

COMMITTEE FOR UNDERGRADUATE RECRUITMENT, ADMISSIONS, AND FINANCIAL AID

Report to the University Committee

April 8, 2013

OVERVIEW

In fall 2012, the University Committee at the University of Wisconsin-Madison charged the CURAFA with the following tasks:

- Recommend the qualities and characteristics of an ideal first year class at UW- Madison, keeping in mind the diverse nature of each of the University's Schools and Colleges.
- Define the obstacles that would need to be overcome to enroll this ideal incoming class.
- Recommend what might be achieved now to progress toward this ideal
- Propose a potential mechanism and metric to realize this ideal.

This report addresses each task, beginning with an initial discussion of principles that we believe is needed in order to guide the formation of an ideal first-year class, and an overarching statement that we intend to guide the next steps.

As a preface, we reiterate the thoughts of our colleagues who authored the CURAFA's 2004-2005 report, almost a decade ago. That report, titled "Restoring Access at UW-Madison," raised many of the same issues and concerns we express today. The enrollment data indicate further declines in the representation of first-generation students on our campus, and a growing income disparity in completion rates. We have much work to do. In the words of our predecessors:

The University of Wisconsin-Madison is the land grant campus for the state of Wisconsin. Throughout its history, this campus has fulfilled the mandate of the Morrill Act of 1862 to provide high-quality higher education to the broad population—to use teaching, research and outreach to strengthen the democratic fabric and economic health of the state of Wisconsin. This long-standing commitment is now in question as access to the university by citizens of average economic means continues to shrink and few students from low-income families even attempt to gain entry. A combination of enrollment caps, rising tuition, and, above all, financial aid resources that grow more inadequate with each passing year have eroded the university's capacity to fulfill its historic mission to the people of Wisconsin. Founded to be an engine of economic productivity, the UW-Madison threatens to become an engine of economic and social inequality. The repercussions are serious, for the campus, the state, and for Wisconsin families now and in the future. Talent, intellectual potential, and aspiration are not confined to the children of the educated and affluent. We need better ways of finding and enabling talent and aspiration despite disparities in family income. Certainly the UW-Madison is not the only public flagship campus in the nation threatening to drift away from the broad population it has historically served so well. However, the Committee on Recruitment, Admissions and Financial Aid (CURAFA) calls upon this university to stop and reverse this trend.¹

¹ <http://www.secfac.wisc.edu/senate/2005/0502/1857.pdf>

PRINCIPLES FOR GUIDING ENROLLMENT MANAGEMENT PRACTICES

1. In order to be achieved, the goals involved in creating the ideal incoming class need to have support from across the University community and from key stakeholders supporting the institution.
2. The creation and revision of the characteristics and qualities of the ideal incoming class should be established through a shared governance process to ensure that commitment is in place.
3. The characteristics and qualities of the ideal incoming class should be tightly coupled with the academic mission (both research and teaching) of the university, and should reflect continuous evaluation of our success at that mission.
4. In fulfill our mission, the characteristics and qualities of the ideal incoming class must adapt to external factors, including but not limited to the state's changing demographics and financial resources.

PROFILE AND CHARACTERISTICS OF THE IDEAL INCOMING CLASS

The University of Wisconsin-Madison seeks to educate exceptional, highly motivated students, from all family backgrounds and circumstances, who want to experience college in a large university setting, surrounded by internationally-renowned researchers and the resources and cultural activities associated with a state capital. As a public institution, our primary mission is the education of Wisconsin's families. As a consciously global university that recognizes the power of and the need for a richly diverse campus, we seek students from across the United States and around the world, particularly those who aspire to serve the public good. We especially encourage applications from students who bring uncommon life experiences and extraordinary skills to our community.

More specifically, the following qualifications help constitute the ideal incoming class.

