

Committee on Undergraduate Recruitment, Admissions, and Financial Aid (CURAFA) Annual Report for 2020-2021

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I. Committee function and charge approved by the Faculty Senate November 7, 2016:

The Committee on Undergraduate Recruitment, Admissions, and Financial Aid (CURAFA) is a shared governance committee whose mission is to build a scholarly and diverse undergraduate student population by initiating, monitoring, and advising on policies related to student recruitment, admissions, and financial aid.

Faculty Policies and Procedures 6.51.

A. MEMBERSHIP.

1. Six faculty members appointed for 4-year terms.
2. Two academic staff members appointed for 4-year terms.
3. Two university staff members appointed for 4-year terms.
4. Four students appointed for 1-year terms.
5. The Vice Provost for Enrollment Management or designee, ex officio nonvoting.
6. The Director of Admissions and Recruitment, ex officio nonvoting.
7. The Director of Student Financial Aid, ex officio nonvoting.
8. The Vice Provost for Diversity and Climate or designee, ex officio nonvoting.

The chair shall be elected from among the faculty members appointed pursuant to section A.1. Academic staff appointed pursuant to section A.2. may be elected to serve as co-chair. Chair and co-chair elections will be conducted in accordance with the Committee's Statement of Policies and Procedures. *Note: Titles for members in seats 6 and 7 have changed and are reflected above; Faculty Policies and Procedures will be updated.*

B. FUNCTIONS

1. Advises and makes recommendations to the Division of Enrollment Management, and other administrative offices as appropriate, on all policies, procedures, and operations related to undergraduate recruitment, admissions and financial aid.
2. Monitors, reviews, and evaluates new policies and procedures, as well as formulation, substantive modification, implementation, and outcomes of university policies and procedures related to undergraduate recruitment, admissions, and financial aid.

3. Reports annually to the official governance bodies representing the faculty, academic staff, university staff, and students.

II. CURAFA 2020-21 Focus Areas: Test-optional admissions, COVID-19 impacts

The committee sets priorities at the first fall meeting. During academic year 2020-2021, CURAFA identified five topics directly impacting Admissions, Recruitment, and Financial Aid. These topics were:

1. Test-optional admissions review process (SAT or ACT not required)
2. Recruitment and enrollment of underrepresented student populations
3. International/Out-of-State student recruitment/admissions during and after COVID-19
4. Recruitment and enrollment of American Indian/Alaska Native students
5. Financial aid adjustments in the COVID era.

The following constitutes CURAFA's findings and recommendations:

1. Test-optional admissions review process (SAT or ACT not required)

The University of Wisconsin–Madison received authorization from the University of Wisconsin System Board of Regents to waive the requirement for applicants to submit an ACT or SAT test score as a part of their application to the university through the spring 2023 term. Including scores from either the ACT or the SAT is currently optional, and applicants are not disadvantaged in the evaluation process for choosing to not include these scores for consideration in their application. Preliminary review of data indicates that about 53% of applicants wanted their test scores used, while 47% did not submit or asked for their scores to not be used. Analysis continues to determine impacts of the test-optional process.

CURAFA discussed the merits of test-optional admissions as a permanent policy, rather than a temporary one made in response to the COVID-19 pandemic. CURAFA co-chair J.J. Andrews presented research about how public perceptions on standardized testing and grade point average influences secondary school classrooms and students (Appendix C). Content analysis of mass media about grades and testing reveals that more than 74% of messaging focuses on external classroom issues, such as accountability, governance, and politics, and only 24% of messaging focuses on student development and growth. Presentation discussed the ways in which academic measurements become disempowering for students when used as value-based measurements (fixed mindset) much more than as tools for improved pedagogy and student development (growth mindset). Such a significant mass media messaging gap promotes disengagement by precollege students and teachers who are tasked to satisfy needs external to the classroom rather than needs inside the classroom. Additionally, research suggests that a combination of equity issues with standardized testing and improved Year One college programming have diminished the importance of ACT/SAT scores for the admissions process.

CURAFA believes more analysis is needed before reaching a definitive recommendation regarding the future of test-optional admissions at UW-Madison. However, preliminary findings suggest it is a step in the right direction toward guaranteeing an equitable and holistic admissions review process for students. Additional research on the impact of test-optional admissions for both UW-Madison and UW System is being conducted by the Student Success Through Applied

Research Lab (SSTAR Lab), through a research-practice partnership with the University of Wisconsin-Madison's Division of Enrollment Management.

2. Recruitment and enrollment of underrepresented student populations

Campus climate issues impacting diversity, equity, and inclusion at UW-Madison were a significant focus for CURAFA during AY 2019-20. The committee concluded that UW-Madison needed to more explicitly advance campus-based diversity and inclusion initiatives to improve the quality of life and student experience for those who identify as a traditionally underrepresented population at predominantly white institutions (PWI). Specifically, CURAFA recommended in its AY 2019-20 annual report that UW-Madison:

- 1) provide necessary support to broaden diversity-based outreach, recruitment and admissions initiatives;
- 2) explicitly promote diversity and inclusion in UW-Madison's mission statement and branding materials as integral aspects of campus culture; and
- 3) increase necessary support for inclusive and diverse campus communities and climate initiatives. This support must include resources for existing racial/ethnic student organizations and initiatives.

The yield rate for first-year, first-time admitted students enrolling at UW-Madison (excluding transfers) has consistently been lower every year since 2012 for targeted minority students when compared to white, non-Hispanic students (Appendix A). For example, the yield rate in 2020 for targeted minority students was 27.7% and for white, non-Hispanic students was 34.0%. It is difficult to determine why admitted students enroll elsewhere. However, Academic Planning and Institutional Research (APIR) conducted an examination of the fall 2020 students admitted to UW-Madison who chose to enroll elsewhere. APIR's findings suggest admitted students from underrepresented race/ethnic groups – as well as students from rural high schools, low-income households, and first-generation families – who enroll elsewhere are attending (mostly public) research institutions in the Midwest. The complete report, “Enrollment Patterns of UW-Madison's Fall 2020 Admitted New Freshman Applicants | February 2021” is provided in Appendix B.

APIR writes: “This (yield rate) suggests that we are competing for enrollments with our peer research institutions rather than other institutions in the UW System or small private institutions and that admitted UW-Madison applicants are mainly seeking institutions with similar characteristics to UW-Madison. This means that factors other than the ‘type’ of institution are at play for the applicants who were admitted to UW-Madison but chose to enroll elsewhere.”

Andre Phillips, Director of Admission and Recruitment, presented a report detailing how improved key partnerships with schools and programs has helped strengthen enrollment of students from traditionally underrepresented categories. Fall 2020 data of first-time, first-year students appears to support these reports (Appendix A). Despite single-year total enrollment decreasing by 244 to 7,306 students, there were enrollment increases in nearly every traditionally underrepresented race and ethnicity category reported using federal reporting methodologies. Enrolled students who self-identified as Hispanic/Latino(a) increased by 84 students to 520 total; two or more races increased by 25 to 298; Black/African American increased by 63 to 176; American Indian/Alaska Native by 7 to 17; and Asian increased by 30 to 676.

Additionally, enrollment yield rates for underrepresented minority Wisconsin residents exceed that of all admitted Wisconsin residents.

APIR writes: “For the purposes of this analysis and other efforts to evaluate racial/ethnic diversity, these groups include applicants who identify in one of the following groups: African American, Hispanic/Latino(a), American Indian/Alaska Native, Southeast Asian (Hmong, Vietnamese, Laotian, Cambodian). UW-Madison admitted 793 Wisconsin resident applicants from the aforementioned targeted racial/ethnic groups for fall 2020 and 545 (69%) enrolled at UW-Madison. This is higher than the 64% of all admitted Wisconsin resident applicants who enrolled at UW-Madison in fall 2020. ... Wisconsin residents from these racial/ethnic groups who were admitted to UW-Madison but did not enroll at UW-Madison were most likely to enroll at private institutions (14%) than they were to enroll at other public institutions in Wisconsin (7%) or public institutions in other states (7%).” (Appendix B)

It is important to note that, for data-reporting purposes, all race and ethnicity categories and reporting methodology represent federal reporting categories and methodology. These guidelines stipulate that all domestic (non-international) students who indicate Hispanic ethnicity should be reported as Hispanic, regardless of other racial information provided. Non-Hispanic domestic students who indicate more than one race are reported in the “2 or more races” category. All other non-Hispanic domestic students who indicated a single race are reported in that category. Federal race/ethnicity reporting categories are: Hispanic/Latino(a), Black/African American, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, Southeast Asian (Hmong, Vietnamese, Laotian, Cambodian), White, Unknown, or International.

CURAFa commends the Division of Enrollment Management and other stakeholders on campus for actively working to strengthen partnerships to improve campus climate issues related to diversity, equity, and inclusion – especially within the context of responding to the global pandemic. As was stated and a significant focus of the AY 2019-20 CURAFa annual report, we continue to believe the ability to recruit and enroll traditionally underrepresented students at UW-Madison is directly linked to perceptions about campus climate related to diversity, equity, and inclusion. CURAFa urges all partners to continue building relationships and infrastructures that support a positive campus experience for all students.

3. International/Out-of-State student recruitment/admissions during and after COVID-19

Factors potentially impacting the ability of admitted international students to enroll include embassies reopening and global management of COVID-19. According to Fall 2020 data, enrollment of first-year, first-time international students decreased by 92 for 543 total after steadily increasing each of the previous five years (Appendix A). The last time UW-Madison enrolled fewer international students was Fall 2015 when it admitted 498. CURAFa members and representatives from the Division of Enrollment Management discussed factors outside of UW-Madison’s control impacting international enrollment. How the world handles the ongoing pandemic and its financial impact is the top concern. There has been a financial impact on many families, including those of our international students.

The pandemic may have impacted out-of-state enrollment, as well. Both applications and admission offers increased for domestic non-residents, but enrollment decreased by 184 to 2,260 students (Appendix A). Enrollment of domestic, non-resident students had increased every year

over the past decade, with the exception of a minor decrease in 2014. The percent of enrolled non-resident admitted applicants was 15.5% for domestic students and 13.9% for international students, which were the lowest yield rates over the past decade. The previous low yield rates both occurred in 2018, with domestic, non-resident at 16.8% and international students at 17.8%. The previous highs for yield rates were 24.5% for domestic students in 2014 and 30.6% for international in 2012.

CURAFa recommends investigating ways that external complications could be preventing out-of-state and international students from enrolling enrollment. These external complications could include issues such as travel restrictions and family care that may not be resolved via financial aid, alone. CURAFa suggests continued investigation into long-term hybrid models of instruction that would allow students who cannot physically attend campus to still participate in campus and classroom life.

4. Recruitment and enrollment of American Indian/Alaska Native students

Recruitment and enrollment of Native American student populations are connected to challenges requiring long-term, relationship-building with populations both in urban and rural areas. There is a need to identify cultural components that are impacting recruitment and enrollment. UW-Madison received 62 first-year, first-time (excluding transfers) admission applications from students identifying as American Indian or Alaska Native. Of those, 33 were offered admission, and 17 enrolled Fall 2020. Over the past decade, applications have been as few as 34 in 2013 and as many as 60 in 2017 and 62 in 2020. During that same time, admission rate offers have been as low as 38% in 2016 and as high as 59% in 2011. Yield rate (enrollment) of admission offers for Native American students has been as low as 31% (8 students) in 2012 and as high as 67% (18 students) in 2017 (Appendix A).

Representatives from APIR and the Division of Enrollment Management believe the number of American Indian/Alaska Native students attending UW-Madison is being underreported due to federal reporting requirements for race/ethnicity. Guidelines require the data to only reflect students who only identify as American Indian or Alaska Native. Students who self-identify as American Indian/Alaska Native in the race category, but also identify as Hispanic/Latino(a) in the ethnicity category, can only be reported in the Hispanic/Latino(a), according to federal guidelines.

CURAFa recommends developing, expanding, and providing long-term support for precollege outreach and recruitment programs designed for Native American populations. Programs should do more than develop academic college readiness. These programs should develop trust and relationships with students, parents, and local community leaders as part of their mission statements. For example, the Information Technology Academy (ITA) precollege program in its work with the Lac du Flambeau Band of Lake Superior Chippewas and Oneida Nation has had success developing academic college readiness and builds trust with students, parents, and local community leaders. CURAFa recommends the development of precollege recruitment programs with a holistic approach that also emphasize the reciprocal relationship between UW-Madison campus and local communities.

5. Financial aid adjustments in the COVID era

The Higher Education Emergency Relief Fund (HEERF II) requires institutions “to provide at least the same amount of funding in financial aid grants to students” as was provided to students under CARES/HEERF I (Appendix D). Student grant allocation of \$9.8 million. Office of Student Financial Aid (OSFA) began distributing emergency funds on Feb. 15. HEERF II enables OSFA to distribute emergency aid to students financially impacted and prioritizes exceptional need. No application is needed for undergraduate, Pell-eligible students to receive \$1,000 grants. Students that are ineligible for HEERF II funding will be receiving non-HEERF II funding.

OSFA stated that an information and awareness campaign may be needed to educate staff and students about all the ways OSFA can assist students once they are on campus. Many times, students are going to their schools and colleges asking questions about financial assistance rather than OSFA. Additional donations to the general funds and emergency funds could assist students experiencing need who do not meet all the requirements for federal relief funding.

CURAFAs recommends developing an information and marketing campaign to better educate campus staff and students about the ways in which the Office of Student Financial Aid can assist students experiencing need.

III. Division of Enrollment Management report: Undergraduate enrollment planning for 2020-21

The University of Wisconsin-Madison’s undergraduate enrollment planning for 2020-21 was and continues to be characterized by:

- ***Modest, planned growth in the first-year class.*** In 2017, the Chancellor announced plans to pursue, over time, a 1,000-student enrollment in our first-year class. The Division of Enrollment Management aims to achieve this through 250-student increments. The Fall 2019 class was over-subscribed by 440 first-years students. In Fall 2020, we enrolled 7,306 students which was within 1% of the target class of 7,360. The goal for Fall 2021 is 7,610. With this growth, the university aims to continually improve recruitment and enrollment of under-represented students (e.g. geographically, socioeconomically and racially/ethnically under-represented). For Fall 2020, there was a 19% increase in under-represented minority student enrollment (i.e. who identify as African-American, Hispanic/Latinx, American Indian, or Southeast Asian-American). The university also aims to improve and expand enrollment of transfer students from Wisconsin and other states.
- ***Commitment to Wisconsin.*** The Fall 2020 incoming class of first-year students included 3,802 Wisconsin residents; over the last two years, students came from 71 of the state’s 72 counties. This enrollment is above the university’s 3,600 Wisconsin resident enrollment minimum. Due to the move to test-optional, the Wisconsin Prime campaign is no longer applicable in its previous format, but UW-Madison continues to attract and enroll many of the state’s highest achieving students (by any measure).
- ***Access to a UW-Madison education.*** The university is actively pursuing strategies to attract and retain students who have financial barriers to enrolling. These efforts include expanding Bucky’s Tuition Promise to include family incomes at or below \$60,000 (previously set at \$56,000). For the Fall 2020 entering class, one in four Wisconsin residents were the recipient of either Bucky’s Tuition Promise or Badger Promise. The Division of Enrollment Management’s goal is to expand this program through

eligibility or coverage. The Division has also streamlined the admit decision and financial aid package release timing so that admitted students know their financial aid offer very shortly after being admitted. There continues to be a ‘Go Forward Pell Plan’ to work with students in low-income households who may benefit from additional assistance in navigating the enrollment and financial aid process. Resources have been dedicated to outreach that has significantly increased high school counselor, community-based organization, and alumni engagement. UW-Madison is a partner in the American Talent Initiative, a network of 327 public and private colleges with the goal of educating 50,000 more low/moderate income students and are currently engaged in the initiative’s transfer community of practice. We have gained an increase in the percentage of first-year Pell students from 13.9% in 2018-19 to 14.4% in 2019-20 (and of Wisconsin residents, a 21% Pell rate). Our current figures for 2020-2021 show the percentage of first-year Pell students increasing to 17.1% and the overall undergraduate rate to 15.0%, which is 220 more Pell recipients than the previous year.

