



## MADISON INITIATIVE FOR UNDERGRADUATES

### Fifth-Year Progress Report Activity through Fall 2014

<http://www.apir.wisc.edu/miu.htm>

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**MADISON INITIATIVE FOR UNDERGRADUATES**  
Fifth-Year Progress Report - Activity through Fall 2014  
**Executive Summary**

The Madison Initiative for Undergraduates (MIU) was launched with the primary goal to improve the quality and long-term value of the undergraduate educational experience at the University of Wisconsin-Madison while making that experience more affordable. MIU was approved in April 2009 by the Board of Regents and was initiated in Fall 2009. The annual MIU investment of \$40M is divided equally between funding for instructional support and student services and funding for need-based financial aid. The results from MIU demonstrate that well-designed investments of new dollars can provide improved educational outcomes.

MIU is having a positive effect on low-income students from Wisconsin by providing more institutional grants to more students. Over the past five years, more than \$90M in MIU-funded institutional grants have been distributed to students. Since Fall 2008, the percent of financial need met by institutional grant aid has increased from 15% to 21%. MIU has offset a decline in the share of state gift aid, federal gift aid, and need met by subsidized loans.

The educational experience has improved through academic advising and through expanded, improved learning opportunities both in the classroom and outside of the classroom. These changes have contributed to a range of gains in outcomes. Key indicators of student progress to degree all show improvement: students are making timely progress to degree, graduating at higher rates, and 9 in 10 graduates have participated in high-impact activities that are characteristic of the Wisconsin Experience.

MIU has supported tremendous enhancements in UW-Madison's ability to provide need-based financial aid, and to enhance a range of educational opportunities by bolstering the base budgets of academic departments and student support units. The MIU investment is a foundation for future innovation and improvement through Educational Innovation, which will continue to fashion the high-quality undergraduate experience envisioned for every student's Wisconsin Experience.

Full details and comprehensive reports on MIU can be viewed at  
<http://madisoninitiative.wisc.edu/>

## **MADISON INITIATIVE FOR UNDERGRADUATES**

### **Fifth-Year Progress Report**

### **Activity through Fall 2014**

#### **I. The Purpose and Structure of MIU**

The Madison Initiative for Undergraduates (MIU) was approved in April 2009 by the Board of Regents as an investment in the quality and long-term value of a UW-Madison undergraduate education. MIU funded base-budget support for added faculty and instructional support in high-demand areas, increased access to high-impact educational practices and improvements to vital student services. MIU also leveraged need-based financial aid by matching \$20M annually of MIU funding with resources from private fundraising. Specifically, the goals of MIU were to:

1. Preserve affordability of a UW-Madison education, primarily through expansion of need-based financial aid.
2. Increase the number of faculty and add instructional support to offer the courses, majors, and experiences that students need.
3. Expand best practices and innovation in teaching and learning, curricular design, and student services, in order to enhance student outcomes.

Under MIU, tuition was increased by \$250 per year for resident undergraduates and \$750 per year for nonresident undergraduates over a four-year period (Fall 2009 through Fall 2012). The original budget plan is outlined in Appendix A.

Approximately a half of the annual MIU returns, \$20M, was invested in institutional grants distributed to students based on financial need as determined through the standard Free Application for Federal Student Aid (FAFSA). A total of \$90M in MIU funding has been awarded to undergraduates as of Fall 2014. The other half of the annual MIU returns was invested in improvements in the undergraduate educational experience. Decisions about how these funds would be distributed were made through a competitive peer review process that involved students, faculty, and staff in decision-making. Priority was given to proposals that would improve the undergraduate experience, provide additional support to areas of the curriculum of interest to students, and improve student services such as academic advising and improved access to scholarship funds.

The MIU Oversight Committee — comprised of faculty, staff and students appointed by governance leadership — has overseen the implementation of MIU. The MIU Oversight Committee met for the last time in January 2014; membership is listed in Appendix B. The MIU Core Team, located in the Office of the Provost, provided project leadership and support for implementation and project administration.

## II. MIU Project Award Characteristics

A total of 54 projects were selected for funding in three rounds of open calls for and competitive review of proposals. The 2011 MIU report included a detailed explanation of the competitive review process for MIU-funded projects.

In total, the projects selected for funding included support for the following personnel:

- 77.5 FTE of new faculty lines across 20 departments were added (0.5 FTE in SMPH, 1 in Business, 2 in CALS, 65 in Letters & Science, 5 in Nursing). Additional funding for 7.7 FTE of faculty support was provided to allow existing faculty to participate in specific projects (such as Global Public Health and Engineering Grand Challenges).
- 36 academic staff positions (FTE) were added to support instruction and student services, especially in the area of academic advising.
- Approximately 140 Teaching Assistant (TA) positions were added (68.5 FTE total), which has added capacity for more than 10,000 student course enrollments in TA-taught sections.

See Appendix C for a tabular summary of awards by category and faculty lines by school/college.

Over the past five years, these funds have allowed academic departments and units that support student services to make improvements to the undergraduate experience. They have been successful because the funds were provided as base-budget allocations at a time when there have been few other opportunities to support innovation in undergraduate education from state funding or from tuition increases.

## III. Progress Update – MIU Need-Based Financial Aid

From the time MIU was implemented in Fall 2009, more than \$90M of MIU funds have been awarded to students in the form of institutional grants (Table 1). The MIU investment has supported growth of institutional financial aid from \$6.9M in 2008-09 to \$30.1M in 2014-15. In 2013-14, 7,265 students received an MIU grant.

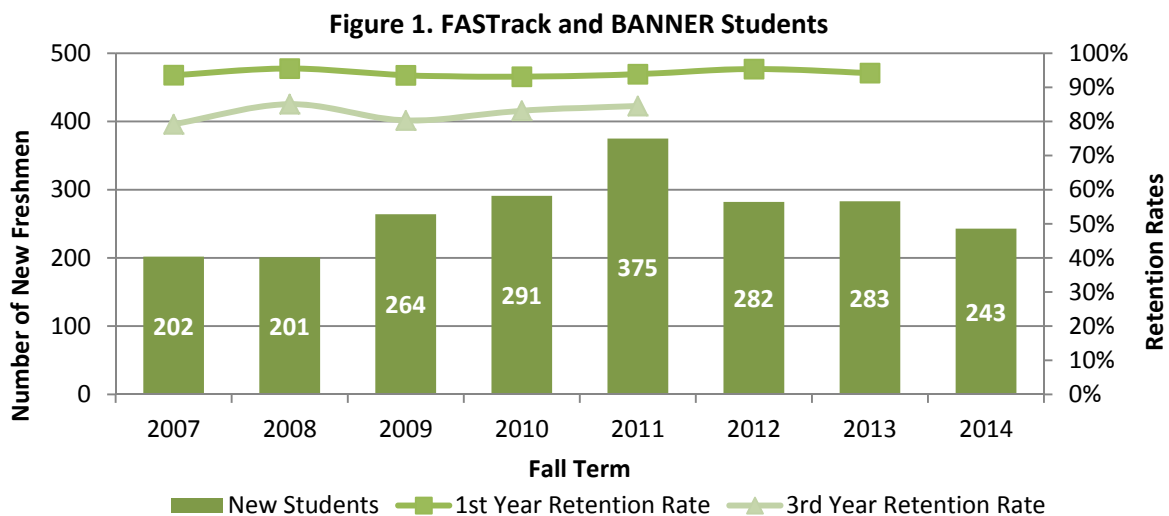
Table 1. MIU Financial Aid							
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15*
MIU-Funded Aid	none	\$5.1M	\$10.2M	\$15.3M	\$20.4M	\$20.4M	\$20.4M
Total Institutional Grant Aid	\$6.9M	\$12.9M	\$17.3M	\$26.2M	\$33.9M	\$31.7M	\$30.1M
Number of Students Receiving MIU funds	0	6,379	6,453	7,738	7,719	7,265	6,634
*Preliminary							

