Starting as New Freshman**

	Year of Graduation				
	1984-85	1991-92	1992-93	1993-94	1994-95
UW System	145	144	144	145	145

Several factors influence the number of credits that students take during their undergraduate years. Student factors include changing academic majors, transferring to another institution, and taking extra electives. The institution-controlled factors that influence the number of credits include credits required for the degree, course availability, student advising and acceptance of transfer coursework. Several UW System institutions have reviewed their degree policies and subsequently reduced the minimum credit hours required for earning the bachelor's degree. For example, in January 1994, 4 UW System institutions had a minimum bachelor's degree requirement of 120 credits. However, as of November 1996, 11 UW institutions had a minimum bachelor's degree requirement of 120 credits<sup>3</sup>. In addition, institutions are ensuring the availability of required courses, improving advising and transfer processes, encouraging students to earn college credits in high school, and developing four-year degree contracts.

<sup>3</sup> In addition, the academic planning council at UW-Platteville has recommended a change to a 120 credit minimum.

9. **State Funding for Instruction-Related Activities**  
(Accountability Task Force Indicator "I"—Efficiency)

**Goal:** **Maintain or increase GPR/fee investment in instruction-related activities.**

**Progress:** 1995-96 was the first year of the \$33 million biennial cut in GPR support. This cut was taken disproportionately in administration, and fees were increased to that the proportion of GPR/fee support for instruction-related activities remained stable. During 1995-96, 66% of state-funded *expenditures* were instruction-related (instruction, \$559.5M, 46%; academic support, \$167.5M, 14%; and student services, \$69.4M, 6%), while 68% of state-funded *positions* were instruction-related. Institutional support accounted for 8% (\$102.2M) of state-funded expenditures (and 6% of expenditures from all sources), and 10% of state-funded positions in 1995-96. While these proportions have remained relatively stable from the previous year, total state-funded instructional expenditures decreased 1.2%.

Other expenditures and positions are dedicated to activities such as research, financial aid, physical plant operations and maintenance, farm operations and public service.

10. **Rates of Admission and Access for Wisconsin High School Graduates**  
(Accountability Task Force Indicator "J"—Access)

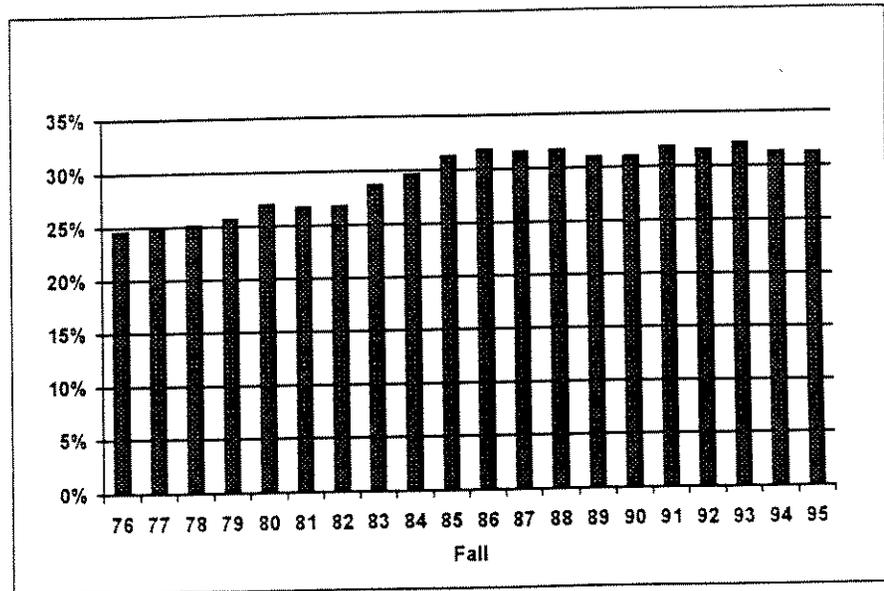
**Goal:** **In May 1994, the Board of Regents approved Enrollment Management III, which provides a strategic plan for enrollments to the year 2000. If adequate resources are provided by the state, combined with institutional productivity gains, current access rates will be maintained.**

**Progress:** Access for Wisconsin high school graduates remains at approximately 31 percent. In Fall 1995, 31.2% of all new Wisconsin high school graduates were enrolled as freshmen at a UW System institution. This compares with 31.3% in Fall 1994 (Figure 10-1). The comparable access rate for public universities nationwide was 21% in Fall 1994. Ninety-one percent of Wisconsin new freshmen were admitted somewhere in the UW System for Fall 1995.

Due to a \$33 million budget reduction in the 1995-97 biennium, the UW System revisited Enrollment Management III policies as part of the "Study of the Future of the UW System in the 21st Century" in 1995-96. The conclusion of the Board of Regents was that the UW System must and would ensure quality and access for Wisconsin resident undergraduates through the year 2000 by increasing productivity to serve 4,000 additional FTE students. To meet this goal, the State must continue base budget funding at current levels with appropriate increases for compensation and costs to continue.  
Any

additional access beyond the 4,000 students will require additional state funding.

Figure 10-1  
Percent of Wisconsin HS Graduates Who Enroll in The UW System



11. Retention and Tenuring of Women and Minority Faculty and Staff  
(Accountability Task Force Indicator "K"—Diversity)

Goal (a): Retain women and minority faculty at the same rates as white males.

Progress: Renewal rates of tenure-track women and minority faculty were equal to or slightly above those for white males (Table 11-1). These data reflect only tenure-track faculty. Renewal/non-renewal decisions for tenure-track faculty are made by each department based on regular performance evaluations. As indicated in Table 11-1, retention has improved for three categories since 1992-93 and has varied little in the fourth, suggesting that good hiring choices are being made.

**Table 11-1  
Renewals by Race and Gender**

	White Males	Minority Males	White Females	Minority Females
<b>1992-93</b>				
Candidates	456	106	343	46
Renewals	441	91	338	41
Pct. Renewed	96.7%	85.8%	98.5%	89.1%
<b>1993-94</b>				
Candidates	465	90	398	51
Renewals	451	85	387	50
Pct. Renewed	97.0%	94.4%	97.2%	98.0%
<b>1994-95</b>				
Candidates	437	84	387	57
Renewals	425	81	378	55
Pct. Renewed	97.3%	96.4%	97.7%	96.5%
<b>1995-96</b>				
Candidates	368	71	321	39
Renewals	360	69	312	39
Pct. Renewed	97.8%	97.2%	97.2%	100.0%

**Goal (b):** Tenure faculty members, regardless of race or gender, at the same rates.

**Progress:** The percentage of candidates granted tenure between 1994-95 and 1995-96 increased for all minority males and white females, but decreased for white males and minority females (Table 11-2). Small numerical changes from year to year can result in large fluctuations, therefore extreme care must be taken in interpreting changes in annual tenure rates. The average tenure rate for all categories between 1992-93 and 1995-96 ranges from 81% to 92%.

**Table 11-2  
Candidates for Tenure by Minority and Gender**

	White Males	Minority Males	White Females	Minority Females	Total Minority	Total Female	Total Minority & Females
<b>1992-93</b>							
Candidates	156	23	89	14	37	103	126
Tenured	137	22	83	11	33	94	116
Pct Tenured	87.8%	95.7%	93.3%	78.6%	89.2%	91.3%	92.1%
<b>1993-94</b>							
Candidates	163	29	95	10	39	105	134
Tenured	142	24	87	10	34	97	121
Pct Tenured	87.1%	82.8%	91.6%	100.0%	87.2%	92.4%	90.3%
<b>1994-95</b>							
Candidates	138	26	78	10	36	88	114
Tenured	125	22	70	9	31	79	101
Pct Tenured	90.6%	84.6%	89.7%	90.0%	86.1%	89.8%	88.6%
<b>1995-96</b>							
Candidates	131	27	116	19	46	135	162
Tenured	112	24	108	13	37	121	145
Pct Tenured	85.5%	88.9%	93.1%	68.4%	80.4%	89.6%	89.5%
<b>Avg. Tenure Rate, 92-93 to 95-96</b>	<b>87.8%</b>	<b>87.6%</b>	<b>92.1%</b>	<b>81.1%</b>	<b>85.4%</b>	<b>90.7%</b>	<b>90.1%</b>

**12. Minority Student Enrollment and Graduation Rates  
(Accountability Task Force Indicator "L"—Diversity)**

**Goal:** Increase minority student enrollment, as outlined in the UW System's "Design for Diversity" plan, as well as minority student graduation rates.