IV. CURAFA monthly activities

The committee sets priorities at the first fall meeting. COVID-19 pandemic required virtual meetings be conducted. Fall semester business may include status and demographics of the incoming class; future year enrollment goals and recruitment plans; major changes in unit operations; and/or current enrollment financial aid data and metrics. Spring semester business may include issues such as review of the admissions application and recruitment materials, and review of the enrollment management plan. The following provides a summary of meeting discussions:

- **September 2020:** Review and discuss EOY Report for CURAFA 2019-20 and reviewed the role and function of CURAFA. Reconfirmed selections of Dante Fratta, Faculty, Civil & Environmental Engineering [2021], and J.J. Andrews, Academic Staff, PEOPLE Program [2021], as CURAFA Co-Chairs for AY 2020-21. The committee discussed potential topics for 2020-21 year.
- **October 2020:** Continued discussion on selection of CURAFA topics. Agreed to conduct a digital poll to narrow down the list of topics. Brief overview of research highlights about standardized testing and grade point average by CURAFA co-chair J.J. Andrews (please see appendix for presentation, “Empowerment Approaches to GPAs, Testing and Academic Measurements”).
- **November 2020:** Results of topics poll discussed. Members approved focus on five topics. Admissions and Financial Aid agreed to provide updates concerning Topics 1-3 at the December meeting, followed by CURAFA discussion, and topics 4-5 at the February meeting. Topics are:
 - (1) Test-Optional Admissions review process
 - (2) Pathways for enrollment of students of color/African American students
 - (3) International/Out-of-State student recruitment/admissions. Recruitment of these students during and after COVID-19
 - (4) Recruitment and enrollment of Native American students.
 - (5) Admission and financial aid adjustments in the COVID era: Students working remotely and internationally.
- **December 2020:** Listened to presentations and discussed Topics 1, 2, and 3. 1) Test-Optional Admissions review process (SAT or ACT not required). 53% of applicants wanted their test scores used; 47% asked for score to not be used. The implication of those decisions are still unclear; however, reviewers indicated that they felt more genuinely holistic when scores were excluded. 2) Pathways for enrollment of students of color/African American students. Improved partnerships with schools and programs have helped strengthen enrollment of students of color. Fall 2020 enrollment trends reported enrollment increases in nearly every traditionally underrepresented race and ethnicity category. 3) International/Out-of-State student recruitment/admissions during and after COVID-19. Early increase of 12% on international applications for Fall 2021 was a bit of a surprise, within the context of external

factors influencing student choices. Optimistic that embassies will continue to open and management of COVID continue to improve – both of which directly impact ability of international students to enroll. However, the applicant pool suggests a robust enrollment and even an increase.

- **February 2021:** Listened to presentations and discussed Topics 4 and 5. 4) Recruitment and enrollment of American Indian/Alaska Native students. Significant challenge is building trust within Native populations. The more UW-Madison can develop and expand precollege outreach programs for Native American populations, the better equipped we will be to foster these relationships. 5) Admission and financial aid adjustments in the COVID era. Helen Faith, Director of Student Financial Aid, presentation detailed the Higher Education Emergency Relief Fund (please see appendix for presentation, “Emergency Aid Update” by Helen Faith, Director of Student Financial Aid). During Q&A and discussion, more donations to the general funds and emergency funds are needed to assist students experiencing need but do not meet all the requirements for federal relief funding. Additional report presented by Clare Huhn, Academic Planning and Institutional Research, analyzes the enrollment patterns of Fall 2020 admitted applicants who did not enroll at UW-Madison (please see appendix for report, “Enrollment Patterns of UW-Madison’s Fall 2020 Admitted New Freshman Applicants | February 2021”). Among the findings, APIR analysis found that the highest proportion of admitted applicants who enrolled elsewhere attend (mostly public) research institutions in the Midwest.

According to the report: “This (yield rate) suggests that we are competing for enrollments with our peer research institutions rather than other institutions in the UW System or small private institutions and that admitted UW-Madison applicants are mainly seeking institutions with similar characteristics to UW-Madison. This means that factors other than the 'type' of institution are at play for the applicants who were admitted to UW-Madison but chose to enroll elsewhere.”

- **March 2021:** Reviewed and discussed draft of CURAFA’s annual report. Members submitted revision recommendations for wording and structure of annual report.
- **April 2021:** Members approved annual report and prepared for presentation to shared governance bodies. Presentation on “Broadband Internet & the Wisconsin Economy” given by Tessa Conroy from the Center for Community and Economic Development (CCED). Presentation included in Appendix E in which Conroy shared challenges for access to broadband internet in rural communities and lower-income households. Discussion focused on potential impacts for student college readiness, admissions, and undergraduate participation.
- **May 2021:** Reflection on past year. Selection of new chairs for AY 2021-22. Selection of topic priorities for AY 2021-22.

V. CURAFA Membership**2020-2021****Faculty [term ends]**

Dante Fratta, ENGR/Civil & Environmental Engineering [2025], Chair
Duncan Carlsmith, L&S/Physics [2021]
Sara McKinnon, L&S/Commun Arts [2024]
Alberta Gloria, EDUC/Counseling Psych [2021]
Stephen Young, L&S/Geography [2024]
Faculty seat vacant

Academic Staff [term ends]

J.J. Andrews, G SERV\PEOPLE Program [2022], Chair
Tracy Mores, Administration/CFYEX, [2021]

University Staff [term ends]

Carol Pope, Administration/CFYEX [2023]
Karla Stoebig, Admin Vmth/Admin-Rcpt [2021]

Students [terms end 2021]

Eryne Jenkins
Peter Monti
Anna Thompson
Cole Wozniak

Ex officio, Non-voting

Andre Phillips, Enrollment Mgmt/Dir of Admission and Recruitment
Eric Williams, DDEEA/AVP for Student Diversity & Scholarship Programs
Helen Faith, Enrollment Mgmt/Dir of Student Fin Aid
Derek Kindle, Enrollment Mgmt/VP for Enrollment Management
Jane Richard, Office of the Secretary of Faculty

Friend

Clare Huhn, Academic Planning and Institutional Research

2019-2020**Faculty [term ends]**

Rachelle Winkle-Wagner, ScEd/Educational Leadership & Policy Analysis [2020], Chair
Duncan Carlsmith, L&S/Physics [2021]
Dante Fratta, ENGR/Civil & Environmental Engineering [2021]
Jim Luedtke, ENGR/Industrial & Systems Engr [2021]
Sara McKinnon, L&S/Commun Arts [2020]
Eric Grodsky, L&S/Sociology [2020]

Academic Staff [term ends]

JJ Andrews, G SERV\PEOPLE Program [2022], Co-Chair
Tracy Mores, Administration/CFYEX, [2021]

University Staff [term ends]

Carol Pope, Administration/CFYEX [2023]
Karla Stoebig, Admin Vmth/Admin-Rcpt [2021]

Students [terms end 2020]

Karlotta Galten
Eryne Jenkins
Amber Miller
Peter Monti

Ex officio, Non-voting

Derek Kindle, Enrollment Management/Student Financial Aid
Andre Phillips, Admissions
Cheryl Gittens, designee, Chief Diversity Officer
Steve Hahn, Enrollment Management

Friend

Clare Huhn, Academic Planning and Institutional Research

APPENDICES & FOOTNOTES
Appendix A:

“Incoming First-Time, First-Year* Data and Transfer Student Data (Fall Semesters)”

March 2021

Admissions and Financial Aid (Data Digest)

Incoming First-Time, First-Year* Data and Transfer Student Data (Fall Semesters)

Data Sources: InfoAccess Data Warehouse: Applicant records maintained by the Office of Undergraduate Admissions and Recruitment and census date enrollment records maintained by the Office of the Registrar.

 Admissions and Financial Aid (Data Digest) <https://apir.wisc.edu/data-digest/>.

First-Time, First-Year Admissions	2016	2017	2018	2019	2020
First-Time, First-Year Applicants	32,887	35,615	42,741	43,921	45,941
First-Time, First-Year Admits	17,304	19,150	22,099	23,887	26,289
First-Time, First-Year Enrolled	6,430	6,610	6,862	7,550	7,306
Admissions Rate	52.6%	53.8%	51.7%	54.4%	57.2
Yield Rate (% of admitted students who enroll)	37.2%	34.5%	31.1%	31.6%	27.8
First-Time, First-Year Enrollees by Residency					
2016	2017	2018	2019	2020	
WI Resident Applicants Enrolled	3,671	3,746	3,659	3,797	3,802
% of Admitted Applicants Who Enrolled	64.5	64.3	64.8	66.0	63.8
Minn Compact Applicants Enrolled	645	594	697	674	701
% of Admitted Applicants Who Enrolled	44.2	39.8	40.0	38.1	37.3
Non-Resident Applicants Domestic Enrolled	1,563	1,723	1,921	2,444	2,260
% of Admitted Applicants Who Enrolled	19.8	18.5	16.8	19.1	15.5
Non-Resident Applicants Intl Enrolled	551	547	585	635	543
% of Admitted Applicants Who Enrolled	24.3	21.9	17.8	18.0	13.9
New First-Time, First-Year Enrolled by Race/Ethnicity Detail**					
2016	2017	2018	2019	2020	
Hispanic/Latino(a)	355	384	390	436	520
2 or more races	261	191	267	273	298
Black/African American	135	123	118	113	176
American Indian/Alaska Native	11	18	13	10	17
Native Hawaiian/Pacific Islander	7	5	3	6	5
Asian	401	443	531	646	676
White (non-Hispanic/Latino(a))	4,694	4,736	4,706	5,148	4,849
Unknown	12	160	239	274	215
International	554	550	595	644	550
Total	6,430	6,610	6,862	7,550	7,306

First Generation College Students***	2016	2017	2018	2019	2020
Applicants	5,487	6,562	11,918	8,690	7,927
Admitted	2,393	2,977	5,267	3,837	3,881
Enrolled	1,072	1,135	1,570	1,283	1,220
% Enrolled New First-Time, First-Year	16.7	17.2	22.9	17.0	16.7
New Transfer Students Enrolled by Residency					
	2016	2017	2018	2019	2020
WI Resident	750	694	659	553	676
Minnesota Compact	42	43	28	33	37
Non-Resident Domestic	130	143	135	82	107
Non-Resident International	173	248	319	221	190
Total	1,093	1,126	1,141	889	1,010
Percent Non-Resident	27.5	34.5	39.8	34.1	29.4
Undergraduate Full-Time on Campus					
	2016-17	2017-18	2018-19	2019-20	2020-21
Cost of Attendance WI Resident	\$25,294	\$25,700	\$25,964	\$26,133	\$27,158
Cost of Attendance Non-Resident	\$48,144	\$50,559	\$52,887	\$53,193	\$55,574
Financial Need					
	2016	2017	2018	2019	2020
# of Undergraduates receiving Pell grants	3,716	4,362	4,318	4,370	4,685
% of Students Receiving Some Form of Need Based Aid	33.5	33.1	34.6	32.5	29.2
% UG Completing Financial Aid App	54.2	53.5	55.3	54.9	55.1
% of Undergraduates receiving aid	60.4	59.5	61.1	58.4	64.0
% of Graduating UG with Debt	47.9	46.9	46.4	44.7	42.8
Undergraduate Average Need-WI Res	\$15,306	\$15,680	\$16,465	\$17,007	\$17,447
Undergraduate Average Need-NonRes	\$24,125	\$26,813	\$29,327	\$30,987	\$32,323

New Transfer Applicants, Admits, and Enrollments in Fall Semesters	2016	2017	2018	2019	2020
Applicants	4,352	3,858	3,700	3,464	3,525
Admits	2,042	1,996	1,975	1,584	1,830
Enrolled	1,093	1,126	1,141	889	1,010
Admit Rate	46.9%	51.7%	53.4%	45.7%	51.9
Yield Rate	53.4%	56.5%	57.8%	56.1%	55.2
Tuition Residency of Enrolled Transfer Students					
	2016	2017	2018	2019	2020
Non-Res Domestic	130	143	135	82	107

Non-Res Intl	173	248	319	221	190
Minnes Compact	42	44	28	33	37
WI Resident	746	693	659	553	676
First Generation*** Transfer Students Enrolled					
	2016	2017	2018	2019	2020
Enrolled Fall	315	315	359	254	277

*The term First-Year, First-Time replaces the previously used term “Freshmen” to indicate students who are enrolling for year one of undergraduate school for the first time.

**Race/ethnicity categories and reporting methodology represent federal reporting categories and methodology. These guidelines stipulate that all domestic (non-international) students who indicate Hispanic ethnicity should be reported as Hispanic, regardless of other racial information provided. Non-Hispanic domestic students who indicate more than one race are reported in the "2 or more races" category. All other non-Hispanic domestic students who indicated a single race are reported in that category.

***First generation college means neither of the student's parents has a four-year college degree: collection for all undergraduates was not fully implemented until 2009.

Appendix B:

“Enrollment Patterns of UW-Madison’s Fall 2020 Admitted New Freshman Applicants”

February 2021

Academic Planning and Institutional Research, Office of the Provost

Enrollment Patterns of UW-Madison's Fall 2020 Admitted New Freshman Applicants

February 2021

Introduction

The proportion of admitted applicants who enroll (yield rate) is an important admissions benchmarking figure. Nationally, most college bound high school graduates submit applications to multiple colleges and universities¹ but eventually enroll at a single institution. We know from institutional admission and enrollment records which admitted applicants enrolled at UW-Madison. However, the big “unknown” is where the majority of admitted applicants who do not enroll at UW-Madison end up enrolling. Knowing where admitted students ultimately enroll is necessary to make informed and strategic marketing, recruitment, and enrollment plans.

Academic Planning and Institutional Research (APIR) at UW-Madison periodically analyzes the enrollment patterns of admitted applicants who did not enroll at UW-Madison using the National Student Clearinghouse (NSC). The NSC is a national database of individual enrollment and degree records submitted by participating U.S. colleges and universities². By using the NSC's “student tracker” functionality, we can search for admits who did not enroll at UW-Madison. Knowing if or where admitted applicants enrolled allows for inferences about the possible reasons for enrollment decisions.