Wisconsin Residents with Financial Need: The increase in institutional aid from MIU is having a positive effect on low-income students from Wisconsin by providing more institutional grants to more students and by reducing the loan burden for the lowest income students. Since Fall

2008, the number of students with need (7,872 to 9,154 students) and the amount of their financial need (\$12.9K to \$15.1K) have increased (Table 2). Over the same period, the percent of financial need met by institutional grant aid has increased from 15% to 21%. At the same time, there has been a decline in the share of state gift aid (8.9% to 7.7%) and federal gift aid (11.1% to 7.8%). The other change has been a decrease in the percent of financial need met by subsidized loans (41.8% to 33.4%). The MIU has a significant and positive impact on low-income students from Wisconsin who are enrolled at UW-Madison.

Table 2. Financial Aid for Wisconsin Resident Undergraduates with Financial Need								
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
<b>Undergraduate WI Residents with Financial Need</b>	7,107	7,259	7,872	8,781	9,016	8,899	9,059	9,154
<b>Average Financial Need</b>	\$10,501	\$11,743	\$12,931	\$13,728	\$14,137	\$15,126	\$14,916	\$15,135
<b>Percentage of Financial Need met with:</b>								
Federal gift aid	9.5	10.6	11.1	11.0	8.8	7.9	7.7	7.8
State gift aid	8.9	9.4	8.9	8.3	7.7	7.7	7.7	7.7
Institutional gift aid (including MIU funds)	11.3	12.4	15.0	16.2	19.9	21.5	22.0	21.1
Subsidized loans/work	54.3	46.6	41.8	39.0	35.5	35.8	34.7	33.4
Unsubsidized/private loans	25.1	28.2	29.6	28.9	27.4	24.5	25.3	25.0

**BANNER and FASTrack:** MIU financial aid funding has been used to support two programs for undergraduates with the most financial need: the FASTrack program for Wisconsin residents and BANNER for domestic nonresidents. MIU financial aid has allowed UW-Madison to provide more aid to these lower-income students. Students in these programs are retained to the second year at high rates; the retention rate for these students who entered as new freshmen in Fall 2013 was 94.0%, very similar to the overall retention rate of 95.3% (Figure 1).



The Common Scholarship Application (CSA), launched in 2009 under the banner Scholarships@UW, is now linking students with more than \$3M in scholarships. CSA provides a one-stop common scholarship application (CSA) system for students in majors and programs all across campus. Scholarships@UW allows students to search one online repository to find and apply for scholarships for which they may be eligible rather than the pre-MIU system of checking with each and every school/college and department that might have available scholarships.

In 2013-14, 7,660 students submitted 11,115 applications for scholarships, up 45% from the prior year. Over \$3M was awarded to 1,368 students. The number of UW-Madison departments using CSA to process and award departmental scholarships is growing:

participation is now at 92% of potential users. A total of 949 separate scholarships are now available through CSA (Table 3).

<b>Table 3. Impact of the Common Scholarship Application, Scholarships@UW</b>			
	2011-12	2012-13	2013-14
Number of Applications for Scholarships through CSA	6229	7647	11,115
Number of Students Submitting Applications	5156	6071	7,660
Number of Students Receiving Scholarships	720	1,041	1,368
Average Scholarship Award	\$2,024	\$2,180	\$2,260
Scholarship dollars awarded through CSA	\$1.46M	\$2.27M	\$3.09M
Participation rate among potential user departments	60%	87%	92%
Number of Scholarships Listed	831	864	949

The CSA project leaders continue to improve the system. For example, nine new versions of the software were released

in 2012-13 to improve functionality. The public-facing website is regularly improved to keep it device-independent and improve accessibility for users who are visually impaired. More and more eligible users are recruited through outreach and improved training to academic departments.

Development funds for CSA will be exhausted at the end of the 2014-15 academic year; additional funds beyond the ongoing maintenance-level funding from MIU will be needed to continue making enhancements to this important tool for students.

#### **IV. Progress Update – Funded MIU Projects**

Fifty-four MIU projects were funded through a competitive proposal process that involved faculty, staff and students in the proposal-review process and the selection of funded projects. Leaders of these MIU-funded projects have provided annual reports that describe the impact of the project and how the project is advancing the goals of the MIU. The reports emphasize how the projects have enhanced high-impact practices and strengthened the Wisconsin Experience; improved student academic services, including advising and other support services; and supported projects focused on improving equity and access to courses and majors. A summary

of key features of the MIU projects is provided in Appendix C. A full list of projects is provided in Appendix D.

A complete set of reports for all MIU projects through the 2013-14 academic year is posted at <http://apir.wisc.edu/miu.htm>.

