

TO: Dr. Carmen Wilson, Chair, Faculty Senate
 FROM: Adrienne P. Loh, Chair, Committee on Academic Policies and Standards
 RE: Report on additional charges to CAPS (enrollment issues)
 DATE: March 31, 2006 approved 7/0/0

Pursuant to the Faculty Senate charge issued to CAPS on August 26, 2005 to

“Consider and report on the following special charges:

- Based on CAPS 2005 report, continue to investigate trends in enrollments of continuing students
- Report on Fall 2005 admissions standards used in the selection of the cohort as well as academic demographics of incoming class (High School GPA, ACT scores, etc)
- Review enrollment targets and admission standards for Fall 2006”,

after discussion at 6 CAPS meetings, and after consultation with Kathy Kiefer, Associate Director of UW-L Enrollment Services/Admissions, Diane Schumacher, UW-L Registrar, and Teri Thill, Director of Institutional Research, the CAPS report is as follows:

Part A: Investigation of Trends in Continuing Student Enrollments

CAPS reported in 2005 that “The decline in continuing students [relative to targets] contributed significantly to the deficit in total student enrollment for Fall 2004. While the continuing student deficit may be a manifestation of increasing enrollment in new non-degree programs such as pharmacy, 3+2 engineering programs, etceteras, CAPS feels it is an issue worth further investigation.”

In response to the charge from Faculty Senate, CAPS undertook an investigation of the trends in continuing student enrollments since 1997 in terms of

- Total continuing student enrollments vs. projected (target) continuing student enrollments
- Continuing student enrollment trends by class standing
- Continuing student enrollment trends by academic eligibility
- Continuing student enrollment trends by academic division

Based on this data, discussions among committee members, and conversations with Teri Thill, Director of Institutional Research, CAPS notes the following:

1. **Total continuing student enrollments deviate from targets in a periodic pattern.** This is largely a result of the model used to project the number of returning students, which factors in the over- or under-estimation from the previous year (see Figure 1). Thus, CAPS now finds the observation from Fall 2005 of a negative deviation from targets to be un concerning, and anticipates a positive deviation from continuing student enrollments targets for Fall 2006 or 2007.

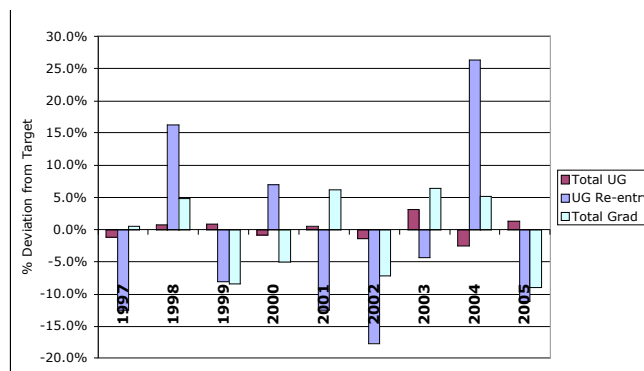


Figure 1: Total continuing student enrollments vs. projections. From the UWL Office of Institutional Research, 11/17/05.

2. **The trend in continuing student enrollments by class standing also follows a stable pattern.** Deviations from target (Figure 2a) follow a periodic trend similar to that of the total continuing student enrollments (Figure 1). Also, the fraction of each class that is eligible to return but does not return is small and stable, particularly since 2001 (Figure 2b).

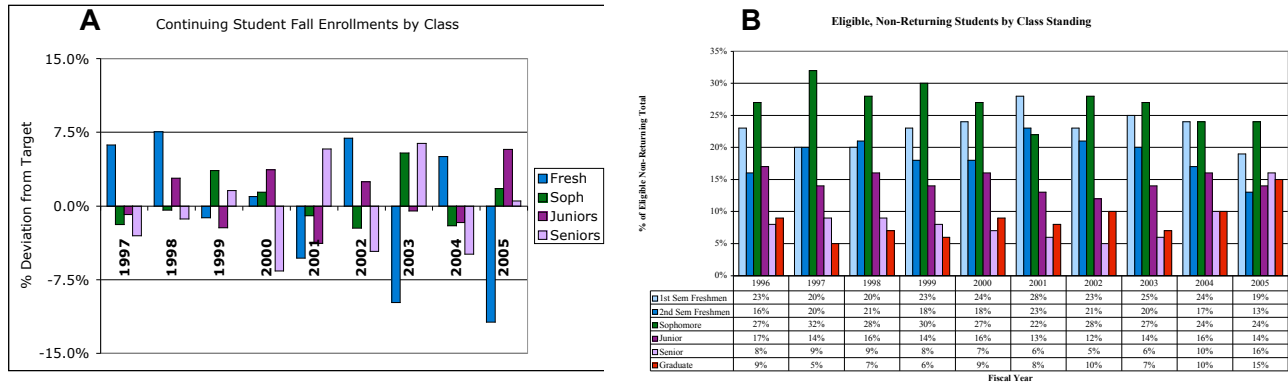


Figure 2: Continuing student enrollments by class standing. From the UWL Office of Institutional Research, 11/17/05.

