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ABSTRACT

Assumptions, purposes, and factors of short range estimates and long range projections are discussed. The combined ratio method and the cohort-survival techniques were procedures used for making estimates and projections of student enrollment. The projection for the state system is discussed in terms of sub-projections for undergraduates, graduates, individual campuses, year, University of Wisconsin at Madison, law and medical schools. Tables and graphs are used to show actual projections. (HH)

CCHE #4, 1968
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ESTIMATES AND PROJECTIONS OF ENROLLMENT
THE UNIVERSITY OF WISCONSIN
WISCONSIN STATE UNIVERSITIES

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In sound educational planning, one must estimate as accurately as possible future instructional staff, physical facility, budget, and curricular requirements. Educational institutions have a threefold mission of teaching, research, and service; the responsibility for these missions, however, varies from institution to institution and therefore needs for staff, facilities, budgets, and curricula will differ.

Each institution, whether or not recognized as a leader in research and service, has the education of the future labor force as one of its prime responsibilities. The student is the center of educational activity. About him revolves the other educational planning activities. He is, to be sure, a very important product and as such the institution has a fundamental obligation to provide the best climate possible for his intellectual and social growth. The institution must plan, therefore, disciplines which meet the needs of the students. It must provide qualified and dedicated faculties and well-equipped classrooms and laboratories of a size conducive to most fruitful learning and to the implementation of the best teaching methods. It must provide resources supportive of the teaching function. It must provide for adequate housing and student services.

All of the planning begins with the collection of past experience data and the projection of future requirements. At the base of the various projections is the projection of student enrollments.

The projection of the potential student population is one of the prerequisites to planning campus development.[1] Instructional workloads, the number of faculty required, and the physical plant and land requirements of an institution clearly are affected by the size of the student body which the institution undertakes to serve and by the total mission of the institution. Instructional workloads are a function of the level and distribution of student enrollments. The space required for instructional effort (general classrooms, laboratory-classrooms, laboratories, seminar rooms, studios, and instructional gymnasia) is tied to contact hours in each course (subject) in the institution.

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[1] For information on student projections for campus development see: L. J. Lins and Allan P. Abell, "Projections of Enrollment for Campus Planning" in A Methodology for Determining Future Physical Facilities Requirements for Institutions of Higher Education (Washington, D. C.: U.S. Department of Health, Education, and Welfare; Office of Education; Project No. 2920, December 1966), pp. C-1 - C-20.

Student enrollments affect also the amount of other types of space needed--space such as office space, library space, research space, archive and research equipment storage space, inactive space (including areas being remodeled), buildings and grounds service space, student service space, campus hospital and health facility space, gymnasium and field house space, and space for auditoriums, theatres, museums, and laboratory schools.

Some types of space are related quite directly to the number of students. Head count enrollment projections are necessary in anticipating space for parking, dining, student services, residential facilities, field house seating, gymnasiums, and recreational areas.

The general type of head count projection is not sufficient, however, for total planning. The institution will need to know the number of FTE (full-time equivalent) students by level (lower level--freshmen and sophomores; upper level--juniors, seniors, and specials; graduate; and professional--law, medicine, architecture, etc.). The number of staff members and the type of staff is related to FTE students by level.

The respective college or university will need divisions of its estimates and projections by sex, by class (freshman, sophomore, etc.), by single and married, and by school or college. The projection must fit the respective institution or campus since it is dependent upon the aims and purposes set up by the institution, the long-range goals of the institution, and the ability of the institution or campus to attract students from a pool of potential college-going individuals.

Educational policy does not remain static, nor should it. Some of the areas in which there must be policy decisions or for which there should be good data at hand prior to making enrollment projections are:

1. Plans of the institution to limit its enrollment. Is the institution committed to accept all individuals who meet certain general requirements? Will there be changes in admissions requirements?

2. Plans to change the "mix" of students by class level. Will the institution, for example, to greater degree than previously, concentrate on attracting a higher proportion of graduate students?

3. Effort to increase or decrease the proportion of the institutional effort devoted to research activities.

4. New degree programs, disciplines, or fields of study expected to be added or abandoned over the forecast period.

5. Plans to attract students from a broader or narrower geographic area than at present. Will students who are nonresidents of the state be accepted to a greater or lesser degree than in the past?

6. Changes in the economic structure of the patronage area.

7. Changes in the types and numbers of institutions or campuses in the state. Can their influence on the enrollment of the particular campus be forecast?

8. Evidence that an increasing or decreasing proportion of youth will be graduated from high school and that an increasing or decreasing proportion of high school graduates will seek to attend the particular campus. Can it be expected that a higher proportion of students will continue for post-baccalaureate or post-doctoral work?

One notes from the above that the projection of enrollments is not merely a statistical problem. In enrollment projection, the statistical study of past enrollment records must be supplemented by knowledge which may be quite non-statistical in nature. College enrollments are dependent upon a large number of complex factors which are difficult to analyze. Some of the factors affecting future enrollments might be quite different than the factors which were operative in determining the enrollments of the present and past. Some factors which affect the size of college enrollments are changes in economic and international situations, birth rates, veteran enrollments, provision of educational benefits and/or loan and scholarship programs, high school enrollments, unusual migration, changes in mortality rates, and Selective Service drafts and deferments.

Some factors operate continuously for a number of years; other factors are important for a time and later may not need to be considered at all since they no longer apply. New factors, not known or not operative at present or in the past, may appear as important factors in the future. Persons making enrollment projections cannot be aware of the future operation of all factors; consequently some error in projection might be expected.

In general, enrollments in institutions of higher education depend upon the respective institution's power of attracting students from a pool of educationally qualified individuals and upon the desire and ability of those students to continue their study. The enrollment of each campus is affected by factors probably characteristic only to the campus in question. Each campus, for example, draws its students initially from a group of high school graduates or from some other college or university in which the high school graduates began their post-secondary experience. Each campus is affected, therefore, by the rate of high school graduation within the population from which it draws its students and by the rate of college attendance of the high school graduates. Each campus may have a characteristic service area, admissions policy, and rate of attrition.

The person making the enrollment projections must be aware of the purposes and plans of the institution or system for which the projection is made. He therefore should be informed of administrative decisions as those decisions are being made. Those decisions are related to the conditions over which the institution has control. A college, for example, can control the size of its student body through an arbitrary ceiling on admissions, through increased tuition and/or fees, through higher admission and academic standards, through adjusting the proportion of in-state to out-of-state students admitted, through changes in the academic offerings, etc. Thus it is important that the staff of the Coordinating Council for Higher Education work closely with representatives of the respective systems when making the projections. The CCHE staff, charged by the Legislature with the responsibility for reviewing public higher education enrollment patterns, does seek the advice of representatives designated by the systems and does review carefully with those representatives the enrollment projections made.

PROJECTIONS VERSUS ESTIMATES

Throughout this report, reference is made to *projections* or *forecasts* rather than predictions. The projection represents a normal or mean trend during the period of projection and is based upon known policies and specified assumptions. For any given year within the forecast period, it can be expected that the actual enrollment may fall above or below the projected trend line. However, if the projection is a good long-range projection, the total positive errors should be about the same as the total negative errors about the trend line. In any forecast, there is a normal range of error due to factors which cannot be completely or even partially controlled.

From the *projection* or *forecast*, one arrives at the *potential* enrollment of the institution. This report, therefore, distinguishes between *potential* and *estimated* enrollments.

Potential enrollment is used in long-range facility planning to indicate the number of college students which the institution might attract from the total persons expected to desire a college education in a geographic area should factors such as facilities, staff, distribution of enrollments among the institutions serving the area, and admissions and retention rates follow the pattern of the assumptions relative to those factors. *Estimated* enrollment is used in short-range instructional and budget planning and is determined by factors such as the facilities and staff currently available or expected to be realized during the short-range period and the size of the current student body by class.

The staff of the Coordinating Council believes that the staffs of the educational systems are in an excellent position to make the short-range estimates but that those estimates should be in agreement with the long-range projections, and vice versa. The system representative has an early opportunity to be aware of the policy decisions of the institutional system and the planning made for the entire system as well as the respective campuses. Those decisions and plans are extremely important in short-range estimates. In addition, the institutional system, through its short-range estimates, determines its budget allocations by campus, by college or school, and by department. It can ill afford to err by being either too high or too low in its estimates.

The system representatives have provided the short-range estimates of enrollment by class and by campus for the fall of 1968 and for the 1969-71 biennium. This is in keeping with the agreement that biennial estimates will be prepared by the systems and reviewed by the CCHE, and that the long-range projections will be the responsibility of the CCHE.

The short-range estimates use a somewhat more refined technique than is true of the long-range projections in that the long-range projections are not made by sex, by college or school, or by current entrance status (continuing, reentry, and advanced standing); both the estimates and projections, however, involve new student, other student, and class-by-class breakdowns for each campus. Both use a combined ratio and cohort-survival technique; this technique is explained in the section "Ratio and Cohort-Survival Techniques."

