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(FORM UPDATED: 08/11/2010)

## WISCONSIN STATE LEGISLATURE ... PUBLIC HEARING - COMMITTEE RECORDS

### 2005-06

(session year)

### Assembly

(Assembly, Senate or Joint)

### Committee on Colleges and Universities...

#### COMMITTEE NOTICES ...

- Committee Reports ... **CR**
- Executive Sessions ... **ES**
- Public Hearings ... **PH**

#### INFORMATION COLLECTED BY COMMITTEE FOR AND AGAINST PROPOSAL

- Appointments ... **Appt** (w/Record of Comm. Proceedings)
- Clearinghouse Rules ... **CRule** (w/Record of Comm. Proceedings)
- Hearing Records ... bills and resolutions (w/Record of Comm. Proceedings)
  - (**ab** = Assembly Bill)                      (**ar** = Assembly Resolution)                      (**ajr** = Assembly Joint Resolution)
  - (**sb** = Senate Bill)                              (**sr** = Senate Resolution)                              (**sjr** = Senate Joint Resolution)
- Miscellaneous ... **Misc**

\* Contents organized for archiving by: Stefanie Rose (LRB) (November 2012)

## Assembly

### Record of Committee Proceedings

#### Committee on Colleges and Universities

##### Assembly Bill 701

Relating to: composition of the Board of Regents of the University of Wisconsin System.

By Representatives Rhoades, Gard, Ward, Musser, Ainsworth, Petrowski, Albers, Hines, Towns, Townsend, Krawczyk, Owens, Bies and Gunderson; cosponsored by Senators Harsdorf and A. Lasee.

September 26, 2005 Referred to Committee on Colleges and Universities.

February 21, 2006 **PUBLIC HEARING HELD**

Present: (12) Representatives Kreibich, Ballweg, Underheim, Nass, Jeskewitz, Towns, Lamb, Shilling, Schneider, Black, Boyle and Molepske.

Absent: (0) None.

##### Appearances For

- Kitty Rhodes — Rep., State Representative 30th Assembly District

##### Appearances Against

- None.

##### Appearances for Information Only

- None.

##### Registrations For

- David Ward — Rep., State Representative 37th Assembly District
- Sheila Harsdorf, 10th Sen. District — Sen., State Senate

##### Registrations Against

- None.

March 7, 2006

**EXECUTIVE SESSION HELD**

Present: (12) Representatives Kreibich, Ballweg, Underheim, Nass, Jeskewitz, Towns, Lamb, Shilling, Schneider, Black, Boyle and Molepske.

Absent: (0) None.

Moved by Representative Ballweg, seconded by Representative Lamb that **Assembly Bill 701** be recommended for passage.

Ayes: (9) Representatives Kreibich, Ballweg, Nass, Jeskewitz, Towns, Lamb, Shilling, Black and Molepske.

Noes: (3) Representatives Underheim, Schneider and Boyle.

PASSAGE RECOMMENDED, Ayes 9, Noes 3

Brad Hub  
Committee Clerk



**The University's Growth Agenda: A Vision for the Future**  
**Kevin P. Reilly, President**  
**UW System Board of Regents**  
**Thursday, February 9, 2006**

Thank you, President Walsh, and good morning everyone. Since we were last together as a group in December, the National Center for Higher Education Management Systems, whose president, Dennis Jones, addressed this Board not too long ago, placed Wisconsin among the five states with the most productive public university research sectors. Jones' organization also ranked Wisconsin among the top five states with the most productive public baccalaureate and master's institutions, relative to their resources.

This is high praise, indeed, I think you'll agree, given the resource challenges we have faced. Today, I want to look ahead with you toward the future we now face, and talk about how we must build on this productivity, and the investment the state has already made in the University of Wisconsin, to grow a brighter future for all of Wisconsin.

When we were together in December, I challenged us all to "Think Big" about the university's critical role in that future, particularly in the areas of brain gain, tuition and financial aid, and our compact with the state. Part of that "big thinking" has already borne fruit with the Governor's recent introduction of the Wisconsin Covenant, which we'll be discussing in more detail shortly.

And that big thinking has brought me here today, to share with you a vision for this great university that we all cherish.

In truth, it's relatively simple. We must grow and nurture this wonderful asset we know as the University of Wisconsin System so that the state, its people, and the quality of life in the state are enhanced for the 21st century. I believe we are at a defining moment in the evolution of the UW. While this moment is not without its challenges certainly, I am optimistic about our future. I am confident that we can guarantee student access, and Wisconsin success, for generations to come.

If you'll bear with me, I'd like to take you briefly through my own "thinking big" odyssey. It reflects and builds upon my own experiences as an educator, as provost and then chancellor of UW-Extension, as President of the UW System, and building also on the many conversations I've had with residents of Wisconsin communities statewide. It also draws heavily on our deliberations in the UW System's Charting a New Course study completed in spring 2004, as well as the Chancellors' and Regents' retreats of last summer. It includes, I'd say, equal parts inspiration, aspiration, and vision.

### **Inspiration**

I am inspired every day by the exchanges I have with faculty, students, alumni, parents, colleagues, citizens, and people around the country, and the world, who reaffirm that this is a marvelous university system, and they inspire me in those conversations and contacts to do everything I can to keep this university strong and vital.

Like many of you, I am inspired, too, by my parents and grandparents, who ignited in me the spark to love learning, to attend college, and to see to it that others could enjoy those same benefits.

I am inspired by the contributions of our many outstanding faculty and staff, including among them the recently departed giant, UW-Madison Afro-American Studies Professor Nellie McKay, who gave birth to a whole new field of study, and enriched the experiences of so many of our students and colleagues thereby.

And I'm inspired by my surroundings, and the legacies of their namesakes, Charles Van Hise (where I work) and Thomas Brittingham (where I live). In fact, the bronze statue of Abraham Lincoln that stands in front of Bascom Hall on this campus connects these two legacies. In 1909, then President Van Hise read a letter from Mr. Brittingham, presenting this statue to the university. It read, in part:

"To the Regents of the University of Wisconsin:

... It is my especial hope that this heroic figure of the nation's sublimest character may impress upon the minds of those who view it, the essence of his philosophy, expressed in these words: 'I am not bound to win, but I am bound to be true. I am not bound to succeed, but I am bound to live up to what light I have.'

"Let us hope," continued Brittingham, "that this monument erected to one of the world's greatest benefactors, placed where it will be seen by countless thousands of young men and women, at a most impressionable age, may be a constant inspiration to them."

Amen. It is. And in this spirit, we need to be inspiring, supporting, and encouraging all our students, present and future.

## **Aspiration**

The poet Robert Browning wrote: "Ah, but a man's reach should exceed his grasp/Or what's a heaven for?" Those of us who work within the university, and those of you on the Board of Regents, are in the reaching business. We need to do all that we can to put the University of Wisconsin within the reach of every state citizen.

I'm sure many of you remember the eloquent words of executive senior vice president Don Mash when he spoke to this group about his collegiate aspirations – courtesy of his mother's inspiration, and NOT the Pittsburgh Steelers – and of the importance of the UW's carrying forward the message that "college is possible." That college is possible.

And many of us have our own stories as well. Aspirations like these are not only good for the individual who holds them, but they also keep giving back to the society at large. Studies confirm that, in addition to the substantial personal benefits, college graduates are more productive workers, pay more in taxes, are more engaged citizens, appreciate diversity, live longer lives, and on and on. Isn't college, then, something that all Wisconsin residents should have an opportunity to aspire to?

We can make this happen. We can extend this bounty by opening our doors to every motivated young person who wants to attend one of our campuses, and is willing to work at getting educated once they get there. If we think and act as big as this state's heart, we

can find a way to fashion a Covenant program that will foster aspiration and success among our young people.

We can, and will, get down to the details about eligibility, pledge requirements, award conditions, and the like. But as we do, let us not forget what our goals are – increased access for families from middle and lower incomes, a larger percentage of our population with college degrees, and a thriving, 21st-century knowledge economy that will employ these graduates. For many, keeping the dream of college alive will excite their imaginations and motivate their preparation. This university, and our colleagues in state government and in the private sector, will build the capacity to fulfill those dreams.

And while we're at it, let's fuel the dreams of many Wisconsin adults as well. Last fall, the Federal Reserve Bank of Chicago identified the changing demographics of Wisconsin's future students when it observed (quote), "the pool of potential college students will be increasingly older and ethnically diverse. The academic needs of this student population will be somewhat different, and universities will have to develop programs to meet these needs."

This report foreshadows the importance of the UW having programs in place to educate more nontraditional students if we are to improve the quality of Wisconsin's workforce, and strengthen the state's economy through our brain gain efforts. With our Adult Student Initiative, UW-Extension and UW Colleges will become first points of contact statewide in connecting adult students with the academic programs that best meet their educational needs. And they'll be partnering with our four-year campuses to offer bachelor's degrees in new or emerging fields of high demand, and to expand the adult-student programs these campuses already have.

The Adult Student Initiative is a direct response to what we have learned from the Committee on Baccalaureate Expansion (COBE), our joint project with the Wisconsin Technical Colleges, and to the Regent directives that followed that committee's report. Our campus efforts, and analysis of state needs, indicate that the Adult Student Initiative is the kind of effort that will get more working adult students into UW classrooms, help more students earn their bachelor's degrees, and create the kind of workforce that can attract knowledge-economy businesses to Wisconsin.

If that sounds like reaching for the stars – and more – than that's exactly what an aspirational university is all about.

Now, given this dose of inspiration and aspiration, what is the university's vision for fulfilling the hopes and dreams of our fellow citizens? And what strategies, in addition to the Covenant and the Adult Student Initiative, can we employ to implement that vision?

## **Vision**

Well, I've been talking about a vision for the University of Wisconsin System since day one of my presidency. So much that some of you may be able to recite it with me by now:

“The University of Wisconsin System should be the state’s premier developer of advanced human potential, of the jobs that employ that potential, and of the communities that sustain it.”

We all know that what makes this, or any other vision statement, “real” are the actions and improvements it fosters. So, think for a moment about the thousands of 7th and 8th grade students in Wisconsin, and their parents, and their growing hope and excitement about being able to go to college. Think of curious and creative K-12 students in all grades who will need more UW-educated teachers in their classrooms. Think of our senior citizens, and our nursing homes, and our hospitals, and of all the nurses we’ll need to staff them, and of the strategic public-policy thinking we need to reform our health care system for the future.

Vision without action will not change anything. That’s why I want to talk to you about how we can apply our vision to generate a growth agenda for Wisconsin.

More nurses? More teachers? More pharmacists? More engineers? More entrepreneurs? I say YES! All of our directions point to growth, and growth will lead to progress for Wisconsin.

We have as many ideas for growing our student populations, and our state and local economies, as we do institutions in this System – and more, as a matter of fact! These efforts are creative, collaborative, cost-effective, and multi-institutional – even multi-state, as in UW-Platteville’s Tri-State engineering initiative that is attracting students from Iowa, Illinois and Wisconsin.

