



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

**LEGISLATED ACCOUNTABILITY
REPORT
2016**

University of Wisconsin-Madison

Legislated Accountability Report

Section 36.65, Wis. Stats., specifies a set of indicators to be reported annually (see Appendix A for the highlights). This report is provided to meet that mandate.

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University of Wisconsin–Madison

Accountability Report Highlights

36.65 (2) (a) Performance

Total Number of Graduates

In 2014–15, UW–Madison conferred 10,542 degrees, a historic high, which included 6,902 bachelor’s degrees and 2,134 master’s degrees.

Retention Rate

For fall 2014 new freshmen, 96% were retained for the second year and re-enrolled in fall 2015.

Graduation Rate

For fall 2009 new freshmen, 85% graduated from UW–Madison within six years. For this same cohort, in total, 95% graduated from or were still enrolled at an institution in the United States.

Time-to-Degree, Credits-to-Degree

The average undergraduate time-to-degree is 4.13 calendar years. For 2014–15 bachelor’s graduates, the average number of credits-to-degree was 120 earned at UW–Madison. Both of these indicators have improved over the past decade.

Degrees Awarded in High-Need and Leading-Edge Fields

In 2014–15, UW–Madison awarded 3,644 STEM degrees and 1,020 degrees in health fields at all levels, accounting for 42% of all degrees.

Placement of Graduates

Among recent graduates, 75% planned to work and 22% planned to attend graduate or professional school after graduation. Among 2014–15 bachelors of business administration degree recipients, 63% had accepted a job offer and 16% were attending graduate school.

Alumni Who Reside in Wisconsin 10 Years after Graduation

Among bachelor’s degree recipients who graduated in the past ten years and were residents as students, 78% lived in Wisconsin in 2015.

36.65 (2) (b) Financial Reports

UW–Madison Financial Report

See <http://www.wisconsin.edu/financial-administration/forms-and-publications/annual-financial-reports/>.

36.65 (2) (c) Access and Affordability

Family Income

The median family income for dependent undergraduate students who completed the 2016 FAFSA was \$114,143.

Low-Income Student Enrollment, by Tuition Residency

In fall 2015, 14% of all undergraduates and 18% of Wisconsin residents received a Pell Grant.

Percent Minority Student Enrollment, by Tuition Residency

In fall 2015, 10.2% of all undergraduates and 10.0% of Wisconsin residents were underrepresented minority students.

Transfer Students from within Wisconsin

In 2014–15, UW–Madison enrolled 1,071 new transfer students (15% of all new undergraduates). Of new transfer students, 80% were Wisconsin residents.

Credit Earned by High School Pupils

In fall 2015, 90 high school pupils were enrolled in coursework at UW–Madison and more than 85% of new freshmen brought in a total of 102,363 credits.

Cost of Attendance and Cost Accounting for Financial Aid, for Wisconsin Residents

For 2015–16, the published in-state tuition and required fees were \$10,416. The total cost of attendance (tuition, room and board, other expenses) was \$24,736. Average net price for students with adjusted gross income of \$48,000 to \$75,000 was \$17,032.

Institutional Financial Aid for Students with Financial Need

For 2014–15, UW–Madison provided \$56.5 million in total institutional aid (grants and scholarships) to undergraduates with financial need.

36.65 (2) (d) Undergraduate Education Access to Required Courses

- 79% of first-year students and 86% of seniors reported that courses for their majors were available always or most of the time.
- 75% of first-year students and 82% of seniors reported that general-education courses were available always or most of the time.
- In 2014–15, UW–Madison offered 83 courses that enrolled more than 500 students, including 26 courses with enrollments over 1,000 and 12 courses with enrollments over 1,500.

Majors Offered

UW–Madison offers 130 undergraduate majors. For a full listing of majors, see <http://majormania.uwex.edu/>

Access to Popular Majors

Majors in the categories of engineering, business, biological sciences, and social sciences each enroll more than 10% of upper-level undergraduates.

Improvements in Overall Student Experience

Compared to students at peer universities, UW–Madison seniors report higher levels of satisfaction with their overall experience—92% would attend UW–Madison again, compared to 86% at peer universities, and 94% rated their entire experience at UW–Madison as good or excellent, compared to 88% at peer universities. Among 2014–15 bachelor’s degree recipients, 91% participated in at least one high-impact activity (activities positively associated with student learning and retention) and 76% participated in two or more, an increase over 2009–10 rates (88% and 66%, respectively).

Efforts to Close the Achievement Gap

The second-year retention rate for underrepresented minority students is 95.2%, 0.6 percentage points below the rate for all students (95.8%). The six-year graduation rate for underrepresented minority students is 74.6%, 10.5 percentage points below the rate for all students (85.0%).

Post-Graduation Success

- UW–Madison ranked second in 2015 Peace Corps participants and second over the past 55 years, with a total of 3,184 UW–Madison alumni participants.
- More than 1,000 UW–Madison alumni serve as CEOs and nearly 16,000 hold an executive management position.

36.65 (2) (e) Graduate and Professional Education

Number of Graduate Degrees and Professional Degrees

In 2014–15, UW–Madison conferred 2,134 master’s degrees, 855 research doctorate degrees, and 651 professional/clinical doctorate degrees.

36.65 (2) (f) Faculty

Faculty Teaching Loads

In fall 2015, on average, UW–Madison faculty taught 2.0 group-instruction courses. In addition, they taught an average of 5.2 students in one-on-one directed study or research settings. When this instructional activity is converted to student credit hours (the sum of all the credits earned by students under that faculty member’s instruction), each faculty member taught an average of 194 student credit hours. At UW–Madison, faculty responsibilities encompass more than teaching; in addition to teaching, all faculty are expected to devote some time to research.

Recruiting and Retaining Faculty

In 2014–15, UW–Madison offered faculty positions to 115 candidates; 72 accepted offers. On average over the past five years, 69% of offers to faculty candidates were accepted. Also in 2014–15, 100 faculty (5% of all faculty) were actively recruited by an outside organization; 77 were retained by UW–Madison and 20 left UW–Madison. The remaining cases were unresolved at the conclusion of the reporting period. In 2014–15, full professor salaries were 11% below the median for faculty at peer universities.

36.65 (2) (g) Economic Development

Research Funds and Other New Revenue Brought into Wisconsin

Extramural awards are a combination of research funds and funds for other activities (instructional activities, student aid, etc.) that bring new revenue into the state. In 2014–15, UW–Madison brought in a total of \$730 million in extramural awards. Also in 2014–15, UW–Madison started 865 new federally funded projects worth \$326 million, continued 3,334 projects worth \$2.91 billion, and completed 933 projects worth \$689 million.

Patents and Licensing of Inventions

In 2014, 109 patents were filed and 166 patents were issued. Sixty-eight new licenses or options were executed on existing patents in 2014. In total, all licensed patents based on research at UW–Madison generated \$43.4 million.

Business Development and Interaction: Job Creation, New Businesses Created or Spun Off

The University Research Park, which is designed to foster technology transfer and new startup companies, is home to 126 companies and about 3,500 employees. A 2015 report estimates that more than 300 Wisconsin startup companies were either based upon research or intellectual property developed at UW–Madison, were founded by a UW–Madison faculty or academic staff member, or were formed by a UW–Madison graduate within one year of graduation.

Secondary Businesses Affiliated with System or System-Sponsored Research

Based on sponsored research funds, total fiscal year 2015 purchase-order payments were approximately \$129.5 million globally, with \$22.5 million going to Wisconsin-based vendors (limited to accounts that represent federal funding, and gifts and grants to research projects).

Support Provided to Existing Industries

The Office of Corporate Relations handled 427 requests for assistance from 244 unique companies in 2014–15.

Jobs Created in the “Campus Areas” and Statewide

UW–Madison and UW Hospitals and Clinics employ more than 25,000 individuals. The multiplier effects of direct university spending, employee spending, and spending by students and visitors generate an estimated 158,350 jobs in Wisconsin. Federal research awards support a yearly average of 8,485 individuals at UW–Madison.

Economic Indicators

Overall economic impact indicators illustrate UW–Madison’s economic influence. A 2015 economic-impact study showed that UW–Madison and UW Hospitals and Clinics have a \$15 billion total impact on Wisconsin’s economy.

36.65 (2) (h) Collaboration

Partnerships and Collaborative Relationships

- UW–Madison participates in collaborative degree programs in many disciplines. These collaborations involve eight UW System institutions and UW–Extension.
- The Learning Analytics Initiative grant provides support to identify and intervene earlier with academically at-risk students. UW–Madison is one of three UW institutions participating in the program.

36.65 (2) (a) Performance

Total Number of Graduates

In 2014–15, UW–Madison conferred 10,542 degrees, which included 6,902 bachelor’s degrees. This marks a historic high and the fifth year in a row that degrees exceeded 10,000.

