

**REPORT ON DIVERSITY:
A WISCONSIN COMMITMENT, AN AMERICAN IMPERATIVE**

EXECUTIVE SUMMARY

BACKGROUND

In the effort to advance educational excellence and diversity through expanded opportunity across the University of Wisconsin System, *Plan 2008: Educational Quality through Racial and Ethnic Diversity* was developed in 1998 by the UW System Office of Multicultural Affairs (now called the Office of Academic Diversity and Development), with input from a wide variety of constituents both internal and external to the UW System. *Plan 2008* was formally adopted by the Board of Regents in May, 1998. At that time, the Board directed the President of the UW System to make a report once each biennium on the System's progress in achieving the Plan's seven goals.

Following the adoption of *Plan 2008*, each UW System institution developed an individualized institutional diversity plan focusing on race, ethnicity and economic disadvantage. The Plan's ten-year time horizon was broken down into two five-year segments to ensure that institutional plans maintained the flexibility to respond to their unique experiences, student demographics, and campus climates, as well as to an ever-changing social, economic and legal environment. Since that time, the UW System Office of Academic Diversity and Development (OADD) has worked with the institutions to help facilitate the implementation of their individual plans. OADD presented its first major report on *Plan 2008* to the Board of Regents in fall 2001. The report under consideration today is the mid-point evaluation of the progress that has been made and the challenges that remain. It includes a review of Phase I of the Plan (1998-2003), and indicates directions for Phase II (2004-08).

Separate from the *Plan 2008* reporting requirement set by the Board of Regents, is the statutory requirement to present for the Board's approval the *2004 Minority and Disadvantaged Student Annual Report*. The *M/D Report* fulfills the requirement in Section 36.25 (14m)(c) of the Wisconsin State Statutes that the Board of Regents report annually on its pre-college, recruitment, and retention plan for multicultural and economically disadvantaged students. The report also presents information on financial aid programs serving those students. The state statute requires that by April 15 of each year, the Board shall submit the *M/D Report* to the Chief Clerk of each house of the Legislature for distribution to the appropriate standing committees under s. 13.172 (3).

The *2004 M/D Report* will be presented for action to the Education Committee, following the presentation of the *Plan 2008 Report* to the full Board. In past years, the *M/D Report* has included information supplemental to the statutory requirements, in order to share with the Board of Regents the wider range of activities and efforts undertaken throughout the UW System as a part of *Plan 2008*. The *2004 M/D Report* returns to the original format requested as a means of fulfilling the statutory requirement and avoiding duplication with the material in the more complete *Plan 2008 Report* presented at the same time.

REQUESTED ACTION

For information only; no action is required.

DISCUSSION

The UW System's work on diversity is a work in progress, and the progress is mixed. The *Plan 2008 Report* delivers a frank assessment of the progress the UW System has made in its efforts to enhance educational excellence and diversity through expanded opportunity for students and faculty of color, and for economically disadvantaged students. Some of the key findings include: Over the first five years of Phase I of *Plan 2008*, 2,000 additional students of color enrolled in the UW System, which is equivalent to 25 percent of all enrollment growth for that time period. The retention gap between students of color and majority students is closing. Financial aid is critical to continued progress, especially in order to reduce the higher debt burdens of students of color. Yet, UW institutions are having to raise private dollars for minority and disadvantaged students at a higher rate than the money provided by the State of Wisconsin

For all the crucial data contained in the *Plan 2008 Report*, the presentation of the report provides an opportunity to move beyond numbers in order to acknowledge more fully the changed social, economic, demographic and legal environments in which public higher education finds itself today. Efforts to diversify the UW System in 2004 must be understood in broader terms than in 1998. In 1998, the UW System and its institutions acted boldly in their commitment to diversify students, faculty and staff populations in terms of race, ethnicity and economic disadvantage. In 2004, the UW System's commitment to the goals of *Plan 2008* is unwavering. Yet lessons have been learned from Phase I that can guide system and institutional planning in Phase II.

The lessons learned might best be understood as a set of challenges to be addressed in the next five years. For example, how does the System meet the fiscal challenges to continue program funding and meet the financial aid needs of the System's most under-represented students? How can the System best respond to Wisconsin's rapidly changing demographics? How can the System and the institutions conduct better assessment of existing programs to ascertain what is really working, and what is not?

There is another set of challenges that compels the System to address diversity more broadly. How can diversity best be acknowledged as an institution-wide responsibility to be integrated into every endeavor of the System's educational enterprise, both within and beyond the classroom, and for both minority and majority populations? How can System and the institutions continue to support the goals of *Plan 2008* while at the same time embrace a wider understanding of diversity that goes beyond race and ethnicity, in particular in a time of budgetary challenge? In fact, diversity work taking place at the institutions and in System Administration already goes beyond *Plan 2008*, and represents a concerted effort to be inclusive of difference and the perspectives of those who have been historically under-represented or excluded. The work of *Plan 2008* must be effectively integrated into the System's other diversity initiatives in the recognition that all UW students, majority as well as minority need an education that will fully engage them in the complex, diverse, and global society of the twenty-first century.

In the end, diversity must be viewed as a societal, indeed an American imperative that plays a critical role in developing an educated citizenry dedicated to strengthening democracy and advancing equal opportunity for all people. The UW System's mission goes beyond servicing the individual entitlement to an education. The System exists to advance the public good and invest in the human resources that will lead Wisconsin and the nation into the future. If, at the end of Phase I of Plan 2008, the UW System has attained mixed progress in its efforts to diversify its student and staff populations and to create a learning environment that is hospitable to all, Wisconsin's commitment remains strong.

RELATED REGENT POLICIES

Regent Resolution 7692, adopted 5/8/98.



**University of Wisconsin System
Phase I of Plan 2008: The First Five Years, 1999-2003**

Introduction

The goal of achieving racial and ethnic diversity in the UW System emerges from its mission to serve all people of the state through educational opportunity. The core missions of both the Doctoral and University Clusters include a commitment to:

Serve the needs of women, minority, disadvantaged, disabled, and non-traditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.

As a means to fulfill this mission, two principal documents guide the UW System in its efforts. In 1988, *Design for Diversity* was the first systemwide ten-year strategic plan to move UW institutions toward achieving the vision of a diverse and culturally enriched academic environment. In 1998, *Plan 2008: Educational Quality Through Racial and Ethnic Diversity*; continued the commitment begun by *Design for Diversity*. Both of these ten-year plans address diversity goals by focusing on African Americans, American Indians, Asian Americans--with an emphasis on Southeast Asians--and Hispanic/Latino populations, based on the principle that increasing the participation of these historically under-served populations would enhance the educational experience of all students, better preparing them to live and work in a multicultural society. International students are not among the groups that *Plan 2008* emphasizes.

In addition, since April 1992, the Legislature has required that the Board of Regents provide an annual report to the governor and legislature on the UW System's pre-college, recruitment, and retention plan for minority and disadvantaged students, and financial aid distributed to students.

Following the adoption in 1998 of *Plan 2008*, each UW System institution adopted its individual institutional diversity plan. The ten year time horizon was broken down into two five year segments to assure that institutional plans maintained the flexibility to respond to experiences with the strategies adopted, and to an ever changing social, economic, and legal environment. The first report on *Plan 2008* was presented to the Board of Regents in Fall 2001.¹

In June 2003, the United States Supreme Court handed down decisions in *Grutter v. Bollinger* and *Gratz v. Bollinger*. These cases reaffirmed the principle that institutions of higher education may use race as a "plus" factor in admission decisions to achieve the educational benefits that flow from a diverse student body when such use is narrowly tailored. The court also emphasized that race-conscious efforts should serve institutional missions and the needs of all students. The decisions have important implications for the UW System's diversity efforts over the next five years during which *Plan 2008* must be connected with the System's other diversity initiatives, all of which must address the needs of all students. The System's recruitment and retention of

students, faculty, and staff of color must be connected to the educational outcomes of all students at the institutional level.

Plan 2008 is an integrated plan, the fundamental vision of which is to enhance the educational experience and success of all students. The seven goals of the Plan acknowledge that accomplishing this vision requires increasing the participation and success of students of color and the economically disadvantaged in the UW System. To do that, we must partner with other entities to assure these students are well prepared to participate and succeed in higher education; create an environment that enhances learning and respect for racial and ethnic diversity which includes a faculty and staff that is racially and ethnically diverse; and hold ourselves accountable for achieving our goals and realizing our vision. The Plan acknowledges that the preparation for success in higher education begins early in a child's educational experience, and that resources must be available to assist those who would otherwise be excluded from participation in higher education for financial reasons.

In this report, we take the opportunity to both reflect on the first five years of *Plan 2008* and prepare to move forward on the next five years. This report provides information under each of the seven goals of the plan (Appendix A), including pre-college participation, enrollment, graduation rates, faculty and staff data, and an array of other information for campus representatives, policy makers, and constituents. Data contained in this report represent primarily the four race/ethnic groups. Data specifically on the economically disadvantaged are not available. However, all *Plan 2008* goals and initiatives serve both racial/ethnic groups and the economically disadvantaged.

The First Five Years: 1999-2003

Key Findings:

While there is significant overlap across the goals in terms of strategies and results, the key findings for the first five years of *Plan 2008* are:

Goal 1: Increase the number of Wisconsin high school graduates of color who apply, are accepted, and enroll at UW System institutions:

- Enrollment of students of color increased by 16% (an increase of 1,948 students).
- The proportion of UW System enrollment made up of students of color increased from 8% to 9%.
- Service rates for students of color declined from 23% to 20%.

Goal 2: Encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age:

- The number of pre-college participants increased by 156% (an increase of 9,119 participants).
- A number of pre-college programs have had a positive impact on the enrollment and retention of students of color.
- Graduation data that reflect the effectiveness of pre-college programming will not be available until 2005.
- UW System pre-college programs reach fewer than 8% of K-12 students of color.

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 population as a whole:

- The second year retention rate for students of color increased from 72% to 75%, compared to 81% for white students.
- The six year graduation rate for the most recent cohort of students (1997) is 43% compared to 64% for white students.
- The number of degrees conferred to students of color increased by 9%.
- A number of retention programs have had a positive impact on the retention and graduation of students of color.

Goal 4: Increase the amount of financial aid available to needy students and reduce their reliance on loans:

- The Lawton Undergraduate Grant and Advanced Opportunities Programs received increases of 34% and 60% respectively in the 2003-05 biennial budget, however, these increases were entirely funded by one-time reserves.
- UW institutions have established many privately funded scholarship programs under *Plan 2008*.
- Debt levels for African American and Hispanic/Latino students are higher than those of White, Asian, and Native American students.
- Over the past fifteen years, higher education costs have increased at a greater rate than median income for low-income families, but this has not been the case for middle and high income families.

