

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I. Items for consideration in Regent Committees

1. Education Committee - Thursday, May 5, 1994
1820 Van Hise Hall
1:00 p.m.

- a. EM III: UW System Enrollment Management III Plans
[Resolution I.1.a.]

(All Regents invited)

1:30 p.m. - 1920 Van Hise Hall

Administrative items:

- b. Approval of the minutes of the April 8, 1994, meeting of the Education Committee
- c. Report of the Senior Vice President for Academic Affairs
- (1) Presentation: UW-Green Bay General Education Program
- (2) Announcement of the proffer from the Trustees of the William F. Vilas Trust Estate for support of scholarships, fellowships, professorships, and special programs in arts and humanities, social sciences and music
[Resolution I.1.c.(2)]
- d. Revisions to faculty policies and procedures:
- (1) UW-Milwaukee
[Resolution I.1.d.]
- e. Authorizations to recruit:

Policy discussion items:

- f. New program authorizations:
- (1) B.S., Occupational Therapy, UW-La Crosse
[Resolution I.1.f.(1)]
- (2) B.S., Physician Assistant, UW-La Crosse
[Resolution I.1.f.(2)]
- (3) M.S., Physical Therapy, UW-La Crosse
[Resolution I.1.f.(3)]
- g. Substantive Restructuring of the M.S. and Ph.D. in Mining Engineering into a M.S. and Ph.D. in Geological Engineering, UW-Madison
[Resolution I.1.g.]

(Continued on reverse side)

- h. Final Report on Agriculture and Natural Resources Lateral Review
[Resolution I.1.h.]
- i. 1993-94 update on access and new student enrollment
- j. EM III: A Partnership Approach to Implementing the Planning Principles: Supplement

Additional items:

- k. Additional items that may be presented to the Education Committee with its approval

Closed session items:

- l. Closed session to consider personnel matters, as permitted by s. 19.85(1)(c), Wis. Stats. (Possible agenda items: appointment of named professors, UW-Madison)

EM III: UW System Enrollment Management III Plans

It is anticipated that the paper entitled "EM III: UW System Enrollment Management III Plans" will be mailed Friday April 29, 1994.

BZ

University of Wisconsin
Enrollment Management III Plan,
1995-2000

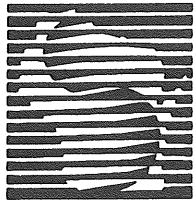
EDUCATION COMMITTEE:

Resolution:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents accepts the proposed Enrollment Management III (EM III) plan. The Board of Regents approves the 1995-97 institutional student FTE targets reflecting increased enrollment that can be accommodated with existing base resources, a budget strategy for 1995-97 enrollment growth contingent upon additional state resources, and strategic direction for the 1997-99 and 1999-01 biennia. The Board approves this plan based on the assumption that state support in the UWS base budget is not reduced.

The Board expresses appreciation to the President, Chancellors, and to the faculty, staff, and students who participated in this assignment to sustain the quality of education at UWS institutions and provide appropriate access.

The Board directs the President to implement the 1995-97 plan as approved and further directs that should the stable resource assumption on which it is based change, the President shall bring the EM III plan back to the Board of Regents for review and possible modification.



The University of Wisconsin System

**Enrollment Management III:
A Strategic Direction
for 1995-2001**

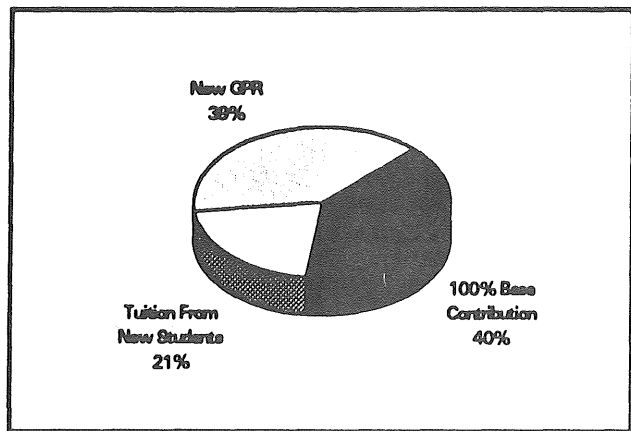
May 6, 1994

UNIVERSITY OF WISCONSIN SYSTEM ENROLLMENT MANAGEMENT III AT-A-GLANCE

THE UNIVERSITY OF WISCONSIN SYSTEM COMMITS TO SERVE AN ADDITIONAL 3,950 FTE STUDENTS IN 2000 (12,000 FTE OVER 6 YEARS) WITH EXISTING RESOURCES.

IF NEW STATE FUNDING IS PROVIDED TO SUPPLEMENT BASE CONTRIBUTIONS AN ADDITIONAL 6,050 FTE STUDENTS IN 2000 (18,000 FTE OVER 6 YEARS) COULD BE SERVED.

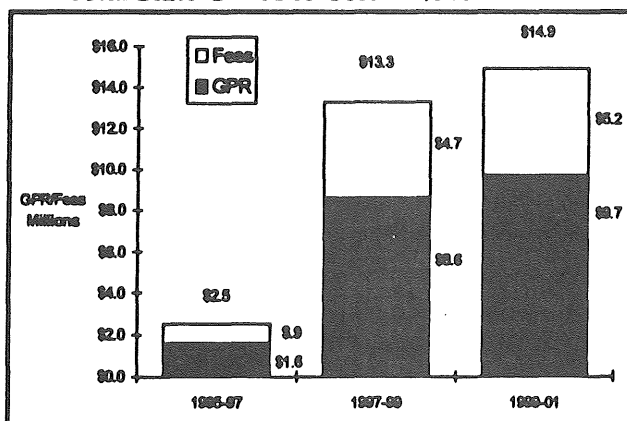
1995-2001 Enrollment



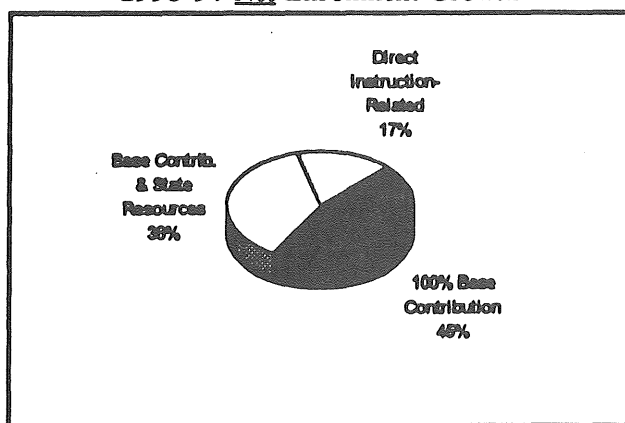
By the year 2000, an additional 10,000 student FTE can be served (over the 6-year period this represents a cumulative total of 30,000 more student FTE taught):

- 40% of these FTE can be served with existing resources: one-third by reducing the number of excess credits taken and two-thirds from base reallocations contingent upon a stable UW base budget and the state's continuing commitment to fund on-going costs.
- 21% could be funded through the regular tuition revenue generated by additional new students if the GPR match is provided.
- 39% could be accommodated if funded by the state with new GPR.
- The net 8,500 FTE increase by the year 2000 (plus 1,500 FTE places freed up by reducing excess credits taken) would maintain the current access level for Wisconsin high school graduates and accommodate additional services to non-traditional students, transfers, and some graduate students.
- \$30.7 million total cost = \$19.9 million GPR and \$10.8 million Fees (the regular tuition revenue of new students).

Total State GPR/Fee Cost = \$30.7 Million



1995-97 Net Enrollment Growth

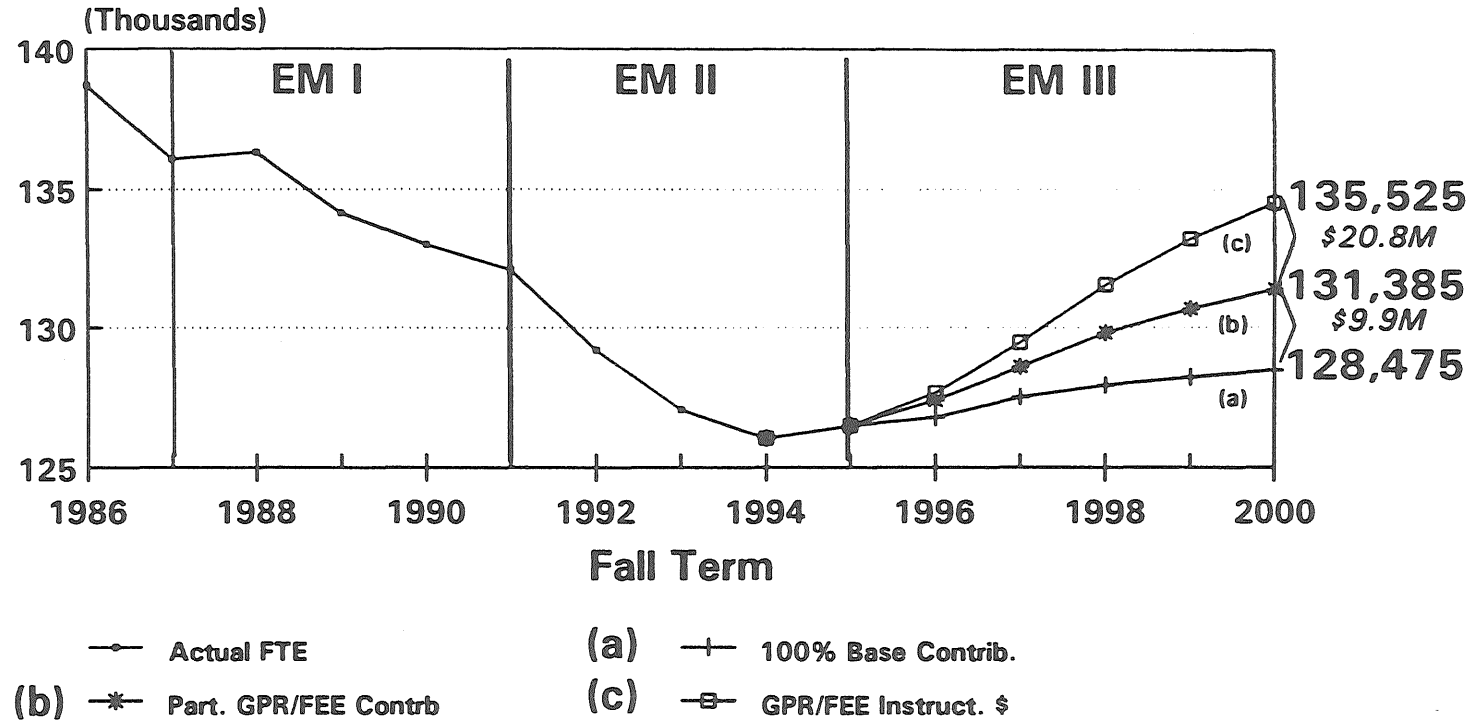


Next biennium

- For 1995-97, UW System net enrollment could increase 1,640 FTE with some additional state resources.
- The entire first year of EM III (1995-96) is 100% base-funded, 450 FTE.
- The second year cost (1996-97) of EM III is \$2.5 million in new GPR/Fees, 890 FTE.
- 300 FTE in 1996-97 are also 100% base-funded.

UW System

FTE Enrollments, 1986-2000



May 6, 1994

I.1.a.

UW SYSTEM ENROLLMENT MANAGEMENT III PLAN

EXECUTIVE SUMMARY

BACKGROUND

Beginning in 1987, the University of Wisconsin Board of Regents undertook Enrollment Management I and II to bring enrollments in line with the state's resource allocations to the University. Through wise planning and favorable demographics, the University has been able to accomplish its purpose. As a result, nearly a third of all new Wisconsin high school graduates are being served by the UW System, one of the highest access rates to state universities nationally. The retention rates of new freshmen, and undergraduates generally, have also increased substantially. Finally, the support per student will reach the national average at the end of EM II in 1994-95.

Enrollment Management II ends in 1994-95, along with the decline in numbers of high school graduates. Since the beginning of Enrollment Management student enrollment has dropped by 13,000 FTE. Statewide, the number of high school graduates will begin to grow in 1995 and increase by 20% by the year 2000. In February 1994, the Board adopted a set of assumptions and principles as a planning guide for implementing Enrollment Management III (EM III) that will address the increase in demand from the rising number of Wisconsin high school graduates while maintaining quality. Each UW System institution developed an EM III plan based on its distinctive mission, regional situation and educational objectives. Institution discussions often involved university governance committees, students, institutional leadership, and the community. This report outlines proposed enrollment levels by institution and options for the state concerning EM III.

REQUESTED ACTION

Resolution I.1.a

That, upon recommendation of the President of the University of Wisconsin System (UWS), the Board of Regents accepts the proposed Enrollment Management III (EM III) plan. The Board of Regents approves the 1995-97 institutional student FTE targets reflecting increased enrollment that can be accommodated with existing base resources, a budget strategy for 1995-97 enrollment growth contingent upon additional state resources, and strategic direction for the 1997-99 and 1999-01 biennia. The Board approves this plan based on the assumption that state support in the UWS base budget is not reduced.

The Board expresses appreciation to the President, Chancellors, and to the faculty, staff, and students who participated in this assignment to sustain the quality of education at UWS institutions and provide appropriate access.

The Board directs the President to implement the 1995-97 plan as approved and further directs that should the stable resource assumption on which it is based change, the President shall bring the EM III plan back to the Board of Regents for review and possible modification.

DISCUSSION AND RECOMMENDATIONS

The attached report reflects enrollment plans designed by each UW System institution in partnership with UW System Administration. The plans identify enrollment in three categories: growth that can be accomplished with current resources (Box 1 = 100% base contribution), additional enrollments that would require a base contribution plus some additional state support (Box 2 = partial state contribution), and additional enrollments that institutions could serve with significant new funding (Box 3 = direct instruction-related costs). While the first two categories will depend on improved efficiencies and stable base budgets, in keeping with the maintenance of quality and institutional mission, the second and third category require both GPR and tuition thus posing a public policy issue as to how many additional students, if any, the State is prepared to support.

1995-2001 Summary

- By the end of the six year period of EM III, the UW System would need to grow by 10,000 additional net FTE students (headcount of 12,000) if UW System institutions were to continue serving approximately the current proportion of students. The UW System EM III Plan proposes to accomplish this objective by accommodating 1,500 FTE through freeing up spaces by reducing the number of excess credits taken and 8,500 FTE through a combination of institutional contributions and additional state contributions. Quicker student movement through the UW System can be accomplished by limiting the number of credits required for a baccalaureate degree and setting a maximum number of credits that may be taken at regular tuition rates. Improved advising and degree audit technology will also help move more students through to graduation faster.
- Through quicker student graduation and institution reallocations, the UW System will contribute resources to accommodate 40% (3,950 FTE) of this enrollment growth. The ability of UW System institutions to accommodate these students depends upon a stable UW base budget and the state's commitment to continue its funding of on-going costs.
- The remaining 6,050 student FTE, based on the 65% GPR and 35% Fee cost split, could be accommodated through:
 - tuition revenue generated by new additional students (2,120 FTE, 21%) if the GPR match is provided.
 - new state GPR (3,930 FTE, 39%).
- By Fall 2000, UW System institutions have offered to accommodate a total net enrollment growth of up to 8,500 FTE (6.8%) above the Fall 1994 target of 126,025 FTE; this would require a projected additional GPR/Fee cost of \$30.7 million over the 6-year period.

- A net 8,500 student FTE increase by the year 2000 (plus 1,500 FTE places freed up by reducing excess credits taken) would maintain the current access level for Wisconsin high school graduates, and accommodate additional services to non-traditional students, transfers, and some graduate students.
- Because a portion of the enrollment growth is contingent upon future state funding, it will be necessary to review student FTE targets and resources biennially to accommodate changes in state funding levels and planning.

1995-97 Summary

- For 1995-97, UW System total enrollment will increase by a net 1,640 student FTE to 127,665 student FTE at the close of the biennium (the same level as in 1993-94), an increase of 1.3% if state funding is provided.
- 45% (750 student FTE) of this planned enrollment growth will occur with existing resources; 38% (615 student FTE) could occur through a combination of base resources and additional state funds (\$1.2 million GPR/Fees); 17% (270 student FTE) could occur if the state provided direct instruction-related costs (\$1.3 million GPR/Fees).
- Funding priorities for 1995-97 include increasing freshman enrollment and sophomore retention (through improved academic advising and learning communities) at UW-Centers, additional potential enrollees in high demand program areas (e.g. Allied Health) that meet critical state needs, and increased student enrollment at eight institutions.

RELATED REGENT POLICIES

"EM III: A Partnership Approach to Implementing the Planning Principles," April 1994.

Regent Resolution 6614 (February 11, 1994), "Assumptions and Principles for Enrollment Management III: Planning toward the Year 2000."

Regent Resolution 6550 (November 5, 1993), "Enrollment Management (EM) III Planning for 1995-2000: Working Paper No. 9. University of Wisconsin System and University Planning: Partners in the Process."

"The Undergraduate Imperative: Building on Excellence," July 1992.

"Square One for the Nineties: UW System 1991-93 Budget Request," November 1990.

"Issues of the Nineties: Educational Costs and Resources," May 1990.

1995-2001 UW System Enrollment Management III Plan

I. Background

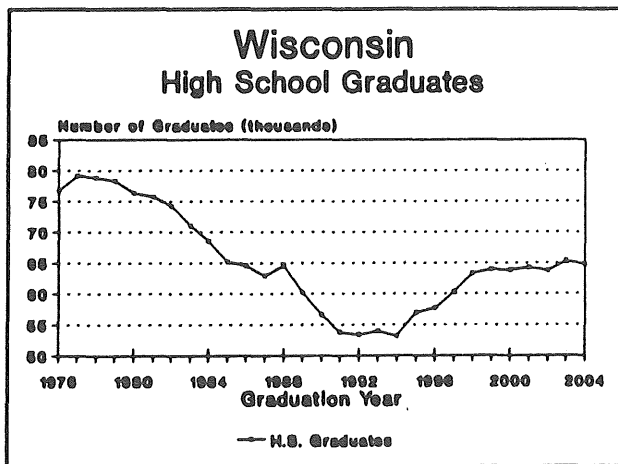
Enrollment Management was first endorsed by the Board of Regents in 1986 when student FTE and headcount had grown to an all-time high. This came at a time when resources were stretched and state support per student was \$1,000 below the national average. FTE enrollment had grown almost 20% from the time of merger to 1986. During Enrollment Management I (1987 to 1990) and Enrollment Management II (1991 to 1994) FTE enrollment dropped by 13,000, state support per student reached the national average, and new freshmen qualifications improved.

The demographics of traditional-age students impact UW enrollment planning the most because this age group (24 and under) comprises 70% of the total UW enrollment. Older students constitute 30% of the UW enrollment and the population in this age group (25-39) is shrinking (by 8%), although a higher proportion of this declining population may seek a college education in the future due to the increasing emphasis of the job market on updating skills and having a college degree and growing demand for continuing education courses from professions.

Table 1

Age	1993 UW Enrollment	Projected Population
24-Under	70%	Grow by 20%
25-39	24%	Shrink by 8%
40-54	6%	Grow by 17%

Table 2



The number of Wisconsin High school graduates peaked in 1977 with a 32% decline by 1994. The number of graduates will begin to increase again in 1995 and grow by more than 40,000 additional Wisconsin high school graduates over the six-year period of EM III (1995-2001). Enrollment projections that model the attrition and flow of students in the UW System show that UWS could continue to maintain the current access level with the proposed EM III plan. This is possible because of the smaller freshman classes from EM I and EM II working their way through UW institutions, a reduction in the number of credits taken, and some institutional reallocation of resources.

II. Planning Process

Our Enrollment Management III plan (EM III) has been developed over eighteen-months using institution-based plans, systemwide analysis, and a commitment to serve as many as possible consistent with maintaining quality. Each UW System institution developed an EM III plan based on its distinctive mission, regional situation and educational objectives. Institutional discussions often involved university governance committees, students, institutional leadership, and the community. Institutions were asked to develop plans that took their cost structures, any areas of existing capacity, staffing patterns and program mix into account while maintaining their high level of educational quality. Because the plans are institution-based and depend on institutional priorities and resources, variable enrollment growth is expected and encouraged. The Board of Regents reviewed a series of working papers, met with legislators twice to discuss EM III, and adopted Assumptions and Principles for Enrollment Management III: Planning toward the Year 2000 (Appendix A). The public debate has resulted in the following Enrollment Management III plan to meet the challenges of 1995-2001.

III. Resource Categories

Two principles in the Assumptions and Principles for Enrollment Management III: Planning Toward The Year 2000 relate directly to institutional identification of resources for EM III student FTE growth:

Principle # 1

The UWS will maintain and enhance the gains made in the quality of undergraduate education under Enrollment Management I and II. *A proportion of projected enrollment demand will be accommodated without additional resources by continuing to improve the effectiveness of its administrative, student services, and academic operations through improved efficiency, restructuring, strategic curricular design, and pedagogical innovation, thereby allowing some enrollment growth at no additional cost. Such incremental demand will be met through such efficiencies only when educational quality is not jeopardized. Additional students will then be served if further resources are provided by the state. If enrollment growth has to be limited, this will be accomplished through more selective admission standards. When faced with a choice between maintaining educational quality within budgetary constraints or providing access for students, the priority will be on quality.*

Principle # 15

The UWS will approve variations in enrollment increases across the system, expanding campus enrollments most at those institutions that demonstrate themselves best able to take increases at the most reasonable cost, at no loss of quality and in keeping with their institutional missions and objectives, or where program strengths, along with state needs, are sufficiently compelling.

In response to these and other related EM III principles, UW System institutions identified student FTE enrollment growth in three categories:

1. Box 1 - 100% Institutional Contribution - the number of additional FTE students beyond Fall 1994 targets who could be served with current base resources (no additional cost to the state). Institutions are in position to accommodate some additional student FTE growth without losing the benefits accrued through previous enrollment management and strategic planning efforts.
2. Box 2 - Partial State Contribution - the number of additional FTE students beyond Fall 1994 targets who could be served with a combination of some additional partial cost (GPR/Fees) provided by the state plus some institutional base contribution.
3. Box 3 - Direct Instruction-Related Cost by the State - the number of additional FTE students beyond Fall 1994 targets who could be served if direct instruction-related funding (staff and support GPR/Fee costs associated with Instruction, Student Services, and Academic Support budget activities) were provided by the State.

The Fee component of these costs is generated by the regular tuition from enrolling additional students. Tuition generated by additional students beyond the cost of EM III will continue to be pooled and applied per Board of Regents' policy to help offset future tuition increases.

IV. 1995-2001 Enrollment Management III Student FTE and Fiscal Summary

The UW System would need to accommodate 10,000 additional net FTE students (headcount of approximately 12,000) by the end of EM III to remain at about the current level of access. The UW System EM III Plan proposes to accomplish this objective by accommodating 1,500 FTE through reducing the number of excess credits taken by students and 8,500 FTE through a combination of institutional contribution and additional state contributions. With quicker student movement through the UW System and institution reallocation, the UW System will contribute resources to accommodate at least 40% of this enrollment growth.

The reduction in the number of excess credits taken will be accomplished by encouraging students to graduate with closer to the minimum number of credits required for a degree, using student demand analysis to schedule courses, through the use of year-long curricular planning, and reducing credits required for the bachelor's degree where appropriate. The ability of institutions to achieve these gains will, in part, depend upon changes in tuition policy.

UW System FTE enrollment at the conclusion of EM III, if all 8,500 FTE are funded, would total 134,525 FTE, approximately equal to the total FTE enrollment during 1989-90 or the mid-point of EM I. If partial state contribution is combined with institutional base contribution the FTE enrollment would total 131,385, similar to total FTE enrollment in 1991-92, the beginning of EM II. With 100% institutional contribution only, the System total enrollment would be 128,475 FTE. Without new state resources, the System total enrollment would return to the 1992-93 level, at approximately the mid-point of EM II. This would be at the same time that Wisconsin high school graduating classes are increasing in size.

Table 3 outlines student FTE and costs for the six year period of EM III.

- If fully funded by the state, UW System enrollment will increase by 10,000 FTE by the end of EM III. 1,500 FTE will be accommodated through a reduction of excess credits taken leaving a net change of 6,8%, 8,500 FTE at a state GPR/Fee cost of \$30.7 million (for an ongoing annual cost of \$21.2 million over the 6-year period).
- The UW System will contribute resources to accommodate 40% (3,950 FTE) of this enrollment growth. The ability of UW System institutions to accommodate these students depend upon a stable UW base budget and the state's commitment to continue its funding of on-going costs.
- As shown on Table 4, the remaining 6,050 student FTE, based on the 65% GPR and 35% Fee cost split, could be accommodated through:
 - tuition revenue generated by new students (2,120 FTE, 21%) if the GPR match is provided.
 - new state GPR (3,930 FTE, 39%).

Table 3
Student FTE and Cost Summary
(dollars in millions)

	ADDITIONAL FTE IN 2000	CUMULATIVE FTE OVER EM III	CUMULATIVE COST	ON-GOING BASE COST
Box 1 = 100% Base Contribution				
Reducing Excess Credits Taken =	1,500	2,800		
100% Base Contribution =	2,450	9,000		
<i>Total</i>	<i>3,950</i>	<i>12,000</i>		
Box 2 = Partial State Contribution				
Tuition From Enrollment Growth** =	1,020	3,045	\$3.5	\$2.4
State (GPR) Could Contribute+ + =	1,890	5,655	\$6.4	\$4.5
<i>Total</i>	<i>2,910</i>	<i>8,700</i>	<i>\$9.9</i>	<i>\$6.9</i>
Box 3 = Direct Instr.-Related Cost by the State				
Tuition From Enrollment Growth** =	1,100	3,255	\$7.3	\$5.0
State (GPR) Could Contribute+ + =	2,040	6,045	\$13.5	\$9.3
<i>Total</i>	<i>3,140</i>	<i>9,300</i>	<i>\$20.8</i>	<i>\$14.3</i>
TOTAL	10,000	30,000	\$30.7	\$21.2

Costs identified in this table are based on the UW System 1993-94 annual budget; actual costs will be revised for future budget increases (inflation).

Table 4
Who Contributes to Funding EM III
(dollars in millions)

	UW System	Tuition**	State GPR+ +	Total
Cumulative Costs		\$10.8	\$19.9	\$30.7
Additional FTE Students in 2000	3,950	2,120	3,930	10,000
Cumulative # of FTE Students	12,000	6,300	11,700	30,000
% of Total	40%	21%	39%	100%

Table 5 shows institution enrollment targets for the first biennium and the final year of EM III, if the plan were fully funded by the state.

Table 5
1995-97 and 2000 Institution Student FTE Targets if State Funding is Provided

	1994 Target FTE	1995 Target FTE	1996 Target FTE	2000 Target With Full Funding FTE
Madison	34,500	34,550	34,600	35,800
Milwaukee	16,087	15,850	15,950	16,861
Eau Claire	9,193	9,410	9,575	9,514
Green Bay	4,210	4,227	4,244	4,740
La Crosse	7,888	8,046	8,226	8,714
Oshkosh	9,007	9,022	9,011	9,452
Parkside	3,387	3,408	3,461	3,796
Platteville	4,630	4,660	4,743	5,005
River Falls	4,675	4,721	4,847	5,382
Stevens Point	7,637	7,647	7,657	7,997
Stout	6,709	6,709	6,709	7,194
Superior	2,000	2,083	2,161	2,299
Whitewater	8,564	8,654	8,814	9,254
Centers	7,538	7,492	7,663	8,527
Total (rounded)	126,025	126,480	127,660	134,525

- Note that enrollment growth requiring Partial Cost and Direct Instruction-Related Contribution By the State is contingent upon new state funding. Without these additional resources, enrollment increases will be less than 8,500 FTE. Because a portion of enrollment growth is contingent upon future state funding, it will be necessary to review student FTE targets and resources biennially to accommodate changes in state funding levels and institution planning [see Appendix B for biennial student FTE growth by resource category and by institution].

The UW System will also manage EM III implementation through a set of Enrollment Management III Operating Practices [see Appendix C]. These operating practices outline monitoring, budget, and enrollment-reporting issues associated with EM III implementation. Educational quality will be monitored through the use of UW System Accountability Indicators and institutional specific quality indicators. Faculty workload will also be monitored and reported annually.

V. 1995-97 Planned Student FTE and Fiscal Summary

- UW System enrollment would total 127,665 student FTE at the close of the next biennium, up 1.3% from the 126,025 FTE at the conclusion of EM II if fully funded by the state.
- 1995-96 will be an opportune year for institutions to accept unfunded new enrollments due to the small freshman classes of recent years moving through. As a result, no funding will be requested for enrollment growth in 1995-96. The UW System will enroll approximately 1,000 additional new freshmen in 1995. The total systemwide net FTE increase, however, will be much smaller due to smaller previous entering freshman classes moving through to graduation. As the larger 1995 entering class progresses through the System, institutions have committed to reallocating resources to fund this cohort.
- Undergraduate growth in 1995-97 will increase by a net 1,470 FTE, with 580 FTE funded through "100% Institutional Contribution." *1995-97 net growth = 1,470 FTE - 580 FTE = 890 FTE*
- Graduate student increases of a net 170 FTE in 1995-97 will be funded through institutional reallocation, thus no dollars will be requested for any graduate student growth.
- Table 6 illustrates 1995-97 institution student FTE targets based on growth funded through institution resources.

Table 6
1995-97 Institution Student FTE Targets Based
on Growth Within Current Resources

	1994 Target FTE	1995 Target FTE	1996 Target FTE
Madison	34,500	34,550	34,600
Milwaukee	16,087	15,850	15,950
Eau Claire	9,193	9,410	9,410
Green Bay	4,210	4,227	4,227
LaCrosse	7,888	8,046	8,046
Oshkosh	9,007	9,022	9,011
Parkside	3,387	3,408	3,461
Platteville	4,630	4,660	4,660
River Falls	4,675	4,721	4,769
Stevens Point	7,637	7,647	7,657
Stout	6,709	6,709	6,709
Superior	2,000	2,083	2,083
Whitewater	8,564	8,654	8,654
Centers	7,538	7,492	7,538
Total (rounded)	126,025	126,480	126,775

- Funding options for 1995-97 net undergraduate growth are presented in Table 7.

Table 7
1995-97 NET STUDENT FTE GROWTH BY RESOURCE CATEGORY

100% BASE CONTRIBUTION								
1995-96			1996-97				1995-97	
	<u>FTE</u>	<u>Cost</u>	<u>FTE</u>	<u>New GPR</u>	<u>New Fees (1)</u>	<u>Cost</u>	<u>FTE</u>	<u>Cost</u>
Madison	50	\$0	50	\$0	\$0	\$0	100	\$0
Milwaukee	-237	\$0	100	\$0	\$0	\$0	-137	\$0
Eau Claire	217	\$0	0	\$0	\$0	\$0	217	\$0
Green Bay	17	\$0	0	\$0	\$0	\$0	17	\$0
La Crosse	158	\$0	0	\$0	\$0	\$0	158	\$0
Oshkosh	15	\$0	-11	\$0	\$0	\$0	4	\$0
Parkside	21	\$0	53	\$0	\$0	\$0	74	\$0
Platteville	30	\$0	0	\$0	\$0	\$0	30	\$0
River Falls	48	\$0	48	\$0	\$0	\$0	94	\$0
Stevens Point	10	\$0	10	\$0	\$0	\$0	20	\$0
Stout	0	\$0	0	\$0	\$0	\$0	0	\$0
Superior	83	\$0	0	\$0	\$0	\$0	83	\$0
Whitewater	90	\$0	0	\$0	\$0	\$0	90	\$0
Centers	-46	\$0	46	\$0	\$0	\$0	0	\$0
Total	454	\$0	298	\$0	\$0	\$0	750	\$0

Numbers rounded
in text for
simplification.