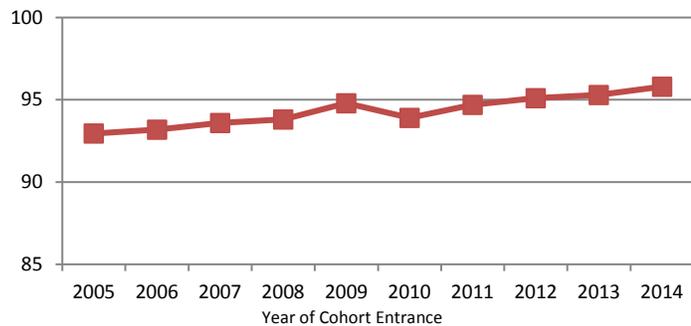
	Number of Degrees Conferred				
	2010–11	2011–12	2012–13	2013–14	2014–15
Bachelor’s	6,631	6,528	6,541	6,699	6,902
Master’s	2,123	2,132	2,134	2,044	2,134
Research Doctorate	755	808	758	813	855
Clinical Doctorate ¹	659	707	693	679	651
Total	10,168	10,175	10,126	10,235	10,542

¹ Includes: Doctor of Audiology, Doctor of Medicine, Law (JD), Doctor of Pharmacy, Doctor of Physical Therapy, Doctor of Nursing Practice and Doctor of Veterinary Medicine.

Retention Rate

For new freshmen who enrolled in fall 2014, 96% were retained and re-enrolled in fall 2015, exceeding the national average of 83% by 13 percentage points.

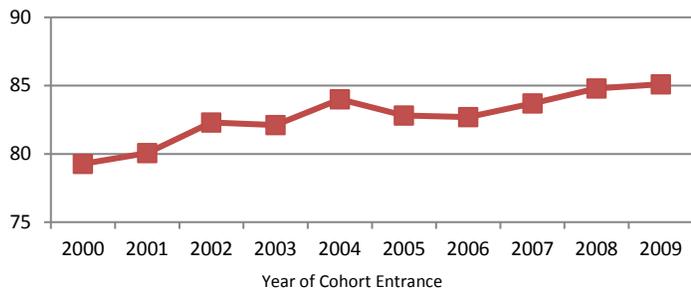
Retention Rates (percent retained to the second year)



Graduation Rate

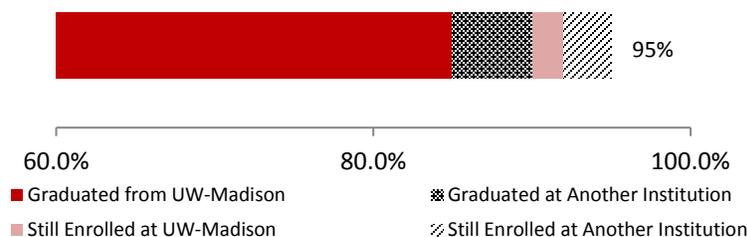
For fall 2009 new freshmen, 85% graduated within six years, exceeding the national average of 62% by 23 percentage points. For this same cohort, 95% graduated from or were still enrolled at an institution (including UW–Madison) in the United States.

Graduation Rates (percent graduated within 6 years)



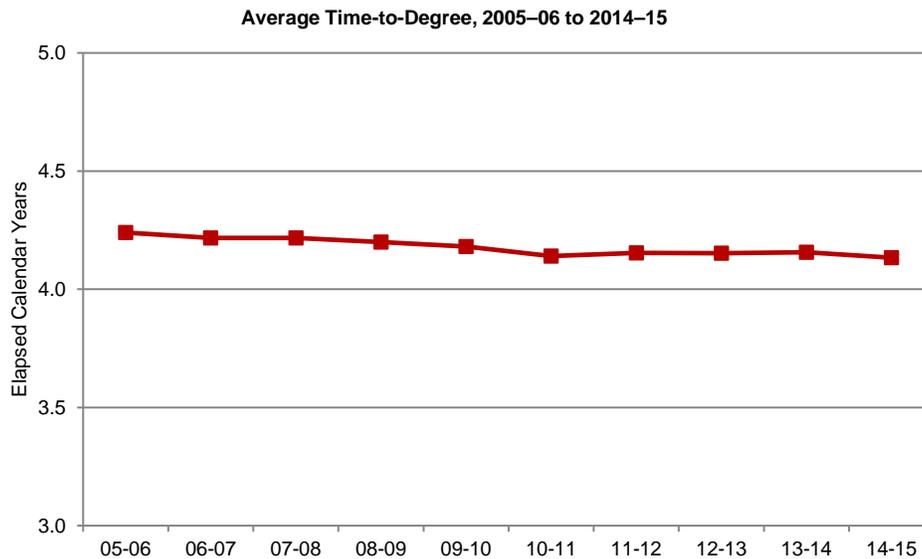
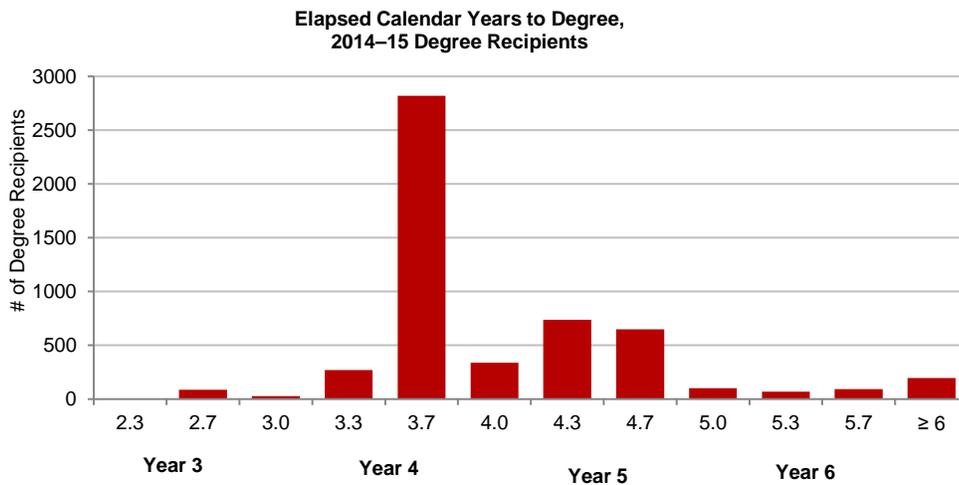
(Retention and graduation rates are compared to the average rate for all other public bachelor’s degree-granting universities that also granted research doctorates.)

UW–Madison New Freshman Full-Time Students Enrolled in 2009
Graduated or Still Enrolled Six Years Later



Time-to-Degree, Credits-to-Degree

For recent undergraduate degree recipients who entered as full-time first-year students, the average time-to-degree is 4.13 calendar years, improved from 4.24 calendar years in 2005–06. The average time-to-degree for other public research universities that make this data available is 4.06 calendar years. Some programs (certain engineering and teaching degrees) take longer than four academic years to complete due to requirements specific to the program (e.g., co-ops, practice-teaching requirements). By another measure, graduates were enrolled for, on average, 8.3 fall/spring semesters, plus 0.9 summer semesters. Average credits-to-degree earned at UW–Madison stand at 120 for 2014–15 bachelor’s degree recipients who started as new freshmen, down from 123 in 2005–06. These graduates also accumulated an average of 19 credits awarded as transfer credits, retroactive credits, Advanced Placement (AP), International Baccalaureate, CLEP, and credit by departmental exam.



Degrees Awarded in High-Need and Leading-Edge Fields

Degrees in high-need and leading-edge fields are important to meet the demand for workers in fast-growing occupations, such as in science, technology, engineering, and mathematics (STEM) and health fields. In 2014–15, UW–Madison awarded 3,644 STEM degrees and 1,020 degrees in health fields at all levels, which accounts for 42% of all degrees.

Placement of Graduates

Post–Graduation Plans for Bachelor’s Degree Recipients

At the end of each fall and spring term, UW–Madison surveys graduating seniors about their future plans. This information represents their expectations at the time of graduation: of the students who graduated in 2014–15 and responded to the survey, 75% planned to work and 22% planned to attend graduate or professional school. Among those who planned to work, 43% plan to work in Wisconsin after graduation, another 16% were undecided on where they would work, and the rest were looking for work outside Wisconsin. Among those who planned to work, 55% had accepted a position and an additional 5% had received offers but not yet accepted. The survey response rate in 2014–15 was 56%. Detailed reports are posted online (<http://apir.wisc.edu/pgp.htm>).

This information is collected to support UW–Madison participation in the College Portrait (Voluntary System of Accountability).