And speaking of threes – three of our campuses in central Wisconsin – UW-Marathon County, UW-Marshfield/Wood County and UW-Stevens Point – are working together to enable more students to get a four-year degree while matriculating at our two-year campuses. Both the Tri-State project and this Central Wisconsin Connection, along with many of our other initiatives and ideas, recognize the need for new approaches to doing business in an era of constrained state support. That’s why we’ll be asking the Board later in this meeting to move us to a more competitive non-resident tuition, so we can use the revenues we’ll gain from that to grow both our in-state and out-of-state student populations.

We also intend to grow the research capacity at UW-Milwaukee, in conjunction with the metro-Milwaukee private institutions, and to use that research base to invigorate the greater Milwaukee economy.

We must fuel the biomedical and biopharmaceutical engines at UW-Madison so that we not only discover cures for disease, but also create spin-off companies and high-wage jobs.

We will help UW-La Crosse with its “tuition-driven” growth plan, and we will support UW-Stout’s emergence as “Wisconsin’s Polytechnic.”

We will explore new ways at UW-Parkside and other campuses to increase our retention and graduation rates.

We will grow the economy of the Fox Valley through UW-Oshkosh’s Baccalaureate Completion Program, and UW-Green Bay’s plans to expand its student body.

Each of these campus-specific opportunities, and ideas that are coming forward from the rest of our institutions as we plan our 2007-09 budget request – and beyond – reflect the wisdom of a system that can empower its individual campuses to find – and mine – their own market niche, their own distinct contribution to the mosaic that is the UW System. This is where our student access agenda begins to morph into Wisconsin Success.

In short, we will move Wisconsin where it needs to go. And when we're done – or rather, when we stop to catch our breath five or 10 or 15 years from now – we intend to have closed the gap between our state per capita income and that of Minnesota!

We expect to have increased by significant thousands the number of baccalaureate degree holders in this state so that we're nationally competitive in that regard.

We expect to have brought the state GPR support per student in our System within 95 percent of the national average;

And we intend to have built a thriving 21st century knowledge economy, and a high quality of 21st century life here.

Of course, these goals do require a reinvestment from the state, and we are anxious to join with our state government partners in an agenda that will provide a substantial return on that investment – a better economy, more tax revenues, increased volunteerism, less crime, clean air and water, high-paying jobs, and a quality of life second to none. And a public university system that remains the envy of this nation!

So, I guess you might call this a “high aspiration” plan for our future. I hope you find it inspiring as well. This is not just about the 2007-09 biennium, or a five-year strategic plan, or even a proposal for the next decade. And yet it IS about all that and more.

I intend to work with all of you to develop this growth agenda in a way that can be embraced by our political leadership, our students, faculty and staff, and our fellow Wisconsin citizens.

I believe – I hope -- this is a vision and a direction that we all share, and we all can support. If we're successful in getting buy-in for it, state government will again recognize the UW as its best investment in Wisconsin's future. Our parents and students will understand that college is possible, and keep the pledge to prepare well to attend the UW. And our universities will produce more graduates, and drive more cutting-edge research that will better serve people and communities around the state, and indeed, the world.

The philosopher Alfred North Whitehead wrote (quote): “The task of a university is the creation of the future, as far as rational thought and civilized modes of appreciation can effect the issue.” (end quote) Let's use this vision of growing service to Wisconsin to get on with that task.

Now it's time to get on with the task of shaping what we hope will be one very positive element of our collective future – the Wisconsin Covenant. So, I'll turn to Sharon Wilhelm and Freda Harris to talk with you about the Covenant, and then we'll follow with a discussion of your thoughts about all of this after their presentation.



## Halverson, Vicky

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**From:** Halverson, Vicky  
**Sent:** Monday, February 13, 2006 2:26 PM  
**To:** Loppnow, Dave  
**Subject:** Informational requests

Hi Dave:

Rep. Kreibich would like to request the following information that he would like to get prior to his next Colleges and Universities Com. Mtg. next Tuesday.

All of these would be undergrad students only:

1. The total enrollments for non-resident student for all 26 UW campuses for years 2003, 2004, 2005
2. The number of foreign students by campus over the past decade, along with a total number per year.
3. The percentage of tuition hikes for non-residents for 2003, 2004, 2005.

Thanks in advance for your assistance. Feel free to call with any questions you may have.

Vicky Halverson  
Office of Rep. Rob Kreibich





## Office of Admissions



## University of Wisconsin-Madison Undergraduate Admissions

### Who Gets In... and Why? Legislative Update

Wednesday, February 15, 2006

Rob Seltzer, Ph.D.  
Director of Admissions

Office of Admissions



## Handouts

- Admissions Office Annual Report
- At a Glance (general info)
- Viewbook & Application
- Guaranteed Transfer Program
- US-Madison Connections Program
- Expectations (admissions criteria)
- Admission Newsletter (current issue)
- This Presentation

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## Excellence

- Top 50 in US  
(US News & World Report, Sept 2005)
- #18 of *World's* Best Universities  
(The Economist, Sept 2005)
- #1 *Best* US Research University (research to aid society)  
(Washington Monthly, Sept 2005)
- Tied w Harvard for producing *most CEOs*  
(Bloomberg Markets, 2005)
- 70 of our programs are ranked in the *top 10*
- Student body – over 50% in top 10% of HS class

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## World's Best Universities

1. Harvard	America	11. Yale	America
2. Stanford	America	12. Cornell	America
3. Univ. of Cambridge	Britain	13. UC-San Diego	America
4. UC-Berkeley	America	14. Tokyo Univ.	Japan
5. MIT	America	15. Univ. of Penn.	America
6. Calif. Inst. of Tech.	America	16. UCLA	America
7. Princeton	America	17. UC-San Francisco	America
8. Univ. of Oxford	Britain	18. <b>UW-Madison</b>	<b>America</b>
9. Columbia	America	19. Univ. of Michigan	America
10. Univ. of Chicago	America	20. Univ. of Washington	America

from The Economist, September 2005

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## Best US Research Universities

- **University of Wisconsin-Madison**
- University of Michigan-Ann Arbor
- University of California-Los Angeles
- Stanford University
- University of Washington
- University of California-Berkeley
- Massachusetts Institute of Technology
- University of Illinois, Urbana-Champaign
- University of Minnesota-Twin Cities
- Pennsylvania State University

from Washington Monthly, September 2005

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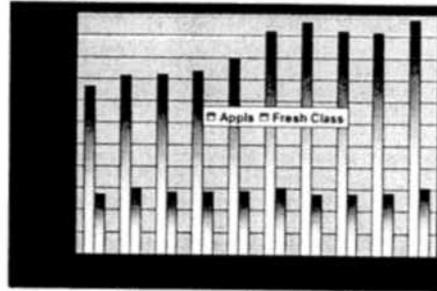


## Past: Characteristics of the 2006 Freshman Class

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## Freshman Applications and Enrollment



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## 2005 Fall Freshman Class

- Applicants 21,511
- Admits 14,589 (68%)
- Enrolling 6,130 (42%)
- Applied Electronically 16,012 (74%)
- 1st Generation 1,209 (20%)

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## Freshman Class Averages

### 2005 Fresh Class

- Rank in Class 89.0%
- Acad. Grade Point Avg. 3.66
- ACT Composite 27.5
- SAT Total 1261

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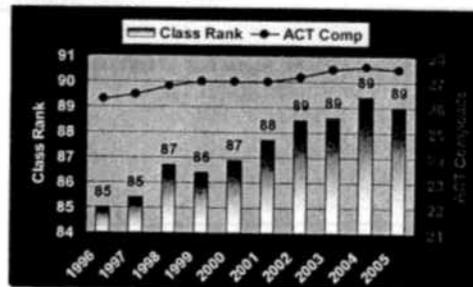
## Academic Qualifications

	ACT Composite	SAT Total
United States	20.9	1028
State of Wisconsin	22.5	1191
UW-Madison	27.5	1261

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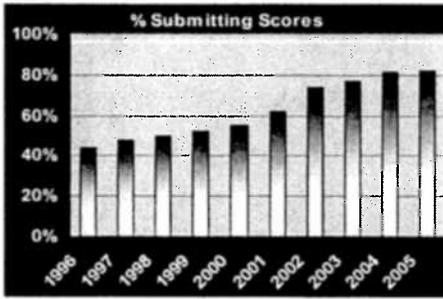
## Academic Qualifications



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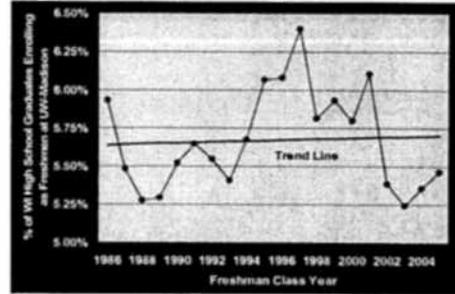
### Advanced Placement



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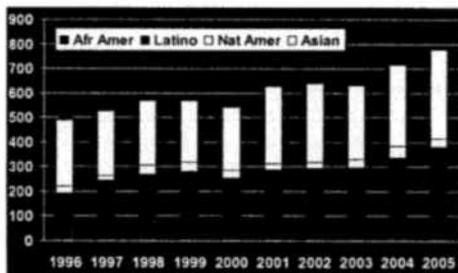
### Wisconsin Resident Access



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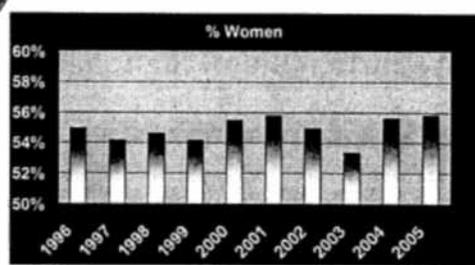
### Ethnic and Racial Diversity



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### Gender



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### Accomplishments

- 68% worked a part-time job
- 62% earned a varsity letter
- 53% received a leadership award
- 52% performed in a school music group
- 29% worked as a volunteer aid
- 23% won a community service award

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### Transfer Feeder Schools UW System Two-Year Colleges

UW-Fox Valley	40
UW-Marathon County	39
UW-Baraboo/Sauk County	34
UW-Rock County	33
UW-Waukesha	25

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### Transfer Feeder Schools UW System Four-Year Colleges

UW-Milwaukee	150
UW-Stevens Point	68
UW-La Crosse	67
UW-Eau Claire	63
UW-Platteville	60

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### Transfer Feeder Schools Non-UW System Institutions

Madison Area Tech Col.	335
Univ. of Minnesota - Twin Cities	76
Edgewood College	37
Drake University	31
University of Iowa	25

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### Present: Admission Process & Criteria

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### Important Dates

- Sept. 15 - Seniors submit applications
- Feb. 1<sup>st</sup> - equal consideration date
- March 15<sup>th</sup> - Postponed applicants notified of final status
- May 1<sup>st</sup> - enrollment deposit due

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### Admissions Procedures

- Rolling admission - apply early
- Most applicants are admitted
- Holistic review
- Apply electronically

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### Guidelines for Admission

- Curriculum (honors, AP, trend)
- Rank in class and grades
- Test scores
- Personal statement and recommendations
- Other factors

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## Best Courses (top down)

- International Baccalaureate
- Advanced Placement
- College prep
- General (e.g., Business)
- Non-academic

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## Other Factors

- Special characteristics
- Extracurricular activities
- Significant UW ties

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## Preparing for College - Tips

- Take the best courses school offers
- Do very well
- Learn to write well
- Meaningful work and volunteer
- Pre-college summer programs
- Be a leader in your school or community

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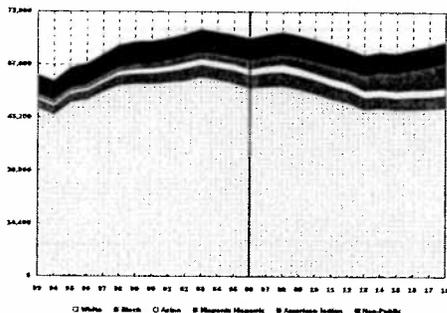


## Future: Demographics

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## Wisconsin High School Graduates



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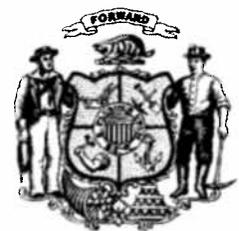
## Questions?