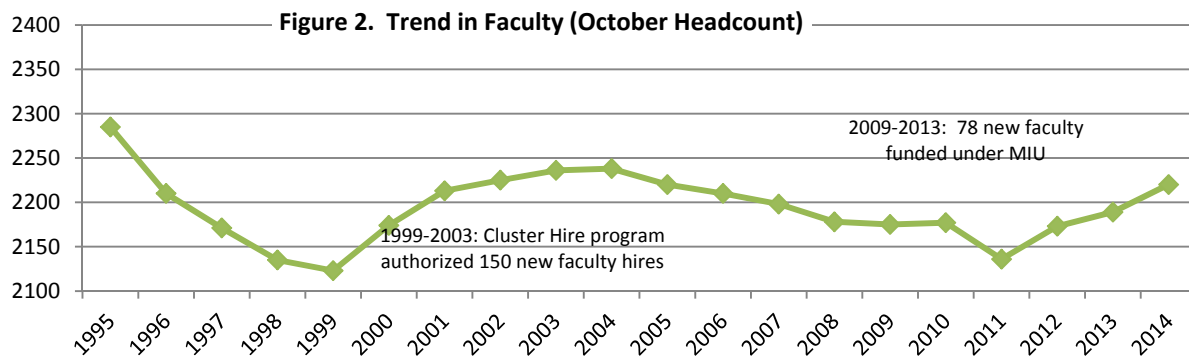
## V. University-Wide Impact of MIU

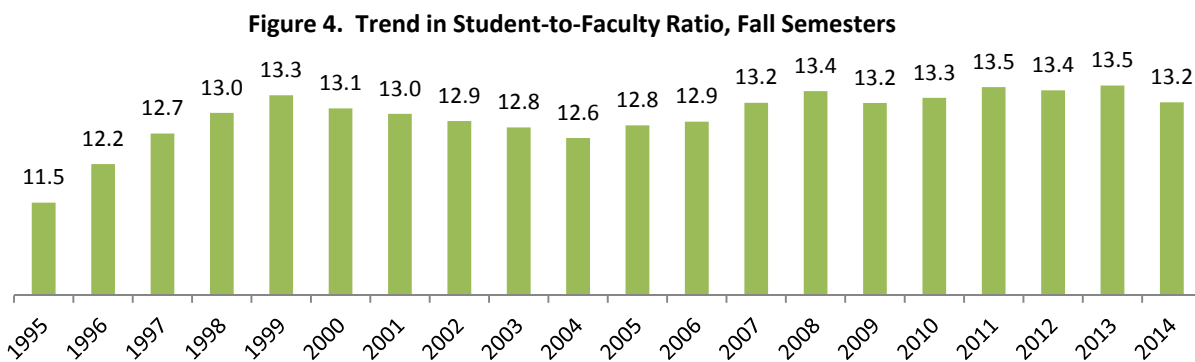
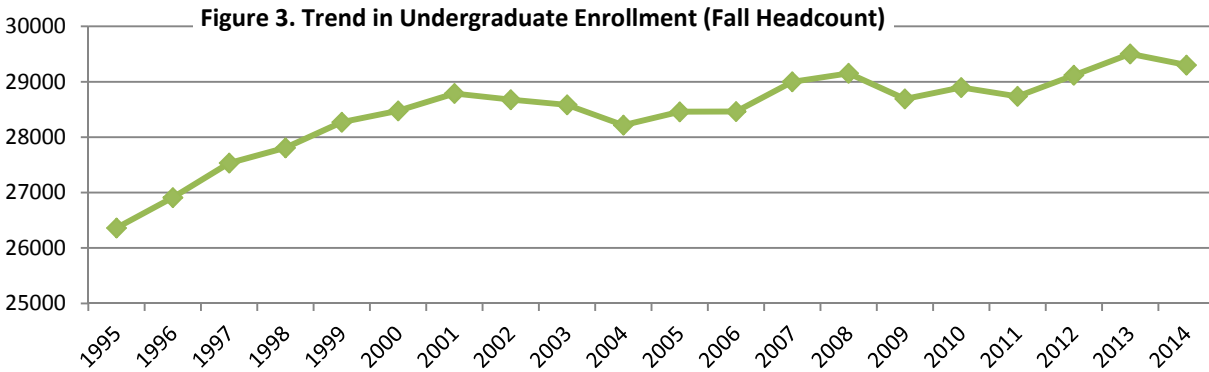
MIU has added approximately \$20M annually to the university’s base budget as an investment in the quality and long-term value of the undergraduate experience. The investment has supported innovation in several areas and has proven to be even more important than anticipated when MIU was launched, given the modest increases in state funding in recent years and the tuition freeze that was imposed starting in Fall 2013. MIU stimulated faculty and staff across the campus to imagine ways to innovate for improvement and so set the stage for the successor project, Educational Innovation (see <https://edinnovation.wisc.edu/>).

### V.A. Trends in Faculty Numbers, Student Enrollments, and the Student:Faculty Ratio

Achieving the goals of MIU (Section I) requires sufficient faculty and instructional support to expand educational opportunities and innovations in teaching and learning and curricular design. MIU provided funding for the hiring of 78 new faculty members. These positions represent 16% of the 447 new faculty hired between 2009 and 2013. MIU allowed the university to maintain new faculty hiring at about 110 positions per year in 2009-10 and 2010-11, when many peer universities were reducing recruiting because of the recession. The faculty headcount for Fall 2014 at 2,220 is higher than it has been since 2005 (Figure 2).

Maintaining faculty numbers has been especially important given the increases in undergraduate enrollment every year since 2009 (Figure 3). Even with the MIU investment in faculty, the number of enrolled undergraduates per faculty member (student:faculty ratio) has been as high as 13.5:1 in the MIU period, higher than any time in the past 20 years (Figure 4). The student:faculty ratio is as high as 18:1 if faculty who primarily work with graduate and professional students (e.g., faculty in the Law School, the School of Veterinary Medicine, and the School of Medicine and Public Health.) are excluded.





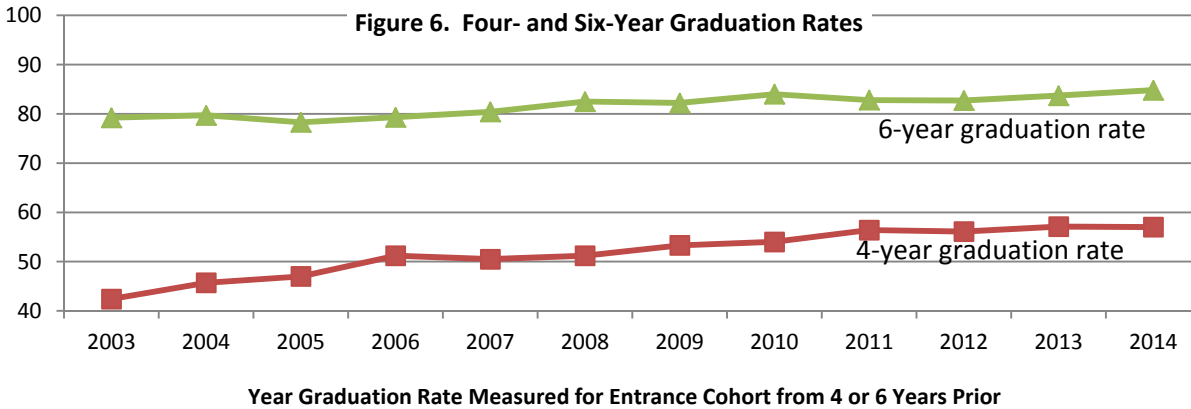
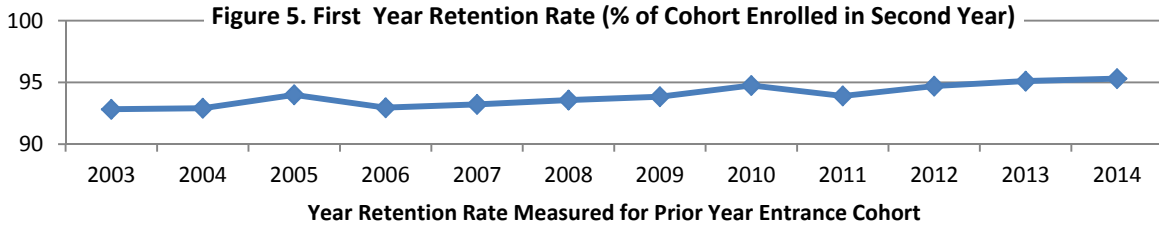
**V.B. Undergraduate Progress to Degree**

Progress to degree measures are key indicators of the overall quality of the student experience. All progress to degree indicators show improvement since the implementation of MIU. High rates of retention to the second year signal that students are engaged with their educational experience and have established a solid trajectory for progress to degree. Timely degree completion (measured in elapsed years to degree), effective use of credits, and high graduation rates reflect eased course bottlenecks, access to programs of interest, high quality curricula, strong academic advising and student support, and availability of financial aid for students with financial need.