**Post-Graduation Plans of UW–Madison
2014–15 Bachelor’s Graduates**

Primary Activity	Percent
Work full time	70%
Work part time	5%
Graduate/Professional School (full time)	22%
Military	<1%
Other	2%

School of Business

The School of Business follows up with all graduates to gather employment information and prepares annual reports on placement statistics. For 2014–15 BBA graduates, 63% had accepted employment, 11% were seeking employment, and 16% were continuing their education. For employed graduates, the average base salary was \$56,909 with an average signing bonus of \$4,725. Detailed reports are available at http://bus.wisc.edu/~media/bus/bba/employers/2014-2015_bba_employment_outcomes_guide.ashx. Among the Class of 2015 MBA graduates, 88 of 98 had full-time employment acceptance within three months of graduation. The average base salary was \$100,653; 73% received a signing bonus of, on average, \$19,726. For details see <http://bus.wisc.edu/mba/placement-and-promotion/your-career/job-placement-salary-stats>.

College of Engineering

The College of Engineering surveys its graduates to collect employment information. According to Engineering Career Services, 91% of 2014–15 bachelor’s graduates responded to the survey. Of those responding, 78% accepted jobs, 4% were seeking employment, and 18% were continuing their education. Of those who accept jobs, 80% stay in the Midwest and 42% take positions with Wisconsin employers. The median salary for employed graduates was \$62,500. For additional information, see <https://ecs.engr.wisc.edu/public/includes/2014-2015%20Annual%20Report.2016.01.07.pdf>

College of Agricultural and Life Sciences

The College of Agricultural and Life Sciences seeks placement information from all graduates through an annual senior survey (75% response rate in 2015). Of the respondents, 29% reported having accepted a full-time position and 28% reported that they are attending a graduate/professional program. For more information, see <http://www.ansci.wisc.edu/docs/uw%20postgrad.pdf>

College of Letters and Science

In 2014–15, the College of Letters and Science surveyed 2012–13 and 2003–06 graduates with response rates of 42.9% and 49.7% respectively. Nearly 90% of respondents were employed full-time or pursuing graduate studies. More than 90% said they would choose to attend UW–Madison again, and more than 70% of those employed full-time said their academic preparation at UW–Madison has given them an advantage over employees from other institutions. For more information, see

http://ls.wisc.edu/documents/201213_LS_Career_Outcomes_Report.pdf

http://ls.wisc.edu/documents/200306_LS_Career_Outcomes_Report.pdf

School of Human Ecology

The School of Human Ecology conducted a survey in summer 2015 of 2012, 2013, 2014, and 2015 graduates. Of the respondents (17.8%), 86% were employed, and 18% (some of whom were also employed) were pursuing further education.

School of Education

The School of Education seeks placement information from all graduates through an annual senior survey. For 2014–15 graduates (75% response rate), 73% reported employment, and 20% reported that they are pursuing graduate education.

School of Nursing

The School of Nursing surveyed 2014–15 graduates six months after graduation (64% response rate). Of the respondents, 89% reported employment and 87% of those employed were working in the area of nursing in which they had hoped to practice.

UW–Madison Career Fairs

Each year UW–Madison hosts a number of career fairs that provide opportunities for both students and companies to connect. For example:

- In fall 2015, at the annual Fall Career and Internship Fair, more than 315 organizations and more than 3,600 students and alumni met to discuss full-time and internship opportunities
- In fall 2015, at the Engineering Career Service’s annual Fall Career Connection, 4,476 students gathered with more than 300 employers offering full-time, co-op, and summer internship positions
- In spring 2016, at the annual Spring Career and Internship Fair, more than 225 organizations and more than 1,500 students and alumni met to discuss job and internship opportunities

Alumni Who Reside in Wisconsin 10 Years after Graduation

Overall, 56% of UW–Madison bachelor’s degree recipients in the last 10 years live in Wisconsin.

Among bachelor’s degree recipients who graduated in the last 10 years:

- Of those who were Wisconsin residents as students, 78% lived in Wisconsin in 2015.
- Of those who were not Wisconsin residents as students, 9% lived in Wisconsin in 2015.

This information is based on known addresses for 87% of alumni. Detailed reports are available at

<http://apir.wisc.edu/alumni.htm>.

36.65 (2) (b) Financial Reports

UW–Madison Financial Report

The UW–Madison financial report is prepared annually according to standard accounting principles, and is posted online. (<http://www.wisconsin.edu/financial-administration/forms-and-publications/annual-financial-reports/>).

36.65 (2) (c) Access and Affordability

Family Income

Of 29,580 undergraduates enrolled in fall 2015, 15,109 students (51%) completed the federal financial aid application (FAFSA). The median family income for dependent undergraduate students who completed the 2016 FAFSA is \$114,143. The median family income for all students, including graduate students and independent undergraduates, who filled out the FAFSA (47%) is \$109,054.

Low-Income Student Enrollment, by Tuition Residency

The percent of undergraduates who are low-income is estimated based on the percent who received federally funded Pell Grants; in fall 2015, 14.1% of all undergraduates and 18.0% of Wisconsin residents received a Pell Grant.

Undergraduate Category	Number Receiving a Pell Grant	Percentage of enrolled undergraduates
All Undergraduates	4,160	14.1%
Wisconsin residents	3,276	18.0%
Minnesota reciprocity	230	7.5%
¹ Nonresidents (U.S. residents)	654	11.0%

¹ Nonresident students from other countries are excluded because they are not Pell-eligible.

Underrepresented Minority Student Enrollment, by Tuition Residency

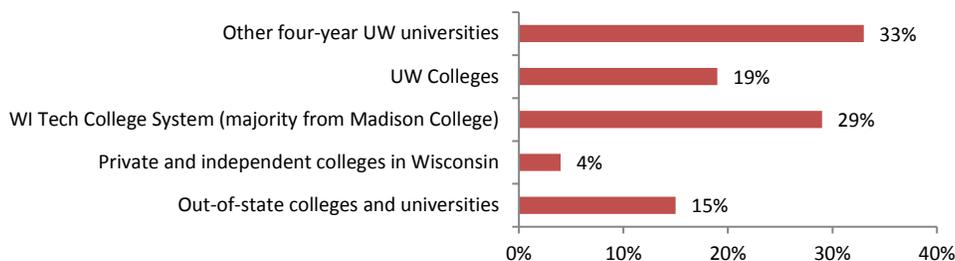
The percent of underrepresented minority students is based on undergraduates who identify themselves as African American, American Indian, Hispanic/Latino(a) or Southeast Asian. In fall 2015, 10.2% of all undergraduates and 11.2% of Wisconsin residents were underrepresented minority students.

Undergraduate Category	Number of Underrepresented Minority Students	Percent of All Students in the Category
Underrepresented Minority	3,013	10.2%
Wisconsin residents	1,826	10.0%
Minnesota reciprocity	258	8.4%
Nonresidents (U.S. resident)	929	11.2%

International students represent 8% of all undergraduates. International students are not counted as minority students.

Transfer Students from within Wisconsin

In 2014–15, UW–Madison enrolled 1,071 new transfer students, or 15% of all new undergraduates. Of new transfer students, 80% were Wisconsin residents. These new undergraduates transferred from:



Transfer of Credit between Institutions of Higher Education

UW–Madison has reverse transfer agreements with College of Menominee Nation, Madison (Area Technical) College, Milwaukee Area Technical College, Nicolet (Technical) College, and UW Colleges. Under these agreements, students who started college in a two-year liberal arts programs at one of these institutions and subsequently transferred to UW–Madison without completing an associate degree can earn their associate degree through "back-transferring" courses from UW–Madison to meet the associate degree requirements.

UW–Madison participates in the universal transfer agreement required under Chapter 36.31(2m), Wis. Stats., which identifies no fewer than 30 credits that are transferable throughout the system and technical colleges.

In 2015–16, undergraduates transferred 43,286 courses and 145,595 credits to UW–Madison.

Courses and Credits Transferred to UW–Madison by Undergraduates

	2013–14	2014–15	2015–16
Courses transferred in	33,112	34,377	43,286
Credits transferred in	109,947	115,204	145,595

Credit Earned by High School Pupils

UW–Madison grants credit for the successful completion of college-level course work while in high school, and for high achievement on Advance Placement (AP), International Baccalaureate (IB), and College-Level Examination Program (CLEP) exams. More than 85% of new freshmen in fall 2015 brought in a total of 102,363 credits. In fall 2015, 90 high school pupils were enrolled in course work at UW–Madison.

Cost of Attendance and Cost Accounting for Financial Aid, for Wisconsin Residents

Published cost is the cost of attendance paid by full-time new freshmen. For 2015–16:

- Published in-state tuition and required fees: \$10,416
- Total cost of attendance (tuition, room and board, other expenses): \$24,736

Net price equals the total cost of attendance less grant or scholarship aid. Average net price (for those who completed a FAFSA, received federal aid, and paid resident tuition) for new freshmen in 2014–15 in the following adjusted-gross-income categories:

Adjusted Gross Family Income	Net Price
\$0–30,000	\$8,443
\$30,001–48,000	\$11,061
\$48,001–75,000	\$17,032
\$75,001–110,000	\$21,726
>\$110,000	\$23,451

In January 2016, UW–Madison was ranked 8th on a list of 100 best values in public college by Kiplinger’s Personal Finance. Kiplinger’s assesses quality according to a number of measurable standards. Cost criteria include low sticker prices, abundant financial aid and low average debt at graduation. UW–Madison has been in the top 25 of the Kiplinger’s ranking since its inception in 1998 and has been in the top ten for the last three years.