This analysis focuses on the enrolling institutions of new freshman applicants who were admitted to UW-Madison for fall 2020 but did not enroll at UW-Madison. We focus specifically on the enrollment patterns of admitted applicants from groups listed below with historically lower yield rates and/or those whose yield rates we have an interest in increasing:

- Admitted Wisconsin resident applicants, particularly very high achievers, those from rural high schools, those who do not have parents with bachelor's degrees (first generation students), those in low income households, and those from underrepresented race/ethnic groups.
- Admitted non-resident applicants, including Minnesota residents, other domestic non-residents, international applicants, non-residents applicants in low income households, and non-residents from underrepresented race/ethnic groups.
- Direct admits to the College of Engineering and the School of Business

Executive Summary

1. UW-Madison admitted 26,289 new freshmen applicants from the fall 2020³ applicant pool. Based on UW-Madison enrollment records combined with NSC records we confirmed enrollments at colleges and university in the U.S in fall 2020 for 92% of domestic admitted applicants and 68% of international admitted applicants⁴.
2. Although admitted international applicants experienced barriers for fall 2020 enrollment because of the coronavirus pandemic and political limits on visas, the percentage of admitted applicants that we were able to track through our own or NSC records is similar to past (non-pandemic) analyses of the enrolling institution of admitted new freshmen applicants.
3. Overall, 28% of fall 2020 admitted applicants enrolled at UW-Madison, 24% enrolled at public institutions outside of their home states, 19% enrolled at private institutions, and 18% enrolled at public institutions in

¹ National Association for College Admission Counseling. *2019 State of College Admission*. October 2019. In 2019, more than 80% of new freshman applicants applied to 3 or more colleges/universities and 36% applied to seven or more.

² The main purpose of the NSC is a central repository for enrollment and degree verification needed for student loan eligibility and deferrals, employment, and insurance eligibility. Over 3300 U.S. institutions (covering 92% of enrollments) participate in the NSC. A secondary purpose of the NSC allows institutional researchers to query its vast database.

³ Includes admits for previous summers.

⁴ The lack of an NSC “match” could mean that UW-Madison admits enrolled at a U.S. institution that does not participate in the NSC, that they enrolled at an institution outside of the U.S., or they are not enrolled in college.

their home states. In all, fall 2020 admitted applicants to UW-Madison enrolled at 662 different institutions in all 50 states.

4. A few universities account for a large share of enrollments of new freshmen admitted to UW-Madison. The University of Illinois-Urbana-Champaign, the University of Minnesota-Twin Cities, the University of Michigan-Ann Arbor, and Purdue University each enrolled more than 500 UW-Madison admitted applicants and account for more than one in five (22%) of admitted applicants who don't enroll at UW-Madison. Six other institutions enrolled at least 300 UW-Madison admitted applicants (UC-San Diego, Indiana University-Bloomington, Ohio State University, University of Washington-Seattle, New York University, UC-Los Angeles) and three others enrolled at least 200 UW-Madison admitted applicants (UC-Berkeley, UC-Santa Barbara, University of Southern California). All together, these 13 institutions enrolled more than a third (36%) of admitted applicants who did not enroll at UW-Madison in fall 2020.
5. We examined the enrollment patterns of admitted UW-Madison applicants from 18 different subgroups. In general the highest proportion of admitted applicants from these groups attend (mostly public) research institutions in the Midwest. This suggests that we are competing for enrollments with our peer research institutions rather than other institutions in the UW System or small private institutions and that admitted UW-Madison applicants are mainly seeking institutions with similar characteristics to UW-Madison. This means that factors other than the "type" of institution are at play for the applicants who were admitted to UW-Madison but chose to enroll elsewhere.
6. We mainly separate the analyses of admitted applicants by their tuition residency and show Wisconsin residents and non-residents in different sections because the enrollment decisions of admitted UW-Madison applicants vary by tuition residency.

Section I – Wisconsin Resident Populations

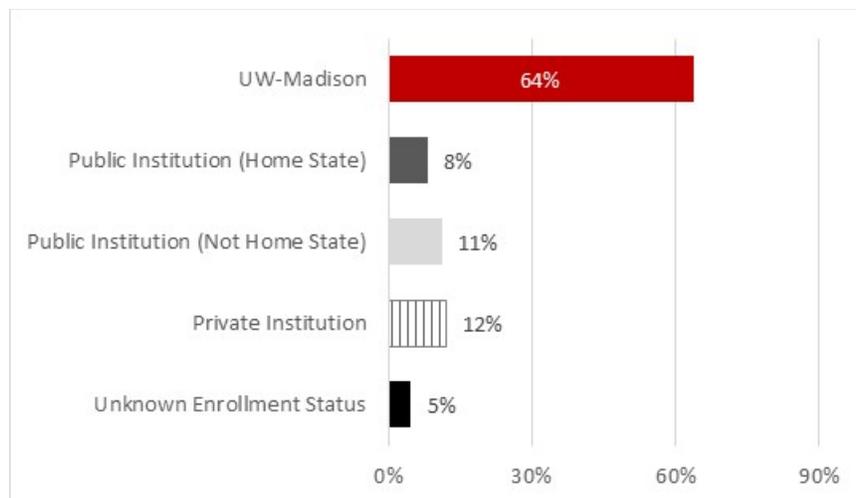
All Wisconsin Residents

UW-Madison admitted almost 5,959 Wisconsin resident applicants for fall 2020 and 3,802 (64%) enrolled at UW-Madison. Admitted UW-Madison Wisconsin resident applicants are much more likely to enroll at UW-Madison than admitted applicants from other states and countries. Compared to the 64% of admitted Wisconsin resident applicants enrolled at UW-Madison, 37% of admitted Minnesota residents, 16% of admitted domestic non-residents, and 14% of admitted international non-resident applicants enrolled.

Overall, Wisconsin residents admitted to UW-Madison enrolled at 299 different institutions in 47 states in fall 2020. Wisconsin residents admitted to UW-Madison who did not enroll at UW-Madison were more likely to enroll at private institutions (12%) or public institutions in other states (11%) than they were to enroll at other public institutions in Wisconsin (8%). However, the most common specific institutions they enrolled at other than UW-Madison are close to or in Wisconsin, including: University of -Twin Cities (enrolled 5% of admitted Wisconsin resident applicants), UW-La Crosse and Marquette University (each enrolled 2% of admitted Wisconsin resident applicants), and UW-Milwaukee (enrolled 1% of admitted Wisconsin resident applicants).

Other APIR research related to the population of Wisconsin public high school graduates who apply to UW-Madison shows that we are already attracting (and admitting) a high proportion of college ready Wisconsin high school graduates. Therefore, strategies to increase the number of college-ready Wisconsin residents enrolled at UW-Madison must include increasing the already high yield for admitted Wisconsin resident applicants.

Figure 1: Enrollment Status of Wisconsin Resident Applicants who were Admitted to UW-Madison in Fall 2020



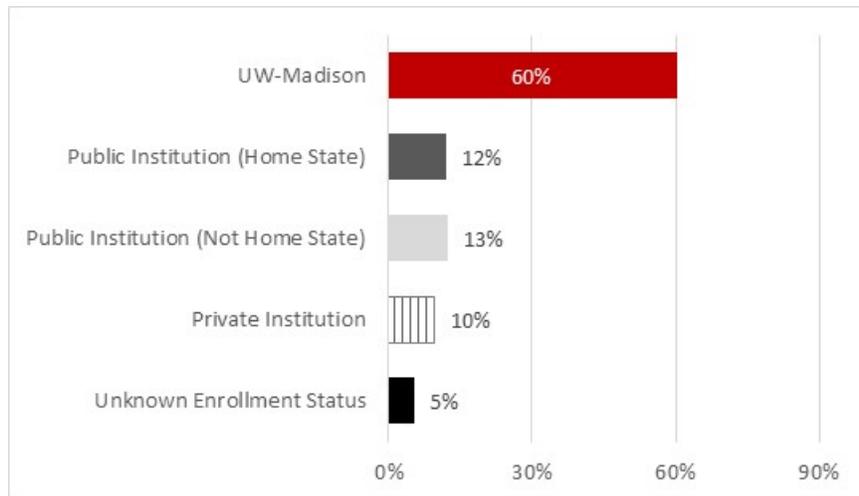
Wisconsin Residents from Rural Public High Schools

For the purposes of this and other analyses of the high school pipeline in Wisconsin we identify admitted applicants from rural Wisconsin high schools based on the location of the high school per U.S. Census Bureau methodology provided by the Wisconsin Department of Public Instruction⁵. More than half of Wisconsin's public high schools are in rural communities. Therefore, fulfilling UW-Madison's mission to serve the entire state of Wisconsin requires special attention to applicants from rural high schools.

UW-Madison admitted 584 Wisconsin resident applicants from rural Wisconsin high schools for fall 2020 and 352 (60%) enrolled at UW-Madison. Admitted UW-Madison applicants from rural Wisconsin high schools are slightly less likely than all Wisconsin resident applicants (64%) to enroll at UW-Madison.

Overall, Wisconsin residents from rural high schools admitted to UW-Madison enrolled at 71 different institutions in 25 states in fall 2020. Admitted Wisconsin resident applicants from rural Wisconsin high schools who did not enroll at UW-Madison were more likely to enroll at public institutions in other states (13%) than they were to enroll at other public institutions in Wisconsin (12%) or at private institutions (10%). However, the most common specific institutions they enrolled at other than UW-Madison are close to or in Wisconsin, including: University of Minnesota-Twin Cities (enrolled 6% of admitted Wisconsin resident applicants from rural Wisconsin high schools), UW-Eau Claire (enrolled 4% of admitted Wisconsin residents applicants from rural Wisconsin high schools), and UW-La Crosse and Milwaukee School of Engineering (each enrolled 3% of admitted Wisconsin resident applicants from rural Wisconsin high schools).

Figure 2: Enrollment Status of Wisconsin Resident Applicants from Rural Wisconsin High Schools who were Admitted to UW-Madison in Fall 2020



⁵ The U.S. Census Bureau's definition of a rural area is one that has fewer than 2500 residents, regardless of population density. See <http://ncseonline.org/nle/crsreports/05jun/97-905.pdf> for more information. A list of all public high schools in Wisconsin that are considered rural can be provided by Academic Planning and Analysis upon request.

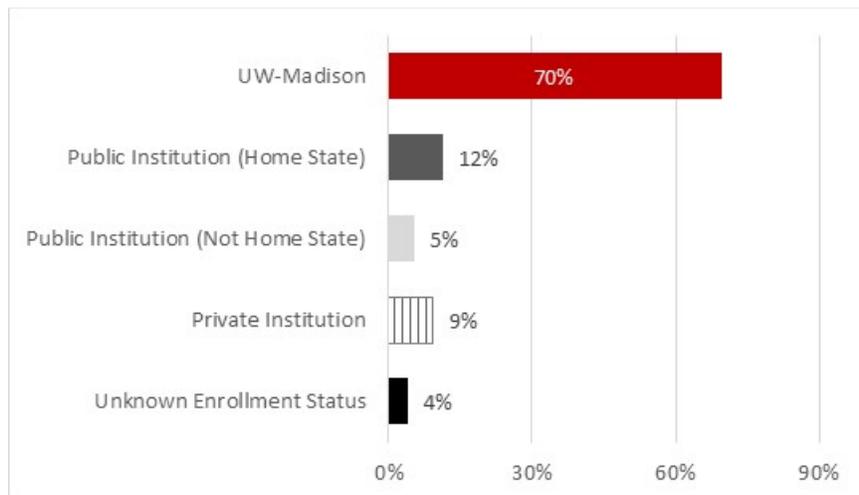
First Generation Wisconsin Residents

Admitted applicants who report that their parents did not graduate from college with a four-year degree are potential first generation students. The success of numerous national, statewide, and UW System initiatives to increase the college going and completion rates of first generation students and the percentage of Wisconsin residents with college degrees depends on these students enrolling in college and on increasing their college-going rates.

UW-Madison admitted 1,129 first generation Wisconsin resident applicants for fall 2020 and 786 (70%) enrolled at UW-Madison. Admitted Wisconsin resident first generation applicants are more likely than all admitted Wisconsin resident applicants (64%) to enroll at UW-Madison.

Overall, admitted first generation Wisconsin resident applicants to UW-Madison enrolled at 88 different institutions in 24 states in fall 2020. Admitted first generation Wisconsin resident applicants UW-Madison who did not enroll at UW-Madison were more likely to enroll at other public institutions in Wisconsin (12%) than they were to enroll at private institutions (9%) or public institutions in other states (5%). The most common specific enrolling institutions other than UW-Madison are close to or in Wisconsin and include: UW-La Crosse, Marquette University, and University of Minnesota-Twin Cities (each enrolled 3% of admitted first generation Wisconsin resident applicants), and UW-Milwaukee (enrolled 2% of admitted first generation Wisconsin resident applicants).

Figure 3: Enrollment Status of First Generation Wisconsin Resident Applicants who were Admitted to UW-Madison in Fall 2020



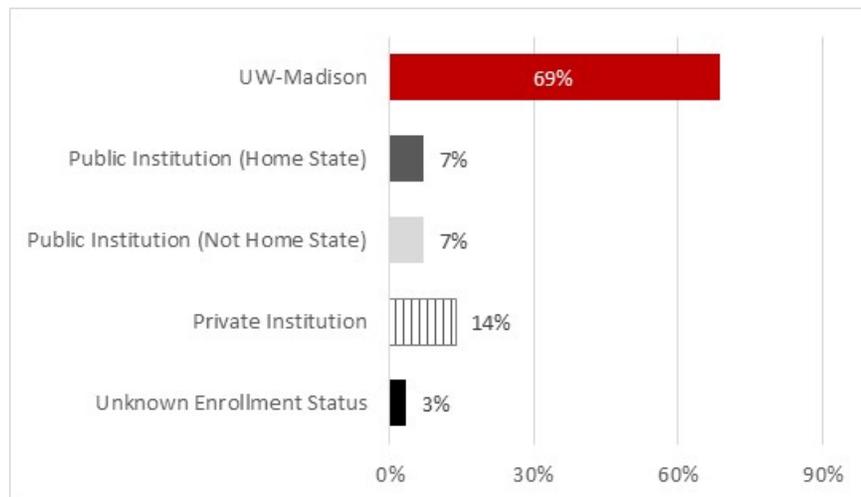
Underrepresented Minority Wisconsin Residents

UW-Madison has longstanding efforts and programs to increase the diversity of enrolled students including those from underrepresented racial and ethnic groups. For the purposes of this analysis and other efforts to evaluate racial/ethnic diversity, these groups include applicants who identify in one of the following groups: African American, Hispanic/Latino(a), American Indian/Alaska Native, Southeast Asian (Hmong, Vietnamese, Laotian, Cambodian).

UW-Madison admitted 793 Wisconsin resident applicants from the aforementioned targeted racial/ethnic groups for fall 2020 and 545 (69%) enrolled at UW-Madison. This is higher than the 64% of all admitted Wisconsin resident applicants who enrolled at UW-Madison in fall 2020.

Overall, admitted Wisconsin resident applicants from these racial/ethnic groups enrolled at 100 different institutions in 26 states in fall 2020. Wisconsin residents from these racial/ethnic groups who were admitted to UW-Madison but did not enroll at UW-Madison were most likely to enroll at private institutions (14%) than they were to enroll at other public institutions in Wisconsin (7%) or public institutions in other states (7%). However, the most common specific enrolling institutions other than UW-Madison are close to or in Wisconsin, including: Marquette University, University of Minnesota-Twin Cities, and UW-Milwaukee (each enrolled 3% of admitted Wisconsin resident applicants from these racial/ethnic groups), and Northwestern University (enrolled 1% of Wisconsin resident applicants from these racial/ethnic groups).