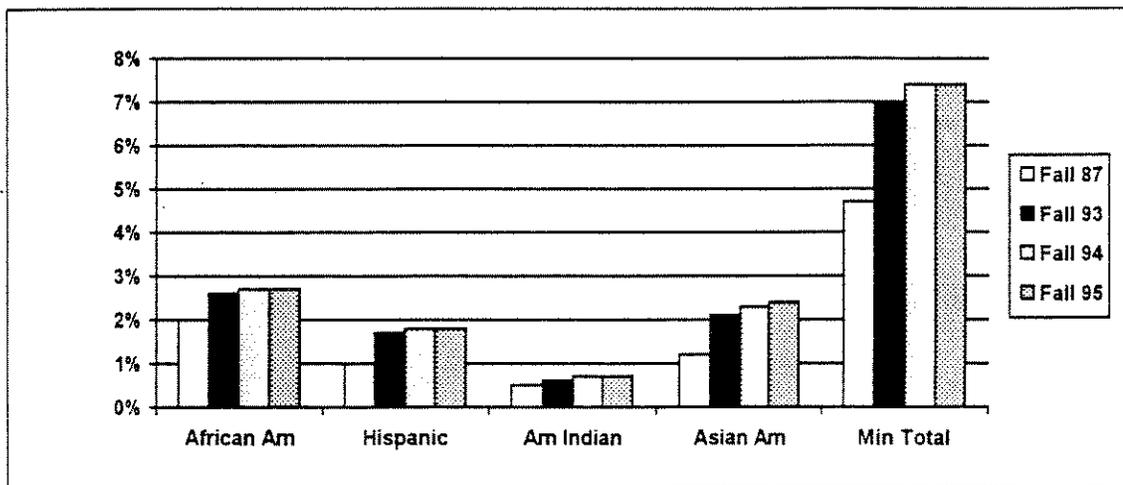
**Progress:** The number and proportion of minority students in the UW System remained stable in Fall 1995; minority student graduation rates continue to rise. Enrollment of minority students increased slightly between Fall 1994 and Fall 1995, as did their percentage of total enrollment. Minorities now constitute 7.6% of total enrollment in the UW System, compared to 7.4% in the fall of 1994 (Table 12-1).

The proportion of minority undergraduates who graduated is also increasing. Comparing the six-year graduation rate for the group of freshmen who started in 1988 with the group that started in 1989, increases are: 21.4% to 24.5% African Americans; 32.7% to 34.3%, Hispanics; and 50.6% to 53.3%, Asian Americans. The rate for American Indians starting in 1989 (24.3%) fell slightly from the 1988 cohort (24.5%), but is up from that of the fall 1976 and 1987 cohorts. The graduation rates for white students increased from 52.8% to 53.7% between fall 1988 and fall 1989 (Table 12-2).

**Table 12-1  
UW System Enrollment and Percent of Enrollment  
By Race/Ethnicity**

	Enrollment				Percent of Total Enrollment			
	Fall 87	Fall 93	Fall 94	Fall 95	Fall 87	Fall 93	Fall 94	Fall 95
African American	3,190	3,968	4,050	3,977	2.0%	2.6%	2.7%	2.7%
Hispanic/Latino	1,620	2,556	2,692	2,754	1.0%	1.7%	1.8%	1.8%
American Indian	770	1,001	1,047	1,028	0.5%	0.6%	0.7%	0.7%
Asian American	1,982	3,318	3,541	3,576	1.2%	2.1%	2.3%	2.4%
Subtotal Minority	7,562	10,843	11,330	11,335	4.7%	7.0%	7.4%	7.6%
Foreign	4,480	5,751	5,590	5,496	2.8%	3.7%	3.7%	3.7%
White/Other	149,845	138,026	135,209	132,974	92.6%	89.3%	88.9%	88.8%
<b>Total</b>	<b>161,887</b>	<b>154,620</b>	<b>152,129</b>	<b>149,805</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

**Figure 12-1  
Minority Student Enrollment  
as a Percent of Total Student Enrollment**



**Table 12-2  
Six Year Graduation Rates of UW Undergraduate Students \*\*  
For Those Graduating At Any UW Institution  
By Race/Ethnicity**

	Fall 1976 Cohort	Fall 1987 Cohort	Fall 1988 Cohort	Fall 1989 Cohort
African American	12.9%	22.9%	21.4%	24.5%
Hispanic/Latino	18.6%	29.2%	32.7%	34.3%
American Indian	17.1%	23.1%	24.5%	24.3%
Asian American	35.5%	49.7%	50.6%	53.3%
White-Other	45.7%	51.3%	52.8%	53.7%
<b>Total*</b>	<b>44.5%</b>	<b>50.3%</b>	<b>51.6%</b>	<b>52.6%</b>

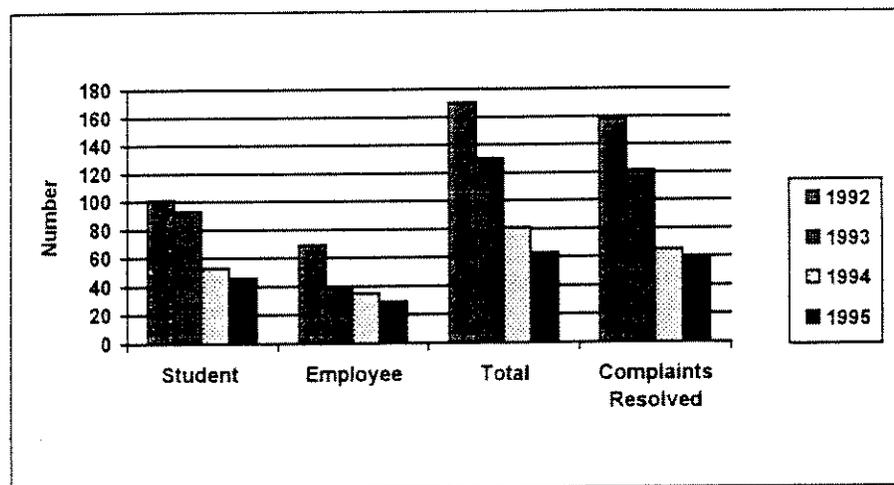
\* Total includes foreign students. \*\*Includes full- and part-time.

13. Reporting and Resolution of Sexual Harassment Complaints  
(Accountability Task Force Indicator "M"—Diversity)

**Goal:** Promptly investigate and resolve complaints of sexual harassment, resulting in an improved campus climate.

**Progress:** Complaints of sexual harassment fell 22%, from 81 in 1994 to 63 in 1995 (Figure 13-1). Of these complaints, 73% were from students and 46% from employees.<sup>9</sup> Ninety-four percent of complaints were resolved within the year.

Figure 13-1  
Number of UW System Incidents of Sexual Harassment



The number of reported complaints will vary from year to year. Each institution publishes definitions of sexual harassment and conducts educational programs for students, faculty, and staff. The ultimate objective is to sustain a climate on campus that will make sexual harassment less likely to occur. The 4-year decline in total complaints suggests that these efforts are achieving the desired results.

<sup>9</sup> The total number of complaints is less than the sum of student and employee complainants because in some cases more than one complainant joined in single complaint.

**14. Faculty Retention and Development  
(Accountability Task Force Indicator "N"—Stewardship of Assets)**

**Goal:** Increase professional development of faculty and staff.  
Monitor faculty recruitment and retention rates.

**Progress:** Faculty turnover averages almost 7%, more than half is due to retirement.  
Faculty who left or retired from a UW institution increased from 436 (6.2%) in 1994-95 to 473 (6.8%) in 1995-96.

**Table 14-1  
Faculty Turnover at UW Institutions (Headcount)**

	Total Number	Leave Number	Percent	Retired Number	Percent	Total Turnover	Percent
<b>1993-94</b>	7,151	150	2.1%	203	2.8%	353	4.9%
<b>1994-95</b>	7,057	204	2.9%	232	3.3%	436	6.2%
<b>1995-96</b>	6,910	183	2.6%	290	4.2%	473	6.8%

Budget stringencies hold investment in faculty and staff development well below the recommended one percent of payroll. Faculty and staff are the UW System's principal asset and, like any asset, require continual support and enhancement. The goals of faculty and staff development activities are to provide a regular means to update skills and improve individual professional performance. UW System institutions must commit an equal or greater amount from their resources to receive System funding for faculty/staff development.

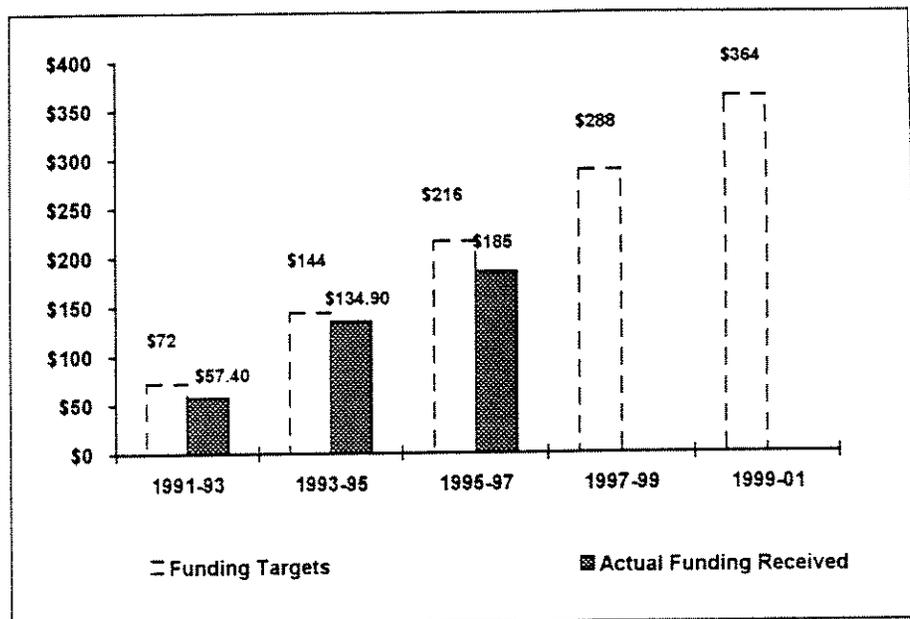
**15. Facilities Maintenance  
(Accountability Task Force Indicator "O"—Stewardship of Assets)**

**Goal:** Reduce the maintenance backlog on institutional facilities.

**Progress:** In its 1991-93 capital budget, the UW System Board of Regents adopted a 10-year plan to eliminate a \$364 million maintenance backlog identified in the Building Condition Survey. In the five years since, the UW System has received almost \$185 million to reduce this backlog. While the total amount received to date makes it appear that we are close to being on schedule in terms of total expenditures, it should be noted that the All Agency funds for the 1995-97 biennium are nearly exhausted. That means minimal additional progress can be expected for the next year. It is also important to note that the \$364 million target, identified five years ago, has not been adjusted for inflation and maintenance needs are accruing as the facilities age. Most preventive maintenance funds are separately budgeted through the State Building Commission, which must approve expenditures on a project-by-project basis.