The first-year retention rate for new freshmen who enrolled in 2013 and subsequently re-enrolled in Fall 2014 was 95.3% (Figure 5). This retention rate – the highest recorded for UW-Madison – is well above national averages and compares favorably with retention rates at peer universities.

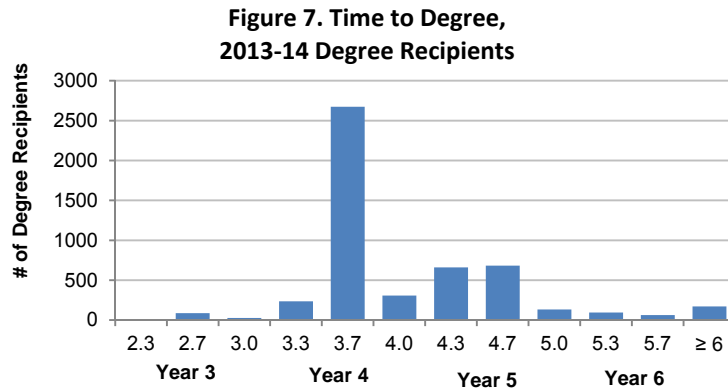
Graduation rates – the percent of each new freshman cohort that graduates by four or six years after first enrollment – have improved throughout the MIU period. The four-year graduation rate is 57.1% (2010 entrance cohort) and the six-year graduation rate is 84.8% (2008 entrance cohort) as measured based on 2013-14 graduates (Figure 6).





The average time to degree, measured in elapsed calendar years from the first time enrolled to graduation, has been improving over the MIU period (Figure 7). For 2013-14 graduates, average time to degree was 4.16 years, improved from 4.20 years for 2008-09 graduates and 4.29 years for 2002-03 graduates.

(By this measure a student who graduates in 4 academic years graduates in 3.7 elapsed calendar years.) Some UW-Madison students are now graduating even earlier than 3.7 elapsed calendar years. UW-Madison’s time to degree is similar to that of other major public research universities.



UW-Madison’s six-year graduation rate is higher than the average of other major research universities, ranking 23<sup>rd</sup> among AAU institutions (Table 4; note that peer data are based on 2012-13 measurements). UW-Madison’s four-year graduation rate of 57.1% matches the AAU public average of 57.1% and puts UW-Madison 30<sup>th</sup> among the 61 AAUs. UW-Madison has initiated a project to improve its four-year graduation rate. This project, an Educational Innovation project, seeks to increase the four-year graduation rate to 60% or more.

One additional measure of progress to degree is the number of credits to degree, which is considered to be an indicator of educational resources used by students and a measure of efficiency in degree completion. Undergraduate programs generally require 120 to 128 credits

to complete graduation requirements; thus, credits-to-degree in the range of 120 credits demonstrates a high level of efficiency in degree completion. The average number of earned (completed) credits to degree stands at just 120 credits among UW-Madison graduates who started as new freshmen. These graduates also accumulated an average of 19 additional credits awarded as transfer credits, retroactive credits, Advanced Placement (AP), International Baccalaureate, CLEP, or credit by departmental exam.

**Table 4. UW-Madison Graduation Rates Compared to Peer Universities**

	Graduation Rates	
	Four-Year (2009 Cohort)	Six-Year (2007 Cohort)
UW-Madison	57.1%	83.7%
All AAU Average	64.2%	82.0%
AAU Public Average	57.1%	78.1%
Big 10 Universities	58.4%	79.6%
Rank among AAU	30th	23rd
UW-Madison Goal	>=60%	>=85%

Based on graduation rates reported in 2012-13, the most recent year available.

AAU – Association of American Universities, 61 major research universities

Overall, progress-to-degree metrics are improving and are a reflection of improvements made collectively in the undergraduate experience as a result of MIU projects. Many of these improvements are attributable to a wide range of improvements in specific academic disciplines and curricular design, including, for example, projects in Math, Biology, Chemistry, Economics, Journalism, History, Political Science, Physiology, and Engineering. WisCEL (the Wisconsin Collaboratory for Enhanced Learning) has served as a model for delivering courses using active-learning pedagogy in multifunctional learning spaces. WisCEL has been most utilized in math, engineering and science courses that have a strong problem-solving basis. The Educational Innovation project, which focused on the learning experience in large-enrollment classes, will build upon and leverage experience gained with WisCEL and other curricular reforms that are recognized as offering positive benefits for students and have achieved high levels of acceptance among instructors.

In addition, both academic support and student services contribute to those improvements. A key driver of improvements in the student experience has been the investment in improved and expanded academic advising, as described in section V.E.

**V.C. Participation in the Wisconsin Experience**

A high priority was given to MIU projects focused on high-impact practices and a richer Wisconsin Experience for undergraduates. The term “Wisconsin Experience” has been adopted to capture the concept that UW-Madison students have both in-classroom and out-of-classroom experiences that teach them the skills to meet their career goals and to significantly and positively impact the world. The Wisconsin Experience, grounded in the Wisconsin Idea, seeks to educate students to be creative problem-solvers; passionate, engaged, and adaptable world citizens; critical thinkers able to create and evaluate new knowledge; and future leaders of their communities.

The Wisconsin Experience includes inquiry-based, high-impact practices such as research experiences and independent scholarly work, engagement with global and cultural

competencies, leadership and activism opportunities, and application of knowledge in and preparation for the “real world.”

Nine in ten graduates have at least one Wisconsin Experience activity on their formal record (Table 5). The percent of graduates who participated in one or more such activity, increased from 87% of 2007-08 graduates (before MIU) to 90% of 2013-14 graduates. The percent of students who participated in two or more activities increased from 66% to 74% over the same time period. Participation rates are slightly higher – 92% – for targeted minority students. The percentage increase in recent years represents substantial increases in numbers of engaged students given that the graduating class has increased by almost 500 students.

**Table 5. Participation Rate in Wisconsin Experience Activities**  
(Percent of Graduates in Given Year)

Activity	2007-08	2013-14
Study Abroad	22%	25%
Residential Learning Community	13%	14%
First-year Interest Groups (FIGs)	6%	10%
Service Learning Course	12%	12%
Independent/Directed Study	40%	35%
Research Experience	14%	36%
Workplace Experience	23%	27%
Honors Course	27%	27%
Seminar Course	43%	43%
Capstone Experience	27%	42%
One or more WI-X experience	87%	90%
Two or more WI-X experiences	66%	74%
Number of graduates	6,175	6,650

Source: UW-Madison student records; includes only activities recorded on the student record.