1. *No less than 60% of the entering class should be residents of Wisconsin.* Between 2002 and 2012, the fraction of new freshmen from Wisconsin declined from 64.3% to 56%. We now enroll a smaller fraction of in-state students than many of our peers, and believe that in order to fulfill our mission to the state of Wisconsin this trend should be reversed.²
2. *The median family income of Wisconsin resident students on the Madison campus should reflect the median family income of the state.* Currently, the median family income of Wisconsin students is about 20% higher than the state median. Progress towards reducing that inequity could occur through many methods, including changes to our recruitment practices or admissions criteria, and/or enhancement of the availability of need-based financial aid.³

² Source: http://apir.wisc.edu/admissions/New_Freshmen_Applicants.pdf

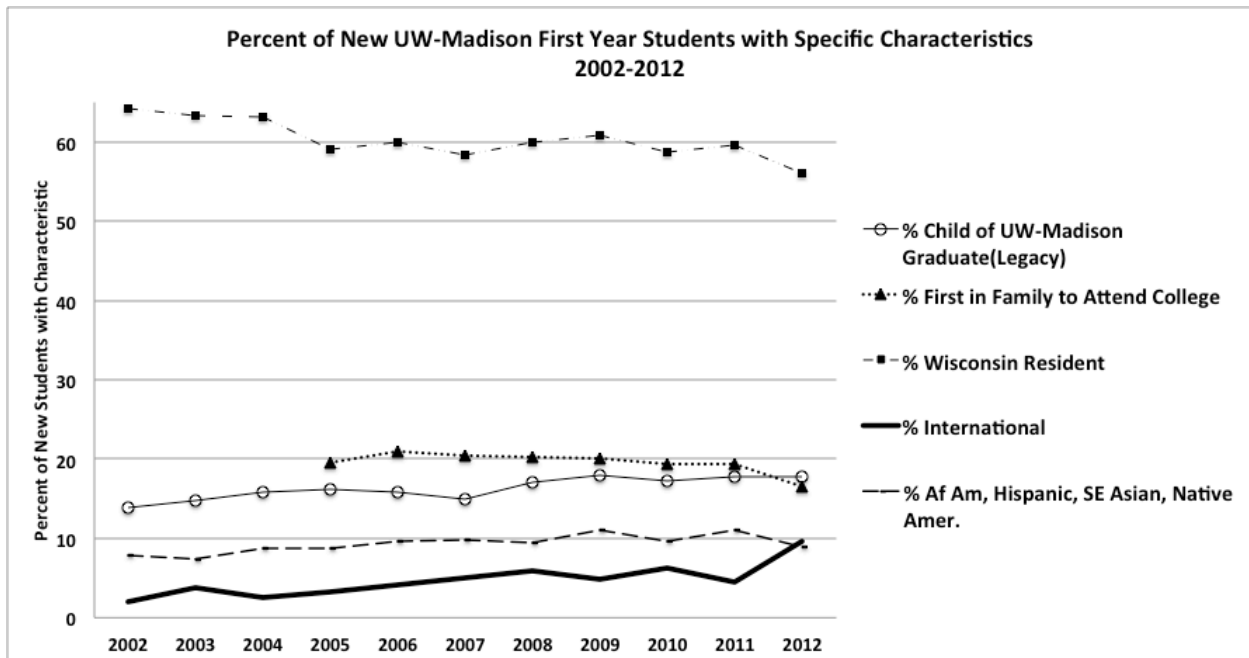
³ Source: <http://www.lafollette.wisc.edu/publications/workingpapers/wolfe2009-005.pdf>

3. *The geographic distribution of Wisconsin resident students at Madison should reflect the geographic distribution of high school graduates in the state.* Graduates from high schools in Wisconsin towns and rural areas are currently underrepresented among UW-Madison’s incoming students, as are students from the city of Milwaukee. Milwaukee is Wisconsin’s most populous city, and given its importance to the economic vitality of the state, students from that city should be a substantial fraction of Madison’s enrollment.⁴

4. *The geographic variation among out-of-state and international students should be maximized.* Currently, among domestic non-residents, the vast majority of Madison’s enrollment comes from Minnesota, Illinois, California and New York. Nearly all of the new international students come from China and Korea. Increasing international diversity will help increase the richness of educational experiences on campus.⁵

A LOOK AT THE STATUS QUO

The composition of the UW-Madison student body conveys information to our publics about what matters to the university. The following figure, constructed using official university data, illustrate several key aspects of the status quo. First, the fraction of Wisconsin residents is at an all-time low. Second, the fraction of students who are first in their family to attend college is falling, not rising. Third, the university is enrolling more legacy students than first-generation students or students of color.