The CCHE staff has reviewed the 1968, 1969, and 1970 short-range estimates of the systems. Where there were disagreements, the disagreements generally were resolved with the system liaison representative; those estimates have been made a part of this report. In only a few instances did the CCHE staff disagree with the estimates; in those cases, the first year of the projections (the fourth year in the future--1971) reflects those differences.

It is the feeling of the CCHE staff that the cooperative efforts between the staff and the system representatives result in more realistic estimates and projections. The estimates reported herein are being used by the systems for planning purposes in connection with the biennial operating and building budgets.

The long-range projections have been reviewed with the system representatives. Although only a summary of the projections is presented in this report, each system representative can have access to the entire background data and analyses for the projections. The technique used and the logic for the projections have been reviewed with the system representatives.

The responsibility to make and revise enrollment projections is a continuous one since policies will change and new and more adequate data will become available. *It is emphasized that the prime purpose of projections is to make it possible to have more intelligent planning.* It is expected that the projections will influence decision-making and that the results of changed decisions will require revisions of the projections both within the educational systems and between the educational systems. Therefore new projections will be made each year.

The projections are based upon a set of assumptions. If any or all of those assumptions are violated or if changes come about which require new assumptions, it is natural that the projections will need to be revised.

PROCEDURE

Ratio and Cohort-Survival Techniques

The procedure used for the projections of this report is a combined ratio and cohort-survival procedure.

Ratio Method

The ratio method determines the ratio between the persons enrolled in college and the college-age population of which those persons are a part. The ratio method can be, but seldom is, used to forecast freshman, sophomore, junior, senior, etc.,enrollments separately. Many persons forecasting enrollments have developed and used a simple ratio of the division of the total college enrollment by the total college-age pool defined as all individuals in a geographic area who are 18-21 years of age or 18-24 years of age.

As pointed out by Lins,[2] "an age pool in which each age is given equal weight more frequently than not is a poor representation of the population from which the students come since the proportion of students at each age in any given institution is rarely the same. A better estimate can be made by weighting the population by age according to the relative weighting of ages within the college enrollment grouping."

It is evident that education beyond high school encompasses a much wider range than the four-year span immediately following high school graduation. The socio-economic change following World War II has changed the pattern of college attendance. Many persons older than the traditional college-age group are entering college for the first time or are returning to college for further education

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[2] L. J. Lins. Methodology of Enrollment Projections for Colleges and Universities (Washington, D. C.: American Council on Education, March 1960), p. 10.

in order to compete in business, science, and industry. There has been an increasing emphasis upon post-baccalaureate education to meet the demands for better prepared persons in research and technological positions.

In the pure ratio method, the college enrollment is divided by the weighted college-age population for each of a number of years to determine the changes in the ratios. The ratios obtained for successive past years are examined and a decision is made whether to use the median, most recent, or mean ratio, or whether a definite trend following a consistent pattern has been established. The median, most recent, or mean ratio generally would represent a conservative projection since the projection of college attendance is based upon a constant percentage of the college-age population.

The ratio trend takes into account increases or decreases in the ratios, and it projects those increases or decreases to the future. However, in this type of enrollment projection it is customary to assume that the rate of increase or decrease will not continue indefinitely but will level off after a certain number of years; this may represent a normal projection. The continuation of an increasing ratio over the entire projection period most probably would result in a projection which would be too high.

An enrollment trend, in a certain sense, is an established habit. It is likely to continue unless there are changes in the factors affecting enrollment. It is entirely possible that even the experience of the past few years is not representative of the experience to be anticipated in the future. A certain element of personal judgment is valuable particularly if that judgment is based upon a basic understanding of the factors affecting enrollment.

When the future ratio trend and the future college-age population is determined as accurately as possible, the future college enrollment is estimated by multiplying the future college-age population by year, by the median, mean, most recent, or increasing or decreasing ratio.

Cohort-Survival Method

Originally, a cohort was a unit of infantry in the Roman army. It consisted of one-tenth of a legion, or about 600 men. The word "cohort" in this report is used to designate a group of individuals having a similar classification trait.

The cohort-survival technique is a method based upon the extent to which a group of individuals survives from one class to the next (grade-succession) or upon the extent to which a group of individuals survives from one year of age to

the next (age-survival); the procedure with which this report is concerned is a grade-succession procedure.

In the ratio method, one ratio is computed for each calendar year between the college-age pool and the persons enrolled in college. In the cohort-survival method, a system of ratios is set up to determine the college enrollment for each calendar year through computing the ratios of sophomores to freshmen, juniors to sophomores, etc. Thus the cohort of a particular year is followed through grade succession until the senior year in college.

Specific Procedure for Current Projections

Undergraduate Projections

A separate projection was made for each campus, center, or branch according to the following general procedures:

New Freshmen: The distribution of ages of new freshmen for each campus, center, or branch was provided by each system. The distribution of ages for each campus, center, or branch differed from that of any other campus, center or branch. Therefore, an age pool was computed for each with the ages weighted according to the proportion of new freshmen at each age. For example, for the Madison campus of The University of Wisconsin, 95.98% of the new freshmen are 17 or 18 years of age; of these 19.49% are 17 years of age and 80.51% are 18 years of age. For all other campuses, centers, or branches, the new freshmen are represented best by a weighted age pool of 17, 18, and 19 year olds.

The actual births in the State of Wisconsin for the calendar year were converted to births from September 1 of one year to September 1 of the next year (See Table I), under the assumption that there is an equal number of births per month. These births then provided the base for the weighting of the age pool for the respective campus, center, or branch.

It is believed by Lins[3] that this is an acceptable procedure since he notes ". . . if the problem is only one of projecting college enrollments, it may be satisfactory to set up direct experience ratios of survival from birth to 17, 18, and 19 year olds. This assumes that the new freshman class in a college is composed primarily of 17, 18, and 19 year olds from a readily identifiable area. The ratio of freshmen to the population of 17, 18, and 19 year olds weighted according to the proportion of 17, 18, and 19 year olds among the new freshmen is determined for the past few years. It is noted that this procedure, through

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[3] L. J. Lins, Ibid. P. 18.

TABLE I

ACTUAL BIRTHS CALENDAR YEAR, STATE OF WISCONSIN
BIRTHS CONVERTED TO LESS THAN ONE YEAR OF AGE AUGUST 31
AND WEIGHTED AGE POOL FOR ALL CAMPUSES OF STATE UNIVERSITIES
AND UNIVERSITY OF WISCONSIN

Births			Weighted Age Pool	
Year	Actual Births*	Births Sept. 1 of One Year to Sept. 1 of Next Year**	Year	All Campuses of U.W. and State Universities†
1941	58,043			
1942	64,504	62,350	1960	62,636
1943	65,404	65,104	1961	64,565
1944	61,928	63,087	1962	62,919
1945	61,577	61,694	1963	63,481
1946	74,868	70,438	1964	72,119
1947	84,562	81,331	1965	81,039
1948	81,814	82,730	1966	82,657
1949	83,183	82,727	1967	82,710
1950	82,364	82,637	1968	83,301
1951	87,819	86,001	1969	86,329
1952	88,941	88,567	1970	88,437
1953	88,408	88,586	1971	88,963
1954	91,570	90,516	1972	90,722
1955	92,333	92,079	1973	92,200
1956	93,496	93,108	1974	93,510
1957	96,398	95,431	1975	95,441
1958	95,950	96,099	1976	96,371
1959	98,518	97,662	1977	97,876
1960	99,493	99,168	1978	99,015
1961	98,435	98,788	1979	98,224
1962	94,497	95,810	1980	95,329
1963	91,605	92,569	1981	92,196
1964	88,910	89,808	1982	88,992
1965	82,919	84,916	1983	84,451
1966	80,412	81,248	1984	80,711#
1967	76,100#	77,537#		

*From Wisconsin State Board of Health, Division of Vital Statistics.

**Born 12 months prior to September 1; example: 1942 = 2/3 x 1942 births + 1/3 x 1941 births under the assumption that there is an equal number of births per month.

†Based upon proportion of new freshmen who are 17, 18, or 19 years of age; 95.33% of the new freshmen are 17, 18, or 19 years of age. Of these new freshmen, 19.61% are 17, 75.19% are 18, and 5.20% are 19 years of age; the formula, therefore, is (.1961 x 17 year olds) + (.7519 x 18 year olds) + (.0520 x 19 year olds). In the projection, an age pool was computed for each campus based upon the experienced distribution of new freshman ages for the respective campuses.

#Estimated January 1968.

building up an experience trend over a period of years automatically considers the factors of mortality, migration, and desire for college attendance. The assumption is made that the effects of mortality, migration, and desire for further education in the future will be the same as in the past."

In the projections, it is not necessary to anticipate births since projections are made only 17 years into the future--one-year estimate for the annual budget and two-year biennial estimates for budget and operational planning, five-year estimates and projections for facility planning, 10-year estimates and projections for campus planning, and 17-year estimates and projections for systems and statewide public educational planning. The estimates and projections for the 10-year period are by campus, center, or branch; the additional seven years of projections are systemwide.