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:

- The numbers and proportion of employees of color in the UW System in every employment category i.e. faculty, academic staff, classified staff, and administrators, has increased. (Total employees of color increased by 38%.)
- A number of UW institutions have been cited for their exemplary efforts in attracting and providing services for people of color.

Goal 6: Foster institutional environments and course development that enhance learning and a respect for racial and ethnic diversity:

- UW institutions have integrated diversity into strategic planning and academic program review.
- UW System Office of Academic Affairs has integrated contributions toward diversity into the program approval process.

Goal 7: Improve accountability of the UW System and its institutions:

- UW institutions have included diversity efforts in program and performance reviews.

Goal #1: Increase the number of Wisconsin high school graduates of color who apply, are accepted, and enroll at UW System institutions.

While white and Asian American ninth grade students graduate from public high schools at a rate of 85% and 83% respectively, students from other race/ethnic groups struggle. Only 62% of Hispanics, 59% of American Indians, and 40% of African Americans finish high school in Wisconsin compared to a state average of 79%.²

Factors that contribute to the low high school graduation rates appear well before the 12th grade. Proficiency scores of PK-12 students of color are early warning signs. In 2002, only 23% of African Americans, 48% of American Indians, 54% of Asians, and 38% of Hispanic 10th graders were proficient or advanced in Mathematics, compared to 76% of white students. In Milwaukee Public Schools, where 80% of the students are students of color, only 28% of 10th graders were proficient or advanced in Mathematics.³

Enrollment of Students of Color in the UW System

The number of high school students of color enrolling in the UW System increased from 1,252 in 1998 to 1,493 in 2002. Another measure of how well the system is meeting the higher education needs of high school graduates is the service rate, or the percentage of Wisconsin high school graduates from public high schools who immediately enroll as new freshmen in the UW System (Figure 1). Between 1998 and 2002, the service rate for students of color fell, even though the number of students of color enrolling in the UW System increased. This is because the total number of high school graduates of color increased at a faster rate than the number of students of color enrolling in the UW System (Table 1).⁴

Figure 1
UW System Service Rates for Students of Color and White Students
Fall 1998 and Fall 2002

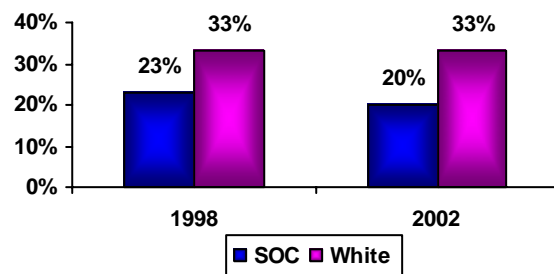


Table 1

UW System Service Rates by Race/Ethnicity for Public School Wisconsin Immediate New Freshmen*
Fall 1998 and Fall 2002

Race/Ethnicity	UWS Enrollment	H. S. Graduates	Service Rate
African Amer	444	2,531	17.5%
	432	3,148	13.7%
Hisp./Latin	273	1,284	21.3%
	314	1,792	17.5%
Amer. Indian	101	529	19.1%
	109	623	17.5%
Asian	434	1,190	36.5%
	638	1,757	36.3%
SOC	1,252	6,506	23%
	1,493	7,320	20.4%
White	17,113	52,835	33%
	17,503	53,255	32.9%
Total	18,365	59,341	32%
	18,996	60,575	31.7%

*Excludes international students

Between 1998 and 2002, total enrollment of students of color increased from 11,891 to 13,839, a 16% increase that represents 25% of the 7,777 increase in total US System enrollment between these years. Not only are students of color increasing in number, but they also represent a larger share of the total student

Table 2
UW System Students of Color Enrollment
Fall 1998 and Fall 2003

	SOC as a % of Total Enrollment	Total Enrollment	SOC Enrollment
Fall 1998	8% of total	152,926	11,891
Fall 2003	9% of total	160,703	13,839

enrollment increasing from 8% in 1998 to 9% of total enrollment in 2003 (Table 2).⁵

Enrollment by Level

Between Fall 1998 and Fall 2003, undergraduates of color increased by 20%, and graduate and professional students of color increased by one percent (Figures 2 and 3). After a considerable drop in graduate enrollment in Fall 2000, graduate and professional students of color are gradually climbing back to 1998 levels.⁶

Figure 2
UW System Undergraduate of Color
Enrollment Fall 1998 to Fall 2003

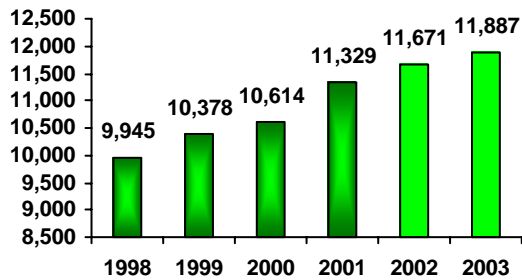
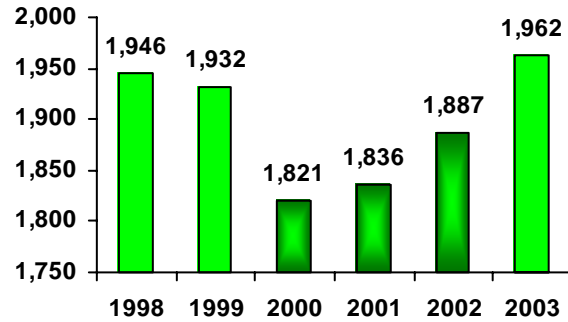


Figure 3
UW System Graduate and Professional
Student of Color Enrollment,
Fall 1998 to Fall 2003



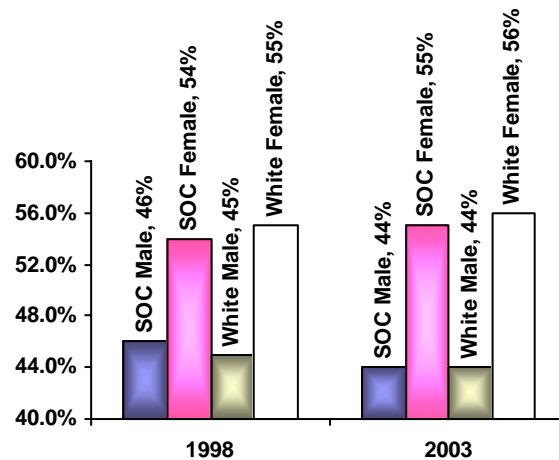
Enrollment by Gender

Women of color continue to out-number men of color in the UW System (Figure 4). These percentages have changed little since the inception of *Plan 2008*. (For institutional detail, see Appendix C Table 3.)

Goal #2: Encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age.

The UW System cannot achieve the goals contained in *Plan 2008* by working alone. Partnerships in the last five years have included grant-funded, on-line pre-college programs for migrant families, corporate-sponsored retention conferences, and federal low-income pre-college programs. Below are some of the examples of successful partnerships between the UW System, corporate and government sponsors, and government and other educational agencies.

Figure 4
UW System Percentage of SOC by
Gender
Fall 1998 and Fall 2003

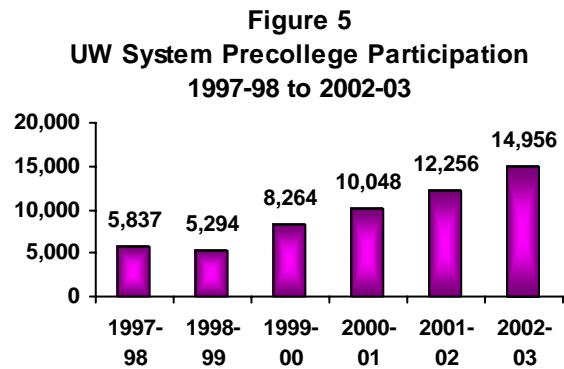


Pre-college Programs

As the demographics of Wisconsin continue to change, and as more underprivileged youth seek a better life through higher education, working with the Department of Public Instruction, UW System pre-college programs work to improve high school graduation and college enrollment rates for Wisconsin's neediest youth. In 1998, *Plan 2008* established a goal to increase pre-college participation to 7,200 targeted K-12 students within ten years. That goal was reached within the first two years of the Plan and the numbers continues to climb at an impressive rate.

Preliminary data show that the UW System served 14,956 youth of color and economically disadvantaged students across approximately 90 targeted pre-college programs in 2003 (Figure 5).⁷

(For UW institutional detail, see Appendix C, Table 1.)



Preliminary results are showing a measurable impact. Assessment data on pre-college programs established in the late 1990s are just now becoming available. Preliminary data from the UW System Pre-college Assessment Project indicate that 28% of UW-Milwaukee multicultural/ disadvantaged *pre-college* students (primarily African American and Hispanic) immediately enroll in post secondary education, compared to a UW System service rate of 20%. Overall, service rates hover around 18% and 14% respectively for Hispanic and African American students, compared to a service rate for white students of 33% (Table 1).⁸ Programs such as the UW-Madison PEOPLE program, UW-Milwaukee Health Career Options Program, UW-Milwaukee and UW-Eau Claire GEAR UP, the UW-River Falls, UW-Green Bay, and UW-Manitowoc TRIO Upward Bound programs, and the Quest programs are demonstrating successful outcomes.

Below are examples of pre-college programs that have proven to be particularly effective in advancing the educational opportunity of students of color and the economically disadvantaged.

UW-Madison PEOPLE

Established in 1999 with only 66 students, UW-Madison’s Pre-college Enrichment Opportunity Program for Learning Excellence (PEOPLE) has grown to serve 657 middle and high school students. The same cohort of students participates in the program each summer until high school graduation. Cohort-based programs have proven to be effective. To date, 100% of PEOPLE participants have graduated from high school, 96% have enrolled at UW-Madison and 88% are retained to the second year as undergraduates.

UW-Milwaukee and UW-Eau Claire GEAR UP Programs

Since 1999, UW-Milwaukee and UW-Eau Claire Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) have been awarded \$6.9 million in federal funds. The grant targets low income middle school youth to help prepare them for college. Since the inception of GEAR UP, UW-Milwaukee pre-college students have improved reading proficiency scores by 1.3%, participating school suspension rates fell by 7%, and parent contacts increased by 43%. Parent involvement is central to any effective pre-college program.

The UW-Eau Claire GEAR UP program focuses on reading skills in grades 3-11 and serves 414 students. Reading scores have increased by 40% in the last four years, and the overall number of students graduating from high school has increased from 50% to 70%.