Rob Seltzer, Ph.D.  
 Director of Admissions  
 Tel: 608/262-0464  
 E-mail: [RSeltzer@admissions.wisc.edu](mailto:RSeltzer@admissions.wisc.edu)

Office of Admissions



# WISCONSIN STATE LEGISLATURE



**Remarks for Assembly Committee on  
Colleges & Universities  
Regarding Assembly Bill 701 – Board of Regents**  
By Representative Kitty Rhoades  
*February 21, 2006*



MEMBER:  
JOINT COMMITTEE ON FINANCE

Thank you committee chair and members for having a public hearing on Assembly Bill (AB) 701 and giving me the opportunity to provide testimony in support of this bill.

P.O. Box 8953  
MADISON, WI 53708-8953

Under current law the University of Wisconsin (UW) System Board of Regents is comprised of the state superintendent of public instruction, the president or another designated member of the technical college system board, 2 students at institutions within the University of Wisconsin System, and 14 citizen members. At present, no citizen member of the Board of Regents resides north of Highway 29 or west of Mazomanie. *This bill requires the appointment of at least one citizen member who resides in each of Wisconsin's eight congressional districts.*

(608) 266-1526  
TOLL-FREE: (888) 529-0030  
REP.RHOADES@LEGIS.STATE.WI.US

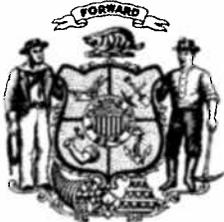
DISTRICT PHONE:  
(715) 386-0660

The UW System covers thirteen campuses, thirteen colleges, and various UW Extensions throughout the state. As the driving force behind policy affecting the entire UW System, I believe it is important for membership of the UW Board of Regents to reflect the diverse regions and populations of our state.

This bill will broaden the geographic representation of the citizen members of the UW Board of Regents and ensure that more campuses, colleges, and extensions to have input on issues involving higher education and setting policy for the UW System.



# WISCONSIN STATE LEGISLATURE



My name is Mary Prosser. I am an Assistant Clinical Professor at the University of Wisconsin Law School and a graduate of the Law School. I am here on behalf of the Law School to oppose this legislation. The goal of the legislation is laudable, but passage of this bill is not the right way to achieve that goal.

First, the bill has enormous fiscal implications. As someone who participated in the budget process for a clinical program at a different law school, I am familiar with the costs of clinical education. I have also reviewed the fiscal analysis prepared by the University based on the costs of current clinical programs at the law school. Clinical education is more expensive than many other kinds of classes. It is labor-intensive. The work that students do requires close supervision by faculty and others trained and monitored by law school faculty. This bill would require at least twenty additional faculty hires and an increase in the physical space at a cost of over a million dollars. I work at the Remington Center, which provides the majority of the clinical offerings, and I know that there simply is no physical space to accommodate such an expansion at this time. We currently have students doubled up at each desk, for example, and staff are pressed to find office space out of which to operate.

Second, the bill has important implications for the quality of the law school education our law students would receive. The University of Wisconsin Law School has an excellent clinical program with a national reputation. U.S. News and World report last year ranked UW 15<sup>th</sup> in the nation for its clinical programs. The reputation is well-deserved and the product of care and deliberation in its design and its execution. The clinical offerings is what drew me to Wisconsin over thirty years ago, and the quality and breadth of the clinical program continue to be major factors for many students in their selection of UW over other law schools. Currently between one third and one half of law school students participate in a clinical program. The law school is committed to increasing the clinical opportunities for students, including for first year students. Students want and demonstrably benefit from clinical programs. However, expansion of clinical opportunities must occur in the right way. What I mean by the right way is sustainable programs that address the interests and the educational needs of the students. It is essential for the students and the reputation of the law school that clinical programs provide the highest quality education. Many people at the law school have fought for expansion of clinical offerings that offer consistently excellent education for the students. What we now have reflects those efforts. The quality of the program must be maintained, and thus an expansion must be based on sound educational requirements and goals.

The ABA accreditation standards spell out the essentials requirements of a quality clinical program, The standards address both in-house clinical programs, where the clinical program is in the law school and supervised by faculty, and also field placements where the supervision and the work are off-campus. Some of those standards are set out below. Some of the key accreditation requirements include classroom components taught by law school faculty, opportunities for reflection on the clinical work, small teacher/student ratios (not more than 8 to 1), and direct supervision of student work by law school faculty. Field placements also require the active involvement of law school faculty in evaluating student performance and in training, monitoring and evaluating field

placement supervisors. As part of the ongoing accreditation review of the law school, as with all ABA-approved law schools, the law school is required to report to the ABA how it has complied with the governing standards.

Passage of the bill as it is would put the law school in a position in which it could not provide what is mandated consistent with its own standards for excellent education and with the ABA accreditation standards.

#### ABA Standards:

##### Standard 304 Course of Study and Academic Calendar Interpretation

304-3 (e) (regarding what counts towards satisfaction of regularly scheduled class sessions)... the time allotted to clinical work can count towards the time required for regularly scheduled class sessions as long as:

- 1) the clinical includes a classroom instructional component
- 2) ii) the clinical work must be done under the direct supervision of a member of the law school faculty or instructional staff whose primary professional employment is with the law school and
- 3) iii) the time and effort required and anticipated educational benefit are commensurate with the credit awarded.

##### 305 Study Outside the Classroom

A law school may grant credit toward the J.D. degree for courses or a program that permits or requires student participation in studies or activities away from or outside the law school or in a format that does not involve attendance at regularly scheduled class sessions, but each student's academic achievement shall be evaluated by a faculty member (which is defined as a member of the full time or part-time faculty). (c) and the activities should be periodically reviewed following the school's established procedures for approval for curriculum

(d) Field placement programs shall include

- 1) a clear statement of the goals and methods, and a demonstrated relationship between the goals and methods to the program in operation
- 2) adequate instructional resources, including faculty teaching in and supervising the program who devote the requisite time and attention to satisfy program goals and are sufficiently available to students;
- 3) A clearly articulated method of evaluating each student's academic performance involving both a faculty member and the field placement supervisor
- 4) a method for selecting, training, evaluating, and communicating with field placement supervisors;
- 5) periodic on-site visits or their equivalent by a faculty member if the field placement program awards four or more academic credits (or equivalent) for fieldwork in any academic term of if on-site visits or their equivalent are otherwise necessary and appropriate
- 6) a requirement that students have successfully completed one academic year if student participation in the field placement program

7) opportunities for student reflection on their field placement experience, through a seminar, regularly scheduled tutorials, or other means of guided reflections. Where a student can earn four or more academic credits (or equivalent) in the program for fieldwork, the seminar, tutorial or other means of guided reflection must be provided contemporaneously

**Interpretation 305-2:** The nature of field placement programs present special opportunities and unique challenges for the maintenance of educational quality. Field placement programs accordingly require particular attention from the law school and the accreditation committee.

**Interpretation 305-4:**

A law school that has a field placement program shall develop, publish and communicate to students and field instructors a statement that describes the educational objective of the program.





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## College applications take off

By Alvin P. Sanoff, Special to USA TODAY

Every college admissions cycle has its own set of dynamics, and this year is no exception. Many selective private colleges are reporting a boom in applications and, as a result, expect to admit a lower proportion of high school seniors than last year.

"Because application numbers are up, the admission rate will be down," says Nancy Meislahn, dean of admission and financial aid at Wesleyan University in Middletown, Conn.

The boom began to take shape last fall, when some colleges experienced double-digit increases in applications for early admission. Colleges offering binding early decision, which commits a student to attend the college, and non-binding early action both report an increase.

The University of Pennsylvania in Philadelphia had a 21% jump. "I was taken aback by the increase," admissions dean Lee Stetson says. Hamilton College in Clinton, N.Y., had a 29% increase; the University of Denver, 14%; and Northwestern University in Evanston, Ill., 12%.

As a consequence of the surge, Penn's acceptance rate for early applicants dropped from 34% to 28%. Many colleges had comparable declines. Stetson says he has spent more time than usual on the phone explaining to disappointed parents the consequences of having a larger pool of early applicants.

The lower admission rates for early applicants have rippled through high schools and heightened anxiety among already nervous students. Molly Davis, a senior at Deerfield High School in suburban Chicago, says the tension is even greater when friends apply to the same college. Davis applied early to Vassar College in Poughkeepsie, N.Y. She was rejected, but her best friend was accepted. Davis says that when she got the bad news, "I was completely destroyed and in tears for hours. I had my sights set on it, and felt I had no direction."

Many students who applied early were neither accepted nor rejected. Instead, they were deferred and placed in the regular applicant pool. They will have to wait until late March or early April to get a final decision.

Avi Kupfer, who is also a senior at Deerfield High School, rushed to complete five applications in four days after Yale University in New Haven, Conn., deferred him. Kupfer applied to Northwestern, Brown University in Providence, Washington University in St. Louis, the University of Pennsylvania, and George Washington University in Washington, D.C.

Such decisions by seniors help explain why many selective colleges also are experiencing a rise in regular applications. Wesleyan is up 5% and has the largest applicant pool in its history. "Highly credentialed kids are applying with greater frequency to the same set of schools," says Michael Mills, associate provost for undergraduate enrollment at Northwestern, where the number of regular-decision applicants is up 13%.