⁴ Source: http://apir.wisc.edu/admissions/Access_for_WI_Residents_Geography.pdf

⁵ Sources: http://registrar.wisc.edu/enrollments_by_state_swf.htm ; http://registrar.wisc.edu/documents/Stats_all_2012-2013Fall.pdf

CURRENT CHALLENGES AND OBSTACLES

Crafting the ideal incoming class requires coordinated efforts involving substantial resources, both in terms of financial and human capital. It also requires a commitment on the part of the institution to helping students not only enter, but also succeed and graduate.

The most immediate barriers to improving the composition of the incoming class include:

1. Highly unequal rates of applications from students based on family income and geography.

According to the Academic Planning and Institutional Research (APIR) report on “Access to UW-Madison for Wisconsin High School Graduates,” students from high schools in rural areas constitute 30% of the Wisconsin high school graduating class but just 21% of UW-Madison applicants.⁶

A study by La Follette researchers found that in-state applicants to Madison rarely come from the lowest 40 percent of the income distribution in the state, and point out that the representation of these applicants has declined over time.⁷

2. A reliance on standardized test scores as part of advertised admissions criteria.

The APIR report on the “In-State New Freshman Enrollment Pipeline,”⁸ in connection with the annual ACT report on student test scores for Wisconsin clearly indicates that the reliance on standardized test scores plays an important role in the chances of application and admission for Wisconsin’s disadvantaged residents, particularly those attending Milwaukee Public Schools. Again, since the admissions criteria clearly state that standardized test scores are required for admission, it is very likely that this criterion affects the applicant pool.

A sizable body of research indicates that the use of standardized test scores as admissions criteria restricts the college opportunities for needy students, helping higher education perpetuate inequality.⁹ Furthermore, studies of the predictive validity of these test scores (e.g. how well they assess the likelihood that students will be retained and graduate), including at UW-Madison, indicate that they add little independent value to our assessment of which students can and will succeed in the institution.¹⁰ Other metrics, including high school course-taking patterns and grade point average, are just as effective. Most importantly, there is evidence that standardized tests are particularly inaccurate at predicting the academic potential of racial/ethnic minority students.

While we currently utilize a “holistic” admissions process, it is clear from research that students and families do not understand what this means, and that the use of test scores in admissions is a defining attribute of the institution and prominent piece of our image.

⁶ http://apir.wisc.edu/admissions/Access_for_WI_Residents_Geography.pdf

⁷ <http://www.supportuw.org/wp-content/uploads/witte-elite.pdf>

⁸ http://apir.wisc.edu/admissions/2011_Pipeline_Update.pdf

⁹ <http://www.asanet.org/images/press/docs/pdf/Aug07ASRFeature.pdf>

¹⁰ An appendix of information on this point is being produced for the CURAFA and will be provided soon.

3. *Insufficient communication strategies to share information about the already-available campus resources to support students from all family backgrounds.*

The communication strategies currently utilized by UW-Madison are typical for public flagship universities but are clearly insufficient to help us enroll the ideal incoming class. These strategies include the electronic distribution of text-heavy materials that often contain terms and complex, value-laden language inconsistent with the knowledge and values of some Wisconsin communities. For example, the brochure on financial aid includes five pages of complex material, lacks a glossary of key terms, and is not targeted to appeal to any particular groups of students (e.g. a focus on lifetime earnings prioritize the beliefs of future-oriented rather than more traditional cultures).¹¹ The most effective interventions for underrepresented students are culturally relevant, reflective of a focus on the student and her family, and understandable for readers with low to moderate levels of financial literacy.

4. *An array of administrative complexities and resource deficits related to need-based financial aid.*

The university faces at least five significant challenges in the area of financial aid, all contributing to a dearth of resources to help students afford college.