Figure 4: Enrollment Status of Underrepresented Minority Wisconsin Resident Applicants who were Admitted to UW-Madison in Fall 2020



Wisconsin Residents in Low Income Households

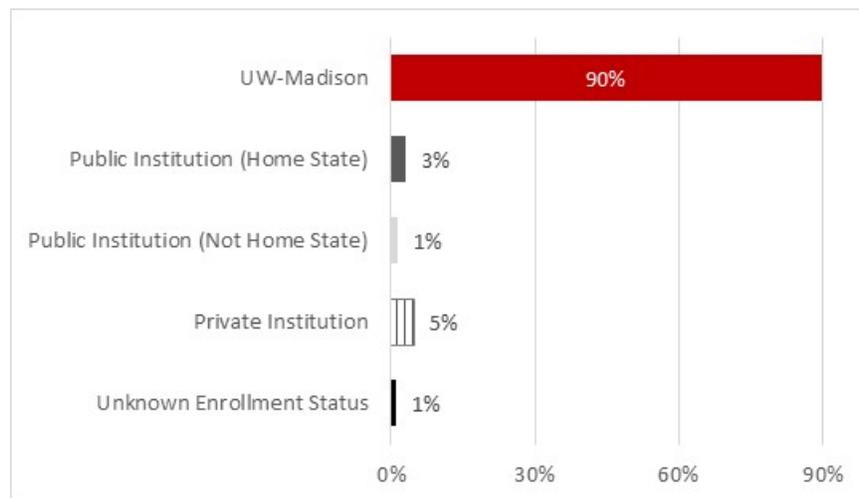
Eligibility for the federal Pell Grant has long served as a proxy for identification of prospective students in low income households. UW-Madison has historically had a low percentage of its enrolled students who are eligible for Pell Grants compared to peer institutions and several ongoing efforts to increase the number and percentage of students in low income households are in progress.

Because identification of low income students relies on completion of the Free Application for Federal Student Aid (FAFSA) and admitted applicants who were not committed to attend UW-Madison may not have completed this application, the identification of low income Wisconsin residents among the admitted population is likely incomplete. Some Wisconsin residents who were admitted to UW-Madison and may have qualified for a Pell Grant had they provided their FAFSA information to UW-Madison likely remain unidentified (and not counted) as low income in the pool of admitted applicants.

Among the Wisconsin resident applicants who completed the FAFSA and were eligible for a Pell Grant, 919 were admitted for fall 2020 and 824 (90%) enrolled at UW-Madison. This is much higher than the 64% of all admitted Wisconsin resident applicants who enrolled at UW-Madison in fall 2020.

Overall, Wisconsin residents in low income households who were admitted to UW-Madison enrolled at 49 different institutions in 16 states in fall 2020. Admitted Wisconsin resident applicants in low income households who did not enroll at UW-Madison were most likely to enroll at private institutions (5%) than they were to enroll at other public institutions in Wisconsin (3%) or public institutions in other states (1%). However, the most common specific enrolling institutions other than UW-Madison are close to or in Wisconsin. These include: UW-Milwaukee, Marquette University, and Northwestern University (each enrolled 1% of admitted Wisconsin resident applicants in low income households), and the University of Minnesota-Twin Cities and UW-La Crosse (each enrolled 0.5% of admitted Wisconsin resident applicants in low income households).

Figure 5: Enrollment Status of Wisconsin Resident Applicants in Low Income Households who were Admitted to UW-Madison in Fall 2020



High Achieving Wisconsin Residents

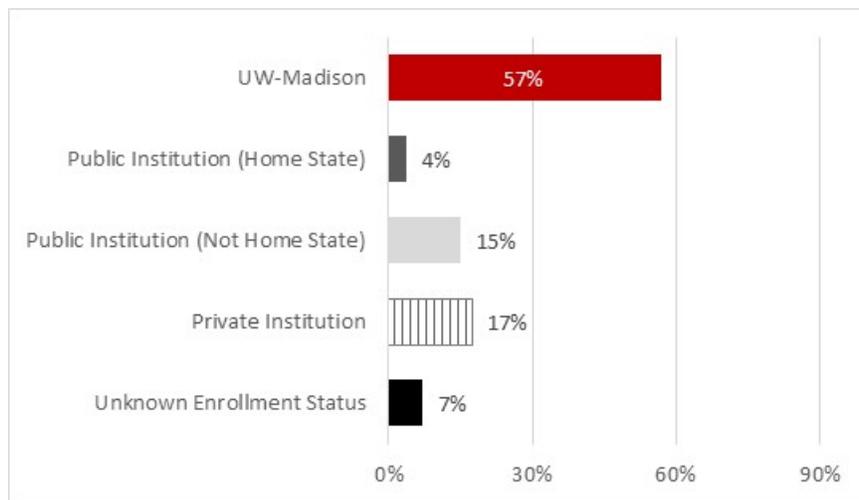
ACT or SAT scores are the only standardized academic-related metric that all applicants (at least until fall 2020) had in common. Submission of either ACT or SAT test scores was a required component of a complete application for admission to all UW institutions including UW-Madison at the time this analytic group of applicants applied and were admitted.

We use ACT scores of 30 or above (out of a possible 36) as a proxy for “high achieving” Wisconsin residents because almost all Wisconsin resident applicants submit ACT scores rather than SAT scores as part of the application process. An ACT score of 30 is one half standard deviation above the ACT average for all Wisconsin residents enrolled at UW-Madison (28) and well above the average ACT score of all Wisconsin high school graduates (22). It also aligns with the “Wisconsin Prime” effort to attract a higher number of high achieving Wisconsin residents to enroll at UW-Madison.

UW-Madison admitted 1,962 high achieving Wisconsin resident applicants for fall 2020 and 1,118 (57%) enrolled at UW-Madison. This is lower than the 64% of all admitted Wisconsin resident applicants who enrolled at UW-Madison in fall 2020.

Overall, high achieving Wisconsin resident applicants who were admitted to UW-Madison enrolled at 202 different institutions in 41 states in fall 2020. High achieving Wisconsin resident applicants who were admitted to UW-Madison but did not enroll at UW-Madison were most likely to enroll at private institutions (17%) than they were to enroll at public institutions in other states (15%) or public institutions in Wisconsin (4%). However, the most common specific enrolling institutions other than UW-Madison are close to or in Wisconsin, including: University of Minnesota-Twin Cities (enrolled 8% of admitted high achieving Wisconsin resident applicants), Marquette University (enrolled 2% of admitted high achieving Wisconsin resident applicants), and Milwaukee School of Engineering, Purdue University, Washington University (St. Louis), University of Southern California, and Northwestern University (each enrolled 1% of admitted high achieving Wisconsin resident applicants).

Figure 6: Enrollment Status of High Achieving Wisconsin Resident Applicants who were Admitted to UW-Madison in Fall 2020



Section II – Non-resident Populations

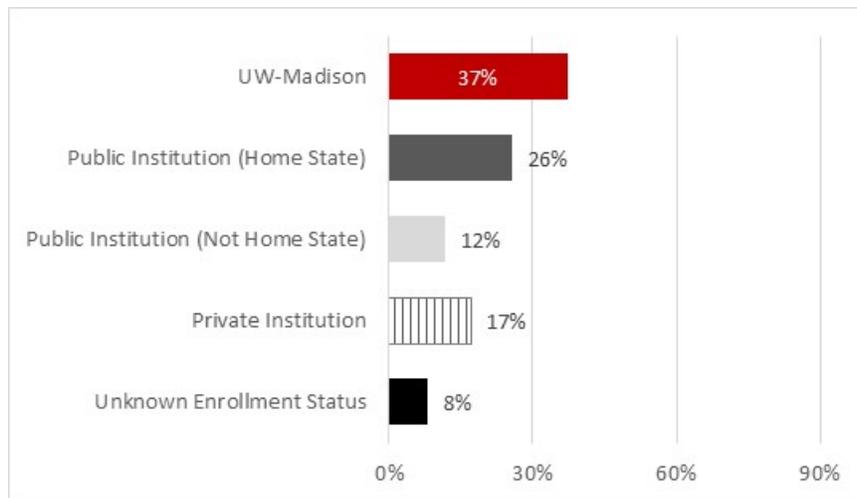
Minnesota Residents

Both the proximity of Minnesota to Wisconsin and the tuition reciprocity agreement between the states which enables Minnesota residents to enroll at UW-Madison for near state resident tuition rates contributes to the yield of Minnesota resident admits being higher than other non-resident groups.

UW-Madison admitted 1,880 Minnesota resident applicants for fall 2020 and 701 (37%) enrolled at UW-Madison. This is much lower than the 64% of all Wisconsin resident admitted applicants who enrolled at UW-Madison in fall 2020 but much higher than the 16% of other domestic non-resident admitted applicants who enrolled at UW-Madison (see next page).

Overall, Minnesota residents who were admitted to UW-Madison enrolled at 169 different institutions in 38 states in fall 2020. Minnesota residents who were admitted to UW-Madison but did not enroll at UW-Madison were most likely to enroll at public institutions in Minnesota (26%) than they were to enroll at private institutions (17%) or other public institutions outside of Minnesota (12%). Minnesota resident admitted applicants to UW-Madison who did not enroll at UW-Madison were very likely to enroll at the University of Minnesota-Twin Cities (enrolled 24% of Minnesota resident admitted applicants). The next most common institutions, with much lower percentages, include: University of St. Thomas (enrolled 2% of Minnesota resident admitted applicants) and Iowa State University, Purdue University, University of Michigan-Ann Arbor, St. Olaf College, and Carleton College (each enrolled 1% of Minnesota resident admitted applicants).

Figure 7: Enrollment Status of Minnesota Resident Applicants who were Admitted to UW-Madison in Fall 2020



Other (Non-MN) Domestic Non-Residents

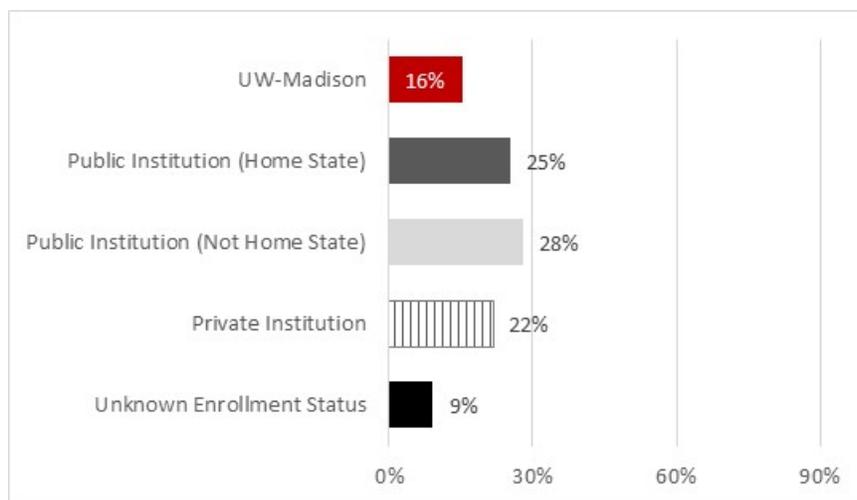
Except for Minnesota residents, students from outside Wisconsin pay substantially higher tuition to attend UW-Madison compared to Wisconsin and Minnesota residents and they typically incur additional expenses such as increased travel costs. For these and other reasons, their yield rates are as anticipated, much lower than for Minnesota and Wisconsin residents.

UW-Madison admitted 14,544 other domestic non-resident applicants for fall 2020 and 2,260 (16%) enrolled at UW-Madison. This is much lower than the 64% of all Wisconsin resident admitted applicants who enrolled at UW-Madison in fall 2020 and lower than the 37% of admitted Minnesota resident applicants who enrolled at UW-Madison in fall 2020.

Overall, domestic non-residents who were admitted to UW-Madison enrolled at 563 different institutions in 50 states in fall 2020. Domestic non-residents who were admitted to UW-Madison but did not enroll at UW-Madison were most likely to enroll at public institutions outside of their home states (28%) than they were to enroll at public institutions in their home states (25%) or at private institutions (22%). Many admitted non-resident applicants enrolled at other institutions with high tuition rates which suggests that institutional scholarships and grants are playing a role in their enrollment decisions because the tuition rates at private institutions and public institutions outside of the admits' home states are closer to UW-Madison's tuition rate for non-residents than an in-state rate. UW-Madison needs to be able to compete with these other institutions in terms of gift aid to yield these admitted applicants.

Admitted domestic non-resident applicants who did not enroll at UW-Madison were very likely to enroll at other large, public, research universities in the Midwest, including: University of Illinois-Urbana Champaign and University of Michigan-Ann Arbor (each enrolled 8% of admitted domestic non-resident applicants), Purdue University, Indiana University-Bloomington, and Ohio State University (each enrolled 3% of admitted domestic non-resident applicants).

Figure 8: Enrollment Status of Other (non-MN) Domestic Non-Resident Applicants who were Admitted to UW-Madison in Fall 2020



Domestic Non-Residents in Low Income Households

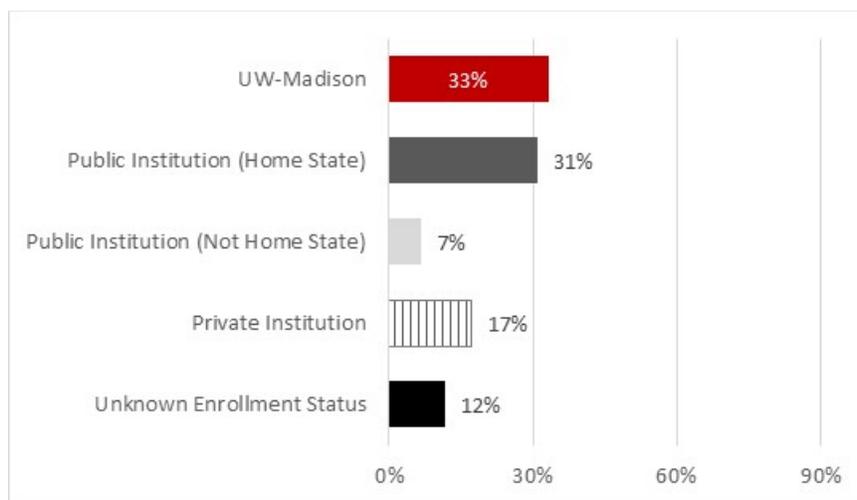
In order to increase the socioeconomic diversity of our enrolled students, the number and percentage of students in low income households, we need some contribution from our domestic non-resident students, particularly because this is the population of new freshmen that is increasing the fastest and because international non-residents are not eligible for the financial aid program that is used as a proxy to demonstrate low income status.

Because identification of low income students relies on receiving the Free Application for Federal Student Aid (FAFSA) and admits who were not committed to attend UW-Madison may not have included UW-Madison as a recipient of their FAFSA, the identification of low income domestic non-resident admits among the applicants is likely incomplete. Some non-residents who were admitted to UW-Madison and may have qualified for a Pell Grant had they provided their FAFSA information to UW-Madison likely remain unidentified (and un-counted) as low income.

UW-Madison admitted 1,306 domestic non-resident applicants in low income households for fall 2020 and 435 (33%) enrolled at UW-Madison. This is much higher than the 16% of all domestic non-resident admitted applicants who enrolled at UW-Madison in fall 2020 and much lower than the 90% of admitted Wisconsin resident applicants in low income households who enrolled at UW-Madison in fall 2020.