UW System facilities include more than 1,600 buildings across the state, with a replacement value of almost \$4.7 billion. Maintenance of these structures is carried out as funding is appropriated. While some buildings are new, others are more than 100 years old. More than 70% of these buildings are more than 25 years old; about 30% are more than 35 years old. Caring for such a large and diverse investment is always demanding, and the problem has increased in recent years, reflecting the age of facilities and their support systems. Routine maintenance has also suffered from budget shortfalls due to a desire to protect instruction. These issues portend continued lack of progress in the future.

**Figure 15-1**  
**Progress on 10-Year Plan for Deferred Maintenance (in \$M)**  
**(July 1991-June 1996)**



**Note:** "1995-97 Actual Funding Received" reflects only funding received as of June, 1996, the first year of the 1995-97 biennium.

**16. Workplace Safety  
(Accountability Task Force Indicator "P"—Stewardship of Assets)**

**Goal:** Monitor the number of accidents, injuries and exposures experienced by university employees, and increase awareness of safety procedures through education.

**Progress:** Worker's Compensation claims during FY 1996 totaled \$3.3 million, a reduction of 25% (\$1.1 million) from FY 1995's \$4.4 million. This is the first reduction that has occurred since FY1989. This reduction is attributed to increased loss prevention efforts, improved litigation practices, proactive claims management, and enhanced efforts in early return-to-work programs.

The number of reported claims was up 3% during FY 1996 (1,550 cases in FY 1995; 1,592 cases in FY 1996). These increases have been attributed to early reporting of injuries and illnesses. Early reporting contributes to more effective management of worker's compensation claims.

**17. Employer Satisfaction with UW System Graduates  
(Accountability Task Force Indicator "Q"—Contribution to Compelling State Needs)**

**Goal:** Continuously improve the career-readiness of UW System graduates and the responsiveness of the UW System to the needs of Wisconsin businesses and professions.

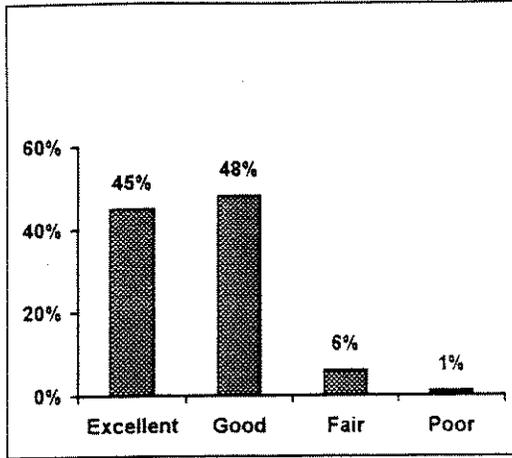
**Progress:** Employers rank UW graduates high in basic, professional, and critical thinking skills--survey completed in Fall 1994. In order to compete in a global environment, Wisconsin businesses, industries and professions need a mix of employees who are well-educated and well-prepared to perform in the workplace. The UW System conducted a survey of Wisconsin business and industry in 1994. This survey assessed the career-readiness of UW System graduates, as evaluated by employers. The survey asked for an assessment of UW System graduates as employees. Concerning basic skills (writing, math), 93% of those responding said graduates were good or excellent, 6% said fair, and 1% said poor (Figure 17-1). Concerning professional knowledge and skills, 93% of employers said UW graduates were good or excellent, 5% fair and 2% poor (Figure 17-2). Concerning critical thinking skills (problem solving), 95% responded good to excellent, 4% fair and 1% poor (Figure 17-3).

The survey also assessed the UW System's importance to business and industry in two respects: 61% of respondents said the UW System is very important to Wisconsin's economy, 36% said fairly important, 3% said not too important, and 0% said not at all important (Figure 17-4). Under "access to UW technical/research services," 21% said such access is very important to their businesses, 40% said fairly important, 24% said not too important, and 15% said not at all important.

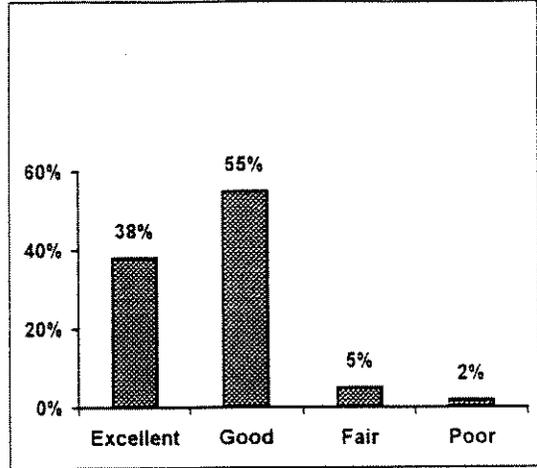
The 1994 survey results show a positive trend over the 1991 survey. More businesses feel the UW System is very important to the economy than in the 1991 survey (61% vs. 51%). More businesses feel the UW System is very or fairly important to the education and training needs of their employees than 1991 (54% vs. 40%). The importance of access to UW System services has increased dramatically among Wisconsin businesses over the past three years (61% vs. 34%). On all three skill categories, more businesses rated the skills of the UW graduates they employ as "excellent" than in the 1991 survey (on average 10% more businesses gave the "excellent" rating).

The 1994 survey also indicated that Wisconsin businesses are interested in the UW System providing distance education opportunities for their employees and are willing to pay a portion of the cost.

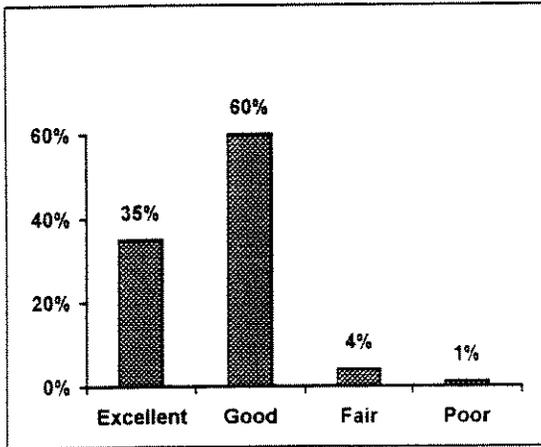
**Figure 17-1**  
Basic Skills of UW System Graduates



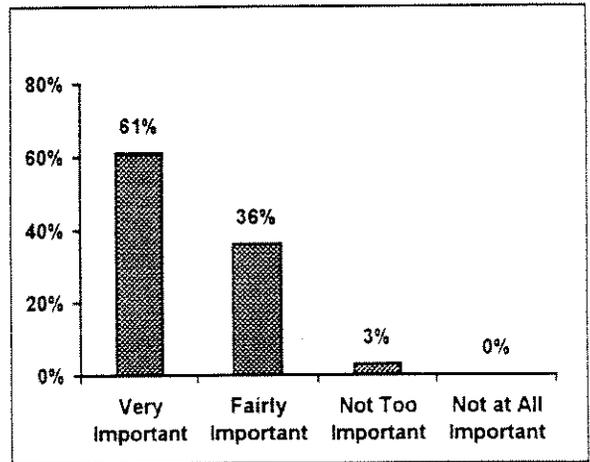
**Figure 17-2**  
Professional Skills of UW System Graduates



**Figure 17-3**  
Critical Thinking Skills of UW System Graduates



**Figure 17-4**  
UW Importance to State Economy



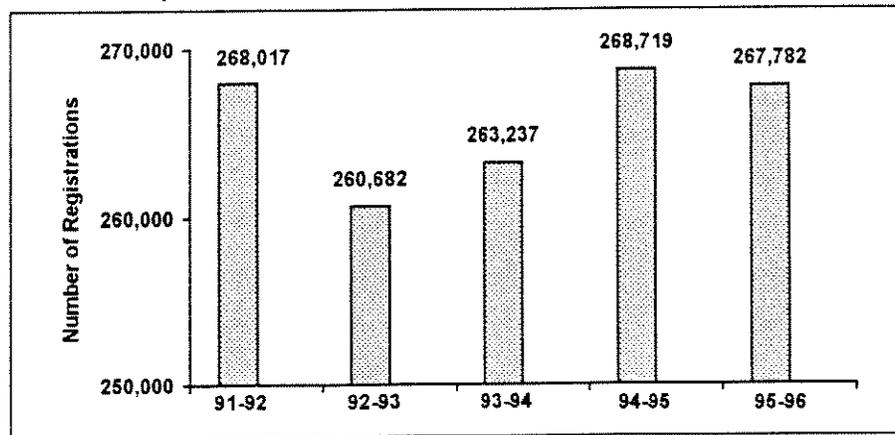
**18. Continuing Education/Extension Enrollment  
(Accountability Task Force Indicator "R"—Contribution to  
Compelling State Needs)**

**Goal:** Continuously improve the UW System's level of service to Wisconsin residents, as measured by enrollment in and satisfaction with UW-Extension Continuing Education courses and participation in UW-Extension Cooperative Extension programs.