The CCHE staff does not believe that projections more than 17 years into the future are necessary, or in fact desirable. Careful review of the projections for planning purposes well may lead to changes in the missions of the campuses.

Since the birth and weighted age data are for Wisconsin individuals, a ratio was computed for each campus, center, or branch between the weighted age pool and the resident (Wisconsin) new freshmen for each of the past eight years (fall 1960 through fall 1967). The stable, increasing, or decreasing ratio then was applied to the weighted age pool for future years to arrive at the projected resident new freshmen for the respective campus for the respective future year. It could not be assumed that the changing ratio would continue indefinitely; therefore the ratio was modified generally after the first five years.

A ratio for each of the past eight years then was computed between nonresident (out-of-state) new freshmen and the total new freshmen by respective campus. This stable, increasing, or decreasing ratio, generally with modifications to fit the respective campus, was applied to the number of new resident freshmen projected (Example: If 25% of the total new freshmen were nonresidents, then the total new freshmen would be 133.33% of the resident new freshmen). For several campuses, there could be no increase in the proportion of nonresident new freshmen since the campus already was at the maximum proportion of nonresident undergraduates allowed under the CCHE guideline of no more than 25% nonresidents among the total undergraduates.

"Other" Freshmen: "Other" freshmen consist of continuing, reentry, and transfer freshmen. Ratios were computed for the past seven years between the number of "other" freshmen on the campus in one year and the total number of new

freshmen on that campus the previous year. An increasing ratio indicates a higher retention rate from year to year in the freshman class (perhaps due to larger proportions of second semester entrants), or a higher transfer rate from other institutions, or a higher reentry rate, or a combination of these.

The stable, increasing, or decreasing ratio was applied to the total new freshmen projected for the preceding year.

Sophomores, Juniors, and Seniors: The total freshman cohort was survived through the following three years--i.e., cohort-survival of freshmen to sophomores, sophomores to juniors, and juniors to seniors. Experience ratios of one class to the previous class one year earlier were computed for each of the past seven years. An average of the ratios for the last three years for the respective class under consideration generally was used for projection purposes.

Specials: It was found that the number of special or unclassified students was closely related to the number of freshmen through seniors enrolled on the respective campus in the respective year. The ratio of special students to the total freshman through senior students on the campus was computed for each of the past eight years. Generally an average of the last three-year ratios was used for projection purposes.

Additions and Subtractions: The foregoing implies that the projections for each campus could be based upon experience ratios and cohort-survival experience. This was true for most campuses, but for 10 campuses there was little or no background enrollment experience. This was true of the Barron County Branch Campus and the Waukesha and Rock County Centers which opened in 1966, the Richland County Branch Campus which opened in 1967, the Sauk County and Washington County Centers and the Fond du Lac Branch Campus scheduled to open in 1968, and the Taylor County Branch Campus and the Shorewood and Parkside Campuses scheduled to open in 1969.

The new branches, centers, and campuses will attract students who otherwise would attend existing branches, centers, or campuses; these students were subtracted from the new freshmen or transfer students originally projected for existing sites, and the decreased numbers were survived through the senior year. It was anticipated that some students who otherwise would not attend college would do so as the result of a new branch, center, or campus being established.

No projections were made for the 15 existing County Teachers Colleges; it is assumed that all of these will close by the end of the 1971-72 year. A quite high proportion of the students who could be expected to attend the County Teachers Colleges, if they were to remain open, were added to the projections of other campuses

and survived through the senior year. It is felt that some students attracted to a County Teachers College would not attend a University of Wisconsin or State University campus.

Shorewood and Parkside Campuses: The University of Wisconsin is developing two campus complexes each responsible to a Chancellor. The Green Bay Campus Complex will include the existing Fox Valley, Green Bay, Manitowoc, and Marinette Centers in addition to the new Shorewood Campus to be opened initially to juniors and seniors in the fall of 1969. The Parkside Campus Complex will include the existing Kenosha and Racine Centers along with the Parkside Campus to be opened initially to juniors and seniors in the fall of 1969.

Although there are variations in the way projections were made for new branches, centers, or campuses, the procedure for the Parkside and Green Bay Complexes is presented as illustrative.

I. Assumptions. It is noted that some of the assumptions do not imply a policy having been established. Therefore the assumptions are subject to review. That review may lead to decisions which differ markedly from the assumptions.

A. Parkside Campus: Only juniors and a few advanced sophomore transfers in programs not offered at the Kenosha and Racine Centers will be enrolled in the fall of 1969. In the fall of 1970, juniors, seniors, advanced sophomore transfers, and the overflow of sophomores which can not be accommodated at the Racine Center will be enrolled. In the fall of 1971, the Parkside Campus will become a four-year undergraduate campus. Starting in the fall of 1968, some junior credit work will be offered to advanced sophomores at the Kenosha and Racine Centers; thus it is expected that some potential sophomore transfers will remain at those Centers in 1968 and 1969 resulting in larger numbers of junior transfers to the Parkside Campus. It is assumed that there will be some private student housing available for Parkside students in the fall of 1970 and that some University student housing will be available by the fall of 1971. It is estimated that the Kenosha and Racine Centers can accommodate only about 1,000 and 900 students, respectively.

The projections do not assume that the Kenosha and Racine Centers will be closed to freshman and sophomore students during the projection period; this is not to imply that sound planning may not result in a decision to use those Centers for other purposes at some point during the period of the projections. If they were to be put to other uses and freshman and sophomore students were required to register elsewhere, the Parkside Campus projections would need to be revised to include those students.

It is assumed also that the Parkside Campus will attract nonresident (out-of-state) students with about eight per cent of the new freshmen being nonresidents in the fall of 1971 and that the proportion of new freshmen who are nonresidents will increase to about 20 per cent by the fall of 1976.

The projections do not include graduate students. Initially, graduate students may be enrolled through University Extension. Regular graduate programs are subject to recommendation to and approval by the CCHE.

B. Shorewood Campus: Only juniors and a few advanced sophomore transfers in programs not offered at the Green Bay Center will be enrolled in the fall of 1969. In the fall of 1970, juniors, seniors, advanced sophomore transfers, and the overflow of sophomores which can not be accommodated at the Green Bay Center will be enrolled. In the fall of 1971, the Shorewood Campus will become a four-year undergraduate campus. Starting in the fall of 1968, some junior credit work will be offered to advanced sophomores at the Green Bay Center; thus it is expected that some potential sophomore transfers will remain at the Green Bay Center in 1968 and 1969 resulting in larger numbers of junior transfers to the Shorewood Campus. It is assumed that, in addition to some private rooms available within bus route distance of the Shorewood Campus, private developters might build private dormitories by 1970. It is assumed that some means of transportation may be provided between the Centers of the Green Bay Complex and the Green Bay Campus and that the Green Bay Center can accommodate only 1,150 students.

The projections do not assume that the Green Bay Center will be closed to freshman and sophomore students during the projection period; this is not to imply that sound planning may not result in a decision to use that Center for other purposes at some point during the period of the projections. If this were the case, the Shorewood Campus projections would need to be revised to include those students.

It is assumed that the Shorewood Campus will attract nonresident (out-of-state) students with about six per cent of the new freshmen being nonresidents in the fall of 1971 and that the proportion of new freshmen who are nonresidents will increase to about 10 per cent by the fall of 1973 and remain at that percentage.

The projections do not include graduate students. Initially, graduate students may be enrolled through University Extension. Regular graduate programs are subject to recommendation to and approval by the CCHE.

II. Methodology of Projections

A. County-by-county resident new freshman weighted age pools were developed on the basis of ages of current new freshmen enrolled at all campuses of The University of Wisconsin and the State Universities, and recent state attendance patterns according to county of home address.

B. On the basis of the proportions of total Wisconsin new freshmen from specific counties who attended specific Centers in 1966, and on the basis of neighboring four-year institution proportions by home address county, new freshman attraction to the new campuses was estimated. New freshman attraction was estimated to begin in 1969 through enrollment at existing Centers in the Complex and to increase throughout the projection period.

C. Enrollment Estimates by Year (Nonspecials):

1. 1968 -- The Center System estimates for 1968 were accepted for the Fox Valley, Green Bay, Manitowoc, Marinette, Kenosha, and Racine Centers.

2. 1969 --

a. Freshmen

(1) Green Bay, Kenosha, and Racine Centers: The new freshmen were based upon the projected freshman attraction and county pools. Continuing, reentry, and transfer freshmen were based upon the recent ratios of freshmen to previous year's freshmen by Center.

