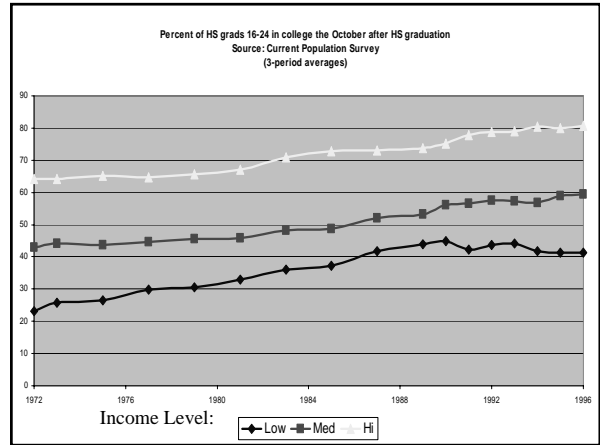
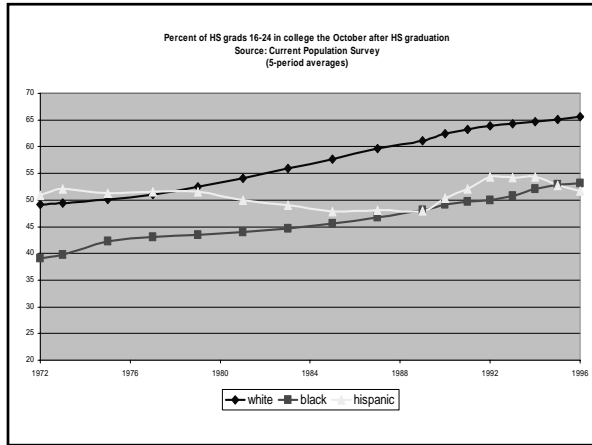
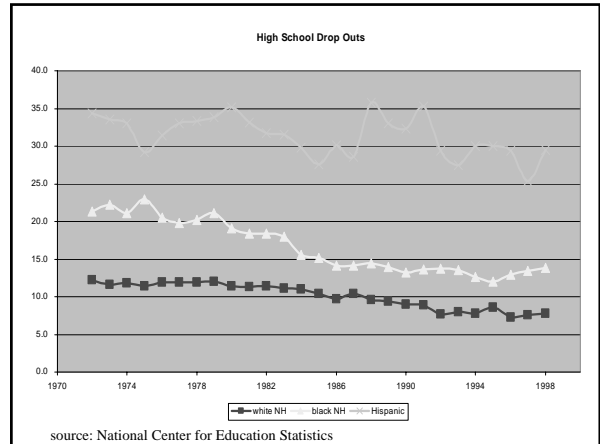