UW-River Falls, UW-Green Bay and UW-Manitowoc TRIO Upward Bound

In 2002, eleven UW institutions received federal TRIO grants for Upward Bound and Upward Bound Mathematics and Science programs.⁹ While no systemwide data are yet available on the effectiveness of TRIO pre-college programs, individual UW campus results provide insights into

their success. At some UW institutions, the college participation rate exceeds the national average of 73%, for example:

- At UW-River Falls, 100% of Upward Bound participants have been accepted to a post-secondary institution.
- At UW-Green Bay, 100% of participants in the Upward Bound/Regional Center for Math and Science program have graduated from high school, 92% enrolled in college, and of those who declared a major, 86% declared an intention to major in math, science, engineering, or a related field.
- At UW-Manitowoc, 100% of participants in the Upward Bound/Pathways program have graduated from high school and 100% enrolled in a postsecondary institution.

Quest

Quest programs began in Summer 1998 in an effort to provide Milwaukee-area middle and high school students with pre-college programming opportunities. Participants attend summer programs at one of 10 participating UW System institutions (UW-Eau Claire, UW-La Crosse, UW-Madison, UW-Milwaukee, UW-Oshkosh, UW-Platteville, UW-Richland, UW-River Falls, UW-Superior, and UW-Whitewater). Summer programs vary by institution, but include mathematics, science, reading, computer, business, and teacher preparation programs.

UW-Milwaukee provides follow-up programming during the academic year for middle and high school students and parents. UW-Milwaukee also provides tutoring five days a week for Quest participants throughout the academic year, and gives Quest students access to its Resource Center.

A total of 1,705 students were served through Quest programs in 2002-03, with 449 participants in Summer 2003 alone.

While these increases in participation and preliminary results are encouraging, pre-college programs currently reach fewer than 8% of the 181,059 students of color enrolled in Wisconsin public schools.¹⁰

Other Partnerships

American Multicultural Student Leadership Conference (AMSLC)

Until 1999, AMSLC was a small campus event dedicated to providing leadership programming for students of color and the economically disadvantaged. With the support of corporate partners, including JohnsonDiversey, Walgreens, American Family Insurance, M&I (Marshall & Ilsley) Bank, and Enterprise Rent-A-Car, the conference has grown into a forum attracting 350 students each year. Competitive academic scholarships, national keynote speakers, career workshops, internship preparation, and research presentations have made AMSLC one of Wisconsin's most prominent student-centered conferences. Significantly, 59% of the AMSLC 2003 conference participants stated they planned to continue their education beyond a bachelor's degree.¹¹

Reach Out/Alcanza

Funded with a \$1 million Fund for the Improvement of Postsecondary Education (FIPSE) grant, Reach Out or Alcanza (Spanish version) was launched in 1999. Reach Out provides on-line bilingual instruction in high school basic units, English as a Second Language, citizenship requirements, and career exploration for migrant youth and their families in Wisconsin and

Texas camps and food processing sites. The program currently serves over 400 participants and is the result of partnerships among five UW institutions, the UW System, the Wisconsin Department of Public Instruction, the Texas Department of Education, Wisconsin Food Processors Association, United Migrant Office Services, the Literacy Council, and State Job Centers. Future Reach Out sites are planned in Minnesota and Arkansas.

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.

Retention

The first year of college often serves as a turning point for students, in particular students of color. Whether for academic, financial, social, or personal reasons, students often make a difficult decision not to return for the second year.

**Table 3
UW System FT, FT New Freshman
(Excluding UW Colleges) Retention to the
Second Fall Where Started**

	1998	2002
African Amer.	592 64.7%	613 67.9%
Hispanic/Lat.	416 75.5%	447 73.8%
American Ind.	136 58.1%	121 66.9%
SE Asian	208 75.5%	415 82.9%
Other Asian	419 81.9%	423 83.4%
SOC Subtotal	1,771 72.0%	2,019 75.5%
White/Other	20,972 79.32%	20,484 80.8%
Total*	22,999 78.6%	22,716 80.3%

*Total includes international students

The persistent retention gap between students of color and majority students is closing. The second-year retention rate for students of color increased from 72% in 1998 to 76% in 2002. As Table 3 illustrates, a larger percentage of students of color are returning as sophomores than was the case in 1998, except for Hispanic/Latino students. However, student of color retention rates remain below those of white students at 81% (Table 3).¹²

UW System institutions have implemented many retention programs to increase retention and graduation of students in general, and students of color in particular, a few of which are described here.

UW-Milwaukee Health Career Opportunity Program

The purpose of the UW-Milwaukee College of Health Sciences' Health Careers Opportunity Program (HCOP) is to recruit a qualified applicant pool of motivated economically and educationally disadvantaged students in order to build diversity in the health professions. HCOP provides students with an opportunity to develop the skills needed to successfully enter and graduate from health and allied health programs. The HCOP "Health Educational

Pathway" begins in the fourth grade and continues through acceptance to and graduation from, a university health or allied health program. HCOP provides summer and academic year programming in health care education, counseling, mentoring, and cultural competency development.

By the end of the three year grant cycle HCOP achieved the following:

- Participants in the Saturday Academy and Pre-college Health Sciences Institute maintained an average cumulative GPA of 2.95.
- Eleven (100%) of the eligible HCOP pre-college completers graduated.

- Of these 11 students 9 (78%) are enrolled in college.
- Ninety-five percent of undergraduate Summer Enrichment Program participants improved on the UW-Milwaukee admissions Mathematics and English placement test by at least one grade level.
- Ninety-four percent of the undergraduate Summer Enrichment Program participants are still enrolled in college.
- Ninety-eight percent of the undergraduate Medical College Admissions Test (MCAT) Review Course completers improved post-test scores.
- Thirty five undergraduates completed an internship.

UW-Whitewater

Established in 2002, the Academic Advising and Exploration Center identifies undergraduates who are struggling academically. Preliminary data suggest that almost half of those students who received services from the Center improved their final grade.

UW-Stevens Point

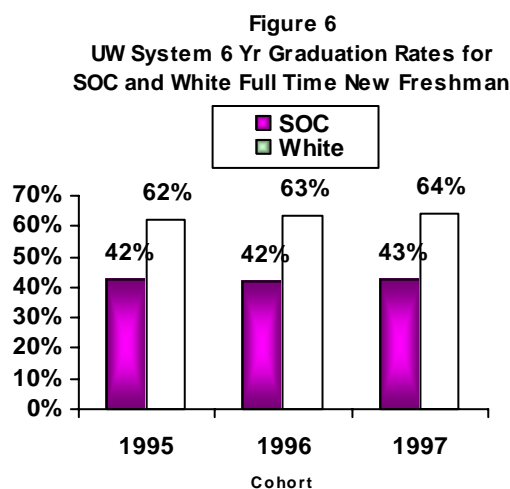
Between 2000 and 2001, UW-Stevens Point increased the student of color retention rate from 78.1% to 83.9% through a series of initiatives that included orientation sessions, peer mentoring, and groups focused on campus climate.

UW-Superior

In the past seven years, UW-Superior has added a Multicultural Student Services Specialist, a Southeast Asian Student Services Specialist, and a Student of Color Recruitment Coordinator. The additional staff have greatly enhanced efforts to recruit and retain students. The Administrative Library of Old Main has been turned into a Multicultural Center. This has been accomplished through refurbishing money given to the Center by the University and by two grant proposals funded by Minnesota Power and The Knight Foundation, along with regular monthly donations from friends of the Multicultural Center.

UW-Madison

A First-year Interest Group (FIG) program was initiated. Each group consists of 20 first-year students who live in the same residence hall or residential "neighborhood" and enroll in a cluster of three classes together. All courses meet degree requirements and allow students to explore areas of common interest through a multidisciplinary approach including multicultural course content.

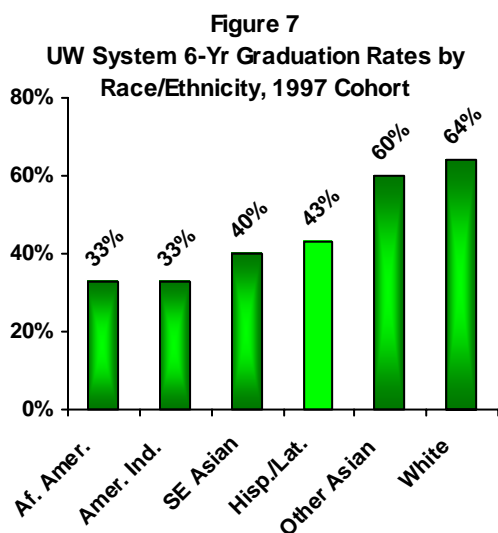


Graduation Rates and Degrees Conferred

The impact of *Plan 2008* on graduation rates is not yet clear. *Plan 2008* was not implemented on the campuses until 1999. The six-year graduation rate for this class will not be available until 2005. The latest figures available for the 1997 cohort show that 43% of students of color graduated in six years. Sixty-four percent of white students graduated within the same time period (Figures 6 and 7).¹³ (See Appendix C, Table 4 for institutional detail.)

Total degrees conferred to students of color increased, with the principal share of the increase in bachelor's degree graduates.

Between 1997-98 and 2002-03, bachelor's degree graduates of color increased by 9%, from 1,256 to 1,363.¹⁴



Master's degrees conferred to students of color rose 7%, from 343 to 366. Doctoral degrees awarded to students of color increased from 55 to 61, an increase of 11%. However, the number of professional degrees earned by students of color fell from 114 to 84 (See Appendix C, Table 5 for institutional detail.)

Closing the gap in retention and graduation rates for students of color and the student body as a whole is the most specific among the *Plan 2008* goals. The gap in retention has closed somewhat, but has by no means been eliminated. Because of the time necessary for retention as well as pre-college programs to impact student success, we expect to be better able to assess the effect of

these efforts during the next five years of the plan. We are beginning to be able to utilize the early retention results of our initiatives, as well as research that is now emerging, to identify programs that have demonstrated positive results that should be replicated.

Goal #4: Increase the amount of financial aid available to needy students and reduce their reliance on loans.

The Ben R. Lawton Undergraduate Grant Program for undergraduates and the Advanced Opportunity Program (AOP) for graduate students provide grants to students of color and the economically disadvantaged.

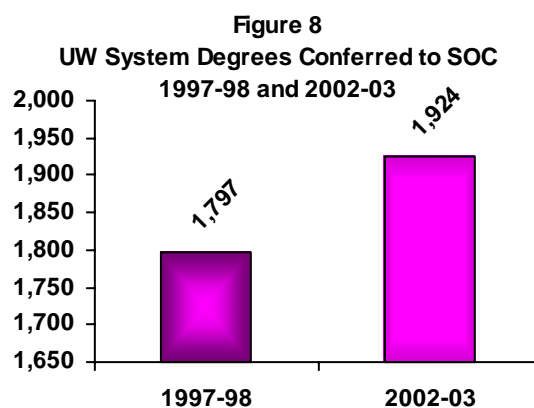


Table 4
Changes in Lawton and AOP Grants in the State Biennial Budget 1997-99 and 2003-05

	Lawton	AOP
1997-99		
Biennial Budget		
Increase	\$400,000	\$266,700
Appropriation Total	\$2,406,900	\$4,065,500
2003-05		
Biennial Budget		
Increase	\$1,842,100	\$1,650,000
Appropriation Total	\$4,922,900	\$6,555,900

Lawton Undergraduate Grants provide supplementary financial aid to financially needy sophomore, junior, and senior students of color. The grants are a "last grant award", made after all other state, federal, and scholarship aid has been granted hence, only the neediest students receive a Lawton grant.