(2) Fox Valley, Manitowoc, and Marinette Centers: The new freshmen were based upon the Center System estimates. Continuing, reentry, and transfer freshmen were based upon the recent ratios of freshmen to previous year's freshmen by Center.

b. Sophomores

Fox Valley, Green Bay, Manitowoc, Marinette, Kenosha, and Racine Centers: Continuing sophomores were based upon the recent Center student experience ratios of continuing sophomores to previous year's freshmen. The reentry and transfer ratios were those of the recent Center ratios of sophomores to previous year's freshmen.

c. Juniors (Continuing only)

Shorewood and Parkside Campuses: Continuing juniors from the Centers in the Complex were based upon the recent UW-Milwaukee day student experience ratios of continuing juniors to total sophomores the previous year, and adjusted downward by 10% of the previous sophomores to account for transfers to campuses offering specific areas of work not offered at the new campuses.

3. 1970 and 1971

a. Freshmen

(1) Green Bay, Kenosha, and Racine Centers: The new freshmen were based upon the projected freshman attraction and county pools. The continuing, reentry, and transfer freshmen were based upon the recent UW-Milwaukee day student experience ratios of freshmen to previous year's freshmen.

(2) Fox Valley, Manitowoc, and Marinette Centers: The new freshmen were based upon the Center System estimates. The continuing, reentry, and transfer freshmen were based upon the recent experience ratios of freshmen to previous year's freshmen by Center.

b. Sophomores

(1) Green Bay, Kenosha, and Racine Centers: The continuing, reentry, and transfer freshmen were based upon the recent UW-Milwaukee day student experience ratios of sophomores to previous year's total freshmen.

(2) Fox Valley, Manitowoc, and Marinette Centers: The continuing sophomores were based upon the recent UW-Milwaukee day student experience ratios of sophomores to previous year's total freshmen. The reentry and transfer sophomores were based upon the recent experience ratios of sophomores to previous year's freshmen by Center.

c. Juniors

Green Bay and Parkside Campuses: The continuing juniors were based upon the recent UW-Milwaukee day student experience ratios of continuing juniors to previous year's total sophomores. The reentry and transfer juniors were based upon the recent UW-Milwaukee day student experience ratios of juniors to previous year's sophomores and applied to the Centers in the Complex.

d. Seniors

Green Bay and Parkside Campuses: The continuing, reentry, and transfer seniors were based upon the recent UW-Milwaukee day student experience ratios of seniors to previous year's juniors (Only continuing seniors were anticipated in 1970).

D. Specials: Special students were based upon the recent history of the ratio of specials to total freshmen by Center in the same year.

E. Subtractions: Students expected to remain for work at the centers or at the new campuses were subtracted from the students of other branches, centers, or campuses, who would have been expected to attend those branches, centers, or campuses if it were not for the new Green Bay and Parkside Campus Complexes.

F. Maximum Enrollments: It was assumed that the Green Bay Center could accommodate a maximum of 1,150 students; the students above that number projected for the Green Bay Center were added to the Shorewood Campus totals. It was assumed that the Kenosha and Racine Centers could accommodate a maximum of 1,000 and 900 students, respectively; the students above those numbers projected for those two Centers were added to the Parkside Campus total.

Graduate Projections

University of Wisconsin (Madison and Milwaukee Campuses): A ratio was developed for each of the past five years between the number of new graduate students by campus and the average number of seniors enrolled at University of Wisconsin and State University campuses in the previous three years. The stable, increasing, or decreasing ratios then were applied to the average number of seniors projected, by three-year periods, for the combined University of Wisconsin and State University campuses to arrive at the projected new graduate students. For "other" graduate students (continuing and reentry), a ratio was developed for each of the past six years between the number of "other" graduate students on the respective campus and the average number of new graduate students enrolled on the respective campus in the two previous years. The average ratio for the past three years was applied to the projected average number of new graduate students, by two-year periods, by campus to arrive at the projected "other" graduate students.

State Universities: It was not possible to secure data on the number of new graduate students for past years. Therefore, the total graduate students were projected directly. A ratio was developed for each of the past four years between the number of total graduate students by campus and the average number of seniors enrolled at University of Wisconsin and State University campuses in the previous three years. The stable, increasing, or decreasing ratio by campus then was applied to the average number of seniors projected, by three-year periods, for the combined University of Wisconsin and State University campuses to arrive at the projected total graduate students for each State University.

Law School Projections

A ratio was developed for each of the past seven years between the first-year Madison Campus Law students and the number of seniors enrolled the previous year on the combined University of Wisconsin and State University campuses. This was a decreasing ratio; the 1967 ratio was decreased for three years by the average decrease in the ratio for the past five years, decreased by one-fourth that average decrease for the next three years, and then assumed not to change. These ratios

were applied to the projected seniors on the combined University of Wisconsin and State University campuses to arrive at the projected first-year Law students in the succeeding year. For the second-year, third-year, and fourth-year Law students the average cohort-survival for the past three years was applied (second-year to first-year, third-year to second-year, and fourth-year to third-year).

Medical School Projections

The estimates of first-year medical students follow the recommendations of the Governor's Task Force on Medical Education, December, 1967. This assumes the development of a Medical School at the University of Wisconsin-Milwaukee. It assumes also that the facilities will be provided for the education of the medical students at the University of Wisconsin-Milwaukee and for the additional medical students at the Madison Campus of The University of Wisconsin.

Since the report of the Governor's Task Force on Medical Education does not specify the year within a biennium in which additional medical students are recommended, it is assumed that the addition will come in the first year of the biennium. For the Madison Campus of The University, it is assumed for the purposes of the projections that the number of new medical students will be 105 in the fall of 1968, 1969, and 1970 and increased to 125 in the fall of 1971 and to 160 in the fall of 1975. For the purposes of the projections for the University of Wisconsin-Milwaukee, it is assumed that there will be a first-year class of 25 in the fall of 1973, 50 in the fall of 1974, 75 in the fall of 1975, and 100 in the fall of 1976 and each fall thereafter.

A class-to-class cohort-survival technique was applied to survive the first-year class through the fourth year. The Madison Campus average class-to-class survival experience of the past three years was applied for both the Madison and Milwaukee campuses.

It is obvious if the recommendations of the Governor's Task Force are not approved, if the additions to the first-year class are not in the year assumed, and/or if facilities are not approved and provided, that the projections of medical students will be in error.

ASSUMPTIONS

The projections make use of the best information available. This consists primarily of birth and survival to freshman in college data, enrollment data by campus, cohort-survival experience, and decisions which have been reached relative to changing the mix of students or to establishing new campuses.

In the absence of proposed changes of the respective university system being approved by the Coordinating Council for Higher Education and/or the Board of Regents of the respective university system, certain assumptions (guesses of what might occur) were set up as bases for the projections. The assumptions do not imply approval either by the respective Board of Regents or the Coordinating Council for Higher Education. Certainly, for many of the areas in which assumptions are made, recommendations for action will be brought before the CCHE and/or the respective Board of Regents. Status for some areas, such as economic and draft changes, can not be determined.

It is emphasized that if experience does not follow the assumptions, or if decisions and policies reached do not follow the assumptions, the projections will be in error. It should be kept in mind that the making of projections is a continuous and continuing process and that new projections are expected to be made annually. When new projections are made those projections will reflect the latest enrollment experience and new policy decisions.

At no time in the past has it been necessary to project enrollments for as many campuses for which there were no, or a limited amount of, enrollment experience data. These are campuses, branches, or centers very recently established or which will open for the first time during the forecast period. The Barron County Branch Campus and the Waukesha and Rock County Centers opened in 1966. The Richland County Branch Campus offered work for the first time in 1967. The Sauk County and Washington County Centers and the Fond du Lac Branch Campus are scheduled to open in 1968. The Taylor County Branch Campus and the Shorewood and Parkside Campuses will not be opened before 1969. Data were brought together on as many factors as possible for these campuses; in addition, the combined judgments of the staffs of the systems and of the Coordinating Council influenced the projections.

Some uncontrolled factors contribute to the imprecision of enrollment projections. It, however, is in the nature of planning that assumptions must be made on the basis of the best available information and rational judgment. No projections are inflexible; annual review and revision are imperative. Each year new data become available, varying decisions are made, and new experience is gained. This is as it should be since a purpose of projections is to allow the decision-making process to be as intelligent as possible in the continuous process of improving Wisconsin's efforts to meet its educational needs.

In the projections, it is assumed that:

1. The effects of mortality, migration, and desired further education in the future will follow the pattern of the past but that the proportion of youth who desire a collegiate education will increase at a decreasing rate after about five years.

2. The effects of drafts and enlistments will about balance the effects of men discharged from service. The current draft law indicates that perhaps large numbersof prospective post-baccalaureate students will be taken into military service. It is recognized that this may occur but it is also believed, from past experience, that should large numbers be drafted there will be a return to graduate and professional programs in the future; therefore, the long-range projections must and do anticipate the education of these persons. Should there be a large draft of prospective post-baccalaureate students, the short-range estimates would be affected greatly and it would have the effect of deferring for a few years the relative increases in the projections.