Education



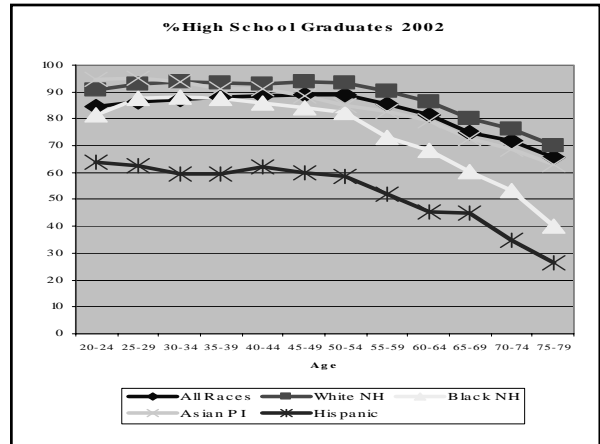
Rising Wealth

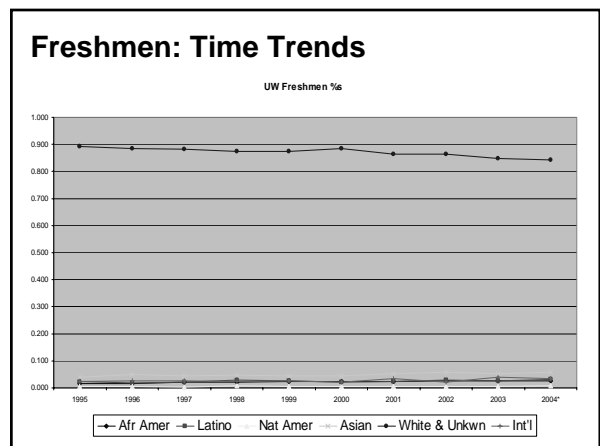
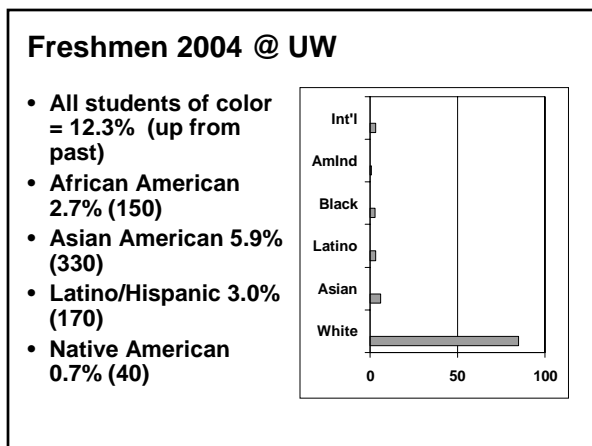
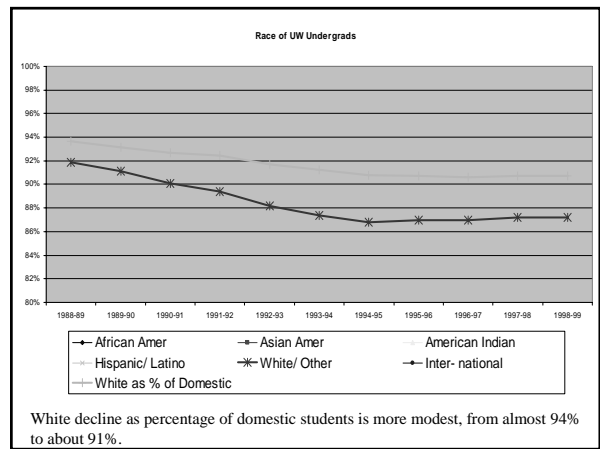
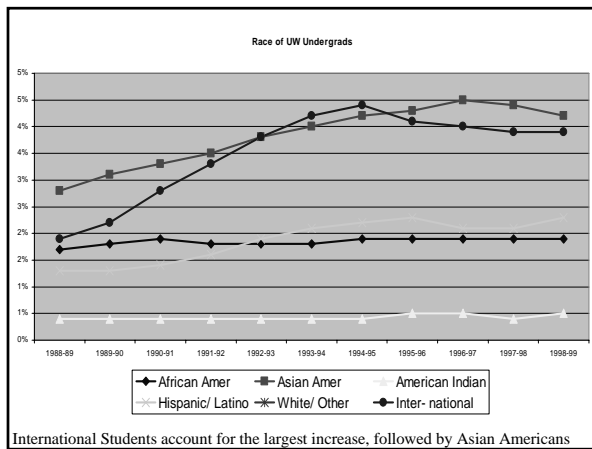
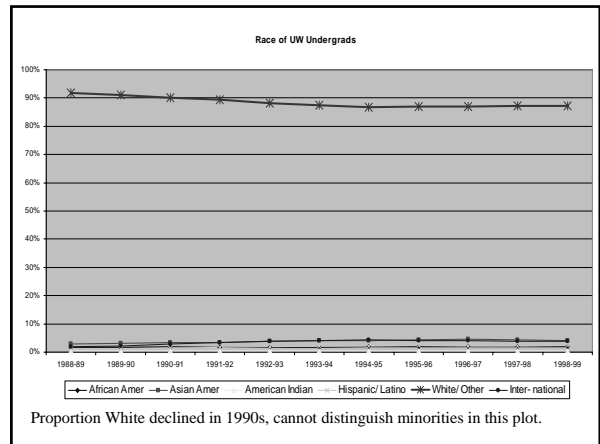
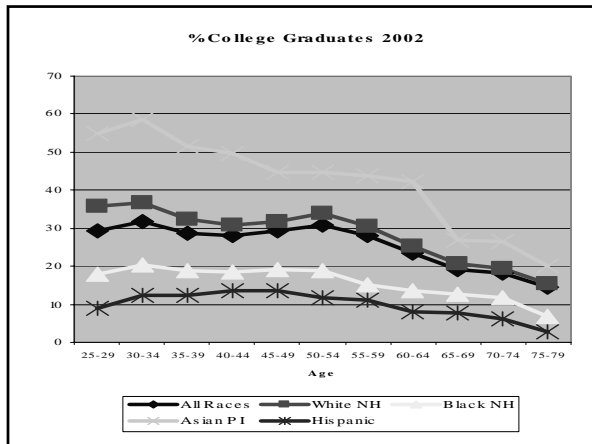
Income distribution of the parents of freshman classes entering the 250 most selective colleges and universities.