The Lawton Undergraduate Grant and the Advanced Opportunity Programs received increases of 34% (\$1.65 million) and 60% (\$1.8 million) respectively in the 2003-05 biennial budget (Table 4).¹⁵ However, these increases were entirely funded by one-time reserves.

In addition to state funded grant programs, UW institutions have established many privately funded scholarship programs under *Plan 2008*.

UW-Eau Claire

UW-Eau Claire increased the amount of privately funded scholarships from \$1,000 in 1988 to \$163,000 in 2002.

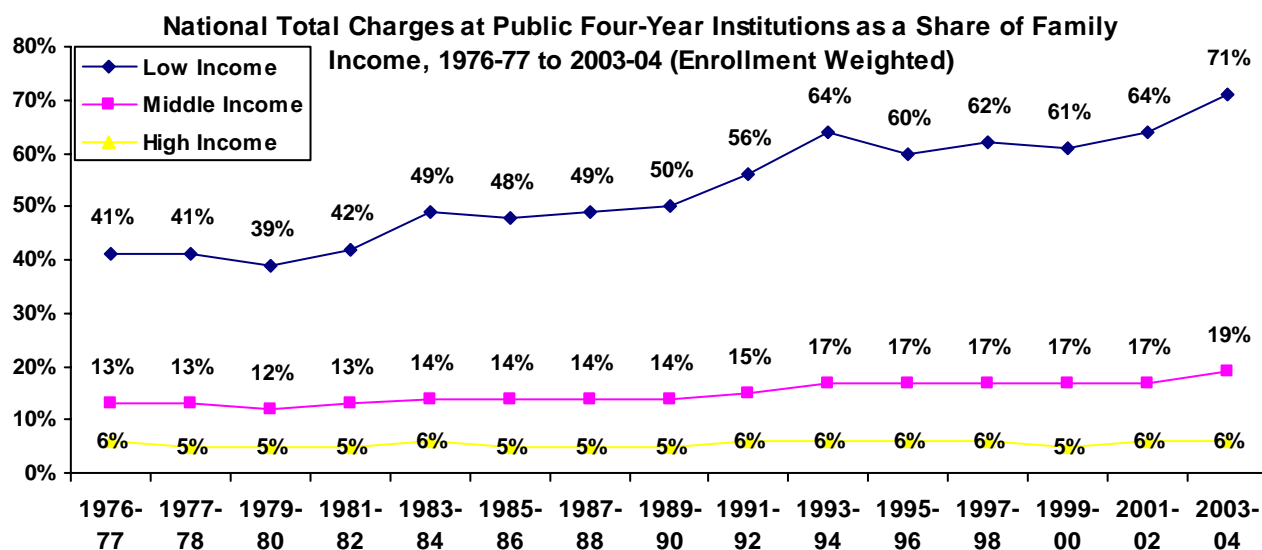
UW-Stout

UW-Stout administers the Summer Technology and Engineering Program (STEPS). The program starts with 7th grade girls interested in careers in the science and technology fields. Instruction is provided in manufacturing systems, Computer Aided Design and Drafting (CADD), robotics, automation, physics, chemistry, and other technology and engineering experiences. The program raises \$95,000 toward operating costs annually and provides a \$700 pre-college scholarship to needy students.

Student Debt

Over the past fifteen years, the portion of household income of middle-income families needed to pay the costs of higher education--tuition, fees, and room and board--has remained relatively constant at 17% (Figure 9).¹⁶ The same is true for high-income families for whom the percentage has increased from 5% to 6%. However, higher education costs have increased at a greater rate than has median income for low-income families. Total charges for four year institutions now represent 71% of median income for low-income families compared to 41% in the 1976-77 academic year. Grants and financial aid, therefore, play a pivotal role in providing access to college for the economically disadvantaged.

Figure 9



Source: Annual Survey of Colleges, The College Board, New York, NY; pre-1987-88 tuition data are from Integrated Postsecondary Education Data System (IPEDS), U.S. Department of Education, National Center for Education Statistics; income data from the U.S. Department of Commerce, Bureau of Labor Statistics. Lowest income quintile (up to \$25,207 for 2003), middle income quintile (range = \$43,196 to \$65,644 in 2003), and high income quintile (range = \$98,886 or more in 2003).

Students of color, except for American Indians and Asians, graduate with higher levels of debt than white students (Table 5). The highest level of debt is incurred by African Americans, who

come from the poorest families. According to the 2000 US Census, African Americans in Wisconsin earn 51% below the median family income (Table 6).

Table 5
Debt Levels Among UW System Bachelor Degree Recipients by Race/Ethnicity, 2002-03

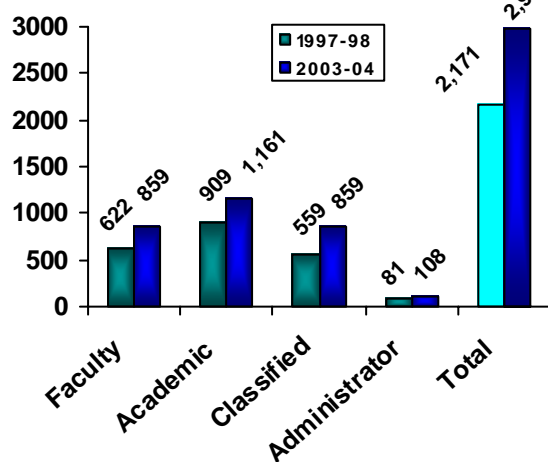
	Heads	Average Debt
Amer. Indian	91	\$14,014
Asian	308	\$16,218
White	11,558	\$16,779
Hispanic/Latino	241	\$18,127
Afr. American	329	\$20,792
Unknown race	83	\$15,887
Total	12,160	\$16,870

Table 6
Median Family Income by Race and Ethnicity in Wisconsin, 1999

	Median	Percent of Median
All Families	\$52,911	100%
Afr. American	\$26,968	51%
Amer. Indian	\$34,165	65%
Asian	\$45,543	86%
White	\$54,768	104%
Hisp./Latino (any race)	\$35,733	68%

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.

Figure 10
UW System Employees of Color, 1997-98 and 2003-04



As indicated in tables 10 and 11, the numbers and proportions of employees of color in the UW System have increased during the first five years of *Plan 2008*. Furthermore, this success has been replicated in every employment category.¹⁷ (For institutional detail, see Appendix C, Table 6a-e.)

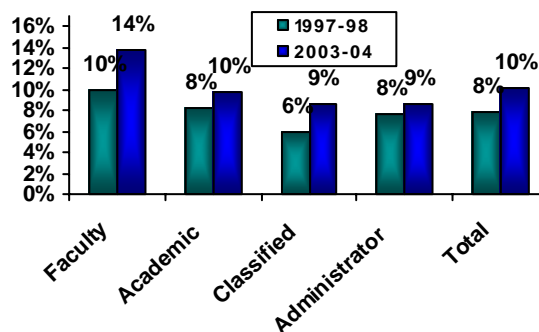
A number of institutions have been recognized for their efforts in recruitment and retention initiatives on behalf of students, staff and community of color. These are described below.

Recognition for Recruitment and Retention

UW-Milwaukee received the 2002 Wisconsin Department of Employee Relations (DER) Diversity Award for its commitment of financial and administrative resources to improve campus services for people of color, women, and persons with disabilities.

UW-Stout received the 2002 DER Secretary's Award of Achievement for its success in attracting people of color and women for

Figure 11
UW System Employees of Color as a Percent of Total Employees 1997-98 and 2003-04



faculty positions and also its broad variety of campus diversity initiatives.

UW-Eau Claire received the 2002 DER Program Merit Award for its extraordinary efforts in recruiting and outreach in the Hmong community.

UW-Parkside received multiple DER awards in 2000, 2001, and 2003 for hiring practices that promote diversity and for the impact of its Diversity Circles program on local communities.

UW-River Falls increased the future pool of employees of color. UW-River Falls received \$209,000 for four years from the federal TRIO McNair program. McNair provides graduate student support and serves as a pipeline for preparing students for future faculty positions. The grant provides research and academic support for undergraduate students. Ninety percent of McNair participants enroll in a graduate program following graduation.

Goal #6: Foster institutional environments and course development that enhance learning and a respect for racial and ethnic diversity.

Critical to the retention and graduation of students of color, as well as the preparation of all students for the world into which they graduate, is a living and learning environment in which diversity is respected and infused. Race/ethnic studies programs have increased in the UW System during the first five years of *Plan 2008* from 17 to 28 across the UW System.¹⁸

However, academic programs are only one way of infusing diversity, and race/ethnic studies programs are only one form of curriculum infusion. UW institutions have also integrated diversity into strategic planning efforts. This has included the academic program review process in which programs are evaluated in terms of their contribution to the university's strategic initiatives to promote and improve diversity through curriculum infusion (some specific examples are cited under goal 7 on accountability). In addition, institutions are assessing campus climate to assure that it is welcoming and supportive of all students and staff.

Examples of other institutional initiatives include:

UW-Madison developed Chemistry 201 that teaches chemistry by focusing on the effects of uranium mining on the Navajo population.

UW-River Falls received a \$6,000 grant to expand its Ethnic Studies collection of library materials to 9,700 holdings.

UW System Office of Academic Affairs. The UW systemwide process for the approval of new academic programs now requires that authorization proposals include information on how the program will address diversity in the curriculum and attract and retain diverse students, faculty, and staff. The office hosted a "Critical Connections" conference which provided a forum for about 200 faculty and staff from across the UW System to discuss the theories and practices of diverse pedagogy, course content, and best models in curricular reform.

Goal #7: Improve accountability of the UW System and its institutions.

Accountability, at all levels, is a hallmark of a well-managed institution. Accountability is a necessary, but not sufficient, condition to assure that the goals of the institution are being

advanced. Below are some examples of accountability measures relating to diversity in program and performance review.¹⁹

Program Review

UW-Eau Claire: As part of UW-Eau Claire's departmental review process, departments must address the infusion of cultural and gender diversity issues in their curriculum and instruction.

UW-Madison: The College of Letters and Science (L&S) and the Graduate School program review guidelines include explicit questions about diversity of students, faculty, staff, and about climate. The L&S guidelines are noteworthy in that they align program review with the university's strategic priorities, and the substance of *Plan 2008* is integrated into those priorities.