3. The Coordinating Council guideline of allowing up to 25% nonresident (out-of-state exclusive of foreign) students among the undergraduates on any one campus, on a geographic base, will not be changed and that no nonresident quota will be established for graduate students. It is known that at least one state, from which large numbers of undergraduate students come, is planning to educate an increasing proportion of its own students. It can be expected that efforts of this type may decrease the proportion of nonresident students on some Wisconsin campuses; however, the projections do not assume such a decrease and therefore may be optimistic in this respect.

4. Economic growth will increase the ability of individuals to afford college-level educational work. Financial aids programs will keep pace with the increasing numbers of students desiring a college education.

5. The State's commitment to provide the necessary support for capital and operating budgets for higher education will continue.

6. Interstate compacts will have the effect of a somewhat balanced exchange of students. Although not considered in the projections, new compacts, the existing compact, and the new income tax agreement whereby a person working in Wisconsin but living in another state pays income tax in that state may affect the enrollments on several campuses.

7. Other states will continue to accept Wisconsin students desiring to attend colleges and universities in those states.

8. Private colleges and universities will continue to educate a decreasing proportion of college-going youth.

9. Federal and other gift, grant, and contract funds will continue to increase. If they do not, it can be expected that the graduate enrollment projections are too high.

10. The State Universities will offer new graduate programs and will attract, therefore, increasing numbers of graduate students.

11. The Parkside and Shorewood Campus enrollments will follow the pattern of the assumptions outlined for those campuses on pages 12 and 13 of this report. The projections for those campuses do not include graduate students. Sound educational planning, however, may bring about the enrollment of regular graduate students either through the Madison or Milwaukee graduate schools or eventually through an established graduate school on the new campus. Should this be approved and consequently occur, the projections for Parkside and Shorewood will be too low and graduate projections for some other campuses probably are too high.

12. In the initial years, at least, of the Parkside and Shorewood campuses, tuition and fees will follow the tentative recommendation of the administration of The University that they be similar to those charged by the State Universities.

13. Enrollments at new campuses will decelerate undergraduate enrollments at some existing campuses--especially Madison, Oshkosh, and Whitewater.

14. The new Vocational, Technical, and Adult area district schools will not affect collegiate enrollments. It is believed that this assumption is in error; however, since district plans to 1980 have not been developed and reviewed at this date and probably will not be before the end of 1968, it would be difficult to project the effects of the area district schools on the collegiate institutions.

15. Housing facilities will be available for the number of students projected for the various campuses.

16. All County Teachers Colleges will be closed by at least the end of the 1971 year.

17. Admissions standards for the various campuses will not be changed markedly and standards for satisfactory academic records will remain about as at present.

18. There will be no attempt to force year-around attendance of students.

19. Students will be given a free choice of institution of attendance.

THE PROJECTIONS

As indicated, changing factors and new policies and decisions may affect the distribution of future enrollments by campus. The projections presented are those made for the respective campuses, centers, and branches. An undergraduate projection was made also for the combined University of Wisconsin, State University, and County Teachers College Campuses.

The undergraduate projection for the combined systems is somewhat lower than the summation of the campus projections. One might expect some difference since new campuses will tend to attract some students who otherwise would not attend a collegiate institution and since the number of nonresident students can be expected to be increased as the result of new campuses. The projections anticipate an increase in nonresident new freshmen from 14.2% of the total new freshmen on all campuses of The University of Wisconsin in 1967 to 14.9% in 1977 and for all campuses of the State Universities from 14.2% in 1967 to 15.6% in 1977. The difference, however, is too large to be explained by added attraction and an increasing proportion of nonresidents alone; therefore, it is felt that the summation of the campus-by-campus projections may be a bit optimistic. Should this be the case, however, it seems apparent that if building planning were to proceed on the basis of the higher estimates for the next five years, the amount of space still would be quite inadequate to handle enrollment increases of the period subsequent to the next five years.

A comparison of the two types of projections for undergraduates follows:

Year	Campus-by-Campus Projection	Combined Systems Projection	Per Cent Difference
1968	98,492*	99,056	-0.6
1969	106,499*	104,724	1.7
1970	113,992*	109,306	4.3
1971	118,594	114,412	3.7
1972	124,601	119,434	4.3
1973	129,613	123,991	4.5
1974	133,348	127,933	4.2
1975	137,066	131,953	3.9
1976	140,398	135,558	3.6
1977	143,690	139,087	3.3

*Summation of enrollment estimates made by the University of Wisconsin and State University systems.

The projections are developed to serve four purposes:

1. Campus-by-campus estimates for the fall terms of 1968, 1969, and 1970. These were developed by the respective systems and checked against the projections made according to the procedure of this report. Serious differences were resolved between the staffs of the respective systems and the CCHE. Since there are a few changes from the December 1967 estimates (CCHE Paper #81), the estimates of this report replace those of CCHE Paper #81, 1967. The 1968, 1969, and 1970 estimates are used primarily for short-range planning of operating budgets and facilities.

2. Campus-by-campus estimates and projections for the fall terms of 1968 through 1972. This involves three years of estimates and two years of projections. The purpose is to provide data for the 1969-71 biennial building appropriations to meet the needs through 1972-73.

3. Campus-by-campus estimates and projections for a 10-year period (1968-1977). These data provide the background for long-range curricular, building, and land acquisition programs as well as for city planning.

4. System projections for 17 years. These projections are useful in system-wide and state-wide long-range planning.

In Table II and Table III, respectively, are presented the undergraduate, graduate, professional, and total enrollments and projections for the University of Wisconsin campuses and centers and for the State University campuses and branches. The actual enrollments are for the fall terms of 1960 through 1967; the estimates and projections are for the fall terms of the next 10 years (1968 through 1977).

Table IV consists of the summation of system-wide campuses, and combined, total actual enrollments for 1960 through 1967 and the estimates and projections for 1968 through 1984. These are divided according to undergraduate, graduate, and professional students.

Table V has the index of change in enrollments for the total University of Wisconsin and the total State University campuses. The index figures are computed on a base of the 1967 enrollments being 100. Rate of change is interpreted differently than either percentage of change or numerical change. For example, if the index of 1960 were 50, of 1967 were 100, and of 1977 were 200, this would mean that the 1960 enrollment was doubled by 1967 and that the 1967 enrollment could be expected to be doubled by 1977. It is readily apparent that proportionately graduate enrollments have increased much more rapidly than undergraduate enrollments have. For the combined University of Wisconsin and State University systems, from 1960 to 1967 professional enrollments increased 34.2%, undergraduate

enrollments increased 134.1%, and graduate enrollments increased 184.1%. The projections indicate, that from 1967 to 1977, the combined systems can expect a 72.7% increase in professional students, a 58.1% increase in undergraduate students, and a 133.0% increase in graduate students. Thus it can be expected that the amount of space per student should increase in the future and that instructional costs per student--even if the per undergraduate and per graduate student costs were not to change--will increase greatly.

Table VI presents in another way the change which is projected in graduate enrollments in comparison with total enrollments. If the projections were correct, it can be expected that 30.9% of the total enrollment on all University of Wisconsin campuses by 1984 will be graduate students as compared with 21.1% in 1967. Comparable figures for the State University campuses are 11.4% and 4.8%.

Table VII shows the proportion of new freshmen on all campuses of The University of Wisconsin and on all campuses of the State Universities who were nonresidents (out-of-state) for the past five years and the projected proportion of nonresident new freshmen for the next 10 years.

Many persons have observed the downward trends in births in the State of Wisconsin beginning in 1961 and have assumed that there would be a direct relationship between that trend and college enrollments 18 years later. The relationship, of course, is not linear. In Table I, page 9, one notes that the weighted age pool decreases by 18.5% from 1978 to 1984. During the same period, total enrollments are expected to drop less than four per cent. Total enrollments from 1967 to 1980 are expected to increase by 76.1%, and to decrease by six per cent from 1980 to 1983.

The peak in expected enrollments is in 1980 under the assumptions of this report, with the enrollment of 1983 being about the same in total numbers as the enrollment in 1977. The question might be raised of whether, then, the building programs projected for 1977 would not meet the needs for the next six years following. The answer is that in all probability they would not and for several reasons:

1. The peak enrollment projected is in 1980--nearly 8,000 more students than projected for 1977.

2. The mix of graduate to undergraduate students is changing, with graduate enrollments and the consequent need for greater facilities per student growing much more rapidly than is true of undergraduate students. Even should the military draft be heavy in the near future for prospective post-baccalaureate students, it must be assumed that the education of those students would merely be deferred.

3. With the rapid development of new technologies and the explosion of knowledge, it can be assumed that larger and larger numbers of individuals will return for refresher work to keep pace with the needs of changing requirements in their occupations. The need for adult education programs undoubtedly will become greater.

4. It can be expected that the newer media and newer methods of instruction will change building requirements. It can not be forecast at this time whether such changes would increase or decrease the number of square feet per student required. It might require a good deal of remodeling of buildings.