**Progress:** UW Extension serves nearly two million Wisconsin residents--two out of five--annually. Participation in extension programs of the UW System grew in 1995-96. Surveys of target clientele show high levels of satisfaction with extension programs offered by UW-Extension and UW institutions. During 1995-96, there were 267,782 Continuing Education registrations (Figure 18-1), an essentially steady state (-0.3%). Enrollments in programs delivered via distance education grew 25%.

Based on the most recent data available, Cooperative Extension made 1.6 million teaching contacts throughout the state (no change from the prior year except for a 22% increase in Geological and Natural History Survey contacts) <sup>10</sup>.

**Figure 18-1  
Number of Continuing Education Registrations**



In addition, average weekly audiences for Wisconsin Public Radio and Television programs increased by 19% and 41% respectively, reaching 354,300 radio listeners and 685,000 viewing households per week in 1995-96. Cable 33 telecourse enrollments grew 63%.

Extension programs serve a broad spectrum of clientele in Wisconsin. Offering programs in such areas as pharmacy, engineering, education, business outreach, arts development, family living, community development, natural resources, health and human services, communications and nursing, among others, Extension's Continuing

<sup>10</sup>An individual may register for more than one program during a given year.

Education and Cooperative Extension programs serve both the general public and special needs in business, labor, agriculture, youth, families, government and the professions.

UW-Extension programs also serve Wisconsin residents through correspondence study, distance education, publications, exhibits, Small Business Development Centers, Wisconsin Public Radio and Television, and many other means. In the context of continuous improvement, improved access to extension programs is expected through advances in distance learning.

The 1995-96 budget cut General Program Revenue from these programs and substituted Program Revenue support through higher user fees. This shift may impact Continuing Education enrollments in particular in future years.

### Section 3: A Proposal For a New Way of Addressing UW System Accountability and Effectiveness

The final report of the Board of Regents on the *Study of the UW System in the 21st Century* included the following recommendation: "The definition and measurement of results should be expanded from its current focus to include all instructional and instruction-related resources. The Board of Regents recommends that the President of the UW System, in cooperation with the chancellors of each UW institution, further define the concept of university effectiveness and prepare a plan to implement this concept throughout the UW System. This plan should specify the principles, goals and assessments to be used in implementing the initiative."

Despite having been innovative when adopted in 1993, the UW System's current efforts to measure effectiveness and demonstrate accountability via the annual accountability report also have some shortcomings. The current mechanisms used to measure the effectiveness of the UW System tend to be heavily focused on inputs and process variables (e.g., faculty contact hours, distribution of expenditures by category) and not focused sufficiently on outcomes. Moreover, they do not take into account the changes being produced by distance learning and other new instructional technologies, they are not tailored to the specific informational needs of the UW System's various stakeholders, and they do not capture enough of the big picture--the effectiveness of the entire organization. The most significant shortcoming of the UW System's current approach to accountability, however, is that it does not include the state's side of the partnership. As the UW System and many other states have learned in recent years, a significant reduction in state funding may reduce the effectiveness of universities in making significant progress toward achieving their goals. A fair system of accountability should make it possible for the universities' internal and external stakeholders to evaluate the performance of both parties to the compact between state government and state universities.

In line with the Board's recommendation on The 21st Century Study, the UW System is proposing a new concept of accountability with two dimensions. The first dimension provides a coordinated framework for measuring the effectiveness of all UW System institutions in meeting a commonly held goal and objective: teaching and student learning outcomes. The second dimension establishes an ongoing system for addressing the specific reporting needs of the UW System's various stakeholders, both internal and external. Internal stakeholders include faculty, staff, and students. External stakeholders include parents, state & federal governments, employers, private industry, and Wisconsin citizens. This model takes an *interactive approach* to measuring the UW System's effectiveness and also reflects the *collective stewardship* of the UW System by all of its stakeholders.

**A coordinated framework for measuring the effectiveness of the UW System.** The new framework will be designed around the core process of teaching and student learning. This involves input (e.g., funding and staffing levels), process (e.g., workload), and outcome (e.g., student retention/graduation and client satisfaction) variables. Specific measures will be developed for each of the aspects of this framework and will serve as the basis for the overall UW System accountability report. Data for some potential measures exist due to current accountability reporting, although there will likely be a need for additional data collection.

Proposed UW System Accountability Framework<sup>11</sup>

Input Variables	Process Variables	Outcomes
<ul style="list-style-type: none"> <li>◆ <b>Funding Levels</b> <ul style="list-style-type: none"> <li>- State Funding</li> <li>- Federal Financial Aid</li> <li>- Private Fundraising</li> <li>- Other Funding Sources</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Instructional Workload</b> <ul style="list-style-type: none"> <li>- Profile of Instructional Workload</li> <li>- Profile of Total Faculty Activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Improvements in Student Knowledge &amp; Skills</b> <ul style="list-style-type: none"> <li>- Assessments of Student Learning Outcomes (e.g., ACT-CAAP)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>◆ <b>Staffing Levels</b> <ul style="list-style-type: none"> <li>- Instructional Staff</li> <li>- Support Staff</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Instructional Quality</b> <ul style="list-style-type: none"> <li>- Instructional Resources</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Student Progression</b> <ul style="list-style-type: none"> <li>- Retention/Transfer</li> <li>- Graduation</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>◆ <b>Incoming Students</b> <ul style="list-style-type: none"> <li>- Rates of (Admission) Access</li> <li>- Demographic Profile</li> <li>- Educational Profile</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Learning Productivity</b> <ul style="list-style-type: none"> <li>- Credits/Time to Degree</li> <li>- Advising</li> <li>- Course Availability</li> <li>- College-Level Learning in High School</li> <li>- Collaborative Programming</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Postgraduation Activity</b> <ul style="list-style-type: none"> <li>- Job Placement</li> <li>- Graduate/Professional School Placement</li> <li>- Performance on Graduate/Professional School Exams.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>◆ <b>Educational Technology Usage</b> <ul style="list-style-type: none"> <li>- Distance Learning</li> <li>- Instructional Technologies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Client Satisfaction</b> <ul style="list-style-type: none"> <li>- Students</li> <li>- Alumni</li> <li>- Employers</li> </ul> </li> </ul>

**Meeting the needs of internal and external stakeholders.** Because, it is unrealistic to attempt to meet the accountability needs of the diverse groups served by the UW System in a single report, the UW System proposes to also establish a series of short reports addressing the specific needs of each major stakeholder group, internal and external. The major internal stakeholders include students, faculty, staff, and Board of Regents. The major external stakeholders include parents, alumni, the governor, the legislature, business and industry, and the citizens of Wisconsin.

Each stakeholder group would be queried, via focus groups or other methods, to determine the information they need in order to make informed judgments about the UW System and its institutions. It is anticipated that this exercise would need to be conducted once every 3-5 years. These informational needs would then be distilled into no more than five to seven reporting items per group.

**Next steps.** The UW System proposes to refine and operationalize this new concept during 1997-98. The first step will be to further refine these draft recommendations in conversations with chancellors, vice chancellors, and UW System governance groups (faculty, academic staff, students) over the next several months with the goal of taking a step toward implementation as part of the 1997 Accountability Report. In 1998, it is proposed that a public/private task force (not unlike the original accountability task force) be convened to discuss and evaluate the first year's experience with this process.

<sup>11</sup> Although not indicated in the figure, it is recognized that this is a dynamic model where the inputs, processes, and outcomes sometimes overlap, and where there are various feedback loops.