UW-Parkside: As part of the program review process each program is considered in terms of its contribution to the university's strategic initiatives and reviewed with respect to its involvement in activities that promote and celebrate diversity.

UW-Stevens Point: An action item in UW-Stevens Point's *Plan 2008* provides that course contributions to diversity will be included in every program review self-study. The Provost/Vice Chancellor follows up with questions about course contributions to diversity when appropriate in the final stages of the program review.

Performance Review

One mechanism institutions are using to assure accountability on diversity issues is the performance review process. At UW-La Crosse and UW-Madison performance reviews for Deans and division heads consider their efforts and success at implementing *Plan 2008*. At UW-River Falls the Chancellor evaluates senior administrators for their success at meeting institutional goals, one of which is fostering a diverse campus community.

UW-Extension: Faculty and staff who report directly to the Chancellor and Vice Chancellor (includes Deans and Directors) are evaluated based on their efforts to encourage the recruitment of people of color and women for positions in which they are under-represented, and to support an appreciation for the value of diversity in UW-Extension activities.

UW-La Crosse: The Assistant to the Chancellor for Affirmative Action and Diversity provides input in the annual performance review of Deans and division heads on their efforts in implementing *Plan 2008*.

UW-Madison: UW-Madison asks for information in the annual review of Deans about improvements in diversity. The UW-Madison budget instructions provide that all supervisory personnel be evaluated in part on their efforts and results in advancing affirmative action and equal employment opportunity goals.

UW-River Falls: Meeting institutional goals is one of the criteria in the Chancellor's evaluation of senior administrators. One of those goals is continuing to foster a diverse, inclusive, and supportive campus community.

UW System Office of Academic Diversity and Development provides input for the President in the annual review of UW institution Chancellors. UW System Office of Academic Affairs annually monitors promotion and tenure rates for faculty of color and by gender.

Budget and Expenditures

Multicultural/Disadvantaged (M/D) Program Funding

Since 1998, total funding for multicultural/disadvantaged programs and scholarships has increased 56% from \$22.6 million to \$35.3 million. Some of the funding increase is attributable to the successful, state-funded 1999-2001 UW System budget initiative of \$1.7 million for *Plan 2008* and pre-college funding (Table 7). (For institutional detail, see Appendix B, Table A and B.)

Extramural funds comprised 40% of total M/D funding in 2002-03 and increased at a much higher rate than other funding sources. These increases in extramural (71%) and institutional (privately financed) scholarships (99%) indicate that the largest investment in diversity is not coming from the state but from non-state sources, a trend that is also reflective of funding for the UW System as a whole.

The near doubling of institutional (non-government) scholarships from \$3.1 million to \$6.2 million indicates the need for financial aid and scholarship assistance. Fund 402, the legislatively earmarked state funds for Wisconsin multicultural/disadvantage programs increased 40% from \$5.9 million to \$8.3 million. Institutional reallocation increased 29%.

Table 7
UW System Multicultural/Disadvantaged Program Funding (a)
All Fund Expenditures, 1998-99 and 2002-03²⁰

	Total Program Funds & Scholarships	Fund 402 M/D Appropriation Expenditures (a)	Other State Funds Reallocated to M/D Programs	Extramural Funds	Total M/D Program Funds (b)	Institutional Scholarships (Non-Government Sources) (c)
1998-99	\$22,583,564	\$5,939,563	\$5,635,578	\$7,907,964	\$19,483,105	\$3,100,459
2002-03	\$35,265,263	\$8,335,670	\$7,251,837	\$13,510,111	\$29,097,618	\$6,167,645
\$ Change	\$12,681,699	\$2,396,107	\$1,616,259	\$5,602,147	\$9,614,513	\$3,067,186
% Change	56%	40%	29%	71%	49%	99%

Source: UW System Office of Budget and Planning.

Pre-college, Recruitment, and Retention as a Percentage of All M/D Funds

Reflecting a shift in UW institutional priorities, more dollars were spent on pre-college programs in 2002-03 than in 1998-99. As a share of all M/D funds, pre-college expenditures increased from 26% (\$4.6 million) to 30% (\$7.7 million). Recruitment expenditures remained fairly constant at 13.9% (\$2.5 million to \$3.6 million). Retention expenditures fell from 60% (\$10.6 million) to 56.1% (\$14.5 million) of all M/D funds (Table 8).

Table 8
Pre-college, Recruitment and Retention as a Percentage of All M/D Funds

	Pre-college	% of Total	Recruitment	% of Total	Retention	% of Total	Total
1998-99	\$4,614,987	26.1%	\$2,462,292	13.9%	\$10,587,621	60.0%	\$17,664,900
2002-03	\$7,754,502	30.0%	\$3,586,743	13.9%	\$14,518,561	56.1%	\$25,859,806
Dollar Change	\$3,139,515		\$1,124,451		\$3,930,940		\$8,194,906
% Change	68.0%		45.7%		37.1%		46.4%

Source: UW System Office of Budget and Planning.

Challenges as we prepare for Phase II

As we reflect on the achievements of Phase I of *Plan 2008*, it is apparent that external and internal factors have influenced, and will continue to influence the implementation and outcomes as we move forward to Phase II. Recognizing these factors not only deepens our understanding of the constraints faced in the past, but will be instrumental in helping to address the challenges ahead.

These challenges fall into three major areas: 1) Fiscal, 2) Demographic, and 3) Assessment.

1. Fiscal

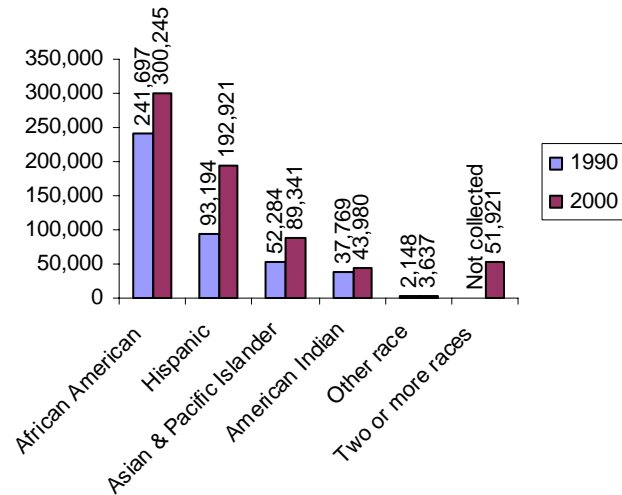
- A. Program Funding: Renewing gifts and grants to support programming has become increasingly difficult in the current economic climate. This requires greater fundraising efforts at a time when we are faced with declining human and financial resources available to support those efforts.
- B. Financial Aid: The Lawton and AOP grant programs have grown over the last five years, but neither has kept pace with tuition increases. The cost of participating in higher education represents a significantly increasing portion of the median income of low-income individuals (see table 10), making financial aid even more important if higher education is to be accessible to lower income students.
- C. TRIO Funding: TRIO funding is insufficient to serve all eligible students.
- D. Advanced Placement: Limited access to advanced placement (AP) courses, particularly in rural areas, the inner city, and reservations presents another obstacle to equal access to higher education.
- E. State Aid: State budget cuts have reduced resources available to recruit and retain students in general, and students of color in particular. The city of Milwaukee and the surrounding area has the highest concentration of African Americans, Hispanic/Latinos, and urban American Indians in the state. However, pre-college programs can reach only a small proportion of under-served Milwaukee students.

2. Demographic

Increasing resource challenges are exacerbated by the need to serve rapidly expanding populations.

As is the case in the rest of the country, the face of Wisconsin is rapidly changing. Between the 1990 and 2000 census, the percentage of the state's population made up of people of color increased from 9% to 13%, or from 427,092 to 682,045 of the state population (Figure 12).²¹ Some regions experienced even more dramatic growth. For example, the percentage of the population of the city of Milwaukee who are people of color increased from 37% to 50%.

Figure 12
Persons of Color in Wisconsin, 1990 and 2000



As figure 1 indicates, Hispanic/Latinos are the fastest growing segment of Wisconsin's population, increasing from 2% to 4% of the state population. African Americans increased from 5% to 6% of the state population. American Indians continue to represent 1% of the state population. Asians (including Native Hawaiians) grew from 1% to 2% of the state total.

Between 1990 and 2000, counties have experienced significant growth in communities of color. For example, the number of Hispanic/Latino residents has almost doubled (45,000 to 82,000) in Milwaukee County and more than quadrupled (2,000 to 9,000) in Brown County. In Marathon County, the Hmong population doubled from 2,000 to 4,000 residents. African American and American Indian communities are also growing.

As the state continues to grow, stepped-up early intervention programs must be expanded to prevent these populations from falling farther behind. Cohort-based models like PEOPLE are highly effective, but costly, at about \$5,000 per student per year. Other programs have waiting lists because of insufficient funding to accommodate all students. In general, programs are financially stressed and cannot keep pace with rapidly expanding populations who have growing educational needs.

3. Assessment

Assessment of programs that address the goals of *Plan 2008* is complex under the best of circumstances. There are many variables that impact the success of students, the hiring of faculty and staff, and the achievement of educational outcomes. In addition, success can only be measured after we have been able to accumulate data over a time horizon that extends beyond the five years of Phase I of the plan. We have just begun to amass the kind of data that are necessary to assess the effectiveness of the various programs that have been implemented by UW institutions. As we enter Phase II, we will begin to have enough years of data to allow for such assessment of results, and ensure that we focus our limited resources on those efforts that are successful, and modify or discontinue those that are not.

There are also data gaps that must be filled. For example, at present we are only able to track participants in our pre-college programs who enroll at UW System institutions, and therefore miss those who pursue technical college education, or enroll at private institutions or public institutions outside of the state.

Summary

The Board of Regents took a bold step in 1998 when it adopted *Plan 2008*. We have made significant strides during the first five years of the plan. We have had disappointments, faced challenges, and learned a great deal. We can take pride in the accomplishments, at the same time that we refocus our energies in the areas that present the most vexing challenges.

As the UW System looks forward to the next five years of *Plan 2008*, the State, the Board of Regents, UW System Administration, and UW institutional leaders all play a role in ensuring our continued progress in Phase II. *Plan 2008* must be a critical component of our overall diversity efforts, all aimed at assuring student success and meeting state needs. This can only occur in an environment in which higher education is accessible to, and welcoming and supportive of all students; one that recognizes and effectively addresses the varied challenges and needs of students and staff. A UW education prepares students for success in work and life while the state is provided citizens prepared to address the most urgent of our economic and social challenges. Enhancing diversity is a shared responsibility, and encompasses race and ethnicity in addition to other personal characteristics of our students and staff. Addressing the goals of *Plan 2008* plays a central role in meeting this responsibility. In Phase II of *Plan 2008*, we must continue to address the barriers to access for underrepresented student populations, enhance student success for those underrepresented populations in particular, and all students in general, and thereby prepare the next generation of citizens and leaders to serve the emerging needs of our state.