TABLE II

ACTUAL ENROLLMENTS FALL 1960 - FALL 1967 AND PROJECTED ENROLLMENTS FALL 1968 - FALL 1977
UNIVERSITY OF WISCONSIN*

Fall	U.W. Madison					U.W.-Milwaukee							
						Day				Total			
	Undergrad.	Grad.	Law	Med.	Total	Undergrad.	Grad.	Med.	Total	Undergrad.	Grad.	Med.	Total
1960	13,969	4,046	459	337	18,811					7,104	842		7,946
1961	14,946	4,396	433	343	20,118					7,777	936		8,713
1962	16,077	4,862	449	345	21,733					8,346	1,008		9,354
1963	17,804	5,613	501	357	24,275	7,316	347		7,663	9,029	1,150		10,179
1964	18,716	6,587	608	382	26,293	8,059	405		8,464	9,929	1,373		11,302
1965	20,893	7,395	620	391	29,299	9,273	630		9,903	11,159	1,659		12,818
1966	21,894	8,222	610	394	31,120	10,041	979		11,020	11,929	2,247		14,176
1967	22,869	9,063	662	406	33,000	10,682	1,228		11,910	12,882	2,537		15,419
1968	23,190	9,938	694	410	34,232	11,291	1,302		12,593	13,644	2,854		16,498
1969	22,859	10,859	696	416	34,830	12,260	1,542		13,802	14,845	3,196		18,041
1970	22,812	11,840	683	416	35,751	13,117	1,797		14,914	15,749	3,563		19,312
1971	21,341	13,622	716	426	36,105	13,440	2,008		15,448	16,231	3,980		20,211
1972	20,920	14,845	728	445	36,938	13,979	2,119		16,098	16,884	4,201		21,085
1973	20,705	15,678	768	465	37,616	14,451	2,220	25	16,696	17,467	4,402	25	21,894
1974	20,501	16,349	822	484	38,156	14,709	2,337	74	17,120	17,779	4,634	74	22,487
1975	20,758	17,081	871	519	39,229	14,937	2,387	147	17,471	18,055	4,733	147	22,935
1976	21,083	17,849	911	553	40,396	15,172	2,620	244	18,036	18,338	5,195	244	23,777
1977	21,395	18,443	941	587	41,366	15,396	2,749	316	18,461	18,608	5,450	316	24,374

*1968 - 1970 are estimates of the institutional system.

TABLE II - (Continued)

UNIVERSITY OF WISCONSIN*

Fall	U.W. Green Bay Campus Complex						U.W. Parkside Campus Complex			
	Shorewood	Fox Valley	Green Bay	Manitowoc	Marinette	Total	Parkside	Kenosha	Racine	Total
1960		290	323	164	43	820		414	449	863
1961		429	490	167	64	1,150		448	429	877
1962		475	590	232	66	1,363		549	458	1,007
1963		439	638	270	69	1,416		538	504	1,042
1964		499	685	305	89	1,578		558	480	1,038
1965		606	931	372	232	2,141		700	706	1,406
1966		647	997	370	314	2,328		724	779	1,503
1967		666	1,040	384	364	2,454		750	655	1,405
1968		688	1,100	379	415	2,582		791	645#	1,436
1969	567	749	1,150#	399	420	3,285	298	919	900#	2,117
1970	1,430†	807	1,150	425	433	4,245	1,156†	1,000#	900	3,056
1971	2,279	852	1,150	420	418	5,119	2,182	1,000	900	4,082
1972	2,984	904	1,150	462	423	5,923	3,491	1,000	900	5,391
1973	3,720	943	1,150	487	432	6,732	4,723	1,000	900	6,623
1974	4,466	963	1,150	507	438	7,524	5,437	1,000	900	7,337
1975	4,879	979	1,150	517	445	7,970	5,907	1,000	900	7,807
1976	5,045	995	1,150	524	452	8,166	6,375	1,000	900	8,275
1977	5,181	1,009	1,150	530	458	8,328	6,886	1,000	900	8,786

*Undergraduates only. When the CCHE approves the enrollment of graduate students, the Shorewood and Parkside enrollment projections will be revised to include those students. 1968 - 1970 are estimates of the institutional system.

#Maximum enrollment which the institutional system estimates can be accommodated.

†It is estimated that the current building appropriation for 1969 and 1970 will finance space for about 895-1,000 students at Shorewood and about 850-920 students at Parkside in each of the years.

TABLE II - (Continued)

UNIVERSITY OF WISCONSIN*

Fall	U.W. Center System							
	Marathon County	Marshfield	Rock County	Sauk County	Sheboygan	Washington County	Waukesha	Total
1960	348				135			483
1961	394				173			567
1962	390				164			554
1963	437				200			637
1964	397	142			283			822
1965	487	311			425			1,223
1966	591	342	299		447		401	2,080
1967	539	292	508		464		916	2,719
1968	590	329	551	160	470	250	1,080	3,430
1969	659	344	609	250	498	360	1,147	3,867
1970	734	337	665	310	542	400	1,193	4,181
1971	768	369	703	316	487	417	1,326	4,386
1972	779	375	749	319	505	423	1,356	4,506
1973	786	373	786	325	519	431	1,390	4,610
1974	799	372	815	331	528	437	1,425	4,707
1975	813	368	844	337	539	445	1,457	4,803
1976	825	368	870	341	546	451	1,479	4,880
1977	836	373	898	346	553	457	1,500	4,963

*1968 - 1970 are estimates of the institutional system.

TABLE III

ACTUAL ENROLLMENTS FALL 1960 - FALL 1967 AND PROJECTED ENROLLMENTS FALL 1968 - FALL 1977
STATE UNIVERSITIES*

Fall	Eau Claire			La Crosse			Oshkosh			Platteville		
	Undergrad.	Grad.	Total	Undergrad.	Grad.	Total	Undergrad.	Grad.	Total	Undergrad.	Grad.	Total
1960	1,818		1,818	1,781		1,781	2,251		2,251	1,719		1,719
1961	2,217		2,217	2,042		2,042	2,842		2,842	2,018		2,018
1962	2,480		2,480	2,159		2,159	3,324		3,324	2,200		2,200
1963	2,909		2,909	2,498		2,498	4,221		4,221	2,653		2,653
1964	3,513	60	3,573	2,960	27	2,987	5,326	49	5,375	2,944	67	3,011
1965	4,412	105	4,517	3,860	83	3,943	6,962	171	7,133	3,582	111	3,693
1966	5,163	163	5,326	4,360	154	4,514	7,892	375	8,267	4,024	166	4,190
1967	6,069	227	6,296	4,883	228	5,111	8,971	473	9,444	4,368	233	4,601
1968	6,790	290	7,080	5,375	285	5,660	9,720	560	10,280	4,820	250	5,070
1969	7,520	380	7,900	5,990	360	6,350	10,575	675	11,250	5,130	270	5,400
1970	8,090	490	8,580	6,415	485	6,900	11,215	835	12,050	5,475	295	5,770
1971	8,751	600	9,351	6,661	602	7,263	11,818	956	12,774	5,600	510	6,110
1972	9,450	697	10,147	7,080	658	7,738	12,480	1,040	13,520	5,866	560	6,426
1973	10,045	763	10,808	7,400	712	8,112	12,683	1,122	13,805	6,108	608	6,716
1974	10,516	850	11,366	7,632	784	8,416	12,891	1,230	14,121	6,297	673	6,970
1975	10,939	941	11,880	7,829	858	8,687	13,225	1,342	14,567	6,480	715	7,195
1976	11,258	1,025	12,283	7,954	926	8,880	13,572	1,443	15,015	6,641	750	7,391
1977	11,563	1,059	12,622	8,072	1,011	9,083	13,953	1,491	15,444	6,787	775	7,562

*1968 - 1970 are estimates of the institutional system.

TABLE III - (Continued)

STATE UNIVERSITIES*

Fall	River Falls			Stevens Point			Stout			Superior		
	Undergrad.	Grad.	Total	Undergrad.	Grad.	Total	Undergrad.	Grad.	Total	Undergrad.	Grad.	Total
1960	1,445		1,445	1,802		1,802	1,453	40	1,493	1,328	9	1,337
1961	1,680		1,680	2,104		2,104	1,626	26	1,652	1,422	14	1,436
1962	1,813		1,813	2,407		2,407	1,620	62	1,682	1,463	14	1,477
1963	2,114		2,114	2,897		2,897	1,789	78	1,867	1,489	98	1,587
1964	2,567	25	2,592	3,425	40	3,465	2,211	119	2,330	1,685	145	1,830
1965	3,224	57	3,281	4,484	42	4,526	2,714	113	2,827	2,197	153	2,350
1966	3,431	113	3,544	5,022	101	5,123	3,140	111	3,251	2,504	205	2,709
1967	3,475	216	3,691	5,765	142	5,907	3,685	174	3,859	2,705	323	3,028
1968	3,710	240	3,950	6,470	220	6,690	4,115	205	4,320	3,020	390	3,410
1969	3,855	275	4,130	7,020	290	7,310	4,615	235	4,850	3,220	480	3,700
1970	4,015	295	4,310	7,495	335	7,830	4,995	285	5,280	3,385	585	3,970
1971	4,139	351	4,490	7,870	401	8,271	5,491	328	5,819	3,657	680	4,337
1972	4,282	377	4,659	8,272	457	8,729	5,886	360	6,246	3,972	761	4,733
1973	4,395	401	4,796	8,614	513	9,127	6,212	384	6,596	4,184	820	5,004
1974	4,478	433	4,911	8,905	585	9,490	6,458	417	6,875	4,364	899	5,263
1975	4,563	467	5,030	9,196	661	9,857	6,719	450	7,169	4,487	981	5,468
1976	4,632	495	5,127	9,453	734	10,187	6,923	480	7,403	4,599	1,054	5,653
1977	4,701	518	5,219	9,714	800	10,514	7,122	503	7,625	4,703	1,116	5,819

*1968 - 1970 are estimates of the institutional system.