3. **The trend in continuing student enrollments by eligibility standing also follows a stable pattern.** The majority of students who do not return to UWL are eligible to return (i.e.: they choose not to return voluntarily) (Figure 3a). Of those eligible to return, 3% were on probation. While this represents a small percentage of those not returning, Figure 3b shows that 1 out of every 10 (10%) of the eligible students that were on probation chose not to return. Thus students on probation are the most at-risk in terms of non-retention. However, the number of students who do not return are small and stable over time.

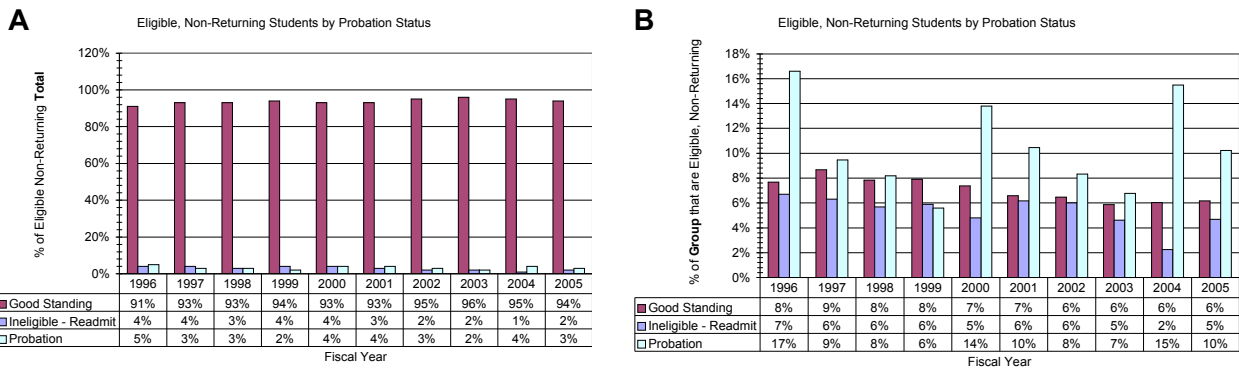


Figure 3: Continuing student enrollments by eligibility standing. From the UWL Office of Institutional Research, 11/17/05.

4. The trend in continuing student enrollments by division also follows a stable pattern. (Figure 4).

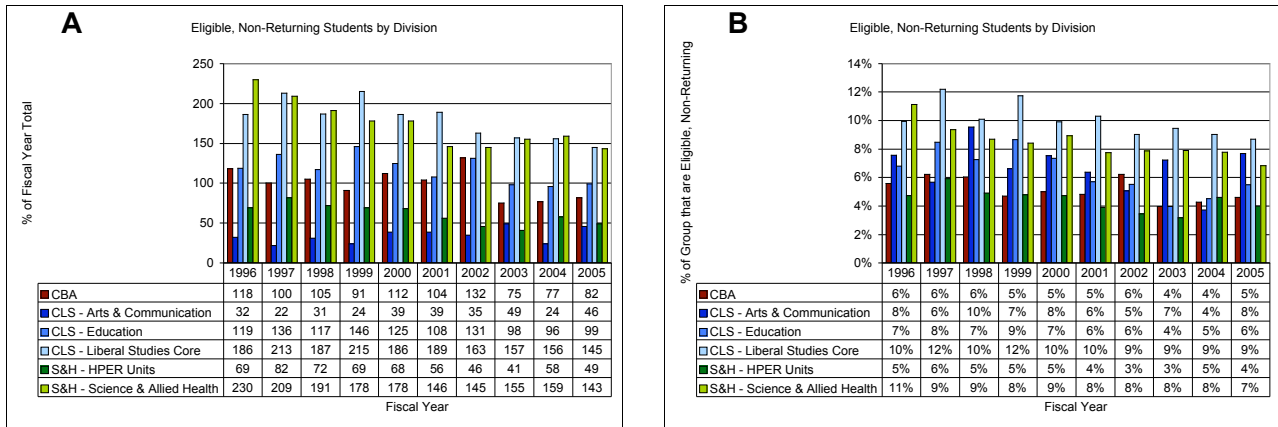


Figure 4: Continuing student enrollments by academic division. From the UWL Office of Institutional Research, 11/17/05.

Overall, CAPS finds the trend in continuing student enrollments to be stable, with no major demographic “red flags”.

