

Lee, Julie M

From: Ducoffe, Robert H <ducoffe@uwp.edu>
Sent: Friday, March 22, 2019 5:38 PM
To: Ducoffe, Robert H
Subject: Growing and managing enrollments

Colleagues,

I hope you enjoy the growing hints of spring and a slower pace over the break. Here's an update on enrollment, a couple thoughts on where growth may come from, and a bit about discussions on managing enrollments in courses.

From 2008 to 2018, growth in annual graduates from UW-Parkside outpaced UW System-wide growth by 48 percent (16.9% vs 11.4%). Our new Strategic Framework 2025 (<https://www.uwp.edu/explore/offices/chancellor/strategicframework.cfm>) sharpens the focus on increasing graduates because we believe the most powerful promise we can make is to significantly grow the number of well-educated citizens. Over the same 10-year period while our annual graduates grew, our headcount enrollment fell 16.6% (5,167 to 4,308 students). The UW Comprehensives collectively gained 3.4 percent headcount over this same period. In the most recent academic year, however, the trend reversed. UW-Parkside's headcount enrollment in Fall 2018 was up .7 percent over the previous year, and Spring 2019 enrollment was up 2.4 percent over the Spring 2018 level.

Two principal causes seem responsible for our recent growth. First, we're retaining and graduating students at historically high rates and this is stabilizing undergraduate enrollment even amidst smaller incoming cohorts. Looking ahead, the Applied Population Lab at UW-Madison projects the number of high school graduates in Kenosha and Racine to decline 5.7 percent through 2026. While recent economic developments may affect population growth (and the size of graduating high school cohorts) in our region, continuing to focus on helping every student succeed seems both a practical and moral imperative.

Second, master's program enrollments are soaring. Last spring, there were 134 enrolled master's students. This spring, there are 312! The adult market, those with incomplete undergraduate degrees as well as those considering master's credentials, likely offers the greatest possibilities for growth.

Growth, of course, has implications for all of us including our faculty and teaching staff. Recently, concerns were raised over how course limits were adjusted in a small number of instances. The issues were discussed by the University Committee, by the deans and other members of the Academic Cabinet, and then jointly among University Committee representatives and the Academic Cabinet. Two understandings surfaced. First, deans need to be responsible for approving course limits to ensure students' progress toward their degrees and that collective teaching efforts are shared equitably among colleagues. Second, changes in course limits require consultation amongst deans, department chairs, and those teaching the affected sections. The discussions were frank and productive and, generally, our current teaching loads (described in ratios comparing faculty and students served) approach the means at UW Comprehensive institutions.

Thanks for reading this far. I'm looking forward to visiting my Mom in Montreal this weekend and dragging Sandy to my three favorite restaurants! Enjoy your Spring Break!

- Rob

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