For the full report see: <http://apir.wisc.edu/wiexperience.htm>

MIU investments increased the opportunity for participation in the Wisconsin Experience through a range of projects.

Selected examples:

- First-Year Interest Groups (FIGs), which offer small-group learning experiences for new undergraduates, expanded from serving 598 students in 30 FIGs before MIU to 1,173 students in 66 FIGs in 2013-14.
- Residential Learning Communities (RLCs) expanded from five to 10 communities that housed 1,534 students in Fall 2014.
- Internships in the Liberal Arts is providing for-credit internship opportunities for approximately 100 students a year who otherwise would not have an opportunity to get credit for these experiences.
- The International Internship Program provided international internship opportunities for 68 students at 52 sites globally in 2013-14, up from 20 students and four sites before MIU.
- The Certificate for Global Health provides faculty-supervised, short, intensive field experiences for more than 200 undergraduates annually.
- The Department of History implemented a new curriculum rich in research methods, including a new intermediate-level course, The Historian’s Craft, which enrolled 290 students in 2013-14.
- The International Studies major expanded enrollment capacity: in 2013-14 the major served 81 students in four capstone courses.

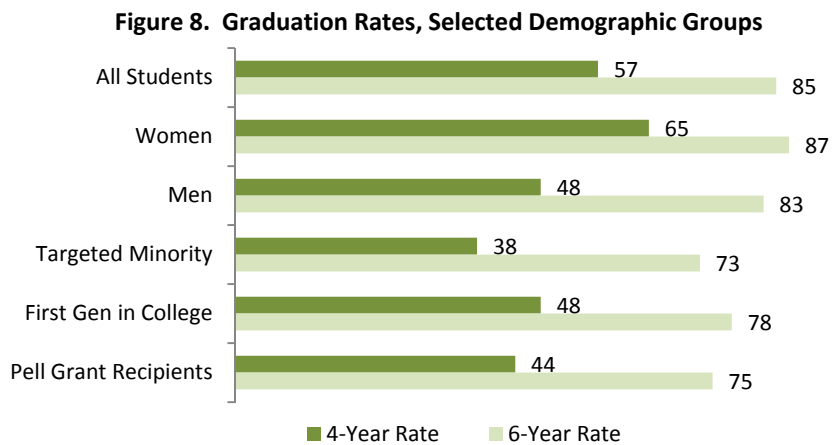
- The School of Nursing “Future of Care” project supported a redesign of the curriculum that increased BS-Nursing enrollment by 20% and expanded active learning and lab components throughout the curriculum.

Wisconsin Experience participation (Table 5) captures those high-impact educational practices that have been formally established as part of the academic record, but it does not capture all of the ways that students are active, engaged and learning through the Wisconsin Experience. Student participation is also high in a range of co-curricular activities that include practical experience gained through work experiences, volunteerism and community service, participation in student government, and participation on a range of teams and that have local and national activities.

**V.D. Attention to Equity in Learning and Student Success**

Faculty and staff who received MIU funding were also asked to address differential outcomes among key demographic subgroups as well as overall performance levels. University-wide progress-to-degree metrics are very strong (section V.B.). However, graduation rates for some demographic groups of students are not as strong (Figure 8). In addition, grade distributions differ among demographic groups of students. MIU projects that received funding for faculty and/or curricular support were asked to address these differential outcomes in the course of implementing their projects.

For example, targeted minority students graduate at lower rates than other students (Figure 8). The six-year graduation rate for targeted minority students is 73%, 12 percentage points lower than all students (85%).



Although this gap has narrowed substantially in recent years from a gap of 17 percentage points seven years ago, ongoing efforts are needed to ensure that all students have opportunities to succeed academically at UW-Madison.

Starting in 2008, the office of Academic Planning and Institutional Research began to analyze patterns of course grades for clues to curricular contributions to the graduation-rate equity gap with the goal of devising actionable strategies. One result of that work was to provide reports of course-by-course D/F/Drop rates to school/college deans’ offices and to academic departments on an annual basis. The D/F/Drop rate is the percentage of students who complete the course with a D or F grade, or drop the course after the 10<sup>th</sup> day drop deadline.

This metric is widely used in higher education: D/F/Drop rates over 25 percent usually signal that the pedagogical approach or structural considerations such as prerequisites or enrollment patterns may benefit from review. (See <http://www.apir.wisc.edu/instruction-grade.htm> .)

MIU project faculty and staff were asked to give attention to courses with high D/F/Drop rates and courses that have substantial differences in D/F/Drop rate among demographic subgroups of students: targeted minority/other, men/women, and first generation in college.

Over the past five years, numerous efforts to address differential outcomes have taken place on campus. Examples include the L&S Equity and Diversity Committee Study (2009-10), the DELTA “Reducing the Achievement Gap Project,” and a number of faculty research projects.

As part of the work of MIU project support, APIR has responded to requests for detailed data analysis to help understand the underlying causes of the grade differences for courses in 21 departments (Table 6). Information provided about these courses has helped faculty identify changes that could improve student experience.

All together, the studies of these courses have provided evidence for certain kinds of recurring structural patterns associated with courses with high D/F/Drop rates that are not associated with actual instruction.

Prerequisites: Students who never fulfilled the stated course prerequisites (minimum academic preparation needed to succeed) prior to enrolling in a course are more likely to have D/F/Drops than students who met or exceeded the stated prerequisites. The Office of the Registrar and APIR are partnering on a project to have departments implement enforcement of course prerequisites at the time when students enroll in courses. Enforcing prerequisites will prevent students who are not adequately prepared for a course from registering. Next steps include increased use of technological solutions to enforcing prerequisites and efforts to standardize certain common prerequisites, and analysis of the impact of enforcing prerequisites. This effort will be formalized under the leadership of the Vice Provost for Teaching & Learning as an Educational Innovation project.

Math preparation: Analysis of student success at UW-Madison shows repeatedly the connection between preparedness in math and success in college. This finding is not surprising given that this pattern is well documented in the higher education research literature.