## Appendix A

### Institutional-Level Data for Selected Accountability Indicators

- Indicator "3a": Profile of Undergraduate Instruction  
(Accountability Task Force Indicator "C"—Quality)
- Indicator "3b": Six Measures of Faculty Instructional Workload
- Indicator "6": Graduation Rates of New Freshmen  
(Accountability Task Force Indicator "F"—Effectiveness)
- Indicator "7": GRE Undergraduate Score Summary By Institution  
(Accountability Task Force Indicator "G"—Effectiveness)
- Indicator "7": MCAT Undergraduate Score Summary  
(Accountability Task Force Indicator "G"—Effectiveness)
- Indicator "8": Average Attempted Credits to Degree by Institution  
(Accountability Task Force Indicator "H"—Efficiency)
- Indicator "8": Four Year Graduation Rates by Residency  
(Accountability Task Force Indicator "H"—Efficiency)
- Indicator "9": State Funding for Instruction-Related Activities  
(Accountability Task Force Indicator "I"—Efficiency)
- Indicator "12": Number and Residency of Minority Students  
(Accountability Task Force Indicator "L"—Diversity)
- Indicator "12": Graduation and Retention Rates of Undergraduate Minority Students  
(Accountability Task Force Indicator "L"—Diversity)

3(a) Profile of Undergraduate Instruction

Distribution of Course Enrollments in Lower Division Undergraduate Sections, Fall 1995

	Sections Taught By Faculty			Instructional			Total
	Sole Section	# Supplemental Section *	Faculty Total	Graduate Assistants	Academic Staff	Combination **	
UW-Madison	12.0%	43.7%	55.7%	17.8%	22.1%	4.8%	100.0%
UW-Milwaukee	25.9%	22.7%	48.6%	10.2%	38.8%	1.8%	100.0%
UW-Eau Claire	86.1%	13.2%	79.3%	0.0%	19.8%	0.9%	100.0%
UW-Green Bay	57.4%	13.5%	70.9%	0.0%	29.1%	0.0%	100.0%
UW-La Crosse	45.8%	25.9%	71.7%	0.0%	26.0%	2.0%	100.0%
UW-Oshkosh	46.1%	11.4%	57.5%	0.0%	42.4%	0.1%	100.0%
UW-Portage	57.8%	8.1%	65.7%	0.0%	34.2%	0.0%	100.0%
UW-Platteville	42.5%	20.8%	73.1%	0.0%	28.8%	0.2%	100.0%
UW-River Falls	57.9%	23.3%	81.2%	0.0%	18.9%	0.0%	100.0%
UW-Stevens Point	58.2%	21.8%	80.0%	0.0%	19.8%	0.4%	100.0%
UW-Stout	88.1%	1.5%	89.6%	0.0%	29.7%	9.7%	100.0%
UW-Superior	32.4%	31.4%	63.8%	0.0%	38.2%	0.0%	100.0%
UW-Whitewater	81.0%	8.8%	87.8%	0.0%	30.8%	1.8%	100.0%
UW-Centers	68.9%	8.4%	77.3%	0.0%	22.5%	0.2%	100.0%
UW SYSTEM AVERAGE	48.2%	20.0%	68.2%	4.0%	29.4%	1.4%	100.0%

Distribution of Course Enrollments in All Undergraduate Sections, Fall 1995

	Sections Taught By Faculty			Instructional			Total
	Sole Section	# Supplemental Section *	Faculty Total	Graduate Assistants	Academic Staff	Combination **	
UW-Madison	25.8%	33.9%	59.5%	11.5%	25.0%	4.0%	100.0%
UW-Milwaukee	31.3%	20.1%	51.4%	8.0%	37.5%	2.1%	100.0%
UW-Eau Claire	88.9%	11.4%	91.3%	0.0%	18.0%	0.7%	100.0%
UW-Green Bay	80.1%	11.0%	74.1%	0.0%	25.8%	0.0%	100.0%
UW-La Crosse	52.7%	21.7%	74.4%	0.0%	23.8%	1.7%	100.0%
UW-Oshkosh	54.2%	9.7%	63.9%	0.0%	38.1%	0.1%	100.0%
UW-Portage	60.7%	7.6%	68.3%	0.0%	31.7%	0.0%	100.0%
UW-Platteville	47.4%	30.4%	77.8%	0.0%	22.0%	0.2%	100.0%
UW-River Falls	90.9%	21.4%	82.3%	0.0%	17.7%	0.0%	100.0%
UW-Stevens Point	81.7%	20.5%	82.2%	0.0%	17.3%	0.8%	100.0%
UW-Stout	72.5%	1.3%	73.8%	0.0%	25.8%	0.4%	100.0%
UW-Superior	38.5%	28.8%	67.3%	0.0%	32.7%	0.0%	100.0%
UW-Whitewater	84.8%	5.5%	70.1%	0.0%	28.5%	1.4%	100.0%
UW-Centers	68.9%	8.4%	77.3%	0.0%	22.5%	0.2%	100.0%
UW SYSTEM AVERAGE	50.3%	18.8%	68.9%	3.5%	28.2%	1.5%	100.0%

Distribution of Instructor Contact Hours in Lower Division Undergraduate Sections, Fall 1995

	Sections Taught By Faculty			Instructional			Total
	Sole Section	# Supplemental Section *	Faculty Total	Graduate Assistants	Academic Staff	Combination **	
UW-Madison	11.8%	13.0%	24.8%	50.5%	21.4%	3.4%	100.0%
UW-Milwaukee	31.9%	8.8%	38.5%	14.3%	45.0%	2.1%	100.0%
UW-Eau Claire	71.9%	8.0%	79.9%	0.0%	19.7%	0.4%	100.0%
UW-Green Bay	51.1%	5.4%	58.5%	0.0%	43.5%	0.0%	100.0%
UW-La Crosse	57.3%	13.8%	70.9%	0.0%	28.8%	0.1%	100.0%
UW-Oshkosh	53.8%	8.5%	60.3%	0.0%	39.5%	3.2%	100.0%
UW-Portage	60.1%	4.2%	64.3%	0.0%	35.8%	0.1%	100.0%
UW-Platteville	49.0%	23.4%	72.4%	0.0%	27.3%	0.3%	100.0%
UW-River Falls	87.8%	11.7%	79.8%	0.0%	20.4%	0.0%	100.0%
UW-Stevens Point	88.7%	10.5%	79.2%	0.0%	20.8%	0.1%	100.0%
UW-Stout	88.8%	1.1%	89.9%	0.0%	24.7%	5.5%	100.0%
UW-Superior	41.7%	22.6%	64.3%	0.0%	35.7%	0.0%	100.0%
UW-Whitewater	84.8%	4.4%	89.2%	0.0%	30.2%	0.8%	100.0%
UW-Centers	74.1%	5.1%	79.2%	0.0%	20.8%	0.2%	100.0%
UW SYSTEM AVERAGE	54.1%	8.3%	82.4%	7.0%	29.3%	1.2%	100.0%

Distribution of Instructor Contact Hours in All Undergraduate Sections, Fall 1995

	Sections Taught By Faculty			Instructional			Total
	Sole Section	# Supplemental Section *	Faculty Total	Graduate Assistants	Academic Staff	Combination **	
UW-Madison	30.2%	13.1%	43.3%	24.8%	34.0%	8.2%	100.0%
UW-Milwaukee	40.0%	5.7%	45.7%	11.3%	40.4%	2.8%	100.0%
UW-Eau Claire	72.5%	6.8%	79.3%	0.0%	19.5%	1.1%	100.0%
UW-Green Bay	81.5%	8.8%	88.3%	0.0%	31.5%	0.2%	100.0%
UW-La Crosse	82.3%	11.8%	74.7%	0.0%	25.1%	0.1%	100.0%
UW-Oshkosh	81.3%	8.5%	87.8%	0.0%	31.9%	0.3%	100.0%
UW-Portage	87.4%	3.5%	70.9%	0.0%	29.2%	0.0%	100.0%
UW-Platteville	53.4%	24.3%	77.7%	0.0%	22.0%	0.3%	100.0%
UW-River Falls	70.1%	11.3%	81.7%	0.0%	19.4%	0.0%	100.0%
UW-Stevens Point	71.0%	10.8%	81.8%	0.0%	18.0%	5.2%	100.0%
UW-Stout	75.1%	0.8%	75.9%	0.0%	21.0%	3.1%	100.0%
UW-Superior	49.7%	18.8%	68.5%	0.0%	31.8%	0.0%	100.0%
UW-Whitewater	68.3%	3.9%	72.2%	0.1%	27.0%	0.5%	100.0%
UW-Centers	74.1%	5.1%	79.2%	0.0%	20.8%	0.2%	100.0%
UW SYSTEM AVERAGE	57.8%	8.5%	68.3%	5.5%	28.0%	2.1%	100.0%

\* Supplemental sections could be taught by any instructor type: faculty, academic staff, or GA.

\*\* Primary section taught by combination of instructor types.