- a. The state contribution to need-based financial aid is small. Wisconsin ranks in the bottom half of states when it comes to funding need-based grant aid to undergraduates and while recent budgets have kept the funding at steady state, its purchasing power is declining relative to the growing costs of attendance.
- b. The institutional budget for need-based aid remains small. Subtracting monies allocated for student loans, the Office of Student Financial Aid has an annual budget of about \$118 million. In its 2005-2006 report, the CURAFA recommended that yearly gifts to generic unrestricted need-based financial aid should represent 10% of all giving, and if that could not be achieved, the foundation could establish that 2% of all gifts be allocated to unrestricted generic need-based financial aid.¹² Since that time, the University raised \$47 million from the Great People Campaign. But the ambitions of the current “Share the Wonderful” campaign are modest when it comes to giving to need-based aid—according to campaign literature, Foundation seeks to raise just \$3 million for this purpose.¹³ In contrast, according to a presentation made by Michael Knetter to the CURAFA in 2012, the Foundation aims to raise about \$265 million in total this year (meaning that giving to need-based financial aid would represent just 1.1% of that total).

Additional aid has been raised for the Office of Student Financial Aid from tuition. However, the 2005-2006 CURAFA members recommended that the institutional budget be increased through *gift aid* not tuition revenue. While the Madison Initiative for Undergraduates increased revenue for need-based financial aid, it did so by increasing the institution’s sticker price, which may have brought other consequences currently un-assessed by the institution.

¹¹ http://www.finaid.wisc.edu/pdf/Undergrad_Financial_Aid_2012-2013.pdf

¹² <http://www.secfac.wisc.edu/senate/2006/1204/1959.pdf>

¹³ <http://onwisconsin.uwalumni.com/features/madison-calling/>

The UW Athletic department provides about \$2.7 million in revenue from licensing fees and media, but this is small compared to our peers.¹⁴ We currently devote 50% of revenue from these sources to Bucky Grants, whereas UNC-Chapel Hill devotes 75% and raises far more licensing revenue than we do.¹⁵

- c. As noted in the 2005-2006 CURAFA report to the Faculty Senate, “The most productive way to create access to the university is to award need-based grants and scholarships to undergraduate students when they are accepted for admission. Unfortunately, most of the money raised by the foundation is earmarked to schools and colleges and restricted in various ways and consequently cannot be used effectively to encourage low-income students to apply to the university and, if accepted, attend the university.”¹⁶ In effect, the devolution of responsibility to Schools and Colleges for distributing a very large amount of institutional aid makes it nearly impossible to compute the total pool of available institutional aid, assess the degree to which it is currently allocated based on financial need, and/or implement strategies to help ensure that the majority of resources are directed towards financially needy students. The Data Digest indicates that just over \$64 million in institutional aid was provided to undergraduates in 2011-2012 but specifics beyond that are unclear. Yet it does seem that students at UW-Madison were awarded about as much money in typically non-need-based scholarships (~20 million) as they were given in institutional need-based grants (~\$21 million).¹⁷
- d. Uncertainty about the availability of financial aid makes it difficult for the Office of Student Financial Aid to inform needy students and families about the likely net cost of attendance at the university. For example, the campus’s net price calculator, an effort to enhance transparency, is unable to include dollars available for Fast Track students, which are among the neediest students at the institution. If this information is not advertised *early and often*, the pool of prospective applicants will not grow. The cost of attendance webpage makes no reference to the net price calculator.¹⁸
- e. The effectiveness of the Office of Student Financial Aid would be improved with the addition staff needed to administer and support key programs including the work-study program (e.g. helping match students to jobs and ensuring follow-through), and helping to raise campus awareness about the availability of emergency funds and supports for students in crisis. There should be efforts undertaken to help students take advantage of all resources

¹⁴ For example, this is comparable to the amount provided by athletics at UNC-Chapel Hill more than a decade ago, in 2001-2002. <http://www.supportuw.org/news-post/need-based-financial-aid/>
<http://www.unc.edu/news/FYI/license092502f.htm>

¹⁵ <http://www.news.wisc.edu/20181>

¹⁶ <http://www.secfac.wisc.edu/senate/2006/1204/1959.pdf>

¹⁷ Unfortunately, the Data Digest merges aid for graduate and undergraduate students together. If we simply add the monies for athletic scholarships to those listed for departmental scholarships and misc. institutional scholarships, we reach \$20 million. This excludes the “private scholarships” which the University may or may not have control over, and excludes all of the evidently non-need-based fee remissions provided (\$97 million compared to the \$4 million need-based fee remissions). While some non-need scholarships are given to needy students, they are mandated to do so and thus that distribution relies on goodwill. http://apir.wisc.edu/datadigest/201213Digest/digest_13_web.pdf

¹⁸ <http://www.finaid.wisc.edu/undergraduate-cost.htm>

available to them, for example by increasing rates of FAFSA completion (currently at 50%), but again this requires staffing.