	PARTIAL COSTS PAID BY STATE							
	1995-96		1996-97				1995-97	
	FTE	Cost	FTE	New GPR	New Fees (1)	Cost	FTE	Cost
Madison	0	\$0	0	\$0	\$0	\$0	0	\$0
Milwaukee	0	\$0	0	\$0	\$0	\$0	0	\$0
Eau Claire	0	\$0	153	\$48,900	\$26,400	\$75,300	153	\$75,300
Green Bay	0	\$0	8	\$17,200	\$9,300	\$26,500	8	\$26,500
La Crosse	0	\$0	90	\$206,400	\$111,200	\$317,600	90	\$317,600
Oshkosh	0	\$0	0	\$0	\$0	\$0	0	\$0
Parkside	0	\$0	0	\$0	\$0	\$0	0	\$0
Platteville	0	\$0	15	\$10,200	\$5,500	\$15,700	15	\$15,700
River Falls	0	\$0	44	\$72,800	\$39,200	\$112,000	44	\$112,000
Stevens Point	0	\$0	0	\$0	\$0	\$0	0	\$0
Stout	0	\$0	0	\$0	\$0	\$0	0	\$0
Superior	0	\$0	70	\$63,500	\$34,200	\$97,700	70	\$97,700
Whitewater	0	\$0	140	\$294,200	\$158,400	\$452,600	140	\$452,600
Centers	0	\$0	95	\$62,700	\$33,800	\$96,500	95	\$96,500
Total	0	\$0	615	\$775,900	\$418,000	\$1,193,900	615	\$1,193,900

DIRECT INSTRUCTION-RELATED COSTS PAID BY STATE								
1995-96			1996-97				1995-97	
	<u>FTE</u>	<u>Cost</u>	<u>FTE</u>	<u>New GPR</u>	<u>New Fees (1)</u>	<u>Cost</u>	<u>FTE</u>	<u>Cost</u>
Madison	0	\$0	0	\$0	\$0	\$0	0	\$0
Milwaukee	0	\$0	0	\$0	\$0	\$0	0	\$0
Eau Claire	0	\$0	12	\$71,300	\$38,400	\$109,700	12	\$109,700
Green Bay	0	\$0	9	\$28,600	\$14,300	\$40,900	9	\$40,900
La Crosse	0	\$0	90	\$247,200	\$133,100	\$380,300	90	\$380,300
Oshkosh	0	\$0	0	\$0	\$0	\$0	0	\$0
Parkside	0	\$0	0	\$0	\$0	\$0	0	\$0
Platteville	0	\$0	68	\$222,600	\$119,900	\$342,500	68	\$342,500
River Falls	0	\$0	34	\$102,900	\$55,400	\$158,300	34	\$158,300
Stevens Point	0	\$0	0	\$0	\$0	\$0	0	\$0
Stout	0	\$0	0	\$0	\$0	\$0	0	\$0
Superior	0	\$0	8	\$27,500	\$14,800	\$42,300	8	\$42,300
Whitewater	0	\$0	20	\$54,700	\$29,400	\$84,100	20	\$84,100
Centers	0	\$0	30	\$79,600	\$42,900	\$122,500	30	\$122,500
Total	0	\$0	271	\$832,400	\$448,200	\$1,280,600	271	\$1,280,600

	TOTAL							
	1995-96		1996-97				1995-97	
	FTE	Cost	FTE	New GPR	New Fees (1)	Cost	FTE	Cost
Madison	50	\$0	50	\$0	\$0	\$0	100	\$0
Milwaukee	-237	\$0	100	\$0	\$0	\$0	-137	\$0
Eau Claire	217	\$0	165	\$120,200	\$64,800	\$185,000	382	\$185,000
Green Bay	17	\$0	17	\$43,800	\$23,800	\$67,400	34	\$67,400
La Crosse	158	\$0	180	\$453,600	\$244,300	\$697,900	338	\$697,900
Oshkosh	15	\$0	-11	\$0	\$0	\$0	4	\$0
Parkside	21	\$0	53	\$0	\$0	\$0	74	\$0
Platteville	30	\$0	83	\$232,800	\$125,400	\$358,200	113	\$358,200
River Falls	46	\$0	126	\$175,700	\$94,600	\$270,300	172	\$270,300
Stevens Point	10	\$0	10	\$0	\$0	\$0	20	\$0
Stout	0	\$0	0	\$0	\$0	\$0	0	\$0
Superior	83	\$0	78	\$91,000	\$49,000	\$140,000	161	\$140,000
Whitewater	90	\$0	160	\$348,900	\$187,800	\$536,700	250	\$536,700
Centers	-46	\$0	171	\$142,300	\$76,700	\$219,000	125	\$219,000
Total	454	\$0	1,182	\$1,608,300	\$886,200	\$2,474,500	1,636	\$2,474,500

(1) Funded through the regular tuition revenue generated by additional new students under EM III.

VI. What Do Additional State Resource Dollars Buy in 1995-97?

- Increased freshman access and increased sophomore retention at UW-Centers through improved academic advising, student academic orientation, transfer counseling and additional program intervention will be a priority. The additional \$320 per new student FTE will be in supplies and expenses funding to meet critical needs for support costs to address shortages in instruction-related resources.
- Coupled with funding of the separate budget request for Allied Health, additional potential enrollees will be in high demand program areas (e.g. Allied Health) that meet critical state needs.
- Additional student access at eight institutions.
- There will be improved opportunities for non-traditional and place-bound students in northwestern Wisconsin.
- Increased enrollment in regional agriculture programs that focus on biotechnology, food science technology, animal science.
- Expansion of a nursing satellite program.
- Institutional targets that are based on focused program strengths, local planning and regional needs.

VII. Priorities and Future Considerations

Priorities

1. Freshman access to and improved sophomore retention at UW-Centers will be a priority throughout EM III.
2. Increased use of collaborative programs between UW System institutions and articulation agreements with Wisconsin Technical Colleges will be encouraged.

Future Considerations

1. Two institutions have indicated needs for residence hall expansion to attract students to institutions where affordable freshman housing is not available and there are current waiting lists. At UW-Parkside, additional FTE enrollment can be accommodated at little additional cost if a residence hall is approved. UW-River Falls would like additional residence hall capacity to accommodate partial and direct-cost students from within Wisconsin. It is recommended that residence hall plans be approved based on the outcomes of feasibility studies and the ability to accommodate additional students at the lowest cost.

2. Enrollment growth at UW-Green Bay in the first two biennia will saturate the already crowded classroom facilities. Enrollment growth in the third biennium (1999-01) is contingent upon a permanent additional classroom space being available early in the next decade.
3. Biennial review will be necessary to adjust plans to changing fiscal, local, and demographic conditions. Internal and external program priorities may change during the course of EM III, thus causing some institutional plans to be modified.
4. The FTE enrollment offered and the associated costs are more uncertain in the second and third biennium due to possible changes in graduate and professional fees, the impact of accreditation on programs, and the evolving labor market.
5. If differential tuition policies are approved for graduate professional programs and undergraduates taking more than an established number of credits-to-degree, 1997-99 and 1999-01 EM III plans would be revisited.

Appendix A

Assumptions and Principles For Enrollment Management III

1. The UWS will maintain and enhance the gains made in the quality of undergraduate education under Enrollment Management I and II. A proportion of projected enrollment demand will be accommodated without additional resources by continuing to improve the effectiveness of its administrative, student services, and academic operations through improved efficiency, restructuring, strategic curricular design, and pedagogical innovation, thereby allowing some enrollment growth at no additional cost. Such incremental demand will be met through such efficiencies only when educational quality is not jeopardized. Additional students will then be served if further resources are provided by the state. If enrollment growth has to be limited, this will be accomplished through more selective admission standards. When faced with a choice between maintaining educational quality within budgetary constraints or providing access for students, the priority will be on quality.
2. The UWS stresses quality undergraduate teaching as its main priority, in keeping with s. 36.01, Wisc. Stats.
3. The UWS and its institutions will continue their engagement in basic and applied research and public service activities.
4. The UWS will continue its current practice of admitting all immediate Wisconsin high school graduates who rank in the top quartile of their class, somewhere within the system.
5. The UWS, within the limitation of its resources, will strive to maintain access to degree programs for adult students for whom initial or additional college training is necessary to meet the challenges of a dynamic economy and culture.
6. The UWS will maintain the board's commitment to make "moderate and predictable" undergraduate tuition increases (BOR policy 92-8), contingent upon adequate support from the state. The UWS will also explore ways to recover up to full educational costs from selected professional post-baccalaureate students.
7. The UWS will continue to support the reciprocity agreement with Minnesota as providing good educational options for both Wisconsin and Minnesota students, while encouraging Wisconsin students to take advantage of academic programs in our western institutions. In addition, UWS will explore additional highly targeted reciprocity options (e.g., program to program reciprocity) with other states. The UWS will seek to serve other non-resident and international students at least at current levels.

8. The UWS will maximize the use of the UW Centers' human and physical assets to serve and retain students through the sophomore level and for collaborative efforts with programs at other UWS institutions.
9. The UWS will increase its collaboration with DPI, K-12, and VTAE to prepare qualified students from disadvantaged backgrounds and underrepresented groups for admission, to support them academically once they are enrolled, to raise their graduation rates and to benefit from the various perspectives they contribute.
10. The UWS supports Tech Prep and School-to-Work as meaningful educational options and will actively cooperate with DPI, K-12, and VTAE in their implementation.
11. The UWS will facilitate the transfer of students within the UW System. The UWS will also facilitate transfer from all other sectors of post-secondary education providing students are adequately prepared to succeed in the UWS.
12. The UWS will encourage proposals for re-engineering the structure of higher education including such experiments as a "Charter University" which may offer opportunities to serve more students more effectively and efficiently.
13. The UWS will strive to increase geographic access and service to citizens throughout Wisconsin, by seeking significant initial investments from the state and industry sources in faculty development and equipment needed for initiatives such as distance education and collaborative programs.
14. The UWS will place priority on using existing resources and/or cooperative programs to meet special, short-term needs whenever possible.
15. The UWS will approve variations in enrollment increases across the system, expanding campus enrollments most at those institutions that demonstrate themselves best able to take increases at the most reasonable cost, at no loss of quality and in keeping with their institutional missions and objectives, or where program strengths, along with state needs, are sufficiently compelling.

Numbers rounded
in text for
simplification.

100% BASE CONTRIBUTION					
	1995-97	1997-99	1999-01	1999-2001	% of Total
Madison	100	400	200	700	53.8%
Milwaukee	-137	234	120	217	28.0%
Eau Claire	217	-5	-56	156	48.6%
Green Bay	17	19	13	51	9.6%
La Crosse	158	179	34	391	47.3%
Oshkosh	4	107	0	111	24.9%
Parkside	74	38	0	112	27.4%
Platteville	30	40	35	125	33.3%
River Falls	94	89	73	256	36.2%
Stevens Point	20	30	40	80	22.2%
Stout	0	9	16	25	5.2%
Superior	83	28	29	140	48.8%
Whitewater	90	0	0	90	13.0%
Centers	0	0	0	0	0.0%
Total	750	1,168	646	2,484	28.8%

PARTIAL COSTS PAID BY STATE					
	1995-97	1997-99	1999-01	1999-2001	% of Total
Madison	0	0	0	0	0.0%
Milwaukee	0	175	257	432	55.8%
Eau Claire	153	0	0	153	47.7%
Green Bay	8	121	124	253	47.7%
La Crosse	90	70	13	173	20.9%
Oshkosh	0	24	0	24	5.4%
Parkside	0	292	5	297	72.6%
Platteville	15	45	35	95	25.3%
River Falls	44	80	75	199	28.1%
Stevens Point	0	60	60	120	33.3%
Stout	0	20	40	60	12.4%
Superior	70	22	24	116	38.8%
Whitewater	140	180	180	500	72.5%
Centers	95	177	220	492	49.7%
Total	616	1,268	1,033	2,914	34.2%

DIRECT INSTRUCTION-RELATED COSTS PAID BY STATE					
	1995-97	1997-99	1999-01	1999-2001	% of Total
Madison	0	250	350	600	48.2%
Milwaukee	0	72	53	125	18.1%
Eau Claire	12	0	0	12	3.7%
Green Bay	9	105	112	226	42.6%
La Crosse	90	180	12	282	31.7%
Oshkosh	0	91	219	310	69.7%
Parkside	0	0	0	0	0.0%
Platteville	88	48	39	155	41.3%
River Falls	34	130	88	252	35.6%
Stevens Point	0	100	60	160	44.4%
Stout	0	140	280	400	82.5%
Superior	8	19	16	43	14.4%
Whitewater	20	40	40	100	14.5%
Centers	30	305	162	497	50.3%
Total	271	1,460	1,411	3,142	38.9%

TOTAL					
	1995-97	1997-99	1999-01	1999-2001	Growth/Increase
Madison	100	650	550	1,300	3.8%
Milwaukee	-137	481	430	774	4.8%
Eau Claire	382	-5	-56	321	3.5%
Green Bay	34	245	251	530	12.6%
La Crosse	338	409	79	826	10.5%
Oshkosh	4	222	219	445	4.9%
Parkside	74	330	5	409	12.1%
Platteville	113	133	129	375	8.1%
River Falls	172	299	236	707	15.1%
Stevens Point	20	180	160	360	4.7%
Stout	0	189	316	485	7.2%
Superior	161	69	69	299	15.0%
Whitewater	250	220	220	690	8.1%
Centers	125	482	382	989	13.1%
Total	1,636	3,884	2,990	8,510	6.8%

Appendix C

Enrollment Management III Operating Practices

A. Growth

Students beyond those funded by "100% Base Contribution" will be admitted only as additional resources are made available for this purpose by the state.

B. Biennial Review

A biennial review will update enrollment targets as necessary to reflect changes in funding capabilities. *1st*

C. Monitoring

1. Enrollment targets will be monitored within a range of 1% on either side of the established "budget enrollment target". Institutions will be funded at their "budget enrollment target" for each biennium as described under section D below.
2. Educational quality will be monitored through the use of UW System Accountability Indicators and institutional specific quality indicators.
3. Faculty workload will also be monitored using standard measures described in the Faculty Educational Workload Policy (Regent Resolution 6629) and reported annually.

D. Budget Issues

1. Annual budget allocations will continue to be based on institution enrollment targets and weighted student credit hour (WSCH) allocations as approved annually by the Board of Regents.
2. Tuition generated by additional students beyond the cost of EM III will be applied per existing Board of Regents' policy to help offset future tuition increases.
3. Any excess tuition revenue generated by institutions that exceed their "budget enrollment target" will revert, as currently, to the systemwide pool to offset future tuition increases.
4. Base budgets of institutions that are more than 1% below their "budget enrollment targets" cannot be held harmless.

E. Enrollment Reporting

1. Enrollment will be reported via the Central Data Request (CDR) using standard reporting procedures for determining official enrollments.
2. Extended degree, and Post-Secondary Enrollment Opportunities (PSEO) enrollments will be included in targets.
3. Extension, Study Abroad, Remedial, and Cooperative Advanced Placement Program (CAPP, or GAPP 36) enrollments will be excluded for enrollment reporting targets.
4. All audited credits will be included in enrollment targets and counted at one-half value.

**REPORT TO THE UNIVERSITY OF WISCONSIN SYSTEM
BOARD OF REGENTS ON THE GENERAL EDUCATION PROGRAM
UNIVERSITY OF WISCONSIN-GREEN BAY**

EXECUTIVE SUMMARY

BACKGROUND

In Spring 1991, the Board of Regents engaged in a series of public hearings on the state of undergraduate education in the UW System. These hearings helped board members to identify key areas for policy consideration, which they personally explored further in five working groups, meeting during Summer 1991. General education was one of the main topics covered by the Working Group on Academic Programs. That Working Group was chaired by former Regent Flores, with Regent Krutsch, former Regent Lyon, and Regent Steil as members. The group studied state and national trends in general education, interviewed faculty members and administrators from UW System institutions, and considered current institutional policies and practices in providing general education.

The Working Group reported to the full board in September 1991, and the board charged System Administration with developing an appropriate means for the board to receive presentations on the general education philosophy and curriculum at each UW System institution. In the resulting report, "The Undergraduate Imperative" (December 1991), System Administration recommended and the Board of Regents adopted a policy requiring a report to the board on an every-seven-year cycle (or shorter) of major reviews of institutional general education programs. This review of UW-Green Bay's general education program is part of the systemwide implementation of the board's resolution of December 1991.

REQUESTED ACTION

No action is requested.

DISCUSSION AND RECOMMENDATION

In the one-page summary of its findings and recommendations presented to the board president in August 1991 and adopted by the full board in September 1991, the Working Group on Academic Programs stated that it wished to: 1) improve the focus upon and the level of specificity of reporting on general education; 2) understand institutional philosophies of general education, including explanations for institutional and/or college-level requirements; reasons for the relative emphasis between skills and content; and emphasis upon the value of integration and coherence between and among general education requirements and the total undergraduate educational experience; 3) acquire information concerning students' completion of basic proficiency courses in general education requirements prior to study in the major, especially as affecting time-to-degree; and 4) provide an appropriate formal method of focusing substantial public attention on general education, including specific occasions for detailed reports to the board with institutional presentations.

UW-Green Bay's report provides an overview of institutional processes for designing, reviewing, and revising requirements and curricula to meet those requirements; the philosophy and the goals of the program; methods of achieving those goals; and assessment processes and results. The report describes major changes that have taken place in the program during the past five years. It also describes plans for revisions of the breadth requirements in the humanities and fine arts, social sciences and natural sciences that will go into effect in Fall 1995.

Particular strengths of UW-Green Bay's program include its full-scale assessment program, complete with student pre- and post-test advising; its tightening of the number of courses allowed as meeting the general education courses; its senior seminar; and its four-credit writing emphasis requirement.

RELATED REGENT POLICIES

University of Wisconsin System Planning and Review for New and Existing Academic Programs and Academic Support Programs (December 1991); Academic Informational Series #1 (ACIS-1, revised).

THE UNIVERSITY OF WISCONSIN-GREEN BAY

INSTITUTIONAL REPORT ON THE GENERAL EDUCATION PROGRAM

I. GENERAL EDUCATION AND THE INSTITUTION: PROCESS

1.1 HOW GENERAL EDUCATION REQUIREMENTS ARE DESIGNED AND REVIEWED

The primary responsibility for design and review of the general education requirements rests with the General Education Council (GEC), an elected, all-university committee charged with advising the Vice Chancellor for Academic Affairs and the Dean of Humanities, Social Sciences, and General Education on all matters pertaining to general education. The Associate Dean of General Education and Faculty Development attends and provides administrative support for meetings of the council, and serves as a liaison between it and the Vice Chancellor's office.

The GEC meets once or twice each month, usually for two hours. Agenda topics range from the review of specific courses, to the review of the objectives and the assessment plan, to the development of new requirements.

1.2 HOW CHANGES IN GENERAL EDUCATION GET MADE

- An agency such as the North Central Association (NCA), the Board of Regents, or UW System Administration calls the attention of the institution to a specific area of concern, or the GEC itself, in consultation with the Vice Chancellor and the Dean, identifies a specific area of concern related to general education.

- The Vice Chancellor through the Dean appoints a university-wide committee to study the issue and make recommendations to the GEC.

- The GEC reviews the recommendations of the committee, consults with the Dean and the Vice Chancellor, revises the recommendations if necessary, and forwards them to the Faculty Senate.

- The Faculty Senate acts on the recommendations and forwards its actions as recommendations to the Vice Chancellor.

- Recommendations approved by the Vice Chancellor are implemented.

1.3 THE PROCESS AT WORK: A SUMMARY OF FOUR MAJOR CHANGES IN THE GENERAL EDUCATION REQUIREMENTS DURING THE PAST FIVE YEARS

(1) In 1989, in response to a UWGB assessment of the writing skills of seniors, a four-course Writing Emphasis requirement was added to strengthen the 0-6 credit Writing Competency requirement.

(2) In 1990, in response to UW System's Design for Diversity, a 3-credit Ethnic Studies requirement was added to the 3 credit Other Culture requirement to strengthen the cultural diversity component.

(3) Beginning Fall 1990, in response to Board of Regent concerns about time-to-degree, Education Certification students were allowed to substitute Department of Public Instruction general education certification requirements for UWGB's lower-level general education requirements.

(4) In 1993, in response to both an NCA accreditation report and the results of the UWGB College BASE assessment program (explained in 3.2b below), the Breadth of Knowledge Requirement was strengthened (effective Fall 1995) by:

- increasing the 9 credit Humanities/Arts distribution requirement to a 12 credit requirement, comprised of a new 3 credit Fine Arts requirement and a 9-credit Humanities requirement, 6 credits of which are intended to provide a core curriculum;
- increasing the Natural Science requirement from 9 credits to 10 (including a lab) or 12 credits (without a lab);
- adopting more rigorous guidelines for all Breadth of Knowledge courses, giving preference for approval to courses which are interdisciplinary, use primary works, employ active learning strategies, promote critical thinking, and are specifically designed to serve the general education program.
- using the new guidelines to shorten the list of Social Science courses approved for the Breadth requirement.

[See Attachment 1: Courses Projected For Approval for Breadth of Knowledge Requirement, Fall 1995]

II. GENERAL EDUCATION AND THE INSTITUTION: PHILOSOPHY AND GOALS

PHILOSOPHY: The mission of the UWGB general education program is to provide a structured core of liberal studies to all students that strengthens their academic skills, broadens their intellectual horizons, helps them develop and explore new interests, allows them to reflect upon value issues, and provides them with a foundation of knowledge for future coursework and for lifelong learning.

GOALS: Students who complete the UWGB General Education Program will have demonstrated:

- effective communication skills, analytical thinking skills, and library research skills;

- a knowledge of major intellectual traditions in the arts and humanities, social sciences, and natural sciences, and an understanding of the different ways knowledge is defined, sought after, and put to use in those domains;

- an awareness and understanding of issues and values which affect them both as individuals and as members of society, and the ability to critically analyze the positions they choose to affirm;

- an understanding of cultures different from their own, a respect for cultural diversity, and an awareness of the causes and effects of stereotyping, racism, and ethnocentrism;

- the ability to see relationships among major areas of knowledge and to apply an interdisciplinary perspective to problem-solving and decision-making tasks.

III. DESCRIPTION OF THE PROGRAM AND EVALUATION OF RESULTS

3.1a DESCRIPTION: General education requirements currently total 36 to 45 credits, depending on the student's writing and mathematics competencies at admission. Beginning Fall 1995, 40 to 51 credits will be required. The specific requirements are these:

- **WRITING COMPETENCY REQUIREMENT:** 0 to 6 credits.
- **MATHEMATICS COMPETENCY REQUIREMENT:** 0-3 credits.
- **WRITING EMPHASIS REQUIREMENT:** four courses, including at least two at the upper level. Writing Emphasis courses are courses across the curriculum which provide students with regular, structured opportunities to practice their writing skills.
- **BREADTH OF KNOWLEDGE REQUIREMENT:** 27 credits currently; 31 to 33 credits effective Fall 1995.
- **OTHER-CULTURE REQUIREMENT:** 3 credits of coursework focused on cultures outside the U.S.A.
- **ETHNIC STUDIES REQUIREMENT:** 3 credits of coursework focused on cultural diversity within the U.S.A.
- **SENIOR SEMINAR REQUIREMENT:** 3 credits. Senior Seminars are interdisciplinary, problem-focused, senior-level seminars taught by faculty from across the curriculum.

GENERAL EDUCATION COURSE COMPLETION PATTERNS

Except for the upper level Writing Emphasis requirements and the Senior Seminar requirement, the general education requirements are intended to be completed during the first two years of coursework. Surveys of graduates and course access/demand studies indicate that students normally complete their general education requirements in a timely manner and that delays in completing general education requirements result from causes external to the university rather than from insufficient course offerings. The 4 to 6 credit increase in the Breadth requirements effective in Fall 1995 is not expected to increase the time to degree. The Deans are working with program faculty to reduce the number of required credits in any majors whose time to degree would be increased by the new general education requirements.

3.2 EVALUATION

3.2a. STUDENT OPPORTUNITIES TO ACHIEVE GOALS OF GENERAL EDUCATION

As indicated by the following chart, the general education requirements are directly linked to the goals of the program.

GOALS	REQUIREMENTS						
	Writing Competency	Writing Emphasis	Math Competency	Breadth of Knowledge	Other Culture	Ethnic Studies	Senior Seminar
Communication, Analytical Thinking, Research skills	✓	✓	✓	✓			✓
Understanding of different domains of knowledge				✓			✓
Awareness of issues and values in different domains of knowledge				✓			✓
Understanding of cultural diversity					✓	✓	
Interdisciplinary perspective and problem solving				✓	✓	✓	✓

3.2b ASSESSMENT PROCESSES AND RESULTS

(1) The College BASE

The College Basic Academic Subjects Examination (College BASE) is used to assess Writing, Mathematics, and some aspects of the Breadth Requirements. For the past three years, all UWGB students have been required to take the College BASE at the end of their sophomore year. The BASE is a commercially published, criterion-referenced test battery which measures twenty-three specific competencies in the areas of English, mathematics, science and social studies, as well as three different levels of reasoning skills.

The UWGB College BASE assessment program has three components: a voluntary one-hour orientation session to inform students about the assessment process and help motivate them to do well; the mandatory three and one-half hour test, which includes a 40 minute writing exercise and 180 multiple choice items; and a voluntary feedback session to help students interpret the results and develop an Action Plan to improve any significant areas of weakness.

Results: For the 2,633 UWGB sophomores tested between 1991 and 1993, the key results are these:

Overall Performance: On the BASE, the mean score is 300, and scores between 275 and 325 represent adequate development of skills in the area assessed. The average score of UWGB students in the four subject areas tested were: Science: 315; Social Science: 308; Mathematics: 305; English: 299.

Writing Skills: Using a three-point rating scale (high, medium, low), 92% received "medium" ratings on their essays.

Mathematics Skills: About 85% received scores of adequate or higher on the seven mathematics skills measured by BASE.

Reasoning Competencies: About 80% of the students demonstrated competence in all three levels of reasoning.

Science: About 83% received "high" or "medium" ratings on all aspects of science knowledge and skills tested by the BASE.

Social Studies: Almost 85% demonstrated social studies competence in the six areas tested.

Literature: Approximately 77% were able to appropriately analyze literature; 73% received a "high" or "medium" rating for their understanding of a range of literature representing different forms and historical contexts.

CHANGES MADE IN RESPONSE TO BASE ASSESSMENT RESULTS

a. All students are provided with the opportunity to develop an individual Action Plan to strengthen skills identified as weak by the BASE results.

b. The new Breadth requirements in the Humanities and the reduction of the number of courses approved for the Social Sciences requirement are a direct response to the results of the BASE assessment. The new requirements are intended to increase the ability of UWGB students to "understand a range of literature, representative of different literary forms and historical contexts," and to "recognize basic features and concepts of the world's political and economic structures"--the two "cluster skills" that many UWGB students need to improve.

(2) Assessment Processes Used In Addition to College BASE:

Student surveys are used to assess the Senior Seminar Program. The 1992 showed that 82% of UWGB seniors were "very satisfied" or "satisfied" with their seminars.

Surveys of Senior Seminar faculty help identify areas of general education which need strengthening. Senior Seminars are taught by faculty from across the curriculum, and the typical seminar contains students from eleven different interdisciplinary concentrations. Formal and informal surveys of Seminar instructors provide on-going assessment of the knowledge and skills of graduating seniors. Such surveys were directly responsible for the establishment of the Writing Emphasis requirement in 1989 and played a significant role in the development of the proposal for a core curriculum in the humanities.

(3) Additional Assessment Plans:

The GEC is developing an assessment program for all areas of general education not adequately assessed by the College BASE. The program includes the use of the BASE essay-writing test in Senior Seminars to assess the effectiveness of the Writing Emphasis requirement.

ATTACHMENT

1: Lists of Courses Projected For Approval for Breadth of Knowledge Requirement, Fall 1995.

**ATTACHMENT I
COURSES PROJECTED FOR APPROVAL
FOR
BREADTH OF KNOWLEDGE REQUIREMENT
FALL 1995**

HUMANITIES BREADTH OF KNOWLEDGE REQUIREMENT

To fulfill the Humanities requirement, students must complete 9 credits of approved courses, including 6 credits of course work which introduce Western Culture from its origins to the modern period, and 3 credits of course work focused on Humanities issues and values. Students are required to take one H-1, H-2, and H-3.

H-1 Introduction to Western Culture I (Origins through the Renaissance)

493-101 Foundations of Western Culture I
493-201 Introduction to the Humanities I
493-105 Great Books I [new course]

H-2 Introduction to Western Culture II (Seventeenth Century to Modern)

493-102 Foundations of Western Culture II
493-202 Introduction to the Humanities II
493-106 Great Books II [new course]

H-3 Values and Issues in the Humanities

(In Fall 1994 the GEC will review additional
courses proposed for this list)

552-206 Women in Literature
493-204 Humanistic Values through Literature
736-102 Problems in Ethics
736-104 Freedom and Individuality
736-106 Pacifism and Violence
736-208 Science and Human Values

FINE ARTS BREADTH OF KNOWLEDGE REQUIREMENT

Students are required to complete 3 credits of Fine Arts courses from either of the lists below.

Option #1 (Lecture/Discussion): These are 3 credit lecture/discussion courses. Choose one of the following for a minimum of three credits:

242-102	History of the Visual Arts: Ancient to Medieval	3 cr
242-103	History of the Visual Arts: Renaissance to French Revolution	3 cr
242-121	Masters and Masterpieces of Music	3 cr
242-141	Introduction to the Performing Arts	3 cr
242-142	Performing Arts Perspectives: Experience and Evaluation	3 cr
242-202	Concepts and Issues of Modern Art	3 cr
242-221	Popular Music Since 1955	3 cr
242-261	Aesthetic Awareness: Foundations	3 cr
242-272	Women in the Visual or Performing Arts	3 cr
242-329	Cultural Cross Communication: (Variable topics: Jazz History, World Music, Show Music)	3 cr
915-309	Theatre History I	3 cr
915-310	Theatre History II	3 cr
915-340	Dance History	3 cr

Option #2 (Studio/Performance/Lecture): These are studio/performance courses; choose one or more for a minimum of 3 credits.

168-105	Drawing	3 cr
168-106	Design Methods (1 cr lab in Tool Safety required concurrently)	3 cr
168-107	Two-Dimension Design	3 cr
242-231	Introduction to Graphic Communication	3 cr
246-243	Introduction to Photography	3 cr
672-xxx	Applied Music Performance (in listed ensembles, subject to audition: University Chorus, Concert Choir, Symphonic Band, Wind Ensemble, Jazz Ensemble, Woodwind Ensemble, Brass Ensemble, Percussion Ensemble)	1 cr
915-128	Beginning Jazz Dance	1 cr
915-137	Beginning Ballet	1 cr
915-145	Beginning Modern Dance	1 cr

NATURAL SCIENCES BREADTH OF KNOWLEDGE REQUIREMENT

Students choose either the science laboratory track or the science survey track.

Science Laboratory Track (10-13 credits, with lab): Students must complete an introductory course in the biological sciences, an introductory course in the environmental/physical sciences, and a science issues course. One of the introductory courses must include a laboratory component.

1. Take one introductory science course with lab

- 204-202 Principles of Biology I (4 cr)
- 225-108 General Chemistry (5 cr)
- 225-211 Principles of Chemistry I (5 cr)
- 296-202 Physical Geology (4 cr)
- 754-103 Fundamentals of Physics I (5 cr)
- 754-180 + 754-181 Physical Science with lab (4 cr)
- 754-201 Principles of Physics I (5 cr)

2. Take one introductory science course either with or without lab (lab courses are listed above)

- 296-102 Introduction to Earth Science (3 cr)
- 296/834-222 Introduction to Weather and Climate (3 cr)
- 362-102 Introduction to Environmental Science (3 cr)
- 362-141 Astronomy (3 cr)
- 478-102 Introduction to Human Biology (3 cr)

NOTE: Categories 1 and 2 must include one course from the biological sciences (prefixes 204, 478, 694) and one course from the environmental/physical sciences (prefixes 225, 296, 362, 754).

3. Take one science issues/values course

- 156/478-364 Human Variability
- 362-142 Cosmos
- 362-188 Issues in Biological Conservation
- 362-190 The Emergence of Western Technology
- 362-260 Energy and Society
- 362-284 Land Conservation and Husbandry
- 362-303 Conservation of Natural Resources
- 478-205 Biotechnology and Human Values
- 478-206 Fertility, Reproduction & Family Planning
- 478-310 Human Genetics
- 478-313 Brain Functions
- 689-215 Personal Health Issues
- 694-142 Food and Nutritional Health
- 694-250 World Food and Population Issues
- 694-300 Human Nutrition
- 694-302 Nutrition and Culture

Science Survey Track (no laboratory experience) (12 credits): Students must complete 6 credits of course work in the biological sciences and 6 credits of course work in the environmental/physical sciences, including at least one science-issues course.

1. Take one introductory biological science course.
478-102 Introduction to Human Biology
2. Take one introductory environmental or physical science course.
296-102 Introduction to Earth Science
296/834-222 Introduction to Weather & Climate
362-102 Introduction to Environmental Science
362-141 Astronomy
754-180 Physical Science
3. Take one science issues/values course.
156/478-364 Human Variability
362-142 Cosmos
362-188 Issues in Biological Conservation
362-190 The Emergence of Western Technology
362-260 Energy and Society
362-284 Land Conservation and Husbandry
362-303 Conservation of Natural Resources
478-205 Biotechnology and Human Values
478-206 Fertility, Reproduction & Family Planning
478-310 Human Genetics
478-313 Brain Functions
689-215 Personal Health Issues
694-142 Food and Nutritional Health
694-250 World Food and Population Issues
694-300 Human Nutrition
694-302 Nutrition and Culture
4. Take one additional course from list 2 or 3 above. You must have 2 courses in the biological sciences (prefixes: 156, 478, 694) and 2 courses in the environmental/physical sciences (prefixes: 296, 362, 754).

SOCIAL SCIENCE BREADTH OF KNOWLEDGE REQUIREMENT

Students are required to complete TWO courses from different social science areas (Geography, Psychology, Sociology, etc.) from the following list. These courses introduce the concepts, methodology, and content of particular Social Science areas.