3(b). Six Measures of Faculty Instructional Workload By Institution, Fall 1987, 1993, 1994, 1995  
(Faculty Paid On Activity 2, GPR/Fees Only)

	Measure #1		Measure #2		Measure #3		Measure #4									
	Weekly Group Contact Hours*		Weekly Individual Contact Hours		Average Student Contact Hours*		Average Group Course Credits									
	Fall 198	all 199	Fall 198	all 199	Fall 198	all 199	Fall 198	all 199								
UW-Madison **	6.1	6.4	6.3	6.3	4.9	5.8	5.5	233	201	205	210	5.3	5.9	5.8	5.8	
UW-Milwaukee	7.4	7.8	7.3	8.0	3.1	3.0	3.2	2.9	203	192	185	189	6.9	7.0	6.6	7.1
UW-Eau Claire	10.9	11.0	11.3	11.3	1.8	2.6	2.0	2.1	315	314	330	321	9.1	8.3	8.3	8.4
UW-Green Bay	10.5	11.1	10.7	10.1	1.6	1.8	2.1	2.0	378	451	385	363	8.1	8.7	9.0	8.6
UW-La Crosse	12.1	12.0	11.1	12.3	2.1	1.0	0.8	2.6	371	359	336	368	10.9	9.5	9.5	9.6
UW-Oshkosh	11.7	10.7	11.0	11.3	1.9	2.0	2.0	1.9	361	315	316	306	9.3	8.8	9.0	9.2
UW-Parkside	8.9	10.8	10.6	11.9	0.9	0.1	0.1	0.5	214	273	283	287	8.0	10.4	10.0	10.9
UW-Platteville	12.3	12.0	12.3	12.3	1.2	1.5	1.5	1.2	340	307	324	330	9.8	9.8	9.8	9.7
UW-River Falls	12.3	12.1	12.1	12.4	1.3	1.3	1.2	1.1	314	299	303	313	10.4	9.8	9.9	9.8
UW-Stevens Poi	11.4	12.5	12.0	11.8	2.4	5.0	5.2	5.3	337	344	337	332	9.6	10.1	9.5	9.8
UW-Stout	16.0	16.0	16.2	15.9	2.0	1.7	2.2	2.0	400	396	398	384	11.4	10.7	11.1	11.0
UW-Superior	15.4	15.2	15.0	14.9	2.8	4.4	3.9	3.8	301	278	261	262	12.8	13.1	12.4	12.4
UW-Whitewater	10.5	10.4	10.6	9.2	1.5	2.7	2.3	2.3	341	333	315	269	9.3	9.5	10.0	9.8
UW Compreh	11.8	11.9	11.9	11.9	1.8	2.2	2.2	2.3	340	335	330	324	9.8	9.6	9.6	9.7
UW Centers	13.9	14.2	14.6	15.4	0.3	0.2	0.2	0.2	313	302	285	281	12.1	11.7	11.9	12.8

	Measure #5		Measure #6a		Measure #6b							
	Average Student Credit Hours		Average Group Sections (Primary)		Average Individual Sections							
	Fall 198	all 199	Fall 198	all 199	Fall 198	all 199						
UW-Madison **	219	190	193	199	1.8	2.0	2.0	2.0	N/A	5.4	5.7	5.4
UW-Milwaukee	193	177	170	172	2.4	2.4	2.3	2.5	N/A	3.3	3.7	3.6
UW-Eau Claire	294	286	293	288	3.3	3.0	2.9	2.9	N/A	4.5	4.5	4.9
UW-Green Bay	309	348	351	339	2.7	3.0	3.1	2.9	N/A	4.7	3.6	3.7
UW-La Crosse	326	303	304	305	3.9	3.3	3.4	3.4	N/A	3.1	3.7	3.3
UW-Oshkosh	292	267	267	257	3.3	3.1	3.1	3.2	N/A	3.4	3.8	3.5
UW-Parkside	204	259	263	250	2.7	3.4	3.3	3.5	N/A	1.3	2.7	2.2
UW-Platteville	294	275	282	282	3.4	3.4	3.5	3.4	N/A	4.2	4.8	4.5
UW-River Falls	285	267	274	276	3.5	3.6	3.7	3.6	N/A	2.8	2.5	2.6
UW-Stevens Poi	302	306	306	309	3.4	3.5	3.4	3.5	N/A	3.0	3.1	2.9
UW-Stout	313	299	306	300	4.4	4.0	4.1	4.0	N/A	4.4	5.5	5.1
UW-Superior	267	250	235	232	3.9	4.6	4.5	4.3	N/A	10.2	9.6	10.5
UW-Whitewater	335	323	304	294	3.4	3.2	3.4	3.3	N/A	6.6	3.6	3.9
UW Compreh	300	292	292	288	3.5	3.4	3.4	3.4	N/A	4.1	4.2	4.0
UW Centers	272	264	247	242	3.7	3.7	3.8	4.2	N/A	0.4	0.5	0.2

\* Standardized to a 50 minute contact hour/16-week semester.

\*\* Excludes Law, Medicine, and Veterinary Medicine.

6. Graduation Rates by Full-time and Part-Time Status and Institution  
 Fall 1989 Cohort  
 (Accountability Task Force Indicator "F"—Effectiveness)

	Graduated from Starting UW Institution				Graduated from any UW Institution	
	6-year graduation rate		Retained to 7th year		6-year graduation rate	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
UW-Madison	72%	62%	3%	5%	75%	63%
UW-Milwaukee	40%	21%	11%	13%	46%	24%
UW-Eau Claire	57%	13%	3%	10%	65%	23%
UW-Green Bay	40%	17%	5%	7%	49%	17%
UW-La Crosse	46%	NC	4%		56%	NC
UW-Oshkosh	47%	36%	6%	14%	54%	36%
UW-Parkside	32%	6%	8%	12%	42%	6%
UW-Platteville	55%	31%	4%	6%	61%	33%
UW-River Falls	41%	NC	5%	NC	45%	NC
UW-Stevens Pt	52%	21%	4%	7%	59%	24%
UW-Stout	51%		2%		56%	NC
UW-Superior	30%	NC	4%	NC	34%	NC
UW-Whitewater	56%	NC	4%	NC	62%	NC
UW-Centers	n/a	n/a	1%	3%	29%	11%

NC= Not Computed. Where cohorts are fewer than 20 students, graduation and retention rates are not computed.

7. **GRE Undergraduate Score Averages by Institution**  
**(Accountability Task Force Indicator "G"—Effectiveness)**

Institution	Number of Scores	Verbal Mean	Quantitative Mean	Analytical Mean
UW-Madison	567	509	624	622
UW-Milwaukee	182	470	534	544
UW-Eau Claire	111	468	556	584
UW-Green Bay	56	483	530	557
UW-La Crosse	92	441	537	556
UW-Oshkosh	79	463	539	562
UW-Parkside	**	NC	NC	NC
UW-Platteville	35	457	613	583
UW-River Falls	62	454	536	564
UW-Stevens Point	121	458	517	547
UW-Stout	**	NC	NC	NC
UW-Superior	**	NC	NC	NC
UW-Whitewater	56	420	488	521
National Average	--	474	551	554

\*\* Means are not provided for distributions with less than 25 scores.

UW System and national scores are based on the performance of individuals who took the test between 10/1/94 and 9/30/95.

**8. Average Attempted Credits to Degree by Institution  
For Bachelor Degree Recipients Starting as UW New Freshmen  
(Accountability Task force Indicator "H"—Efficiency)**

Institution	1984-85 Graduates	1991-92 Graduates	1992-93 Graduates	1993-94 Graduates	1994-95 Graduates	2000-2001 Graduates (Goals)
UW-Madison	143	134	135	136	135	135
UW-Milwaukee	148	149	147	148	150	145
UW-Eau Claire	145	147	146	147	146	140
UW-Green Bay	138	139	136	139	141	138
UW-La Crosse	149	154	154	154	153	148
UW-Oshkosh	149	148	150	152	151	144
UW-Parkside	143	146	143	146	145	139
UW-Platteville	150	151	151	153	153	148
UW-River Falls	152	150	148	149	145	140
UW-Stevens Pt.	152	150	148	149	149	142
UW-Stout	145	150	151	152	152	145
UW-Superior	149	147	148	153	151	141
UW-Whitewater	141	141	141	143	142	135
<b>UW SYSTEM</b>	<b>145</b>	<b>144</b>	<b>144</b>	<b>145</b>	<b>145</b>	<b>140**</b>

\* Not available.

\*\* The System goal is a weighted average from institutional goals.

**8a. Four Year Graduation Rates by Residency and Institution  
Fall 1991 Cohort  
(Accountability Task Force Indicator "H"—Efficiency)**

	Graduated at Same Institution			Graduated at Any UW Institution		
	Wisconsin Resident	Non-Resident	Minnesota Compact	Wisconsin Resident	Non-Resident	Minnesota Compact
UW-Madison	28	47%	32%	28%	47%	32%
UW-Milwaukee	7%	13%	NC	7%	13%	NC
UW-Eau Claire	13%	10%	17%	15%	12%	17%
UW-Green Bay	8%	20%	NC	9%	20%	NC
UW-La Crosse	9%	10%	12%	11%	12%	13%
UW-Oshkosh	10%	4%	NC	11%	4%	NC
UW-Parkside	4%	8%	NC	4%	8%	NC
UW-Platteville	10%	16%	NC	11%	16%	NC
UW-River Falls	11%	NC	13%	12%	NC	13%
UW-Stevens Pt.	12%	13%	17%	13%	15%	19%
UW-Stout	6%	7%	8%	6%	7%	8%
UW-Superior	4%	9%	8%	4%	13%	8%
UW-Whitewater	11%	16%	NC	12%	16%	NC
UW-Centers	N/A	N/A	N/A	3%	0%	NC
<b>UW-SYSTEM</b>	<b>11%</b>	<b>33%</b>	<b>17%</b>	<b>12%</b>	<b>33%</b>	<b>17%</b>

NC= Not computed. When cohorts are fewer than 20 students, graduation rates are not computed.