Appendix A

Seven Goals of *Plan 2008*

- 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.

Appendix B

Table A UW System Minority/Disadvantaged Program Funding ^(a) 1998-99 All Fund Expenditures

Institution	1997-98		1998-99				
	Total Program Funds & Scholarships	Total Program Funds & Scholarships	Fund 402 M/D Appropriation 20.285(4)(a) Expenditures	Other State Funds Reallocated to M/D Programs	Extramural Funds	Total M/D Program Funds ^(b)	Institutional Scholarships ^(c)
Madison	\$5,961,794	\$6,530,945	\$1,287,698	\$2,361,766	\$915,158	\$4,564,622	\$1,966,323
Milwaukee	\$4,920,678	\$5,354,016	\$1,877,300	\$1,279,622	\$1,361,506	\$4,518,428	\$835,588
Eau Claire	\$1,170,005	\$1,306,450	\$114,869	\$344,260	\$717,144	\$1,176,273	\$130,177
Green Bay	\$785,039	\$886,317	\$79,875	\$54,657	\$669,599	\$804,131	\$82,186
La Crosse	\$1,233,743	\$1,427,708	\$106,262	\$528,785	\$770,161	\$1,405,208	\$22,500
Oshkosh	\$760,927	\$769,870	\$380,828	\$24,959	\$349,982	\$755,769	\$14,110
Parkside	\$506,946	\$536,327	\$232,147	\$11,944	\$250,861	\$494,952	\$41,375
Platteville	\$354,222	\$376,626	\$89,453	\$55,119	\$231,854	\$376,426	\$200
River Falls	\$398,203	\$387,864	\$140,634	\$8,383	\$238,847	\$387,864	\$0
Stevens Point	\$899,476	\$865,650	\$202,258	\$150,995	\$512,397	\$865,650	\$0
Stout	\$740,304	\$633,727	\$218,843	\$108,040	\$298,844	\$625,727	\$8,000
Superior	\$396,354	\$509,496	\$87,029	\$197,647	\$224,820	\$509,496	\$0
Whitewater	\$1,556,414	\$1,621,016	\$671,740	\$84,204	\$865,072	\$1,621,016	\$0
Colleges	\$662,282	\$704,211	\$160,502	\$41,990	\$501,719	\$704,211	\$0
Extension	\$112,045	\$124,604	\$75,782	\$48,822	\$0	\$124,604	\$0
WCWC ^(d)	\$39,670	\$43,968	\$43,968	\$0	\$0	\$43,968	\$0
Systemwide	\$452,900	\$504,760	\$170,375	\$334,385	\$0	\$504,760	\$0
Total	\$20,951,002	\$22,583,564	\$5,939,563	\$5,635,578	\$7,907,964	\$19,483,105	\$3,100,459

Source: UW System Office of Budget and Planning.

- (a) Does not include fringe benefits. Also excludes Advanced Opportunity Program, Lawton Undergraduate Minority Retention Grants, and other financial aid allocated by UW System to the institutions. Includes pre-college and institutional scholarships.
- (b) Includes program revenue funds from auxiliaries and special courses.
- (c) Reflects institution awarded scholarships that go through institutional accounts. Does not reflect scholarships administered by foundations.
- (d) WCWC expenditures are as follows: UW-Eau Claire, \$13,824; UW-River Falls, \$5,000; UW-Stout, \$5,055; and UW-Superior, \$20,089.

Table B

**UW System Minority/Disadvantaged Program Funding ^(a)
2002-03 All Fund Expenditures**

Institution	2001-02	2002-03					
	Total Program Funds & Scholarships	Total Program Funds & Scholarships	Fund 402 M/D Appropriation 20.285 (4) (a) Expenditures	Other State Funds Reallocated to M/D Programs	Extramural Funds	Total M/D Program Funds (b)	Institutional Scholarships (c)
Madison	\$8,793,611	\$11,080,470	\$1,751,560	\$3,881,071	\$938,669	\$6,571,300	\$4,509,170
Milwaukee	\$8,136,589	\$8,034,643	\$2,203,353	\$1,403,886	\$3,178,169	\$6,785,408	\$1,249,235
Eau Claire	\$2,201,753	\$2,179,972	\$232,816	\$348,377	\$1,435,819	\$2,017,012	\$162,960
Green Bay	\$1,153,204	\$1,100,887	\$149,738	\$99,593	\$743,928	\$993,259	\$107,628
La Crosse	\$2,427,415	\$2,093,860	\$219,415	\$486,268	\$1,388,177	\$2,093,860	\$0
Oshkosh	\$953,315	\$1,014,879	\$510,492	\$9,152	\$444,119	\$963,763	\$51,116
Parkside	\$844,950	\$931,971	\$354,201	\$145,185	\$396,227	\$895,613	\$36,358
Platteville	\$493,624	\$475,102	\$163,332	\$70,529	\$241,241	\$475,102	\$0
River Falls	\$818,725	\$832,342	\$174,183	\$26,800	\$631,359	\$832,342	\$0
Stevens Point	\$1,081,682	\$1,056,195	\$285,960	\$177,504	\$585,731	\$1,049,195	\$7,000
Stout	\$1,088,052	\$1,280,981	\$318,013	\$98,772	\$848,696	\$1,265,481	\$15,500
Superior	\$981,122	\$1,047,868	\$161,248	\$204,295	\$662,097	\$1,027,640	\$20,228
Whitewater	\$1,767,873	\$1,770,126	\$864,346	\$45,780	\$860,000	\$1,770,126	\$0
Colleges	\$1,158,412	\$1,128,368	\$281,940	\$58,930	\$779,048	\$1,119,918	\$8,450
Extension	\$129,723	\$125,782	\$100,418	\$25,364	\$0	\$125,782	\$0
Systemwide	\$1,081,277	\$1,111,817	\$564,655	\$170,331	\$376,831	\$1,111,817	\$0
Total	\$33,111,327	\$35,265,263	\$8,335,670	\$7,251,837	\$13,510,111	\$29,097,618	\$6,167,645

Source: UW System Office of Budget and Planning.

(a) Does not include fringe benefits. Also excludes Advanced Opportunity Program, Lawton Undergraduate Minority Retention Grants, and other financial aid allocated by institutions. Includes pre-college and institutional scholarships.

(b) Includes program revenue funds from auxiliaries and special courses.

(c) Reflects institution awarded scholarships that go through institutional accounts. Does not reflect scholarships administered by foundations.

Appendix C

Table 1
UW System Pre-college Participation, 2002-03

<u>Institution</u>	
UW-Eau Claire	789
UW-Green Bay	379
UW-La Crosse	642
UW-Madison	1,405
UW-Milwaukee	7,842
UW-Oshkosh	214
UW-Parkside	601
UW-Platteville	152
UW-River Falls	97
UW-Stevens Pt	431
UW-Stout	182
UW-Superior	141
UW-Whitewater	1,436
UW-Colleges	645
TOTAL	14,956

<u>UW-Colleges</u>	
Baraboo	57
Barron	89
Fond du Lac	0
Fox Valley	47
Manitowoc	88
Marathon	61
Marinette	31
Marshfield	0
Richland	43
Rock County	74
Sheboygan	36
Washington	0
Waukesha	119
Subtotal	
TOTAL	645

Source: UW System Office of Academic Diversity and Development.

Table 2
UW System Total Students of Color Enrollment by Institution
Fall 1998 to Fall 2003

	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Percent Change 1998- 2003	Number Change 1998-2003
UW-Eau Claire	452	470	470	520	502	507	12.17%	55
UW-Green Bay	296	273	292	298	292	303	2.36%	7
UW-La Crosse	385	426	451	459	452	486	26.23%	101
UW-Milwaukee	3,746	3,805	3,864	4,045	4,007	3924	4.75%	178
UW-Madison	3,704	3,807	3,665	3,734	3,905	4037	8.99%	333
UW-Oshkosh	426	429	414	475	503	576	35.21%	150
UW-Parkside	721	810	856	911	905	902	25.10%	181
UW-Platteville	169	156	177	175	216	214	26.63%	45
UW-River Falls	198	228	249	282	299	343	73.23%	145
UW-Stout	286	293	290	292	333	331	15.73%	45
UW-Stevens Point	257	269	264	285	334	398	54.86%	141
UW-Superior	98	106	97	129	131	114	16.33%	16
UW-Whitewater	690	713	762	789	848	896	29.86%	206
UW Colleges	463	525	584	771	831	808	74.51%	345
TOTAL	11,891	12,310	12,435	13,165	13,558	13,839	16.38%	1,948

Source: UW System Office of Policy Analysis and Research.

Table 3

**UW System Total Student Enrollment by Race/Ethnicity, Gender and Institution
Fall 1998**

Fall 1998	Gender	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	UWC	TOTAL
African-American	Male	388	695	40	18	51	62	113	32	22	23	45	14	193	102	1,798
African-American	Female	463	1,228	33	24	35	45	236	13	13	15	30	3	179	38	2,355
Hispanic/Latino	Male	469	362	33	15	40	48	122	29	18	26	22	7	81	64	1,336
Hispanic/Latino	Female	516	429	62	30	38	58	140	17	29	31	22	10	87	70	1,539
American Indian	Male	106	74	31	41	24	27	11	8	10	34	17	20	20	28	451
American Indian	Female	126	115	51	81	27	35	12	8	7	34	18	27	14	32	587
SE Asian American	Male	123	163	58	31	41	29	6	14	22	30	57	2	15	33	624
SE Asian American	Female	101	166	52	25	35	37	10	3	12	21	18	0	16	24	520
Other Asian American	Male	672	253	31	13	45	39	34	27	20	21	21	5	50	32	1,263
Other Asian American	Female	740	261	61	18	49	46	37	18	45	22	36	10	35	40	1,418
SOC Subtotal	Male	1,758	1,547	193	118	201	205	286	110	92	134	162	48	359	259	5,472
	Female	1,946	2,199	259	178	184	221	435	59	106	123	124	50	331	204	6,419
International	Male	2,110	411	79	44	84	59	20	21	15	116	65	42	68	37	3,171
International	Female	1,231	281	111	46	56	48	11	9	15	84	64	32	79	54	2,121
White/Other	Male	15,155	8,198	3,977	1,879	3,654	4,251	1,648	3,032	2,034	3,498	3,689	998	4,495	3,981	60,489
White/Other	Female	17,317	9,964	6,063	3,338	5,111	5,985	2,255	1,785	3,308	4,562	3,500	1,462	5,296	5,308	75,254
Total		39,517	22,600	10,682	5,603	9,290	10,769	4,655	5,016	5,570	8,517	7,604	2,632	10,628	9,843	152,926

Source: UW System Office of Policy Analysis and Research.