A July 2015 report of the Midwest Higher Education Compact found UW–Madison had high effectiveness and low expenditures compared to public institutions nationally. See <http://www.mhec.org/state-policy-and-performance-evaluation>.

Institutional Financial Aid for Students with Financial Need

For the 2014–15 academic year, UW–Madison provided \$56.5 million in total institutional aid (grants and scholarships) to undergraduates with financial need (as determined by the FAFSA calculation). In addition, financial aid for these students from federal sources is \$94.6 million and from state sources is \$11.9 million.

36.65 (2) (d) Undergraduate Education

Access to Required Courses

Student Perceptions of Access to Courses

As part of the National Survey of Student Engagement (NSSE, fielded to all UW–Madison first-year students and seniors), undergraduates were asked to report their experience with access to courses. In 2014, 23 percent of students who received the survey responded. In 2014, 79% of first-year students and 86% of seniors report that courses for their majors are available always or most of the time; 75% of first-year students and 82% of seniors report that general education courses are available always or most of the time.

Percent of undergraduates reporting that courses for their majors are available most of the time or always			
Student Level	2008	2011	2014
First-Year Students	74%	76%	79%
Seniors	79%	86%	86%
Percent of undergraduates reporting that general education courses are available most of the time or always			
Student Level	2008	2011	2014
First-Year Students	73%	77%	75%
Seniors	79%	81%	82%

Source: 2014 National Survey of Student Engagement (NSSE). NSSE is fielded every three years and will be fielded again in spring 2017.

2014–15 Largest Enrollments in Courses

In 2014–15, UW–Madison offered 83 courses that enrolled more than 500 students, including 26 courses with enrollments above 1,000 and 12 courses with enrollments above 1,500 (fall and spring offerings combined.) Although enrollment in these courses is high, in fall 2015, the average section size for group instruction was 30 students.

**Top-Ten High-Enrollment Courses,
Fall 2014 and Spring 2015 (enrollment combined)**

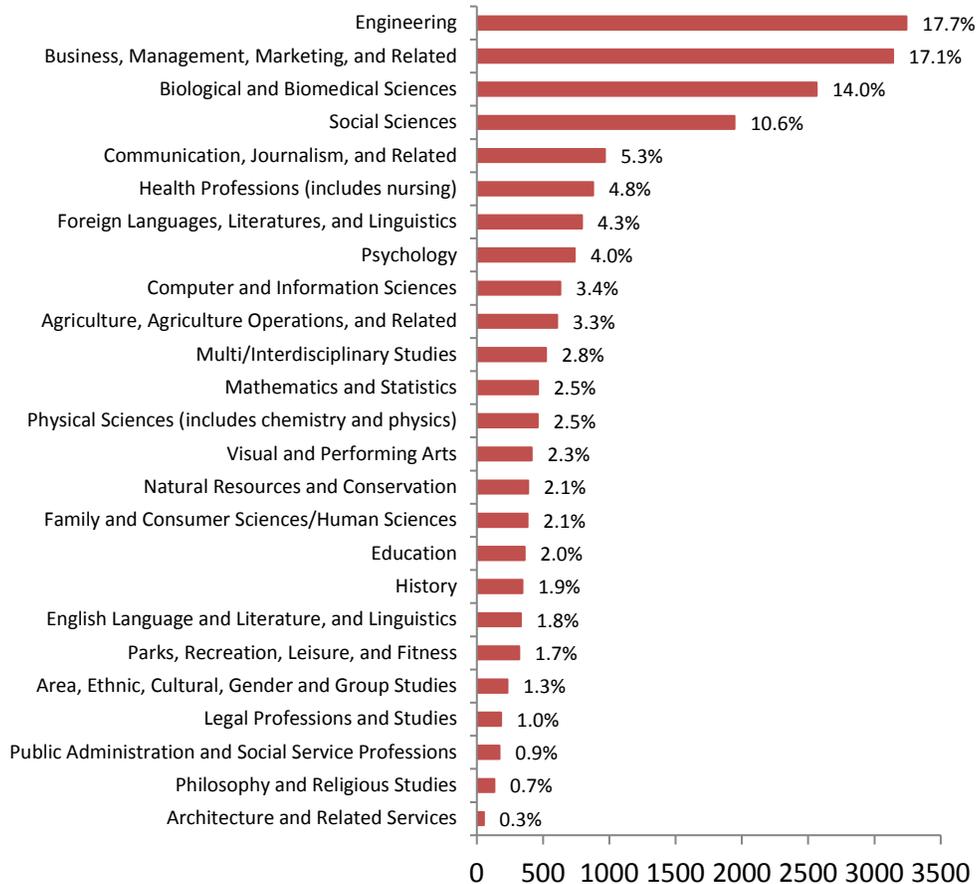
Subject Name	Course	Enrollment
Chemistry	103 General Chemistry I	2,901
Psychology	202 Introduction to Psychology	2,510
Economics	101 Principles-Microeconomics	2,485
Chemistry	104 General Chemistry II	2,472
Mathematics	234 Calculus-Functions of Variables	1,984
Chemistry	343 Intro Organic Chemistry	1,962
Mathematics	222 Calculus & Analytic Geometry II	1,934
Mathematics	221 Calculus & Analytic Geometry I	1,881
Music	113 Music in Performance	1,796
Nutritional Sciences	132 Nutrition Today	1,673

A list of the 100 highest-enrollment courses is posted at <http://apir.wisc.edu/students-enrollment.htm>.

Majors Offered and Access to Popular Majors

UW–Madison offers 130 undergraduate majors. For a full listing, see UW HELP’s Major Mania, a resource created as a guide for prospective students and Wisconsin families (<http://majormania.uwex.edu/>). Enrollments of junior and senior undergraduates indicate the majors that are among the most sought by students. Majors in the broad categories of engineering, business, biological sciences, and social sciences each enroll more than 10% of upper-level students. Of UW–Madison’s 130 undergraduate majors, approximately half are available to all students who are interested; the others have a range of admission requirements. For detail by major, see http://pubs.wisc.edu/ug/majors_entrance.htm.

UW–Madison Junior and Senior Enrollments by Major Category, Fall 2015



Categories are those used in the USDE Classification of Instruction Programs (CIP). All of UW–Madison’s 130 undergraduate majors are assigned to one of the CIP categories listed above. (<http://nces.ed.gov/ipeds/cipcode/Default.aspx?v=55>)

Improvements in Overall Student Experience

On the National Survey of Student Engagement (NSSE), UW–Madison seniors report high levels of satisfaction with their overall experience at UW–Madison: 92% would attend UW–Madison again and 94% rate their entire experience at UW–Madison as good or excellent, compared to 86% and 88% respectively of students at peer universities.

Students' College Experiences		2008	2011	2014	Peers–2014
High-Impact Practices (HIPs) (percent reporting participation)					
First-Year Students	Learning Communities	15%	24%	25%	22%*
	Service Learning	30%	25%	34%	47%*
Seniors	Research with Faculty	33%	36%	38%	36%
	Service Learning	38%	37%	44%	48%*
	Internship	62%	59%	63%	62%
	Senior Experience	33%	39%	42%	45%*
Critical Thinking (percent reporting UW experience contributed quite a bit to very much)					
Seniors	Thinking critically and analytically	92%	92%	92%	86%*
	Application of theories or concepts	78%	80%	82%	78%*
	Analyzing basic elements of an idea	85%	89%	77%	74%*
Overall Experience					
Seniors	Would attend again if starting over (probably or definitely yes)	88%	92%	92%	86%*
	Entire experience good or excellent	91%	92%	94%	88%*

Source: 2014 National Survey of Student Engagement (NSSE). NSSE is fielded every three years and will be fielded again in spring 2017.

*Significantly different from UW–Madison responses at 95% confidence interval. Peer data is based on 2014 NSSE responses for major public research universities (members of the American Association of Universities that participated in NSSE).

Participation in the Wisconsin Experience

UW–Madison undergraduates learn to live the Wisconsin Idea and to have a positive impact on the world through collaborative, inquiry-based application of knowledge. Among 2014–15 bachelor's degree recipients, 91% participated in at least one high-impact activity (activities positively associated with student learning and retention) and 76% participated in two or more, an increase over 2009–10 rates (88% and 66%). These values are based on activities recorded on the student record. In contrast, responses to survey data described in the table above may also include activities undertaken by the student but not recorded (for example, informal internships, work for pay, or volunteer work).