SS-1 Courses (Introductory)

Select Two SS-1 courses from different subject areas:

- 156-100 Varieties of World Culture
- 298-202 Macro Economic Analysis
- 416-102 Introduction to Geography: Regions of the Earth
- 448-100 History of the Modern World
- 481-210 Introduction to Human Development
- 778-100 Introduction to Political Science
- 778-101 American Government and Politics
- 820-102 Introduction to Psychology
- 900-202 Introduction to Sociology

SS-2 Courses (Values and Issues)

Select one course from the following lower or upper level list:

Lower level SS-2 Courses

- 302-206 Cultural Images in Books
- 778/950-202 Introduction to Public Policy
- 778-218 Political Behavior
- 875-204 Freedom and Social Control
- 875-235 Perspectives on Human Sexuality
- 875-241 Women and Changing Values
- 875-265 Folk Music and Social Change
- 875-270 Third World: Development or Despair
- 875-273 Blood, Honor, and Envy
- 448/875-275 Vietnam War in Historical Perspective
- 950-200 Introduction to Urban Studies
- 950-215 Introduction to Public Administration

Upper level SS-2 Courses

- 156-303 Cultural Ecology
- 156-304 Family, Kin and Community
- 156-320 Myth, Ritual and Religion
- 298-307 Sources of Contemporary Economic Concepts
- 416-342 Settlement Geography
- 416-371 Geography of the U.S. & Canada
- 416/834-372 Analysis of the Great Lakes Region
- 416/834-377 Analysis of Northern Lands
- 481-336 Gender Role Development
- 481-342 Cross Cultural Human Development
- 481-344 Death: Final Stage of Life
- 778-353 Politics of Developing Systems
- 820-390 Environmental Psychology
- 834-323 Land Use Controls
- 416/778/834-368 Geopolitics of World Regions
- 875-340 Women, Work, and Family
- 875-345 Women, Race and Culture
- 875-400/950-378 Environmental Law
- 950-344 Leadership in Organizations

Amendments and revisions to
ss. 3.04, 3.12 and 3.12(4)
Faculty Policies and Procedures
University of Wisconsin-Milwaukee

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, UW-Milwaukee Faculty Document No. 1872, amendments to sections 3.04 and 3.12, and UW-Milwaukee Faculty Document No. 1916, revisions to section 3.12(4), UW-Milwaukee Faculty Personnel Policies and Procedures, be approved.

May 6, 1994

Agenda item I.1.d.

FACULTY PERSONNEL POLICIES AND PROCEDURES UW-MILWAUKEE

EXECUTIVE SUMMARY

BACKGROUND

Section UWS 2.02, Wisconsin Administrative Code ("Faculty Rules: Coverage and Delegation") requires that rules, policies, and procedures developed by each institution in the system pursuant to chapters UWS 3-6 and 8 must be approved by the Board of Regents before they take effect.

UW-Milwaukee Faculty Document No. 1872, amendments to sections 3.04 and 3.12, UW-Milwaukee Faculty Personnel Policies and Procedures, was approved by the UW-Milwaukee Faculty Senate on February 24, 1994; UW-Milwaukee Faculty Document No. 1916, revisions to section 3.12(4), UW-Milwaukee Faculty Personnel Policies and Procedures, was approved by the UW-Milwaukee Faculty Senate on March 24, 1994. Both documents have been approved by Chancellor Schroeder.

REQUESTED ACTION

Approval of resolution I.1.d., amendments and revisions to sections 3.04, 3.12 and 3.12(4), UW-Milwaukee Faculty Personnel Policies and Procedures.

DISCUSSION AND RECOMMENDATIONS

The amendments to sections 3.04 and 3.12 clarify the role of members of a candidate's department when a Divisional Executive Committee is considering a candidate for tenure and/or promotion. Revisions to section 3.12(4) establish procedures for divisional committees to follow if they receive unsolicited input with respect to tenure and/or promotion reviews.

Copies of UW-Milwaukee Faculty Documents No. 1872, showing the renumbered section 3.04(3) and new sections 3.04(2) and 3.12(5), and No. 1916, with deleted wording in 3.12(4) crossed out and new wording underlined, are attached. The documents have been reviewed by legal counsel who has determined that the proposed changes meet the requirements of the Wisconsin Administrative Code. UW System Administration recommends approval of these amendments and revisions.

APPROVED AS AMENDED

To amend sec. 3.04 and 3.12, UWM Policies and Procedures:

1. The current section entitled Membership of Divisional Executive Committees, 3.04(2), become 3.04(3); and, that

2. This new section 3.04(2) be added:

3.04(2) Whenever a Divisional Executive Committee is considering the case of a candidate for tenure and/or promotion in closed session, no currently-serving Divisional Executive Committee member of the candidate's department shall be present except as a departmental executive committee representative [see 3.12(5)], and in no case shall such a member be present during the deliberation and voting on the Committee's recommendation. The Divisional Executive Committee shall invite the executive committee of the candidate's department to designate one of its members who is not currently serving on the Divisional Executive Committee to observe the deliberation and voting on the committee's recommendation.

3. This new section 3.12(5) be added to Procedures of Divisional Executive Committee, Bylaws:

(5) Divisional Executive Committees will provide an opportunity during the evidentiary phase of Divisional Committee considerations for member(s) of the candidate's department to present the candidate's case. The member(s) shall be selected by the departmental executive committee and may include a currently-serving Divisional Committee member who is also a member of the candidate's department [see Section 3.04(2)].

APPROVED AS AMENDED

The UWM University Committee moves that UWM Policies and Procedures 3.12(4) be amended to read (amended portions are underlined):

- (4) If a Divisional Executive Committee requires additional information on a candidate for tenure or promotion, other than that originally provided by the department, it shall request that the candidate's department provide such information. ~~However, should~~ Whenever a Divisional Executive Committee receives unsolicited information on a candidate additional to that provided by the Department, the Divisional Executive Committee is required to ~~share~~ send that additional information and its source(s) ~~with~~ to the candidate's Departmental Executive Committee and the candidate ~~and, as appropriate~~ with the candidate at least one week prior to Divisional Executive Committee consideration of the candidate. The only material or information that will be considered in the evaluation of the candidate is that which comes to the Divisional Executive Committee from the Department Executive Committee.

Rationale

During this academic year, two divisional committees received unsolicited input with respect to tenure and/or promotion reviews. The proposed wording above was suggested by a recent action taken by the Social Sciences Divisional Committee that indicated that they would receive said unsolicited input, share it with the departmental executive committee and the candidate, and disregard it in their deliberations. The Social Sciences Divisional Committee's action and the above proposed amendment to the legislation achieve the same purpose -- to disallow any additional information beyond that used by the department in its review of the candidate. This will encourage the appropriate preparation by department executive committees of their candidate's documentation for promotional and tenure reviews.

UWM University Committee

George Baker
Anthony Ciccone
Richard Dittman
Richard Fox
Nancy Frank
Erika Sander, Chair
Ethel Sloane

Authorizations to recruit

EDUCATION COMMITTEE

There are no requests for authorization to recruit on the agenda of the Education Committee, May 5, 1994.

I.l.e.

New program authorization:
B.S., Occupational Therapy
University of Wisconsin-La Crosse

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-La Crosse and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.S. in Occupational Therapy.

May 6, 1994

Agenda Item I.1.f.(1)

NEW PROGRAM AUTHORIZATION B.S., OCCUPATIONAL THERAPY UNIVERSITY OF WISCONSIN-LA CROSSE

EXECUTIVE SUMMARY

BACKGROUND

Two principal factors have prompted UW-La Crosse to request authorization to offer a Bachelor of Science degree in Occupational Therapy, to be housed in an Occupational Therapy Department within the College of Science and Allied Health. First, external reviewers for the 1993 UW System Allied Health Lateral Review recommended that this program be established; second, the university's 1993 Strategic Plan envisions an expanded emphasis on allied health programs at the university. UW System Administration approved an Entitlement to Plan this program in December 1993.

REQUESTED ACTION

UW System Administration recommends that the Chancellor of UW-La Crosse be authorized to implement the Bachelor of Science Degree in Occupational Therapy. If authorized, program implementation will begin in the summer of 1996.

DISCUSSION AND RECOMMENDATIONS

Program Goals and Objectives

Beginning with the fall of 1998, UW-La Crosse expects to graduate 20 students annually with a B.S. Degree in Occupational Therapy. The program will offer a curriculum that includes both a substantial science core and the opportunity to study in laboratory settings with students training to become occupational therapy assistants. It is intended to increase both the number of occupational therapists graduated annually and the number who accept positions in underserved rural and urban areas.

Description of the Program

The proposed program has three components: (1) pre-professional, consisting of core courses in anatomy & physiology, biology, chemistry, mathematics, physics and psychology, as well as additional general education courses; (2) professional, consisting of 61 total credits, spread over four semesters and requiring at least a 2.75 GPA for admission; (3) two fieldwork internships. The program is designed to meet the accreditation standards of the Accreditation Council for Occupational Therapy Education and certification requirements of the American Occupational Therapy Certification Board. The anticipated date for full accreditation is 1997.

Strengths/Unique Features of the Program

The proposed program includes a strong pre-professional science base, the opportunity to work directly with occupational therapy assistant students in laboratory settings and a pediatrics fieldwork internship option. Its faculty is committed to placing students in underserved rural and urban locations.

The program also has a collaborative nature. As a member of the La Crosse Medical Health Science Consortium (with Western Wisconsin Technical College, Viterbo College, Lutheran Hospital, Gundersen Clinic, Gundersen Medical Foundation, and the Franciscan Health System), UW-La Crosse is participating in the development of a jointly owned and operated Medical Health Science Education Research Center.

Need for the Program

Thirty-eight pre-occupational therapy students are currently taking core courses at UW-La Crosse with the intention of transferring to an institution with an occupational therapy program. The 1992 Report of the UW Rural and Urban Health Underservice Task Force notes that while 90 students are accepted annually into the occupational therapy programs at UW-Madison and UW-Milwaukee, another 300 qualified applicants are turned away.

In 1993, a UW-La Crosse survey of 152 Wisconsin hospitals and hospital-like settings found that 93 expressed an intent to increase their occupational therapy staffs by about 10 percent (47 positions) in the next six months and approximately 43 percent (215 positions) over the longer term in response to anticipated national health care reform. Recent Wisconsin Hospital Association data indicate that the vacancy rate for occupational therapists in Wisconsin hospitals is over 10 percent. The American Hospital Association estimates that nationally the vacancy rate is approximately 17-18 percent, meaning that between 7,000-7,500 positions are vacant.

In the words of one consultant, "the projected growth of occupational therapy both in the state of Wisconsin and nationally clearly point to the advisability of initiating a new program, if the current programs cannot expand sufficiently to provide adequate numbers of therapists."

Comparable Programs

Wisconsin's three occupational therapy programs, UW-Madison, UW-Milwaukee and Mount Mary College of Milwaukee, together have graduated approximately 125 students per year over the past decade. Since the two other occupational therapy programs in the UW System are offered in major population centers, formal cooperative programming has not been pursued. Informal discussions about using distance learning technology to connect UW-La Crosse and UW-Milwaukee have been held and once the technology is in place, specific means of more efficiently and effectively delivering the curriculum will be investigated.

There are 91 accredited occupational therapy baccalaureate and master's degree programs in the United States, two of which are in Minnesota (University of Minnesota and College of St. Catherine). Non-residents, including Wisconsin residents, who wish to apply to the University of Minnesota program must establish a year of on-campus residency.

Resource Needs

UW-La Crosse will reallocate \$167,500 and five FTE to implement this program. A total of \$276,800 in ongoing base funds will be requested from the state. The Occupational Therapy Department will share the La Crosse Medical Health Science Education and Research Center with other members of the La Crosse Medical Health Science Consortium at an estimated cost of \$1,300,000. WISTAR funds are being requested to fund the UW-La Crosse Occupational Therapy Department's share of this facility.

After reviewing holdings at UW-Madison and UW-Milwaukee, it was determined that UW-La Crosse library holdings must be upgraded to be adequate to support the proposed program. This will require a one-time expense for books of approximately \$7,500 and an ongoing annual book budget of \$2,000. The estimated ongoing cost of the journals is \$3,000.

UW-La Crosse is aware of two concerns identified by one consultant that may hinder development and maintenance of a quality program: (1) the "extreme shortage of qualified faculty members;" and (2) problems in finding and maintaining clinical training sites due to a shortage of clinicians. The program has already received unsolicited credentials from faculty interested in the proposed program and intends to aggressively seek talented faculty. Because there is no other program in the region, UW-La Crosse believes that an adequate number of clinical sites can be maintained.

Recommendations

This program meets both regional and state needs for occupational therapists. The university has committed to improving its currently existing allied health programs by reallocating funds and positions, cooperating with other health care units in its service area and committing time and effort to developing and maintaining a quality occupational therapy program.

It is recommended that UW-La Crosse be authorized to implement the Bachelor of Science Degree in Occupational Therapy, beginning in the fall of 1994.

RELATED REGENT POLICIES

University of Wisconsin System Planning and Review for New and Existing Academic Programs and Academic Support Programs (December 1991); Academic Informational Series #1 (ACIS -1, revised)

Allied Health Lateral Review, BOR Resolution #6645 (April 8, 1994).

New program authorization:
B.S., Physician Assistant
University of Wisconsin-La Crosse

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-La Crosse and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.S.: Physician Assistant program.

May 6, 1994

Agenda Item I.1.f.(2)

NEW PROGRAM AUTHORIZATION B.S., PHYSICIAN ASSISTANT UNIVERSITY OF WISCONSIN-LA CROSSE

EXECUTIVE SUMMARY

BACKGROUND

The 1993, UW System Allied Health Lateral Review suggested UW-La Crosse study the feasibility of establishing a Physician Assistant program on its campus. As part of its response to this review and as an indication of its decision to identify education in allied health science as a primary focal point for future curriculum development, the University of Wisconsin-La Crosse formed a new College of Science and Allied Health in February of 1994. In December 1993, UW-La Crosse was granted authorization for an entitlement to plan a Physician Assistant program, to be housed in the Department of Clinical Sciences within the new college.

REQUESTED ACTION

The UW System Administration recommends that the Chancellor of UW-La Crosse be authorized to implement the Bachelor of Science Degree: Physician Assistant program. If authorized, program implementation will begin in the fall of 1994.

DISCUSSION AND RECOMMENDATIONS

Program Goals and Objectives

This is a collaborative program, involving UW-La Crosse, Gundersen Medical Foundation and Mayo Clinic, that will emphasize preparing Physician Assistants to serve the rural health care needs of the region. Its objectives are to: (1) seek and maintain professional accreditation; (2) prepare graduates to pass the Physician Assistant National Certifying Examination; (3) meet both regional mid-level rural health provider needs and statewide concerns for the production of quality primary care providers. Beginning in August of 1997, the program will annually graduate 24 students with a B.S. degree.

Program Description

This will be an entry-level baccalaureate program, patterned after one currently offered by the University of Iowa, and administered by a campus-based program director and medical directors at both the Mayo Clinic and Gundersen Medical Foundation. It will consist of a three-year pre-professional and two-year professional curriculum that will be delivered by three institutions. The pre-professional curriculum, emphasizing general education and basic science courses, will take place at UW-La Crosse. The professional portion will occur in three phases: (1) 33 weeks of instruction

under the primary responsibility of UW-La Crosse; (2) 12 weeks of clinical and diagnostic training in residence at Mayo Clinic; (3) 48 to 50 weeks of supervised instruction through a series of clinical rotations. Fifty percent of the students will complete these rotations at Mayo Clinic and 50 percent at Gundersen Medical Foundation.

The proposed program is designed to meet the accreditation standards of the Committee on Allied Health Education and certification requirements of the National Commission on Certification of Physician Assistants. The anticipated date of full accreditation is 1997.

Strengths/Unique Features of the Program

This program is a cooperative venture among UW-La Crosse, Gundersen Medical Foundation and Mayo Clinic. According to an outside consultant, "this tripartite arrangement" is a "major strength" of the program in that it assures the "continuous availability [to students] of a strong cadre of competent, experienced medical educators. . . ." Such collaboration is also the most cost-effective option available and will enhance UW-La Crosse's ability to meet the rural and urban health care needs of its region. The focus on rural health and quality primary care in underserved areas will be maintained by including in the delivery of the second year elective rotations in both the Rural Wisconsin Hospital Cooperative and additional regional medical centers from the Southwestern and Northern Area Health Education Centers.

Need for the Program

The Final Report of the Allied Health Lateral Review cites physician assistants as a key factor in improving health care delivery, "particularly in rural areas" and notes that its external consulting team "encouraged a substantial increase in the production of these medical professionals." In responding to this review, UW-La Crosse reported that over 30 percent (approximately 400) of new freshmen declare their intent to major in allied health. Further, the 1992 Report of the UW Rural and Urban Health Underservice Task Force observed that for every 26 students accepted into UW-Madison's Physician Assistant program, 140 qualified applicants are rejected. A Physician Assistant program at UW-La Crosse could provide an attractive option for many of these qualified individuals.

Data indicate that current and future demand for qualified physician assistants far exceeds the current or projected supply. For example, at today's authorization levels, Title VII Physician Assistant Grant Program Funding would produce approximately 1,000 fewer graduates per year than the number needed to address national needs for primary care in underserved rural and urban communities. In Wisconsin, both the 1992 Report of the UW Rural and Urban Health Underservice Task Force and the 1993 Report to the Legislature on Primary Care Education and Training by the Medical College of Wisconsin and the UW Medical School assert that inadequate access to quality health services in rural underserved areas poses a serious problem for the state. Ninety-three of 152 Wisconsin hospitals, clinics, nursing homes and out-patient facilities surveyed in a 1993 UW-La Crosse study responded that they expected

to increase their physician assistant staffs by approximately 41 percent in the next six months and by 93 percent over the next five years.

Comparable Programs

UW-Madison offers the only Physician Assistant program in the state. Another 59 programs are accredited nationally, with five others awaiting accreditation.

Resource Needs

UW-La Crosse will reallocate \$208,300 and five FTE in order to implement this program. A total of \$165,500 in ongoing base funds will be requested from the state. One consultant was concerned that the amounts budgeted for program director and clinical coordinator are insufficient in light of current market forces. UW-La Crosse is committed to providing the necessary funding to secure qualified individuals for these positions. This same consultant observes that the "severe shortage of qualified physician assistant faculty" will present problems for program development.

Adequate facilities and capital equipment currently exist to offer the program. Library facilities are also adequate.

Recommendations

This program is a significant component of a major commitment by UW-La Crosse to respond to demonstrated health care needs in its region and across the state.

It is recommended that UW-La Crosse be authorized to implement the Bachelor of Science Degree: Physician Assistant program, beginning in the fall of 1994.

RELATED REGENT POLICIES

University of Wisconsin System Planning and Review for New and Existing Academic Programs and Academic Support Programs (December 1991); Academic Informational Series #1 (ACIS -1, revised).

Allied Health Lateral Review, BOR Resolution #6645 (April 8, 1994).

New program authorization:
M.S., Physical Therapy
University of Wisconsin-La Crosse

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-La Crosse and the President of the University of Wisconsin System, the Chancellor be authorized to implement the M.S. in Physical Therapy (MSPT).

May 6, 1994

Agenda Item I.1.f (3)

NEW PROGRAM AUTHORIZATION M.S., PHYSICAL THERAPY UNIVERSITY OF WISCONSIN-LA CROSSE

EXECUTIVE SUMMARY

BACKGROUND

UW-La Crosse established a baccalaureate program in physical therapy in Fall 1974, received accreditation in 1976, and has subsequently maintained unconditional accreditation. In 1980, the program expanded from 20 to 30 students to accommodate the high number of qualified applicants.

The external consulting team for the 1993 UW System Allied Health Lateral Review recommended eliminating the bachelor's degree, moving the program to a master's level and doubling the physical therapy class size. The proposed MSPT program is also fully consistent with the statement in the 1993 UW-La Crosse Strategic Plan that "efforts should be made to enhance, strengthen and broaden . . . [Allied Health] programs." UW System Administration approved an Entitlement to Plan this program in December 1993.

REQUESTED ACTION

UW System Administration recommends that the Chancellor of UW-La Crosse be authorized to implement the Master of Science in Physical Therapy (MSPT). If authorized, program implementation will begin in the summer of 1996.

DISCUSSION AND RECOMMENDATIONS

Program Goals and Objectives

Approximately 350 entering freshmen (20 percent) at UW-La Crosse currently declare pre-physical therapy as their major. Doubling the class-size (from 30 to 60 students) will serve more of these students and address state and national needs for physical therapists. The program is designed to graduate skilled physical therapy generalists capable of evaluating patient problems, critically analyzing new information and carrying out basic research. Graduates will be prepared to pass the national licensure examination given by the Federation of State Boards of Physical Therapy.

Program Description

The proposed professional program will be 30 months long and require 106 total credits for completion (88 academic and 18 clinical fieldwork). Students will select one of two tracks: (1) a clinical specialty track emphasizing many of the advanced techniques used in contemporary physical therapy; and (2) a research track stressing the skills necessary to conduct

basic research in physical therapy. This approach is consistent with national trends and the recommendations of the external consultants.

The program includes an early entrance option for selected students, who become graduate students upon entering the professional program. It will meet the accreditation standards of the Commission on Accreditation in Physical Therapy Education and the certification requirements of the Federation of State Boards of Physical Therapy. The anticipated date of full accreditation is 1999.

Strengths/Unique Features of the Program

Three of the program's faculty are doctoral level staff and a fourth is to receive her Ph.D. in December 1994. Several have been internationally recognized for their clinical expertise in orthopedics and sports medicine. One consultant notes that "the physical therapy faculty are a particular strength" and observes that the faculty's experience with curricular development leads her to "expect that they will develop an exemplary graduate level curriculum."

The program has recently been involved in a collaborative interaction with Western Wisconsin Technical College (WWTC), sharing space and equipment for their respective physical therapy programs, and is exploring further opportunities for collaboration with WWTC. UW-La Crosse also participates in the La Crosse Medical Health Science Consortium (with WWTC, Viterbo College, Lutheran Hospital, Gundersen Clinic, Gundersen Medical Foundation and Franciscan Health System), which is planning to build a jointly owned and operated Medical Health Science Education and Research Center.

Overall, the physical therapy program maintains approximately 170 affiliation agreements with hospitals, clinics and other health care providers. However, one consultant cautioned that maintaining adequate clinical sites may be difficult for a program that needs 180 clinical internships. UW-La Crosse will identify additional sites as the program expands to 60 students and explore alternative models of clinical education if necessary.

Program Need

The 1992 Report of Rural and Urban Health Underservice Task Force stated that "by the year 2000, the demand for physical therapists is expected to exceed the supply by 23,000. Wisconsin's proportion of this projection would be 460 unfilled positions." The report also noted that "the vacancy rate for physical therapists is 13.9 percent for the state and 9.6 percent for rural communities." Doubling the size of the La Crosse program will begin to address the state's problem. UW-La Crosse alone turns away approximately 100 qualified applicants a year. Following a consultant's suggestion, UW-La Crosse will continue to monitor class size in relation to job demand and graduation rates of other programs in the state.

The lateral review consultants recommend moving to a master's program. Although the American Physical Therapy Association (APTA) licenses

practitioners on the basis of their having graduated from an APTA-accredited program, regardless of the degree earned, the profession is moving toward requiring the master's degree for its entry-level positions. Reasons for this trend include implementation of state Practice Acts which allow physical therapists to treat patients without referral from a physician, and the fact that many of the more routine therapy procedures are now conducted in larger clinical settings by physical therapist assistants, under the supervision of a physical therapist. At this time approximately 65 percent of all entry-level physical therapy programs are, or are moving toward, master's degree programs. The current UW-La Crosse baccalaureate program can be completed in 4.5 years. With the early entrance option, the proposed MSPT can be completed in a total of 5.5 years.

Comparable Programs

Marquette University and UW-Madison offer comparable programs, enrolling approximately 140 students annually. Marquette converted its baccalaureate program to an entry-level master's program in 1992. Concordia University has also developed a two year entry-level master's program that will begin with a class size of 24 students and expand to 30. UW-Madison has recently announced plans to replace its undergraduate curriculum with a two-year entry-level master's program by 1996.

Few of the 19 programs in surrounding states that currently offer, or are in the process of developing master's level programming in physical therapy, are readily available to Wisconsin residents.

Resource Needs

UW-La Crosse will reallocate a total of \$235,000 and six FTE to implement this program. \$382,800 in ongoing base funds will be requested from the state. One consultant suggests an additional 0.5-1.0 FTE support personnel to work with the academic coordinator for Clinical Education, arguing that "the logistics of managing 180 students in six separate clinical experiences during the course of an academic year when the program is fully implemented will be an extraordinarily demanding task"

Additional facilities and equipment necessary to expand to 60 students are part of the La Crosse Medical Health Science Education and Research Center being proposed in conjunction with other institutions in the area. Cost of physical therapy facilities are estimated to be \$3,280,000. WISTAR funds are being requested to fund the La Crosse share of the expense.

Library holdings are adequate to support the needs of the program.

Recommendation

This program responds to a clearly defined professional need, is well integrated into the campus educational structure and will replace the current B.S. program in physical therapy.

It is recommended that UW-La Crosse be authorized to implement the Master of Science in Physical Therapy Degree, beginning in Summer 1996.

RELATED REGENT POLICIES

University of Wisconsin System Planning and Review for New and Existing Academic Programs and Academic Support Programs (December 1991); Academic Informational Series #1 (ACIS -1, revised).

Allied Health Lateral Review, BOR Resolution #6645 (April 8, 1994).

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Substantive restructuring of the
M.S. and Ph.D. programs in Mining Engineering into
M.S. and Ph.D. programs in Geological Engineering,
College of Engineering,
UW-Madison

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the M.S. and Ph.D. programs in Mining Engineering be restructured into M.S. and Ph.D. programs in Geological Engineering, College of Engineering, with the understanding that the restructured programs will be jointly reviewed in the Fall 1999 and brought to the Board of Regents for final action.

May 6, 1994

Agenda item I.1.g.

SUBSTANTIVE RESTRUCTURING OF THE UNIVERSITY OF WISCONSIN-MADISON M.S. AND PH.D. IN MINING ENGINEERING TO GEOLOGICAL ENGINEERING

EXECUTIVE SUMMARY

BACKGROUND

The Board of Regents in 1986 authorized the College of Engineering, UW-Madison to establish an interdisciplinary program in Geological Engineering leading to the Bachelor of Science degree. At that time, the College of Engineering began to phase out the baccalaureate degree in Mining Engineering. The baccalaureate-level Geological Engineering program has experienced enrollment growth in each year since its inception: there are currently 44 enrolled students, and the first graduating class (1990) numbered 19.

The College of Engineering elected to continue the graduate program in Mining Engineering at that time. Due to declining enrollments and the narrow specialization of that field, the College now seeks to restructure that graduate program into one leading to the M.S. and the Ph.D. degrees in Geological Engineering, using the interdisciplinary baccalaureate degree program as a model.

REQUESTED ACTION

Resolution I.1.g., permitting the UW-Madison College of Engineering to restructure the graduate programs in Mining Engineering into graduate-level programs offering M.S. and Ph.D. degrees in Geological Engineering with the understanding that the restructured programs will be jointly reviewed in the Fall of 1999 and brought to the Board of Regents for final action.

DISCUSSION AND RECOMMENDATIONS

Goals and Objectives of the Program

The strength of the proposed program will be its unique interdisciplinary nature. Whereas the Mining Engineering program is located entirely within the Department of Materials Science and Engineering, the Geological Engineering program will offer a balanced combination of geology and engineering expertise, drawing on advisory faculty from four academic departments: three from the College of Engineering (Materials Science and Engineering, Civil and Environmental Engineering, and Engineering Mechanics and Astronautics) and one from the College of Letters and Sciences (Geology and Geophysics). Because of the interdisciplinary nature of the field of Geological Engineering, there will not be a proscribed core curriculum in either degree program. The exact curriculum will be tailored to the needs and background of the individual student by a mentor faculty committee. Typically, the curricular emphasis will be on developing the ability to use or

perform advanced analytical, numerical and/or laboratory analysis techniques pertinent to the mechanics and/or chemistry of earth materials and systems, with appropriate exposure to the design, operation and economics of such systems. In addition, students seeking a doctoral degree will also take more fundamental coursework in subjects such as mathematics, computer science, and mechanics to provide a platform from which to carry out original and independent research.

Relationship to Other Programs

There are approximately 20 M.S. and 15 doctoral programs in Geological Engineering in the United States enrolling a combined total of 282 graduate students (1993 Society for Mining, Metallurgy and Exploration Guide to Minerals Schools). The two programs in geographic proximity are an M.S.-only program at Michigan Technological University and M.S. and Ph.D. programs at the University of Minnesota. Each of these programs is confined to only one department, and thus lack the breadth that the restructured interdisciplinary program will offer. The programs at the University of Minnesota, while available to Wisconsin residents through the tuition reciprocity agreement, are taught solely within the Department of Civil and Mineral Engineering. The M.S. program at Michigan Tech is taught solely within the Geology Department. It is estimated that by 1998-99, the steady state enrollments of the proposed restructured programs will be approximately 10-15 students in the M.S. program and 6-10 students in the Ph.D. program, and that this should yield approximately 6-9 M.S. degrees and 3-4 Ph.D. degrees per year.

Quality of the Program

Although accreditation standards are generally not applicable to graduate programs in engineering, the undergraduate program in Geological Engineering is currently under review for accreditation by the Accreditation Board for Engineering and Technology (ABET). The anticipated accreditation of the baccalaureate program will substantiate the quality envisioned for the proposed restructured graduate programs based on its unique ability to draw upon the balanced combination of faculty expertise in the areas of both geology and engineering. The 24-credit requirement for the M.S. degree is consistent with the Graduate School requirement "that a master's degree candidate earn a minimum of two semesters of residence credit" (18-24 credits total).

No new funding is required to implement this proposed restructuring. Funds for the operating budget--for example, supplies and expenses--will be recovered in part through the simultaneous phase out of the Mining Engineering program, with the remainder coming from a reallocation of base resources within the College of Engineering. There are no immediate requirements for new faculty for the proposed restructured programs. As the sizes of the proposed programs and the existing baccalaureate program increase, any future requests for new faculty will be addressed through the reallocation of resources within the College of Engineering. No additional facilities are required and the current library resources of the Wendt Library and the Geology and Geophysics Library are adequate to support the proposed programs.

Recommendation

UW System Administration recommends that the existing graduate-level programs in Mining Engineering be restructured into the proposed graduate-level programs in Geological Engineering with the understanding that the restructured programs will be jointly reviewed in the Fall of 1999 and brought to the Board of Regents for final action.

RELATED REGENT POLICIES

University of Wisconsin Planning and Review for New and Existing Academic Programs and Academic Support Programs (December 1991); Academic Informational Series #1 (ACIS-1, revised).

VPACAD\GEP\PROGREV\GEO-ENG2.MSN

Lateral Review of
Agriculture and Natural Resources Programs:
Final Report

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents accepts the report on institutional responses to the Lateral Review of Agriculture and Natural Resources Programs and endorses the actions proposed in the report.

FINAL REPORT ON THE LATERAL REVIEW OF AGRICULTURE AND NATURAL RESOURCES PROGRAMS

EXECUTIVE SUMMARY

BACKGROUND

Lateral reviews are an exercise in strategic planning to ensure the efficient and optimal use of university resources while responding to clearly identified educational needs of the UW System and the state of Wisconsin. The lateral review of the UW System Colleges of Agriculture and Natural Resources began with the adoption by the Board of Regents in July 1991 of a UW System Administration recommendation based upon the report of the Steering Committee for Strategic Planning in Agriculture and Natural Resources. The recommendations called for an intensive self-study of agriculture and natural resources programs. The four colleges in this group are the College of Agricultural and Life Sciences at UW-Madison, the College of Agriculture at UW-Platteville, the College of Agriculture at UW-River Falls, and the College of Natural Resources at UW-Stevens Point. These self-study reports were completed in January 1992 and were used by a team of four external consultants who made site visits to each institution and evaluated all programs. Based upon the consultants' report, a review of the self-study documents and discussions with the four institutions, UW System Administration identified several systemwide and institution-specific issues that warranted a more in-depth evaluation. These issues were presented to the board in July 1992 in the document "Status Report: Review of Agriculture and Natural Resources" (a copy of the report is attached as Appendix A). An interim progress report, "Institutional Responses and UW System Conclusions Regarding the Lateral Review of Agriculture and Natural Resources Programs," was presented to the board in March 1993. At that time System Administration postponed a report from UW-Madison to allow for the completion of a strategic planning process that had been initiated by the then new dean of the College of Agricultural and Life Sciences. This report summarizes the resolution of the major issues by the four institutions. Some of the information is shown in chart form in Appendix B.

REQUESTED ACTION

UW System Administration recommends that the board accept the report on institutional responses to the Lateral Review of Agriculture and Natural Resource Programs and endorse the actions proposed therein.

DISCUSSION AND RECOMMENDATION

The consultants' report was generally laudatory in its comments about the systemwide program array: "The system's greatest strength is that it includes simultaneously both a broad diversity of institutions to suit students, state and regional demands and great depth and strength in undergraduate instruction and in graduate education and research. Few, if any, states surpass the Wisconsin system in this combination of breadth and depth." Nevertheless, the consultants' report and the "Status Report: Review of Agriculture and Natural Resources" each raised concerns that required either campus-specific actions or systemwide collaborative actions. These concerns arose out of a sense that the programs might be overextended in relation to the available resources. Summaries of the institutional responses are provided below.

I. Institution-Specific Responses

A. Program Changes:

Individually, these four institutions present unique strengths. The College of Agriculture and Life Sciences at UW-Madison is ninth in the country in undergraduate enrollment, and second in graduate enrollment. In 1991, UW-Stevens Point and UW-River Falls ranked second and third, respectively, in baccalaureate enrollments among non-land grant colleges of agriculture, while UW-Platteville ranked thirteenth. Collectively, the four institutions have proposed to eliminate a total of nine majors, four minors, ten emphases and two options so as to reallocate resources to further strengthen the remaining programs in their colleges. Some of these changes are highlighted below.