Table 3

**UW System Total Student Enrollment by Race/Ethnicity, Gender and Institution
Fall 2003**

Fall 2003	Gender	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLAT	RVF	STP	STO	SUP	WHT	UWC	TOTAL
African-American	Male	444	582	36	23	40	55	146	47	49	39	62	17	181	103	1,824
African-American	Female	522	1,195	17	20	33	62	280	28	25	26	28	8	200	73	2,517
Hispanic/Latino	Male	494	383	41	21	63	51	133	26	34	41	32	5	106	101	1,531
Hispanic/Latino	Female	536	535	65	23	72	89	186	19	47	44	32	5	136	126	1,915
American Indian	Male	100	73	25	21	22	29	13	10	12	41	13	21	21	31	432
American Indian	Female	124	115	39	62	39	57	13	8	15	30	17	38	20	47	624
SE Asian American	Male	186	254	71	44	53	43	23	9	46	56	48	2	53	38	926
SE Asian American	Female	210	272	89	59	53	70	18	2	56	64	25	3	69	29	1,019
Other Asian American	Male	683	255	42	18	50	51	42	47	19	22	24	5	50	131	1,439
Other Asian American	Female	738	260	82	22	61	69	48	18	40	35	50	10	60	129	1,622
	Male	1,907	1,547	215	127	228	229	357	139	160	199	179	50	411	404	6,152
SOC Subtotal	Female	2,130	2,377	292	176	258	347	545	75	183	199	152	64	485	404	7,687
International	Male	2,133	383	58	40	69	58	50	51	18	77	51	95	66	27	3,176
International	Female	1,430	295	71	29	56	41	36	59	33	71	31	70	69	23	2,314
White/Other	Male	15,458	9,058	3,932	1,692	3,197	4,072	1,788	3,507	2,064	3,565	3,620	987	4,310	5,090	62,340
White/Other	Female	17,711	11,215	6,031	3,384	4,938	6,266	2,296	2,303	3,341	4,639	3,675	1,566	5,207	6,462	79,034
Total		40,769	24,875	10,599	5,448	8,746	11,013	5,072	6,134	5,799	8,750	7,708	2,832	10,548	12,410	160,703

Source: UW System Office of Policy Analysis and Research.

Table 4
University of Wisconsin System Six Year Graduation Rates at Any UW Institution
First-time, Full-time, New Freshmen
Fall 1997 Cohort

	Institution	African American	American Indian	Southeast Asian	Asian American	Total Asian	Latino/ Hispanic	Students of Color	White	Total**
	UW-Madison									
	Cohort	119	17	34	223	257	127	520	5,148	5,828
	Graduates	71	7	17	156	173	80	331	4,193	4,556
	Graduation Rate	59.7	41.2	50.0	70.0	67.3	63.0	63.7	81.4	78.2
	UW-Milwaukee									
	Cohort	194	17	41	54	95	87	393	1,866	2,272
	Graduates	29	6	9	24	33	22	90	888	980
	Graduation Rate	14.9	35.3	22.0	44.4	34.7	25.3	22.9	47.6	43.1
	UW-Eau Claire									
	Cohort	17	12	40	16	56	28	113	2,031	2,160
	Graduates	10	6	17	6	23	16	55	1,336	1,396
	Graduation Rate	58.8	50.0	42.5	37.5	41.1	57.1	48.7	65.8	64.6
	UW-Green Bay									
	Cohort	4	8	8	6	14	4	30	859	895
	Graduates	*	*	*	*	6	*	8	503	512
	Graduation Rate	*	*	*	*	42.9	*	26.7	58.6	57.2
	UW-La Crosse									
	Cohort	13	12	5	27	32	21	78	1,620	1,700
	Graduates	*	*	*	11	14	10	33	1,127	1,160
	Graduation Rate	*	*	*	40.7	43.8	47.6	42.3	69.6	68.2
	UW-Oshkosh									
	Cohort	16	9	11	6	17	13	55	1,656	1,719
	Graduates	*	*	*	*	7	7	18	905	927
	Graduation Rate	*	*	*	*	41.2	53.8	32.7	54.6	53.9
	UW-Parkside									
	Cohort	78	5	2	9	11	47	141	583	726
	Graduates	23	*	*	6	7	13	45	235	282
	Graduation Rate	29.5	*	*	66.7	63.6	27.7	31.9	40.3	38.8
	UW-Platteville									
	Cohort	8	6	2	9	11	11	36	940	978
	Graduates	*	*	*	*	*	*	15	537	552
	Graduation Rate	*	*	*	*	*	*	41.7	57.1	56.4

Table 4
University of Wisconsin System Six Year Graduation Rates at Any UW Institution
First-time, Full-time, New Freshmen
Fall 1997 Cohort

	Institution	African American	American Indian	Southeast Asian	Asian American	Total Asian	Latino/ Hispanic	Students of Color	White	Total**
	UW-River Falls									
	Cohort	3	7	8	11	19	13	42	1,100	1,144
	Graduates	*	*	*	7	11	*	17	674	691
	Graduation Rate	*	*	*	63.6	57.9	*	40.5	61.3	60.4
	UW-Stevens Point									
	Cohort	8	15	5	9	14	7	44	1,445	1,527
	Graduates	*	6	*	*	8	*	21	947	975
	Graduation Rate	*	40.0	*	*	57.1	*	47.7	65.5	63.9
	UW-Stout									
	Cohort	12	9	8	8	16	9	46	1,185	1,241
	Graduates	*	*	*	*	6	*	15	609	630
	Graduation Rate	*	*	*	*	37.5	*	32.6	51.4	50.8
	UW-Superior									
	Cohort	4	13	0	3	3	2	22	300	326
	Graduates	*	*	*	*	*	*	*	116	121
	Graduation Rate	*	*	*	*	*	*	*	38.7	37.1
	UW-Whitewater									
	Cohort	77	4	2	12	14	28	123	1,745	1,881
	Graduates	28	*	*	*	7	8	46	1,054	1,105
	Graduation Rate	36.4	*	*	*	50.0	28.6	37.4	60.4	58.7
	UW Comprehensives									
	Cohort	240	100	91	116	207	183	730	13,464	14,297
	Graduates	82	31	40	55	95	69	277	8,043	8,351
	Graduation Rate	34.2	31.0	44.0	47.4	45.9	37.7	37.9	59.7	58.4
	UW Systemwide									
	Cohort	553	134	166	393	559	397	1,643	20,478	22,397
	Graduates	182	44	66	235	301	171	698	13,124	13,887
	Graduation Rate	32.9	32.8	39.8	59.8	53.8	43.1	42.5	64.1	62.0
Source: UW System Administration, Office of Policy Analysis and Research.										
* To protect student privacy, numbers and rates are not shown when there are 5 or fewer graduates.										
** Total includes international students. Data are insufficient to report separate rates for international students.										

Table 5

**The University of Wisconsin System
Associate, Bachelors, Graduate and Professional Degrees Conferred
July 1 through June 30
By Degree Level and Race/Ethnicity**

Degree Race/Ethnicity	1997-98 (benchmark year)	1998-99	1999-00	2000-01	2001-02	2002-03	Num.Change 1998-99 to 2002-03	% Change 1998-99 to 2002-03
Associate								
African American	4	8	6	13	15	9	1	13%
American Indian	7	7	5	15	3	6	-1	-14%
Asian American	10	13	11	9	13	25	12	92%
Hispanic/Latino	8	5	13	9	17	9	4	80%
Subtotal	29	33	35	46	48	49	16	48%
International	9	12	13	9	8	12	0	0%
White/Other	753	780	981	914	1,108	1,174	394	51%
Total	791	825	1,029	969	1,164	1,235	410	50%
Bachelors								
African American	360	362	361	382	386	404	42	12%
American Indian	98	105	115	108	104	120	15	14%
Asian American	481	449	464	535	490	507	58	13%
Hispanic/Latino	317	277	302	349	310	332	55	20%
Subtotal	1256	1193	1242	1374	1290	1363	170	14%
International	527	514	487	519	474	445	-69	-13%
White/Other	17,851	18,033	18,272	19,034	19,540	19,618	1585	9%
Total	19,634	19,740	20,001	20,927	21,304	21,426	1686	9%
Masters								
African American	113	124	153	124	159	142	18	15%
American Indian	22	27	24	25	38	22	-5	-19%
Asian American	112	108	107	121	112	112	4	4%
Hispanic/Latino	96	89	94	99	109	90	1	1%
Subtotal	343	348	378	369	418	366	18	5%
International	654	585	609	693	539	692	107	18%
White/Other	3,703	3,931	3,692	3,890	4,126	4,092	161	4%
Total	4,700	4,864	4,679	4,952	5,083	5,150	286	6%

Degree Race/Ethnicity	1997-98 (benchmark year)	1998-99	1999-00	2000-01	2001-02	2002-03	Num.Change 1998-99 to 2002-03	% Change 1998-99 to 2002-03
PhD								
African American	12	7	11	14	16	24	17	243%
American Indian	3	5	6	2	1	5	0	0%
Asian American	22	20	19	28	21	21	1	5%
Hispanic/Latino	18	17	21	22	25	11	-6	-35%
Subtotal	55	49	57	66	63	61	12	24%
International	247	225	225	213	237	236	11	5%
White/Other	557	524	525	480	436	429	-95	-18%
Total	859	798	807	759	736	726	-72	-9%
Professional								
African American	41	36	32	30	28	19	-17	-47%
American Indian	9	15	14	12	10	6	-9	-60%
Asian American	29	24	31	43	33	43	19	79%
Hispanic/Latino	35	33	24	27	27	16	-17	-52%
Subtotal	114	108	101	112	98	84	-24	-22%
International	14	18	17	14	14	15	-3	-17%
White/Other	426	429	392	484	495	519	90	21%
Total	554	555	510	610	607	618	63	11%
Grand Total								
African American	530	537	563	563	604	588	51	9%
American Indian	139	159	164	162	156	159	0	0%
Asian American	654	614	632	736	669	708	94	15%
Hispanic/Latino	474	421	454	506	488	458	37	9%
Subtotal	1,797	1,731	1,813	1,967	1,917	1,923	192	11%
International	1,451	1,354	1,351	1,448	1,272	1,398	44	3%
White/Other	23,290	23,697	23,862	24,802	25,705	25,832	2,135	9%
Total	26,538	26,782	27,026	28,217	28,894	29,153	2,371	9%

Source: UW System Office of Policy Analysis and Research.