Participation Rate in Wisconsin Experience Activities for Bachelor's Degree Recipients
(Based on for-credit activities on the student record).

High Impact Practice	2010	2015
Capstone Course	28%	42%
Seminar Course	40%	40%
Research Experience	16%	37% ¹
Independent Study Course	38%	33%
Workplace Experience	18%	33%
Honors Course	28%	27%
Study Abroad	26%	26%
Residential Learning Community	13%	14%
First-Year Interest Groups	6%	14%
Service Learning Course	15%	12%
One or more experience of any type	88%	91%
Two or more experiences of any type	66%	76%

¹Change in participation rate is due to the addition of experience working on grant funded research.

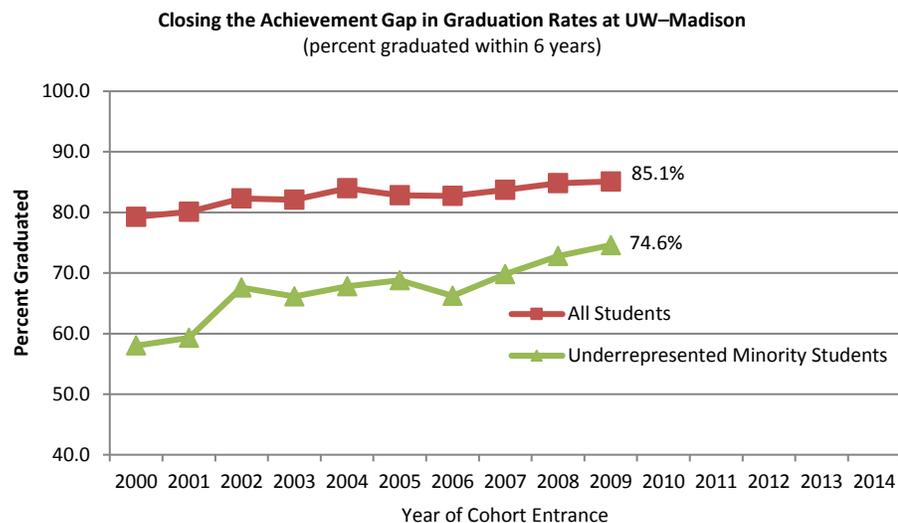
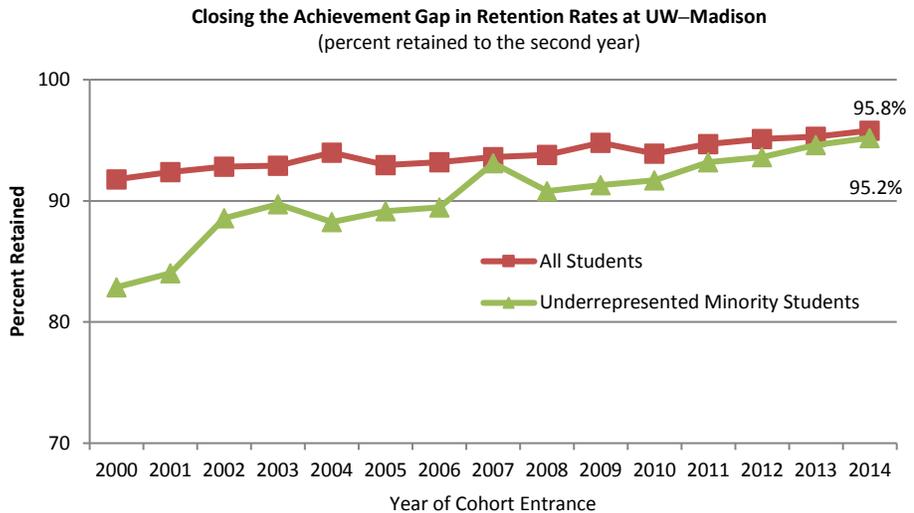
Efforts to Close the Achievement Gap between Majority and Underrepresented Minority Students

The UW System is one of 22 U.S. higher-education systems that pledged to cut achievement gaps as part of the national Access to Success initiative, a project of the National Association of System Heads and The Education Trust.

Progress toward closing the achievement gap is measured by comparing retention and graduation rates. The second-year retention rate for underrepresented targeted minority students is now 95.2%, 0.6 percentage points below the rate for all students, 95.8% (2014 entrance cohort).

The six-year graduation rate for underrepresented targeted minority students is 74.6%, 10.5 percentage points below the rate for all students, 85.1% (2009 entrance cohort).

(Underrepresented targeted minority students are those who self-identify their race/ethnicity to be African American, American Indian, Hispanic/Latino or Southeast Asian.)



Additional information on retention and graduation rates, broken down by gender, race/ethnicity, first generation, residency, financial aid status, scholarship/pre-college/academic support programs, and residential learning communities and first-year interest groups is available at <http://apir.wisc.edu/retention.htm>.

Activities to Support Student Success and Close the Achievement Gap

To more effectively serve students and close the achievement gap, UW–Madison faculty and staff are aligning and integrating a range of initiatives that include precollege educational opportunities to enhance college readiness, efforts to increase financial aid, expanded high-impact education practices that have demonstrated benefits to retention and graduation rates, innovations in curriculum and course delivery, and improved undergraduate advising. Selected examples include:

- Financial Aid. Sufficient financial means are necessary for students to stay in school and complete college. UW–Madison has increased need-based institutional financial aid to \$32.4 million in 2014–15, up from \$6.9 million in 2006–07. In 2014–15, UW–Madison provided \$56.5 million in total institutional aid (grants and scholarships) to undergraduates with financial need.
- REACH. The Educational Innovation REACH project is a major campus effort to transform large, introductory, lecture-based courses into sustainable, active learning environments that increase students’ engagement in their own learning. These courses are often the gateway for advancement within the major and research evidence shows that underrepresented and other nontraditional student populations benefit from active learning modalities. We expect to see results of these efforts in further reducing the achievement gap in the coming years.
- The Wisconsin Experience and High-Impact Practices. Educational experiences such as Residential Learning Communities (RLCs) and First-Year Interest Groups (FIGs) have a positive impact on retention and graduation rates. Research shows that internships, research with faculty, study-abroad experiences, and capstone experiences enhance the engagement of students with their learning experience. Underrepresented minority students participate in at least one of these high-impact activities at higher rates (94%) than all graduates (91%) as measured at the time of graduation.
- Withdrawal Process. Starting in fall 2012, UW–Madison implemented a new withdrawal process that requires that every student who withdraws from UW–Madison during the semester to obtain permission from an advisor or dean and provide a reason for withdrawal. This intervention is intended to help students make informed decisions about withdrawing, to reduce stop-outs and drop-outs, and to help us better understand reasons why students leave. So far, the majority of students give “personal reasons” and “health issues” as reasons for leaving. In fall 2015, 341 students withdrew from UW–Madison, down from 437 in fall 2011.
- Course-Level Grade Gaps. Closing the graduation-rate gap will require closing the grade gap in specific courses as well. University studies show that overall, students earn D, F, or drop grades (unsuccessful course outcome) as 7% of total grades; for underrepresented minority students, the rate is 12% (down from 16% in 2009–10). Some courses have no grade gap and others have a significant grade gap. Analyses show that students who are prepared for course work are more likely to succeed in a course; we are working to more effectively enforce prerequisites to support preparedness.
- Targeted Academic and Social Support. UW–Madison offers several coordinated programs to help underrepresented minority, low income, and first generation students succeed in college. Some start before college in programs like PEOPLE (Pre-College Enrichment Opportunity Program for Learning Excellence), which serves students throughout Wisconsin in K–12 school systems. Other programs, like the Summer Collegiate Experience (SCE), help students transition to college with a seven week residential experience between high school graduation and their first fall semester.

Participation in Internships or Cooperative Work Experiences

Real-world learning experiences allow students to learn in workplace settings — for example, businesses, schools, or healthcare settings. The following table shows the number of undergraduate and graduate placements in internship and clinical settings.

Selected Internship, clinical placement, or practicum type (2014–15)	Number of Placements
Internships – Ag. and Life Sciences	195
Internships – Business	494
Internships, Co-ops – Engineering (Undergrad.)	1,074
Internships – Human Ecology	264
Clinical/Practica – Physical Therapy	84
Preceptorship – Medicine	160
Clinical/Practica – Pharmacy	587
Clinical/Practica – Nursing	528
Practica – Teacher Education	762
Clinical/Practica – Social Work	302
Clinical/Practica – Law	149
Clinical/Practica – Veterinary Medicine	90

Post-Graduation Success

One measure of post-graduation success is accomplishment on post-baccalaureate exams. UW–Madison students routinely meet or exceed the national average for a variety of such tests.