UW-Platteville:

UW-Platteville has eliminated the Agricultural Economics major and minor; Agricultural Engineering Technology major and minor; the major in Technical Agriculture, and six emphases (Soil and Crop Management, Agri-Business--Finance, Agri-Business--Farm Management, Agricultural Business Management, Agri-Business--Communication-Print, and Agri-Business--Communication-Broadcasting). The more focused program array has resulted in resource reallocations and allowed for an expansion of offerings in the animal science area. In addition, the proposed university restructuring process is expected to result in the consolidation of five colleges to three, with the College of Agriculture becoming a unit in a larger college which is yet unnamed. UW-Platteville has reallocated nearly \$144,000 within the college.

UW-River Falls:

The consultants cited UW-River Falls for some outstanding programs, its internships, and its placement record. UW-River Falls has eliminated three majors (Earth Science Education, Farm Management, and Agricultural Economics) and one minor (Industrial Education). The college is also eliminating the Recreation option and the Park Management option in the Park and Land Management major and will change the name of the major to Land Management. Although the UW System recommended that the master's program in Agricultural and Applied Economics be eliminated, the institution cited the importance of this program to the economics part of the degree and the partnerships that have been developed with UW-Eau Claire and various international programs. Therefore, UW-River Falls has proposed that it be continued with \$15,000 reallocated from the College of Arts and Sciences. System Administration recommends that the review period for the program be extended until June, 1996. No change in the administrative structure of the college is anticipated, but several programs within the college have been strengthened. For example, the Food Science program has proposed cooperative programming with the Food Systems and Technology program at UW-Stout in the areas of food processing, food packaging, food service systems and nutrition, using distance education technology as one means of program delivery. In addition, because the lateral review process led to decisions by UW-Platteville and UW-Madison to phase out their related programs in Agricultural Engineering Technology, the program at UW-River Falls will now offer the only baccalaureate program in this field in the state. UW-River Falls was able to reallocate \$95,745 by eliminating and restructuring programs after the lateral review.

UW-Stevens Point:

UW-Stevens Point has imposed an enrollment management policy within the College of Natural Resources. Maximum and minimum resource-based target enrollments were established for each program within the college and will be reviewed annually. Although the college has a limited number of majors to begin with, the college did eliminate one minor (Outdoor Education) and four options (Forest Administration, Teacher Education, Limnology, and Youth Agency and Camp Management). The combination of these actions will lead to a redirection of resources based on program enrollments. Even with the projected enrollment decrease, the College of Natural Resources will remain among the top five in size among non-land grant colleges in the country. The college has gained prominence for its Environmental Education program and currently offers three environmental literacy courses per semester that enroll between 350 and 450 students. UW-Stevens Point reports that over \$120,000 were reallocated in response to the lateral review process.

UW-Madison:

The College of Agriculture and Life Sciences (CALS) at UW-Madison recently completed its strategic planning process. The document, "A Plan to Redirect the College of Agriculture and Life Sciences," describes several proposed reorganizations, which will result in approximately \$3 million in budget reallocations or reductions. Each of these proposals must still receive approval through normal campus processes. The proposed changes address the following institution-specific issues:

- a. While acknowledging that CALS ranks first in the twelve-state North Central region in total external research funding, the consultants expressed some concern about the growth in the number of organizational units - centers, institutes and departments. The strategic planning process has developed criteria for the evaluation of these units: 1) quality of faculty, students, and programs; 2) present and projected customer demand and demand for graduates; 3) centrality to the mission of the college, including uniqueness, and relationship to other programs and relevance to the college's mission; and 4) cost effectiveness and efficiency. As a result of the initial application of these criteria, the graduate major in Integrated Pest Management and Agricultural Mechanization and Management major and the major in Construction Administration will be phased out. Two centers (the Environmental Awareness Center and the Center for Resource Policy Studies and Programs) have been eliminated, and the departments of Poultry Science and Meat and Animal Science will merge. Based on the costs and the ample enrollment opportunities for students seeking an undergraduate major in Agricultural Education at UW-Platteville and UW-River Falls, the college will phase out its support of these programs and move the department of Continuing and Vocational Education to the School of Education. In a move that promises to have far-reaching implications for the improvement of undergraduate programs, the college is consolidating its curriculum by moving toward core curricula in biology, agriculture and natural resources, and environment. Course and degree offerings will also be consolidated within both the plant science and animal science disciplines.

- b. CALS has assessed the support given to the social science areas within its purview and "expects to provide continued strong support to these disciplinary areas to help deal with emerging social, economic, educational and communication challenges." As evidence of this commitment, the areas of marketing, development of value-added products, management and agribusiness will be the foci of programming within agricultural economics.
- c. As land-grant institutions in surrounding states also work to downsize and/or refocus the scale of their operations, overtures from Dean Roger Wyse of CALS to strengthen existing programmatic linkages and to establish new ones involving teaching (undergraduate and graduate), research and outreach have been well received. CALS and the University of Minnesota have formed a partnership in poultry science, and are actively exploring partnerships in several other fields, i.e., sheep programs, social sciences, forest entomology, aquaculture and agricultural engineering. Discussions are underway with Iowa State University and the University of Illinois in the areas of swine programs and dairy science, respectively.
- d. The physical plant of the college requires major renovation, especially in laboratory equipment and facilities, e.g., fume hoods and basic utilities. UW-Madison and the Wisconsin Department of Facilities Management, with CALS as an active participant, are joining forces to employ a team of outside consultants that will develop a master facilities plan for the entire campus. Although the needs of the college have been prioritized, insufficient funds are available to cope with both the costs of addressing the deferred maintenance and the cost of accommodating new technological and scientific advances and new environmental regulations.
- e. The consultants expressed support for locating a permanent "home" for the Institute for Environmental Studies (IES), "within CALS or elsewhere." Discussions are underway to evaluate the role of environmental sciences and the relationship of the CALS to the Institute for Environmental Studies. The issue is complicated by the large number of Institute faculty whose appointments are in departments in other schools and colleges. UW-Madison will be considering organizational options to strengthen integration of academic programs across school and college boundaries.

II. Responses to Systemwide Issues

A. Agricultural Engineering Technology/Mechanization:

UW-Madison, UW-Platteville and UW-River Falls each offer baccalaureate programs in this area. The consultants' report and the "Status Report: Review of Agriculture and Natural Resource Programs" agreed that "one outstanding program is preferable to the current arrangement of diffusing limited resources among three institutions." After considerable discussion, the institutions have proposed that only UW-River Falls will retain a baccalaureate program.

B. Environmental Literacy:

Each of the institutions affirmed the importance of environmental education courses for both majors and for General Education. Each also

expressed a desire to be able to do more in this area but emphasized that this issue was of a lower priority than strengthening programs with reallocated funds. They will thus be unable to expand course offerings in environmental studies unless the "Environmental Literacy" component of the 1995-97 Agriculture and Natural Resources DIN receives funding.

C. Soil Science Programs:

The lateral review revealed that further examination of the Soil Science major was warranted because of the small number of graduates from each of the programs. UW-Madison determined that the Soil Science department is a strong department and reports show that it annually graduates a sufficient number of undergraduates to warrant continuation of the major. Although recent growth suggests increased interest in the Soils program, System Administration has advised UW-River Falls that the low numbers of graduates in the major for a number of years indicates a need to consider the future of the program. UW-Platteville phased out the emphasis in Soil and Crop Management. UW-Stevens Point has organized its Waste Water option into a Waste Management option and proposed a Soils major that has two options: Soil Science and Waste Management.

RELATED REGENT/SYSTEM POLICIES

"Status Report: Review of Agriculture and Natural Resources" (July 1992).

"Report on Strategic Planning in Agriculture and Natural Resources" (July 1991).

"Institutional Responses and UW System Conclusions Regarding the Lateral Review of Agriculture and Natural Resource Programs" (March 1993).

University of Wisconsin Academic Planning and Program Review document, Academic Information Series #1 (ACIS-1, revised September 1992).

July 10, 1992

Agenda Item I.1.a.

STATUS REPORT REVIEW OF AGRICULTURE AND NATURAL RESOURCE PROGRAMS

EXECUTIVE SUMMARY

BACKGROUND

The Board of Regents called for an evaluation of academic programs and program duplication in the UW System in 1986. In response, strategic planning exercises were initiated in several academic areas. A Steering Committee for Strategic Planning in Agriculture and Natural Resources was appointed. A report of the steering committee was prepared and in July 1991 the Board of Regents adopted recommendations from the report. One of the recommendations was to conduct an intensive self-study of agriculture and natural resource programs.

The comprehensive program review process provides information to guide decision-making on the allocation of existing resources to high priority areas and it is part of the UW System commitment to examine offerings and restructure programs for maximum effectiveness before requesting additional resources. The review process will be undertaken in additional academic areas in coming years.

REQUESTED ACTION

No action is requested at this time. This is an information item.

DISCUSSION AND RECOMMENDATIONS

A comprehensive appraisal of the University of Wisconsin System's agriculture/natural resources programs began with self-study reports prepared by involved departments and colleges that were completed in January 1992. After the preparation of the self-study reports, a team of four external consultants, chosen in consultation with the deans of the colleges, evaluated all programs. Their charge was to review the self-study reports, make campus visits, and recommend ways the UW System could most efficiently utilize its resources to achieve the highest possible quality education in agriculture and natural resources. The consultants' report identifies strengths and emerging opportunities in addition to areas of duplication or obsolescence.

Based upon the consultants' report, a review of the self-study documents and discussions with the four institutions, UW System Administration has identified a number of issues that warrant further discussion. The charge being given to the involved institutions is to prepare a report by January 4, 1993 on how they intend to address the concerns and issues that have been identified and provide plans for their resolution.

RELATED REGENT/SYSTEM POLICIES

Board of Regent Resolution 5971 (December 1991) approving UW System Planning and Review for New and Existing Academic Programs and Academic Support Programs, Section III, Joint UW System Administration/Institutional Planning and Review, "Lateral Program Review" and "Systemwide Program Studies."

STATUS REPORT

REVIEW OF AGRICULTURE AND NATURAL RESOURCE PROGRAMS

Background

In 1986 the Board of Regents called for an evaluation of academic programs and program duplication in the UW System. Starting with business and engineering, strategic planning exercises were initiated in several academic areas. In each area a steering committee examined trends and developed priorities. A Steering Committee for Strategic Planning in Agriculture and Natural Resources was appointed, and in November 1989 a conference was held with experts from around the U.S. A report of the steering committee and conference was issued, Agriculture and Natural Resource Education for 2020. In July 1991 the Board of Regents adopted recommendations from the report. One of the recommendations was to conduct an intensive self-study of agriculture and natural resource programs.

Agriculture and Natural Resource programs are offered at four UW System institutions and through UW-Extension. The largest program is at UW-Madison, College of Agricultural and Life Sciences (CALS) which includes the School of Natural Resources. In addition to its significant graduate and research mission, the college offers undergraduate majors in 30 areas. The College of Natural Resources at UW-Stevens Point has six majors with seventeen options in the majors. The College of Agriculture at UW-River Falls has seventeen major programs and UW-Platteville offers eight undergraduate majors. Some faculty and staff at each of the four institutions integrate substantial extension responsibilities with their other duties. These faculty hold collaborative appointments with UW-Extension and are supported in part by funds made available through an annual agreement between the institutions and UW-Extension. They work closely with UW-Extension county and campus based faculty and staff to carry out a coordinated statewide extension program.

The agriculture and natural resource area has experienced a substantial decline in students during the past decade. For example, as recently as the 1987-88 academic year, there were 2,788 full-time equivalent juniors and seniors majoring in Wisconsin's agriculture and natural resource programs. In 1990-91 there were 2,279 juniors and seniors enrolled. This is a decline of over 500 students in four years without significant shifts in resources or realignments of academic programs. There are some preliminary indicators that this decline has stabilized and may be reversing. The demand for graduates from Agriculture and Natural Resource programs remains strong.

The Program Review Process

In July 1991 the Board adopted recommendations that included a call for an intensive self study of agriculture and natural resources. The recommendation approved by the Board stated,

Each institution with a program in agriculture and natural resources will conduct a self-study of their personnel, programs and facilities. The self-study will address the issues raised in the strategic planning report as well as the strengths and weaknesses of the institutions individual programs, including the needs of teacher preparation and curricula. Also, the self-study should examine the organizational structures of the college, the problems and possibilities for increasing exchange and internship opportunities, and the potential for developing specialties or areas of excellence in the field.

A comprehensive appraisal of the University of Wisconsin System's agriculture/natural resources programs began with self-study reports prepared by involved departments and colleges that were completed in January 1992. The self-study reports followed an agreed upon format and identified major strengths and needs. They covered many issues in-depth, including the following:

- college mission and priorities
- program quality and reputation
- curriculum design and content
- effectiveness of curriculum delivery
- faculty qualifications and adequacy of facilities (library, laboratories, etc.)
- admissions standards and enrollment patterns
- graduation and placement results
- teacher preparation
- outreach and extension services
- budgets and program support
- research
- graduate training
- international programming.

After the preparation of the self-study reports, a team of four external consultants, chosen in consultation with the deans of the colleges, evaluated all programs (See Appendix A for biographic sketch of consultants). Their general charge was . . . *to review the self-study reports, visit each of the UW System institutions' programs and make recommendations to UW System Administration regarding strengths, emerging program opportunities, unnecessary duplication and potential obsolescence.* They were to suggest ways the UW System could most efficiently utilize its resources to achieve the highest possible quality education in agriculture and natural resources.

The consultants' report (See Appendix B) identifies strengths and emerging opportunities in addition to areas of duplication or obsolescence. The institutions were given an opportunity to review the consultants' draft report and suggest edits to correct errors of fact.

The consultants also commented on the thoroughness of the evaluation process. Their general assessment was enthusiastic and laudatory. They said,

The system's greatest strength is that it includes simultaneously both a breadth and diversity of institutions to suit student, state and regional demands and great depth and strength in undergraduate instruction and in graduate education and research. Few, if any, states surpass the Wisconsin system in this combination of breadth and depth.

They note that undergraduate education is taken seriously at all institutions and many research and outreach activities are second-to-none. They state, "Remarkably little unnecessary duplication exists, from an academic point of view, among the colleges." In addition to praising the specific institutions that were visited, they commented on UW-Extension by stating that,

The centralization of the extension administration at the system level appears to be serving the State very well. Cooperative extension is able to draw upon a greater breadth of expertise from both a disciplinary and geography perspective. The extension personnel have been fully integrated into the comprehensive universities.

The report suggests that the faculty and staff of the institutions are stretched thin and doing a great deal with a limited resource base. Consequently, in some areas the lack of sufficient depth of faculty expertise or modern facilities is beginning to threaten academic quality. This implies that a continuation of all existing programs with the current level of resources is likely to erode academic quality. They also suggested that the Agriculture and Natural Resources Consortium, internships and undergraduate research are strengths that deserve increased support.

Issues to be Addressed:

Based upon the consultants' report, a review of the self-study documents and discussions with the four institutions, UW System Administration has identified a number of issues that warrant further attention. The charge being given to the involved institutions is to prepare a report by January 4, 1993 on how they intend to address the concerns and issues that have been identified and provide plans for their resolution. The listing of the concerns and issues should not be viewed in isolation of the overall strength and vitality of the agriculture and natural resource programs in the University of Wisconsin System.

A. MULTI-INSTITUTIONAL ISSUES

1. The consultants expressed a concern that, "All of the comprehensive colleges appear to offer more majors than their faculty numbers seem reasonably able to support." They add a concern for UW-Madison over "historically low enrollment majors and departments." Low enrollment majors and submajors that lack a critical mass of students may not be serving students well and may not be an efficient use of faculty resources. Likewise, very small departments may not be effective as distinct organizational units. The report from each institution should include an examination of the need for each of the separate majors, minors and options offered. Each institution's report should include institution-specific criteria for determining how small a program or department can be and remain academically and administratively viable. The report also should contain an institutional plan with a timeline that identifies programs and departments that will remain and those planned for phasing out or consolidation during the next five years; institutions should also consider outreach implications of any such decisions. The report should describe reallocations of resources to strengthen programs that will remain, and it should discuss the disposition of resources from programs that are to be phased out.
2. To maintain its leadership in agriculture, Wisconsin needs to have a vibrant and modern program in agricultural engineering technology/mechanization. One outstanding program is preferable to the current arrangement of diffusing limited resources among three institutions. As the consultants' report states, "It may be desirable to continue the Ag Engineering Technology/Mechanization majors at only one of the three locations." The Vice Chancellors and College Deans of the three institutions with majors in Agricultural Engineering Mechanization/Technology, UW-River Falls, UW-Platteville and UW-Madison, need to as a group present options that respond to the consultant's suggestion, including a plan that would result in consolidation to a single program within the UW System by 1996. The plan for consolidation should discuss ways to raise quality, to lessen any negative impact on other programs and to reallocate resources. It may also include plans for developing articulation agreements and instruction that originates off-site.
3. The role of colleges of agriculture and natural resources in providing environmental education or environmental literacy for the broader university community is a consistent theme of the consultants. Each college should include in its report a statement on any plans it may have to provide education on environmental concerns to the university community beyond the college.

B. INSTITUTION-SPECIFIC REPORTS

While the request for institution-specific reports responds to concerns and issues, the institutions may well wish to include how they intend to respond to emerging opportunities and build on identified strengths. Any such plans should detail the intended reallocated or extramural sources for such projects.

1. The College of Natural Resources at UW-Stevens Point is the home of several highly respected programs, and as the consultants state, "The unique administrative structure of the College has resulted in a collegiality of the faculty and students not commonly found in most natural resource programs in universities." The College offers majors in six areas: forestry, paper science, resource management, soils science, water resources and wildlife. In addition, there are seventeen options within the majors and fifteen minors. The undergraduate programs in environmental education, forestry and paper science are especially well known. The College supports the Wisconsin Center for Environment Education, Treehaven and the Central Wisconsin Environmental Station. In 1990-91 the College enrolled just under 1,300 students and granted a little under 200 bachelor's degrees. The environmental education program "serves as a model for many U.S. and foreign universities." The College boasts two Wisconsin Distinguished Professors among its thirty-five instructional and thirteen cooperative extension faculty/staff.

UW-Stevens Point is asked to prepare a report that addresses the following issues.

- a. There is a need for program consolidation or realignment. It is essential to examine staffing and other resources, student needs and college and institutional priorities to reduce program offerings. The College of Natural Resources should evaluate its majors and submajors to determine if any might be combined or eliminated to shift faculty time to focus on its strongest programs. Furthermore, it should show how resources will be reallocated to support these programs. The UW-Stevens Point report should describe the process used to evaluate the outcome of the process.
- b. A lack of adequate classroom, laboratory and other facilities for the college was observed. As noted in the consultants' report, "The external review team did observe the overcrowded classrooms, several spaces converted to 'make-shift' laboratories and limited office space" The College is encouraged in its efforts to seek extramural funds for the expansion of its physical facilities. The UW-Stevens Point report should include a statement on the status of its attempts to seek extramural funding for this purpose.
- c. The consultants note an apparent imbalance among research, service/outreach and instruction. Clear expectations should be established for each area and communicated to the faculty. The expectations should be appropriate to the institutional mission and program offerings of the college. The report from UW-Stevens Point should summarize the discussions that took place and present a resolution to the concerns.
- d. The consultants heard some desire for the creation of doctoral programs but state, "We do not recommend the initiation of any Ph.D. programs in the College of Natural Resources at this time." Alternatives for maintaining academic vitality to the creation of a new doctorate program should be

considered. To this end, UW-Stevens Point should work with UW-Madison to determine where cooperative graduate programs between the two institutions are feasible and mutually beneficial. The report should discuss alternatives for maintaining vitality and cooperative graduate programs.

2. The College of Agricultural and Life Sciences at UW-Madison is a "national flagship research and graduate education institution with many centers of excellence in both applied and basic sciences." The consultants also observe, "The College of Agricultural and Life Sciences at Madison enjoys national and international recognition for excellence in all of its missions."

The College of Agricultural and Life Sciences (CALS) is divided into 23 departments and supports seven interdepartmental programs. CALS has approximately 2,000 undergraduate students. In addition, CALS houses 21 centers and interdisciplinary programs in a variety of areas. It has a research budget in excess of \$59 million and 1,200 graduate students. Over 300 faculty are affiliated with the CALS. It ranked first in the 12-state North Central region in securing federal competitive grants and total extramural research funding.

Citing areas of opportunity for national leadership, such as the National Dairy Products Research Center, the consultants state, "The challenge for the faculty and administration of the CALS in the future will be to accurately identify these opportunities and allocate or reallocate resources to bring them to fruition." What makes the reputation of UW-Madison more impressive is that it has not come at the expense of undergraduate education. As noted in the report, "The team was highly impressed with the emphasis placed on the quality of undergraduate education by the faculty and the administration. . . ." Under emerging opportunities the consultants state, "There appears to be great potential for generating extramural financial support for expanded study abroad and international internship programs, collaborative research and technical internship programs."

UW-Madison is asked to prepare a report that addresses the following issues. The very recent change in leadership of the college is recognized, thus it may be necessary in some instances to provide a description of the process to be used, progress made towards the resolution of issues and a timetable for its completion.

- a. Organizational units -- centers, institutes and departments -- have increased. Two issues are involved. (i) A process to evaluate the need to continue the 21 centers or interdisciplinary programs should be developed. Additionally, procedures need to be developed to evaluate better the establishment of new centers, and to consider existing centers for consolidation or elimination if they no longer serve their initial purpose. (ii) The division of program areas into separate departmental structures (e.g. Meat and Animal Science, Dairy Science, Veterinary Science, Poultry Science, Agronomy, Soil Science, Plant Pathology) also needs evaluation. The consultants suggest consolidation may be a "viable option" because duplication exists in that faculty with the same specialization are housed in multiple departments. The UW-Madison report should describe the process, procedures and timetable for a review of existing and proposed centers. Recognizing that UW-Madison has related studies of structure underway, this request for a response to the consultants' suggestions may be addressed to complement ongoing efforts. Because the review and decision

making process requires adequate time for the involvement of faculty and staff, it is recognized that where it cannot be completed by December 1992 a progress report and timetable will be provided.

- b. The consultants raise questions about the attention given to the social sciences, "A discussion needs to take place within the college and beyond about the recognition and attention given to the social sciences." The report should describe plans for facilitating interdisciplinary relationships and assessing the stature of the social sciences with recommendations for improvement, if appropriate.
 - c. UW-Madison is involved in a four-state cooperative agreement on extension programming, a twelve-state North Central regional cooperative research arrangement and works cooperatively with other states to support two agricultural research stations. In addition to the current cooperative and consortia agreements that UW-Madison has established, additional opportunities for linkages between CALS and institutions in neighboring states need to be explored. The report by UW-Madison should describe the nature of existing links and include the outline for a strategic plan for developing new innovative ties with other institutions in the state and Midwest.
 - d. There is unevenness in the safety, quality and currency of laboratory and related facilities on the UW-Madison campus. Referring to existing plans to remedy problems where they exist, the report should identify the facilities with the most urgent problems and describe the proposed solutions, including anticipated timetables.
 - e. A permanent organizational location needs to be found for the Institute for Environmental Studies within CALS or elsewhere. The report should describe progress made towards resolving this concern of the consultants.
3. As the report states, "one of the great strengths of the College of Agriculture - River Falls is the complete commitment of the faculty and administration to undergraduate education." UW-River Falls has supported a range of programs in agriculture since 1912. Its reputation in agricultural education and its equine program is especially strong. The consultants called the internship and placement programs at UW-River Falls "impressive" and saw them as extensions of the high quality of instruction and faculty commitment to students. The consultants also suggested that the College continue to build its credibility in the environmental area. The college is divided into five departments: agricultural economics, agricultural education, agricultural engineering technology, animal and food science, and plant and earth science. The College of Agriculture supports seventeen undergraduate majors and in 1990-91 enrolled approximately 1,100 students and granted 145 bachelor's degrees. The College's 58 faculty and academic staff include 12 UW-Extension appointments totaling 6.6 FTE. In addition to the Rural Development Institute and the Agricultural Resource Center, instructional programs are supported by two university farms, recently updated food science facilities and a modern greenhouse.

UW-River Falls is asked to prepare a report that addresses the following issues.

- a. There are two issues that concern graduate education. (i) An insufficient number of "graduate-only" courses. A preponderance of "slash" or graduate/undergraduate level courses raises concern about academic quality and

strength. The report should present an evaluation of using "slash" courses and discuss plans to offer graduate-only courses. (ii) There are concerns about the strength of and support for the M.S. program in Agricultural and Applied Economics. The report should present a plan for the orderly phasing out of the program.

- b. Linkages between the Food Science program at UW-River Falls and the Hospitality program at UW-Stout should be explored regarding resource sharing, faculty and/or student exchanges, internships and cooperative education, or joint course offerings. The report should describe progress made toward establishing such linkages.
 - c. Since expectations for program revenue generation have increased over the past several years in the College of Agriculture, there is concern about its relationship to academic programs. The report should describe how demands for program revenue will not interfere with academic program quality or direction and what audit methods will be used to insure this.
 - d. There is a need to address concerns raised about faculty expectations in research, service/outreach and instruction. Also questions were raised about the definition of scholarship that is being used. The report from UW-River Falls should explain what the college considers to be scholarship and how applied research by the faculty is encouraged.
4. The College of Agriculture at UW-Platteville has an energetic faculty committed to serving students and a long history of serving Wisconsin agriculture. There are close working relations with students. As the report notes, "The faculty are exceptionally effective in supporting student organizations and student internships. . . ." The College is noted for its unique reclamation program, one of only three in the country. It supports fourteen student organizations, several that recently placed in national competitions.

For 1991-92 the College of Agriculture had thirteen faculty and five academic staff in two departments. This makes it the smallest college or school in any field currently in the UW System. With this small staff, the college grants degree majors in eight different areas: agricultural economics, agribusiness, agricultural engineering technology, agricultural education, animal science, crop and soil science, reclamation, and technical agriculture. In 1990-91 the College enrolled a little under 400 majors and granted approximately sixty bachelor degrees.

The consultants' report suggests that despite areas of strengths, the College of Agriculture is troubled by several serious concerns. UW-Platteville is asked to prepare a report that addresses the following issues.

- a. The central issue is the future of the College of Agriculture. The report states, "The role of the College at Platteville needs to be resolved promptly. . . ." The report needs to evaluate and discuss the advantages and disadvantages of options for the future relative to the structure of Agriculture programming at UW-Platteville, including those outlined by the consultants. Another option that needs to be evaluated is integrating agriculture programs in education, engineering and business into existing colleges. The advantages and disadvantages of a new administrative structure that relocates agriculture programs into one or more of the other colleges needs to be considered.

Benefits of interdisciplinary interaction for agriculture programs and non-agriculture programs should be discussed. The UW-Platteville report should also address the possible options for the University farm with such integration.

- b. The limited resources available to the College of Agriculture have meant that the students attending UW-Platteville do not have an opportunity to take specialized courses in all areas that may be desirable for a strong undergraduate program. Proposals need to be developed for articulation agreements with other agricultural colleges. Distance learning options to support degree programs also need to be explored, and the College should examine the degree to which it can support distance learning through reallocation. The report should discuss how the instruction from sources beyond UW-Platteville can provide additional opportunities to students interested in agriculture and natural resources.
- c. The consultants said a problem that "needs to be addressed" is that the laboratories and equipment in several areas are "barely adequate for current instruction and will quickly become obsolete...." In the discussions of options, the UW-Platteville report needs to present a plan for bringing laboratories and equipment up to date. It should describe the amount of resources necessary and the source of new resources.

Conclusion

It has been one year since the Board of Regents received the report of the Steering Committee for Strategic Planning in Agriculture and Natural Resources and adopted the recommendation in the report to conduct an intensive study via a lateral review. The purpose of a lateral program review is to determine whether or not state resources are being used effectively and efficiently to provide quality academic programs. During this year, the institutions responded with great seriousness to the tasks of the self-study and external review. Their energy and commitment need to be recognized.

The self-study reports revealed impressive strengths across the agriculture and natural resource programs in the UW System. The report of the external review team contains a great deal of praise for the breadth and depth of Wisconsin's agriculture and natural resource programs. It also identifies several specific areas of concern at each institution. This process has resulted in much greater specificity as the Board's approved recommendations last year intended.

The current status report recognizes a number of issues arising from the concerns, and it asks the involved institutions to either resolve the issues or to provide the process and timetable for their resolution within the next six months. UW System Administration will evaluate the institutional reports and bring appropriate recommendations to the Board of Regents shortly thereafter.

SUMMARY OF CHANGES IN AGRICULTURE AND NATURAL RESOURCES

ISSUE	UW-Madison	UW-Platteville	UW-River Falls	UW-Stevens Point
Instructional Faculty (FTE) (1)	261.44 (2)	11.12	36.95	34.35
FTE Affected	24.99 (3)	2.5	1.75	2
Programs Eliminated (4)	Ag. Mechan. & Mgmt. (M) Int. Pest Mgmt. (M) Construction Admin. (M)	Ag. Econ. (M & m) Ag. Engr. Tech. (M & m) Technical Ag. (M) Soil & Crop Mgmt. (e) Agri-Business: Finance (e) Farm Mgmt. (e) Ag. Bus. Mgmt. (e) Commun.-Print (e) Commun. Broad. (e)	Earth Sci. Ed. (M) Farm Mgmt. (M) Ag. Economics (M) Industrial Ed. (m) Park Mgmt. (o) Recreation (o)	Outdoor ed. (m) Forest Admin. (e) Teacher Ed. (e) Limnology (e) Camp Mgmt. (e)
Funds Reallocated	About \$3 million in reallocation, and reductions and refocusing of remaining programs.	\$143,959	\$95,745	\$120,349

(1) Number of Faculty FTE Budgeted in 1992-93, UW System Budget Office

(2) Total 101 budgeted instructional and research FTE's, "A Plan to Redirect the College of Agriculture and Life Science."

(3) Total reduction in 101 budgeted FTE's by 7/1/96, ibid.

(4) M = major; m = minor; e = emphasis; o = option

May 6, 1994

Agenda Item I.1.i

REPORT ON APPLICATIONS, ADMISSIONS AND ENROLLMENT OF UW SYSTEM NEW FRESHMEN AND UNDERGRADUATE TRANSFERS

EXECUTIVE SUMMARY

BACKGROUND

As UW System prepares for the changing environment of Enrollment Management III, two *Occasional Research Briefs* provide information that contribute to an understanding of the outcomes of Enrollment Management I and II. ORB 94/5, Access Update: The Class of Fall 1993 presents data on the applications and admissions of freshmen and undergraduate transfers. ORB 94/6, The New Undergraduate Class: Fall 1993, continues the cycle with information on the enrollment and academic characteristics of these same students.

The two reports update information contained in ORB 93/2, Access Update: The Class of Fall 1992, and ORB 93/3, The New Undergraduate Class: Fall 1992, presented to the Board of Regents in March 1992.

REQUESTED ACTION

This item is for information only.

DISCUSSION

The Access Update (ORB 94/5) shows that the demand for admission to the UW System remains strong. Almost 43,000 people applied for freshman admission to the UW System for Fall 1993, 70 percent of whom were Wisconsin residents. As institutions have tightened admission standards, potential freshmen have learned to increase their chances of being accepted somewhere in the UW System by submitting applications to more than one UW institution. In Fall 1993, almost 40 percent of Wisconsin-freshman applicants applied to more than one UW institution, a proportion which has grown steadily during Enrollment Management.

The increasing number of multiple applications has paid off for Wisconsin residents. About 91 percent were admitted somewhere in the UW System, a percentage that has remained quite stable. About 98 percent of *qualified* Wisconsin residents were admitted. Moreover, the principles of Enrollment Management are not limited to serving only Wisconsin residents. Institutions have ensured access for students under the reciprocity agreement with Minnesota and maintained access for non-residents. The admission rate for Minnesota compact and other non-resident new freshmen applicants was 74 percent in Fall 1993.

Not all of those who are admitted chose to enroll. About three-quarters of admitted Wisconsin residents enrolled in the UW System in Fall 1993. The

proportion of Minnesota new freshmen who enrolled stands at 55 percent, while the non-resident new freshman enrollment rate was 33 percent in Fall 1993.

Although new freshmen are the largest source of new students in the UW System, students transferring from other UW System institutions or from outside the UW System are another major source. A high percentage of Wisconsin-resident transfers were admitted to the UW System, reflecting the Enrollment Management principle of facilitating the transfer of students within and from outside the UW System. Eighty-three percent of Wisconsin-resident transfer applicants were admitted to a UW institution, compared to about 75 percent of non-resident transfer applicants. Enrollment patterns suggest that half of Wisconsin residents applying for transfer are already enrolled in a UW System institution, while most non-resident transfer applicants are seeking admission to the UW for the first time. Transfers from the Wisconsin Technical College System (WTCS) have increased steadily and exceeded 1,000 in Fall 1993, reflecting the growing importance of articulation agreements between WTCS and UW System.

During Enrollment Management, the proportion of Wisconsin high school graduates who enroll immediately after graduation has been quite stable at between 31 and 32 percent. In Fall 1993, access reached an all time high of 32.1 percent, while in the mid-1970s just 25 percent were enrolling in the UW System. Moreover, individual UW institutions have enrolled about the same proportionate share of Wisconsin high school graduates over the last decade.

Steady admission and access rates have not translated into a stable academic profile of new students. Stricter admission standards and Enrollment Management have resulted in an increase in the participation of students who graduated in the top half of their high school class. Sixty percent of all Wisconsin immediate high school graduates in the top quartile of their class are enrolled in the UW System, compared to 57 percent prior to Enrollment Management. Conversely, the participation of high school graduates in the bottom half of their graduating class has declined.