**Table 6. Courses Investigated for Underlying Causes Associated with High D/F/Drop Rates or High Gaps**

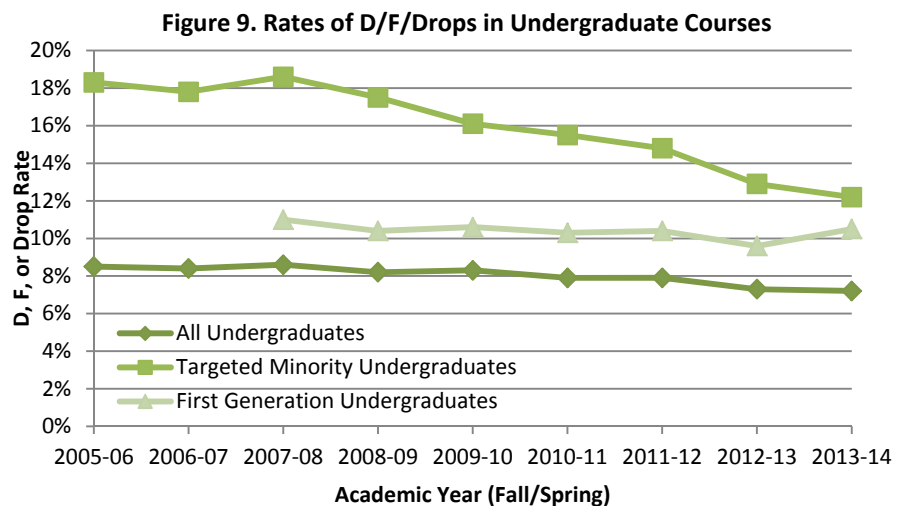
Animal Sciences (200)
Biochemistry (501)
Biology (151,152)*
Botany (130, 460)
Chemistry (103, 104, 108, 109, 343, 345)*
Communication Arts (250, 346)*
Computer Science (302)
Economics (101)*
Electrical and Computer Engineering (230)*
Engineering Mechanics & Astronautics (201)*
Genetics (466)
Interdis. Engineering (103)*
Interdis. L&S (260)
Journalism (201)*
Mathematics (095, 101, 112, 114, 221, 222, 234, 421, 521)*
Philosophy (201)*
Political Science (104)*
Psychology (201, 202)*
Soil Science (301)
Zoology (101)*

\*Courses in units with MIU funds

Completion of College Algebra or its equivalent is a strong predictor of success in introductory and intermediate STEM courses, and is recommended as an added prerequisite to such courses that do not already have it.

Inconsistencies across multi-section courses: A number of practices unrelated to the in-classroom experience contribute to uneven grading patterns across multi-section courses. For example, a common practice of opening full sections of large freshman classes for enrollment over the summer-registration period results in unintended grouping of students with similar characteristics and some courses are adjusting enrollment controls as a result. For some large multi-section classes, analysis shows a need to establish common grading practices and expectations for learning across all sections.

Collective efforts on issues of equity in the academic experience are having a positive impact (Figure 9). Over the past eight years, the D/F/Drop rate for all students has dropped from 8.4% to 7.2%. The D/F/Drop rate for targeted minority students has dropped from 17.8% to 12.2%, reducing the difference from 9 percentage points to 5 percentage points.



Plans for future improvements in curriculum and course delivery include a project focused on active learning in high-enrollment courses under the Educational Innovation initiative. This project will also include attention to differential outcomes in these courses.

**V.E. Undergraduate Academic Advising**

Improving undergraduate academic advising was identified as a high priority for MIU. An investment in advising staffing, training, technology and coordination was needed to realize gains in student achievement envisioned under MIU. The MIU Oversight Committee allocated \$1.5M of MIU funds for this purpose. An advising task force, established in April 2010, delivered a comprehensive plan in early 2011 that was endorsed by the MIU Oversight Committee and accepted by the provost and chancellor.

Implementation of the advising improvement plan was launched in January 2012 with the establishment of the Office of Undergraduate Advising (OUA) and the hiring of a campus

director for undergraduate advising. Starting in 2010, UW-Madison hired 34 new academic advisors and advising leaders as a direct result of MIU. These hires and the coordinating efforts of the Office of Undergraduate Advising in training, technology, and community building have already transformed the academic advising environment for both students and advisors. The positive impact of advising is beginning to be evident in the improvements in undergraduate outcomes described above.

Some recent activities of the Office of Undergraduate Advising and other advising units highlight this successful and coordinated approach:

- The “Advising Resources for Faculty and Staff” website was launched ([advising.wisc.edu](http://advising.wisc.edu)).
- Sixty-nine training and professional development events were offered in 2013-14, up from 20 events in 2012-13, and zero in 2011-12, before the office existed; 1693 total and 441 unique advisors attended training and professional development events.
- The College of Engineering added a new type of advising option in 2013-14 – a 15-minute peak enrollment time check-in appointment. The MIU-funded advisors conducted nearly 250 of these types of appointments over a two-week period.
- The Center for Pre-Health Advising (funded entirely by MIU) advised 2,328 students in appointments and drop-in advising meetings in 2013-14.
- The Cross College Advising Service (CCAS), for students who are undecided about a major, saw approximately 20,000 students during the 2013-14 academic year.
- The CALS transitional advisors recorded 2,200 contacts with 1,400 individual students to discuss major exploration and course selection.
- The Career Exploration Center partnered with a variety of courses to present career exploration and development content to over 400 students as part of course curriculum.
- The Office of Undergraduate Advising assumed co-leadership of the Orientation Advising Committee (OAC), responsible for the planning and implementation of the Student Orientation, Advising, and Registration (SOAR) advising program. Through SOAR, advisors provide individual advising and enrollment support to 7,500 new students each year.
- A joint project between the Office of the Registrar and the OUA on the “Enrollment Experience” began the process of simplifying and integrating the three systems currently needed by students to identify and enroll in classes.
- The Office of Undergraduate Advising led a task force to identify needs and define requirements for a campus-wide curricular and academic policy repository that will serve as the data source for a 21st Century Undergraduate Catalog. The “Single Source Force” report was completed in December 2014 and provides a comprehensive vision and a set of recommendations to set a new standard for university-wide communication on academic policy and requirements.

The Office of Undergraduate Advising and its ongoing operations is an MIU investment that is yielding significant benefits, most notably in the following areas:

**1. Advisor Access.** Hiring of 34 advisors and advising leaders improved student access to advising and also led to the creation of innovative programs and campus collaborations. Many advising units with high caseloads are moving toward, or are now below, the nationally

recommended maximum ratio of one advisor per 300 students, although in some areas unacceptably high caseloads persist (for example, Engineering). Students are more easily able to make appointments with advisors, access advising information through web and social media sources, attend group advising sessions and workshops, and work with advisors in specialty areas such as pre-health and pre-law preparation. The Cross-College Advising Service, a heavily MIU-funded program, realized an 86% increase in student appointments and walk-ins over pre-MIU levels.

2. Technological Advances. The Advisor Notes System (ANS) and the SOAR Advising Module (SAM) have improved the student experience by improving advisor effectiveness. Over 215,000 ANS records have been entered into the system since it went live in 2010. There are more than 650 authorized ANS users in 160 units across 13 divisions at UW-Madison. The ANS strengthens the connections between divergent parts of our advising system and provides advisors with useful data about significant advising contacts. Over the 2013-2014 academic year, 70% of undergraduates had significant contact with an advisor documented in the system. Future directions include enhancements to the enrollment experience and the creation of a central repository for academic and curricular information. These future technology enhancements will reduce the amount of time advisors spend helping students enroll in courses and locate information, thereby freeing time for higher-value discussions and planning.

3. Advisor Training and Professional Development. OUA created a comprehensive training and professional development curriculum for advisors. In its first full year (2013-2014), almost 1,700 total and nearly 450 unique advisors attended one or more of the 69 events offered. Events ranged from an all-campus advising conference to a monthly academy for new advisors. Events focused on four primary themes: cultural competency, career development, international students, and students facing academic difficulty.