9. UW System Expenditures and FTE Positions by Fund Source:  
 Instruction, Academic Support, Institutional Support, and Student Services, FY1996  
 (Accountability Indicator "I" - Efficiency)

	Expenditure Dollars /1		FTE Positions /2	
	Total	GPO/Other GPR	Total	GPO/Other GPR
<b>Instruction</b>				
FY 1992	573,373,697	519,550,236	10,021	9,379
FY 1993	598,727,623	537,852,139	10,057	9,375
FY 1994	616,561,251	546,783,256	10,036	9,286
FY 1995	642,649,561	565,989,386	9,957	9,187
FY 1996	638,728,165	559,466,316	9,844	9,023
<b>Academic Support</b>				
FY 1992	156,032,765	135,635,379	2,252	2,034
FY 1993	166,569,813	141,895,857	2,317	2,099
FY 1994	178,904,602	151,626,559	2,380	2,145
FY 1995	188,173,049	160,847,226	2,383	2,152
FY 1996	198,200,669	167,483,729	2,474	2,231
<b>Institutional Support</b>				
FY 1992	110,477,030	96,452,454	2,154	1,949
FY 1993	114,183,199	99,715,381	2,183	1,966
FY 1994	116,584,907	101,596,638	2,174	1,948
FY 1995	124,507,667	107,607,399	2,168	1,931
FY 1996	120,093,122	102,165,655	1,995	1,760
<b>Student Services</b>				
FY 1992	133,128,539	60,498,837	1,939	1,175
FY 1993	136,668,587	62,261,297	1,930	1,173
FY 1994	147,582,398	64,049,368	1,942	1,166
FY 1995	157,996,404	67,822,462	1,982	1,182
FY 1996	165,203,933	69,371,785	2,026	1,203
<b>Subtotal</b>				
FY 1992	973,012,031	812,136,906	16,367	14,537
FY 1993	1,016,149,222	841,724,674	16,487	14,614
FY 1994	1,059,633,158	864,055,821	16,532	14,545
FY 1995	1,113,326,681	902,266,473	16,489	14,452
FY 1996	1,122,225,889	898,487,485	16,339	14,217
<b>Total – Educational &amp; General /3</b>				
FY 1992	1,735,467,189	1,093,787,141	25,396	18,937
FY 1993	1,816,484,893	1,131,706,781	25,688	18,978
FY 1994	1,884,496,510	1,163,008,429	25,862	18,926
FY 1995	1,969,034,514	1,213,624,034	25,939	18,834
FY 1996	1,995,246,311	1,207,290,683	25,583	18,343

1/ Expenditure Data Source: UW System Department of Financial Reporting. Corresponds to official budget/cash basis records of UW System and State of Wisconsin.

2/ FTE Positions Data Source: UW System Budget Office. Based on October 1991-1995 Payrolls.

3/ Total-Educational and General excludes Auxiliary and Hospital expenditures and FTE.

12. Number and Residency of Minority Students by Race/Ethnicity and Institution  
 Fall 1995  
 (Accountability Task Force Indicator "L" - Diversity)

	African American		Hispanic/Latino		American Indian		Asian American		All Minorities		Grand Total (a)	Total Minority as a Percent of Total
	Wis	Non-Wis	Wis	Non-Wis	Wis	Non-Wis	Wis	Non-Wis	Wis	Non-Wis		
UW-Madison	470	357	499	496	153	53	961	616	2,083	1,522	3,605	9.1%
UW-Milwaukee	1,799	50	709	40	186	4	614	52	3,308	146	3,454	15.5%
UW-Eau Claire	43	24	72	19	77	6	120	55	312	104	416	4.0%
UW-Green Bay	37	5	40	5	95	0	76	4	248	14	262	4.8%
UW-La Crosse	66	51	65	14	42	4	92	31	265	100	365	4.2%
UW-Oshkosh	92	13	79	15	56	2	154	5	381	35	416	4.0%
UW-Parkside	259	27	215	14	25	4	63	9	562	54	616	12.7%
UW-Platteville	43	6	32	6	18	1	86	7	179	20	199	3.9%
UW-River Falls	14	34	11	30	17	6	28	57	70	127	197	3.8%
UW-Stevens Point	33	4	55	5	84	3	90	5	262	17	279	3.3%
UW-Stout	38	35	32	13	35	4	144	58	249	110	359	5.1%
UW-Superior	3	13	5	6	35	17	15	4	58	40	98	3.8%
UW-Whitewater	330	23	179	8	35	1	105	11	649	43	692	6.6%
UW-Centers	80	28	82	8	61	4	110	4	333	44	377	4.1%
UW System Total	3,307	670	2,075	679	919	109	2,658	918	8,959	2,376	11,335	7.6%

(a) Includes foreign and white students

#12b - Six-Year Graduation Rates/7th Year Retention Rates, Fall 1989 Cohort

	At Same Institution			At Any UW Institution		
	Beginning Enrollment	Number Graduated in Six Years	Graduation Rate	Enrolled in 7th Year	7th Year Retention Rate	Six Year Grad Rate
<b>UW-Madison</b>						
African American	82	38	46.3%	4	4.9%	50.0%
Hispanic/Latino	59	34	57.6%	5	10.2%	57.6%
American Indian	14	7	NC	1	NC	NC
Asian American	215	146	67.9%	6	2.8%	68.3%
Foreign	94	75	79.8%	0	0.0%	79.7%
White/Other	4,529	3,304	73.0%	152	3.4%	75.4%
<b>Total</b>	<b>4,993</b>	<b>3,604</b>	<b>72.2%</b>	<b>169</b>	<b>3.4%</b>	<b>74.4%</b>
<b>UW-Milwaukee</b>						
African American	191	18	9.4%	21	11.0%	9.9%
Hispanic/Latino	73	15	20.5%	13	17.8%	26.0%
American Indian	27	5	18.5%	2	7.4%	22.2%
Asian American	74	30	40.5%	9	12.2%	45.9%
Foreign	18	5	NC	2	NC	NC
White/Other	2,078	716	34.5%	251	12.1%	39.7%
<b>Total</b>	<b>2,461</b>	<b>789</b>	<b>32.1%</b>	<b>298</b>	<b>12.1%</b>	<b>37.0%</b>
<b>UW-Eau Claire</b>						
African American	14	4	NC	1	NC	NC
Hispanic/Latino	7	5	NC	0	NC	NC
American Indian	14	6	NC	0	NC	NC
Asian American	20	4	20.0%	1	5.0%	35.0%
Foreign	15	0	NC	0	NC	NC
White/Other	1,864	1,077	57.8%	64	3.4%	65.5%
<b>Total</b>	<b>1,934</b>	<b>1,096</b>	<b>56.7%</b>	<b>66</b>	<b>3.4%</b>	<b>64.3%</b>
<b>UW-Green Bay</b>						
African American	15	6	NC	0	NC	NC
Hispanic/Latino	8	2	NC	1	NC	NC
American Indian	17	1	NC	1	NC	NC
Asian American	11	4	NC	3	NC	NC
Foreign	5	1	NC	0	NC	NC
White/Other	728	295	40.5%	35	4.8%	48.9%
<b>Total</b>	<b>782</b>	<b>309</b>	<b>39.5%</b>	<b>40</b>	<b>5.1%</b>	<b>47.5%</b>
<b>UW-La Crosse</b>						
African American	13	1	NC	2	NC	7.6%
Hispanic/Latino	8	2	NC	0	NC	50.0%
American Indian	9	0	NC	0	NC	11.1%
Asian American	13	2	NC	1	NC	30.7%
Foreign	10	1	NC	2	NC	20.0%
White/Other	1,636	769	47.0%	66	4.0%	56.7%
<b>Total</b>	<b>1,689</b>	<b>775</b>	<b>45.9%</b>	<b>71</b>	<b>4.2%</b>	<b>55.7%</b>
<b>UW-Oshkosh</b>						
African American	14	8	NC	0	NC	NC
Hispanic/Latino	15	7	NC	1	NC	NC
American Indian	14	6	NC	0	NC	NC
Asian American	14	7	NC	2	NC	NC
Foreign	8	1	NC	1	NC	NC
White/Other	1,667	784	47.0%	97	5.8%	53.8%
<b>Total</b>	<b>1,730</b>	<b>813</b>	<b>47.0%</b>	<b>101</b>	<b>5.8%</b>	<b>53.6%</b>
<b>UW-Parkside</b>						
African American	32	3	9.4%	1	3.1%	9.3%
Hispanic/Latino	24	2	8.3%	2	8.3%	12.5%
American Indian	5	1	NC	1	NC	NC
Asian American	8	3	NC	0	NC	NC
Foreign	10	NC	NC	0	NC	NC
White/Other	678	194	28.6%	62	9.1%	37.6%
<b>Total</b>	<b>757</b>	<b>203</b>	<b>26.8%</b>	<b>66</b>	<b>8.7%</b>	<b>35.0%</b>
<b>UW-Platteville</b>						
African American	11	5	NC	1	NC	NC
Hispanic/Latino	2	1	NC	1	NC	NC
American Indian	3	1	NC	1	NC	NC
Asian American	7	3	NC	2	NC	NC
Foreign	2	0	NC	0	NC	NC
White/Other	970	520	53.6%	39	4.0%	59.5%
<b>Total</b>	<b>995</b>	<b>530</b>	<b>53.3%</b>	<b>44</b>	<b>4.4%</b>	<b>59.0%</b>
<b>UW-River Falls</b>						
African American	21	4	19.0%	1	4.3%	19.0%
Hispanic/Latino	5	1	NC	0	NC	NC
American Indian	4	1	NC	1	NC	NC
Asian American	7	3	NC	1	NC	NC
Foreign	2	1	NC	0	NC	NC
White/Other	918	380	41.4%	46	5.0%	45.3%
<b>Total</b>	<b>957</b>	<b>390</b>	<b>40.8%</b>	<b>49</b>	<b>5.1%</b>	<b>44.5%</b>