Part B: Analysis of Fall 2005 Enrollments and Admissions Standards

1. **UW-L total Fall 2005 enrollment was over target by 3%.**

- Actual undergraduate enrollment (7840 FTE/8098 headcount) was 3% over target of 7647 FTE (7943 headcount) as of tenth day enrollment count, 9/22/05. This represents an over-enrollment of **+193 FTE (+155 by headcount)**.
- By comparison:
 - UW-L’s range in attaining targets was -3.2 to $+3.4\%$ over the period spanning 1991-2005 (sometimes purposely over for financial reasons, mostly regulated under EM21).
 - UW-System’s range over the same period was -2.2 to $+1.8\%$.
- Fall 2005 targets were **+137 FTE (+130 by headcount)** from Fall 2004 actual enrollments, so the total increase in undergraduates for 2005-6 was **+330 FTE (+285 by headcount)**.

2. **Recruitment of students new to UW-L was generally over target for UG and under target for Graduate students (Table 1).**

- Admission of *new freshmen* students (**+1.6 %**) was near but over admission targets.
- There was a significant over-target enrollment of *transfer* students (**+36%**); this over-enrollment was significantly elevated versus 2003 ($+4.8\%$ in 2003) and versus 2004 ($+14\%$). This is despite the CAPS recommendation to the Provost’s Task Force on 2005 Enrollments to cap transfer student enrollments at 300 students. This target was initially agreed upon by the Task Force, but the target was later changed to 360 students. Actual enrollments were 409 students.
- New *graduate* enrollments were noticeably improved at **-2.6%** (as compared to -26% for new graduate enrollments in 2004 and -19% for new graduate enrollments in 2003).

Table 1: New and Transfer Student Enrollment (headcount) by Category*

Category	Target	Actual	Deviation from target number	%
New Undergraduates				
Freshman	1720	1749	+29	+1.6
Specials	85	101	+16	+18.8
<i>Total New UG</i>	<i>1805</i>	<i>1850</i>	<i>+45</i>	<i>+2.5</i>
UG Transfer	300	409	+109	+36.0
New Graduates				
Program	125	124	-1	-0.8
Specials	30	27	-3	-10.0
<i>Total New Grad.</i>	<i>155</i>	<i>151</i>	<i>-4</i>	<i>-2.6</i>

* As reported by UW-L Institutional Research Office, 9/22/05

3. **Admission of Priority 3 students was again elevated relative to Fall 2004.**

% of Cohort that was classified as Admissions Priority 3:

- F05 **18.6%**
- F04: **11.9%**
- F03: **7.4%**

4. **Domestic non-resident new freshman student enrollment continued to be significantly below target.**

- F05 target = 75 students
- F05 actual = 52 students (**-31%**)
- F04 target: 59 originally, later raised to 63.
- F04 actual: 48 (**-24%**)

5. **The trend in student FTE/faculty FTE ratio shows a significant increase since 2004** due to increasing student enrollments and roughly level faculty employment.

Table 2: Trend in Student-to-Faculty Ratios since the peak ratio in 1999.

	1999	2000	2001	2002	2003	2004	2005
Student FTE	8576	8483	8483	8243	8146	7964	8358
Fall Faculty FTE	337		346	342	330	321	323
Fall IFTE#	405	387	395	388	369	376	383
Student FTE/Faculty FTE	25.4		24.5	24.1	24.7	24.8	25.9
SCH/Faculty FTE [†]	382		367	361	370	372	388
SCH/IFTE [†]	312	324	319	315	326	314	322

*: As reported by UW-L Faculty Budget Review Committee, 12/8/05

#: Instructional faculty FTE.

†: Student/Faculty SCH/FTE ratios calculated using: SCH=student FTE*15

Summary

Based on the above data, CAPS wishes to express the following concerns:

- The **significant elevation in student enrollment is likely to have negative consequences** for access to classes and other resources, time to degree, quality of the educational experience, and other similar success measures (such as graduation rate, average GPA, and probation rate). The Office of Institutional Research has reported an approximate **average 10% increase in enrollment across all courses** from Fall 2004 to Fall 2005. The Mathematics department has reported a backlog of over 1000

students who have been unable to enroll in required mathematics courses. Similar trends have been noticed across the College of SAH, which houses over 50% of the incoming freshman class.