4. Advisor Community and Collaboration. The MIU investment significantly enhanced community and collaboration among advisors, which is critical at a large, decentralized institution. Advisors are increasingly collaborating across schools/colleges/programs to provide students with a more seamless advising experience. In the words of one advisor: "The impact of the Office of Undergraduate Advising has been strong, organized, and relevant to the needs of the advising community. The OUA provides valuable resources, communication, and coordination, all three of which are important pieces to success that many advising units and individual advisors were previously lacking. Some of the words/phrases that come to mind when thinking about the office's impact are: community/relationship building, diversification of input, competent/dedicated staff, practical/valuable outputs, and fun!"

## **VI. Summary and Future Directions**

The Madison Initiative for Undergraduates was implemented in Fall 2009 as an investment in the quality of the undergraduate experience and the long-term value of the UW-Madison degree. Over the past five years, more than \$90M in institutional grants has been distributed to students, and the 54 MIU-funded projects have become well established. New



undergraduate certificate programs in Global Health, Digital Studies, Professional Japanese Communication, Professional Chinese Communication, and Education have been made available to students. Numerous new courses have been created in traditional disciplines and in interdisciplinary studies such as Communication Arts, Digital Studies, History, Psychology, Physiology, and Global Health. The WisCEL project has provided leadership for advances in active-learning innovation. The Office of Undergraduate Advising has transformed the student advising experience with the addition of 34 advisors and advising leaders, expanded technology resources, and created advisor-training programs. Key indicators of student progress to degree are showing improvement: students are making timely progress to degree, graduating at higher rates, and 9 in 10 graduates have participated in high-impact activities characteristic of the Wisconsin Experience.

MIU has been successful for many reasons. From the beginning, all stakeholders were involved in the project, and students and alumni had an especially important role in championing the original proposal. A commitment to affordability through financial aid was an essential element of that proposal. Decisions about funding allocations were made by a committee of faculty, students and staff appointed through formal governance channels. The competitive process drove funding decisions to the very best ideas. Because funding was added to base budgets and was sufficient to add faculty and staff, the projects have been able to sustain commitment and focus over several years to make real, lasting change in the student experience.

In summer 2011 UW-Madison launched a new initiative, Educational Innovation, which calls on faculty and staff across campus to re-think the educational experience at all levels and to ask how we can continue to build quality. Educational Innovation draws on the mindset and a readiness cultivated by MIU to embrace a new vision for excellence based on a comprehensive view of students' educational experience. Educational Innovation will leverage and expand on many of the most successful projects that have been launched during MIU. Examples noted in this report include:

- A project designed to pivot the learning experience in large enrollment courses to active and engaged learning modalities.
- Efforts to improve the four-year graduation rate and ensure that students are graduating in a timely way.
- A project focused on enforcement of course prerequisites to ensure that students are adequately prepared for courses in which they enroll.
- A project, envisioned under the leadership of the Office of Undergraduate Advising, to establish a campus-wide curricular and academic policy repository that will set a 21<sup>st</sup> century standard for university-wide communication on academic policy and requirements.

The annual investment of MIU in the undergraduate experience has been transformative. Going forward, UW-Madison faculty and staff will continue to use this investment to enhance the Wisconsin Experience for undergraduates.

**APPENDIX A. Summary of Budget as Originally Proposed, Spring 2009**

Revenue and Allocations	FY2010	FY2011	FY2012	FY2013
<b>Projected Revenue</b>	<b>\$10,250,000</b>	<b>\$20,500,000</b>	<b>30,750,000</b>	<b>\$41,000,000</b>
Anticipated Program and Project Allocations				
Faculty hiring and instructional support for bottlenecks, high-demand majors	\$3,625,000	\$7,250,000	\$10,875,000	\$14,500,000
Student learning and student service innovations; advising; high-impact practices; capstones and internships; service learning; e-learning; FIGs; other student support activities	\$1,525,000	\$3,050,000	\$4,575,000	\$6,100,000
Financial Aid	\$5,100,000	\$10,200,000	\$15,300,000	\$20,400,000
<b>Total Projected Allocations</b>	<b>\$10,250,000</b>	<b>\$20,500,000</b>	<b>30,750,000</b>	<b>\$41,000,000</b>

## **APPENDIX B. MIU Oversight Committee, 2013-14**

Paul DeLuca, Jr., Chair, Provost & Vice Chancellor for Academic Affairs  
Tom Armbrecht, Professor, French & Italian  
Lori Berquam, Dean of Students  
Ella Knudsen, ASM Student Appointee  
Lori Mann Carey, CNCS Appointee, Dept. Administrator, Art  
Michelle Curtis, Assoc-iate Director, Student Financial Services  
Jeremy Foltz, Professor, Agricultural and Applied Economics  
Regina Murphy, Professor, Chemical & Biological Engineering  
Christopher Olsen\*, Interim Vice Provost for Teaching and Learning; Professor of Public Health  
Tori Richardson, Assistant Dean, College of Letters and Science  
Sundar Sharma, ASM Student Appointee  
Michel Wattiaux, Professor, Dairy Science  
Meghan Wagner, ASM Student Appointee  
Debbie Weber, CNCS Appointee, Dept. of Atmospheric & Oceanic Sciences

### Administrative Support

Laurie Leininger\*, Office of the Provost

### Ex-Officio Members

Mo Noonan Bischof\*, Assistant Vice Provost, Office of the Provost  
Steve Cramer, Associate Dean, College of Engineering  
Susan Fischer, Director, Student Financial Services  
Jeff Hamm, Associate Dean, School of Education  
Clare Huhn, Senior Policy and Planning Analyst, Academic Planning and Institutional Research  
Eden Inoway-Ronnie\*, Chief of Staff, Office of Provost  
Linda Jorn, Academic Technology, DoIT  
Jennifer Klippel\*, Budget Office  
Jocelyn Milner\*, Associate Provost, Director of Academic Planning & Institutional Research  
Rick Moss, Associate Dean, School of Medicine & Public Health  
Nadine Nehls, Associate Dean, School of Nursing  
Scott Owczarek, University Registrar, Office of Registrar  
Joann Peck, Associate Dean, School of Business  
Sarah Pfatteicher, Associate Dean, College of Agricultural and Life Sciences  
Nancy Westphal-Johnson, Assoc. Dean, College of Letters & Science

\*Also MIU Core Team member, Office of the Provost

The 2013-14 MIU Oversight Committee met on January 28, 2014.