Natalie Hamilton, a counselor at Northwood High School in Irvine, Calif., says most of her seniors are applying to University of California campuses and at least five private colleges, usually highly selective. "They want to make sure they will get in someplace," she says. Data compiled by the Higher Education Research Institute at UCLA shows that the proportion of high school seniors applying to six or more colleges increased by 41% from 1994 to 2004.

The rise in regular applications is not limited to the most selective schools. The University of Denver is up 19%, and the Illinois Institute of Technology in Chicago has more than doubled the size of its applicant pool.

Admissions deans say the ease of applying online, along with the growing popularity of the Common Application — a standardized form now used even by many brand-name institutions — are fueling the increase. The number of Common Applications filed online has skyrocketed from just under 41,000 in 2000-01 to a predicted 700,000 this year.

High school senior Davis calls the Common Application a high school senior's "best friend."

At a number of colleges, the overwhelming majority of applications are now submitted online. Electronic applications are easier to process, so many schools waive their application fees for those who go that route.

Marybeth Kravets, college counselor at Deerfield High School, says the application boom means that high school counselors "no longer have a read on how admissions decisions are going to turn out." That adds uncertainty to the process. "The intensity and anxiety get worse every year," she says.

Admission deans prefer large applicant pools because that enables them to be more selective, but even they worry about the surge. They fear that statistical models that are used to predict what proportion of admitted students will enroll may now be less reliable.

"Everybody's models may be thrown into a state of flux," Northwestern's Mills says.

If a college enrolls too many students, it creates a host of problems, including overcrowded dorms. To avoid that, some deans are planning to play it conservatively. Students who might have won admission a year ago could find themselves wait-listed this spring.

"We will use the waiting list as a safety valve if our calculations prove wrong," says Monica Inzer, dean of admission and financial aid at Hamilton, which last year ended up with more freshmen than its statistical models predicted.

"If kids think they are stressed now, wait until they are wait-listed," says Norma Greenberg, director of guidance at Wayland High School in Massachusetts.

Davis likens being wait-listed to "getting stuck in college admissions purgatory." But many seniors could find themselves there as the impact of this year's application boom ripples through the system.

**Find this article at:**

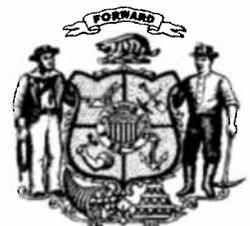
[http://www.usatoday.com/news/education/2006-02-13-college-applications\\_x.htm?POE=click-refer](http://www.usatoday.com/news/education/2006-02-13-college-applications_x.htm?POE=click-refer)

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# WISCONSIN STATE LEGISLATURE



## *Today's News*

Wednesday, February 15, 2006

### **Study of Predictors of Success in College Finds Students Taking Increasingly Complex Paths to Degrees**

By ERIC HOOVER

Back in 1992, Jack and John graduated from high school. Each went on to attend a four-year college. By their mid-20s, Jack had received a bachelor's degree, but John had not. Why did one succeed, but not the other?

An expansive set of potential answers appears in a new national report that examines the factors that helped Jack and thousands of his peers earn a postsecondary diploma.

The report, released on Tuesday by the U.S. Department of Education, found that the rigor of a student's high-school curriculum is the strongest indicator of whether he or she will earn a college degree, regardless of major. The "academic intensity" of students' high-school courses played a larger role than did their grades and standardized test scores, according to the report, "The Toolbox Revisited: Paths to Degree Completion From High School Through College."

Based on a longitudinal study of a nationally representative cohort of students from the high-school class of 1992, the report found that among the students who had attended a four-year college at any time, 66 percent had earned a bachelor's degree by December 2000.

Many students, however, did not finish their undergraduate career where they had started it. The report found that students are taking increasingly complex roads to a postsecondary degree, with nearly 60 percent of the students having attended more than one institution, and 35 percent having attended more than two. Twenty percent of those who started at one four-year college earned a bachelor's degree from another four-year college. Fifteen percent moved back and forth between community colleges and four-year institutions.

The growing mobility of students was not, in itself, a negative development, the report said: Formally transferring from a community college to a four-year college and transferring from one four-year college to another were both positively associated with degree completion. But meandering from one college to another, or "swirling," was not.

Several higher-education officials and professors said the study, which tracked students for eight and a half years, provided a more complex picture of student success than other recent studies that had looked only at the retention rates of particular institutions over shorter periods of time. The new report included data about community-college students who transferred to four-year colleges, 60 percent of whom earned bachelor's degrees, as well as the 20 percent of all bachelor's-degree recipients who transferred from one four-year institution to another.

"The report raises a whole new way of thinking about college completion," said Michael Kirst, a professor of education at Stanford University. "The metaphor we ought to use is that of a path, with

twists and turns, and not the traditional metaphor of a pipeline, where you put oil in and it flows out."

The report found that 90 percent of traditional-age students who had matriculated at one college remained in academe during the second academic year after they first enrolled -- though they may have switched institutions or returned after the fall term of the second year.

Yet the report said a third of those students finished their first year with "low academic momentum," meaning that they had earned fewer than 20 credits toward a bachelor's or associate's degree, had achieved a grade-point average in the lowest quintile, and had habitually withdrawn from or repeated courses.

Clifford Adelman, a senior research analyst at the Education Department and the author of the report, said colleges should change policies that allow students to drop courses without penalty after the traditional drop-and-add period. Those policies, as well as those that allow students to repeat courses for no credit, "are killing your students, eating up your instructional budget, and creating untenable blockages in enrollment management," Mr. Adelman said.

Mr. Adelman also recommended that colleges publish examples of lower-level course assignments and examination questions in their promotional material and on their Web sites. "You don't do that now," he said, "and the prospective student has no idea what to expect."

The report includes findings and recommendations in a number of areas, including the following:

- **Timing:** When students enrolled was more important than where they went to college. Students who had not matriculated by the January after their high-school graduation saw their chances of earning a degree plummet.
- **Academic progress:** Earning at least 20 credits by the end of the first year of college is a crucial benchmark, the report said. Among students who attended a four-year college and earned fewer credits, only 22 percent went on to earn bachelor's degrees.
- **Summer study:** The report recommends that colleges expand the use of summer terms. More than 60 percent of students in the survey enrolled in summer classes, having "shattered the observance of the traditional academic calendar." Earning more than four credits during summer terms correlated positively to degree completion, particularly for black students.
- **Dual enrollment:** Earning some college credits while still in high school is also positively associated with degree completion. "If traditional-age students entered college or community college with a minimum of six credits of 'real stuff,' not fluff, their adaptation to the critical first-year will not be short-circuited," the report says.
- **Sophomore year:** "The second academic-calendar year offers students the opportunity to recapture any lack of momentum of the first," the report says. "In that respect, the second year may be even more important than the first."
- **Mathematics:** "The world demands advanced quantitative literacy, and no matter what a student's postsecondary field of study ... more than a ceremonial visit to college-level mathematics is called for," the report says.
- **Demographic background:** Students from lower socioeconomic backgrounds were less likely to attend high schools that offered high-level courses. Latino students, for instance, were far less likely to attend schools that offered calculus or trigonometry than white or Asian students.
- **Geographic mobility:** Of the 58 percent of students who attended more than one college, 37 percent crossed state lines in the process.

The report is a follow-up to *Answers in the Tool*



# WISCONSIN STATE LEGISLATURE





# at a glance...



THE UNIVERSITY  
of  
**WISCONSIN**  
MADISON

## Student Body

- Fall 2004 freshman class of 5,642 students (56% female, 12% students of color, 3% international)
- 28,217 undergraduates from every county in Wisconsin, all 50 states, and more than 100 countries
- Total enrollment of 41,169 (69% undergraduate)
- Close to 1,700 transfer students enrolling each year

## Academics

- 9 undergraduate schools offering more than 160 majors and 4,200 courses
- Opportunities to study abroad, participate in honors programs, complete an internship, conduct hands-on research, and take service-learning courses
- 29 students in the average undergraduate class (only 10% of classes with 100 or more students)

## Faculty

- 2,064 faculty members who are both recognized scholars and committed to classroom teaching
- Student-to-faculty ratio of 13 to 1
- Ranked second (to Harvard) in the number of professors who have won prestigious awards and grants

## Student Life

- 700 student organizations and clubs
- 1,500 performing arts events each year
- 47 fraternities and sororities (10% of students participate in Greek Life)
- Big Ten Badger athletics featuring 23 varsity sports
- Recreational sports opportunities, including 35 club teams and 30 intramural sports

## Housing

- The choice to live on campus, in one of 15 University Residence Halls, or in one of the privately owned residence halls, apartments, and houses that surround campus
- Most freshmen live in the University Residence Halls, taking advantage of learning communities, study rooms, classrooms, academic advising, in-room Ethernet connections, wireless access points, and nationally recognized food service and dining options
- Housing information is sent to all admitted students

## Campus and Madison

- Beautiful campus covering 933 acres along the shore of Lake Mendota
- Convenient south central Wisconsin location, 80 miles from Milwaukee, 150 miles from Chicago, and 270 miles from Minneapolis
- 5 area lakes and more than 100 miles of running, hiking, and biking trails
- Ideal location in the state capital city of Madison (pop. 208,000), which tops many "best" lists—best place to live and work, best college sports town, one of America's safest cities, and a top green city
- 10 minutes from Dane County Airport, which offers more than 100 daily flights and nonstop service to 13 major cities

## Rankings

- 70 academic programs ranked in the nation's top 10 (*Fiske Guide to Colleges 2005*)
- #7 among the nation's best public universities (*U.S. News & World Report 2005*)
- A Best Buy in College Education (*Barron's 2005*)
- Best College Sports Town (*Sports Illustrated on Campus 2003*)

## Financial Aid and Scholarships

- 58 percent of undergraduates receive financial assistance totaling \$138 million
- Awards based on demonstrated financial need and in recognition of academic merit, athletic ability, and artistic talent
- Combination of academic excellence and great value recognized by *The Princeton Review*, *Barron's Best Buys in College Education*, *Kiplinger's Personal Finance*, and *The Fiske Guide to Colleges*

## Estimated Cost of Attendance, 2005-06

	Wisconsin Resident	Minnesota Resident	Nonresident
Tuition and Fees	\$6,220	\$7,730	\$21,060
Books and Supplies	\$860	\$860	\$860
Room and Board*	\$6,500	\$6,500	\$6,500
Miscellaneous	\$1,920	\$1,920	\$1,920
Transportation	\$430	\$430	\$430
<b>Estimated Total</b>	<b>\$15,930</b>	<b>\$17,440</b>	<b>\$30,770</b>

\*Room cost is based on double occupancy in a University Residence Hall. Food (board) cost is a combined estimate for standard residence hall food service and typical off-campus food purchases.