Overall, domestic non-residents in low income households who were admitted to UW-Madison enrolled at 212 different institutions in 40 states in fall 2020. Domestic non-residents in low income households who were admitted to UW-Madison but did not enroll at UW-Madison were most likely to enroll at public institutions in their home states (31%) than they were to enroll at private institutions (17%) or at public institutions outside of their home states (7%). Domestic non-residents in low income households who did not enroll at UW-Madison were likely to enroll at the University of Illinois-Urbana/Champaign (enrolled 15% of admitted domestic non-resident applicants in low income households), followed by the University of Illinois at Chicago, University of Michigan-Ann Arbor, and Northwestern University (each enrolled 4% of admitted domestic non-resident applicants in low income households).

Figure 9: Enrollment Status of Domestic Non-Resident Applicants in Low Income Households who were Admitted to UW-Madison in Fall 2020



Underrepresented Minority Domestic Non-Residents

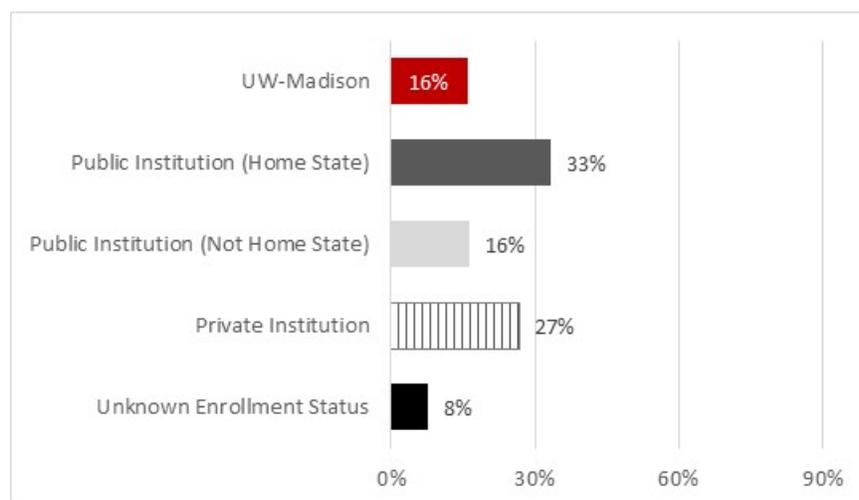
UW-Madison has longstanding efforts and programs to increase the diversity of enrolled students including those from underrepresented racial and ethnic groups. For the purposes of this analysis and other efforts to evaluate diversity, these groups include admits who identify in one of the following groups: African American, Hispanic/Latino(a), American Indian/Alaska Native, Southeast Asian (Hmong, Vietnamese, Laotian, Cambodian). In order to increase the number of students from these underrepresented backgrounds at UW-Madison we need to increase the proportion of domestic non-residents from these groups, particularly because it is the population of non-residents that is growing the fastest at UW-Madison and international students, by definition, do not contribute to these groups that intended for U.S. citizens and permanent residents.

UW-Madison admitted 2,773 domestic non-residents from these racial/ethnic groups for fall 2020 and 444 (16%) enrolled at UW-Madison. This is the same yield rate as the overall rate for domestic non-residents.

Overall, domestic non-residents from these underrepresented racial/ethnic groups who were admitted to UW-Madison enrolled at 350 different institutions in 46 states in fall 2020. Domestic non-residents from these underrepresented racial/ethnic groups who were admitted to UW-Madison but did not enroll at UW-Madison were most likely to enroll at public institutions in their home states (33%) than they were to enroll at private institutions (27%) or public institutions in other states (16%). Domestic non-residents from these underrepresented racial/ethnic groups that were admitted to UW-Madison are the most likely group, of the ones studied for this analysis, to enroll at private institutions.

The most common specific enrolling institutions other than UW-Madison are mainly other large research universities including: the University of Illinois-Urbana/Champaign (enrolled 13% of admitted underrepresented minority domestic non-resident applicants), the University of Illinois at Chicago and University of Minnesota-Twin Cities (each enrolled 4% of admitted underrepresented minority domestic non-resident applicants), and Purdue University, Ohio State University, Northwestern University, Cornell University, Indiana University-Bloomington, DePaul University, and the University of Iowa (each enrolled 1% of admitted underrepresented minority domestic non-resident applicants).

Figure 10: Enrollment Status of Underrepresented Minority Domestic Non-Resident Applicants who were Admitted to UW-Madison in Fall 2020



International Non-Residents

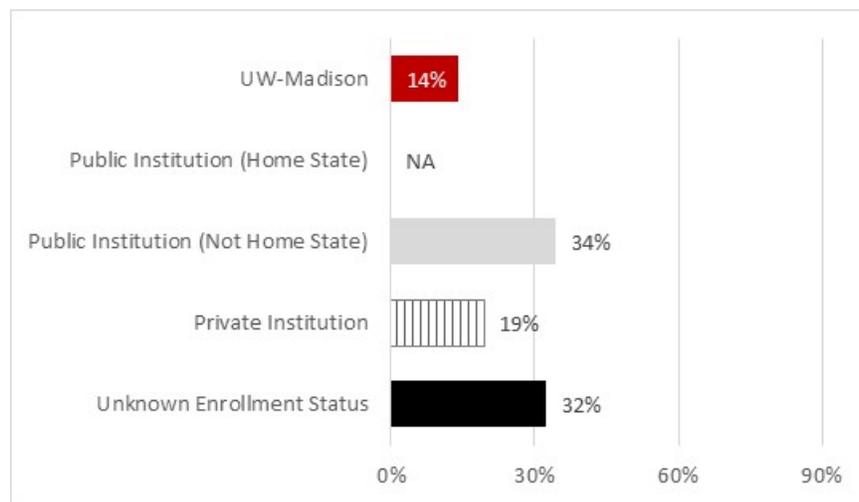
Like domestic non-residents, international students pay substantially higher tuition to attend UW-Madison compared to Wisconsin and Minnesota residents and they also incur additional expenses such as increased travel costs. There are also significant barriers to attendance including obtaining a visa and navigating federal eligibility requirements for study in the United States. International applicants for fall 2020 faced even more barriers to enrollment due to travel restrictions and barriers to visa interviews caused by the global coronavirus pandemic as well as new federal policies restricting eligibility for student visas. Yield rates of international admitted applicants to UW-Madison are typically similar to, if not higher than, yield rates for domestic non-resident admitted applicants. However, for fall 2020, the yield rate of admitted international applicants was lower than that of almost any other group of students, likely due in part to these challenges.

UW-Madison admitted 3,906 international applicants for fall 2020 and 543 (14%) enrolled at UW-Madison. This is lower than the 16% of admitted domestic non-resident applicants who enrolled at UW-Madison in fall 2020 and lower than the historic average yield rates for admitted international applicants (typically closer to 20%).

Overall, admitted international applicants to UW-Madison enrolled at 143 different institutions in 33 states in fall 2020. Admitted international applicants to UW-Madison who did not enroll at UW-Madison were most likely to enroll at other public institutions (34%) than they were to enroll at private institutions (19%). The fall 2020 enrollment status of a large proportion of admitted international applicants to UW-Madison (32%) is unknown. Because the National Student Clearinghouse, the source of data on enrolling institutions for fall 2020 admitted applicants, only tracks enrollments at U.S. colleges and universities, it's not possible to know whether these admitted international applicants did not enroll in college at all or whether they enrolled at an institution outside of the United States (likely in their home countries).

Admitted international applicants to UW-Madison who did not enroll at UW-Madison and enrolled at an institution in the United States were very likely to enroll at other research universities on the west coast and east coasts. These include: UC-San Diego (enrolled 7% of international admitted applicants), New York University (enrolled 5% of international admitted applicants), University of Illinois-Urbana/Champaign and University of Washington-Seattle (each enrolled 4% of international admitted applicants), and UC-Santa Barbara, UC-Berkeley, and UC-Los Angeles (each enrolled 2% of international admitted applicants).

Figure 11: Enrollment Status of International Non-Resident Applicants who were Admitted to UW-Madison in Fall 2020



Section III – Other Special Recruitment Populations

Direct Admits to the College of Engineering

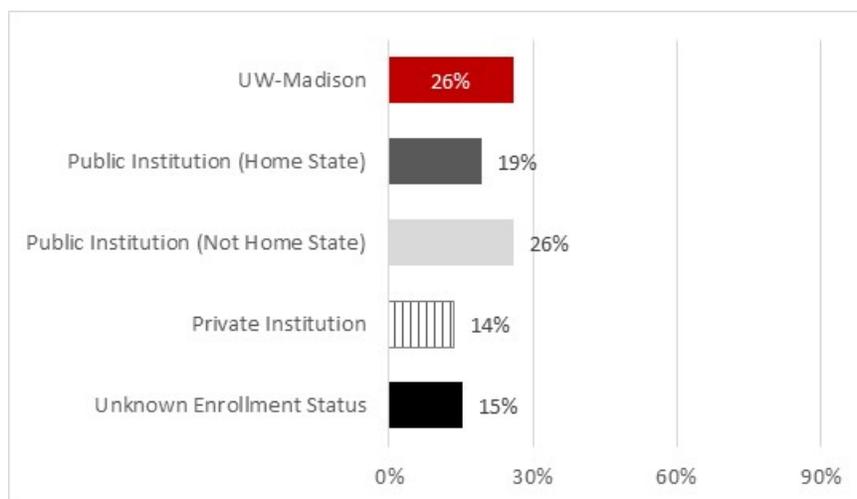
Most students interested in majors in Engineering are committed to pursuing this goal from the time they enroll in college. These students are likely to consider their admission to the Engineering college as an important factor in their college choice. Most decisions about admission to UW-Madison’s College of Engineering are made at the same time as the admission decision to UW-Madison. Intended Engineering students who are admitted to UW-Madison but not to the College of Engineering are likely to enroll at a different college or university in Engineering than they are to enroll at UW-Madison in a non-Engineering major. Attention to the other universities that our admitted Engineering applicants choose gives important clues to factors that are important to these generally very well academic prepared students who tend to have very specific academic goals.

UW-Madison admitted 4,528 students to the College of Engineering for fall 2020 and 1,171 (26%) enrolled at UW-Madison. This is similar to the 28% of all admitted applicants who enrolled at UW-Madison in fall 2020.

The same proportion of admitted applicants to the College of Engineering who enrolled at UW-Madison (26%) were enrolled at a different public institution outside of their home state. An additional 19% of UW-Madison applicants admitted to the College of Engineering were enrolled at public institutions in their home states and 14% were enrolled at private institutions. Enrollment records were not located for 15% of admitted applicants to the College of Engineering. These “missing” enrollment records are concentrated among the admitted international applicants who are overrepresented in the College of Engineering applicants.

As expected, applicants admitted to UW-Madison’s College of Engineering who did not enroll at UW-Madison were enrolled at institutions with highly ranked engineering programs, including the University of Illinois-Urbana/Champaign (enrolled 8% of admitted College of Engineering applicants), Purdue University (enrolled 6% of admitted College of Engineering applicants), University of Michigan-Ann Arbor and University of Minnesota-Twin Cities (each enrolled 4% of admitted College of Engineering applicants), and Georgia Institute of Technology, UC-Berkeley, and Ohio State University (each enrolled 2% of admitted College of Engineering applicants).

Figure 12: Enrollment Status of Applicants Directly Admitted to the UW-Madison College of Engineering in Fall 2020



Direct Admits to the School of Business

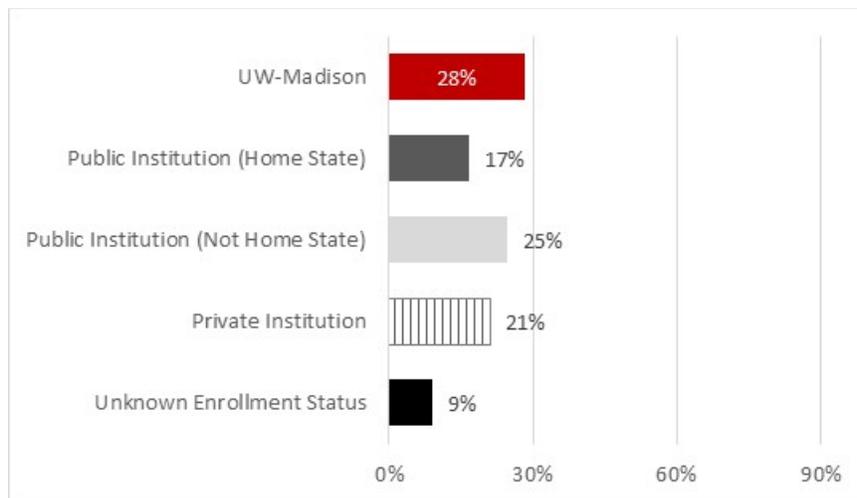
In recent years the School of Business has increased the number of new freshmen who are admitted directly to the school, rather than applying after first enrolling for a period of time in a general pre-business curriculum at UW-Madison. At this time, around half of the eventual Business majors at UW-Madison are admitted to the School of Business at the same time they are admitted to UW-Madison.

UW-Madison admitted 1,886 applicants to the School of Business for fall 2020 and 537 (28%) enrolled at UW-Madison. This is the same as the overall percentage of admitted applicants who enrolled at UW-Madison in fall 2020.

Overall, UW-Madison admitted applicants to the School of Business enrolled at 138 different institutions in 35 states in fall 2020. Admitted School of Business applicants who did not enroll at UW-Madison were most likely to enroll at public institutions outside of their home states (25%) than they were to enroll at private institutions (21%) or at public institutions in their home states (17%).

Admitted School of Business applicants who did not enroll at UW-Madison were very likely to enroll at other research universities in the Midwest, including: University of Michigan-Ann Arbor (enrolled 10% of admitted School of Business applicants), Indiana University-Bloomington (enrolled 5% of admitted School of Business applicants), and the University of Illinois-Urbana/Champaign and University of Minnesota-Twin Cities (each enrolled 3% of admitted School of Business applicants).

Figure 13: Enrollment Status of Applicants Directly Admitted to the UW-Madison School of Business in Fall 2020



Underrepresented Racial/Ethnic Groups

Because of longstanding efforts and initiatives to increase diversity and in particular, students from underrepresented racial and ethnic groups, we focus on admits from specific racial/ethnic groups rather than the grouped category of all underrepresented minorities. Differences within the groups that make up the underrepresented category can be masked by the aggregation. Efforts to increase enrollments of students from underrepresented racial/ethnic groups requires an understanding of the unique patterns of each group.

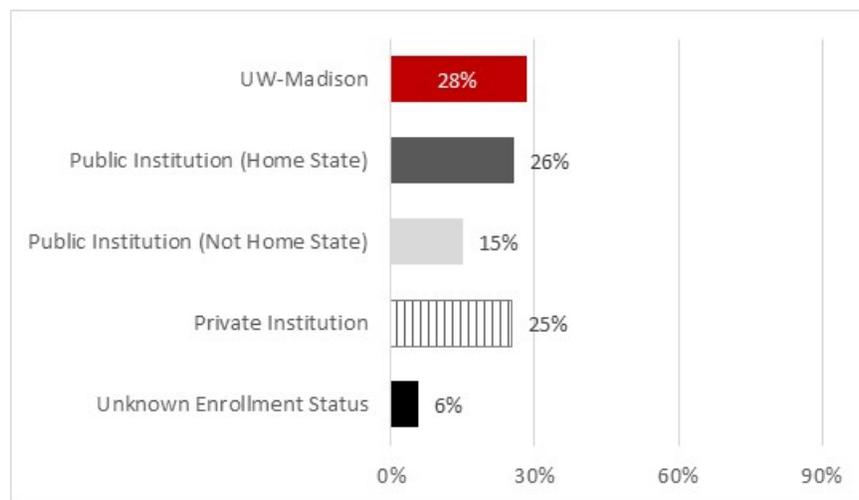
African American Admitted Applicants

UW-Madison admitted 623 students who identified as African American for fall 2020 and 176 (28%) enrolled at UW-Madison. This is the same as the overall percentage of admitted applicants who enrolled at UW-Madison in fall 2020.