	At Same Institution			At Any UW Institution		
	Beginning Enrollment	Number Graduated in Six Years	Graduation Rate	Enrolled in 7th Year	7th Year Retention Rate	Six Year Grad. Rate
<b>UW-Stevens Point</b>						
African American	8	2	NC	1	NC	NC
Hispanic/Latno	8	2	NC	1	NC	NC
American Indian	19	3	NC	3	NC	NC
Asian American	8	2	NC	0	NC	NC
Foreign	38	12	33.3%	1	2.8%	50.0%
White/Other	1,613	851	52.8%	60	3.7%	59.5%
<b>Total</b>	<b>1,690</b>	<b>872</b>	<b>51.6%</b>	<b>66</b>	<b>3.9%</b>	<b>58.4%</b>
<b>UW-Stout</b>						
African American	21	5	23.8%	0	0.0%	23.8%
Hispanic/Latno	11	3	NC	0	NC	NC
American Indian	12	5	NC	0	NC	NC
Asian American	28	13	46.4%	0	0.0%	50.0%
Foreign	3	0	NC	0	NC	NC
White/Other	1,068	554	51.9%	28	2.6%	57.1%
<b>Total</b>	<b>1,143</b>	<b>580</b>	<b>50.7%</b>	<b>28</b>	<b>2.4%</b>	<b>55.7%</b>
<b>UW-Superior</b>						
African American	10	1	NC	0	NC	NC
Hispanic/Latno	2	0	NC	0	NC	NC
American Indian	8	0	NC	0	NC	NC
Asian American	5	2	NC	0	NC	NC
Foreign	7	0	NC	0	NC	NC
White/Other	382	119	31.2%	15	3.9%	35.0%
<b>Total</b>	<b>414</b>	<b>122</b>	<b>29.5%</b>	<b>15</b>	<b>3.6%</b>	<b>33.3%</b>
<b>UW-Whitewater</b>						
African American	78	28	36.8%	4	5.3%	36.8%
Hispanic/Latno	30	7	23.3%	2	6.7%	30.0%
American Indian	5	0	NC	1	NC	NC
Asian American	23	9	39.1%	0	0.0%	43.4%
Foreign	22	14	63.6%	0	0.0%	63.6%
White/Other	1,680	957	57.0%	66	3.9%	63.5%
<b>Total</b>	<b>1,838</b>	<b>1,015</b>	<b>55.3%</b>	<b>73</b>	<b>4.0%</b>	<b>61.5%</b>
<b>UW-Centers</b>						
African American	22	Not Applicable	Not Applicable	0	0.0%	4.5%
Hispanic/Latno	23	Not Applicable	Not Applicable	0	0.0%	8.6%
American Indian	13	Not Applicable	Not Applicable	1	NC	NC
Asian American	28	Not Applicable	Not Applicable	0	0.0%	15.3%
Foreign	42	Not Applicable	Not Applicable	0	0.0%	9.5%
White/Other	3,537	Not Applicable	Not Applicable	51	1.4%	25.2%
<b>Total</b>	<b>3,663</b>	<b>Not Applicable</b>	<b>Not Applicable</b>	<b>52</b>	<b>1.4%</b>	<b>24.6%</b>

## APPENDIX B

### Technical Notes and Definitions of Key Terms For Accountability Indicators

#### Indicator 1

The figures are based on the results of a random sample of degree-seeking undergraduate students from the fourteen different UW institutions. The survey was conducted by the independent consulting firm Grant Thornton in conjunction with HBRIS, Inc. via telephone during March and April, 1995. Students were sampled from each institution in proportion to their actual occurrence in the population. There were originally 3,050 sample points, 109 were removed because the respondent was no longer a student. From the remaining 2,941 sample points, interviews were completed with 2,069 students or 70.4 percent response rate. The margin of error for this survey was  $\pm 2.1$  percentage points.

#### Indicator 2

The figures are based on the results of a random sample of 1990-91 baccalaureate recipients from the 13 four-year UW institutions. The survey was conducted via telephone during August-September 1996 by the independent consulting firm Grant Thornton in conjunction with Hagler Bailly Consulting. The alumni sample was randomly selected in proportion to the actual number of baccalaureate degrees granted by each institution in 1990-91. There were originally 3,544 sample points; 780 were removed due to missing phone numbers and 51 more names were removed because the individual either did not graduate in 1990-91 or had not received a baccalaureate in 1990-91. From the remaining 2,713 names, interviews were completed with 2,007 alumni for a 74% response rate.

#### Indicator 3

The figures in the table reflect instruction in group primary sections, either with supplemental sections or without supplemental sections. Group instruction in the UW System includes lectures, labs, discussion sections, and seminars. Group courses may be made up of one or more of these four types of instruction. Any one of these four types of instruction may be considered primary group sections. However, in the primary section hierarchy, lectures are the highest level, followed by labs, discussions, and seminars. For example, for a specific course consisting of a lecture section and a lab section, the lecture section would be primary while the lab would be supplemental. If the lab was not attached to a lecture or had a different course number, it would be a primary section. The same would be true for discussion sections and seminars.

#### Six Measures of Faculty Instructional Workload

Both the weekly group instructor contact hours and student contact hours have been standardized to a 50-minute contact hour/16 week semester. Contact hours are a function of both contact hour and semester length. In the past, the UW System has calculated average contact hours based on each institution's own definition of contact hour and semester length. While a valid methodology, one limitation is that it does not control for differences among institutions in these two variables. While most UW institutions operate under this standard, this new method improves the inter-institutional comparability of the contact hour figures.

#### Indicator 4

Externally-funded research expenditures for the doctoral institutions exclude non-pooled federal overhead (fund 150) expenditures from federal research expenditures (\$10.0 million for UW-Madison and \$1.3 million for UW-Milwaukee) and insurance losses (fund 999) from non-federal research expenditures (\$309,000 for UW-Madison).

The source of the national data and rankings is the National Science Foundation's annual report entitled Federal Support to Universities, Colleges, and Nonprofit Institutions. The NSF defines research & development obligations as "the amounts for orders placed, contracts awarded, services received and similar transactions during a given period, regardless of when the funds were appropriated and when future payment of money is required." As such, obligations do not necessarily reflect the amount expended during that fiscal year.

#### Indicator 6

**UW System.** Graduation rates are based on a six-year time period for entering new freshmen. Full-time status is defined as students who carry 12 or more credits in the first semester at system and institutional level. Graduation rates for new freshman cohorts with fewer than 20 students are not computed.

**Institutions.** Rates are shown for students who started and graduated at the same institution (At Same Institution), and for students who started, but graduated at the same or another institution (At Any Institution). No graduation rate is computed for enrollment numbers fewer than 20, because a change in one person at that level causes a 5 percent change in the graduation rate. Where enrollment is fewer than 20, graduation rates are shown as "NC".

#### Indicator 7

**Table 7-2, GRE Undergraduate Test Score Means.** UW-Parkside, UW-Stout and UW-Superior had students who took the test but means are not provided for fewer than 25 scores. National scores are based on the performance of seniors and nonenrolled college graduates who took the test between 10/1/94 and 9/30/95. UW System scores are based on performance of individuals who reported a UW institution as their undergraduate institution. Test Scores were from 10/1/94 to 9/30/95.

**Figure 7-2, Placement of 1994-95 UW System Graduates.** The data provided in this figure come from "Destination Surveys" completed by 10,056 December 1994 and May/August 1995 graduates for UW institution career services offices. The average response rate for the surveys was 68%, and ranged from 26% to 100% among the career services offices included in the aggregate totals. The aggregate data reflected in the figure does not include information provided by the UW-Madison College of Education Office of Placement and Career Services (the follow-up information provided is specific to teaching certifications only and many of the respondents already possess degrees) or by the UW-Madison College of Letters and Sciences Career Advising and Planning Service.

#### Indicator 8

The credits to degree indicator is calculated on first-time UW baccalaureate degree graduates who started in the UW System as new freshmen. Students receiving second baccalaureate degrees or who have transferred into a UW institution with prior college-level credit coursework are excluded from the average attempted number of credits to degree.