Continuing the cycle that began with applications and admissions, The New Undergraduate Class (ORB 94/6) provides data on the enrollment of new freshmen and undergraduate transfers. The number of new freshmen enrolling in the University of Wisconsin System grew for the first time since Fall 1988. In Fall 1993, new freshman enrollment increased 2.4 percent to 23,207; however, this still is the second smallest class since merger in 1972.

New freshmen continue to be well prepared for college. The average high school rank of Fall 1993 entering new freshmen remained virtually unchanged from last year's record high and now stands at 68.5 percent. The proportion who graduated in the top half of their high school class remained at 82 percent. The average ACT composite scores of new freshmen returned to the high of 1989, standing at 22.4 in Fall 1993. Moreover, UW System new freshmen outperformed state and national test takers. The proportion of younger new freshmen admitted as exceptions to admissions guidelines declined still further to two percent of all new freshmen, well below the five percent ceiling established in 1987.

Surpassing last year's record, the proportion of new minority freshmen continued to climb. In Fall 1993, 7.5 percent of new freshmen were minority students, the highest level of multicultural representation ever, testimony that Enrollment Management and Design for Diversity are partners in helping to sustain a quality educational experience in an ethnically diverse environment.

Transfer students constituted one quarter (8,150) of all new institutional undergraduate matriculants. Almost half (45%) of these transfers moved between UW System institutions. The remainder came from non-UW System institutions. The number of students transferring between UW System institutions increased 5.4 percent and the number of transfers coming from non-UW System institutions increased 7.8 percent from one year ago. Almost half of the transfers from out-of-state institutions were Wisconsin residents returning home to continue their college education.

These two *Occasional Research Briefs* enable stakeholders to monitor Enrollment Management I and II as the UW System prepares for the next stage of Enrollment Management III.

RECOMMENDATIONS

None.

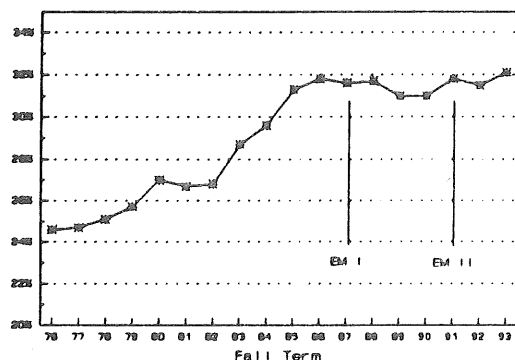
RELATED REGENT POLICIES

Enrollment Capacity Management (SG 10), Resolution 3688 adopted 12/5/86.
Policy Principles for Enrollment Management II, and Enrollment Management Targets for 1991-92 to 1994-95, Resolution 5608 adopted 10/5/90.
Freshmen Admission Policy, Resolution 239, amended Resolution 6152, supplemented Resolution 6441.

UW System Undergraduate Transfer Policy, Resolution 3045, amended by 89-9.
Enrollment Management (EM) III Planning for 1995 to 2000. Working Paper No. 9, University of Wisconsin System and University Planning: Partners in the Process, Part II.

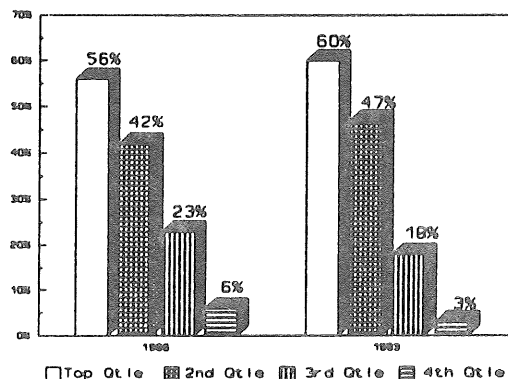
Occasional Research Briefs At-A-Glance: Access Update and New Undergraduates: Fall 1993

Proportion of WI HS Grads Who Immediately Enrolled in UW as New Freshmen



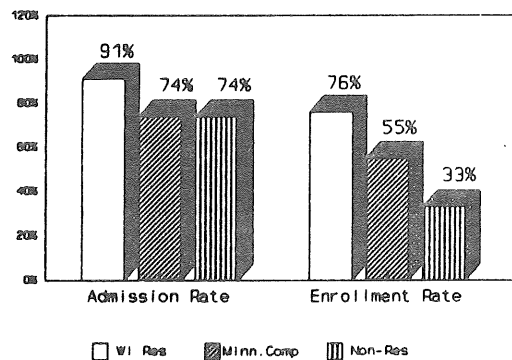
- 32.1% of Wisconsin high school graduates enrolled in the UW System, an all time high.
- There were 23,207 new freshmen enrolled, up 2.4 percent from one year ago.
- The Fall 1993 new freshman class was the second smallest since merger in 1972.

Percentage of WI HS Graduates by Rank Who Enrolled as New Freshmen, Fall 1993



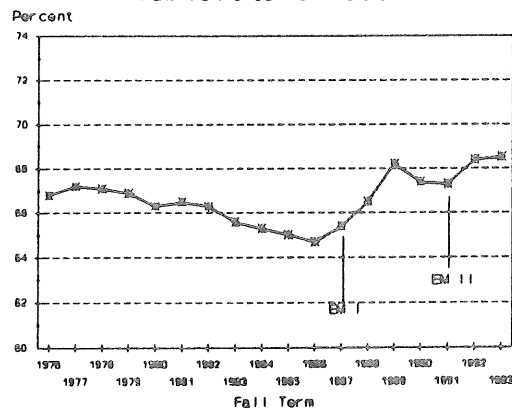
- Between 1986 and 1993, the proportion of Wisconsin top quartile high school graduates who enrolled in the UW System increased from 56% to 60%.
- During the same period, the proportion from the 4th quartile dropped from 6% to 3%.

UW System Admission and Enrollment Rates of New Freshmen, Fall 1993



- 91% of Wisconsin-residents were admitted somewhere in the UW. 98% of *qualified* Wisconsin-residents were admitted. The admission rate for Minnesota compact and other non-residents was 74 percent.
- 76% of Wisconsin-residents who were admitted as freshmen chose to enroll somewhere within the UW System. The proportion of Minnesota applicants enrolling dropped to 55%. Just one in three (33%) of admitted non-resident applicants actually enrolled.

Average High School Rank of New Freshmen, Fall 1976 to Fall 1993



- The average high school rank of new freshmen remained virtually unchanged at 68.5%.
- The average ACT composite score of new freshmen returned to the 1989 high of 22.4 in Fall 1993.

Occasional Research Brief

94/5 : May 1994



ACCESS UPDATE: THE CLASS OF FALL 1993 EXECUTIVE SUMMARY

Almost 43,000 people applied for freshman admission to the UW for Fall 1993, up 2.1 percent from the previous year. About 30,000 were Wisconsin residents. 40,370 applicants completed the application process (28,152 were Wisconsin residents). In Fall 1993, almost 40 percent of Wisconsin-freshman applicants applied to more than one UW institution, a proportion that has grown steadily during Enrollment Management.

The overall admission rate for Wisconsin residents remained stable at 91 percent. Nearly all (98%) qualified Wisconsin residents gained admission somewhere in the UW System. Just two percent (734 applicants) who were qualified were not admitted anywhere in the UW and most of those made just one application. The admission rate for Minnesota compact and other non-resident applicants was 74 percent in Fall 1993.

Not all of those who are admitted choose to enroll. Seventy-six percent of admitted Wisconsin residents enrolled in the UW for Fall 1993. The proportion of admitted Minnesota applicants enrolling has dropped from 63 percent in 1989 to 55 percent in 1993. The non-resident yield rate stood at 33 percent in Fall 1993.

The size of the new freshman class, at 23,207, was up 2.4 percent from Fall 1992, but was still the second smallest class since merger. The number of Wisconsin high school graduates also was up slightly in 1993 (0.9%). The participation rate of Wisconsin high school graduates in the UW during Enrollment Management has been quite stable at between 31 and 32 percent. In Fall 1993, participation reached an all time high of 32.1 percent.

Changing admission standards coupled with Enrollment Management have resulted in some reduced participation of high school graduates from the bottom half of their graduating class, but increased participation of those who graduated in the top half of their class, compared to the early 1980s. [In the mid-1970s, just 25 percent were enrolling in the UW.] Sixty percent of all Wisconsin immediate high school graduates from the top quartile of their class enrolled in the UW in Fall 1993, compared to 47 percent from the second quartile, 18 percent of those graduating in the third quartile, and just three percent of fourth quartile high school graduates (402). ORB 94/6 provides details of the demographic and academic background of Fall 1993 new freshmen.

At 16,709, the number of transfer applicants increased four percent in Fall 1993. Eighty-three percent of Wisconsin-resident transfer applicants were admitted to a UW institution, compared to about 75 percent of non-resident transfer applicants. Enrollment patterns suggest that half of Wisconsin residents applying for transfer are already enrolled in a UW institution, while most non-resident transfer applicants are seeking admission to the UW for the first time. There were 4,479 undergraduates who transfer into the UW for Fall 1993, and another 3,671 who changed UW institutions. ORB 94/6 provides additional information on transfer patterns in the UW.

HIGHLIGHTS

Access to UW for Wisconsin high school graduates reached another all time high, standing at 32.1 percent in Fall 1993. (pages 6-7)

- Although the total number of Wisconsin high school graduates increased 0.9 percent (481) between 1992 and 1993, the proportion enrolling in the UW increased to 32.1 percent in Fall 1993, the highest ever.
- During the last decade, institutional shares of Wisconsin high school graduates have remained quite constant.
- The size of the Fall 1993 new freshman class at 23,207 was up 2.4 percent, but it is still the second smallest class since merger.

1993 high school graduates from the top half of their graduating class continue to enroll in high proportions. (pages 7-9)

- After dropping in the first year of Enrollment Management to 53 percent, the participation rate of high school graduates in the top ten percent of their class has returned to 58 percent.
- Participation rates have also increased quite steadily for others graduating in the top quartile. Enrollment of students from the top quartile climbed to its highest ever and now stands at 60 percent in Fall 1993.
- Participation of high school graduates from the second quartile has increased the most in the last decade, going from 36 percent in 1983 to 47 percent in Fall 1993.
- UW-Madison enrolls about 29 percent of UW System new freshmen who graduated in the top ten percent of their Wisconsin high school class.

Fewer graduates from the bottom half of their high school class are enrolling. (pages 7-9)

- Much smaller proportions of high school graduates from the third and fourth quartiles are enrolling in the UW now than in the past. For both groups, modest increases were occurring prior to EM I, but a reversal began with Enrollment Management.
- In Fall 1993, just 18 percent of third quartile high school graduates enrolled, compared to 22.6 percent in 1986, prior to Enrollment Management. Only three percent (402) of high school graduates from the lowest quartile now enroll in the UW System, half the proportion (5.8%) enrolling prior to Enrollment Management.
- UW-Centers enrolls the largest proportion of enrollees from the second through fourth quartiles of Wisconsin high school graduates.

More Wisconsin residents applied for new freshman admission for Fall 1993, reflecting, in part, the one-year increase in the number of high school graduates.¹ (page 9)

- The number of Wisconsin new freshman applicants peaked in 1988 at 34,630. The number of applicants has been declining each year since then, but was up 3.2 percent for Fall 1993 compared to the prior year, with 29,798 Wisconsin residents applying. The number of Wisconsin high school graduates was up slightly in 1993--0.9 percent.
- The number of non-resident new freshman applicants has fallen from 10,548 for Fall 1988 to 8,437 for Fall 1993.
- At 4,558 applications from Minnesota residents were up slightly.

The proportion of Wisconsin applicants applying to more than one UW institution continues to increase. (pages 10-11)

- The proportion of Wisconsin residents submitting more than one application has been increasing steadily from 15.8 percent in 1985, prior to Enrollment Management, to 39.8 percent in Fall 1993. This means that four out of every ten Wisconsin applicants now apply to more than one UW institution, compared with less than half this proportion in Fall 1985.
- Wisconsin residents applying to UW-Centers are least likely to apply to additional UW institutions (just 36 percent of UW-Centers applicants apply to a second UW institution.)
- UW-Madison received the largest number of new freshman applications from Wisconsin residents (7,442) followed by UW-Centers (5,738).
- In contrast, 70 percent or more of Wisconsin applicants to eight of the eleven comprehensive UW institutions (UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Oshkosh, UW-Platteville, UW-River Falls, UW-Stevens Point, and UW-Whitewater) applied to at least one additional UW institution.

Admission rates remain high for Wisconsin freshman applicants. (page 12-14)

- The admission rate remained at 91 percent for Wisconsin resident new freshmen. Of the 2,627 Wisconsin applicants who were denied admission to any UW institution, 73 percent received at least one academic denial.
- The admission rate for *qualified* Wisconsin residents increased from 97 percent in Fall 1992 to 98 percent in Fall 1993.
- Seven hundred and thirty four (734) Wisconsin applicants or two percent were qualified, but were not admitted anywhere in the UW. Of these, just 66 applied to more than one UW institution.
- Institutional admission rates are lower than the UW System rate because applicants denied admission at one UW institution may gain admission at another.

¹ Applications are total, including those which are incomplete.

- The admission rate for Minnesota compact and other non-residents was 74 percent in Fall 1993.

76 percent of Wisconsin residents who are admitted as freshmen choose to enroll somewhere within the UW System.(pages 15-16)

- Three out of four Wisconsin residents who received at least one admission actually enrolled.
- The proportion of admitted Minnesota applicants enrolling has dropped from 63 percent in 1989 to 55 percent in 1993. Just one in three (33%) of admitted non-resident applicants actually enrolls.
- Institutional yield rates (the proportion of those admitted who enroll) are considerably lower than the System rate because applicants may be admitted to more than one institution, but can only enroll in one institution.

The number of applicants for transfer into and among UW institutions increased.(pages 17-18)

- There were 16,709 total transfer applicants in Fall 1993, up 4 percent from the previous year.
- UW-Madison received the largest total number of transfer applications (4,342), followed by UW-Milwaukee (2,862).
- In Fall 1993, seven institutions (in addition to UW-Madison and UW-Milwaukee) received over 1,000 transfer applications. They were UW-Eau Claire, UW-Green Bay, UW-Oshkosh, UW-Stevens Point, UW-Stout, UW-Whitewater, and UW-Centers.
- The number of Wisconsin-resident transfer applicants has fluctuated between 11,200 and 12,200 over the past five years. The number of non-resident applicants has been increasing slowly to 3,592 in Fall 1993.
- While fewer transfer applicants submit multiple applications than do new freshmen (13.8 percent compared to 39.8 percent), the proportion of transfers who are submitting more than one application has doubled since Enrollment Management.
- There were 1,383 transfer applicants from Minnesota compact for Fall 1993.
- Forty-six percent of enrolled Wisconsin transfers are new to the UW System, as were 90 percent of Minnesota-resident transfers and 97 percent of other non-resident transfers.

Transfer applicants are less likely to gain admission to the UW than freshman.
(pages 19-22)

- In Fall 1993, 83 percent of Wisconsin-resident transfer applicants were admitted to at least one UW institution, compared to 76 and 74 percent of non-resident and Minnesota applicants, respectively.
- There were 4,479 undergraduates who transfer into the UW for Fall 1993, and another 3,671 who changed UW institutions.

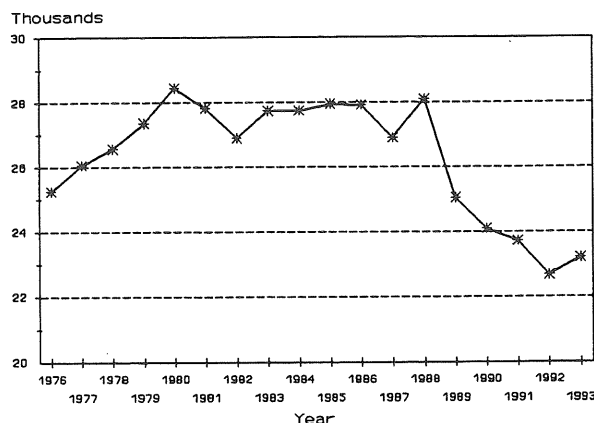
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SECTION I. NEW FRESHMAN TRENDS

The size of the new freshman class dropped in five of the first six years of the implementation of Enrollment Management (EM). However, in Fall 1993, the new freshman class increased 2.4 percent to 23,207, but is still the second smallest class since before merger. The number of Wisconsin high school graduates was also up (+0.9%) in 1992-93 (but will drop to its low point in 1993-94). Institutions accommodated more new freshmen than one year ago, even though total UW enrollment dropped, because of the cumulative effect of smaller earlier freshman cohorts moving through institutions (ORB 94/2).

Figure 1
UW System New Freshman Enrollment
Fall 1976 to Fall 1993

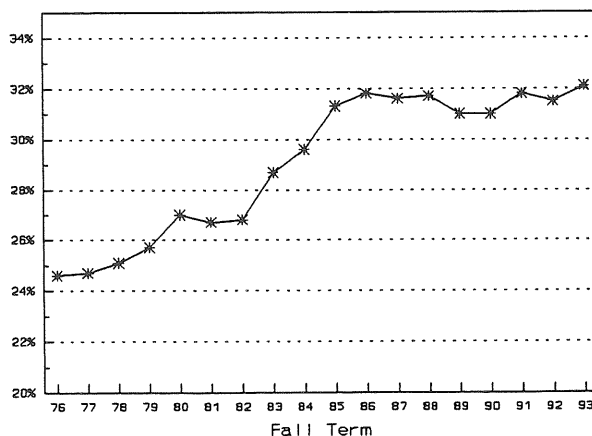


A. COLLEGE GOING RATE OF WISCONSIN HIGH SCHOOL GRADUATES

The number of Wisconsin high school graduates has declined from a high of 79,117 in 1977 to 53,935 in 1993, a drop of 32 percent. The number of high school graduates is projected to bottom out at 53,081 in 1994 and then rise 20 percent by the year 2000.

Figure 2
Proportion of WI High School Graduates Who
Immediately Enrolled in UW as New Freshmen
Fall 1976 to Fall 1993

EM I and EM II coincided with a continued drop in the number of high school graduates, and so the downward trend in the number of new freshmen has not diminished access to the UW for Wisconsin high school graduates. Figure 2 shows the proportion of Wisconsin residents who enrolled in a UW institution immediately after high school graduation. In 1976, just 24.6 percent were enrolled. By 1986, this proportion had risen to 31.8 percent as enrollment in UW expanded even though the number of high school graduates was shrinking. The proportion enrolled has remained above 31 percent since then and stands at 32.1 percent for Fall 1993, the highest ever (Figure 2).



Access Rate of Wisconsin Immediate High School Graduates by Institution

The System-wide proportion of Wisconsin high school graduates who enroll in the UW immediately upon high school graduation has been maintained at between 31 and 32 percent since 1985. During the last decade, institutional shares of these high school graduates have remained quite constant. As planned under Enrollment Management, UW-Centers has increased its share of Wisconsin high school graduates more than other UW institutions. (Table 1). We show later that nearly all qualified Wisconsin applicants are admitted somewhere in the UW System.

Table 1
Access Rate of Immediate Wisconsin High School Graduates Who Enrolled
as New Freshmen by Institution
Fall 1983 to Fall 1993

	Fall 1983	Fall 1984	Fall 1985	Fall 1986	Fall 1987 EMI	Fall 1988	Fall 1989	Fall 1990	Fall 1991 EMII	Fall 1992	Fall 1993
Madison	5.2%	5.7%	6.1%	5.8%	5.3%	5.1%	5.2%	5.4%	5.5%	5.3%	5.3%
Milwaukee	3.1%	3.3%	3.4%	3.3%	3.0%	3.3%	3.3%	3.4%	3.2%	2.8%	3.0%
Eau Claire	2.7%	2.6%	2.8%	2.9%	2.9%	2.9%	2.5%	2.3%	2.4%	2.6%	2.8%
Green Bay	0.7%	0.7%	0.9%	0.8%	1.0%	1.0%	1.0%	1.1%	1.2%	1.3%	1.2%
La Crosse	2.1%	2.3%	2.5%	2.7%	2.6%	2.4%	2.2%	2.3%	2.3%	2.3%	2.5%
Oshkosh	2.0%	2.3%	2.3%	2.6%	2.7%	2.6%	2.6%	2.4%	2.3%	2.5%	2.4%
Parkside	1.1%	0.9%	0.9%	1.0%	0.9%	1.1%	0.9%	1.0%	1.0%	1.0%	1.0%
Platteville	1.4%	1.2%	1.4%	1.4%	1.6%	1.4%	1.4%	1.4%	1.6%	1.5%	1.5%
River Falls	0.7%	0.8%	0.8%	0.8%	0.8%	0.8%	0.8%	0.8%	0.9%	0.9%	0.8%
Stevens Point	1.9%	2.1%	2.2%	2.2%	2.2%	2.1%	2.3%	2.4%	2.5%	2.4%	2.3%
Stout	1.1%	1.1%	1.2%	1.2%	1.4%	1.4%	1.3%	1.2%	1.3%	1.1%	1.2%
Superior	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.4%	0.3%	0.3%
Whitewater	2.4%	2.6%	2.8%	2.9%	3.0%	2.7%	2.7%	3.0%	2.9%	2.9%	3.0%
Centers	3.8%	3.7%	3.6%	4.0%	4.1%	4.6%	4.5%	4.1%	4.1%	4.5%	4.6%
System	28.7%	29.6%	31.1%	31.8%	31.6%	31.7%	31.0%	31.0%	31.8%	31.5%	32.1%

Sum of institutions will not equal to the total due to rounding.

Participation of Wisconsin High School Graduates by Rank

Before Enrollment Management began in 1987, those graduating in the top ten percent of their Wisconsin high school classes were the group most likely to enroll in the UW, with 57.9 percent enrolling. After dropping in the first year of Enrollment Management, the participation rate of high school graduates in the top ten percent of their class has returned to 58 percent (Table 2).

During Enrollment Management, participation rates have increased quite steadily for those graduating in the top quartile (including the top ten percent) and now stands at 60.4 percent in Fall 1993.

Participation of graduates from the second quartile has increased the most in the last decade, going from 36 percent in 1983 to 47 percent in Fall 1993.

Much smaller proportions of graduates from the third and fourth quartiles have historically enrolled in the UW System. For both groups, modest increases were occurring prior to EM I, but a reversal began with Enrollment Management. In Fall 1993, just 18 percent of third quartile graduates enrolled, compared to 22.6 percent in 1986, prior to Enrollment Management. Only three percent (402) of graduates from the lowest quartile now enroll, half the proportion (5.8%) enrolling prior to Enrollment Management (Table 2).

The UW has regained its attractiveness to the most academically talented high school graduates (top ten percent) and significantly expanded its draw from others who rank in the top half of their high school graduating class (Table 2).

Table 2
Percentage of Wisconsin High School Graduates by Rank
Who Enrolled Immediately as New Freshmen
Fall 1983 to Fall 1993

Percent		Top 10%	Top Quart*	2nd Quart	3rd Quart	4th Quart	No rank
1983		57.9%	53.9%	36.4%	19.1%	5.3%	362
1984		57.0%	54.6%	38.8%	20.0%	5.0%	267
1985		57.5%	56.0%	41.7%	21.6%	5.7%	252
1986		57.8%	56.3%	42.4%	22.6%	5.8%	195
1987	<--EM I	53.3%	55.3%	43.5%	22.4%	5.3%	139
1988		54.6%	56.4%	44.7%	20.9%	4.6%	188
1989		54.7%	56.8%	46.1%	18.3%	3.0%	147
1990		55.2%	57.2%	44.9%	18.7%	3.1%	158
1991	<--EM II	56.6%	58.9%	45.9%	19.4%	3.1%	169
1992 ²		56.4%	59.1%	46.6%	17.4%	2.8%	314
1993		58.0%	60.4%	46.9%	18.0%	3.0%	352
Percentage Point Change							
1983 to 1986		+ .1	2.4	6.0	3.6	0.5	
1986 to 1987		-4.5	-1.1	1.1	-0.2	-0.5	
1987 to 1993 (EM)		+4.7	5.1	3.4	-4.4	-2.3	
1983 to 1993		+ .1	6.5	10.5	-1.1	-2.2	

* Includes top 10%.

Participation of Wisconsin High School Graduates by Rank and Institution

While the distribution of high school graduates among UW institutions is influenced by institutional size (smaller institutions take fewer freshmen) some distinct patterns can be observed in participation by rank and institution. Almost 18 percent of all Wisconsin high school graduates from the top quartile of their class enroll in UW-Madison, or about 29 percent of the top quartile graduates enrolling in the UW System. UW-Centers enrolls the largest proportion of high school graduates from each of the other three quartiles of Wisconsin high school graduates (6.1%, 6.9%, and 1.6%) (Table 3).

² Revised from ORB 93/2 using final 1992 Wisconsin high school graduate count.

Table 3
Where Wisconsin Immediate High School Graduates Enroll as New Freshmen
by Rank and Institution, Fall 1993

	Top Qtle	2nd Qtle	3rd Qtle	4th Qtle	Percent of WI HS Graduates
UW-Madison	17.7%	3.3%	0.2%	0.0%	5.3%
UW-Milwaukee	4.0%	4.8%	2.6%	0.5%	3.0%
UW-Eau Claire	5.9%	4.2%	1.1%	0.0%	2.8%
UW-Green Bay	2.5%	2.0%	0.2%	0.0%	1.2%
UW-La Crosse	5.3%	4.1%	0.8%	0.1%	2.5%
UW-Oshkosh	4.6%	4.1%	0.6%	0.0%	2.4%
UW-Parkside	1.2%	1.6%	1.2%	0.1%	1.0%
UW-Platteville	3.2%	2.3%	0.5%	0.1%	1.5%
UW-River Falls	1.7%	1.3%	0.3%	0.0%	0.8%
UW-Stevens Pt	4.2%	4.2%	0.6%	0.1%	2.3%
UW-Stout	1.6%	2.5%	0.6%	0.1%	1.2%
UW-Superior	0.5%	0.5%	0.2%	0.0%	0.3%
UW-Whitewater	4.3%	5.9%	2.0%	0.2%	3.0%
UW-Centers	3.6%	6.1%	6.9%	1.6%	4.6%
UWS TOTAL	60.4%	46.9%	18.0%	3.0%	32.1%

B. TRENDS IN UW SYSTEM NEW FRESHMAN APPLICANTS

The total number of UW System new freshman applicants increased 2.1 percent, from 41,902 in Fall 1992 to 42,793 in Fall 1993 (Table 4). The increase in Wisconsin applicants in Fall 1993 is related to the marginally larger number of high school graduates in 1993 (up 0.9%). Applications from Minnesota residents were also up, while applications from other non-residents again dropped.

Table 4
UW System New Freshman Applicants
Fall 1985 to Fall 1993

Total Applicants	Fall 1985	Fall 1986	Fall 1987	Fall 1988	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993	% Change 1992 to 1993
WI Res.	32,254	32,751	32,935	34,630	30,737	30,577	29,476	28,837	29,798	3.2%
Non-Res.	n/a	n/a	n/a	10,548	10,103	8,832	8,400	8,712	8,437	-3.3%
Minn. Compact	n/a	n/a	n/a	3,869	4,467	4,317	4,377	4,353	4,558	4.5%
Total	43,947	44,322	45,124	49,047	45,307	43,726	42,253	41,902	42,793	2.1%
Annual Change	n/a	0.9%	1.8%	8.7%	-7.6%	-3.5%	-3.4%	-0.8%	2.1%	
Completed Apps	n/a	n/a	n/a	n/a	42,027	39,747	38,602	38,460	40,370	5.0%
WI HS graduates	65,165	64,522	62,877	64,585	60,162	56,589	53,791	53,454	53,935	
Annual Change	-4.9%	-1.0%	-2.5%	2.7%	-6.8%	-5.9%	-4.9%	-0.6%	0.9%	

Trends in New Freshman Multiple Applications³

Under Enrollment Management, qualified applicants were not assured admission to their institution of first choice. Applicants are much more likely in 1993 to apply to more than one UW institution in an effort to increase their chances of being admitted to at least one UW institution (Table 5). The proportion of Wisconsin residents submitting more than one application jumped from 15.8 percent in 1985 to 39.8 percent in Fall 1993 (Table 5). That means that four out of every ten Wisconsin applicants now apply to more than one UW institution. Put another way, there was one Wisconsin applicant for each 1.63 applications, on average (some applicants apply to more than two UW institutions). In contrast, most non-resident applicants submit only one application (Table 6).

Table 4
Proportion of WI Resident Applicants
Making Multiple Freshman Applications
Fall 1985 to Fall 1993

Fall 1985	15.8%
Fall 1986	16.6%
Fall 1987	23.1%
Fall 1988	27.9%
Fall 1989	31.6%
Fall 1990	31.9%
Fall 1991	32.5%
Fall 1992	35.2%
Fall 1993	39.8%

Table 6
Ratios of Applicants to Applications, Fall 1985 to Fall 1993

	Fall 1985	Fall 1986	Fall 1987	Fall 1988	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993
WI Resident	1:1.19	1:1.20	1:1.30	1:1.40	1:1.46	1:1.47	1:1.51	1:1.53	1:1.63
Non-Resident	n/a	n/a	n/a	n/a	1:1.06	1:1.06	1:1.06	1:1.05	1:1.06
Minnesota Comp.	n/a	n/a	n/a	n/a	1:1.17	1:1.16	1:1.16	1:1.16	1:1.20
Total	1:1.14	1:1.17	1:1.24	1:1.32	1:1.34	1:1.35	1:1.38	1:1.39	1:1.47

Single and Multiple Applications by Institution

In Fall 1993, UW-Madison received the largest number of applications from Wisconsin residents (7,442), unlike other UW institutions, UW-Madison receives half of its applications from non-Wisconsin residents. Applicants to UW-Madison and UW-Milwaukee are less likely to apply to a second UW institution (53 percent and 55 percent respectively made multiple applications for Fall 1993) than are applicants to most UW comprehensive institutions (Table 7-B).

³ Applicants for Fall 1994 were down slightly by January 1994 compared to January 1993, perhaps reflecting a change in applicant behavior due to the increase in admission fee from \$10 to \$25 per application. Wisconsin resident multiple applications, however, were down substantially more.

The second most popular institution for Wisconsin applicants is UW-Centers, which drew 5,738 applications, and an even larger proportion of single-institution applicants (64 %) (Table 7-B). In contrast, 70 percent or more of Wisconsin applicants to eight of the eleven comprehensive UW institutions (UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Oshkosh, UW-Platteville, UW-River Falls, UW-Stevens Point, and UW-Whitewater) applied to at least one additional UW institution (Table 7-B).

Most (5,935 or 98%) of non-resident (excludes Minnesota) applicants applying to UW-Madison do so as their only institution. UW-Madison draws 72 percent of all non-resident applicants across the System. UW-Milwaukee receives the next largest number of applications from non-residents applying only that institution (1,414). UW-Milwaukee draws nearly 17 percent of all non-resident applicants across the System.

UW-Madison receives the largest number of applications from Minnesota residents (1,492) who apply to that institution, followed by UW-River Falls (1,067) and UW-Eau Claire (1,118). Eight institutions receive fewer than 100 applications from Minnesota residents (Table 7-D).

Table 7
Number of New Freshman Single and Multiple Applications by Institution,
Fall 1993

A. ALL APPLICATIONS

APPS #	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	CTR
1	71%	48%	32%	33%	30%	27%	55%	33%	50%	29%	44%	54%	32%	65%
N	10,694	2,371	1,835	820	1,474	1,297	947	900	1,289	1,203	1,137	479	1,474	3,831
2 +	29%	52%	68%	67%	70%	73%	45%	67%	50%	71%	56%	46%	68%	35%
N	4,326	2,620	3,852	1,639	3,418	3,465	787	1,805	1,267	2,939	1,455	401	3,113	2,103

B. WI RESIDENTS

1	47%	45%	25%	30%	23%	25%	52%	28%	30%	25%	34%	40%	28%	64%
N	3,534	2,047	1,081	672	909	1,108	824	680	421	949	633	239	1,175	3,654
2 +	53%	55%	75%	70%	77%	75%	48%	72%	70%	75%	66%	60%	72%	36%
N	3,908	2,479	3,319	1,571	3,067	3,372	753	1,720	990	2,816	1,203	352	2,987	2,084

C. NON RESIDENTS

1	98%	79%	72%	75%	77%	72%	79%	75%	79%	67%	73%	90%	72%	92%
N	5,935	1,112	121	128	192	172	121	178	62	254	75	46	292	174
2 +	2%	21%	28%	25%	23%	28%	21%	25%	21%	33%	27%	10%	28%	8%
N	151	302	48	42	56	68	32	60	16	123	28	5	112	16

D. MINNESOTA COMP.

1	82%	43%	57%	43%	56%	40%	50%	63%	76%	n/a	66%	82%	33%	50%
N	1,222	22	633	20	373	17	2	42	806	n/a	429	194	7	3
2 +	18%	57%	43%	57%	44%	60%	50%	37%	24%	n/a	34%	18%	67%	50%
N	270	29	485	26	295	25	2	25	261	n/a	224	44	14	3

C. TRENDS IN NEW FRESHMAN ADMISSION RATES⁴

In Fall 1993, the systemwide admission rate for Wisconsin residents remained at 91 percent (Table 8). Most (73%) of those not admitted received at least one denial for academic reasons. Nearly all (98% in Fall 1993) qualified Wisconsin residents are admitted somewhere in the UW system (Table 9). Of the 734 Wisconsin applicants who were qualified, but did not gain admission, just 66 applied to more than one UW institution.