Income Group	1985 (%)	2000 (%)
Highest 25 percent	46.1%	54.9
Middle 50 percent	40.9%	33.2
Lowest 25 percent	13.0%	11.8

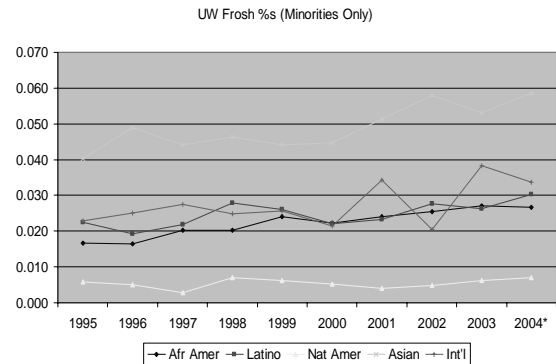
Students from the wealthiest families have a rising advantage at the most selective colleges. New York Times April 2004.

Source: Alexander W. Astin and Leticia Oseguera, Higher Education Research Institute, University of California, Los Angeles





Freshmen: Minorities Only



UW Freshmen 2004 (Domestic only) Compared to Wisconsin Population

	Wisc. Pop	UW Frosh 2002	Ratio UW / Wisc
White only, not Latino	86.8	87.3	1.01
Latino/Hispanic	3.8	3.1	.81
Black / African American	6.1	2.8	.46
Asian & PI	2.2	6.1	2.80
American Indian	1.2	.7	.58

Race of Domestic UW Students 2000 Compared to State Population

	AfricanAm	AsianAm	AmerInd	Hisp/Latino	White NH
Population proportion in 2000 (all ages) WI	5.9%	2.0%	0.9%	3.9%	87.3%
% of domestic students	2.0%	4.4%	0.5%	2.4%	90.7%
ratio college to population	0.34	2.19	0.58	0.61	1.04
WI % of top qtr	1.8%	1.8%	0.4%	1.2%	94.8%
WI % of top half	2.5%	2.0%	0.5%	1.5%	93.4%
WI % of core	2.7%	2.1%	0.5%	1.4%	93.3%
ratio top qtr	1.10	2.43	1.30	1.99	0.96
ratio top half	0.79	2.19	1.04	1.60	0.97
ratio core	0.73	2.08	1.04	1.71	0.97
Nat % top qtr	6.5%	4.1%	0.1%	4.7%	83.6%
Nat % top half	9.0%	3.6%	1.1%	5.3%	81.0%
Nat % core	10.1%	4.0%	1.0%	5.3%	79.6%

Wisconsin Freshman Enrollees 1998

- 94% White non-Hispanic, 6% all minorities combined
- Proportion from Wisconsin: 67% of Whites, 66% of minorities
- Proportion minority is the same for Wisconsin vs. out-of-state

Percentage of Applicants Admitted UW Madison Freshman 1998

	White	Minority
Wisconsin	72.5%	80.4%
Out of State	75.0%	83.9%

Proportion of admitted students who enroll is 62% for Wisconsin, 31% for out-of-state, does not vary by White vs. minority.

Chancellor's letter regarding admissions advertisement March 11, 2002
(NOTE: This letter was sent to The Daily Cardinal and The Badger Herald in response to a recent advertisement regarding the University of Wisconsin-Madison admissions process.)