5. *A lack of rigorous and repeated evaluation practices to ensure the cost-effectiveness of enrollment management strategies and outcomes.*

Attention to the estimation of program and policy impacts coupled with careful accounting of costs could help the university better marshal its limited resources. Current research efforts are aimed at documentation and reporting, as is typical for institutional research and academic planning offices.

The 2005-2006 CURAFA report called on the University to “develop a more accurate measure of family income for all applicants to UW-Madison by linking student addresses from applications to block-level census data to obtain estimates of family income” and to assess the impacts of policies and practices on access by conducting “detailed analyses of family income for all applicants, and for subgroups of applicants (e.g., admittees, enrollees, graduates; by race and gender).” Other than the Witte and Wolfe study, we find little evidence that this effort has been addressed.

That same committee also recommended that the university “supplement the UW-Madison Undergraduate Survey with additional questions on student income, work, and debt.” To our knowledge, this action has not been taken and no report has been produced for distribution to shared governance bodies. UW-Madison has not fielded that survey since 2006.

RECOMMENDATIONS FOR IMPROVEMENT

We recognize that achieving the goals set here will require a variety of short and long-term strategies. Changes to policies and practices will be required throughout the University and in conjunction with its many partners, if progress is to be made. This is not a task that the Office of Admissions should be asked to achieve alone, nor could it possibly succeed at doing so. Here, we provide some examples of places to begin to work on improvements, according to key areas.

1. Recruitment. Current recruitment efforts may be limited in capacity to attract new applications from underrepresented groups by their one-size-fits-all approach and narrow institutional focus.

Thus, we recommend the following:

- a. *Differentiate recruitment strategies to devote the greatest efforts to recruiting the most underrepresented groups.* Use existing data to identify the least-likely-to-apply students, and leverage all available campus resources to systematically attempt to increase their rates of application. Then evaluate and expand on the program.
- b. *Partner with the University of Wisconsin System and/or other statewide non-profits to reach out to students in rural areas.* Develop a set of materials specifically targeted to these students, and contribute to efforts to help them reach all homes and community organizations.

- c. Continue to improve and expand partnerships to *facilitate greater accessibility to transfer students from around Wisconsin, including from both the UW Colleges and the Wisconsin Technical Colleges.*
- d. Given the importance of financial incentives to the recruitment of students with extraordinary skills, *we recommend a campus-wide assessment of existing scholarship programs with the aim of better coordinating these for maximal effect and growth.*

2. Admissions. The current approach to admissions plays a critical role in the composition of the entering class. For many reasons, including pending legal decisions, we believe this approach deserves re-evaluation.

a. *We recommend the creation of a special task force to assess the utility and feasibility of (a) test-optional admissions and (b) geographically-weighted admissions.* Admissions criteria at UW-Madison are subject to policies put forth by the Board of Regents, and thus this task force should work with both internal and external stakeholders to develop its assessment.

b. Following the creation of that report, if the task force recommends changes to admissions criteria, *we call on the University to ensure that the Office of Admissions have resources that are sufficient in order to accomplish such changes to policy, as this would be critical to ensuring success.*

3. Communications. Information provided to prospective students shapes not only their impression of the overall institution but also guides the degree to which they come to trust us.

a. *Shorter, accessible and culturally relevant materials should be developed and distributed via paper mail to specific target groups.*

b. In addition, additional communities strategies involving *closer coordination and partnerships with statewide organizations, including external investments, would likely be successful in attracting a more robust pool of applicants.* For additional information and research on such approaches, please see the footnote.¹⁹