## Alumni

- 349,000 alumni living around the world
- Tied with Harvard for producing the most CEOs (*Bloomberg Markets 2004*)
- 17 Nobel Prize-winners and 29 Pulitzer Prize winners who have studied or taught at Wisconsin
- Notable alumni include astronaut Jim Lovell, Wisconsin governor James Doyle, Heisman Trophy winner Ron Dayne, actresses Joan Cusack and Jane Kaczmarek, novelist Joyce Carol Oates, Vice President Dick Cheney, and MLB commissioner Bud Selig

## Campus Visits

- Group admission information sessions followed by student led campus walking tours offered every Monday through Friday at 12:30 p.m.
- An additional information session and tour is offered at 10:15 a.m. on some weekdays
- Weekend visit program features a campus walking tour beginning at noon on Saturday and Sunday
- Additional opportunities exist to sit in on a class, tour a recreational facility, and attend an academic presentation by area of interest
- The easiest way to make a reservation is online at [www.visitbucky.wisc.edu](http://www.visitbucky.wisc.edu), or phone 608/262-3318

## Admission Expectations

- Admission is both competitive and selective
- Admission counselors review each application individually
- Academic preparation, and specifically the strength of course work, is the primary consideration for admission
- Students who are most competitive for admission generally carry 4-5 academic courses each year, as well as AP, IB, honors, and advanced courses whenever possible
- The following elements are considered during freshman application review:
  - High school performance (rigor of course work, academic GPA, grade trends, and/or class rank)
  - ACT and/or SAT scores (including writing test)
  - Nonacademic qualifications (i.e., extracurricular activities, leadership, service, and talent)
  - Personal statement
  - Recommendations
- Transfer applicants are evaluated based on cumulative GPA, rigor of course work, course breadth, grade trends, and nonacademic qualifications

## Application Process and Deadlines

- Students can apply for freshman admission beginning September 15 of their senior year in high school
- Complete applications are reviewed in the order received, and decisions are usually made within four to six weeks
- February 1 is the application deadline for fall and summer admission; October 1 is the deadline for spring
- All complete applications received by these dates will receive equal consideration for admission

## How to Apply

- Students are encouraged to apply online at [apply.wisc.edu](http://apply.wisc.edu)
- Students who prefer to apply on paper can download or request the application at [www.admissions.wisc.edu](http://www.admissions.wisc.edu)

## Profile of Admitted Students

Here are the general qualifications of admitted freshmen. These figures are not cutoffs. They are the middle 50% range for each indicator, so 25% of admitted students fall below the range and 25% place above it.

<b>Class Rank</b>	<b>85-96th percentile</b>
<b>GPA*</b>	<b>3.5-3.9</b>
<b>ACT</b>	<b>26-30</b>
<b>SAT**</b>	<b>1180-1350</b>

\*Unweighted, academic GPA

\*\*Based on maximum of 1600 (test dates before March 2005)

### **Questions? We're Here to Help!**

Office of Admissions  
University of Wisconsin-Madison  
Armory & Gymnasium  
716 Langdon Street  
Madison, WI 53706-1481  
608/262-3961  
[onwisconsin@admissions.wisc.edu](mailto:onwisconsin@admissions.wisc.edu)  
[www.admissions.wisc.edu](http://www.admissions.wisc.edu)



THE UNIVERSITY  
of  
**WISCONSIN**  
MADISON

The University of Wisconsin-Madison is an equal opportunity and affirmative action educator and employer. We promote excellence through diversity in all programs.

Produced for the Office of Admissions by University Communications, July 2005



# Freshman Admission Expectations



## Admission Criteria

Admission is both competitive and selective. Our admission counselors review each application individually, looking for students who meet the university's high academic standards while also demonstrating leadership qualities, nonacademic achievement, diversity in personal background and experience, and potential for contribution to the Wisconsin community.

Academic preparation and success are the primary considerations for admission, but we do not have a minimum GPA, test score, or class rank above which admission is guaranteed. No single attribute or characteristic guarantees the admission of any applicant, and outstanding performance in one area may compensate for less-than-competitive performance in another. We consider all achievement—both academic and personal—with emphasis on:

**Rigor of Course Work:** Applicants must complete the high school course requirements listed below, including Advanced Placement, International Baccalaureate, honors, and accelerated courses when appropriate and possible.

	Minimum for Application	Typical for Admission
English	4	4+
Math*	3	4+
Social Studies	3	4+
Science	3	4
Single Foreign Language	2	4
Additional Academic/Fine Arts	2	2+
<b>Total Units</b>	<b>17</b>	<b>22+</b>

\*Math requirement includes at least one year each of algebra, geometry, and advanced math, or an integrated sequence of courses.

**Academic GPA:** Students must earn good grades and maintain a high level of achievement in challenging course work. We recalculate GPAs based on unweighted academic courses only.

**Grade Trends:** The pattern of grades over time is important. An increasingly strong academic record improves the likelihood of admission; a downward trend diminishes it.

**Class Rank:** We request class rank from all applicants and consider rank in addition to all other factors. Admission data indicates that those who provide rank are more likely to be admitted.

**Test Scores (ACT or SAT):** Either the ACT or SAT is required, including results from a standardized writing test. This writing requirement must be fulfilled with the ACT Assessment plus the ACT Writing Test or the new SAT (critical reading, math, and writing).

**Nonacademic Qualifications:** In addition to academic achievement, we look for students who demonstrate qualities such as leadership and concern for others and the community; achievement in the arts, athletics, and other areas; diversity in personal background and experience; and a family legacy of success at UW–Madison. While nonacademic qualifications will make a good applicant strong, they will never make an academically weak applicant admissible.

## Likelihood of Admission

This chart may help gauge the likelihood of admission, based on “numbers” alone. Choose the indicator that reflects your strongest qualification (e.g., ACT score or GPA) as one measure of admission probability. Keep in mind that no single attribute guarantees admission.

Test Score		GPA (unweighted, academic)				
		4.0–3.8	3.7–3.6	3.5–3.4	3.3–3.1	<3.1
ACT	SAT (avg)	Class Rank (percentile range)				
		99–95	94–86	85–76	75–61	<61
36–30	800–690	95%	90%	70%	50%	30%
29–28	680–640	90%	80%	55%	35%	20%
27–26	630–610	85%	60%	50%	20%	10%
25–24	600–570	75%	50%	30%	10%	5%
<24	<570	70%	40%	20%	5%	1%

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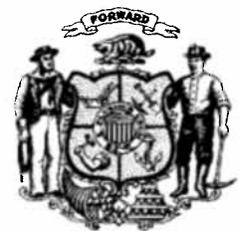
## For More Information

### Office of Admissions

716 Langdon Street  
Madison, WI 53706–1481  
608/262–3961  
[www.admissions.wisc.edu](http://www.admissions.wisc.edu)



# WISCONSIN STATE LEGISLATURE



## Expanding access for Wisconsin students

*Facts about University of Wisconsin System nonresident tuition rates*

### A new UW System tuition plan can make it possible for more Wisconsin students to attend UW campuses

In February, the Board of Regents approved a plan that would require nonresident undergraduate students to pay tuition that covers the full cost of their education, and, at the same time, provide a tuition subsidy to make space available for additional Wisconsin undergraduates. The plan would:

- make it possible to educate more Wisconsin students;
- help UW regain lost revenue;
- reduce noncompetitive tuition rates for nonresident students;
- not affect nonresident tuition at UW-Madison; and
- assist with a “brain gain” effort for Wisconsin.

#### ABOUT TUITION RATES

Resident undergraduate tuition at UW campuses is among the lowest when compared to peer colleges and universities. When Wisconsin students enroll at UW campuses, their tuition covers just more than half (55%) of the cost of their education. The state of Wisconsin and nonresident tuition subsidies pay for the rest of these educational costs.

Currently, nonresident students pay close to four times as much as resident students — thereby subsidizing costs for students from Wisconsin. However, tuition rates for most out-of-state students at UW campuses (except Minnesota reciprocity students) are well above the rates at similar colleges and universities.

#### 2005-06 Tuition and Fees

	UW Resident Rate	Peer Median Resident Rate	UW Nonresident Rate	Peer Median Nonresident Rate
<b>UW-Milwaukee</b>	<b>\$6,220</b>	<b>\$7,355</b>	<b>\$18,972</b>	<b>\$15,834</b>
<b>UW Comprehensives</b>	<b>\$5,059</b>	<b>\$6,129</b>	<b>\$15,155</b>	<b>\$12,563</b>

#### ABOUT THE PLAN

From 2001-02 to 2004-05, UW nonresident enrollment dropped by more than 900 students — which is causing the university to lose **more than \$13 million in revenue each year**. Fewer nonresident students are likely choosing not to attend UW campuses because of dramatic tuition increases, which resulted from 5 percent annual tuition surcharges mandated by Governor McCallum in 2001-03.

The proposed tuition changes would place nonresident undergraduate tuition rates at UW-Milwaukee, the UW Comprehensives, and the two-year UW Colleges, closer to the rates charged at similar colleges and universities. This tuition rate would **still** cover the full cost of educating the nonresident student while providing a tuition subsidy for resident students.

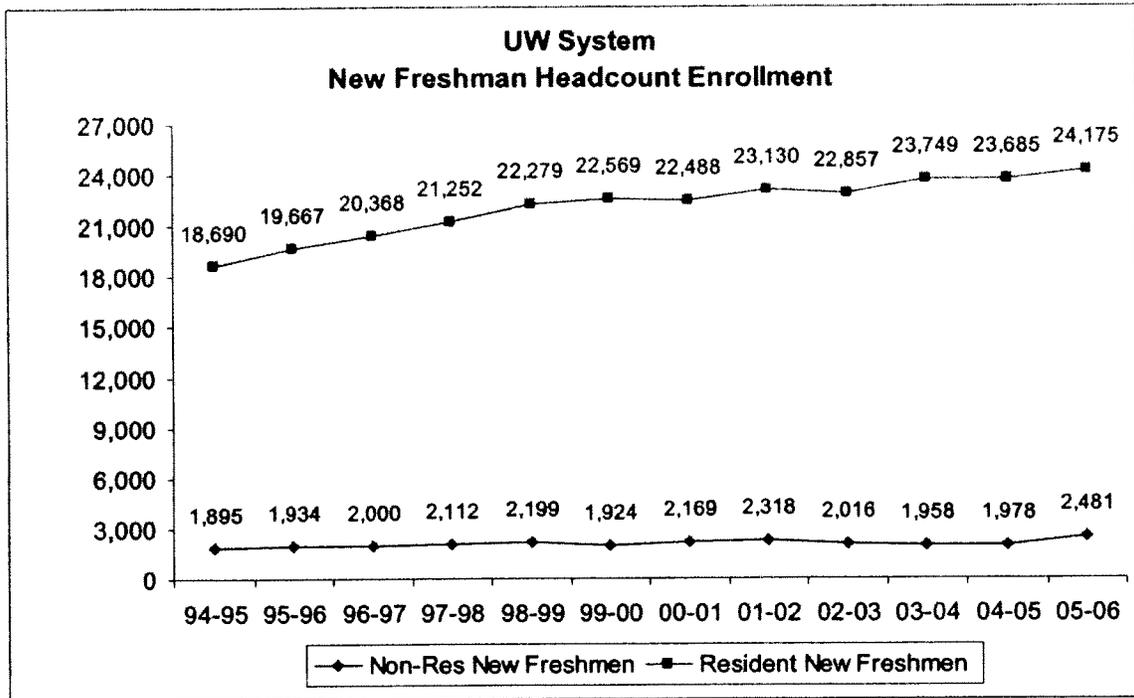


The first goal is to return nonresident enrollments to 2001-02 levels. By enrolling just 240 more out-of-state students at the four-year campuses (except UW-Madison), the UW would be able to make up for the reduction in nonresident undergraduate tuition. **Any nonresident enrollments above this level would bring in additional dollars — making it possible to educate and better serve more Wisconsin students.**