Overall, admitted applicants who identified as African American enrolled at 160 different institutions in 38 states in fall 2020. Admitted applicants who identified as African American but did not enroll at UW-Madison were most likely to enroll at public institutions in their home states (26%) or at private institutions (25%) than public institutions in other states (15%).

The most common specific enrolling institutions other than UW-Madison are mainly other large research universities in the Midwest, including: the University of Illinois-Urbana/Champaign (enrolled 11% of admitted African American applicants), the University of Minnesota-Twin Cities (enrolled 4% of admitted African American applicants), Howard University, University of Michigan-Ann Arbor, Ohio State University, and Purdue University (each enrolled 2% of admitted African American applicants), and the University of Illinois at Chicago and University of Iowa (each enrolled 1% of admitted African American applicants).

Figure 14: Enrollment Status of Admitted Applicants who Identified as African American in Fall 2020



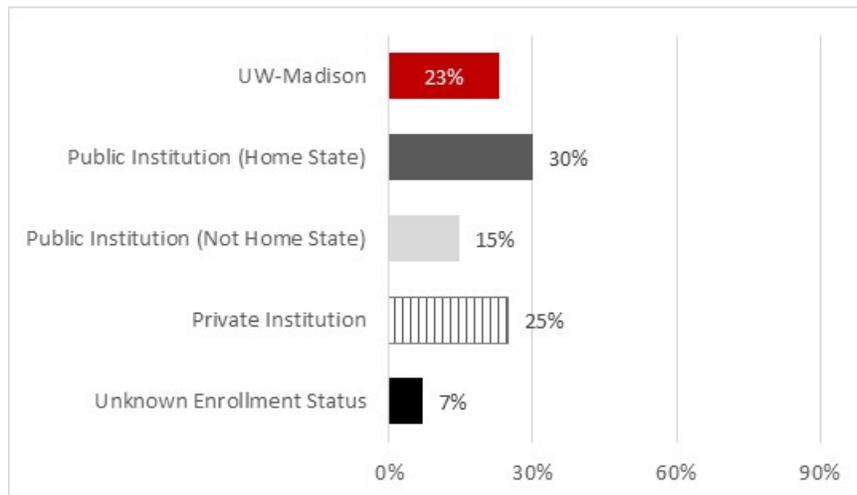
Hispanic/Latino(a) Admitted Applicants

UW-Madison admitted 2,245 applicants who identified as Hispanic/Latino(a) for fall 2020 and 520 (23%) enrolled at UW-Madison. This is lower than the 28% of all admitted applicants who enrolled at UW-Madison in fall 2020.

Overall, admitted applicants who identified as Hispanic/Latin(a) enrolled at 282 different institutions in 43 states in fall 2020. Admitted applicants who identified as Hispanic/Latino(a) but did not enroll at UW-Madison were most likely to enroll at public institutions in their home states (30%) than at private institutions (25%) or public institutions in other states (15%).

The most common specific enrolling institutions other than UW-Madison include: University of Illinois-Urbana/Champaign (enrolled 12% of admitted Hispanic/Latin(a) applicants), the University of Illinois at Chicago and University of Michigan-Ann Arbor (each enrolled 4% of admitted Hispanic/Latino(a) applicants), and Purdue University, Marquette University, University of Minnesota-Twin Cities, Cornell University, and Northwestern University (each enrolled 2% of admitted Hispanic/Latino(a) applicants).

Figure 15: Enrollment Status of Admitted Applicants who Identified as Hispanic/Latino(a) in Fall 2020



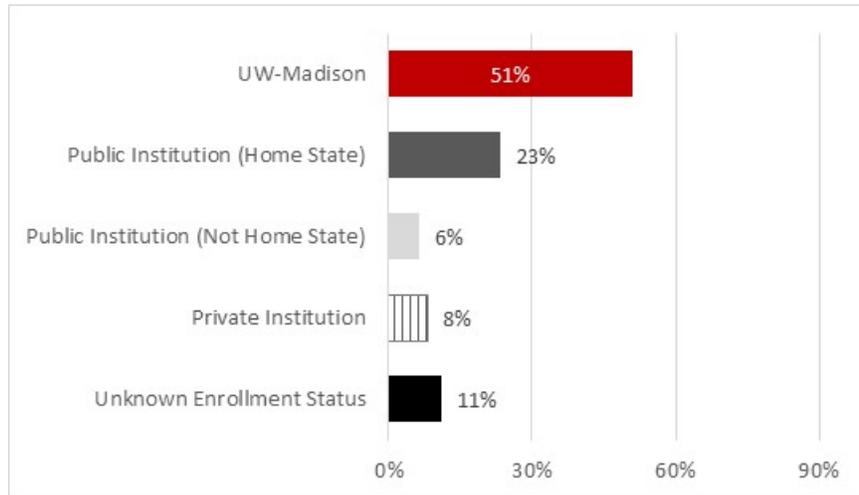
Southeast Asian Admitted Applicants

UW-Madison admitted 270 applicants who identified as Southeast Asian (specifically Hmong, Cambodian, Vietnamese, Laotian) for fall 2020 and 138 (51%) enrolled at UW-Madison. This is much higher than the 28% of all admitted applicants who enrolled at UW-Madison in fall 2020, partially because applicants who identify as Southeast Asian are disproportionately Wisconsin residents with higher overall yield rates.

Overall, admitted applicants who identified as Southeast Asian enrolled at 62 different institutions in 21 states in fall 2020. Admitted applicants who identified as Southeast Asian but did not enroll at UW-Madison were most likely to enroll at public institutions in their home states (23%) than at private institutions (8%) or public institutions in other states (6%).

The most common specific enrolling institutions other than UW-Madison include: University of Minnesota-Twin Cities (enrolled 7% of admitted Southeast Asian applicants), University of Illinois (enrolled 4% of admitted Southeast Asian applicants), University of Michigan-Ann Arbor, UW-Milwaukee, Stanford University, and Marquette University (each enrolled 2% of admitted Southeast Asian applicants).

Figure 16: Enrollment Status of Admitted Applicants who Identified as Southeast Asian in Fall 2020



Appendix A: WI Resident Applicant Populations

A1: Fall 2020 Enrollment Status of Admitted UW-Madison Wisconsin Resident New Freshman Applicants (Number of Admits)

Fall 2020 Enrollment Status	High ACT (≥ 30 of 36)	First Generation	Low Income (Pell Eligible)	Rural High School Grad	Under- represented Minority	All WI Residents
UW-Madison	1,118	786	824	352	545	3,802
Public Institution (in Home State)	71	130	28	71	56	483
Public Institution (Not in Home State)	294	60	13	73	56	673
Private Institution	343	106	44	56	110	721
Enrollment Status Unknown	136	47	10	32	26	280
Total Admits	1,962	1,129	919	584	793	5,959

A2: Fall 2020 Enrollment Status of Admitted UW-Madison New Freshman Applicants (Percentage of Total Admits)

Fall 2020 Enrollment Status	High ACT (≥ 30 of 36)	First Generation	Low Income (Pell Eligible)	Rural High School Grad	Under- represented Minority	All WI Residents
UW-Madison	57%	70%	90%	60%	69%	64%
Public Institution (in Home State)	4%	12%	3%	12%	7%	8%
Public Institution (Not in Home State)	15%	5%	1%	13%	7%	11%
Private Institution	17%	9%	5%	10%	14%	12%
Enrollment Status Unknown	7%	4%	1%	5%	3%	5%
Total Admits	100%	100%	100%	100%	100%	100%

Appendix B: Non-Residents Applicant Populations

B1: Fall 2020 Enrollment Status of Admitted UW-Madison New Freshman Non-Resident Applicants (Number of Admits)

Fall 2020 Enrollment Status	Minnesota Residents	Non-Residents (Domestic)	Non-Residents (International)	Under- represented Minority	Low Income (Pell Eligible)
UW-Madison	701	2,260	543	444	435
Public Institution (in Home State)	484	3,669	---	925	405
Public Institution (Not in Home State)	222	4,101	1,339	454	87
Private Institution	321	3,177	759	740	225
Enrollment Status Unknown	152	1,337	1,265	210	154
Total Admits	1,880	14,544	3,906	2,773	1,306

B2: Fall 2020 Enrollment Status of Admitted UW-Madison New Freshman Non-Resident Applicants (Percentage of Total Admits in Group)

Fall 2020 Enrollment Status	Minnesota Residents	Non-Residents (Domestic)	Non-Residents (International)	Under-represented Minority	Low Income (Pell Eligible)
UW-Madison	37%	16%	14%	16%	33%
Public Institution (in Home State)	26%	25%	---	33%	31%
Public Institution (Not in Home State)	12%	28%	34%	16%	7%
Private Institution	17%	22%	19%	27%	17%
Enrollment Status Unknown	8%	9%	32%	8%	12%
Total Admits	100%	100%	100%	100%	100%

Appendix C: Other Special Recruitment Applicant Populations

C1: Fall 2020 Enrollment Status of Admitted UW-Madison New Freshman Applicants (Number of Admits)

Fall 2020 Enrollment Status	Direct Admit Engineering	Direct Admit Business	African American	Hispanic/Latino(a)	Southeast Asian
UW-Madison	1,171	537	176	520	138
Public Institution (in Home State)	870	317	161	676	63
Public Institution (Not in Home State)	1,174	463	93	330	17
Private Institution	616	397	158	560	22
Enrollment Status Unknown	697	172	35	159	30
Total Admits	4,528	1,886	623	2,245	270

C2: Fall 2020 Enrollment Status of Admitted UW-Madison New Freshman Applicants (Percentage of Total Admits in Group)

Fall 2020 Enrollment Status	Direct Admit Engineering	Direct Admit Business	African American	Hispanic/Latino(a)	Southeast Asian
UW-Madison	26%	28%	28%	23%	51%
Public Institution (in Home State)	19%	17%	26%	30%	23%
Public Institution (Not in Home State)	26%	25%	15%	15%	6%
Private Institution	14%	21%	25%	25%	8%
Enrollment Status Unknown	15%	9%	6%	7%	11%
Total Admits	100%	100%	100%	100%	100%

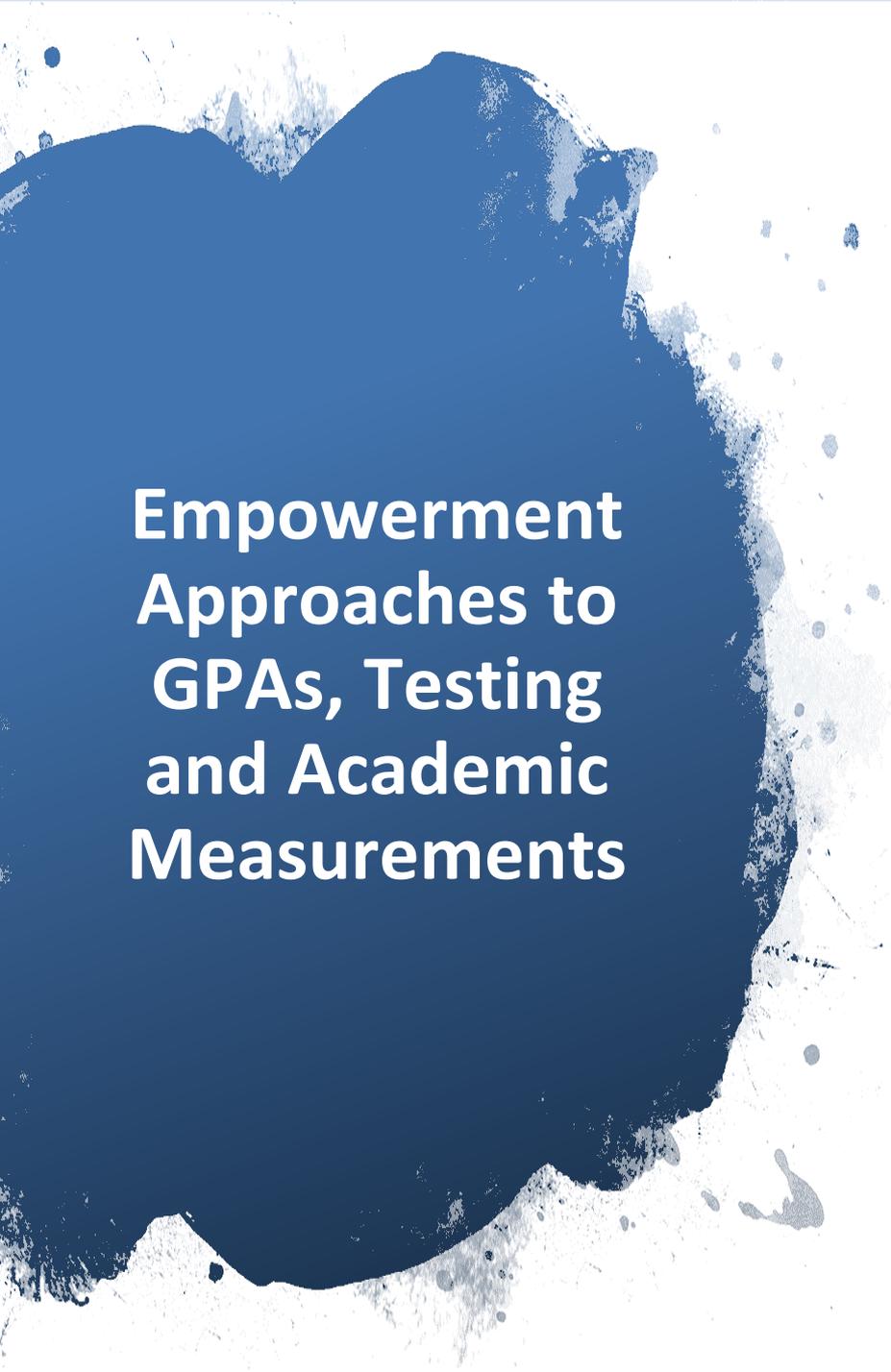
Appendix C:

“Empowerment Approaches to GPAs, Testing and Academic Measurements”

J.J. Andrews, EdD, Curriculum & Instruction

Co-Chair, Committee for Undergraduate Recruitment, Admissions and Financial Aid

Assessment Specialist & Data Steward with PEOPLE Precollege at UW-Madison



Empowerment Approaches to GPAs, Testing and Academic Measurements

J.J. Andrews, EdD

Assessment & Teaching Specialist

PEOPLE Program at UW-Madison

E-mail: JJ.Andrews@wisc.edu

Presentation updated Oct. 15, 2020

Today's Presentation ...