Post-Baccalaureate Examination		UW–Madison	National
Professional Licensure or Certification Pass Rates	Nursing (2014)	85%	83%
	Certified Public Accountant (CPA) (2015)	82%	66%*
	North American Vet Licensing (2015)	97%	96%
Graduate Record Exam (GRE) Scores (2014–15)	Verbal (130–170)	155.2	149.9
	Quantitative (130–170)	156.6	152.5
	Writing (0–6)	4.0	3.5
Medical College Admissions Test (MCAT) Scores (2014)	Verbal (1–15)	8.8	8.0
	Physical Sciences (1–15)	9.2	8.3
	Biological Sciences (1–15)	9.9	8.9
	Total Score (3–45)	28.0	25.2

*Pass rate for CPA National comparison is for state of Wisconsin graduates only.
Nursing and CPA pass rates are calculated based on count of test instances.
Figures for MCAT represent average scores.

A range of indicators also signals subsequent success in civic and professional life:

- Graduates who received their degrees since 1990 from current Big Ten Conference universities are more likely than alumni of other large public and private universities to say they had an internship or job while in school that allowed them to apply their classroom learning, according to the Gallup-Purdue Index.
- UW–Madison tied for 18th in the nation in 2015–16 for the number of Fulbright grant recipients among research universities, with 13 awards.
- In 2016, eight graduates of UW–Madison were honored with the Forward under 40 award. This award is presented by the Wisconsin Alumni Association and goes to alumni under that age of 40 who are making significant impacts on the world by upholding the Wisconsin Idea.
- More than 1,000 UW–Madison alumni serve as CEOs and nearly 16,000 hold an executive management position. Alumni and current and former faculty include 26 Pulitzer Prize recipients and 17 Nobel Prize winners.
- UW–Madison ranked second in 2015 Peace Corps participants and second over the past 55 years, with 3,184 UW–Madison alumni participants.

- Low student-loan default rates signal that students find employment and are fiscally responsible; the most recent 3-year default rate for the Federal Stafford Loan program is 1.5%, compared to 11.8% nationally.
- UW–Madison has had 22 award winners and nine finalists in the last three years for several prestigious national awards for undergraduates including the Goldwater, Marshall, Rhodes, Truman, Udall, Beinecke, Churchill, and Gates Cambridge scholarships.
- A team of UW–Madison engineering students won third place in the worldwide SpaceX Hyperloop pod design competition, in which more than 115 teams designed a pod for shuttling people on a futuristic high-speed transportation system.

36.65 (2) (e) Graduate and Professional Education

Number of Graduate Degrees and Professional Degrees

UW–Madison offers many graduate and professional degrees. In 2014–15, UW-Madison awarded 2,134 master’s degrees, 855 research doctorate degrees, and 651 professional/clinical doctorate degrees.

Degree/Degree Level		Degrees Conferred
All Master’s-Level Degrees		2,134
Selected Professionally Oriented Master’s	Master of Business Administration (MBA)	280
	Master of Engineering (MEngr)	52
	Master of Physician Assistant Studies	57
	Master of Public Health (MPH)	38
	Master of Social Work (MSW)	172
	MA in Library and Information Studies	86
	MA in Mathematics	29
	MS in Biotechnology	24
	MS in Computer Science	58
	MS in Curriculum and Instruction	38
	MS in Economics	73
	MS in Engineering Majors	375
	MS in Occupational Therapy	24
MS in Statistics	12	
Research Doctorates (PhD)		855
Professional/Clinical Doctorates		651
Clinical/Professional Doctorate	Doctor of Audiology (AuD)	10
	Law (JD)	225
	Medicine (MD)	155
	Doctor of Pharmacy (PharmD)	132
	Doctor of Physical Therapy (DPT)	39
	Doctor of Veterinary Medicine (DVM)	78
	Doctor of Nursing Practice (DNP)	11

Incentives for Remaining in Wisconsin after Graduation

UW–Madison’s graduate and professional programs enroll students from all over the world and educate students who will carry the values of a UW–Madison education with them to roles throughout the global economy. In that context, selected graduate and professional programs establish incentives for staying in Wisconsin.

- Graduates of UW–Madison Law School are not required to take the bar exam to practice law in Wisconsin.
- The Doctor of Medicine (MD) program has unique multi-year educational programs focused on immersive clinical training of medical students within rural communities (WARM) in partnership with health systems centered in La Crosse, Marshfield, and Green Bay, and within urban inner city hospitals and clinics for medically underserved patients and patients (TRIUMPH) in Milwaukee. The vast majority of WARM graduates who have completed their medical education now practice as physicians that serve the citizens of Wisconsin.

- In addition to having a two-year campus-based program in Madison, our Master of Physician Assistant Studies (MPAS) Program also delivers its educational program in both an alternative community-based distance education format and through a recently established alternative Northern Wisconsin affiliate teaching campus in Marathon County to make the MPAS degree more accessible to students who wish to stay, work, learn, and ultimately, practice in their Wisconsin communities.
- The MD, MPAS, Master of Public Health Program (MPH), Master of Genetic Counselor Studies (MGCS), and Doctor of Physical Therapy (DPT) degree programs have multiple opportunities for students to do community based projects and/or clinical training throughout Wisconsin. These opportunities help students better understand the needs of individuals and populations and expose students to future practice opportunities and diverse work environments across the state.
- The School of Medicine and Public Health is working with UW Health and other health systems to create additional graduate medical education positions (residency training slots) in rural Wisconsin to encourage our MD graduates interested in serving rural Wisconsin to stay in the state for residency training and ultimately for practice.
- The Doctor of Veterinary Medicine reserves 60 of the 88 seats in each class for Wisconsin residents. The DVM program includes a dairy production medicine specialty that is of noticeable importance to the Wisconsin economy and is regarded as among the best in the world.
- The Doctor of Pharmacy program includes education in Wisconsin state law relevant to pharmacy; graduates who move to other states must learn the law in that state.
- The School of Business offers Evening and Executive Master of Business Administration programs that allow professionals to gain an MBA while they continue working. Most students in these programs are Wisconsin residents who stay in Wisconsin after graduation.
- The School of Social Work offers a Public Child Welfare Training Program for graduate and undergraduate social work students. The program operates with federal funds which provide financial support to students. Students who receive funds must work in Wisconsin after graduation for the amount of time they received funding. The Master of Social Work is offered in a part-time format at two locations, specifically to serve Wisconsin students, including those in northwestern Wisconsin.
- For many academic programs, a local or regional focus in the curriculum provides incentive for graduates to remain in the state. For example, students in plant sciences and animal sciences programs (botany, horticulture, agronomy, plant pathology, animal sciences, dairy science, entomology and others) develop specialized knowledge about Wisconsin that prepares them for careers in the state.

36.65 (2) (f) Faculty

Faculty Teaching Loads

Average faculty teaching loads are measured using a variety of metrics, including the number of courses faculty teach (average group instruction sections) and the number of students they teach one-on-one, in directed study or research settings

Fall Instructional Workload* at UW–Madison	Fall	2013	2014	2015
Average Student Credit Hours per Instructor	Faculty	201	195	194
	Instructional Academic Staff	200	181	184
Average Group Instruction Sections Taught per Instructor (Primary Section)	Faculty	2.1	2.1	2.0
	Instructional Academic Staff	2.6	2.7	2.3
Average Individual Instruction Sections Taught per Instructor (Enrollment)	Faculty	5.8	5.7	5.2
	Instructional Academic Staff	4.0	3.6	3.4

*State-funded activity only

Excludes UW–Madison's Law School, School of Medicine and Public Health, and School of Veterinary Medicine

Source: Credits Follow the Instructor

(average individual instruction sections). On average, UW–Madison faculty teach 2.0 courses each semester. In addition, they teach an average of 5.2 students in directed study or research settings. When this instructional activity is converted to student credit hours (the sum of all the credits earned by students under a given faculty member's instruction), each faculty member teaches an average of 194 student credit hours.

Faculty are engaged in a variety of activities in addition to classroom instruction, including instructional design, preparation and evaluation (grading), advising, service and outreach, research, and administrative and governance responsibilities. Combined, these activities have a positive effect on student achievement and economic development, and lead to prestigious awards and recognitions.

Recruiting and Retaining Faculty

UW–Madison recruits internationally for faculty and other scholars. Similarly, UW–Madison faculty are in demand and are actively recruited by other research universities, agencies, and businesses.

Recruiting: In 2014–15, UW–Madison offered faculty positions to 115 candidates; 72 (63%) accepted offers. On average over the past ten years, 69% of offers to faculty candidates were accepted.

Retention and Outside Offers: In 2014–15, 100 faculty (5% of the total) were actively recruited by an outside organization. Of those, 77 were retained by UW–Madison and 20 left UW–Madison; the remaining cases were unresolved. For cases with salary information, the median outside salary offer was about 30% more than the current UW–Madison salary. (In 2014–15, full professor salaries were 11% below the median for faculty at peer universities. Additional salary comparisons are available at <http://apir.wisc.edu/facultystaff-compensation.htm>). For faculty who accept outside offers, slightly more than half leave for a faculty position at a public university, almost one-third leave for a faculty position at a private university, and the remainder leave for a position in industry or at another nonacademic organization.