4. Financial Aid. This is an area facing many obstacles. We recommend the following actions be taken in the short term.

- a. The Chancellor should become an *active and vocal proponent of the Wisconsin Higher Education Grant* and work to ensure that funding for the WHEG increases annually in tandem with any increases in costs of attendance.
- b. Fundraising for institutional-need based aid *should continue to be a priority*, with a goal on generating flexible funds for use by the Office of Student Financial Assistance. At minimum, 2% of all new gifts should be allocated for this purpose.
- c. *Fully 75% of all net proceeds from trademark licensing at the university should be directed to need-based financial aid in the form of Bucky Grants.*
- d. The Provost should develop a report on all financial aid distributed to undergraduates via Schools and Colleges, with a clear indication of who determines the criteria used for these monies and where/how need-based criteria are used. *An annual report on financial aid of all types and the relationship to financial need and merit should be produced for*

¹⁹ http://www.nytimes.com/2013/03/31/opinion/sunday/a-simple-way-to-send-poor-kids-to-top-colleges.html?pagewanted=all&_r=0

public consumption. This will likely require additional data collection from those who do not file FAFSA.

- e. In order to incentivize Schools and Colleges to devote more resources towards need-based financial aid, *the UW Foundation should pilot a matching fund program.*
- f. *Communications materials for the Office of Student Financial Assistance should be revised and continually updated, following a set of research focus groups, to ensure they provide information as effectively as possible.*
- g. The Office of Student Financial Assistance should become a campus *priority for additional staffing*, to ensure that the most needy students on campus are effectively served.

5. Tuition Policy. The University Committee has commissioned a separate ad-hoc committee to examine tuition policy, and several members of CURAFA serve on that committee as well. We support for one change in tuition policy, as described in that committee's forthcoming report, which would affect the diversity of the incoming class and resources available for financial aid. *We recommend that UW-Madison seek an exception from the state reciprocity policy, in order to charge students from Minnesota out-of-state tuition.* The details involved in this proposal are contained in the Appendix.

6. Retention. It is imperative that the University work to help all students it enrolls to succeed in reaching their goals. We call on the Chancellor to *renew the commitment to increasing investment in high-impact practices such as learning communities and peer mentoring, convene forums with faculty to discuss how to realize commitments to enrolling and graduating a diverse student body through our teaching and advising practices, and work closely with student leaders to address serious challenges in campus climate affecting the entire community.*

7. Evaluation. Ongoing assessment can allow the institution to be nimble and efficient. We recommend that the University take advantage of its on-campus, independent scholars and researchers to conduct third-party formative and summative evaluation activities. These activities should be commissioned and supervised by a shared governance committee. In addition, the data collection activities originally called for by the 2004-2005 CURAFA committee, including collection and analysis of data on family income, should be undertaken. One possibility is requiring the completion of some documentation for receipt of scholarships, as well as financial aid. Currently, barely two-thirds of recipients of institutional scholarships file an application for student financial aid. Only through improved data college and assessment can we monitor the outcomes associated with the efforts outlined in this proposal.

Appendix: Details on Recommended Change to Tuition Policy
(Note: This proposal originates with the Ad Hoc Committee on Tuition)

The tuition reciprocity agreement between Minnesota and Wisconsin was initiated in the early 1970s. It reflected a desire both to increase affordable college options for students from both states and to facilitate enrollment expansion at border campuses in Minnesota and Wisconsin. Over time, the agreement came to include the states' flagship universities in Madison and the Twin Cities.

In part because of reciprocity, a large share of the UW-Madison student body consists of Minnesota residents. As shown in Table 1, 12% of UW-Madison's new undergraduate enrollment comes from Minnesota, and those students are charged the in-state rather than out-of-state tuition rate. In total, there are about 3300 undergraduate enrollees at UW-Madison who are Minnesota residents.

Specifics Regarding the Elimination-of-Reciprocity Option

In this option, the reciprocity agreement would be renegotiated resulting in the removal of the two flagship campuses—UW-Madison and University of Minnesota-Twin Cities—from the compact. In this case, Minnesota students at UW-Madison would be charged tuition at the out-of-state rate; presumably, Wisconsin residents attending UM-Twin Cities would be similarly treated.