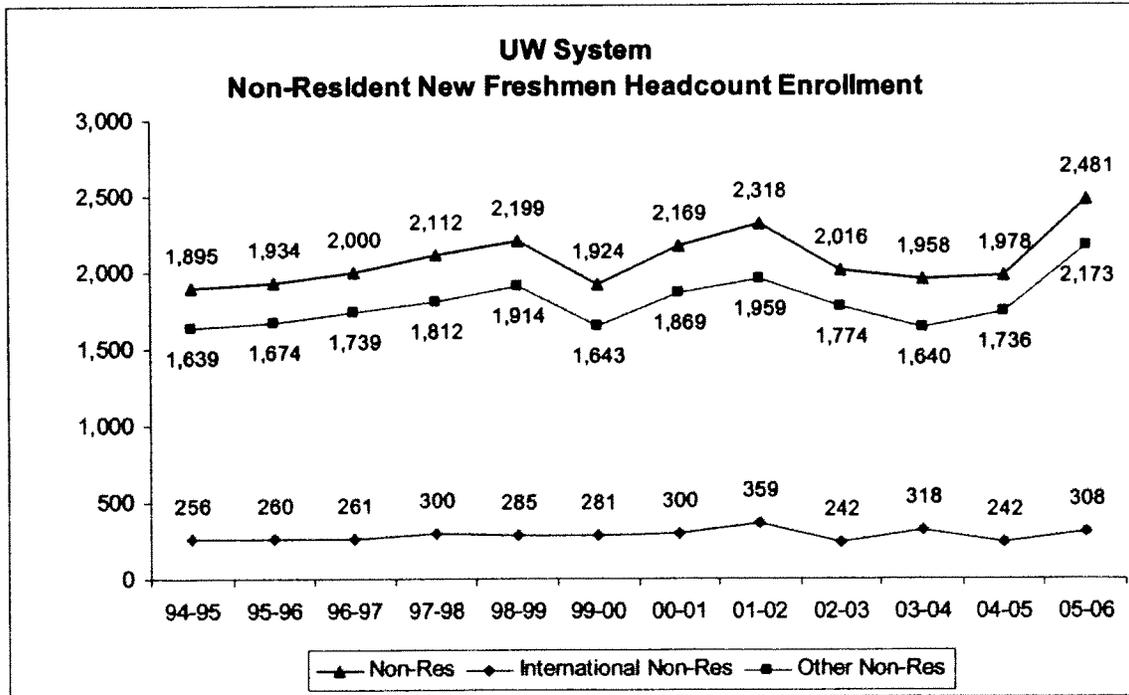
#### QUESTIONS?

Contact the University of Wisconsin System at 1-800-442-6461 or visit <http://www.wisconsin.edu>





Note: Minnesota reciprocity students are not included in this data.

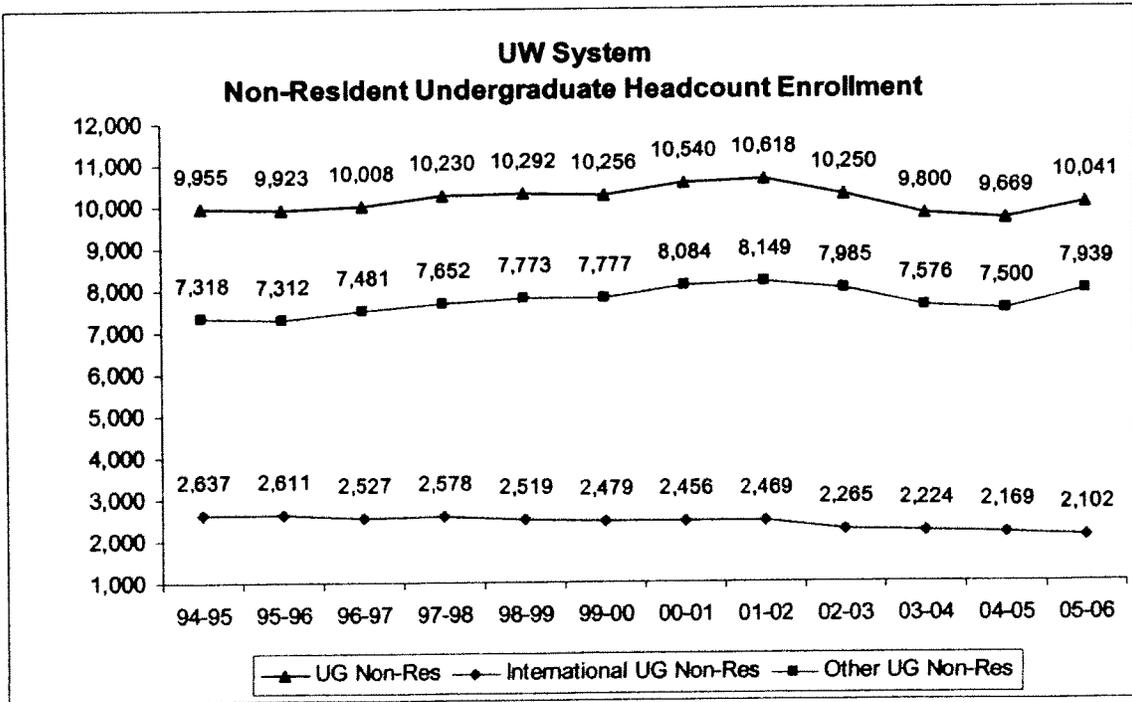
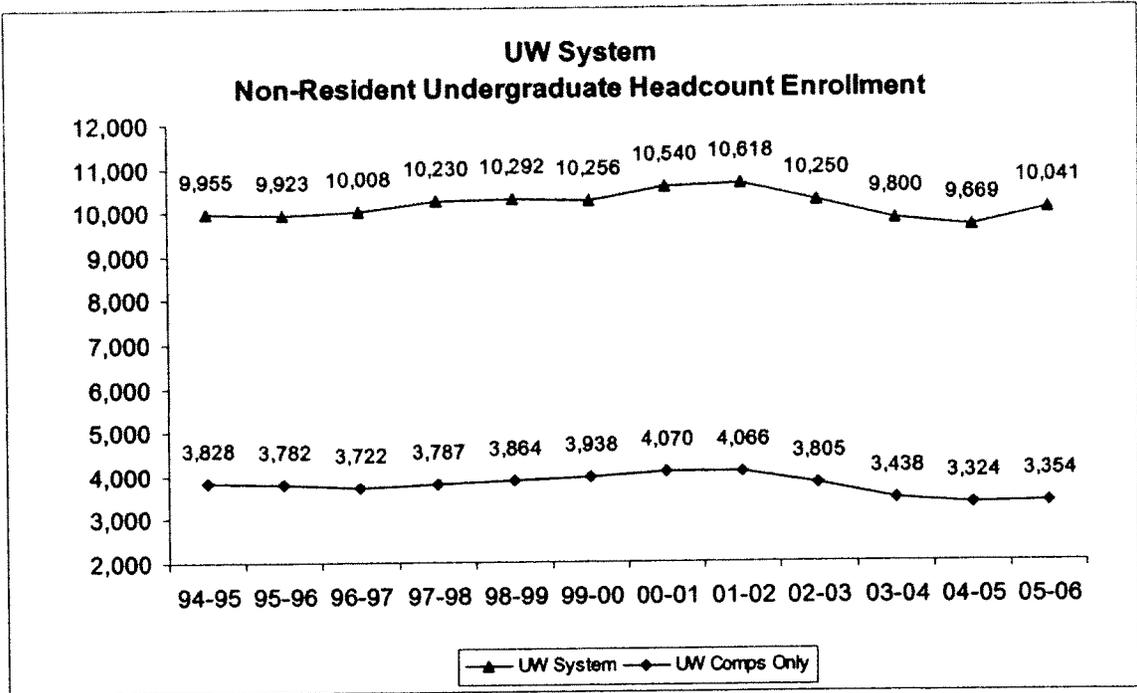


**UW System Non-resident Undergraduate Tuition Versus Peers 1994-95 to 2005-06**

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
<b>UW-MADISON</b>												
Distance from Peer Midpoint	(\$610)	(\$812)	(\$874)	(\$540)	(\$448)	\$495	\$1,272	\$2,275	\$2,749	\$1,540	\$1,231	\$388
Percent of Peer Midpoint	94%	92%	92%	95%	96%	104%	110%	116%	118%	109%	107%	102%
<b>UW-MILWAUKEE</b>												
Distance from Peer Midpoint	\$1,231	\$898	\$1,056	\$1,457	\$1,451	\$2,121	\$2,676	\$4,091	\$5,527	\$4,037	\$3,731	\$3,138
Percent of Peer Midpoint	116%	111%	112%	116%	115%	121%	125%	137%	148%	128%	125%	120%
<b>UW COMPREHENSIVES</b>												
Distance from Peer Midpoint	\$672	\$859	\$957	\$1,321	\$1,511	\$1,837	\$2,017	\$3,244	\$3,648	\$2,965	\$2,734	\$2,592
Percent of Peer Midpoint	111%	113%	114%	118%	120%	123%	123%	137%	136%	126%	123%	121%

**Comparison of Resident and Non-resident Tuition Changes at UW-Milwaukee**

UW-Milwaukee	Resident Tuition	Dollar Change	Non-resident Tuition	Dollar Change
2000-01	\$3,194		\$12,642	
2001-02	\$3,462	\$268	\$14,592	\$1,950
2002-03	\$3,738	\$276	\$16,490	\$1,898
2003-04	\$4,438	\$700	\$17,190	\$700
2004-05	\$5,138	\$700	\$17,890	\$700
2005-06	\$5,494	\$356	\$18,246	\$356
5 Year Change		\$2,300		\$5,604





WISCONSIN STATE LEGISLATURE



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- **help UW regain lost revenue;**
- **reduce noncompetitive tuition rates for nonresident students;**
- **not affect nonresident tuition at UW-Madison; and**
- **assist with a “brain gain” effort for Wisconsin.**

#### ABOUT TUITION RATES

Resident undergraduate tuition at UW campuses is among the lowest when compared to peer colleges and universities. When Wisconsin students enroll at UW campuses, their tuition covers just more than half (55%) of the cost of their education. The state of Wisconsin and nonresident tuition subsidies pay for the rest of these educational costs.