TABLE III - (Continued)

STATE UNIVERSITIES

Fall	Whitewater			Branch Campuses				
	Undergrad.	Grad.	Total	Barron County	Fond du Lac	Richland Center	Taylor County	Total
1960	1,998		1,998					
1961	2,586		2,586					
1962	3,009		3,009					
1963	3,811		3,811					
1964	4,825	76	4,901					
1965	6,153	169	6,322					
1966	6,730	274	7,004	116				116
1967	8,172	409	8,581	184		294		478
1968	9,210*	570*	9,780*	300*	330*	350*		980
1969	10,345*	755	11,100*	316	424	365	151	1,256
1970	11,475*	945*	12,420*	343	477	382	187	1,389
1971	12,040	984	13,024	350	491	390	207	1,438
1972	12,303	1,068	13,371	356	506	396	210	1,468
1973	12,472	1,148	13,620	363	522	403	214	1,502
1974	12,619	1,256	13,875	369	536	407	218	1,530
1975	12,925	1,367	14,292	376	553	415	220	1,564
1976	13,340	1,466	14,806	380	565	422	222	1,589
1977	13,741	1,515	15,256	385	573	427	225	1,610

*Estimates of the institutional system.

TABLE IV

ACTUAL ENROLLMENTS FALL 1960 - FALL 1967 AND PROJECTED ENROLLMENTS FALL 1968 - FALL 1984
TOTAL UNIVERSITY OF WISCONSIN CAMPUSES AND TOTAL STATE UNIVERSITY CAMPUSES

Fall	University of Wisconsin				State Universities			U.W. and State Universities			
	Undergrad.	Grad.	Prof.	Total	Undergrad.	Grad.	Total	Undergrad.	Grad.	Prof.	Total
1960	23,239	4,888	796	28,923	15,595	49	15,644	38,834	4,937	796	44,567
1961	25,317	5,332	776	31,425	18,537	40	18,577	43,854	5,372	776	50,002
1962	27,347	5,870	794	34,011	20,475	76	20,551	47,822	5,946	794	54,562
1963	29,928	6,763	858	37,549	24,381	176	24,557	54,309	6,939	858	62,106
1964	32,083	7,960	990	41,033	29,456	608	30,064	61,539	8,568	990	71,097
1965	36,822	9,054	1,011	46,887	37,588	1,004	38,592	74,410	10,058	1,011	85,479
1966	39,734	10,469	1,004	51,207	42,382	1,662	44,044	82,116	12,131	1,004	95,251
1967	42,329	11,600	1,068	54,997	48,571	2,425	50,996	90,900	14,025	1,068	105,993
1968	44,282	12,792	1,104	58,178	54,210	3,010	57,220	98,492	15,802	1,104	115,398
1969	46,973	14,055	1,112	62,140	59,526	3,720	63,246	106,499	17,775	1,112	125,386
1970	50,043	15,403	1,099	66,545	63,949	4,550	68,499	113,992	19,953	1,099	135,044
1971	51,129	17,602	1,142	69,873	67,465	5,412	72,877	118,594	23,014	1,142	142,750
1972	53,542	19,046	1,173	73,761	71,059	5,978	77,037	124,601	25,024	1,173	150,798
1973	55,998	20,080	1,258	77,336	73,615	6,471	80,086	129,613	26,551	1,258	157,422
1974	57,658	20,983	1,380	80,021	75,690	7,127	82,817	133,348	28,110	1,380	162,838
1975	59,139	21,814	1,537	82,490	77,927	7,782	85,709	137,066	29,596	1,537	168,199
1976	60,437	23,044	1,708	85,189	79,961	8,373	88,334	140,398	31,417	1,708	173,523
1977	61,724	23,893	1,844	87,461	81,966	8,788	90,754	143,690	32,681	1,844	178,215
1978	62,989	24,499	1,951	89,439	83,957	9,059	93,016	146,946	33,558	1,951	182,455
1979	63,865	24,919	2,002	90,786	85,339	9,311	94,650	149,204	34,230	2,002	185,436
1980	64,012	25,272	2,026	91,310	85,735	9,557	95,292	149,747	34,829	2,026	186,602
1981	63,363	25,593	2,051	91,007	85,146	9,793	94,939	148,509	35,386	2,051	185,946
1982	62,026	25,953	2,075	90,054	83,709	9,993	93,702	145,735	35,946	2,075	183,756
1983	60,030	26,355	2,090	88,475	81,392	10,119	91,511	141,422	36,474	2,090	179,986
1984	57,730	26,718	2,090	86,538	78,787	10,113	88,900	136,517	36,831	2,090	175,438

TABLE V

INDEX OF CHANGE IN ENROLLMENTS OF TABLE IV
TOTAL UNIVERSITY OF WISCONSIN CAMPUSES AND TOTAL STATE UNIVERSITY CAMPUSES*

Fall	U.W. Total	State Univ. Total	U.W. and State Universities			
			Undergrad.	Grad.	Prof.	Total
1960	52.6	30.7	42.7	35.2	74.5	42.0
1961	57.1	36.4	48.2	38.3	72.7	47.2
1962	61.8	40.3	52.6	42.4	74.3	51.5
1963	68.3	48.2	59.7	49.5	80.3	58.6
1964	74.6	59.0	67.7	61.1	92.7	67.1
1965	85.3	75.7	81.9	71.7	94.7	80.6
1966	93.1	86.4	90.3	86.5	94.0	89.9
1967	100.0	100.0	100.0	100.0	100.0	100.0
1968	105.8	112.2	108.4	112.7	103.4	108.9
1969	113.0	124.0	117.2	126.7	104.1	118.3
1970	121.0	134.3	125.4	142.3	102.9	127.4
1971	127.0	142.9	130.5	164.1	106.9	134.7
1972	134.1	151.1	137.1	178.4	109.8	142.3
1973	140.6	157.0	142.6	189.3	117.8	148.5
1974	145.5	162.4	146.7	200.4	129.2	153.6
1975	150.0	168.1	150.8	211.0	143.9	158.7
1976	154.9	173.2	154.5	224.0	159.9	163.7
1977	159.0	178.0	158.1	233.0	172.7	168.1
1978	162.6	182.4	161.7	239.3	182.7	172.1
1979	165.1	185.6	164.1	244.1	187.5	175.0
1980	166.0	186.9	164.7	248.3	189.7	176.1
1981	165.5	186.2	163.4	252.3	192.0	175.4
1982	163.7	183.7	160.3	256.3	194.3	173.4
1983	160.9	179.4	155.6	260.1	195.7	169.8
1984	157.4	174.3	150.2	262.6	195.7	165.5

*Index: 1967 = 100.