On average, about 5% of the faculty each year leave for retirement, resignation, death, nonrenewal, or other reasons. Retirements comprise about 53% of those who leave.

Fiscal Year	Number that Left	Number of Faculty	Percent Turnover
2010–11	151	2,177	6.9%
2011–12	82	2,136	3.8%
2012–13	109	2,173	5.0%
2013–14	81	2,189	3.7%
2014–15	85	2,220	3.8%

36.65 (2) (g) Economic Development

Research Funds and Other New Revenue Brought into Wisconsin

Extramural awards are a combination of research funds and funds for other activities (instructional activities, student aid, etc.) that are new revenue brought into the state. In FY 2015, UW–Madison brought \$730 million in new revenue into Wisconsin. Additional information on research awards and expenditures is located at <http://apir.wisc.edu/kpi>.

Extramural Awards Brought Into Wisconsin

Category	Extramural Awards * (millions of dollars)				
	2011	2012	2013	2014	2015
Federal	\$664	\$699	\$620	\$636	\$619
Non-Federal, Non-Wisconsin	\$67	\$84	\$68	\$64	\$86
Non-Federal, Wisconsin-based	\$77	\$94	\$105	\$23	\$25
Total	\$808	\$877	\$793	\$723	\$730

*Does not include funds 161, 162, 233, or 533, which are included when calculating all extramural awards.

The number of government contracts received, the number of research projects in progress, and those completed are best represented by federally funded research awards. In 2015, UW–Madison had 865 new projects started, and 3,334 projects in progress.

Federally Funded Research Awards		2012	2013	2014	2015
New Projects	Number	985	904	854	865
	Amount*	\$272	\$311	\$272	\$326
Projects in Progress	Number	3,947	3,504	3,938	3,334
	Amount*	\$3,034	\$3,046	\$3,065	\$2,912
Completed Projects	Number	1,128	1,030	941	933
	Amount*	\$553	\$750	\$461	\$689

*Dollar amounts are in millions

According to a national organization, Institute for Research on Innovation and Science (IRIS), in 2014 federal research awards supported a yearly average of 8,485 individuals at UW–Madison, 45% of whom were students and 15% of whom were faculty. Students constituted over 61% of the research workforce supported by NSF awards and over 32% of employees supported by awards from NIH.

Patents and Licensing of Inventions

In 2014, 109 patents were filed by the Wisconsin Alumni Research Foundation (WARF) on behalf of UW–Madison researchers and 166 patents were issued by the U.S. Patent Office. Sixty-eight new licenses or options were executed on existing patents in 2014. In total, all licensed patents based on research at UW–Madison generated \$43.4 million in 2014. This income, under the direction of WARF, is not discretionary; it is permanently committed to the research infrastructure: facilities and opportunities for faculty, staff, and student researchers.

	2010	2011	2012	2013	2014
Annual Number of:					
Invention Disclosures	356	357	373	386	417
New U.S. Patent Applications Filed	109	114	144	167	109
U.S. Patents Issued	133	156	153	157	166
Licenses and Options Executed	62	62	60	63	68
Licenses and Options Yielding Income	529	541	515	782	454
Licensing Income (millions of dollars)	54.1	56.7	54.3	94.2	43.4

Source: WARF and Association of University Technology Managers (AUTM) Survey, www.autm.net.

The National Academy of Inventors and the Intellectual Property Owners Association ranked WARF as 7th in the world for the number of utility patents granted by the U.S. Patent Office in 2014.

New Businesses Created or Spun Off

The University Research Park (URP), designed to foster technology transfer and new startup companies, is home to 126 companies, more than 3,800 employees, and more than \$260 million in annual payroll.

Northstar Economics Inc. published a report in April 2015 that indicated 311 Wisconsin startup companies were either based upon research or intellectual property developed at UW–Madison, were founded by a UW–Madison faculty or academic staff member, or were formed by a UW–Madison graduate within one year of graduation. The economic impact of those companies was estimated at \$2.3 billion, almost 25,000 jobs created, and more than \$116 million in state and local tax revenue. (Source: *The University of Wisconsin’s \$15 billion Impact on the Wisconsin Economy*, Northstar Economics Inc., April 2015).

A survey done by the Wisconsin Alumni Association in 2015 showed that 2,963 alumni founded or co-founded a company, including 600 reporting more than one company. Information on more than 2,500 unique companies was provided, including 808 companies located in Wisconsin.

Secondary Businesses Affiliated with System or System-Sponsored Research

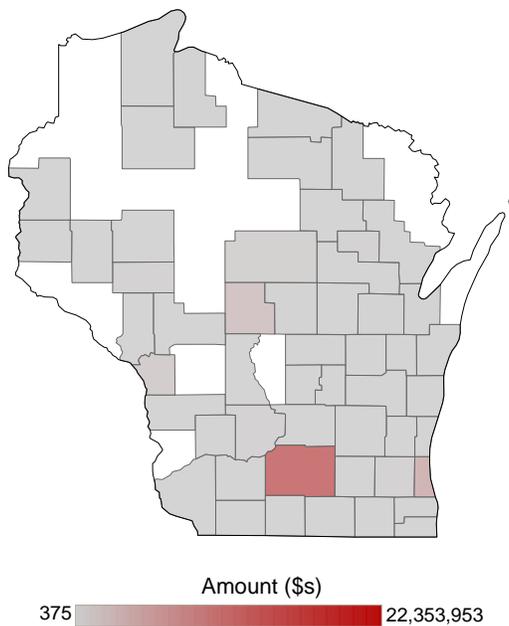
UW–Madison supports Wisconsin businesses through the products and services it purchases. Based on sponsored research funds, total fiscal year 2015 purchase-order payments were approximately \$129.5 million globally, with \$22.5 million going to Wisconsin-based vendors (limited to accounts that represent federal funding and gifts and grants to research projects).

This spending includes payments for general supplies and expenses, subcontracts, professional services and consultants, travel, non-state government space leases, maintenance of equipment and buildings, medical services, utilities, and telecommunications charges. In fiscal year 2015, purchases were made from these funds in 52 of Wisconsin’s 72 counties. UW–Madison makes purchases in all 72 counties when taking into account all fund sources.

Purchases Made by UW–Madison Associated with Research Activity

Year	Purchases in All Geographic Areas		Purchases in Wisconsin	
	# of Vendors	\$ in Millions	# of Vendors	\$ in Millions
2011	2,825	\$147.2	737	\$26.3
2012	2,671	\$137.9	695	\$29.8
2013	2,495	\$135.0	647	\$25.5
2014	2,283	\$138.4	574	\$24.4
2015	2,298	\$129.5	558	\$22.5

UW–Madison Research Purchases in 2014-15, by Wisconsin County



Support Provided to Existing Industries

UW–Madison provides support to business and industry through a range of venues.

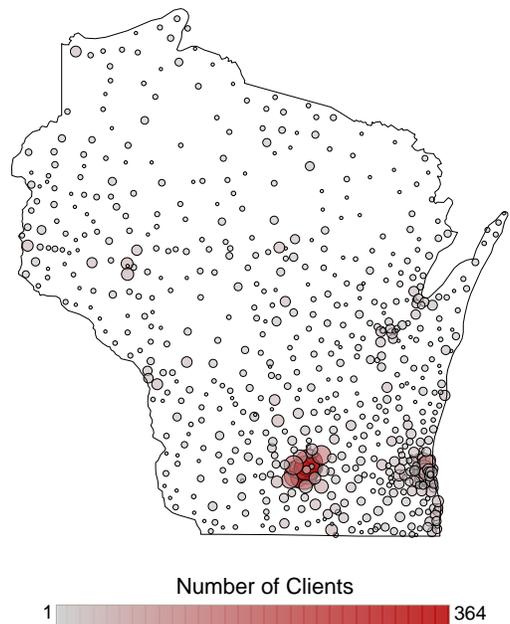
- The Office of Corporate Relations handled 427 requests for assistance from 214 unique companies in FY 2014-15.
- The Wisconsin TechSearch (WTS) handles an average of 3,500 information requests each month from engineering firms, manufacturers, small businesses, law firms and private citizens. WTS helps approximately 500 clients track down resources that allow businesses to move new products and projects forward more quickly and efficiently.

The following are two examples among many of UW–Madison centers that exist to support emerging and existing businesses in Wisconsin.