For this policy change to occur, two additional actions are required; both are necessary in order to accomplish the tuition revenue goal from exempting UW-Madison from reciprocity with Minnesota. First, the State of Wisconsin would need to exempt UW-Madison from the reciprocity agreement with Minnesota. This means that all non-Wisconsin residents—including Minnesota residents—will be charged out-of-state tuition. Second, the UW Board of Regents would need to redefine “in state” to include only Wisconsin residents. To accommodate this redefinition, the Board would also need to adjust the existing enrollment cap on out-of-state students to ensure that seats for Wisconsin residents are preserved. The current cap on out-of-state students is 27.5%. If the level of non-resident student enrollment were capped at 35%, a minimum of 65% of students enrolled at UW-Madison would be Wisconsin residents, an increase from the current level of 62%.²⁰ We note that if only UW-Madison were exempt from the reciprocity agreement, while Minnesota residents continue to be classified as “in-state-students” and charged at the in-state tuition rate, there would be no increase in tuition-based revenue.

Estimates of the Tuition Revenue Increase from the Elimination-of-Reciprocity Option

In our analysis of this option, we assume no change in the overall size of the UW-Madison student body, and that the enrollment of Minnesota students would decrease by 650, from 3305 to 2655 students. We present tuition revenue estimates reflecting two potential responses to this reduction in Minnesota students due to increasing the charge to out-of-state tuition. In one variant, the loss of Minnesota residents would be offset by an equivalent increase in the number

²⁰ This is slightly lower than our peers, most of whom have about 63-64% of enrolled students being state residents. For example, the University of Michigan and Penn State University have 63% and 64% of enrolled students from within the state, respectively.

of students who are Wisconsin residents. In a second variant, the loss of students who are Minnesota residents would be offset by an equivalent increase in the number of out-of-state students.

As indicated above, we project the tuition revenue increase from Variant 1 to be about \$42 million; for Variant 2, we project an increase of \$52 million. These figures represent rough estimates of the amount of tuition that is currently forgone by the inclusion of the two flagship campuses in the compact.

Consequences of the Elimination-of-Reciprocity Option

1. The primary benefit and purpose of allowing Minnesota residents to pay in-state tuition at UW-Madison is to open seats for Wisconsin residents at the Minnesota-Twin Cities campus. Hence, affordable choices among flagship universities are expanded for Wisconsin students. Eliminating reciprocity would constrain this benefit.
 2. UW-Madison forgoes substantial tuition revenue because of reciprocity. Eliminating reciprocity would result in a substantial increase in tuition revenue. **Depending on the assumption made, the increase in tuition revenue would be about \$40-\$50 million per year** (see above).
 3. Minnesota students are, on average wealthier than Wisconsin students. If the loss of Minnesota students were offset by an equivalent increase in Wisconsin students (Variant 1, above), the allocation of educational services at UW-Madison would be less unequal.
- Conversely, if the loss of Minnesota students were offset by an equivalent increase in students not resident in either Minnesota or Wisconsin (Variant 2, above) the allocation of educational services would be more unequal.
4. If, as seems likely, college attendance by moderately-high achieving students is not expanded by reciprocity, eliminating the option for Wisconsin students to attend UM-Twin Cities at a discounted price would likely lead to enrollment increases at Wisconsin universities such as Eau Claire and La Crosse. Enrollment of Wisconsin students at these institutions is declining, and eliminating reciprocity would tend to reverse this trend.²¹

We note that several other claims have been made regarding the effects of reciprocity, such as:

- An increase in overall qualification of the student body because of the stronger qualifications of Minnesota students relative to Wisconsin students,
- Increased student body geographic diversity due to the presence of Minnesota students,
- Gains for other Wisconsin system universities because of the inclusion of UW-Madison in the reciprocity agreement, and
- Because of the existing definition of the out-of-state student cap, Minnesota students occupy seats at UW-Madison that might not otherwise be filled.