Table 8
UW System New Freshman Admission Rate by Residency Status
Fall 1989 to Fall 1993

	WI Resident	Non-resident	Minnesota Comp.	Total
Fall 1989	92%	65%	77%	85%
Admitted	26,544	5,779	3,207	35,530
Applicants*	28,978 (94%)*	8,881 (88%)	4,168 (93%)	42,027 (93%)
Fall 1990	93%	72%	80%	88%
Admitted	26,075	5,594	3,320	34,989
Applicants*	27,938 (91%)	7,793 (88%)	4,016 (93%)	39,747 (91%)
Fall 1991	93%	77%	84%	89%
Admitted	25,177	5,619	3,441	34,237
Applicants*	27,153 (92%)	7,334 (87%)	4,115 (94%)	38,602 (91%)
Fall 1992	91%	73%	79%	86%
Admitted	24,244	5,649	3,227	33,120
Applicants*	26,607 (92%)	7,771 (89%)	4,082 (94%)	38,460 (92%)
Fall 1993	91%	74%	74%	86%
Admitted	25,525	5,786	3,266	34,577
Applicants*	28,152 (94%)	7,818 (93%)	4,400 (97%)	40,370 (94%)

*The numbers and proportions of applicants who complete at least one application.

Table 9
UW System Admission Rate for Qualified Wisconsin Freshman Applicants
Fall 1989 to Fall 1993

	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993
Admission Rate	98%	99%	98%	97%	98%
Total Admitted	26,544	26,075	25,177	24,244	25,525
Total Qualified Appts	27,218	26,456	25,567	24,873	26,169

⁴ The definition of admission rate excludes from the base of applicants those who did not complete an application and those who withdrew their application before an institution had an opportunity to make an admission decision. It includes applicants who withdrew their application after an admission decision was made. In 1993, 94% of Wisconsin applicants, 97% of Minnesota applicants, and 93% of other non-resident applicants are included in the rate of calculation. The proportion of applicants with completed applications has been going up.

New Freshmen Admitted by Institution

Eight UW institutions accepted a smaller proportion of Wisconsin-resident new freshman applicants than in Fall 1992 (UW-Madison, UW-La Crosse, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-River Falls, UW-Stevens Point, and UW-Whitewater) (Table 10-B). The difference between institutional and systemwide rates demonstrate that an applicant rejected at one UW institution is likely to be admitted to another UW institution. It was noted earlier that the few qualified applicants who did not gain admission somewhere within the System usually made a single application.

Institutions which admit the highest proportion of Wisconsin applicants are UW-Centers (95%) and UW-Parkside (89%), while institutions which admit less than 80 percent of resident applicants are UW-Madison, UW-Oshkosh, UW-Platteville, UW-River Falls, UW-Stevens Point, and UW-Stout. Over the past five years, admission rates for Wisconsin residents have increased by more than 10 percentage points at UW-Stout. The admission rate was unusually low in 1989 (admission rates have actually declined since 1990). They have decreased by more than 10 percentage points at UW-Madison, UW-Platteville, and UW-Stevens Point (Table 10-B). We noted earlier, however, (Table 1) that these institutions have been serving about the same proportion of Wisconsin high school graduates each year during Enrollment Management.

Admission rates for non-residents are highest at UW-Centers (97%) and UW-La Crosse (88%). Most other UW institutions admit fewer than 80 percent of non-resident applicants. Over the past five years, admission rates for non-residents have increased by more than 10 percentage points for UW-Madison, UW-La Crosse, UW-Stout, and UW-Whitewater. This increase, however, has not occurred at the expense of access for Wisconsin high school graduates as noted in Table 1. In addition, the size of the non-resident applicant pool has dropped almost 20 percent from 1989, suggesting perhaps the remaining pool of applicants is more competitively qualified. The admission rates for non-residents have decreased by more than 10 percentage points at UW-Milwaukee, UW-Platteville, and UW-Stevens Point (Table 10-C).

Admission rates for Minnesota compact new freshmen where applicants exceed 50 are highest at UW-La Crosse (81%) and UW-Superior (86%). Institutions which admit fewer than 80 percent of Minnesota compact applicants include UW-Madison, UW-Eau Claire, UW-Green Bay, UW-Oshkosh, UW-Platteville, and UW-Stout. No UW institution increased the admission rate for Minnesota compact new freshmen by more than 10 percentage points. They have decreased by more than 10 percentage points at UW-Madison and UW-Platteville (Table 10-D).

Table 10
Percentage of New Freshmen Admitted by Institution
Fall 1989 to Fall 1993

A. ALL NEW FRESHMEN

	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP ⁵	STO	SUP	WTW	CTR
Fall 1989	75.5	87.0	73.3	80.8	82.9	82.9	84.1	86.9	88.8	89.5	62.9	91.2	81.3	94.1
Fall 1990	79.8	86.5	75.1	79.9	86.6	82.9	89.9	90.9	81.1	89.1	82.1	86.8	82.4	96.5
Fall 1991	82.8	85.8	79.4	81.7	86.6	80.3	91.8	89.4	86.4	85.0	81.3	86.8	85.6	94.4
Fall 1992	79.0	81.8	79.2	77.4	87.8	80.1	94.4	77.8	79.4	78.5	75.0	79.3	86.6	94.2
Fall 1993	73.6	83.2	79.1	80.3	82.7	75.0	88.9	76.2	74.1	75.5	75.6	84.3	84.4	95.1

B. WI RESIDENTS

Fall 1989	90.7	87.2	76.2	82.5	84.3	84.0	84.5	87.3	85.4	90.3	66.7	91.6	83.5	93.9
Fall 1990	91.0	86.8	77.2	80.9	87.6	83.7	90.6	91.3	85.8	89.6	84.1	88.3	84.1	96.5
Fall 1991	89.7	86.0	81.1	82.3	87.2	80.8	92.3	90.0	90.1	85.8	83.4	89.4	87.4	94.3
Fall 1992	86.5	82.9	80.9	78.2	88.4	80.6	94.0	79.7	82.0	80.4	75.8	80.4	88.2	94.1
Fall 1993	76.8	84.0	81.9	81.0	82.7	75.4	89.3	77.1	79.0	76.4	76.2	83.9	84.9	95.0

C. NON-RESIDENTS

Fall 1989	59.6	85.8	69.2	65.0	73.6	62.2	80.7	80.6	72.0	82.4	51.7	90.6	63.0	98.0
Fall 1990	67.1	83.6	75.9	69.2	79.8	70.7	83.3	86.6	81.5	84.7	76.2	85.3	66.7	95.0
Fall 1991	74.3	83.6	79.3	74.7	84.7	74.9	85.7	84.5	95.6	79.2	65.9	84.3	70.9	97.9
Fall 1992	71.1	68.8	77.4	66.2	87.1	72.7	100.	59.8	72.9	64.9	69.1	79.4	71.8	95.7
Fall 1993	71.4	69.8	68.5	71.9	88.5	71.9	84.1	67.1	76.5	65.3	74.0	80.0	78.8	97.4

D. MINNESOTA COMPACT

Fall 1989	82.8	77.2	75.1	72.7	78.7	68.0	n/a	90.9	76.0	n/a	56.4	90.5	93.3	100
Fall 1990	81.6	84.3	67.5	55.6	82.3	82.9	n/a	95.0	77.4	n/a	78.6	84.4	73.7	100
Fall 1991	84.4	87.0	73.3	85.7	83.6	57.7	n/a	84.4	81.7	n/a	78.5	83.2	80.8	80.0
Fall 1992	77.1	82.4	73.1	65.4	83.9	61.5	100.	59.0	76.7	n/a	74.1	76.9	65.4	100.
Fall 1993	66.0	88.0	70.0	69.8	80.7	58.5	100.	73.8	67.3	n/a	74.3	86.1	95.2	100.

⁵ UW-Stevens Point did not report separately Minnesota Compacts for these years.

D. NEW FRESHMAN YIELD RATES⁶

A slightly smaller proportion of admitted Wisconsin residents chose to enroll in the UW for Fall 1993 (76%) compared to 78-79 percent in the prior four years, so about one in four admitted Wisconsin residents does not enroll. The proportion of admitted Minnesota applicants enrolling has dropped from 63 percent in 1989 to 55 percent in 1993. Just one in three (33%) of admitted non-resident applicants chooses to enroll (Table 11).

Table 11
UW System New Freshman Yield Rates by Residency Status
Fall 1989 to Fall 1993

	WI Resident	Non-Resident ⁷	Minn. Compact ⁸	Total
Fall 1989	79%	36%	63%	70%
Admission	26,544	5,779	3,207	35,530
Enrollment	20,985	2,071	2,021	25,044
Fall 1990	78%	33%	60%	69%
Admission	26,075	5,594	3,230	34,899
Enrollment	20,353	1,827	1,946	24,095
Fall 1991	79%	32%	60%	69%
Admission	25,177	5,619	3,441	34,237
Enrollment	19,791	1,811	2,070	23,672
Fall 1992	79%	32%	57%	69%
Admission	24,244	5,649	3,227	33,120
Enrollment	19,046	1,794	1,883	22,673
Fall 1993	76%	33%	55%	67%
Admission	25,525	5,786	3,266	34,577
Enrollment	19,476	1,930	1,801	23,207

For individual UW institutions (Table 12), yield rates for Wisconsin residents have been dropping slowly since Fall 1989 reflecting multiple admission of students across the UW System. UW-Centers has the highest yield rate (74%), followed by UW-Parkside (59%). These two institutions had the highest proportion of one institution applicants. For all other institutions, between 42 percent and 55 percent of Wisconsin admits actually enroll.

Yield rates among institutions for non-residents are usually lower than for Wisconsin residents (exceptions are UW-Oshkosh, UW-River Falls, and UW-Superior). UW-Eau Claire, UW-La Crosse,

⁶ Definition of yield rate is the proportion of admitted new freshman applicants who actually enroll in the fall term.

⁷ Non-resident enrollment includes Michigan students.

⁸ Fall 1992 enrollment includes 33 Minnesota students reported by UW-River Falls as non-residents.

UW-River Falls, UW-Stout, UW-Superior, and UW-Whitewater have higher yields from their Minnesota admits than their Wisconsin admits.

Table 12
New Freshman Yield Rates by Institution
Fall 1989 to Fall 1993

A. ALL NEW FRESHMEN

	MSN	MIL	EAU	GBY	LAC	OSH	PKS ⁹	PLT	RVF ¹⁰	STP	STO	SUP	WTW	CTR
Fall 1989	47%	57%	50%	50%	49%	49%	66%	58%	64%	55%	63%	61%	52%	79%
Fall 1990	45%	57%	49%	51%	48%	48%	64%	54%	58%	51%	53%	57%	54%	71%
Fall 1991	44%	53%	47%	48%	47%	48%	64%	54%	61%	48%	59%	67%	51%	77%
Fall 1992	43%	53%	47%	46%	46%	48%	66%	43%	36%	45%	35%	17%	46%	60%
Fall 1993	43%	53%	44%	41%	43%	44%	57%	48%	53%	45%	53%	50%	50%	73%

B. WI RESIDENTS

Fall 1989	58%	59%	49%	52%	50%	50%	69%	60%	64%	55%	64%	59%	54%	79%
Fall 1990	57%	59%	50%	51%	49%	49%	66%	56%	56%	52%	53%	61%	55%	70%
Fall 1991	55%	55%	47%	47%	46%	48%	66%	56%	59%	50%	59%	67%	52%	77%
Fall 1992	55%	55%	47%	46%	46%	49%	71%	54%	57%	49%	55%	55%	52%	76%
Fall 1993	53%	55%	44%	42%	44%	44%	59%	50%	52%	45%	54%	47%	51%	74%

C. NON-RESIDENT

Fall 1989	30%	27%	42%	30%	56%	39%	37%	52%	53%	39%	50%	55%	36%	77%
Fall 1990	26%	30%	52%	35%	38%	43%	42%	41%	39%	25%	44%	38%	45%	84%
Fall 1991	28%	21%	38%	28%	55%	49%	29%	42%	18%	19%	36%	53%	36%	60%
Fall 1992	26%	24%	32%	38%	34%	43%	36%	45%	35%	17%	46%	60%	43%	68%
Fall 1993	29%	25%	37%	22%	40%	46%	40%	39%	41%	26%	41%	53%	41%	69%

D. MINNESOTA COMPACT

Fall 1989	53%	34%	53%	21%	40%	71%	0%	0%	65%	n/a	64%	66%	36%	80%
Fall 1990	52%	35%	44%	70%	46%	34%	0%	26%	64%	n/a	56%	55%	36%	33%
Fall 1991	49%	25%	45%	29%	47%	27%	0%	33%	62%	n/a	63%	68%	38%	25%
Fall 1992	47%	29%	46%	24%	48%	38%	0%	39%	55%	n/a	58%	61%	53%	20%
Fall 1993	47%	34%	43%	37%	41%	21%	50%	22%	56%	n/a	51%	58%	25%	33%

⁹ Fall 1992 All New Freshmen estimated from three year average. In Fall 1993, UW-Parkside began to report Minnesota applicants separately.

¹⁰ Fall 1992 enrollment includes 33 students reported by UW-River Falls as non-residents.

SECTION II. TRANSFER TRENDS

A. TRENDS IN TRANSFER APPLICATIONS

The number of transfer applicants is considerably smaller than new-freshman applicants. In Fall 1993, there were 16,709 transfer applicants (Table 13) compared to 42,793 new freshman applicants (Table 4). The distribution of transfer applicants among Wisconsin residents, Minnesota compact and other non-residents is similar to that for freshmen.

The number of Wisconsin-resident transfer applicants has fluctuated between 11,200 and 12,200 over the past five years. The number of non-resident applicants has steadily climbed since Fall 1990. The number of Minnesota compact applicants peaked in Fall 1991, and has declined since.

Table 13
UW System Transfer Applicants
Fall 1989 to Fall 1993

	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993	% change 1992 to 1993
WI Res.	11,274	11,754	12,172	11,217	11,764	4.9%
Non-Res.	3,251	3,137	3,384	3,413	3,562	4.4%
Minn. Comp.	1,498	1,654	1,661	1,433	1,383	-3.5%
Total O/S	4,749	4,791	5,045	4,846	4,945	2.0%
Total	16,023	16,545	17,217	16,063	16,709	4.0%

While fewer transfer applicants submit multiple applications than do new freshmen (13.8 percent compared to 39.8 percent) (Table 14), the proportion of transfers who are submitting more than one application has doubled since Enrollment Management. Most non-resident and Minnesota compact transfer applicants submit only one application.

Table 14
Proportion of Wisconsin Resident Applicants Making Multiple Transfer Applications
Fall 1985 to Fall 1993

Fall 1985	7.6%
Fall 1986	8.2%
Fall 1987	10.2%
Fall 1988	10.9%
Fall 1989	11.8%
Fall 1990	11.5%
Fall 1991	12.7%
Fall 1992	12.7%
Fall 1993	13.8%

The admissions database does not contain information about current institution of transfer applicants. However, 46 percent of Wisconsin-resident enrolled transfers are new to UW System, as are 97 percent of non-resident transfers and 90 percent of Minnesota compact transfers. It appears, therefore, enrollment patterns suggest that half of Wisconsin residents applying for transfer are already enrolled in a UW institution, while most non-resident transfer applicants are seeking admission to the UW for the first time.

UW-Madison receives the largest number of applications for transfer (4,342) who apply to that institution, followed by UW-Milwaukee (2,862). Other institutions receiving over 1,000 transfer applications include UW-Eau Claire, UW-Green Bay, UW-Oshkosh, UW-Stevens Point, UW-Stout, UW-Whitewater, and UW-Centers (Table 15).

Table 15
Number of Single and Multiple Transfer Applications by Institution, Fall 1993

A. ALL APPLICATIONS

APPS #	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	CTR
1	85%	79%	69%	76%	68%	66%	82%	77%	85%	69%	82%	85%	69%	84%
N	3,712	2,267	969	937	596	1,056	507	531	511	794	821	330	925	878
2+	15%	21%	31%	24%	32%	34%	18%	23%	15%	31%	18%	15%	31%	16%
N	630	595	433	300	283	542	112	161	91	351	183	60	418	168

B. WI RESIDENTS

1	78%	78%	64%	73%	62%	66%	78%	70%	73%	67%	78%	73%	67%	84%
N	1,866	1,814	627	747	398	966	328	334	178	653	526	127	777	800
2+	22%	22%	36%	27%	38%	34%	22%	30%	27%	33%	22%	27%	33%	16%
N	513	520	351	273	242	503	93	146	66	321	151	48	378	156

C. NON-RESIDENTS

1	95%	88%	85%	87%	85%	76%	90%	93%	82%	82%	91%	89%	81%	89%
N	1,569	420	173	174	102	82	178	169	32	141	94	64	138	74
2+	5%	12%	15%	13%	15%	24%	10%	7%	18%	18%	9%	11%	19%	11%
N	77	58	31	25	18	26	19	12	7	30	9	8	32	9

D. MINNESOTA COMP.

1	87%	66%	77%	89%	81%	38%	100%	90%	94%	n/a	90%	97%	56%	57%
N	277	33	169	16	96	8	1	28	301	n/a	201	139	10	4
2+	13%	34%	23%	11%	19%	62%	0%	10%	6%	n/a	10%	3%	44%	43%
N	40	17	51	2	23	13	0	3	18	n/a	23	4	8	3

B. TRENDS IN TRANSFER ADMISSION RATES

Wisconsin residents applying for transfer are less likely to gain admission to the UW or another UW institution than are new freshmen. In Fall 1993, 83 percent were admitted (Table 16). The proportion of Minnesota compact and other non-resident applicants who are admitted is lower, at 74 percent and 76 percent respectively.

Table 16
UW System Transfer Admission Rate by Residency Status¹¹
Fall 1989 to Fall 1993

	WI Resident	Non-resident	Minnesota Comp.	Total
Fall 1989	82%	83%	74%	81%
Admitted	7,843	1,882	918	10,643
Applicants	9,597 (85%)	2,278 (70%)	1,248 (83%)	13,123 (82%)
Fall 1990	84%	79%	78%	83%
Admitted	8,319	1,794	1,061	11,174
Applicants	9,909 (84%)	2,263 (72%)	1,357 (82%)	13,529 (82%)
Fall 1991	82%	77%	77%	81%
Admitted	8,465	1,876	1,084	11,425
Applicants	10,329 (85%)	2,436 (72%)	1,414 (85%)	14,179 (82%)
Fall 1992	80%	69%	75%	77%
Admitted	7,636	1,800	916	10,352
Applicants	9,583 (85%)	2,592 (76%)	1,229 (86%)	13,404 (83%)
Fall 1993	83%	76%	74%	81%
Admitted	8,341	2,011	848	11,200
Applicants	10,086 (86%)	2,653 (74%)	1,142 (83%)	13,881 (83%)

Percentage in parentheses are the percent of all applications which are complete.

¹¹ Definition of admission rate excludes from the base of applicants those who did not complete an application and those who withdrew their application before an institution had an opportunity to make an admission decision. It includes applicants who withdrew their application after an admission decision was made. About 86 percent of Wisconsin resident applicants complete at least one application compared to 83 percent of Minnesota compacts and 74 percent of other non-resident transfer applicants.

Transfer Admission Rates by Institution

In Fall 1993, UW-Parkside and UW-Centers admitted over 90 percent of transfer applicants. UW-Madison had the lowest admission rate at 61 percent. Admission rates for Wisconsin residents increased from Fall 1992 at eight institutions, but dropped at UW-La Crosse, UW-Oshkosh, UW-Parkside, UW-River Falls, and UW-Centers (Table 18).

Table 18
Percentage of Transfers Admitted by Institution
Fall 1989 to Fall 1993

A. ALL TRANSFERS

	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	CTR
Fall 1989	79%	90%	64%	75%	78%	81%	96%	92%	79%	66%	59%	96%	50%	97%
Fall 1990	75%	89%	63%	82%	81%	89%	94%	78%	83%	64%	75%	98%	55%	95%
Fall 1991	64%	89%	65%	82%	87%	91%	94%	86%	82%	72%	73%	94%	60%	93%
Fall 1992	58%	87%	61%	67%	84%	90%	97%	66%	72%	60%	76%	84%	76%	95%
Fall 1993	61%	89%	70%	89%	82%	85%	95%	76%	71%	67%	79%	88%	79%	94%

B. WI RESIDENTS

Fall 1989	81%	90%	62%	75%	79%	81%	95%	90%	81%	65%	58%	96%	51%	97%
Fall 1990	77%	88%	61%	82%	78%	89%	92%	76%	87%	65%	76%	98%	56%	95%
Fall 1991	66%	89%	63%	82%	84%	91%	93%	83%	84%	71%	73%	95%	61%	92%
Fall 1992	63%	87%	57%	66%	81%	90%	96%	58%	69%	60%	76%	83%	76%	95%
Fall 1993	65%	88%	67%	90%	80%	85%	95%	71%	83%	65%	80%	86%	80%	94%

C. NON-RESIDENTS

Fall 1989	79%	87%	61%	78%	75%	n/a	100%	95%	71%	77%	66%	98%	47%	100%
Fall 1990	74%	90%	86%	80%	91%	n/a	99%	85%	81%	60%	65%	93%	48%	98%
Fall 1991	61%	91%	82%	79%	99%	87%	96%	94%	76%	80%	66%	94%	50%	100%
Fall 1992	52%	87%	84%	69%	95%	87%	99%	82%	78%	61%	65%	87%	77%	100%
Fall 1993	58%	91%	86%	87%	87%	86%	97%	87%	63%	73%	65%	89%	81%	97%

D. MINNESOTA COMP.

Fall 1989	72%	93%	78%	63%	71%	89%	n/a	94%	78%	n/a	57%	96%	100%	100%
Fall 1990	70%	100%	58%	100%	87%	90%	n/a	82%	81%	n/a	75%	99%	67%	80%
Fall 1991	55%	82%	62%	67%	93%	100%	n/a	96%	81%	n/a	77%	94%	62%	100%
Fall 1992	55%	100%	57%	71%	84%	100%	100%	79%	n/a	n/a	78%	84%	88%	100%
Fall 1993	50%	91%	70%	82%	87%	88%	100%	93%	n/a	n/a	85%	91%	55%	100%

C. TRANSFER YIELD RATES ¹²

Transfer yield rates fell slightly for all residency types in Fall 1993. However, as was true for new freshmen, Wisconsin-resident transfers are much more likely to enroll than any other group. In Fall 1993, 79 percent of admitted Wisconsin transfers enrolled somewhere in the UW System (Table 19).

Table 19
UW System Transfer Yield Rates by Residency
Fall 1989 to Fall 1993

	WI Resident	Non-Resident ¹³	Minn. Compact	Total
Fall 1989	79%	52%	68%	73%
Admission	7,843	1,882	918	10,643
Enrollment	6,174	981	622	7,777
Fall 1990	78%	52%	69%	73%
Admission	8,319	1,794	1,061	11,174
Enrollment	6,524	933	731	8,188
Fall 1991	82%	51%	72%	76%
Admission	8,465	1,846	1,084	11,395
Enrollment	6,923	943	778	8,644
Fall 1992	80%	51%	68%	74%
Admission	7,636	1,800	916	10,352
Enrollment	6,101	912	626	7,639
Fall 1993	79%	49%	66%	73%
Admission	8,341	2,011	848	11,200
Enrollment	6,599	991	560	8,150

¹² Yield Rate is the proportion of admitted transfer applicants who actually enroll in the fall term.

¹³ Non-resident transfer enrollment data include 7 Michigan students in 1989, 7 in 1990, 9 in 1991, 12 in 1992, 11 Michigan and 2 tax reciprocity students in 1993.

Transfer Yield Rates by Institution

Most transfers admitted to UW-Centers enroll (89 percent in Fall 1993). Less than 60 percent of those admitted to UW-Eau Claire, UW-Green Bay, UW-La Crosse, and UW-Platteville actually enroll (Table 20).

Table 20
Transfer Yield Rates by Institution
Fall 1989 to Fall 1993

A. ALL TRANSFERS

	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	CTR
Fall 1989	69%	79%	53%	54%	62%	72%	71%	46%	70%	63%	71%	61%	74%	89%
Fall 1990	66%	77%	54%	57%	60%	70%	69%	39%	70%	71%	71%	61%	72%	89%
Fall 1991	65%	80%	58%	66%	61%	73%	73%	62%	72%	63%	75%	74%	67%	96%
Fall 1992	68%	72%	55%	59%	57%	71%	64%	56%	72%	67%	76%	76%	71%	89%
Fall 1993	66%	76%	52%	56%	53%	67%	63%	59%	70%	70%	72%	75%	67%	89%

B. WI RESIDENTS

Fall 1989	79%	83%	51%	59%	65%	68%	79%	61%	65%	62%	69%	57%	75%	91%
Fall 1990	75%	81%	54%	58%	63%	68%	76%	51%	69%	67%	74%	53%	73%	89%
Fall 1991	75%	83%	57%	71%	64%	73%	81%	78%	74%	60%	80%	73%	69%	97%
Fall 1992	76%	77%	55%	63%	65%	74%	70%	85%	71%	68%	77%	94%	71%	90%
Fall 1993	74%	80%	54%	61%	61%	70%	68%	82%	69%	72%	73%	88%	67%	90%

C. NON-RESIDENT

Fall 1989	51%	46%	62%	27%	55%	n/a	54%	24%	58%	50%	64%	67%	60%	70%
Fall 1990	48%	48%	64%	51%	52%	n/a	56%	17%	77%	75%	38%	60%	65%	87%
Fall 1991	47%	55%	60%	33%	64%	77%	56%	32%	50%	51%	42%	62%	55%	86%
Fall 1992	51%	40%	57%	33%	22%	45%	57%	20%	n/a	29%	66%	60%	69%	71%
Fall 1993	50%	48%	53%	26%	23%	52%	54%	19%	47%	36%	58%	63%	61%	85%

D. MINNESOTA COMP.

Fall 1989	73%	60%	54%	20%	42%	38%	n/a	0%	73%	n/a	79%	64%	0%	0%
Fall 1990	71%	61%	46%	67%	51%	44%	n/a	14%	n/a	n/a	n/a	41%	100%	25%
Fall 1991	58%	71%	61%	50%	40%	67%	n/a	12%	72%	n/a	75%	80%	25%	50%
Fall 1992	78%	50%	50%	60%	52%	36%	n/a	10%	66%	n/a	76%	65%	57%	100%
Fall 1993	66%	77%	45%	36%	41%	27%	100%	4%	74%	n/a	76%	68%	67%	29%

OCCASIONAL RESEARCH BRIEFS

- 91/1: TRENDS IN STAFFING. January 1991.
- 91/2: OUTCOMES OF NEW FRESHMAN STUDENTS: RETENTION, GRADUATION AND TIME TO DEGREE. March 1991.
- 91/3: CHARACTERISTICS OF NEW FRESHMEN. May 1991.
- 91/4: ANNUAL STATUS REPORT ON STUDENT FINANCIAL AID IN THE UW SYSTEM, 1989-90. May 1991.
- 91/5: TRENDS IN ENROLLMENT. August 1991.
- 92/1: ACCESS TO THE UW SYSTEM; PATTERNS OF APPLICATION, ADMISSION AND ENROLLMENT OF NEW FRESHMEN. February 1992.
-
- 92/2: TRENDS IN DEGREES CONFERRED, 1980-81 TO 1990-91. March 1992.
- 92/3: TRENDS IN ENROLLMENT: FALL 1991 UPDATE. April 1992.
- 92/4: MINORITY STUDENT TRENDS. May 1992.
- 92/5: ANNUAL STATUS REPORT ON STUDENT FINANCIAL AID IN THE UW SYSTEM: 1990-91. June 1992.
- 92/6: CHARACTERISTICS OF NEW UNDERGRADUATES: FALL 1991 UPDATE. June 1992.
- 92/7: TRENDS IN FACULTY TEACHING ASSIGNMENTS. October 1992.
- AQP: ACADEMIC QUALITY PROGRAM, Activities and Opinions of the University of Wisconsin Faculty, December 1992.
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- 93/1: TRENDS IN ENROLLMENT: Fall 1992 Update. February 1993.
- 93/2: APPENDIX Access Update: The Class of Fall 1992 Freshman Admission Requirements at the University of Wisconsin. March 1993.
- 93/2: ACCESS UPDATE: The Class of Fall 1992. March 1993.
- 93/3: THE NEW UNDERGRADUATE CLASS: Fall 1992. March 1993.
- 93/4: NEW FRESHMAN OUTCOMES: Retention, Graduation and Time to Degree. March 1993.
- 93/5: TRENDS IN DEGREES CONFERRED, 1981-82 TO 1991-92. March 1993.
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- 94/1: TRENDS IN DEGREES CONFERRED, 1982-83 TO 1992-93. February 1994.
- 94/2: TRENDS IN ENROLLMENT: Fall 1993 Update. February 1994.
- 94/3: STUDENT FINANCIAL AID IN THE UW SYSTEM, 1992-93 UPDATE. April 1994.
- 94/4: MEETING THE FINANCIAL AID NEEDS OF UW RESIDENT UNDERGRADUATES. April 1994.
- 94/5: ACCESS UPDATE: The Class of Fall 1993. May 1994.
- 94/6: THE NEW UNDERGRADUATE CLASS: Fall 1993. May 1994.
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Occasional Research Brief

94/6 : May 1994



THE NEW UNDERGRADUATE CLASS: FALL 1993

EXECUTIVE SUMMARY

For only the second time since 1985, the number of new freshmen enrolling in the University of Wisconsin grew. In Fall 1993, new freshman enrollment increased 2.4 percent over the prior year to 23,207, but is still the second smallest class since merger in 1972. The number of students transferring between UW institutions increased 5.4 percent from Fall 1992 to 3,671 students. The number of transfers entering the UW from non-UW institutions increased to 4,479, up 7.8 percent from one year ago.

UW new freshmen continue to demonstrate high levels of academic achievement, as measured by high school rank, ACT scores, and low numbers of exceptions admits. The average high school rank of entering new freshmen remained virtually unchanged from last year's record high and now stands at 68.5 percent for Fall 1993. The proportion who graduated in the top half of their high school class remains at 82 percent. Representing no change from last year, just 3.4 percent of new freshmen had graduated in the bottom quartile, almost the lowest proportion since 1972. The average ACT composite score of new freshmen has returned to the high of 1989, standing at 22.4 in Fall 1993. The proportion of new freshmen 20 years or younger admitted as exceptions to admissions guidelines has declined still further to two percent of all new freshmen, well below the five percent ceiling established in 1987.

In Fall 1993, 7.5 percent of new freshmen were minority, the highest level of minority representation ever. There were 603 (+37) African Americans, 563 (+6) Asian Americans, 400 (+14) Hispanic/Latinos, and 164 (+20) American Indians. African American new freshmen comprise 2.6 percent of all new freshmen, Asian Americans at 2.4 percent, Hispanic/Latinos at 1.7 percent, and American Indians at .7 percent.

Transfer students constitute one quarter (8,150) of all new institutional undergraduate matriculants. Almost half (45%) of these transfers were changing between UW institutions. For white transfers, this proportion goes up to 54 percent, while three quarters of minority transfers are from non-UW institutions.

Of the 4,479 new transfers enrolling for the first time in the UW, 1,046 came from a Wisconsin Technical College System institution, and 543 from other Wisconsin colleges and universities. The remaining 2,700 came from out-of-state institutions, but half of these students were Wisconsin residents returning home to continue their college education.

HIGHLIGHTS

The Fall 1993 new freshman class is the second smallest since merger in 1972. (pages 5-7)

- There were 23,207 new freshmen enrolled for Fall 1993, up 2.4 percent from one year ago.
- The increase in new freshmen echoes a marginal increase in the number of Wisconsin high school graduates, (up 0.9%).
- Three-quarters of all new freshmen came immediately from Wisconsin high schools.
- Transfers as a proportion of all new undergraduates dropped to 21.8 percent by Fall 1988, but now stands at 26.0 percent in Fall 1993, the second highest proportion in the last decade.

Surpassing last year's record, the new freshman class of Fall 1993 continues to grow in multicultural diversity. (pages 8-9)

- As a proportion of all new freshmen, minority new freshmen increased from 4.1 percent in Fall 1986 to 7.5 percent in Fall 1993, the highest proportion ever. African American new freshmen comprise 2.6 percent of all new freshmen, Asian Americans 2.4 percent, Hispanic/Latinos 1.7 percent, and American Indians .7 percent.
- Increases in enrollment occurred across all minority groups. The number of African Americans (603, +37), Asian Americans (563, +6) and Hispanic/Latinos (400, +14), and American Indians (164, +20) increased over Fall 1992. White/other students increased to 21,236 (+504), and foreign new freshmen decreased to 241 (-46).
- UW-Milwaukee continues to lead all other UW institutions in the proportion of its new freshmen who are minorities (19.6%), followed by UW-Parkside (14.7%). UW-Madison is third, with 8.9 percent minority new freshmen in Fall 1993.
- UW-Milwaukee enrolls one third of all African American new freshmen, while UW-Madison enrolls 38 percent of Asian American freshmen. One quarter of Hispanic/Latino freshmen attend UW-Madison, with another 20 percent attending UW-Milwaukee. American Indian new freshmen are more broadly dispersed across UW institutions, although their total numbers remain small.