Small Business Development Center, Wisconsin School of Business: The Small Business Development Center provides knowledge, tools, and connections that help small business owners successfully grow their existing companies, start new firms, and make informed decisions. The Small Business Development Center is part of an accredited Wisconsin network of 12 centers located at four year UW campuses and is part of a national network of nearly 1,000 centers. In 2014, the Small Business Development Center had:

- 361 total clients
- 32 business starts
- 85 classes and events attended by 1,391 people
- 1,828 inquiries answered through the Wisconsin Business Answerline

**UW–Madison Small Business Development Center Clients
FY2011–FY2015**



Wisconsin Center for Dairy Research: Offers technical assistance to cheese and dairy product manufacturers, food companies, and end users for new product development, research solutions, processing, training, short courses, and on-site visits and startups. Each year WCDR offers 22 short courses educating more than 1,000 dairy professionals.

Jobs Created in the “Campus Areas” and Statewide

UW–Madison and UW Hospitals and Clinics employ more than 25,000 individuals. The multiplier effects of direct university spending, employee spending, and spending by students and visitors generate an estimated 158,350 jobs in Wisconsin, according to a report developed by Northstar Consulting Group in April 2015, *The University of Wisconsin’s \$15 Billion Impact on the Wisconsin Economy*.

Direct and Secondary Employment Created by UW–Madison and UW Hospitals and Clinics		# of Jobs*
1.	Direct Employees	27,399
2.	Operational Spending	66,777
3.	Employee Spending	9,890
4.	Student Spending	26,800
5.	Visitor Spending	27,484
Total		158,350

*Counts are based on full-time-equivalent

In addition, organizations closely affiliated with UW–Madison generate almost 10,000 jobs for Wisconsin.

UW–Madison-Affiliated Organizations		# of Jobs*
1.	University Research Park	7,926
2.	WARF	1,120
3.	UW Foundation/Alumni	362
4.	Morgridge Institute	224
5.	Wisconsin Film Festival	191
6.	Fluno Center/CASB	133
7.	WiCell	33
Total		9,989

*Counts are based on full-time-equivalent

UW–Madison research has contributed to at least 311 startup companies in Wisconsin which support almost 25,000 additional jobs.

Economic Indicators

Overall economic impact indicators illustrate UW–Madison’s economic influence. UW–Madison’s 2015 economic-impact study provides the following summary indicators:

- UW–Madison has a \$15 billion total impact on Wisconsin’s economy:
 - \$12 billion of that economic impact comes from UW–Madison and UW Hospital and Clinics operations and spending of faculty, staff, students, and visitors
 - \$2.3 billion economic impact comes from UW–Madison-connected startup companies
 - \$918 million economic impact comes from UW–Madison-affiliated organizations
- Directly and through multipliers, 193,310 Wisconsin jobs are created and supported
- \$847.5 million in tax revenue is generated

Source: *The University of Wisconsin’s \$15 Billion Impact on the Wisconsin Economy*.

Economic Development Programs

Wisconsin Center for Dairy Profitability: Develops and delivers effective interdisciplinary education and applied research to dairy farms and dairy industry service providers resulting in sustainable, profitable decisions, and a healthy and progressive dairy industry. Center services include:

- Management education programs
- Development of decision-making tools for farms
- Service providers and one-on-one business counseling

The Center for Dairy Profitability held multiple group and individual activities in 2014–15, including boot camps for new agents needing training in farm financial management. The center also supports programming that focuses on empowering women involvement with the business of the farm.

36.65 (2) (h) Collaboration

Partnerships and Collaborative Relationships

UW–Madison’s collaborations and partnerships with other UW institutions, other education sectors, businesses, community organizations, and governmental agencies extend the university’s impact.

UW–Madison increases student access through collaborative degree programs, which are offered at multiple locations, integrate courses from different institutions, or both. UW–Madison is a partner in the formal arrangements, listed below.

Collaborative Degree Program	Partner Institutions
Dual Degree – BS in Physics, BS in Engineering	UW–Eau Claire, UW–La Crosse, UW–Oshkosh, UW–River Falls, UW–Whitewater
BS in Nursing	UW–Eau Claire, UW–Green Bay, UW–Milwaukee, UW–Oshkosh, UW–Extension
Dual Degree – BS in Chemistry, Comp Sci, or Math; BS in Engineering	UW–La Crosse
MS in Educational Leadership & Policy Analysis	UW–Whitewater
Doctor of Audiology	UW–Stevens Point
PhD Art History/PhD Architecture Partnership	UW–Milwaukee

UW–Madison has thousands of partnerships in academic and non-academic areas.

Partnership Type	Estimated Number, 2014–15
Organizations hosting co-op or internship students	961
Organizations hosting clinical, legal, or social work placements	665
PK–12 schools hosting student teachers	79
Service learning, community-based research, or volunteer partnerships	249
Cultural or arts-related partnerships	102
Businesses or organizations receiving business-development assistance	3,032

Examples of important partnerships between UW–Madison and other UW institutions or System Administration include:

- **Learning Analytics:** The Learning Analytics Initiative grant, funded from May 2012 through June 2015, created the technical and staff infrastructure to support the early warning system to identify and intervene earlier with academically at-risk students. UW–Madison, along with UW–Platteville and UW Colleges, participated in a pilot to test the system for eventual expansion to all UW System institutions. The three-campus pilot of the early warning system for student success had a three-year budget of about \$650,000. As a result of the pilot, UW System is rolling out 4 learning analytic tools to System schools. Although the grant has ended, efforts in learning analytics continues with the ongoing implementation of the Unizin digital ecosystem.
- **Shared Library Infrastructure:** The UW institutions also collaborate on a single library automation system, which provides the majority of support for a statewide library materials delivery system. This system directly benefits higher education, K-12 education, and public libraries in all counties of the state.
- **Common Systems:** UW System institutions collaborate on several common information systems, which include the Human Resources System (HRS), Shared Financial System (SFS), Business Intelligence (OBIEE), Course Management Systems (Learn@UW), and the PeopleSoft student information system software.
- **Transfer Information System and the Central Data Request:** All UW institutions provide course-transfer information to the Transfer Information System (TIS) (<http://tis.uwsa.edu>) and admissions, student, financial, and curricular data to the Central Data Request (CDR) database, maintained by UW System Administration.

Appendix

Section 36.65 of the Wisconsin Statutes

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

36.65 Annual reports.

- (1) **DEFINITION.** In this section, "chancellor" means the chancellor of the University of Wisconsin–Madison.
- (2) **REPORTS.** Annually, the board and the chancellor shall each submit an accountability report to the governor and to the legislature under s. [13.172 \(2\)](#). The reports shall include all of the following information, the board's report with respect to the system other than the University of Wisconsin–Madison, and the chancellor's report with respect to the University of Wisconsin–Madison:
- (a) *Performance.* The graduation rate, the total number of graduates, the time needed to graduate, the number of credits needed to obtain a degree, the number of degrees awarded in fields specified in s. 36.25(52)(a)2.a., retention rates, placement of graduates, and the percentage of residents and nonresidents who reside in this state 10 years after graduation.
 - (b) *Financial.* Financial reports from each institution and each college campus, prepared using generally accepted accounting principles.
 - (c) *Access and affordability.* A profile of enrolled students, including mean per capita family income, the percentage of resident and nonresident students who are low-income, the percentage of resident and nonresident students who are members of minority groups, the number of transfers from other institutions and other colleges within this state, a description of any improvements made in the transfer of credit between institutions of higher education, the number of high school pupils who have earned credit, the published cost for resident students and the actual cost for resident students once financial aid is subtracted, and increases in available institutional financial aid for students with a demonstrated need.
 - (d) *Undergraduate education.* The extent of access to required courses and to popular majors, the majors offered, improvements in overall student experience, efforts to close the achievement gap between majority and underrepresented minority students, the number of undergraduate students participating in internships or cooperative work experiences, and post-graduation success.
 - (e) *Graduate and professional education.* The number of graduate degrees awarded; the number of professional graduates in key areas, including physicians, nurses, business, engineers, pharmacists, veterinarians, and lawyers; the number of graduate students participating in internships or cooperative work experiences; and incentives provided for remaining in this state after graduation.
 - (f) *Faculty.* A profile of the faculty, including faculty teaching loads, success or failure in recruiting and retaining scholars, and teachers who are rated at the top of their fields.
 - (g) *Economic development.* The amount and source of research funds and other new revenue brought into the state, the number of government contracts received, the number of research projects in progress or completed, the number of patents and licenses for system inventions, the number of new businesses created or spun off, the number of secondary businesses affiliated with the system or system-sponsored research projects, support provided to existing industries throughout the state, job growth from support to existing industries and new businesses, the number of jobs created in campus areas, the number of jobs created statewide, a comparison of economic indicators for campus and other areas, and a description of the economic development programs, as defined in s. 36.11 (29r)(a).

(h) Collaboration. Partnerships and collaborative relationships with system administration and institutions.

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

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The UW-Madison Accountability Report can be found at

<http://apir.wisc.edu/accountability.htm>



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