- 1. Rethinking our beliefs about academic measurements: Slides 3-5**
- 2. Admissions departments as audience members: Slide 6-7**
- 3. Standardized Testing messaging: Slide 8-9**
- 4. Q&A / Discussion: Slide 10**

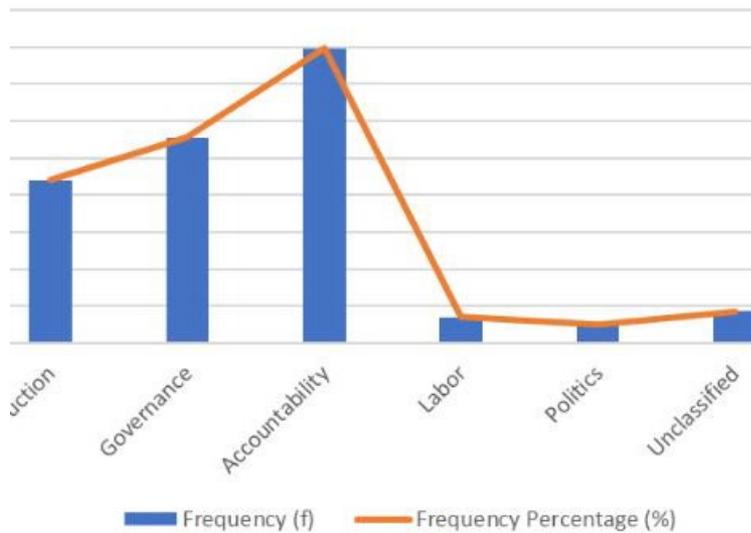
The following presentation is based upon research by J.J. Andrews, EdD, and published in Rhetoric of Readiness: Content Analysis Study of Academic Achievement in Wisconsin Mass Media (April 2020). It does not necessarily reflect the views and policies of PEOPLE Program and the University of Wisconsin-Madison.

Academics as Oppression

- Most adults must "unlearn" Pedagogies of Oppression that we were raised upon.
- Grading, testing and advanced coursework become tools of oppression when used exclusively as ranking and value-based measurements (fixed mindset).
- All three academic measurements can be used to support empowerment and social justice (growth-based mindset).
- Treating academic measurements as **expressions of knowledge**, rather than knowledge itself, allows for multiple reasons for expressed knowledge levels.

Academic Achievement Perceptions

Overall Mass Media - Relative Frequency



- A content analysis study of mass media revealed only 22% of messaging presents grades, testing and rigor as addressing student development and growth.
- More than 74% of messaging about academic measurements is about external classroom issues, such as accountability, governance and politics.

Student Impact?

- Results suggest students and teachers operate within a society verbalizing messages of care and concern despite prioritizing needs external to the classroom.
- Such a significant gap between internal messaging and external messaging promotes disengagement because academic labor focuses on those outside the classroom rather than those inside the classroom.
- Previous reform efforts promoting intrinsic needs, to the exclusion of extrinsic needs, failed to incorporate the reality that students must be able to express knowledge levels.
- Any reform effort must balance the intrinsic personal needs of the student with extrinsic performance needs of society.

All the World's a Stage ...

- Measurements are expressions of knowledge rather than knowledge itself.
- Expressions can be analyzed similar to drama analysis.
- Actor performance becomes a balance between purpose and audience.

New Rhetoric Heptad represents the seven areas of rhetorical performance.

New Rhetoric Heptad	Explanation	Performance Area
Act	What happens	Teaching & Learning
Scene	Setting in which the act takes place	Academic achievement and assessments (GPA, rigor, testing)
Performer	One who does the act; Participant	Students, teachers, school administrators
Purpose	Goal or objective of the act	Internal (student development, growth, etc.); External (accountability, governance, etc.)
Agency	Means by which act is presented to audience	Mass media authors and publishers
Attitude	Performer's attitude toward the act	How students, teachers, and administrators feel about T&L
Audience	Non-participant influencers, Observers	Parents, lawmakers, community, businesses, etc.

Audience: College Admissions

- Admission offices typically view unweighted GPA (No. 1), credits of advanced classes (No. 2), and test scores (No. 3) for high school graduates.
- Grade Point Average is an expression of sustained academic achievement.
- Rigor is an expression of academic difficulty level.
- Standardized Testing is an expression of restricted academic achievement.

<i>Academic Measurements</i>	Selective Admissions 75 th to 100 th U.S. percentile	Well-Qualified Admissions 50 th to 75 th U.S. percentile	General Admissions 35 th to 50 th U.S. percentile	Tech School / 2-Yr College 20 th to 35 th U.S. percentile	May Need Additional Support ≤ 20 th U.S. percentile
Grade Point Average <i>SUSTAINED ACHIEVEMENT</i>	3.50-4.00	3.00-3.49	2.75-2.99	2.74-2.25	≤ 2.24
Credits of Rigor (AP, IB, Honors, Dual) <i>ACHIEVEMENT DIFFICULTY</i>	8.5 credits or more	4 to 8 credits	0.5 to 3.5 credits	0 credits	0 credits
ACT / SAT <i>RESTRICTED ACHIEVEMENT</i>	25-36 / 1200-1600	21-24 / 1060-1190	18-20 / 940-1050	16-17 / 930-850	≤ 15 / ≤ 840

Messaging: Standardized Testing

- ACT and SAT scores are expressions of restricted academic achievement levels.
- For two decades, admission departments have typically listed test score importance as No. 3.
- The score represents how a student responds when supports, creativity, and resources are restricted.
- It suggests how much assistance a student may need during Year One.
- **The following ACT scores make these Year One predictions:**
 - *25 to 36: A or better*
 - *21-24: B or better*
 - *18-20: May need assistance for B or better*
 - *17 or lower: Strong likelihood support needed for B or better.*



Messaging: Standardized Testing

- Combinations of equity issues and improved Year One programs have diminished ACT/SAT importance for admissions decisions.
- Score also does not consider student behavior (ie: attendance, homework, etc.) and external pressures on Year One GPA.
- Colleges continue to use standardized placement tests once a student enrolls.
- Using the ACT or SAT as a diagnostic tool can identify student needs in order to perform in a restrictive environment.
- A student should closely evaluate a college's Year One programming for flexibility and support if they are achieving in the Gold Zone for GPA and Rigor, but Yellow Zone for ACT/SAT.

Questions and Discussion

Works Cited

Andrews, J.J. (2020). *Rhetoric of Readiness: Content Analysis Study of Academic Achievement in Wisconsin Mass Media*. [Doctoral dissertation, American College of Education].
ResearchGate.net. DOI: 10.13140/RG.2.2.13581.49122

J.J. Andrews | Assessment & Teaching Specialist

PEOPLE Program at UW-Madison

Edd-Curriculum & Instruction | MA-Education | BA-English

1305 Linden Drive Suite 240

Madison, WI 53706

Cell: 608.279.6287

E-mail: JJ.Andrews@wisc.edu

Appendix D:
“Emergency Aid Update”
Helen Faith
Director of Student Financial Aid



Emergency Aid Update

Helen Faith

Director of Student Financial Aid

Emergency Aid Update

- Consolidated Appropriation Act signed into law December 27
 - Included the Coronavirus Response and Relief Supplemental Appropriation Act
 - Authorized the Higher Education Emergency Relief Fund (HEERF II)
 - Requires institutions “to provide at least the same amount of funding in financial aid grants to students” as was provided to students under CARES/HEERF I
 - \$9,891,501 student grant allocation
 - Guidance provided on January 14
 - Clarification requested by NASFAA on January 21; no response received yet
 - Personal Responsibility and Work Opportunity Reconciliation Act of 1996 and general Title IV eligibility requirements impacted CARES/HEERF I
 - OSFA began distributing emergency funds on Monday, February 15

Emergency Grants, Spring 2021

- HEERF II enables OSFA to distribute approximately \$10m in emergency aid to students financially impacted
 - Prioritizing exceptional need
 - Recognizing individual circumstances
- Hybrid model
 - Automatic Block grants
 - Grants by application

Automatic block grants

- Block Grants
 - Prioritizes students with exceptional need as required by HEERF II
 - No Application Needed
 - Automatically Awarded \$1,000 Grants
 - All Undergraduate Pell-Eligible Students

Grants by Application

- Application Grants (timeframe 1-3 Business Days)
 - Application form available in Student Portal
 - All students are eligible to apply, including Block Grant recipients
 - Students ineligible for HEERF II funding will be receiving Non-HEERF II funding

Thank you!



Appendix E:

“Broadband and The Wisconsin Economy”

Tessa Conroy

Assistant Professor

Department of Extension

Department of Agricultural and Applied Economics

April 2021



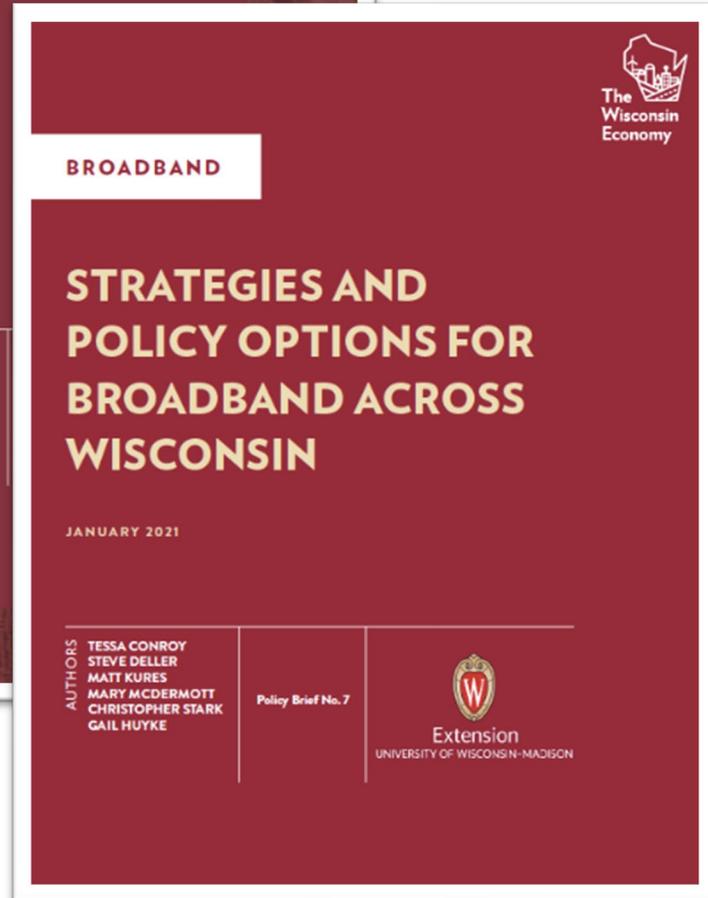
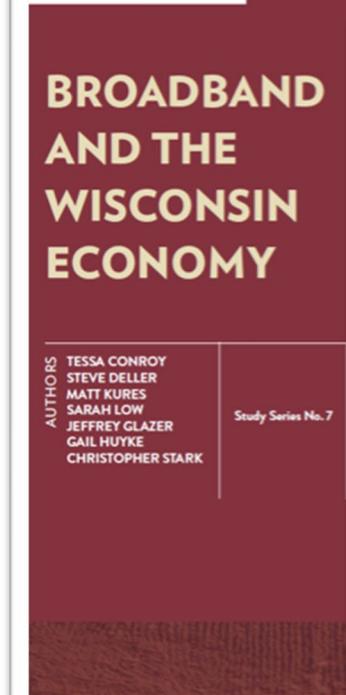
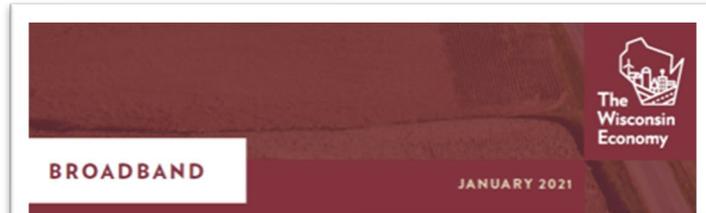
Broadband and The Wisconsin Economy

April 2021

Tessa Conroy
Assistant Professor
Department of Extension
Department of Agricultural and Applied Economics



The Wisconsin Economy



Broadband Report Team



Tessa Conroy
Econ. Development Specialist
UW-Madison



Steven Deller
Comm. Development Specialist
UW-Madison



Matt Kures
GIS Specialist
UW-Madison



Sarah Low
Econ. Development Specialist
University of Missouri



Jeffrey Glazer
Clinical Associate Professor
UW-Madison



Gail Huycke
Econ. Development Specialist
UW-Madison



Christopher Stark
Comm. Development Educator
UW-Madison

A brief overview...

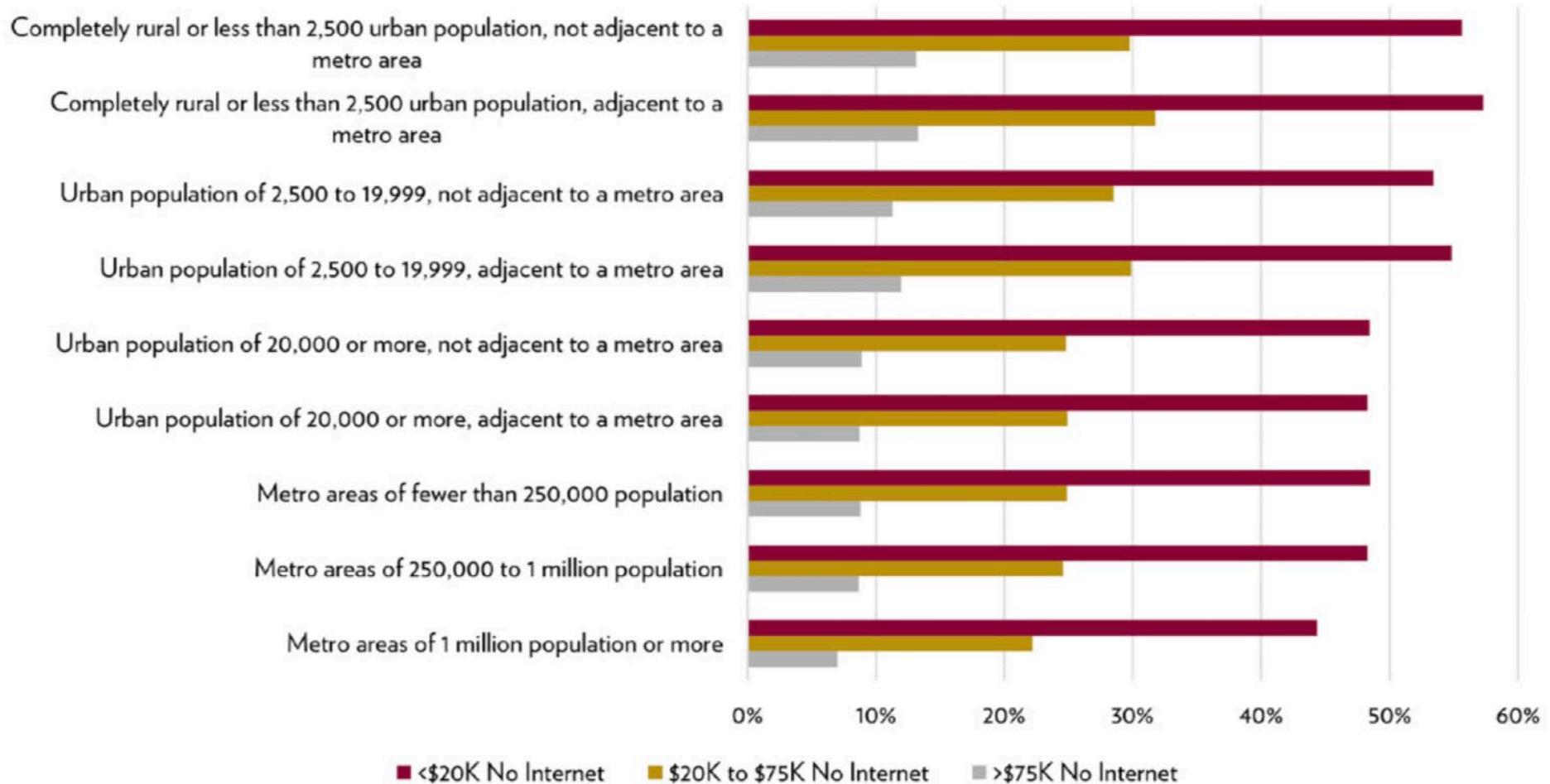
- Broadband was a challenge before the pandemic.
 - 14% of households do not have a broadband subscription.
- Broadband is much more than a modern amenity.
- Challenges more acute as people work, go to school, recreate, get healthcare at home due to the pandemic.
- Broadband has made it easier to adjust for those who have it.
- The economic costs of going without are becoming clearer.