TABLE VI

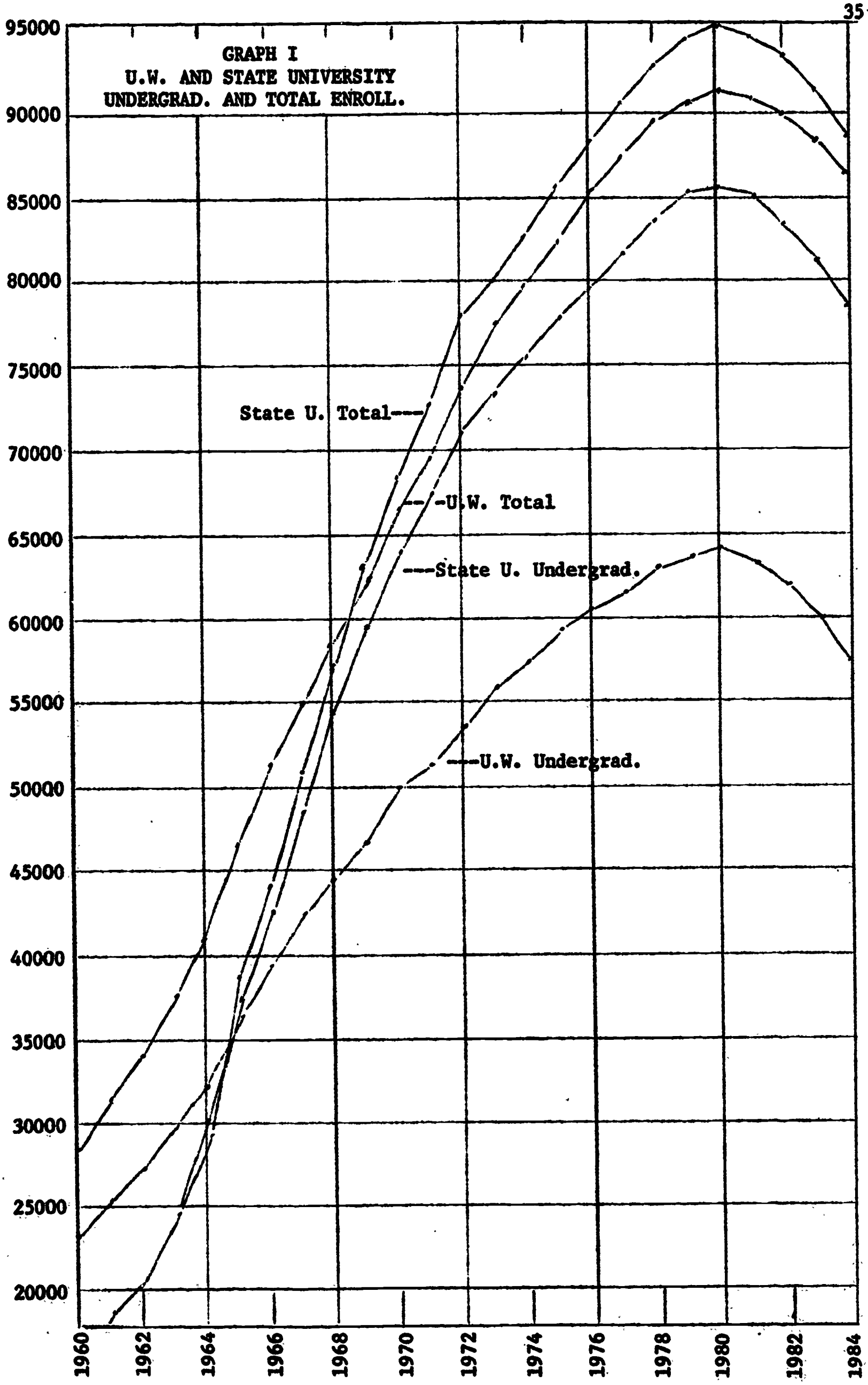
PROPORTION OF GRADUATE STUDENTS IN TOTAL ENROLLMENTS
TOTAL UNIVERSITY OF WISCONSIN CAMPUSES AND TOTAL STATE UNIVERSITY CAMPUSES

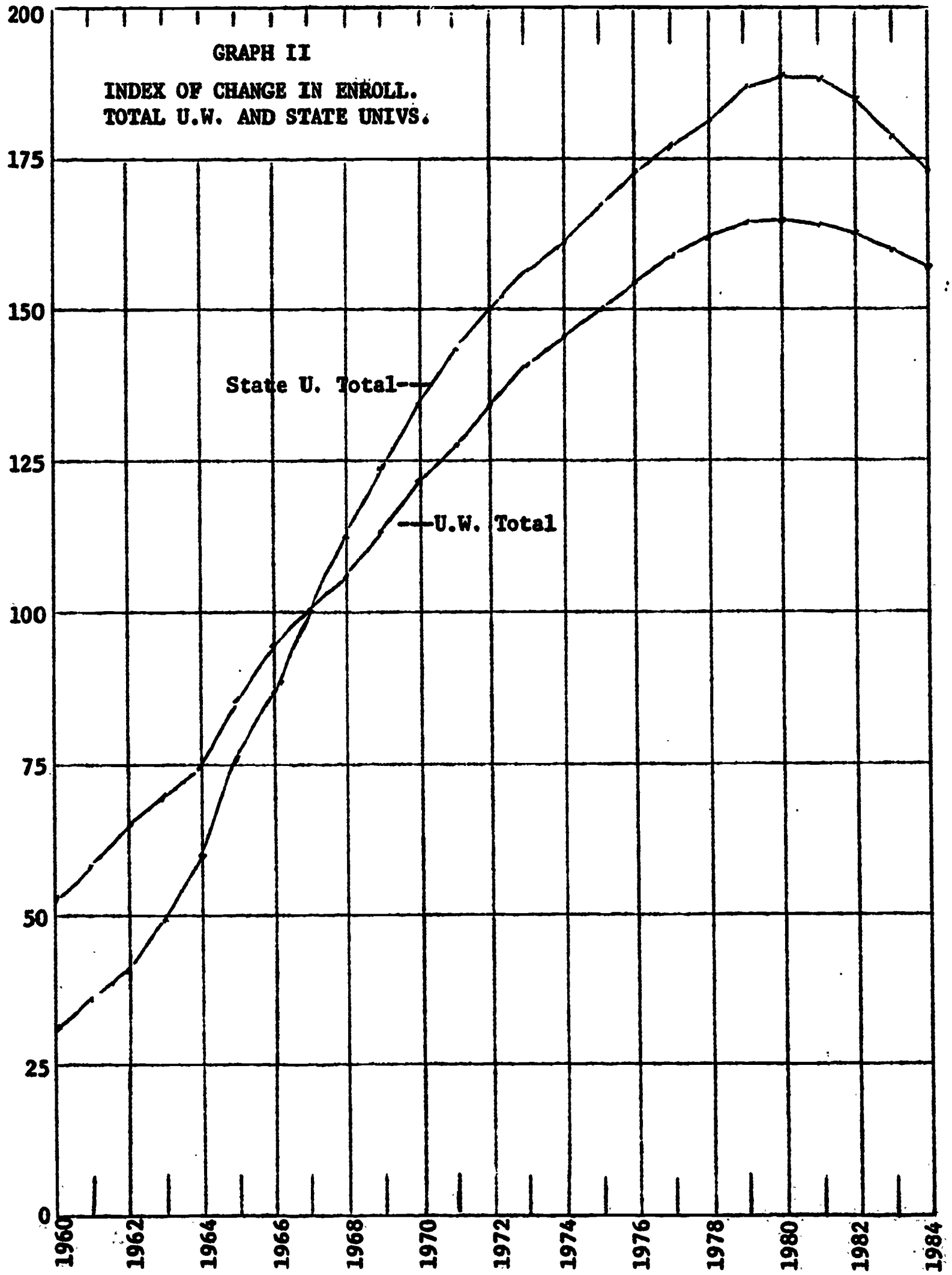
Fall	University of Wisconsin			State Univ.	Total U.W. and State Univ.
	Madison	Milwaukee	All Campuses	All Campuses	All Campuses
1960	21.5	10.6	16.9	0.3	11.1
1961	21.9	10.7	17.0	0.2	10.7
1962	22.4	10.8	17.3	0.4	10.9
1963	23.1	11.3	18.0	0.7	11.2
1964	25.1	12.1	19.4	2.0	12.1
1965	25.2	12.9	19.3	2.6	11.8
1966	26.4	15.9	20.4	3.8	12.7
1967	27.5	16.5	21.1	4.8	13.2
1968	29.0	17.3	22.0	5.3	13.7
1969	31.2	17.7	22.6	5.9	14.2
1970	33.1	18.4	23.1	6.6	14.8
1971	37.7	19.7	25.2	7.4	16.1
1972	40.2	19.9	25.8	7.8	16.6
1973	41.7	20.1	26.0	8.1	16.9
1974	42.8	20.6	26.2	8.6	17.3
1975	43.5	20.6	26.4	9.1	17.6
1976	44.2	21.8	27.1	9.5	18.1
1977	44.6	22.4	27.3	9.7	18.3

TABLE VII

PROPORTION OF NONRESIDENTS AMONG NEW FRESHMEN AT THE UNIVERSITY OF WISCONSIN AND STATE UNIVERSITIES

Year	Proportion Nonresidents	
	University of Wisconsin	State Universities
1963	18.7	11.1
1964	17.9	11.2
1965	17.9	15.5
1966	18.9	11.7
1967	14.2	14.2
1968	14.4	14.5
1969	14.2	14.8
1970	15.2	15.2
1971	13.7	15.5
1972	14.0	15.6
1973	14.2	15.6
1974	14.5	15.6
1975	14.7	15.6
1976	14.9	15.6
1977	14.9	15.6


GRAPH I
U.W. AND STATE UNIVERSITY
UNDERGRAD. AND TOTAL ENROLL.
95000
90000
85000
80000
75000
70000
65000
60000
55000
50000
45000
40000
35000
30000
25000
20000
State U. Total
U.W. Total
State U. Undergrad.
U.W. Undergrad.
1960
1962
1964
1966
1968
1970
1972
1974
1976
1978
1980
1982
1984


GRAPH II
INDEX OF CHANGE IN ENROLL.
TOTAL U.W. AND STATE UNIVS.
State U. Total
U.W. Total
200
175
150
125
100
75
50
25
0
1960
1962
1964
1966
1968
1970
1972
1974
1976
1978
1980
1982
1984