Dear Editor:

I am writing regarding Emeritus Professor Lee Hansen's recent full-page paid advertisement in your paper. Virtually everything in Professor Hansen's advertisement was either seriously misleading or just plain wrong. The errors are far too numerous to correct here, and, rather than spending \$1,300 to buy two full pages of advertising space, I will post a full analysis and rebuttal of his claims on my web page (<http://www.chancellor.wisc.edu>) later this week. Here, I will just say that 24 of the 28 numbers in Hansen's two tables are wrong. Even if the numbers were right, they would not show what he claims they show.

I am particularly offended by Professor Hansen's use of the term "Race/Ethnic-Based Preferences" (which he capitalizes, underlines, and highlights in his ad). Opponents of affirmative action nationwide use this same phrase repeatedly as a rhetorical substitute for factual claims. It is a carefully selected term designed to mislead. We have no right, no reason, no motivation, and no intention of admitting anyone of any race or gender who is not likely to succeed here. The numbers Hansen cites as evidence of "race preferences" show no such thing. I will have more to say about what the corrected numbers do and do not show later this week. . . .

Professor Hansen and others have been relentless in their attempts to confuse a legitimate debate over public policy by using outrageously misleading labels and arguments, and I must call them on it. One of the most important things that students can learn here is how to spot an invalid argument. In that spirit, I hope all our students will use this as a learning exercise.
John D. Wiley, Chancellor

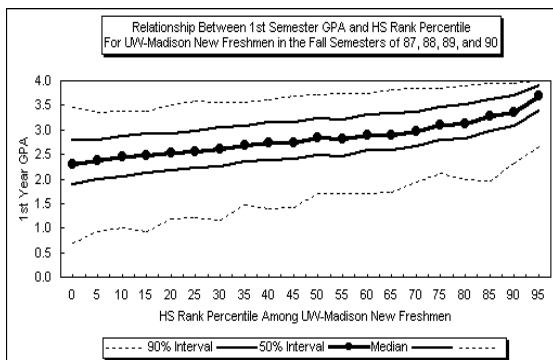
In the meantime, Professor Hansen urges us to give minority students accurate advice on their prospects for success at UW-Madison. Allow me to do just that. To all of our minority students, I say:

You can succeed here. You have been admitted because you have what it takes. Not a single one of you was admitted solely because of your minority status, as the critics claim. No matter what your entering class rank or test scores were, you qualified competitively. Many students - both minority and majority - have been admitted and have succeeded here with low test scores or class ranks, and many others - both minority and majority - have not been admitted despite having higher ranks and scores. The so-called probabilities calculated by Professor Hansen are NOT what he claims them to be, and they do NOT reflect your past or predict your future. Like everyone else, you will have to work hard to graduate, but that is why you are here. If you find yourself struggling in any way, just ask for help and we'll do our best to provide it, as we do for all students. Know that about a third of all students spend at least some time on academic probation during their time here, and that many of those students entered with exceedingly high class ranks and test scores. Know that about two thirds of all students who leave without a degree were in good academic standing when they left, meaning that they left for nonacademic reasons. Know that our graduation rates are substantially above the national average for all students, and about twice the national average for minority students. We are committed to affirmative action, and we implement it in ways that are both legal and fair to everyone. We have no policies or practices that can, by any stretch of the imagination, reasonably be characterized as "race preferences." Anyone who tries to tell you otherwise is wrong.

Individuals vs Groups

- Next chart is used by the chancellor to make the point that there is a positive relation between class rank and performance at UW BUT there is wide variation around the averages
- Many individual students with high class rank perform badly, many with low class rank perform well
- Grades, class rank & test scores account for about 25% of the variance in 1st year grades and about 10% of the variance in graduation rates
- The rest is due to "other factors" which the admissions committee attempts to assess

UW: HS GPA & 1st Sem. Grades: Relationship is positive but weak



Percentage Admitted by Class Rank (Fall 2000)

Class Rank	Majority	Minority
90-99	99	89
80-89	94	91
70-79	59	82
60-69	21	65
50-59	9	51
1-49	3	33
All	73	70

Admission Probability

- Per the chancellor, in recent years has been 74% for Whites, 76% for targeted minorities
- Percentages based on 15,638 applications sent spontaneously by White applicants, and 956 applications sent by minority applicants, many of whom have been prescreened and encouraged to apply as a result of active recruitment.
- Could reduce % acceptance for minorities by not pre-screening and encouraging unqualified students to apply, but would be game-playing

Percent Graduating within 6 years 1988-1991

Class Rank	Majority	Minority	% Difference
90-99	81	62	19
80-89	66	59	7
70-79	68	51	17
60-69	56	44	12
50-59	53	37	16
1-49	47	36	11
All	74	49	25
Hi-Low	34	26	

Many leave for non-academic reasons, such as transfer to another school, or financial hardship.

