Resource Stewardship: Educational Innovation

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

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

We will remain true to who we are as a public-mission, research-oriented campus
Educational Innovation: Building on our Successes

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

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

- This initiative is different
  - No pool of resource to which campus applies
  - Instead, creating environment and opportunities for campus to find and re-invest its own resources
Educational Innovation: Building on Past Success

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

Figures and Tables slides 21-27
Today’s Educational Innovation Initiative

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

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

Using Educational Innovation to help address revenue shifts

<table>
<thead>
<tr>
<th>Primary Scope</th>
<th>Decision Makers</th>
<th>Timeline</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. What will need campuswide coordination and leadership</td>
<td>Central campus, UAPC, etc.</td>
<td>Now (course approval process, etc.) and long term</td>
<td>Support and Expertise (on demand support from A.T., DCS, APA, OQI, GLS, DEM, T&amp;L, etc.; coordinated through provost office)</td>
</tr>
<tr>
<td>B. What can be done now with a little support and funding</td>
<td>Department, School/College/Division, and some cross-campus</td>
<td>Start now (biology, pre-calculus, second language, statistics, etc.) with 2-year focus</td>
<td></td>
</tr>
<tr>
<td>A. What can be done at department or S/C/D level now</td>
<td>Department, School/College/Division level</td>
<td>APCs, Deans and Directors, Chairs and Departments</td>
<td>Now and Ongoing</td>
</tr>
</tbody>
</table>

Changes supporting innovations and efficiencies (turning barriers into opportunities):
- Technology/online
- Policies/practices
- Funding models
Educational Innovation
Examples of Approaches

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

Curricular and pedagogical innovations, such as:

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

Traditional Educational Systems, such as:

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

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

New Revenue Generating Offerings, such as:

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

Structural innovations, such as:

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

Policies and Procedures, such as:

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

- Student learning outcomes to drive innovations
- Student learning is improved or maintained
- Shared governance is engaged
- Units making changes keep most to reinvest
- Assessment will be used to assure we achieve our goals
In midst of fundamental changes in public higher education…

- We must adapt while honoring our core values
  - Mobilizing shared governance
  - Upholding our public mission, WI Idea
  - Harnessing our creative, collaborative, and problem-solving culture

- Moving forward requires combination of strategic reinvestment, creative philanthropy, and generating new resources

- Educational Innovation Initiative is creating an environment that supports our future
Discussion
MIU Early Impacts
Summary and Examples
(Slides 15-20)
Educational Innovation: Building on our Success – Madison Initiative for Undergraduates (MIU)

- Innovation enabled by new tuition dollars directed towards specific goals:
  - Access and affordability
  - Program improvement
  - Yearly accountability
- Engaged students, faculty, and staff
Educational Innovation:  
Building on our Success –  
A Few Early Impacts of MIU

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

MIU-funded expansion of FIGs started in 2010-11
MIU-funded expansion of RLCs will start in 2012-13
# Increased Participation in High-Impact Practices

## Percent of Bachelor’s degree recipients

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

## Percent of Graduates who participated in:

<table>
<thead>
<tr>
<th>Year</th>
<th>One experience</th>
<th>Two or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td></td>
<td></td>
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<tr>
<td>2008</td>
<td></td>
<td></td>
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<tr>
<td>2009</td>
<td></td>
<td></td>
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<tr>
<td>2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td></td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Wisconsin Experience Activity</th>
<th>All Graduates</th>
<th>Targeted Minority</th>
<th>First Gen in College</th>
<th>Entered as Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Studies</td>
<td>45%</td>
<td>55%</td>
<td>40%</td>
<td>39%</td>
</tr>
<tr>
<td>Seminar Course</td>
<td>40%</td>
<td>48%</td>
<td>39%</td>
<td>41%</td>
</tr>
<tr>
<td>Honors Course</td>
<td>29%</td>
<td>27%</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>Capstone Experience</td>
<td>29%</td>
<td>26%</td>
<td>32%</td>
<td>28%</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>26%</td>
<td>23%</td>
<td>17%</td>
<td>17%</td>
</tr>
<tr>
<td>Workplace Experience</td>
<td>21%</td>
<td>20%</td>
<td>26%</td>
<td>28%</td>
</tr>
<tr>
<td>Research Experience</td>
<td>17%</td>
<td>22%</td>
<td>14%</td>
<td>18%</td>
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<tr>
<td>Service Learning Course</td>
<td>14%</td>
<td>24%</td>
<td>16%</td>
<td>13%</td>
</tr>
<tr>
<td>Residential Learning Comm</td>
<td>13%</td>
<td>19%</td>
<td>11%</td>
<td>4%</td>
</tr>
<tr>
<td>First-year Interest Group</td>
<td>6%</td>
<td>14%</td>
<td>7%</td>
<td>0%</td>
</tr>
<tr>
<td>At least one experience</td>
<td>89%</td>
<td>92%</td>
<td>86%</td>
<td>80%</td>
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</table>
Educational Innovation: Building on Past Success
Figures and Tables (Slides 21-27)

- Increased number of graduates
- Improved retention & graduation rates
- Reducing Achievement Gaps
- Decreased time to degree
10,099 degrees conferred, all levels, in 2010-11
Most degrees in any year at UW-Madison

- Degree numbers reflect both high enrollment levels in recent years and strong undergraduate graduation rates.
- For undergraduates:
  - 6,579 degrees conferred
  - 6-year graduation rate, 83% (for 2005 new freshmen) – similar to recent years
  - 4-year graduation rate, 55% (for 2007 new freshmen) – up from prior years
  - 2nd year retention rate, 94% (for 2010 new freshmen) – similar to recent years
  - time-to-degree, 4.06 elapsed calendar years, inching down over time
- Trends show improvement over time and compare favorably with peers
10,099 degrees conferred, all levels, in 2010-11

Most degrees in any year at UW-Madison

Degree numbers reflect both high enrollment levels in recent years and strong undergraduate graduation rates.
Trends in Retention and Graduation Rates

Retention Rate - Percent of New Freshmen Retained

- 2004: 94.0%
- 2005: 92.9%
- 2006: 93.2%
- 2007: 93.6%
- 2008: 93.8%
- 2009: 94.8%
- 2010: 93.9%

Entrance Year, New Freshmen Cohort

Graduation Rate - Percent of New Freshmen who Graduated in Six Years

- 1999: 78.3%
- 2000: 79.3%
- 2001: 80.5%
- 2002: 82.5%
- 2003: 82.2%
- 2004: 84.0%
- 2005: 82.8%

Entrance Year, New Freshmen Cohort
Retention and Graduation Rate Gaps between Targeted Minority and Non-Targeted Students

**Retention Rates** (percent retained to the second year)

- **All students**
- **Targeted minority students**

**Graduation Rates** (percent graduated within 6 years)

- **All students**
- **Targeted minority students**

- **2 percentage point Retention Rate gap**
- **14 percentage point Graduation Rate gap**
## Retention and Graduation Rates for Selected Groups of Students

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

Elapsed Calendar Years to Degree

<table>
<thead>
<tr>
<th>Freshman Entrance Year</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elapsed Years</td>
<td>4.17</td>
<td>4.14</td>
<td>4.12</td>
<td>4.08</td>
<td>4.10</td>
<td>4.09</td>
<td>4.06</td>
</tr>
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