Currently, nonresident students pay close to four times as much as resident students — thereby subsidizing costs for students from Wisconsin. However, tuition rates for most out-of-state students at UW campuses (except Minnesota reciprocity students) are well above the rates at similar colleges and universities.

#### 2005-06 Tuition and Fees

	UW Resident Rate	Peer Median Resident Rate	UW Nonresident Rate	Peer Median Nonresident Rate
<b>UW-Milwaukee</b>	<b>\$6,220</b>	<b>\$7,355</b>	<b>\$18,972</b>	<b>\$15,834</b>
<b>UW Comprehensives</b>	<b>\$5,059</b>	<b>\$6,129</b>	<b>\$15,155</b>	<b>\$12,563</b>

#### ABOUT THE PLAN

From 2001-02 to 2004-05, UW nonresident enrollment dropped by more than 900 students — which is causing the university to lose **more than \$13 million in revenue each year**. Fewer nonresident students are likely choosing not to attend UW campuses because of dramatic tuition increases, which resulted from 5 percent annual tuition surcharges mandated by Governor McCallum in 2001-03.



The proposed tuition changes would place nonresident undergraduate tuition rates at UW-Milwaukee, the UW Comprehensives, and the two-year UW Colleges, closer to the rates charged at similar colleges and universities. This tuition rate would **still** cover the full cost of educating the nonresident student while providing a tuition subsidy for resident students.

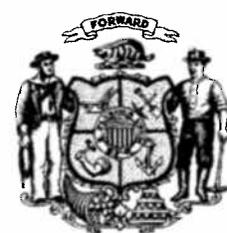
The first goal is to return nonresident enrollments to 2001-02 levels. By enrolling just 240 more out-of-state students at the four-year campuses (except UW-Madison), the UW would be able to make up for the reduction in nonresident undergraduate tuition. **Any nonresident enrollments above this level would bring in additional dollars — making it possible to educate and better serve more Wisconsin students.**

#### QUESTIONS?

Contact the University of Wisconsin System at 1-800-442-6461 or visit <http://www.wisconsin.edu>



# WISCONSIN STATE LEGISLATURE





THE UNIVERSITY  
of  
**WISCONSIN**  
MADISON

## From the Director



**Rob Seltzer, Ph.D.**

### *Welcome back!*

I hope you had a good summer. Some of you used part of your summer vacation to visit us here in Madison. We loved hosting you and hope you learned a lot about our extraordinary university. Our invitation remains open to those of you who have not yet been able to visit campus.

As you know, the start of your school year coincides with the start of our admission season. Year to year, college admissions is a fairly steady-state business. We generally see small changes and trends might shift, but for the most part we don't experience dramatic sea changes.

The advent of the new writing assessment components of both the SAT and ACT tests is one of the more important changes that have come to college admissions in the past decade. It's a change for the better and one I believe will improve the writing skills of our youth.

The impact of the writing test on your students depends somewhat on where they plan to apply to college. Nearly 60 percent of the nation's public flagship universities will require a writing assessment (either the new SAT or the ACT Writing Test) as a requirement for admission this fall. I am proud that UW-Madison is on the list of institutions requiring the writing test, a decision our Faculty Senate overwhelmingly supported.

I'm asked often how writing test results will be used in the admission process. The answer is that the writing test will give us one more indicator to consider when reviewing applications. Standardized test scores are just one of many factors we consider in our holistic review. We never deny a student based on

a single measure, but a positive result will strengthen an already strong applicant.

The second question I'm fielding quite often these days is how the changes in SAT and ACT tests and thus scores should be considered. For instance, a young person recently approached me and asked if a total score of 2250 on the SAT was a good result. I honestly couldn't answer the question. I'm used to thinking of the SAT in terms of a 1600--two test sections worth 800 each. Now we have three sections worth 800 each and the perfect score is 2400.

My early solution, and a rule of thumb I suggest to you, is to break down both tests into sections. On the SAT, divide the total by three and you'll have the average across all three sections (critical reading, writing, and math). In the case of the above-mentioned 2250, divide that by three and you get an average of 750. That's a very good result indeed.

For the ACT, the assessment consists of four tests--English, math, reading, and science. The score range for each is 1 to 36, and the composite score is the average of the four test scores earned. Students who take the ACT Writing Test will receive two additional scores, namely the writing test subscore and a combined English/writing score. The writing subscore will range from 2 to 12 while the combined English/writing score is reported on the standard 1 to 36 scale. In our review, we will continue to look at the composite score, and now we will also review both writing scores.

This change may be confusing. We'll continue to dedicate space in our newsletter to this writing test topic, and are currently working on tools that will help all of us reach a better understanding of how the writing tests impact our work. In the meantime, if you have questions about the writing tests or how we will be using them in the admission process, please contact your admission representative (territories and contact information are provided in this newsletter), or phone me directly at 608/262-0464.

## Adding Flavor to the Mix



**Carlos Reyes**  
Assistant Director

Minority Applicant Services, a division within UW-Madison's Office of Admissions, plays an intricate role in helping the university reach its diversity and enrollment goals.

The finest universities are those that provide their students

with the most opportunities to learn about all aspects of life from and surrounded by people with varied backgrounds and experiences. The University of Wisconsin has a proud tradition of this type of educational quality, one that is greatly enhanced by racial and ethnic diversity within the student body. To support this powerful learning environment, the Office of Admissions established Minority Applicant Services (MAS)

*Continued on page 2*

### INSIDE UPDATE

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<b>UW On the Road</b>	<b>3</b>
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more than 25 years ago with the goal of increasing diversity on campus through the identification, recruitment, and enrollment of targeted students of color.

As an assistant director in the office and the leader of Minority Applicant Services, I am assisted in my work by four admission representatives who have combined responsibility for an assigned recruitment and review territory, as well as a targeted group of students. Our MAS staff focuses its work on recruitment events, college fairs, and on-

campus visits with targeted students. A great deal of effort is put toward increasing the number of targeted students who visit us on campus, work that is shared by the entire admissions office with MAS staff in leadership positions.

The university's diversity goals focus on African American, Native American, Southeast Asian, and Hispanic/Latino populations. Each of our four MAS admission representatives is assigned to one of these populations, as follows:

Jerry Jordan, African American  
Arvina Martin, Native American  
Toua Thao, Southeast Asian  
Luz Torres, Hispanic/Latino

I encourage you to contact the appropriate MAS admission representative as your needs dictate. Telephone and e-mail information is included within this newsletter. If you have specific questions, please don't hesitate to contact me directly at [creyes@admissions.wisc.edu](mailto:creyes@admissions.wisc.edu) or 608/262-2269.

## MYTH BUSTER

# You Have to Have All A's to Get Into Wisconsin

By Rob Seltzer, Ph.D.  
Director of Admissions

This is a myth on two levels. First, you **do not** need straight A's to be admitted to UW-Madison. The average academic GPA of our enrolling students is a 3.69. Clearly not straight A's. But this is also a myth because straight A's **will not** necessarily guaranteed admission either. Let me explain:

### Curriculum Matters Most.

Academic preparation and success are the primary considerations for admission. Applicants must complete our high school course requirements (4 years of English; 3 each of math, social studies, and science; and two years of the same foreign language) to be eligible for application. To be competitive for admission, however, students must challenge themselves, go beyond this minimal course work, earn good grades in all academic areas, and maintain a high level of achievement. Students should also take AP, IB, and honors courses when appropriate and possible. Basically, students who are successful in the admission process have taken demanding courses throughout their high school careers and have excelled. Straight A's in minimal course work does not present a strong case for admission.

**Grade Inflation Exists.** The National Association for College Admission Counseling documents a clear increase in the mean high school GPA over the past decade. The average GPA of graduates increased from 2.68 in 1990 to 2.94 in 2000. Similarly, College Board data shows that 41 percent of 2004 SAT test-takers had a high school grade average of A or better, 32 percent in 1994. This has accrued

while overall SAT scores have fallen, signaling a likely scenario of grade inflation. We see that academic GPA drops an average of half a letter grade from high school to the end of the freshman year here at UW-Madison. The combination of these factors lead us to care less that a student has straight A's and consider more the course work taken and the challenges presented therein.

**Wisconsin is a Top School with Competitive Admission.** The truth is Wisconsin is one of this country's finest universities. Our reputation for excellence attracts the best students from within the state and the most talented students from across the country and other nations. The level of competition to attend Wisconsin is high. I do not apologize for that. Students must present a strong record of academic success to be competitive for admission to a major top-tier research university, be it Wisconsin or any of our peers. If a student wants to attend a top university, it's fair to expect competitive admissions and advisable to prepare for that situation by taking challenging course work and maintaining a high level of achievement.

In summary, admission to Wisconsin is certainly obtainable without straight A's, provided the course work is challenging and all aspects of the application (rigor of course work, academic GPA, grade trends, class rank, test scores, and nonacademic qualifications) present a strong profile for admission. In the end, no single attribute or characteristic guarantees or precludes the admission of any applicant. A's are good. A's in challenging courses are better. But A's are not everything.

# Oh No. Not Senioritis!

By Tom Reason  
Associate Director

It's a new year filled with optimism. No one ever goes into a new school year planning on or expecting trouble. Yet every year, as we know, some of our optimistic seniors run into trouble, or run out of gas, or maybe just get distracted somewhere between the start of the new year and graduation day.

Whatever it is, they don't finish the way any of us may have expected, but instead suffer through a year of disappointing grades and low academic performance. We know that you as counselors do your best to avoid these outcomes with students in your charge. To support you in this endeavor, I thought I might offer some insight from the college admissions side of things.

In short, we take the senior year very seriously. Those students who do not can suffer some serious consequences. Every year we request that high schools send us final transcripts for students who are enrolling at UW-Madison. In case you've ever wondered, every one of these transcripts is reviewed by our staff to ensure that the student has completed his or her studies in a satisfactory manner. We define "satisfactory manner" as grades and academic performance equal to or better than the performance that led to the student being admitted.

As you know, admission expectations at Wisconsin are high. Our average class rank approaches the top ten percentile. The average enrolling GPA is nearly an A.

*Continued on page 3*

Students we admit demonstrate a high level of achievement and are committed to their studies. As a result, it is rare that we see one of our admitted students taking the senior year slide. Yet unfortunately, from time to time, we do. When that occurs, we take one of two steps. Those with a moderate decline in performance will receive a letter of concern. We want these students to know that we are paying attention and we will continue to do so when they arrive on campus. Most importantly, we want them to know that their downward academic trend is highly problematic and troubling. Essentially, it's time to get back on track because mediocrity is not acceptable at UW-Madison. We have sent approximately 100 of these letters thus far this year.