- The **significant elevation in transfer students is likely to have negative consequences** for overall University success measures. Based on the data compiled by the 2004-5 CAPS committee and presented in their end-of-year report, transfer students have noticeably lower rates of success than new freshman. It is likely that **significant additional support resources will need to be allocated** to help these students succeed.
- The **significant elevation in Priority 3 students is also likely to have negative consequences** for overall University success measures in the absence of additional resource allocation to support these students. Based on the data compiled by the 2004-5 CAPS committee and presented in their end-of-year report, Priority 3 students have noticeably lower rates of success than those admitted as Priority 1 or Priority 2 students. CAPS is concerned that the University is doing these students a disservice in bringing them to campus if they are unlikely to succeed. It is likely that **significant additional support resources will need to be allocated** to help these students succeed also.
- The **significant under-target enrollment of domestic non-resident students has significant budgetary and academic consequences**. The budgetary shortfall resulting from under-enrollment of non-resident students results in increased enrollments of resident students to compensate (roughly 3 resident students provide the same dollar influx as 1 non-resident student). Furthermore, a large fraction of the Priority 3 increase in 2005 is due to enrollment of non-resident students. While the fiscal and social motivations for increasing non-resident enrollments are significant, the reduced success of Priority 3 admissions clearly indicates that academic standards are being compromised in an effort to bring in non-resident students, and that there is an increasing tendency to do so.
- The **significant upward trend in student FTE/Faculty FTE is likely to have negative consequences** for the overall quality of instruction and student learning at UW-L. The argument for a lower student/faculty ratio was one of the major motivating forces behind EM21, and CAPS is very concerned that by F05, the student/faculty ratio **exceeded** the highest ratio seen since 1990 (1990-1998 data not shown), completely undoing of the efforts made towards lowering this ratio by EM21.

In light of these concerns, **CAPS makes the following recommendations:**

1. That a Task Force be established to determine how to best improve the academic success of transfer and Priority 3 students (7/0/0).
2. That freshman scholarships be increased to bring more students of diverse backgrounds and talents to UWL who meet Priority 1 and Priority 2 admissions criteria (6/0/1).
3. That non-resident status does not *itself* warrant Priority 3 admissions consideration (7/0/0).
4. That moderate non-resident scholarships be instituted to bring more non-resident students to UWL who meet Priority 1 and Priority 2 admissions criteria (7/0/1).

Part C: Analysis of Fall 2006 Target Enrollment Numbers and Guidelines

Table 3: Student Target Enrollments (headcount) by Category*

Category	F05 actual	F06 target	Difference
New Undergraduates			
Freshman	1749	1720	-29
Specials	101	85	-16
UG Transfer	409	325	-84
UG Continuing +Reentry	5839	6242	+403
<i>Total UG .</i>	<i>8098</i>	<i>8372</i>	<i>+274</i>

* As reported by UW-L Institutional Research Office, 4/6/06

- The CAPS membership recognizes and approves of the reduction in new freshman and transfer targets relative to Fall 2005. However, these targets are still significantly elevated versus Fall 2004. Because of the increased F05 enrollments, **the total projected undergraduate headcount on campus for Fall 2006 is still increased by almost 300 students versus Fall 2005.**
- Because of the “roll-through” effect (where the F05 increase in new freshmen propagates through as continuing students), **the projected increase by at minimum +100 students/year will continue for the next several years** unless new freshman targets are adjusted downwards accordingly.
- Trends in Student/Faculty ratios continue to be of concern:

	UWL F04	UWL F06 projection†	UW Comp. F04 average*
Student FTE	7964	8638	
Fall Faculty FTE	321	325	
Fall IFTE	376		
Student FTE/Faculty FTE	24.8	26.6	23.4
SCH/Faculty FTE	372	395	351
Fall IFTE	314		

† From UWL Office of Institutional Research 4/6/06

* Excluding UWL

For **F05**, UW-L was above the UW-System student FTE/ faculty FTE (SFTE/FFTE) ratio average of 23.4 (Table 2); the **F06** projections show an even larger deviation from our sister institutions, and a record high for UWL over the last 16 years. As an illustration of the gravity of the situation, CAPS notes that **in order to achieve the UW-System F04 average, the total student enrollment would need to be reduced by 1033 FTE, or number of faculty increased by 44 FTE!**

In light of these concerns, **CAPS makes the following additional strong recommendation:**

5. By Fall 2007, the gap between UWL and the UW comprehensive average student FTE/ faculty FTE (SFTE/FFTE) ratio be *substantially* reduced by decreasing student enrollments and/or increasing faculty hires. Further that this effort be continued until SFTE/FFTE ratio at UWL is no higher than the UW comprehensive average (7/0/0).

Failure to implement these recommendations endangers both the quality of the educational experience and the record of success that has made UWL such an outstanding institution.

xc: Deans of colleges:

Dr. Michael Nelson, Dean, CSAH
 Dr. William Colclough, Dean, CBA
 Dr. John Mason, Dean, CLS

Dr. Elizabeth Hitch, UW-L Provost

Kathy Kiefer, Associate Director of UW-L Enrollment Services/Admissions