Chancellor's Comments on Graduation Rates

- Comparing only students who graduated in the top 20 percent of their high school class and had ACT scores above 24, graduation rates were 72% for minority students and 81% for majority students
- This difference of 9 points, or the 19-point difference "top 10 percent" students reveals the strain of being a minority student on a heavily White campus – the adverse "climate."
- No one can argue these students are "unprepared" by any measure of academic preparedness.

Chancellor's Comments Regarding Low ACT Scores

- Opponents say higher % of minorities had low ACT scores (< 15)
- But his data show that among applicants with ACT<15, Whites actually had a higher % of acceptance than minorities.
- For both White & minority, this is a tiny fraction of all admittees, less than half of a percent

Standardized Test Scores

- The major "race" difference is in standardized test scores
 - African Americans & Latinos on average score lower; Asians on average score higher
 - Major debates about whether this indicates ability or some sort of bias
- Tests are meant to predict future achievement, but the scores are sometimes used or discussed as if they themselves ARE an achievement that deserves reward
- Test scores are a highly imperfect predictor
- Studies predicting college grades find that a given level of college performance is predicted by a lower test score for an African American or Latino student than for a White student

Class Rank

- Obviously affected by mixture of other students in your school, as well as grading systems, e.g. weighted vs. unweighted averages
- Students from more disadvantaged backgrounds will tend to have a lower class rank if they are in school with students from more advantaged backgrounds

Individual Advantage Issues (part 1)

- Two students, Alpha and Beta
 - both got a 26 on the ACT (or 1200 on the SAT), which is roughly 75th – 80th percentile,
 - both have GPA's of 3.7 with comparable courses at the same large public high school,
 - both have comparable activities,
 - both wrote adequate but not outstanding essays
- So Alpha and Beta are "the same" in qualifications
- (Assume they are the same race. We are just looking at qualifications.)

Individual Advantage (part 2)

- Alpha's parents have master's & PhD with professional occupations. Alpha took summer enrichment courses and took private test preparation courses that helped raise her score on the ACT/SAT
- Beta's parents are a high school drop out & a high school graduate who hold blue collar jobs. Beta worked at Burger King summers & after school for four years and could not afford a test preparation course
- Questions:
 - Who probably has a higher level of native ability & intelligence?
 - Who is more "deserving" in terms of merit and achievement?
 - What if Beta's test scores are a few points lower?

Race, Class, Segregation

- **What about individual disadvantage as a criterion?**
- **What about top % of class, do away with test scores?**
- **Community benefits: does a person's race affect where they are likely to serve? (e.g. Black doctors more likely to serve poor Black communities)**
- **Elite/White sense of entitlement: don't take my place**

- **THE SEVEN GOALS OF UW-SYSTEM'S PLAN 2008, UW REGENTS MAY 1998**
- **Goal 1 Increase the number of Wisconsin high school graduates of color who apply, are accepted, and enroll at UW System institutions.**
- **Goal 2 Encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age.**
- **Goal 3 Close the gap in educational achievement, by bringing retention and graduation rates for students of color in line with those of the student body as a whole.**
- **Goal 4 Increase the amount of financial aid available to needy students and reduce their reliance on loans.**
- **Goal 5 Increase the number of faculty, academic staff, classified staff and administrators of color, so that they are represented in the UW System workforce in proportion to their current availability in relevant job pools. In addition, work to increase their future availability as potential employees.**
- **Goal 6 Foster institutional environments and course development that enhance learning and a respect for racial and ethnic diversity.**
- **Goal 7 Improve accountability of the UW System and its institutions.**