The new freshman class continues to demonstrate high levels of academic achievement. (pages 9-13)

- The average high school rank of entering new freshmen remains virtually unchanged from last year at 68.5 percent for Fall 1993.
- For eight institutions, the average high school rank in Fall 1993 was the highest ever (UW-Madison, UW-Green Bay, UW-La Crosse, UW-Oshkosh, UW-Platteville, UW-River Falls, UW-Stevens Point, and UW-Stout).
- The proportion of new freshmen who graduated in the top half of their high school class continues to be high at 81.9 percent, almost unchanged from 81.8 percent one year

earlier. The proportion who had graduated in the bottom quartile also remained steady at just 3.4 percent.

- The average ACT composite score of new freshmen returned to the 1989 high of 22.4 in Fall 1993.
- There are small differences from year to year in high school rank distribution by race/ethnicity. Asian Americans are most likely to have graduated in the top quartile (53%), while 21 percent of African American freshmen are top quartile graduates.
- New freshmen at UW-Madison have the highest average ACT scores, followed by new freshmen at UW-Eau Claire, UW-La Crosse, and UW-Platteville.

The proportion of new freshmen admitted as exceptions remains well below the five percent ceiling established in 1987. (page 14)

- The proportion of new freshmen 20 years of age or younger admitted under the exception admissions category stood at 2.0 percent in Fall 1993.

Transfer students constitute one quarter of new undergraduate matriculants. (pages 16-19)

- There were 8,150 undergraduates transferring into UW institutions for Fall 1993, representing 26 percent of UW System new undergraduates. Almost half of these transfers (45%) were changing from one UW institution to another UW institution.
- Of these 3,671 inter-institutional transfers, 1,907 moved among the doctoral/comprehensive institutions, 1,445 moved from UW-Centers to other UW institutions, and 319 transferred into UW-Centers.
- Of the 4,479 new transfers enrolling for the first time in the UW, 524 came from private Wisconsin institutions. Another 2,700 came from out-of-state institutions, but half of these students were Wisconsin residents returning home to continue their college education.
- The number of transfers from the Wisconsin Technical College System (WTCS) exceeded 1,000 for the first time in Fall 1993, up 9.2 percent from the prior year, and 53 percent since the beginning of Enrollment Management.
- Three-quarters of minority transfer undergraduates are new to the UW System, compared to half of white transfer undergraduates.
- Sources of non-UW transfers are quite similar for most racial/ethnic groups (excluding foreign students.) More than half are transfers from out-of-state institutions, another 25-30 percent are from the WTCS, with the remainder coming from Wisconsin private institutions.
- UW-Milwaukee, UW-Green Bay, and UW-Superior each enroll about 40 percent of their new undergraduates as transfers. UW-La Crosse has the lowest proportion at 15 percent.

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THE NEW UNDERGRADUATE CLASS: FALL 1993

This Occasional Research Brief provides descriptive information on Fall 1993 new freshmen and undergraduate transfers. Section I, on new freshmen, begins on page 6. Section II, on undergraduates transfers, begins on page 16.

TRENDS IN NEW FRESHMEN AND UNDERGRADUATE TRANSFERS

In Fall 1993, 23,207 new freshmen enrolled in the UW, up 2.4 percent from one year ago. While up, this year's freshman class still represents the second smallest class since merger in 1972 (Figure 1). There was a marginally larger pool of Wisconsin high school graduates in 1993 than one year ago (up 0.9%). In Fall 1993 enrollment of transfers increased 6.7 percent from one year earlier to 8,150 (Figure 2). The number of transfers has fluctuated around 8,000 under Enrollment Management, after standing at 9,000 to 10,000 in the early 1980s. The number of new undergraduates who are students transferring for the first time into the UW System (new transfers) has increased under Enrollment Management after falling significantly during the early 1980s.

Figure 1
UW System New Freshmen
Fall 1972 to Fall 1993

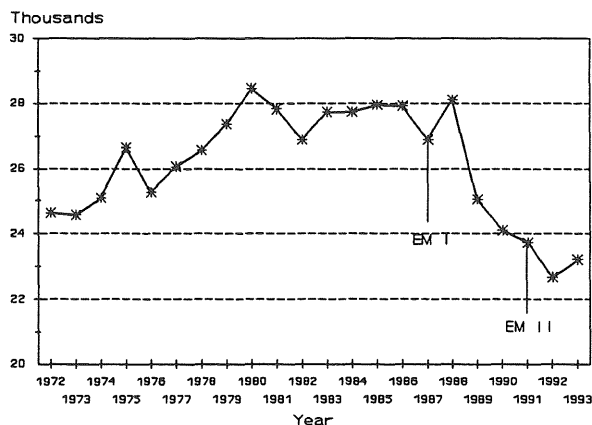
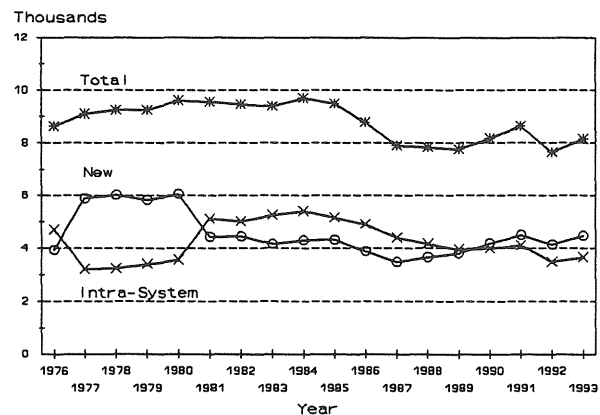


Figure 2
UW System Undergraduate Transfers
Fall 1976 to Fall 1993



One in four new students at UW individual institutions each year are transfers. Almost half of those are transferring within the UW System. Transfers as a proportion of all new undergraduates dropped to 21.8 percent by Fall 1988, but now stands at 26.0 percent in Fall 1993, the second highest proportion in the last decade (Table 1).

Table 1
Undergraduate Transfers to UW Institutions as a Proportion of All New Undergraduates
Fall 1983 to Fall 1993

	EM I						EM II				
	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993
Intra-UWS	14.2%	14.4%	13.8%	13.4%	12.7%	11.6%	12.1%	12.4%	12.8%	11.5%	11.7%
Non-UWS	11.1%	11.5%	11.5%	10.6%	10.0%	10.2%	11.6%	13.0%	13.9%	13.7%	14.3%
Total	25.3%	25.9%	25.3%	24.0%	22.7%	21.8%	23.7%	25.4%	26.7%	25.2%	26.0%

SECTION I: NEW FRESHMEN

A. NEW FRESHMEN BY INSTITUTION

UW institutions have experienced quite varied patterns in the size of their new freshman cohorts over time (Table 2). Freshmen cohorts at individual UW institutions have, with the exception of UW-Green Bay, shrunk since Fall 1986 (prior to EM I) as institutions managed admissions under Enrollment Management. For several UW institutions, current cohorts of freshmen are substantially smaller than at merger in 1972, (UW-Milwaukee, UW-Oshkosh, UW-Parkside, and UW-Superior), while others have returned to class sizes of the early 1970s.

Table 2
New Freshman Enrollments by Institution, Fall 1972 to Fall 1993

FALL	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	CTR	UWS
1972	4,219	3,042	2,308	668	1,605	2,226	1,183	1,020	804	1,876	994	591	1,660	2,438	24,634
1973	4,263	3,575	2,207	549	1,640	1,941	1,065	877	787	1,614	1,001	558	1,559	2,932	24,568
1974	4,394	3,358	2,419	646	1,862	1,730	1,052	897	973	1,647	1,227	511	1,443	2,930	25,089
1975	4,654	3,171	2,483	575	1,942	1,889	1,026	1,081	1,117	1,879	1,111	508	1,757	3,453	26,646
1976	3,918	2,994	2,245	560	1,884	1,709	784	1,150	1,264	1,913	1,279	485	1,915	3,158	25,258
1977	4,217	2,741	2,623	563	2,140	1,666	783	1,154	1,154	2,053	1,291	553	1,826	3,293	26,057
1978	4,683	3,165	2,555	597	2,057	1,752	909	1,040	1,199	1,960	1,414	465	1,773	2,991	26,560
1979	4,836	2,833	2,695	677	2,176	1,851	1,009	1,107	1,245	1,970	1,407	425	2,026	3,104	27,361
1980	5,021	2,845	2,737	789	2,053	1,807	1,056	1,227	1,317	2,021	1,507	446	2,165	3,461	28,452
1981	4,683	2,808	2,441	773	2,040	2,004	1,045	1,297	1,294	1,966	1,375	404	2,195	3,505	27,830
1982	4,797	2,684	2,494	714	1,928	1,797	954	1,246	1,116	1,712	1,380	382	2,082	3,606	26,892
1983	5,110	2,847	2,475	693	2,028	1,771	1,075	1,201	1,082	1,727	1,374	347	2,135	3,872	27,737
1984	5,490	2,864	2,355	708	2,072	1,869	871	1,062	1,103	1,794	1,388	321	2,189	3,658	27,744
1985	5,687	2,747	2,387	811	2,131	1,804	817	1,176	1,001	1,887	1,436	333	2,253	3,481	27,951
1986	5,383	2,677	2,470	696	2,114	1,947	886	1,127	1,145	1,821	1,419	368	2,136	3,736	27,925
EM I															
1987	5,181	2,390	2,320	817	1,977	1,857	753	1,156	1,053	1,687	1,404	375	2,152	3,775	26,897
1988	5,934	2,647	2,277	862	1,890	1,837	942	1,059	1,048	1,700	1,361	411	1,898	4,238	28,104
1989	4,993	2,461	1,934	782	1,689	1,730	757	995	957	1,690	1,143	414	1,836	3,663	25,044
1990	4,699	2,446	1,736	746	1,622	1,608	782	943	939	1,580	1,130	346	1,953	3,565	24,095
EM II															
1991	4,642	2,153	1,796	829	1,655	1,455	760	1,027	1,054	1,505	1,177	478	1,819	3,372	23,722
1992	4,416	1,880	1,869	816	1,495	1,492	769	910	1,026	1,398	1,000	363	1,785	3,454	22,673
1993	4,631	1,930	1,956	770	1,702	1,514	783	950	846	1,375	1,030	344	1,845	3,531	23,207

B. DEMOGRAPHIC CHARACTERISTICS OF NEW FRESHMEN

Residency of New Freshmen by Institution

In accordance with the UW System mission, Wisconsin residents are the vast majority of the UW freshmen (Table 3). In Fall 1993, 83.9 percent of new freshmen were Wisconsin residents, and most (89%) of those enter immediately after graduation from high school. Fully three quarters of all UW freshmen come immediately from Wisconsin high schools.

The proportion of new freshmen who enroll under the Minnesota tuition compact peaked at 9 percent in Fall 1991, then dropped slightly to 7.9 percent by Fall 1993¹. The proportion of new freshmen who are other non-residents has fluctuated at about 8 percent, with the exception of Fall 1988 when UW-Madison enrolled an unusually large non-resident cohort of freshmen (Table 3).

Table 3
UW System Proportion of New Freshmen by Residency Status
Fall 1983 to Fall 1993

Fall	WI Resident	Other Non-Res	Minn. Compact	Total UWS
1983	86.3%	7.4%	6.3%	27,737
1984	85.5%	7.8%	6.6%	27,744
1985	85.4%	8.1%	6.5%	27,951
1986	85.0%	7.8%	7.2%	27,925
1987 EM I	84.6%	8.3%	7.1%	26,897
1988	82.4%	10.5%	7.1%	28,104
1989	83.8%	8.1%	8.1%	25,044
1990	84.5%	7.5%	8.1%	24,095
1991 EM II	83.6%	7.4%	9.0%	23,722
1992	84.0%	7.7%	8.3%	22,673
1993	83.9%	8.2%	7.9%	23,207

Most (66%) non-resident freshmen enroll at UW-Madison (26.3 percent of its freshman enrollment in Fall 1993) (Table 4). UW-Madison, followed closely by UW-River Falls, UW-Eau Claire and UW-Stout, enrolled the largest numbers of Minnesota-compact freshmen. As a proportion of total new freshman enrollment, UW-River Falls, UW-Superior, and UW-Stout lead other UW institutions in Minnesota compact freshmen at 40.2 percent, 32.3 percent, and 24.2 percent respectively.

Table 4
New Freshman Enrollment by Residency Status and Institution, Fall 1993

	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	CTR	UWS
Res	2,956	1,867	1,579	737	1,404	1,436	736	883	491	1,276	751	214	1,718	3,428	19,476
Non-Res	1,216	48	42	22	80	73	44	57	16	60	30	19	122	63	1,892
Compact	459	15	335	11	218	5	2	10	340	39	249	111	5	40	1,839
Total	4,631	1,930	1,956	770	1,702	1,514	783	950	846	1,375	1,030	344	1,845	3,531	23,207
Res	63.8%	96.7%	80.7%	95.7%	82.5%	94.8%	94.1%	92.9%	57.9%	92.8%	72.9%	62.2%	93.1%	97.1%	83.9%
Non-Res	26.3%	2.5%	2.1%	2.9%	4.7%	4.8%	5.6%	6.0%	1.9%	4.4%	2.9%	5.5%	6.6%	1.8%	8.2%
Compact	9.9%	0.8%	17.1%	1.4%	12.8%	0.3%	0.3%	1.1%	40.2%	2.8%	24.2%	32.3%	0.3%	1.1%	7.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

¹ Includes 0.2% (n = 38) Michigan compact students enrolled in UW-Centers in Fall 1993.

New Freshmen by Race/Ethnicity²

As a proportion of all new freshmen, minorities increased from 7.3 percent in Fall 1992 to 7.5 percent in Fall 1993, the highest ever level of representation. There were 1,730 minorities enrolled as new freshmen in Fall 1993 (Table 5). African Americans comprised the largest share of minority new freshmen, constituting 2.6 percent of the new freshman enrollment.

Asian Americans comprise the second largest proportion at 2.4 percent. Hispanic/Latinos made up 1.7 percent, and American Indians comprised 0.7 percent. Foreign students were 1.0 percent of new freshman enrollment, and white new freshmen were 91.5 percent of all freshmen in Fall 1993 (Figure 3).

Figure 3
UW System New Freshmen by Race/Ethnicity
Fall 1993

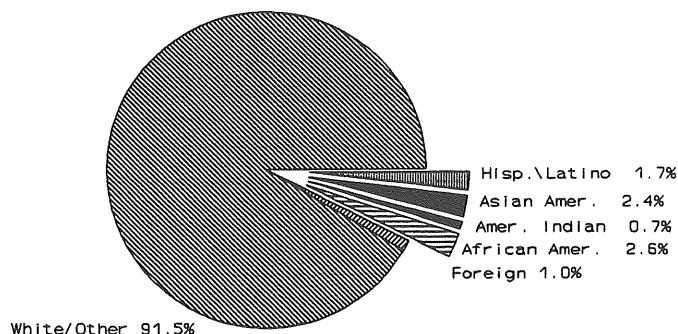


Table 5
New Freshmen by Race/Ethnic Category by Institution, Fall 1993

	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	CTR	UWS
White-Other	4,088	1,541	1,864	725	1,601	1,415	660	903	783	1,302	967	327	1,693	3,367	21,236
Foreign	130	11	9	4	10	14	8	0	4	16	10	6	12	7	241
Minority	413	378	83	41	91	85	115	47	59	57	53	11	140	157	1,730
African Amer.	83	198	17	8	30	17	54	12	17	10	5	2	80	70	603
Amer. Indian	22	29	11	15	5	12	6	5	8	16	5	6	6	18	164
Asian Amer.	212	73	36	13	34	28	10	20	28	20	34	3	25	27	563
Hisp./Latino	96	78	19	5	22	28	45	10	6	11	9		29	42	400
Total	4,631	1,930	1,956	770	1,702	1,514	783	950	846	1,375	1,030	344	1,845	3,531	23,207

	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	CTR	UWS
White-Other	88.3%	79.8%	95.3%	94.2%	94.1%	93.5%	84.3%	95.1%	92.6%	94.7%	93.9%	95.1%	91.8%	95.4%	91.5%
Foreign	2.8%	0.6%	0.5%	0.5%	0.6%	0.9%	1.0%	0.0%	0.5%	1.2%	1.0%	1.7%	0.7%	0.2%	1.0%
Minority	8.9%	19.6%	4.2%	5.3%	5.3%	5.6%	14.7%	4.9%	7.0%	4.1%	5.1%	3.2%	7.6%	4.4%	7.5%
African Amer.	1.8%	10.3%	0.9%	1.0%	1.8%	1.1%	6.9%	1.3%	2.0%	0.7%	0.5%	0.6%	4.3%	2.0%	2.6%
Amer. Indian	0.5%	1.5%	0.6%	1.8%	0.3%	0.8%	0.8%	0.5%	0.8%	1.1%	0.5%	1.7%	0.3%	0.5%	0.7%
Asian Amer.	4.6%	3.8%	1.8%	1.7%	2.0%	1.8%	1.3%	2.1%	3.3%	1.5%	3.3%	0.9%	1.4%	0.8%	2.4%
Hisp./Latino	2.1%	4.0%	1.0%	0.6%	1.3%	1.8%	5.7%	1.1%	0.7%	0.8%	0.9%	0.0%	1.6%	1.2%	1.7%
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0%

Seven UW institutions (UW-Madison, UW-Milwaukee, UW-Eau Claire, UW-Parkside, UW-Platteville, UW-River Falls, and UW-Centers) enrolled proportionally more minority new freshmen than in Fall 1992.

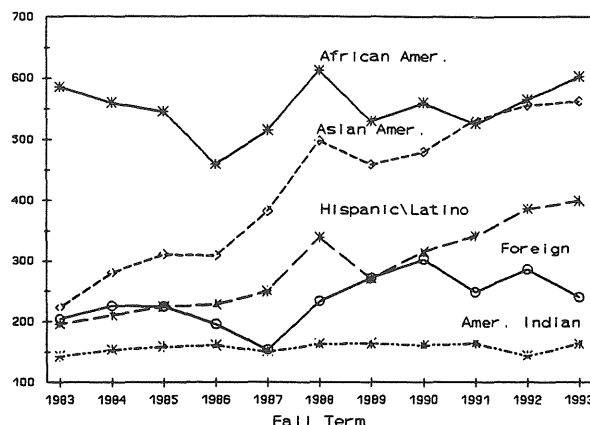
² Minorities here include U.S. citizens and permanent residents who self-identify as African American, Asian American, American Indian and Hispanic/Latino. Design for Diversity targets also include only U.S. citizens and permanent residents, but include new freshmen, transfers and new special students, and exclude Asian Americans other than certain Southeast Asians who entered the United States after 1975.

UW-Milwaukee continues to lead all other UW institutions in the proportion of its new freshmen who are minorities (19.6%), followed by UW-Parkside (14.7%). UW-Madison is third, with 8.9 percent minority new freshmen in Fall 1993 (Table 5).

UW-Milwaukee enrolls one third of all African American new freshmen, while UW-Madison enrolls 38 percent of Asian American freshmen. One quarter of Hispanic/Latino freshmen attend UW-Madison, with another 20 percent attending UW-Milwaukee. American Indian new freshmen are more broadly disperse across UW institutions, although other total numbers remain small.

African Americans comprised the largest segment of minority new freshmen at 603. Enrollment has been generally increasing since reaching a low in 1986 (Figure 4). The number of Asian American new freshmen has increased quite consistently, and in Fall 1993 stood at an all time high of 563. The number of Hispanic/Latino freshmen also has been increasing and also stood at an all-time high of 400 in Fall 1993. Enrollment of American Indians, at 164, has remained quite level since 1985.

Figure 4
UW System New Freshmen by Race/Ethnicity
Fall 1983 to Fall 1993



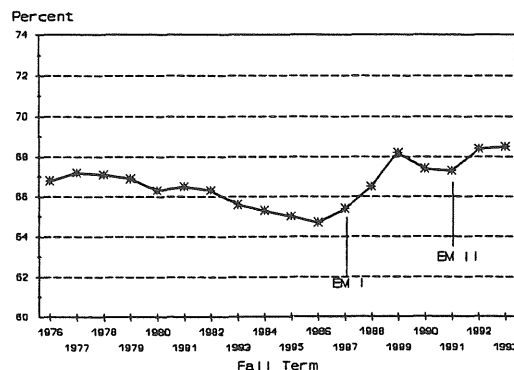
C. PRE-UNIVERSITY CHARACTERISTICS OF NEW FRESHMEN

High School Percentile Rank

The average high school rank of the Fall 1993 freshman class, at 68.5 percent, remains virtually unchanged from one year ago (Figure 5). The data presented include all freshmen for whom high school rank data were available.

The proportion of freshmen without high school rank dropped from a high of 8.9 percent in Fall 1975 to a low of 4.2 percent in Fall 1986 and Fall 1989. Since then, students without a high school rank increased to 6.2 percent in Fall 1992, and remained at that level for Fall 1993. Both immediate and older high school graduates are included.

Figure 5
Average High School Rank of New
Freshmen, Fall 1976 to Fall 1993



Average High School Rank by Institution: For eight institutions, the average rank of freshmen in Fall 1993 was the highest ever (UW-Madison, UW-Green Bay, UW-La Crosse, UW-Oshkosh, UW-Platteville, UW-River Falls, UW-Steven Point, and UW-Stout). UW-River Falls' average high school rank increased the most, going from 66.7 in Fall 1992 to 70.8 in Fall 1993, exceeding 70 percent for the first time. In contrast the average rank of freshmen at UW-Milwaukee, UW-Parkside, and UW-Centers has been gradually dropping (Table 6).

Table 6
Average High School Rank of New Freshmen by Institution, Fall 1976 to Fall 1993

	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	CTR	UWS	No. without HS Rank
1976	81.2	66.9	70.9	67.8	65.8	58.8	63.3	66.8	60.4	61.1	61.8	65.3	63.3	60.9	66.8	1,615
1977	80.2	68.6	70.6	68.1	64.7	67.6	62.9	66.9	62.5	63.6	61.4	59.4	65.2	61.6	67.2	1,434
1978	79.5	65.8	70.4	65.1	66.9	58.2	62.4	67.2	62.6	64.5	60.4	62.2	63.6	61.8	67.1	1,670
1979	79.3	66.2	70.7	64.5	65.5	59.1	62.9	64.5	62.1	62.8	60.9	63.2	64.4	61.7	66.9	1,442
1980	79.8	64.8	69.9	64.8	65.7	60.2	60.9	64.9	62.2	62.2	60.4	59.0	64.6	58.8	66.3	1,806
1981	80.7	64.0	73.8	64.1	66.2	60.0	60.7	65.9	61.6	62.5	59.1	61.4	64.9	59.1	66.5	1,760
1982	80.0	67.1	72.0	62.8	64.4	60.3	62.0	63.3	63.4	61.2	57.0	64.1	63.5	58.7	66.3	1,583
1983	80.2	66.0	70.5	66.2	63.2	62.0	59.2	61.9	61.2	62.0	55.6	58.6	63.1	56.9	65.6	1,612
1984	78.9	67.0	68.6	65.7	63.0	62.6	59.6	63.3	60.0	61.7	53.2	59.1	60.7	57.3	65.3	1,270
1985	79.1	66.6	67.9	64.8	63.2	61.3	59.6	63.3	59.7	60.2	53.6	59.2	60.8	55.0	65.0	1,350
1986	78.6	66.5	69.2	63.4	61.6	62.0	60.2	63.2	58.6	61.6	54.9	58.7	62.8	53.8	64.7	1,172
EM I																
1987	80.6	65.7	68.4	63.6	63.0	63.0	60.7	65.3	60.3	65.8	56.4	60.6	64.3	51.4	65.4	1,317
1988	79.9	64.2	72.6	67.5	67.0	66.2	57.8	64.5	64.1	67.1	58.0	62.8	68.0	51.2	66.5	1,276
1989	81.4	62.9	67.4	68.8	70.0	66.4	62.9	68.4	63.9	67.6	60.7	62.6	69.8	53.7	68.2	1,056
1990	81.7	62.6	67.1	68.7	70.0	68.6	60.5	67.4	64.9	65.7	57.8	60.2	68.6	51.2	67.4	1,163
EM II																
1991	81.2	62.8	74.8	69.2	69.4	69.5	59.2	68.5	64.1	69.3	54.9	61.9	66.6	51.7	67.3	1,172
1992	82.2	62.7	75.1	71.5	70.7	71.6	58.5	71.0	66.7	70.4	63.7	65.9	65.1	51.1	68.4	1,356
1993	82.9	61.3	72.9	72.9	72.5	71.7	58.1	71.2	70.8	70.9	64.4	65.7	65.2	50.5	68.5	1,441

Figure 6 shows that the System-wide proportion of freshmen who graduated in the top half of their class has been increasing since Fall 1986, and remained steady at 81.9 percent by Fall 1993. Only 3.4 percent graduated in the bottom quartile in Fall 1993, unchanged from last year (Figure 6).

More than three-quarters of freshmen at UW-Madison graduated in the top quartile of their high school class in Fall 1993 (Table 7). At seven comprehensive institutions, about half of new freshmen come from the top quartile of their high school class. About one third of freshmen are top-quartile graduates at UW-Milwaukee and four other UW institutions. UW-Centers freshmen are least likely to be top-quartile graduates.

Among the comprehensive institutions, UW-Green Bay, UW-Oshkosh, and UW-Stevens Point had over 90 percent of new freshmen who had graduated in the top half of their high school class. UW-Centers, followed by UW-Milwaukee and UW-Parkside, have the largest proportions of their freshmen from the bottom quartile (12.3%, 6.1% and 6.6% respectively) although this proportion has been dropping for UW-Centers and UW-Milwaukee (Table 7).

Figure 6
Proportion of New Freshmen by High School Quartile, Fall 1976 to Fall 1993

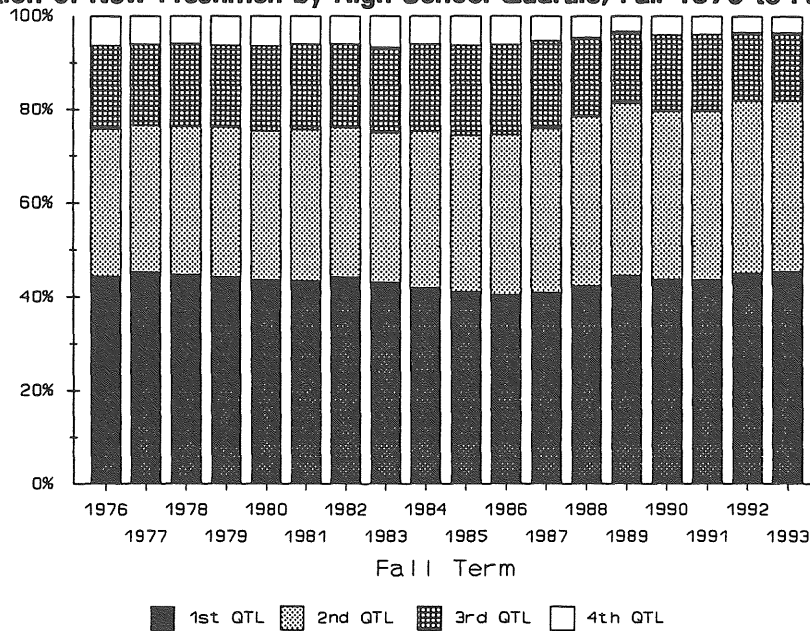


Table 7
New Freshmen by High School Rank and Institution, Fall 1991 to Fall 1993

	Fall 1991		Fall 1992		Fall 1993				
	TOP HALF	4th QUART	TOP HALF	4th QUART	TOP QUART	2nd QUART	TOP HALF	3rd QUART	4th QUART
MSN	97.7	.3	98.5	0.1	77.5	20.8	98.3	1.4	.3
MIL	72.2	6.9	72.2	5.6	31.3	39.9	71.2	22.7	6.1
EAU	91.5	.8	93.2	0.4	51.3	37.5	88.8	10.8	.4
GBY	84.5	1.9	91.7	1.1	49.8	42.7	92.5	6.4	1.1
LAC	88.4	1.6	91.7	1.5	50.3	39.9	90.2	8.9	.9
OSH	90.8	0.0	91.6	0.0	47.5	44.5	92.0	7.7	.4
PKS	85.0	5.6	61.4	5.7	27.4	34.3	61.7	31.7	6.6
PLT	83.1	2.7	88.9	1.5	49.9	38.0	87.9	9.2	2.9
RVF	75.4	5.0	80.8	2.9	48.6	38.8	87.4	10.3	2.3
STP	84.0	.9	89.7	1.2	45.3	45.8	91.1	7.2	1.7
STO	56.7	6.4	80.6	2.0	31.6	52.0	83.6	13.3	3.0
SUP	74.4	7.9	81.5	4.1	37.9	43.1	81.0	15.6	3.4
WTW	81.3	1.9	78.2	3.0	33.5	47.7	81.2	17.1	1.8
CTR	51.1	13.8	49.7	12.7	18.1	31.7	49.8	37.9	12.3
UWS	79.5	4.0	81.8	3.4	45.4	36.5	81.9	14.7	3.4

High School Rank by Race/Ethnicity: There are small differences from year to year in high school rank distribution by race/ethnicity. Asian Americans are most likely to have graduated in the top quartile (53%), while 21 percent of African American freshmen are top quartile graduates (Table 8).

Table 8
UW System High School Rank by Race/Ethnicity
Fall 1991 to Fall 1993

	Fall 1991		Fall 1992		Fall 1993				
	TOP HALF	4th QUART	Top HALF	4th QUART	TOP QUART	2nd QUART	TOP HALF	3rd QUART	4th QUART
All	79.5%	4.0%	81.8%	3.4%	45.4%	36.5%	81.9%	14.7%	3.4%
Afr.Amer.	56.9%	13.1%	55.8%	12.1%	20.8%	33.5%	54.3%	31.5%	14.2%
Amer. Ind.	65.6%	9.3%	62.9%	8.1%	31.0%	37.3%	68.3%	22.7%	9.0%
Asian	83.5%	3.1%	85.5%	2.3%	52.8%	35.8%	88.6%	9.1%	2.3%
Hisp./Latino	62.0%	11.9%	71.0%	6.5%	29.3%	36.8%	66.1%	26.1%	7.8%
White/Other	80.2%	3.7%	82.6%	3.1%	46.2%	36.6%	82.8%	14.1%	3.1%

ACT Test Scores

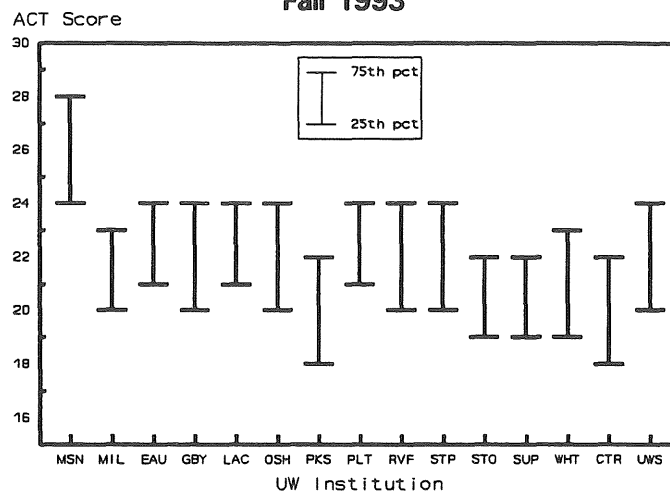
ACT scores became required for admission in 1989 and were included in Systemwide data collection that year for the first time. The ACT composite score for UW new freshmen has returned in Fall 1993 to the Fall 1989 high of 22.4 (Table 9). The average for all Wisconsin test takers also increased slightly, from 21.6 to 21.8, as did the average for the nation at large (from 20.6 to 20.7).

Table 9
ACT Composite Scores
Fall 1989 to Fall 1993

	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993
UW System Freshmen	22.4	22.2	22.1	22.1	22.4
Wisconsin ACT Test	21.9	21.8	21.7	21.6	21.8
National ACT Test takers	20.6	20.6	20.6	20.6	20.7

ACT Range of Middle 50 Percent: National testing services recommend comparing the middle 50 percent of test scores to more fully measure the academic preparedness of the typical student. One quarter of new freshmen at each institution score above these ranges and one quarter score below. For the UW System, one quarter of freshmen have ACT scores below 20, and one quarter above 24 (Figure 7).

Figure 7
ACT Scores of Middle 50 Percent of New Freshmen by Institution
Fall 1993



ACT Scores by Race/Ethnicity: ACT middle range scores for new freshmen by race/ethnicity have remained quite steady (Table 10). Higher ACT scores generally mean higher retention rates for all racial/ethnic groups. Targeted minority groups (excluding Southeast Asians) tend to have lower retention rates than whites with similar ACT scores, while Asian Americans have higher retention rates. This suggests that ACT scores predict retention less well for minority students than for white students. Admissions policies allow additional factors to be taken into account in the admission decision, as shown in the next section.

Table 10
ACT Scores of Middle 50 Percent by Race/Ethnicity, Fall 1989 to Fall 1993

	Afr. American	Asian Amer.	Amer. Indian	Hisp./Latino	White/Other	Total*
Fall 1989	15-20	19-26	18-23	17-22	20-25	20-25
Fall 1990	16-20	18-25	18-23	17-22	20-25	20-25
Fall 1991	16-20	17-24	18-21	17-21	20-24	20-24
Fall 1992	16-20	18-24	18-22	17-22	20-24	20-24
Fall 1993	17-20	18-24	19-23	18-22	20-25	20-24
Number with ACT scores of 15 or less (Fall 1993)	101	67	6	41	300	516
New Freshmen providing ACT scores (Fall 1993)	495	508	141	324	19,553	21,044
Total New Freshmen (Fall 1993)	603	563	164	400	21,236	23,207

* Includes Foreign new freshmen

Admission Category of New Freshmen

In Fall 1993, the proportion of new freshmen admitted as exceptions, at 2.0 percent, remains well below the five percent cap established in 1987 (Table 11). Exceptions are those 20 and younger who do not meet regular institutional admission requirements as described in the UW System publication *Introduction to the University of Wisconsin System*.