There is a second letter and consequence, unfortunately. For a small number of students, the senior year performance is such that we no longer believe they are capable of succeeding at Wisconsin. In these cases we will revoke admission and enrollment. Because of the nature of our admitted students, this is a rare occurrence, but it can and does happen. In a

typical year, we will revoke the admission of 5-10 students. It's truly unfortunate. Plans and hopes are dashed. The student's future may be dramatically altered. But in fairness to all who have applied and to the student (we do not want to set someone up for failure here), we feel it is a step we must take. If it would be useful to you, I'd be happy to provide you with sample copies of these letters.

One last thing (a positive thing) should be said about the senior year. Each year we postpone admission decisions for a significant number of applicants and ask to see mid-year grades before making a final decision by March 15. Postponed students who have "turned it up" a notch their senior year are without question more likely to be admitted than those who have not. A significant number of students are admitted each year because of the exceptional effort and achievement they have realized in their senior year. Senior year can be a springboard to UW-Madison just as often (if not more so) as it is a hurdle to admission and enrollment.



## TIPS FROM TOM REASON

My tip for this issue has to do with dates and deadlines. There are two to keep in mind and emphasize to your students: September 15 and February 1.

**September 15** is application opening day. Students can go online and complete the application or submit the print version beginning September 15.

**February 1** is our application deadline. Every complete application received on or by February 1 receives equal consideration.

There are some advantages to applying earlier in the September-to-February continuum. First, since we use rolling admission, the student will receive an admission decision from us sooner. Second, if there is a problem with the application (such as a missing transcript or test score), we have time to correct it before the deadline.

## UW On the Road



Kelly Olson Strunk  
Interim Asst. Director

As I write this, I'm trying to figure out what happened to the summer! How is it already back-to-school time? Fall will be a busy time for our recruiting staff. Here is a rundown of what we have planned so far:

Our admission representatives will hit the road in early September. For you Wisconsin counselors, please let your students know we'll be at each of the Wisconsin Education Fairs (WEFs) throughout September and October. In addition, several UW representatives will be at the NACAC college fair in Milwaukee on October 2.

Our annual series of Wisconsin Previews begins in mid-October. The Office of Admissions and the Wisconsin Alumni

Association sponsor this series of 10 receptions for prospective students and their families. Wisconsin Previews are a chance to learn about our extraordinary university and admission process, and also ask lots of questions. The series begins on October 11 in Minneapolis and wraps up right here in Wisconsin with stops in Brookfield on November 1, Racine on November 2, and DePere on November 9. Farther afield, we're excited to host Previews in the Washington, D.C. area on October 19 and 20 and the Chicago area on October 24 and 25. For the first time we will also host Previews for prospective students in Denver and St. Louis, on October 11 and October 25 respectively.

Our national travel will continue with attendance at seven NACAC college fairs this fall. In addition to the Milwaukee fair, we'll be in Minneapolis, Chicago, Long Island, D.C., St. Louis, and Philadelphia. In many of these areas, our staff members

will be supported by devoted local alumni who love to meet students and talk with parents. Our representatives will spend additional time in many of these areas before and after the fairs, visiting individual high schools and attending other regional fairs.

Finally, I want to say thanks for continuing to invite Wisconsin to your local college fairs and parent nights. Even though we're not able to attend each and every one (we wish we could!) we appreciate the invitations. Believe me when I say we review and carefully consider each invitation. If you have an upcoming event you'd like us to know about, please send the information to Ann Hebl at our admissions address or by e-mail to [ahebl@admissions.wisc.edu](mailto:ahebl@admissions.wisc.edu). Ann is our recruiting secretary and keeps track of all of our activities.

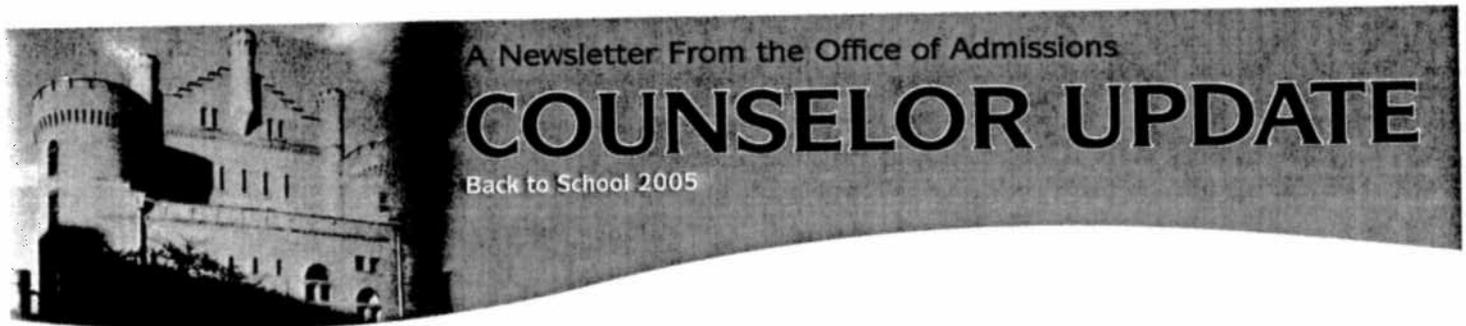


THE UNIVERSITY  
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**WISCONSIN**  
MADISON

Office of Admissions  
Armory & Gymnasium  
716 Langdon Street  
Madison, WI 53706-1400



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## *Request Admission Materials*

Do you need copies of our *Viewbook and Application*, *Preview Wisconsin*, *Freshman Admission Expectations*, *Guide to Undergraduate Scholarships*, or even a Wisconsin poster for your office? We're happy to send all the publications and applications you need. Just submit your request to Karen Mittelstadt, communications manager, via e-mail at [kmittelstadt@admissions.wisc.edu](mailto:kmittelstadt@admissions.wisc.edu). You can also send your students to our Web site, [www.admissions.wisc.edu](http://www.admissions.wisc.edu), where they can join our mailing list, request their own *Viewbook and Application*, or even apply online.

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Visit us online at [www.admissions.wisc.edu](http://www.admissions.wisc.edu)



## Freshman Admission Representatives 2005–06

Each of our freshman admission representatives is assigned to a specific geographic territory. It's where we go to recruit students, but the relationship goes far beyond that. We strive to get to know the high schools within our territories, the counselors who work in these schools, and to whatever extent possible, the students who apply to Wisconsin from the area.

This working model has proven very successful as we've established important ties and partnerships, as well as an understanding of the opportunities and issues that may exist for students in the schools we serve.

On the back of this page you will find a listing of our admission representatives and their given territories. You'll see some new names and those of old friends. A few things to note:

- (1) The state of Wisconsin is divided up among almost all of our counselors. To talk with the representative assigned to your specific school, please phone 608/262–3961 and our receptionist will connect you to the appropriate representative.
- (2) The states of New York and Rhode Island will be represented by our soon-to-be-hired associate director of recruiting. If you need assistance in the meantime, please phone 608/262–3961 and we'll be happy to help.
- (3) We have two counselors (Jane Yahr Shepard and Margo Ptacek) who work with international students and students who have an international educational background. Their contact information is included at the bottom of the listing. Please contact Jane and/or Margo as appropriate.

If you have a question about your admission representative or need more information, feel free to phone 608/262–3961 or send an e-mail to [onwisconsin@admissions.wisc.edu](mailto:onwisconsin@admissions.wisc.edu). We're happy to connect you with the correct admission counselor and we look forward to our continued partnerships.

### Office of Admissions

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## Freshman Admission Representatives

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UW System Nonresident Undergraduate FTE Enrollments  
(Not Including Reciprocity)

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	FTE Enroll Change 1994-95 to 2004-05	FTE Enroll Change 2001-02 to 2004-05
MADISON	5,527	5,557	5,723	5,796	5,786	5,564	5,659	5,673	5,638	5,627	5,555	28	-118
MILWAUKEE	429	438	484	523	493	535	510	479	424	337	307	-122	-172
EAU CLAIRE	296	303	252	244	280	209	227	213	171	170	207	-7	-7
GREEN BAY	198	170	172	188	196	217	220	231	206	185	141	-67	-80
LA CROSSE	371	364	348	334	328	344	320	303	254	239	259	-112	-45
OSHKOSH	308	285	274	255	252	240	221	221	191	168	161	-147	-60
PARKSIDE	258	233	245	267	292	350	386	429	366	346	303	45	-125
PLATTEVILLE	253	286	296	318	416	389	380	403	379	353	366	113	-37
RIVER FALLS	108	95	97	78	60	74	146	199	158	155	136	28	-63
STEVENS POINT	344	337	346	390	389	363	358	345	345	295	258	-66	-87
STOUT	280	280	241	212	170	161	185	151	164	117	133	-120	-18
SUPERIOR	154	129	130	130	151	183	222	176	221	221	205	51	29
WHITEWATER	484	483	506	516	516	509	538	533	508	487	443	-41	-81
COLLEGES	192	107	91	112	140	144	158	152	143	130	128	-28	-28
Sum	9,145	9,047	9,205	9,382	9,469	9,278	9,501	9,507	9,166	8,820	8,596	-547	-909

642 if international students are substantial

UW System International Undergraduate FTE Enrollments

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	FTE Enroll Change 1994-95 to 2004-05	FTE Enroll Change 2001-02 to 2004-05
MADISON	1,276	1,210	1,168	1,202	1,159	1,125	1,045	1,078	1,005	1,052	1,036	-240	-42
MILWAUKEE	205	214	250	248	203	187	202	178	154	115	89	-116	-89
EAU CLAIRE	172	180	161	153	173	116	137	133	105	100	111	-61	-22
GREEN BAY	85	65	65	73	73	78	67	72	63	57	46	-39	-26
LA CROSSE	134	119	119	103	103	112	101	69	62	79	83	-61	14
OSHKOSH	97	89	67	58	64	66	71	84	79	71	79	-18	-5
PARKSIDE	30	23	22	31	23	24	49	74	63	69	49	19	-25
PLATTEVILLE	21	27	24	22	22	20	28	38	35	45	31	-7	-1
RIVER FALLS	31	33	32	27	25	28	42	51	49	38	50	19	-1
STEVENS POINT	116	120	124	162	179	165	150	146	150	132	111	-5	-35
STOUT	116	134	123	107	79	79	70	61	39	33	46	-70	-15
SUPERIOR	57	47	62	62	67	77	100	107	135	149	141	84	34
WHITEWATER	99	102	108	100	102	102	89	75	64	70	70	-29	-8
COLLEGES	39	35	33	45	54	63	74	71	65	39	28	-11	-43
Sum	2,478	2,396	2,358	2,393	2,326	2,242	2,225	2,237	2,068	2,048	1,970	-508	-267

346

341

post 9/11

post 9/11

222

169

79