Considering Disparities

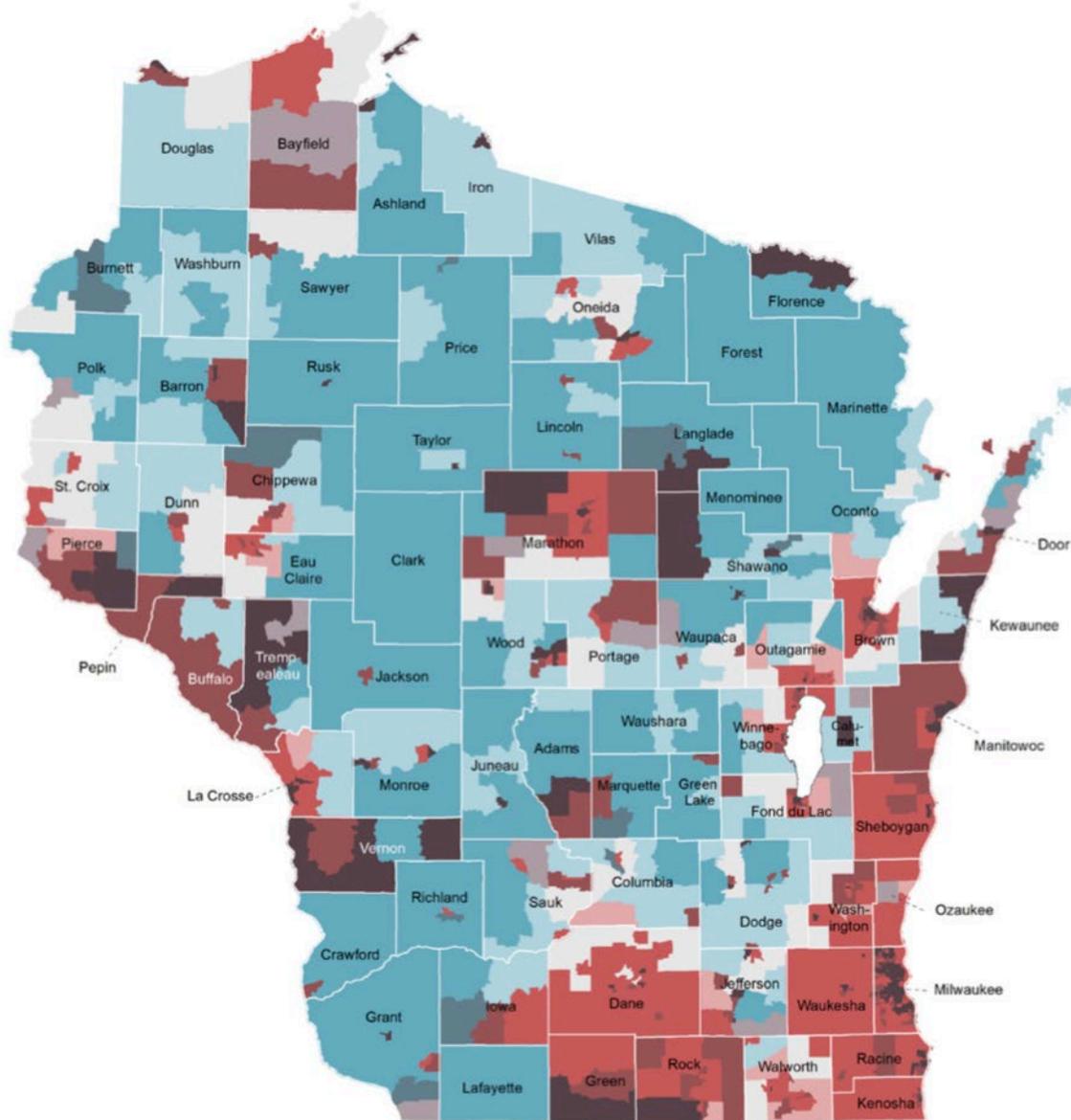
- There are still significant shares of the population without internet.
- Rural-urban disparities and income-level disparities.
- Address supply (infrastructure).
- Address demand (affordability, willingness to pay, demonstrating relevance, and education).

FIG 5

PERCENT OF U.S. POPULATION WITHOUT INTERNET ACCESS BY HOUSEHOLD INCOME ACROSS U.S. COUNTY URBAN-RURAL CONTINUUM



SHARE OF POPULATION WITH ACCESS TO BROADBAND VS. SHARE OF HOUSEHOLDS WITHOUT INTERNET BY WISCONSIN CENSUS TRACT



Households without Internet Access

Less than 90.0%
90.0% to 94.9%
95.0% or More

Population with Access to Broadband (25/3 Mbps)

Share of Population with Access to Broadband (FCC Form 477):

State of Wisconsin: 92.3%

United States: 94.8%

Share of Households without Internet Access (ACS):

State of Wisconsin: 15.8%

United States: 15.8%

What are the economic costs?

- Population and employment
 - Preferences for places with broadband
 - Housing values
 - COVID-era shifts in telecommuting

- Entrepreneurship
 - More startup activity in places with greater access
 - Connection to job creation, income growth, and poverty alleviation.

What are the economic costs?

- Education
 - Better outcomes in places with greater access.
 - 3rd grade reading scores
 - ACT Scores
 - Share of the population with some college.
 - COVID era?

McKinsey
& Company

Public Sector Practice

COVID-19 and student learning in the United States: The hurt could last a lifetime

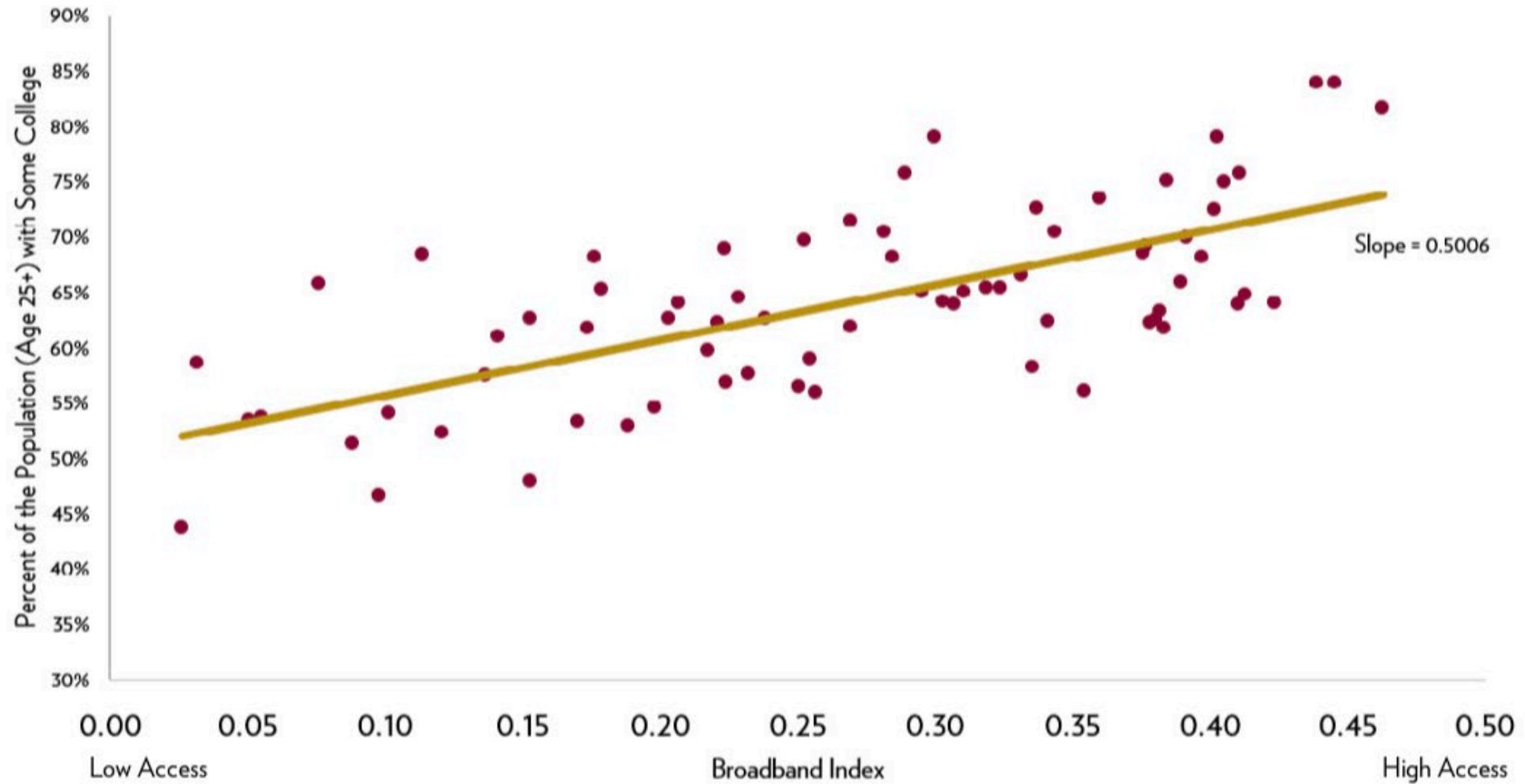
New evidence shows that the shutdowns caused by COVID-19 could exacerbate existing achievement gaps.

by Emma Dorn, Bryan Hancock, Jimmy Sarakatsannis, and Ellen Viruleg

FIG 8

BROADBAND INDEX AND EDUCATIONAL ATTAINMENT IN WISCONSIN COUNTIES

PERCENT OF POPULATION (AGE 25+) WITH AT LEAST SOME COLLEGE



What are the costs?

- Health
 - Better health outcomes in places with greater access.
 - Percent of the population reporting Poor or Fair Health.
 - Poor mental health days.
 - Broadband viewed as “super-determinant of health.”
 - Health outcomes largely determined by socioeconomic factors.
 - “Social Determinants of Health”
 - Education
 - Income
 - Access to healthy food
 - Safe housing
 - Broadband an underlying factor for several determinants

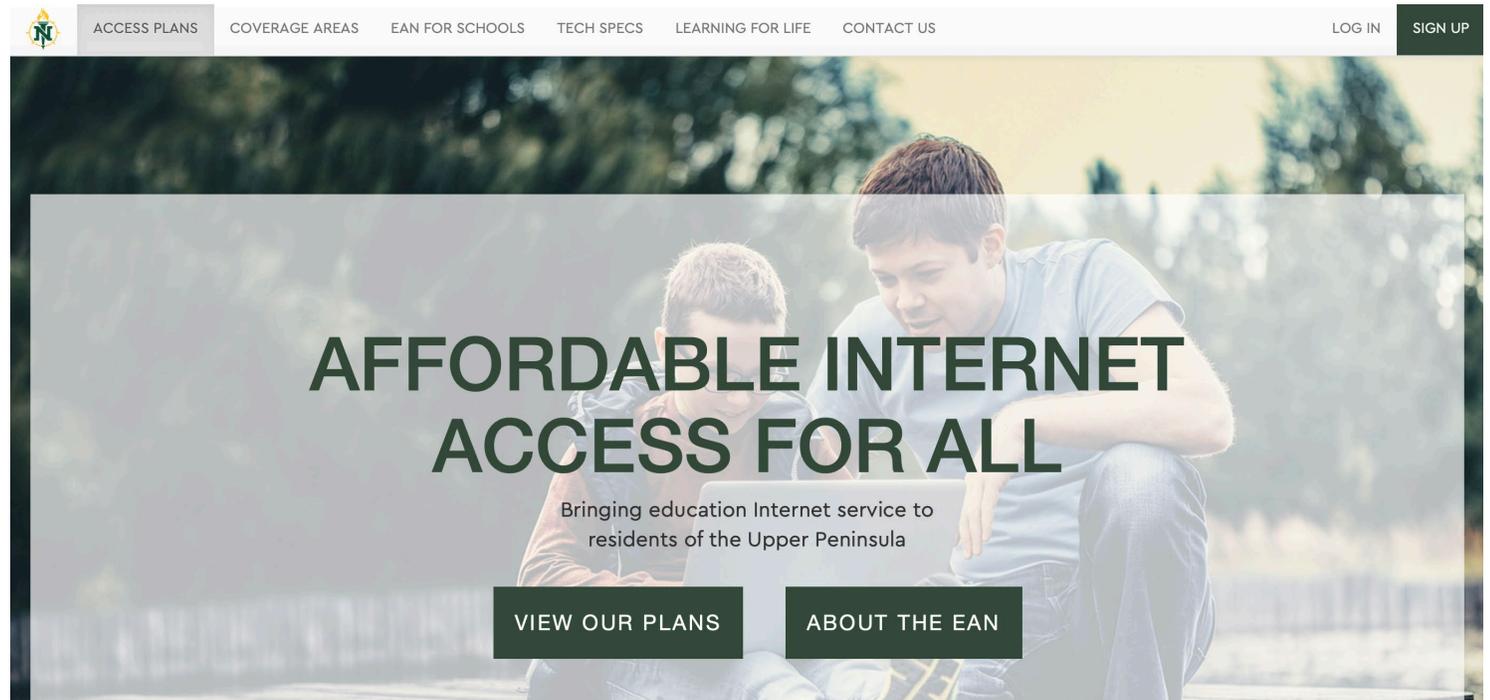
A need for a breadth of strategies

Several different challenges.

- **Broadband Access.**
 - Focus on infrastructure.
 - Expanding access.
 - Place “with access” may not actually have access.
 - Data quality.
- **Broadband Adoption.**
 - Affordability.
 - Education and outreach.

Anchor Institution Examples

- Northern Michigan University
 - Created the Educational Access Network (EAN)
 - Connect underserved or unserved areas
 - Partner with local public schools to create a wider network of wireless connectivity
- 70 towers for internet service to 5,500 families Across the Michigan Upper Peninsula



Anchor Institution Examples

- Oklahoma State University
 - Initiated program loosely called “loan out the internet” allows individuals to check out mobile hotspot devices in partnership with local libraries.

RURAL LIBRARY HOTSPOT LENDING PROGRAM



Oklahoma State University's Division of Agricultural Sciences and Natural Resources partners with select public libraries to enhance broadband access to residents in some of the state's more rural areas. We currently have fifteen libraries participating, and hope to add between four and seven new libraries each year as the program continues to grow. Each library receives multiple hotspot devices with unlimited data for a full year. Please see the links to the left for more information about the program and how to apply to become a partner.

Partner Libraries

Library	Location
Atoka County Library	215 East A Street Atoka, OK 74525

[Programs & Services](#)

Contact

[Brian Whitacre](#)

Associate Professor & Extension
Economist



Tessa Conroy

W: tessaconroy.com

E: tessa.conroy@wisc.edu