Table 11
UW System New Freshman Admissions by Category, Fall 1990 to Fall 1993

Admissions Categories	Fall 1990		Fall 1991		Fall 1992		Fall 1993	
	No.	%	No.	%	No.	%	No.	%
Regular Admits	22,582	93.7%	22,099	93.2%	21,362	94.3%	21,815	94.0%
Non-Conventional Admits								
Older	949	3.9%	1,031	4.3%	821	3.6%	940	4.1%
Exception	546	2.3%	592	2.5%	490	2.2%	453	2.0%

Admissions Exceptions by Institution: All UW institutions, except UW-Parkside, admitted fewer than five percent of their freshmen as exceptions in Fall 1993 (Table 12). The increase in UW-Parkside's exception admits between Fall 1992 and Fall 1993 is the result of a change in the practice UW-Parkside used to identify Exceptions admits in response to a UW System internal audit of the Central Data Request (CDR). As the UW internal audit unit continues to audit institutions' CDR submissions, further refinements may occur.

Table 12
Admissions Exceptions by Institution, Fall 1990 to Fall 1993

	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	CTR
Fall 1990	70 1.5%	50 2.0%	40 2.3%	7 .9%	10 .6%	29 1.8%	18 2.3%	9 1.0%	17 1.8%	2 1.6%	34 3.0%	19 5.5%	44 2.3%	191 5.4%
Fall 1991	45 1.0%	18 .8%	42 2.3%	3 .4%	18 1.1%	25 1.7%	7 .9%	14 1.4%	30 2.8%	27 1.8%	75 6.4%	12 2.5%	67 3.7%	209 6.2%
Fall 1992	33 .7%	18 1.0%	19 1.0%	3 .4%	18 1.2%	39 2.6%	14 1.8%	20 2.2%	17 1.7%	23 1.6%	48 4.8%	9 2.5%	70 3.9%	158 4.6%
Fall 1993	27 .6%	28 1.5%	55 2.8%	0 0%	17 1.0%	43 3.0%	49 6.3%	29 3.1%	22 2.6%	21 1.5%	48 4.7%	2 .6%	51 2.8%	59 2.0%

Regular Admits: Over the last four years, about 94 percent of UW System new freshmen have met regular admission requirements (Table 13). In Fall 1993, more than three quarters of new freshmen met high school rank and distribution requirements and provided ACT scores, 11.5 percent provided other quantitative measures, (such as SAT scores), and 6.7 percent met ACT/distribution requirements, but did not provide or graduate with a high school rank.

Table 13
UW System New Freshmen Who Met Regular Admission Standards
Fall 1990 to Fall 1993

	Fall 1990		Fall 1991		Fall 1992		Fall 1993	
	No.	%	No.	%	No.	%	No.	%
a. Provided ACT, Met HS Rank and Dist.	18,754	77.8%	17,991	75.8%	17,429	76.9%	17,544	75.6%
b. Met ACT and Dist. or Combo	1,385	5.7%	1,344	5.7%	1,157	5.1%	1,559	6.7%
c. Other Quantitative	2,425	10.1%	2,747	11.6%	2,735	12.1%	2,658	11.5%
d. Talent, Creative/Performing Arts	18	.1%	17	.1%	41	.2%	53	.2%
TOTAL REGULAR ADMITS	22,582	93.7%	22,099	93.2%	21,362	94.3%	21,814	94.0%

Adult New Freshmen: UW admission categories provide the opportunity to admit non-traditional-age students (over the age of 20) who may not meet current admission requirements. Among these non-traditional students, however, many older new freshmen meet regular admission standards. In Fall 1993, 613 or 39.5% of students 21 years and older were admitted as regular new freshmen, while 940 or 60.5% were admitted under a special admission option (Table 14).

Table 14
Admission Status of New Freshmen 21 Years and Older
Fall 1990 to Fall 1993

	Fall 1990		Fall 1991		Fall 1992		Fall 1993	
	No.	% of total	No.	% of total	No.	% of total	No.	% of total
Regular Admits	930	49.5%	903	46.7%	756	47.9%	613	39.5%
Specials Admits	949	50.5%	1,031	53.3%	821	52.1%	940	60.5%
TOTAL 21 AND OLDER	1,879	100.0%	1,934	100.0%	1,577	100.0%	1,553	100.0%

SECTION II. TRANSFER UNDERGRADUATES

UW System transfers from all sources, except those transferring from UW doctoral/comprehensive institutions to UW-Centers, increased in Fall 1993 (Table 15). Transfers changing between doctoral/comprehensive institutions represent the largest segment of all UW transfers (1,907). Transfers moving from UW-Centers to doctoral/comprehensive institutions represent the second largest segment of intra-system transfers (1,445). While transfer between UW institutions is still the major source of new transfers for UW institutions, the actual numbers involved have dropped since the mid 1980s. This reflects the shrinking size of the undergraduate UW student body under Enrollment Management.

At 2,700, transfers from out-of-state institutions constitute the largest single source of all *new* UW transfers. The number of transfers from the Wisconsin Technical College System (WTCS) exceeded 1,000 for the first time in Fall 1993, up 9.2 percent from the prior year, and 53 percent since the beginning of Enrollment Management. This growth reflects UW's ongoing commitment to program articulation with the WTCS sector despite shrinking total enrollment.

Table 15
UW System Transfers by Type of Institution, Fall 1983 to Fall 1993

	EM I					EM II					
	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993
Among											
Doc/Comp	3,152	3,193	2,982	2,793	2,437	2,236	2,083	1,952	2,115	1,765	1,907
Centers											
→ Doctoral/Comps	1,727	1,924	1,851	1,775	1,512	1,517	1,508	1,561	1,634	1,396	1,445
Doctoral/Comp											
→ Centers	347	286	329	344	468	431	373	479	384	322	319
Total UW Intra-											
System Transfers	5,226	5,403	5,162	4,912	4,417	4,184	3,964	3,992	4,133	3,483	3,671
WTCS	757	803	835	736	682	741	752	895	932	958	1,046
WI Private	568	609	581	502	411	435	443	525	564	500	524
Out-of-State	2,585	2,634	2,704	2,465	2,232	2,328	2,458	2,615	2,844	2,503	2,700
Foreign	202	200	170	169	148	138	142	145	152	172	184
Other³	52	63	37	11	13	23	18	16	19	23	25
Net New											
Transfers	4,164	4,309	4,327	3,883	3,486	3,665	3,813	4,196	4,511	4,156	4,479
TOTAL											
TRANSFERS	9,390	9,712	9,489	8,795	7,903	7,849	7,777	8,188	8,644	7,639	8,150

Out-of-State Transfers by Residency Status: Over half (53.8%) of transfers in Fall 1993 coming from out-of-state institutions are returning Wisconsin residents, a percentage that has steadily increased since 1989 (Table 16)⁴.

³ Other includes 6 U.S. Territory and 19 Extension students.

⁴ Excludes transfers from Foreign and U.S. Territories.

Table 16
UW System Transfers From Out-of-State by Residency Status
Fall 1989 to Fall 1993

	Fall 1989		Fall 1990		Fall 1991		Fall 1992		Fall 1993	
	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total
WI Resident	1,125	45.8%	1,212	46.3%	1,409	49.5%	1,273	50.9%	1,454	53.8%
Compact	553	22.5%	670	25.6%	708	24.9%	577	23.0%	502	18.6%
Non-Resident	780	31.7%	733	28.0%	727	25.6%	653	26.2%	744	27.5%
TOTAL	2,458	100.0%	2,615	100.0%	2,844	100.0%	2,503	100.0%	2,700	100.0%

Transfers by Source and Race\Ethnicity: In Fall 1993, between 20 and 30 percent of non-foreign new undergraduates were transfers. In contrast, more than half (59%) of foreign new undergraduates enter the UW as transfers (Table 17). Almost half (49%) of white undergraduate transfers move between UW institutions, compared to one-quarter (25%) of minority transfers. That is, 75 percent of minority transfers are entering the UW System for the first time. Sources of non-UW transfers are quite similar for most racial\ethnic groups (excluding foreign students). More than half transfer from out-of-state institutions, another 25-30 percent transfer from the WTCS, with the remainder coming from Wisconsin private institutions. Hispanic/Latino transfers are somewhat less likely to transfer from an out-of-state institution (43%) and more likely to come from a U.S. Territory (6%) (Table 17).

Table 17
UW System New Undergraduates by Race/Ethnicity, Fall 1993

	African Amer.	Amer. Indian	Asian Amer.	Hispanic/Latino	Minority Subtotal	White/Other	Foreign	Total UWS
New Freshmen	603	164	563	400	1,730	21,236	241	23,207
Transfers	255	63	143	132	593	7,206	351	8,150
UW Intra-system	50	25	46	27	148	3,507	16	3,671
From Outside UWS	205	38	97	105	445	3,699	335	4,479
WTCS	61	10	23	34	128	915	3	1,046
WI Private Inst.	21	6	16	15	58	453	13	524
Out-of-State Inst.	121	21	54	45	241	2,294	165	2,700
Foreign Inst.	1	1	4	5	11	19	154	184
Other*	1	0	0	6	7	18	0	25
Total New Undergraduates	858	227	706	532	2,323	28,442	592	31,357
New Fresh as % of Total New Undergrads	70%	72%	80%	75%	74%	75%	41%	74%
Transfers as % of Total New Undergrads	30%	28%	20%	25%	26%	25%	59%	26%
UW Intra-system as a % of Transfers	20%	40%	32%	20%	25%	49%	5%	45%
From Outside UWS as a % of Transfers	80%	60%	68%	80%	75%	51%	95%	55%
Source of Outside UWS Transfers	100%	100%	100%	100%	100%	100%	100%	100%
WTCS	30%	26%	24%	32%	29%	25%	1%	23%
WI Private Inst.	10%	16%	16%	14%	13%	12%	4%	12%
Out-of-State Inst.	59%	55%	56%	43%	54%	62%	49%	60%
Foreign Inst.	0%	3%	4%	5%	2%	1%	46%	4%
Other*	0%	0%	0%	6%	1%	0%	0%	0%

* Other includes US Territory and Extension

American Indians transferring from out-of-state institutions are more likely to be Wisconsin residents returning to Wisconsin (81%) than other minority groups (40% to 62%) (Table 18).

Table 18
UW Undergraduate Transfers From Out-of-State Institutions
by Race/Ethnicity and Residency Status
Fall 1993

	African Amer.	Amer. Indian	Asian Amer.	Hispanic/ Latino	Minority Subtotal	White/ Other	Foreign	Total UWS
Out-of-State Institutions	121	21	54	45	241	2,294	165	2,700
WI Res	75	17	25	18	135	1,319	0	1,454
Non-Res	39	2	23	19	83	496	165	744
Minn Comp	7	2	6	8	23	479	0	502
Percent from Out-of-State Institutions	100%	100%	100%	100%	100%	100%	100%	100%
WI Res	62%	81%	46%	40%	56%	57%	0%	54%
Non-Res	32%	10%	43%	42%	34%	22%	100%	28%
Minn Comp	6%	10%	11%	18%	10%	21%	0%	19%

Undergraduate Transfers by Institution: Table 19 provides an institutional breakdown of transfers by sending and receiving institution for Fall 1993. UW-Oshkosh received the largest number of UW-Centers transfers (303) in Fall 1993, followed by UW-Milwaukee (210) and UW-Madison (159). UW-Milwaukee received the largest number of transfers from WTCS institutions (290), followed by UW-Madison (149) and UW-Stout (136). UW-Milwaukee received the most Wisconsin residents (233) transferring back from out of state, followed closely by UW-Madison (219) and UW-Centers (206). UW-Stout (126) and UW-River Falls (101) enrolled the largest number of undergraduates under the Minnesota compact agreement.

Table 19 also shows the proportion of each institution's new undergraduates who enter as transfers. UW-Milwaukee, UW-Green Bay, and UW-Superior each enroll about 40 percent of new undergraduates as transfers. UW-La Crosse has the lowest proportion at 15 percent.

Table 19
Undergraduate Transfer Students by Institutional Source
Fall 1993

Receiving Institution															
	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	CTR	TOTAL
Sending Institution															
Madison		75	19	16	9	30	6	12	1	15	5	2	22	37	249
Milwaukee	55		5	23	6	31	16	7		7	5	3	16	51	225
Eau Claire	64	19		19	7	18	5	9	8	20	49	9	10	22	259
Green Bay	23	18	6		5	17	2	7	1	11	3		2	28	123
La Crosse	51	41	23	17		19	6	13	2	18	3	1	8	20	222
Oshkosh	31	47	8	31	5		3	8	2	18	3	2	13	44	215
Parkside	16	62	6	4	7	6		1	2	6	3		21	6	140
Platteville	16	10	6	2	7	14	2		4	7	3	2	18	13	104
River Falls	4	3	22	5	3	3	1			3	11	3	1	14	73
Stevens Point	34	34	18	29	7	31	2	7	4		8	7	13	35	229
Stout	8	7	40	5	8	8	1	6	6	11		3	4	12	119
Superior	2	2	13		3	2	1		4	2	4		4	7	44
Whitewater	31	82	7	12	10	16	19	4	1	7	6			29	224
UW-4 YR TOTAL	335	400	173	163	77	195	64	74	35	125	103	32	132	318	2,226
UWC-Baraboo	5	2	2		5	7		5		13	4		4	1	48
UWC-Barron	1	1	21		1	2	1	1	14	2	13	13			70
UWC-Fond du Lac	15	9	2	10	8	67	2	6	2	3	4	1	5		134
UWC-Fox Valley	18	15	5	30	7	102		8	1	14	12	4			216
UWC-Manitowac	8	16	3	26	6	12	2	7	2	9	1	2	5		99
UWC-Marathon	32	10	25	11	16	21	1	2	2	47	18		8		193
UWC-Marinette	2	4	2	31		7	1			7		1	1		56
UWC-Marshfield	9	6	16	2	3	6		2	1	26	8		1		80
UWC-Richland	15	5	3		12	1		12	2	3	1		7		61
UWC-Rock	18	6	2	3	4	3	1		1	3	2	1	34		78
UWC-Sheboygan	10	22	1	16	4	24	2	3	1	7			7		97
UWC-Washington	13	30	2	9	2	25	2	3		4	6		18		114
UWC-Waukesha	13	84	4	3	9	26	3	6	1	11	4		33		197
UWC TOTAL	159	210	88	142	77	303	15	56	27	149	73	18	127	1	1,445
WI PRIVATE	68	145	15	31	22	52	30	5	2	27	13	9	23	82	524
OTHER STATES	558	308	162	146	99	158	171	48	148	116	215	145	164	262	2,700
<i>WI Residents</i>	219	233	81	114	60	125	82	30	42	68	70	36	116	206	1,454
<i>Minnesota Comp.</i>	62	15	51	4	27	3	1	1	101	21	126	75	3	12	502
<i>Other Non-Res</i>	277	60	30	28	12	30	88	17	5	27	19	45	45	44	744
WTCS	149	290	18	43	26	57	34	45	11	44	136	14	97	82	1,046
FOREIGN	32	42	60	2	5	6	3	3	1	6	12		12		184
OTHER***	9	1		3		4		3				1		4	25
UWS TOTAL	1,310	1,396	516	530	306	775	317	234	224	467	552	219	555	749	8,150
% of New UG	22%	42%	21%	41%	15%	34%	29%	20%	21%	25%	35%	39%	23%	18%	26%
* Includes 10 Michigan compact students at UW-Centers.															
** Includes 2 reciprocal tax agreement students at UW-Green Bay.															
*** Includes Extension and US Territories.															

EM III: A PARTNERSHIP APPROACH TO IMPLEMENTING THE PLANNING PRINCIPLES - SUPPLEMENT

EXECUTIVE SUMMARY

BACKGROUND

In 1987, the University of Wisconsin Board of Regents, with the support of state government, undertook planning initiatives called Enrollment Management I and II. To improve the quality of educational services, institutions balanced enrollments relative to the state's resource allocations to the university. Through careful planning and favorable demographics, the UW System and its institutions accomplished the goal of increasing support per student. Simultaneously, the proportion of new Wisconsin high school graduates served reached a historic high of 32 percent.

Beginning in 1995, the number of high school graduates is projected to increase steadily to the end of the century and beyond. The third phase of Enrollment Management, planning to the year 2000, will take into account a broad range of operating assumptions about the future environment for higher education. The Board of Regents reviewed at its February 1994 meeting a number of assumptions regarding issues such as: the probable demand for university services, the expected level and flexibility of funding, the changing composition and needs of the student body, the technological innovations and physical plant limitations, and the public expectations for effectiveness and efficiency. Following its review of assumptions the board adopted a set of principles intended to advance innovation and sustain quality as the UW System faces the anticipated demographic pressures and implements EM III (see attachment).

A number of tasks and activities have been initiated by the institutions that will assist in meeting EM III objectives. For example, a recent board policy entitled "Partners in the Process" will insure that UW institutions all have on-going, continuous planning processes, as well as long-range strategic planning exercises, thereby enabling institutions to serve more clients and continue to improve quality. There are also a number of other assignments underway that will assist in policy development relative to EM III. These include: implementation of "The Undergraduate Imperative;" the faculty workload policy; accountability measures, and "Design for Diversity;" in addition, each institution is putting in place a comprehensive assessment program.

As requested at the April Board of Regents meetings, specific actions from these systemwide initiatives and others are listed in this paper. Many more activities are occurring at the institutional level.

REQUESTED ACTION

None.

RELATED REGENT POLICIES

Regent Resolution 6614 (February 11, 1994), "Assumptions and Principles for Enrollment Management III. Planning Toward the Year 2000."

Regent Resolution 6550 (November 5, 1993), "Enrollment Management (EM) III Planning for 1995-2000: Working Paper No. 9. University of Wisconsin System and University Planning: Partners in the Process."

IMPLEMENTING THE PLANNING PRINCIPLES

PRINCIPLE 1

The UWS will maintain and enhance the gains made in the quality of undergraduate education under Enrollment Management I and II. A proportion of projected enrollment demand will be accommodated without additional resources by continuing to improve the effectiveness of its administrative, student services, and academic operations through improved efficiency, restructuring, strategic curricular design, and pedagogical innovation, thereby allowing some enrollment growth at no additional cost. Such incremental demand will be met through such efficiencies only when educational quality is not jeopardized. Additional students will then be served if further resources are provided by the state. If enrollment growth has to be limited, this will be accomplished through more selective admission standards. When faced with a choice between maintaining educational quality within budgetary constraints or providing access for students, the priority will be on quality.

ON-GOING ACTIVITIES	NEW ACTIVITIES
<p>The board approved an increase in mathematics and science requirements for admission to go into effect in Fall 1995.</p> <p>In 1992, the board passed a policy that all UW institutions will give degree credit for Advanced Placement examination scores of three and above.</p> <p>As called for in "Partners in Process," UWS will convene institutional representatives, as appropriate, to respond to analysis of statewide data gathered.</p> <p>In implementing "Partners in the Process," UWS will gather information regarding "outsourcing" possibilities, the kinds of services that might be contracted out to private and/or public sector providers, taking into consideration quality of service and cost/benefit.</p> <p>As called for in "Partners in the Process," institutions are engaged in strategic planning and System Administration has completed two lateral reviews (Allied Health and Agriculture and Natural Resources) and is in the process of conducting one in Teacher Education.</p> <p>As also called for in "Partners," UWS is gathering information on the existing statewide range of graduate and undergraduate academic programs, to identify unnecessary duplication and/or collaborative opportunities.</p>	<p>UWS will study the possibility of smaller taxpayer subsidies for students consuming a high (150 or above) number of undergraduate credits.</p> <p>UWS will also study the possibility of systemwide, centralized undergraduate admission application process, preserving both campus autonomy and student choice.</p> <p>UWS will explore new means of servicing students: distance education, cooperative degree programs, and/or alternative means for degree completion, including credit granted for learning gained through work experience.</p> <p>UWS will examine such options as early degree programs, encourage advanced placement opportunities for high school students, and explore and implement additional items listed in "Credits-to-Degree" (April 1993 Enrollment Management III Working Paper No. 6).</p> <p>UWS will investigate the feasibility of three-year degree programs.</p> <p>UWS is now engaging in a major effort to develop a Competency-based Admissions program that will facilitate admission for students with non-traditional high school profiles (not based on Carnegie units).</p>

PRINCIPLE 2

The UWS stresses quality undergraduate teaching as its main priority, in keeping with s. 36.01, Wisc. Stats.

ON-GOING ACTIVITIES	NEW ACTIVITIES
<p>Since regent policy "Tenured Faculty Review and Development" passed in May 1992, all institutions have adopted post-tenure review plans and are now in the implementation phase. Teaching excellence is included in these reviews.</p> <p>Each institution is developing a comprehensive program to assess teaching and student learning, that involves assessment in the major, verbal and quantitative skills, and general education. The Board of Regents' assessment requirements, as well as North Central's and those of the Governor's Accountability Task Force, will help insure high quality undergraduate teaching.</p> <p>As a result of the Board's mandate in "The Undergraduate Imperative" (December 1991), each institution has reviewed and submitted its policies and procedures for documenting and evaluating teaching performance. Institutions are requiring measures to document teaching efforts, (e.g., teaching portfolios) and are training faculty to evaluate teaching.</p> <p>Both UW-Madison and UW-Milwaukee continue to improve the qualifications, supervision and English language proficiency of graduate teaching assistants, including language proficiency testing.</p> <p>As a result of "The Undergraduate Imperative," each institution has strengthened academic program review, including a review of its general education program and undergraduate academic advising.</p> <p>Institutions will submit, by June 1994, a statement of principles describing what members of the university community can expect from one another and what they should contribute toward enhancing undergraduate education at their institution.</p> <p>The Undergraduate Teaching Improvement Council continues to offer grants, conferences, workshops, and the Wisconsin Teaching Fellows Program to help faculty address teaching/learning issues effectively and to encourage a culture that supports high-quality teaching at UWS institutions.</p> <p>The Board of Regents annually awards the Regents' Teaching Excellence Awards, providing \$5,000 awards to two outstanding faculty members and one academic department or program.</p>	<p>UWS is co-sponsoring a regional conference on Faculty Roles and Rewards with the American Association of Higher Education (AAHE) and the Wisconsin Association of Independent Colleges and Universities (WAICU). Coordinated by UWS' UTIC, the conference will give UW faculty and administrators an opportunity to participate in the national re-evaluation of faculty and institutional priorities.</p> <p>UWS will amplify its use of computer-aided instruction, "paperless" courses with written work provided via e-mail, etc.</p>

PRINCIPLE 3

The UWS and its institutions will continue their engagement in basic and applied research and public service activities.

ON-GOING ACTIVITIES	NEW ACTIVITIES
<p>As the UW System workload policy requires, institutional faculty workloads will insure and document continued engagement in applied research and public service. The biennial report to the board on research and public service will increase visibility and recognition for those efforts.</p> <p>The Wisconsin Distinguished Professor program recognizes UW professors whose scholarship and service have significant value to the development of Wisconsin's economy.</p> <p>The UWS Applied Research grants program provides support for research that contributes to the state's economic development.</p> <p>UW Extension reports biennially to the board on the integration of the extension service function.</p>	<p>UWS is co-sponsoring a regional conference on Faculty Roles and Rewards (see New Activities under Principle 1).</p>

PRINCIPLE 4

The UWS will continue its current practice of admitting all immediate Wisconsin high school graduates who rank in the top quartile of their class, somewhere within the system.

ON-GOING ACTIVITIES	NEW ACTIVITIES
<p>The UW System currently enrolls about sixty percent of Wisconsin high school graduates from the top quartile of their class. If the entire top quartile of graduates chose to enroll in the UWS and no enrollment growth were approved, all top quartile students could be accommodated.</p>	<p>UWS will monitor.</p>

PRINCIPLE 5

The UWS, within the limitation of its resources, will strive to maintain access to degree programs for adult students for whom initial or additional college training is necessary to meet the challenges of a dynamic economy and culture.

ON-GOING ACTIVITIES	NEW ACTIVITIES
<p>In implementing "Partners in the Process," UWS will gather information concerning regional, state and, if appropriate, national work force needs, including specific market segments and their requirements for entry level and continuing education.</p> <p>UW System continues to use traditional university methods, such as offering evening and weekend courses for adult students, and to explore the use of other techniques, such as distance education, to serve the adult students. UW System also is working to facilitate transfer to and from the Wisconsin Technical College System (WTCS), through expansion of articulation agreements.</p>	<p>Each UW institution will give consideration in its admission priorities for needs of adult students and will consider statewide needs for access to specialized degree programs.</p>

PRINCIPLE 6

The UWS will maintain the board's commitment to make "moderate and predictable" undergraduate tuition increases (BOR policy 92-8), contingent upon adequate support from the state. The UWS will also explore ways to recover up to full educational costs from selected professional post-baccalaureate students.

ON-GOING ACTIVITIES	NEW ACTIVITIES
<p>The Board of Regents' policy has been to use tuition revenue generated by excess enrollment to lower tuition rates for seven of eight years under Enrollment Management I and II. The UW System also reallocates base funds to address priority needs. For example, the UW System Quality Reinvestment Program (QRP) will reallocate \$26.5 million in base funds for priority needs such as compensation, supplies and expenses, learning technologies, and libraries. If these funds had been provided by the state using the 65% GPR/35% Fees split, tuition would be three percent higher.</p> <p>The board's policy also requires that:</p> <ul style="list-style-type: none">● Tuition increases should be moderate and predictable.● The resident undergraduate tuition rate increase should not exceed ten percent.● GPR financial aid and graduate assistant support increases should be kept commensurate with general tuition increases.	<p>UWS will study the implications of assessing students a higher proportion of cost in certain professional graduate degree programs.</p>

PRINCIPLE 7

The UWS will continue to support the reciprocity agreement with Minnesota as providing good educational options for both Wisconsin and Minnesota students, while encouraging Wisconsin students to take advantage of academic programs in our western institutions. In addition, UWS will explore additional highly targeted reciprocity options (e.g., program to program reciprocity) with other states. The UWS will seek to serve other non-resident and international students at least at current levels.

ON-GOING ACTIVITIES	NEW ACTIVITIES
<p>UWS is maintaining its reciprocity agreement with Minnesota and monitoring its effect on UWS institutions. Reciprocity arrangements also exist between UW-Marquette and Menominee County, Michigan, and Bay de Noc and Gogebic Community Colleges and Marquette County, Wisconsin.</p> <p>UW-Superior and UW-Parkside continue operating the Tuition Assistance Program (TAP), which allows them to admit a limited number of out-of-state students for in-state tuition.</p>	<p>UWS and individual UW institutions will develop opportunities to identify additional options for new program-to-program reciprocity.</p>

PRINCIPLE 8

The UWS will maximize the use of the UW Centers' human and physical assets to serve and retain students through the sophomore level and for collaborative efforts with programs at other UWS institutions.

ON-GOING ACTIVITIES	NEW ACTIVITIES
<p>Board policy in "Planning the Future" (December 1986) initiated a number of efforts to increase use of the Centers, which have resulted in increased enrollments of freshmen at the UW Centers. These include:</p> <p>establishing priority for UW Center transfers who complete the sophomore year;</p> <p>accepting the associate degree in satisfaction of any UW institution's general education requirements.</p>	<p>UWS will convene a task force to suggest ways to maximize the use of the UW Centers, examining issues such as:</p> <p>improving the transfer policy;</p> <p>increasing sophomore retention at the UW Centers by lowering Center's sophomore tuition; and</p> <p>increasing delivery of upper-division coursework at the Centers, by collaborating with the four-year institutions and utilizing distance education.</p>

PRINCIPLE 9

The UWS will increase its collaboration with DPI, K-12, and WTCS to prepare qualified students from disadvantaged backgrounds and underrepresented groups for admission, to support them academically once they are enrolled, to raise their graduation rates and to benefit from the various perspectives they contribute.

ON-GOING ACTIVITIES	NEW ACTIVITIES
UW System and individual UW institutions are working with DPI, K-12, and WTCS to foster collaborative initiatives preparing students from disadvantaged backgrounds and underrepresented groups so that they qualify for admission and are assisted, once enrolled, to graduate.	UWS will follow actions and suggestions made in "Design for Diversity: Increasing Participation and Graduation" (March 1994).

PRINCIPLE 10

The UWS supports Tech Prep and School-to-Work as meaningful educational options and will actively cooperate with DPI, K-12, and WTCS in their implementation.

ON-GOING ACTIVITIES	NEW ACTIVITIES
<p>UW System faculty serve on implementation committees for the Wisconsin Youth Apprenticeship Program.</p> <p>Efforts are underway to develop additional articulation agreements in high-demand program areas and to develop pilot articulations allowing for early transfer to UWS institutions. Updates on these and other initiatives will be included in the annual JACAP report to the President of the UW System.</p> <p>The UW System Tech Prep Coordination Group has been formed with representatives from each UWS institution to help coordinate overall UW System involvement in Tech Prep and to help our institutions become more aware of this initiative and their role in it. This group continues to meet periodically with other statewide Tech Prep groups.</p> <p>UW institutions completed an evaluation of two nationally developed Tech Prep courses recommended by DPI to determine their application to UW System admission requirements. The outcome was quite positive and an effective process is now in place to evaluate future courses.</p> <p>UW institutions will continue to offer courses, workshops and seminars on Tech Prep and applied academics to begin the process of educating teachers to teach integrated and applied courses.</p>	<p>Working through the HELP office and institutional admission officers, UWS will aid high school guidance counselors in helping students choose appropriate post-secondary opportunities.</p> <p>In implementing the lateral review of teacher education, the institutions are being asked to indicate how they will respond to curricular reform initiatives suggested within Tech Prep and other school-to-work programs.</p> <p>UWS is in the process of developing a Competency-Based Admission approach (see New Activities under Principle 1).</p>

PRINCIPLE 11

The UWS will facilitate the transfer of students within the UW System. The UWS will also facilitate transfer from all other sectors of post-secondary education providing students are adequately prepared to succeed in the UWS.

ON-GOING ACTIVITIES	NEW ACTIVITIES
<p>All UW institutions have implemented or are in the process of implementing degree audit systems or other forms of electronic access.</p> <p>UWS continues to develop and improve the Transfer Information System and to develop more articulation agreements between and among UW institutions and WTCS institutions.</p> <p>Priority for transfer admission continues to be given to students from the UW Centers and students from other UW institutions seeking major programs not available at their current institutions.</p>	<p>Working with the Wisconsin Technical College System (WTCS), through JACAP and other avenues, UWS will increase articulation agreements, provide data on the success of transfer students, and define other ways to increase transferability for qualified students who might choose to transfer from the WTCS into the UW System.</p>

PRINCIPLE 12

The UWS will encourage proposals for re-engineering the structure of higher education including such experiments as a "Charter University" which may offer opportunities to serve more students more effectively and efficiently.

ON-GOING ACTIVITIES	NEW ACTIVITIES
<p>UWS continues to gather and share with the institutions national data/information on restructuring, assessment, accountability, and other states' policy initiatives.</p>	<p>UWS will develop criteria for a request for proposals by institutions seeking charter status.</p>

PRINCIPLE 13

The UWS will strive to increase geographic access and service to citizens throughout Wisconsin, by seeking significant initial investments from the state and industry sources in faculty development and equipment needed for initiatives such as distance education and collaborative programs.

ON-GOING ACTIVITIES	NEW ACTIVITIES
UW System is developing a systemwide plan to increase use of distance education. The plan (to be in draft stage in early summer) includes issues of academic policy, pedagogy, technology, and budget.	The Distance Education Task Force is identifying future directions for distance education in the UWS as well as in the State of Wisconsin generally.

PRINCIPLE 14

The UWS will place priority on using existing resources and/or cooperative programs to meet special, short-term needs whenever possible.

ON-GOING ACTIVITIES	NEW ACTIVITIES
As discussed in the "Partners in the Process" paper, UW System is using funding incentives and eliminating policy barriers to the formation of cooperative programs. The Valentine Fund, the Undergraduate Education Fund, the Business Education Fund, and a new grants program all provide incentive funds for cooperative programs. Most also require matching funds from either a private source or from the UW institution.	<p>Incentives and discussions started with the "Partners" paper are already showing results, as demonstrated by the number of new and proposed cooperative/collaborative programs. Approximately six new programs are in the implementation stage and at least 20 are in the planning stages. Distance education will further enhance opportunities for cooperative/collaborative programs.</p> <p>The UW System will also explore opportunities for cooperative programs with other states.</p>

PRINCIPLE 15

The UWS will approve variations in enrollment increases across the system, expanding campus enrollments most at those institutions that demonstrate themselves best able to take increases at the most reasonable cost, at no loss of quality and in keeping with their institutional missions and objectives, or where program strengths, along with state needs, are sufficiently compelling.

ON-GOING ACTIVITIES	NEW ACTIVITIES
In implementing "Partners in the Process" UWS will gather information concerning policies and practices on access for freshmen, transfer students, special students, and graduate students, as well as information on regional and state demographic projections.	UW System, in cooperation with the UW institutions, will propose enrollment targets to the Board of Regents in May 1994.