See agenda: <http://apir.wisc.edu/miu.htm>

**APPENDIX C. Summary of Features of Awards Made in the Competitive Review Process****Table C1. Summary of Award Characteristics**

Category	# of Projects	Amount	Notes
Faculty hiring for course expansion, access to majors, improved educational experience	29	\$11.9M ongoing \$1.48M one-time	77.5 new faculty lines committed in these projects; in addition sufficient funding was provided to fund the reallocation of faculty for undergraduate instruction from other activities.
High Impact Practices and Educational Innovation	9	\$1.61M ongoing \$0.14M one-time	Includes a set aside for restructuring Introductory Biology education (\$500K) and for e-Learning (\$300K), and funding for expanded FIGs, RLCs, and internships.
Academic and Student Support	11	\$0.57M ongoing \$1.29M one-time	Examples: expansion of tutoring programs; expanded services offered by McBurney, UHS, and ISS; funding for Scholarships@UW-Madison (the Common Scholarship Application).
Undergraduate Advising	5	\$1.83M ongoing 0.38M one-time	Includes a \$1.5M set aside for a project to re-envision delivery of advising for all undergraduates.
Infrastructure	2	\$0.23M ongoing \$0.15 one-time	Instructional development support for new faculty; project support and accountability.
<b>TOTAL</b>	54	\$16.15M ongoing \$3.45M one-time	

**Table C2. Allocation of MIU Faculty Lines, by School/College**

School/College	Number of Faculty Lines (FTE)	Faculty "Flex Time" FTE
College of Agricultural and Life Sciences	2	3
School of Business	1	
College of Engineering		1.2
School of Education	2	
College of Letters and Science	63	3.5
School of Medicine and Public Health	0.5	
School of Nursing	5	
Notes:		
1. FTE – Full-time equivalent		
2. Faculty "Flex Time" – funds to allow faculty to allocate time for instruction in a target area from other commitments such as teaching in their home department, research or outreach. Faculty may have their home appointment in a unit other than the one to which the funds were awarded.		

**Appendix D. Summary List of MIU Projects**

Project Name	Lead department	Category	Round	One-time Budget Award	On-going Budget Award
Office of Undergraduate Advising	Provost's Office	Advising	1,2,3	373,650	1,802,000
BRIDGE, International Reach	International Student Services	Student Support	2,3		52,300
CALS Globalizing Undergraduate Education	CALS Academic Student Services	High Impact Practices	1		227,000
CALS Teaching Assistants	CALS Academic Student Services	Courses/Majors/Faculty	2		400,000
Certificate in Professional Communication in East Asian Lang	East Asian Lang and Lit	High Impact Practices	2	40,000	110,000
Chemistry Learning Center	Chemistry	Student Support	1		124,000
Course Expansion: 435 Experimental Physiology	Physiology	Courses/Majors/Faculty	2		198,000
Design Lab (Design Composition Center)	University Libraries	Courses/Majors/Faculty	3		240,000
Education and Educational Services Certificates	Educational Psychology	Courses/Majors/Faculty	3		189,000
Engaging Transfer Students	Center for the First Year Experience	Advising	2	2,500	31,000
Engineering Grand Challenges	College of Engineering Dean's Office	Courses/Majors/Faculty	3		164,555
Expand Residential Learning Communities	University Housing	High Impact Practices	2		402,675
Expanded Course Sections in 2009-10	Letters & Science Dean's Office	Courses/Majors/Faculty	1	425,000	
Faculty Expansion: AAE (Building Excellence in Natural Resources)	Agricultural and Applied Econ	Courses/Majors/Faculty	2		298,000
Faculty Expansion: Chemistry (Transform Undergraduate Learning)	Chemistry	Courses/Majors/Faculty	1,2		776,470
Faculty Expansion: CommArts155 Intro to Digital Media Prodn	Communication Arts	Courses/Majors/Faculty	3	268,000	164,500
Faculty Expansion: Communication Arts (1)	Communication Arts	Courses/Majors/Faculty	1		282,941
Faculty Expansion: Digital Studies Initiative	English	Courses/Majors/Faculty	2	110,800	468,000
Faculty Expansion: Economics	Economics	Courses/Majors/Faculty	1,2		1,249,412
Faculty Expansion: English	English	Courses/Majors/Faculty	3		225,000
Faculty Expansion: Finance and Marketing	Finance	Courses/Majors/Faculty	1	525,000	525,000
Faculty Expansion: French and Italian (Francophone World)	French & Italian	Courses/Majors/Faculty	3		170,000
Faculty Expansion: History (Historian's Craft)	History	Courses/Majors/Faculty	1,2		782,941
Faculty Expansion: International Studies Major	International Studies Major	Courses/Majors/Faculty	2		258,000
Faculty Expansion: Journalism/Mass Comm	Journalism and Mass Communications	Courses/Majors/Faculty	1,3		441,470
Faculty Expansion: Mathematics	Mathematics	Courses/Majors/Faculty	3	130,000	300,000
Faculty Expansion: Nursing "Future of Care"	Nursing	Courses/Majors/Faculty	3	25,000	475,000
Faculty Expansion: Philosophy (Kant)	Philosophy	Courses/Majors/Faculty	3		75,000
Faculty Expansion: Political Science (Research Skills Init)	Political Science	Courses/Majors/Faculty	1,3		592,941
Faculty Expansion: Psychology	Psychology	Courses/Majors/Faculty	1,2		984,412
Faculty Expansion: Social Work	Social Work	Courses/Majors/Faculty	1,2		391,470
Faculty Expansion: Sociology (Criminal Justice, Crnt for Law, Society, and Justice)	Sociology	Courses/Majors/Faculty	3		130,000
Faculty Expansion: Spanish and Portuguese	Spanish & Portuguese	Courses/Majors/Faculty	1,2		742,941
FIGs Expansion	First-year Interst Groups	High Impact Practices	1		250,000
Global Public Health	CALS Academic Student Services	Courses/Majors/Faculty	2		581,000
International e-Tutorial	International Student Services	Student Support	1,3	8,370	3,650
International Internships	International Studies and Programs	High Impact Practices	1	103,000	205,000
Internships in Liberal Arts	Journalism and Mass Communications	High Impact Practices	2		112,640
Intro Biology Restructuring (set-aside)	Inst for Biol Education	Courses/Majors/Faculty	1		500,000
MtBurney Transition Services	MtBurney Center	Student Support	3		75,000
Mental Health Case Management	University Health Services	Student Support	2		64,000
Organic Chemistry (TA project)	Chemistry	Courses/Majors/Faculty	3		312,000
Physics Learning Center	Physics	Student Support	1		124,000
Pre-doctoral Clin Psychologist Internship	MtBurney Center	Student Support	2		20,250
Scheduling Software for Deaf/Hard-of-Hearing Services	MtBurney Center	Student Support	2	29,160	2,040
Scholarships @UW-Madison	Student Financial Aid	Student Support	2,3	600,000	100,000
Teaching and Learning Excellence (Teaching Academy)	Teaching Academy/Academic Technol	Infrastructure	3	150,000	150,000
VIsCEL (e-Learning set-aside)	Mathematics	High Impact Practices	2		300,000
1. Office of Undergraduate Advising includes the Advising Set-Aside funds, the Advisor Notes project, and the CCAS/University Housing Advising Project.					
2. Faculty expansion authorized in multiple rounds have been combined into a single project for those departments.					