²¹ http://www.uwsa.edu/opar/ssb/2012-13/html/r_a204_tot.htm

The committee judges these claims to be without substantial merit. Undergraduate enrollment at UW-Madison is a function of the size and qualifications of the applicant pool, the availability of seats, and legal limitations on how those seats are distributed among students. Currently, the UW-Madison enjoys a very large (and growing) surplus applicant pool of non-Wisconsin and non-Minnesota students (“out-of-state”, according to the revised definition; see above). According to the University’s Office of Admissions and Aid, many applicants in this pool have academic qualifications equal to or superior to applicants who are Minnesota residents. As a result, if any reduction in the enrollment of Minnesota residents at UW-Madison were offset by an increase of such “out-of state” students, there would be no reduction in student body quality. If the policy change resulted in a reduction in the enrollment of Minnesota residents at UW-Madison, which is offset by an increase in out-of-state students, the current concentration of Minnesota residents in the non-Wisconsin student body would be reduced. The geographic diversity of the student body would be increased.

Table 1. New Enrollment, First-Year Students, Fall 2012

Tuition Type	Applicant Pool	Change in Size of Applicant Pool over Prior 5 Year Average	Admission Rate	Yield Rate	Total Enrollment (% of new enrollment)
Wisconsin	8,441	-2.6%	68.0%	61.2%	3515 (56%)
Minnesota	3,242	2.3%	54.0%	43.0%	752 (12%)
Domestic non-resident	12,581	14%	50.7%	22.1%	1408 (22.4%)
International	4,770	54%	41.3%	30.6%	604 (9.6%)
Total	29,034	11%	54.6%	39.6%	6,279

Sources: http://apir.wisc.edu/admissions/New_Freshmen_Applicants.pdf

Table 2. Student Characteristics by Type of Tuition

Tuition Type	Median Family Income	% First Generation	% Targeted Minority	% Residing in Wisconsin After Graduation
Wisconsin	\$80,000	24.7%	10%	81%
Minnesota	\$105,000	12.2%	10%	10%
Domestic non-resident	\$130,000	11.0%	16%	13%
Total	\$100,000	19.3%		

Sources: http://www.uwsa.edu/opar/orb-im/im/new_freshman/nfcfl1.pdf

http://www.uwsa.edu/opar/ssb/2012-13/html/r_b205_tot.htm

<http://www.uwsa.edu/opar/b-p/bulletins/alumni.pdf>

<http://finaidstudy.org/documents/conference/Witte%20Wolfe%20Dahil-Brown%20Thursday%20215pm%20Rm%20159.ppt>

Notes:

Median family income is of applicants, for 2007, in 2009 dollars, as estimated by La Follette researchers John Witte and Barbara Wolfe. More information on family income is available here: http://apir.wisc.edu/tuitionandfees/FamilyIncome_2009.pdf

First generation means neither of the student's parents holds a bachelor's degree. This statistics is for new first-year students entering in fall 2011; the most recent available.

Targeted minority means African-American, Latino, Southeast Asian, and/or American Indian. Data is for new first-year students in fall 2012. Data on students remaining in Wisconsin is based on alumni two to four years after graduation, using address information from UW institutions in 2007 for alumni who received a UW bachelor's degree during 2003-04 or 2004-05. The statewide average for each category is presented.

CURAFa Membership, 2012-13

Justin Bloesch, Associated Students of Madison
George Bonadurer, Associated Students of Madison
Allie Gardner, Associated Students of Madison
Sara Goldrick-Rab, Assoc. Prof. of Educational Policy Studies & Sociology (Chair)
Janet Jensen, Associate Director, School of Music
Clark Landis, Professor of Chemistry
José J. Madera, Assistant Dean, College of Letters and Sciences
Benjamin Marquez, Professor of Political Science
Michael Peterson, Associate Professor of Theatre and Drama
E. Alison Rice, Student Services Coordinator, College of Letters and Sciences
Douglas Rouse, Professor of Plant Pathology
Kent Weigel, Professor and Chair, Dairy Science
Nicholas Strohl, Associated Students of Madison
Susan Fischer, Director of Student Financial Aid (ex-officio)
Clare Huhn, Office of Academic Planning and Analysis (ex-officio)
Adele Brumfield, Director of Office of Admissions and Recruitment (ex-officio)

Report approved 4/5/2013 with a quorum of 8 members, votes: 7 in favor, 1 abstention.
Members not present at vote: Bonadurer, Jensen, Landis, Rouse, Strohl.