Table 6a

**UW System Faculty of Color by UW Institution
2003-04**

Institution	Asian American		African American (Non-Hispanic)		Hispanic/Latino		Native American		White (Non-Hispanic)		Total	
	Number	% of Campus Total	Number	% of Campus Total	Number	% of Campus Total	Number	% of Campus Total	Number	% of Campus Total	Number	% of Campus Total
Madison	176	8.2%	53	2.5%	71	3.3%	10	0.5%	1,836	85.6%	2,146	100%
Milwaukee	102	13.1%	46	5.9%	22	2.8%	11	1.4%	596	76.7%	777	100%
Eau Claire	22	5.8%	8	2.1%	4	1.1%	6	1.6%	340	89.5%	380	100%
Green Bay	12	7.7%	1	0.6%	8	5.1%	3	1.9%	132	84.6%	156	100%
La Crosse	21	7.0%	7	2.3%	9	3.0%	3	1.0%	259	86.6%	299	100%
Oshkosh	26	7.4%	6	1.7%	6	1.7%	1	0.3%	314	89.0%	353	100%
Parkside	15	11.8%	8	6.3%	4	3.1%	-	0.0%	100	78.7%	127	100%
Platteville	20	9.7%	10	4.9%	4	1.9%	2	1.0%	170	82.5%	206	100%
River Falls	9	4.2%	2	0.9%	4	1.9%	-	0.0%	199	93.0%	214	100%
Stevens Point	18	5.2%	2	0.6%	3	0.9%	1	0.3%	321	93.0%	345	100%
Stout	18	7.0%	6	2.3%	3	1.2%	1	0.4%	229	89.1%	257	100%
Superior	3	3.1%	1	1.0%	1	1.0%	4	4.1%	89	90.8%	98	100%
Whitewater	29	9.1%	9	2.8%	10	3.1%	1	0.3%	270	84.6%	319	100%
Colleges	18	6.2%	5	1.7%	8	2.8%	1	0.3%	257	88.9%	289	100%
Extension	1	0.4%	2	0.7%	1	0.4%	1	0.4%	279	98.2%	284	100%
Total	490	7.8%	166	2.7%	158	2.5%	45	0.7%	5,391	86.3%	6,250	100%

Source: UW System Office of Human Resources.

Table 6b

**UW System Academic Staff of Color by UW Institution
2003-04**

Institution	Asian American		African American (Non-Hispanic)		Hispanic/Latino		Native American		White (Non-Hispanic)		Total	
	Number	% of Campus Total	Number	% of Campus Total	Number	% of Campus Total	Number	% of Campus Total	Number	% of Campus Total	Number	% of Campus Total
Madison	393	6.2%	80	1.3%	139	2.2%	22	0.3%	5,730	90.0%	6,364	100%
Milwaukee	35	2.9%	99	8.1%	40	3.3%	8	0.7%	1,043	85.1%	1,225	100%
Eau Claire	6	1.7%	4	1.2%	5	1.4%	3	0.9%	327	94.8%	345	100%
Green Bay	2	1.1%	7	3.7%	3	1.6%	1	0.5%	174	93.0%	187	100%
La Crosse	12	3.4%	4	1.1%	2	0.6%	4	1.1%	329	93.7%	351	100%
Oshkosh	23	3.9%	10	1.7%	15	2.5%	8	1.3%	541	90.6%	597	100%
Parkside	9	3.5%	11	4.3%	15	5.9%	1	0.4%	220	85.9%	256	100%
Platteville	4	1.7%	6	2.6%	2	0.9%	1	0.4%	222	94.5%	235	100%
River Falls	2	0.9%	4	1.9%	2	0.9%	1	0.5%	206	95.8%	215	100%
Stevens Point	8	2.5%	5	1.6%	2	0.6%	3	0.9%	300	94.3%	318	100%
Stout	10	3.0%	5	1.5%	6	1.8%	3	0.9%	307	92.7%	331	100%
Superior	1	0.7%	2	1.3%	4	2.7%	2	1.3%	141	94.0%	150	100%
Whitewater	13	3.9%	17	5.1%	8	2.4%	1	0.3%	295	88.3%	334	100%
Colleges	16	3.0%	5	1.0%	5	1.0%	1	0.2%	498	94.9%	525	100%
Extension	6	1.1%	23	4.2%	19	3.5%	7	1.3%	495	90.0%	550	100%
System	1	2.2%	1	2.2%	3	6.5%	1	2.2%	40	87.0%	46	100%
Total	541	4.5%	283	2.4%	270	2.2%	67	0.6%	10,868	90.3%	12,029	100%

Source: UW System Office of Human Resources.

Table 6c

**UW System Classified Staff of Color by UW Institution
2003-04**

Institution	Asian American		African American (Non-Hispanic)		Hispanic/Latino		Native American		White (Non-Hispanic)		Total	
	Number	% of Campus Total	Number	% of Campus Total	Number	% of Campus Total	Number	% of Campus Total	Number	% of Campus Total	Number	% of Campus Total
Madison	160	3.1%	119	2.3%	160	3.1%	18	0.4%	4,662	91.1%	5,119	100%
Milwaukee	15	1.6%	202	21.3%	25	2.6%	10	1.1%	697	73.4%	949	100%
Eau Claire	6	1.4%	1	0.2%	2	0.5%	1	0.2%	408	97.6%	418	100%
Green Bay	2	1.0%	1	0.5%	1	0.5%	2	1.0%	198	97.1%	204	100%
La Crosse	5	1.6%	2	0.6%	1	0.3%	7	2.3%	295	95.2%	310	100%
Oshkosh	6	1.4%	3	0.7%	5	1.2%	-	0.0%	416	96.7%	430	100%
Parkside	3	1.6%	12	6.3%	8	4.2%	1	0.5%	165	87.3%	189	100%
Platteville	1	0.4%	1	0.4%	1	0.4%	1	0.4%	230	98.3%	234	100%
River Falls	2	0.9%	-	0.0%	1	0.5%	1	0.5%	216	98.2%	220	100%
Stevens Point	1	0.3%	4	1.1%	10	2.7%	-	0.0%	355	95.9%	370	100%
Stout	5	1.2%	2	0.5%	3	0.7%	3	0.7%	399	96.8%	412	100%
Superior		0.0%	-	0.0%	-	0.0%	5	3.3%	145	96.7%	150	100%
Whitewater	1	0.3%	2	0.5%	5	1.3%	2	0.5%	362	97.3%	372	100%
Colleges	2	0.8%	3	1.2%	2	0.8%	-	0.0%	241	97.2%	248	100%
Extension	6	2.5%	11	4.6%	1	0.4%	1	0.4%	221	92.1%	240	100%
System	2	1.6%	1	0.8%	1	0.8%	-	0.0%	121	96.8%	125	100%
Total	217	2.2%	364	3.6%	226	2.3%	52	0.5%	9,131	91.4%	9,990	100%

Source: UW System Office of Human Resources.

Table 6d

**UW System Limited Term Staff of Color by UW Institution
2003-04**

Institution	Asian American		African American (Non-Hispanic)		Hispanic/Latino		Native American		White (Non-Hispanic)		Total	
	Number	% of Campus Total	Number	% of Campus Total	Number	% of Campus Total	Number	% of Campus Total	Number	% of Campus Total	Number	% of Campus Total
Madison	8	1.6%	26	5.4%	10	2.1%	1	0.2%	440	90.7%	485	100%
Milwaukee	4	2.1%	12	6.3%	3	1.6%	2	1.0%	171	89.1%	192	100%
Eau Claire	-	0.0%	1	2.2%	-	0.0%	1	2.2%	44	95.7%	46	100%
Green Bay	-	0.0%	4	6.7%	2	3.3%	-	0.0%	54	90.0%	60	100%
La Crosse	1	1.8%	5	9.1%	-	0.0%	1	1.8%	48	87.3%	55	100%
Oshkosh	-	0.0%	3	15.0%	-	0.0%	-	0.0%	17	85.0%	20	100%
Parkside	-	0.0%	1	3.4%	-	0.0%	-	0.0%	28	96.6%	29	100%
Platteville	-	0.0%	-	0.0%	-	0.0%	-	0.0%	24	100.0%	24	100%
River Falls	-	0.0%	-	0.0%	-	0.0%	-	0.0%	25	100.0%	25	100%
Stevens Pt.	-	0.0%	-	0.0%	-	0.0%	-	0.0%	25	100.0%	25	100%
Stout	-	0.0%	1	2.3%	-	0.0%	-	0.0%	43	97.7%	44	100%
Superior	-	0.0%	-	0.0%	-	0.0%	-	0.0%	23	100.0%	23	100%
Whitewater	1	2.0%	3	5.9%	-	0.0%	-	0.0%	47	92.2%	41	100%
Colleges	-	0.0%	3	5.3%	1	1.8%	1	1.8%	52	91.2%	57	100%
Extension	1	1.6%	3	4.8%	4	6.3%	-	0.0%	55	87.3%	63	100%
System	2	3.8%	2	3.8%	1	1.9%	-	0.0%	47	90.4%	52	100%
Total	17	1.4%	64	5.1%	21	1.7%	6	0.5%	1,143	91.4%	1,251	100%

Source: UW System Office of Human Resources.

Table 6e

**UW System Total Staff of Color by UW Institution
2003-04**

Institution	Asian American		African American (Non-Hispanic)		Hispanic/Latino		Native American		White (Non-Hispanic)		Total	
	Number	% of Campus Total	Number	% of Campus Total	Number	% of Campus Total	Number	% of Campus Total	Number	% of Campus Total	Number	% of Campus Total
Madison	737	5.2%	278	2.0%	380	2.7%	51	0.4%	12,668	89.8%	14,114	100%
Milwaukee	156	5.0%	359	42.2%	90	2.9%	31	1.0%	2,507	79.8%	3,143	100%
Eau Claire	34	3.0%	13	1.5%	11	1.0%	10	0.9%	1,075	94.1%	1,143	100%
Green Bay	16	2.9%	9	1.1%	12	2.2%	6	1.1%	504	92.1%	547	100%
La Crosse	38	4.0%	13	1.5%	12	1.3%	14	1.5%	883	92.0%	960	100%
Oshkosh	55	4.0%	19	2.2%	26	1.9%	9	0.7%	1,271	92.1%	1,380	100%
Parkside	27	4.7%	31	3.6%	27	4.7%	2	0.3%	485	84.8%	572	100%
Platteville	25	3.7%	17	2.0%	7	1.0%	4	0.6%	622	92.1%	675	100%
River Falls	13	2.0%	6	0.7%	7	1.1%	2	0.3%	621	95.7%	649	100%
Stevens Point	27	2.6%	11	1.3%	15	1.5%	4	0.4%	976	94.5%	1,033	100%
Stout	33	3.3%	13	1.5%	12	1.2%	7	0.7%	935	93.5%	1,000	100%
Superior	4	1.0%	3	0.4%	5	1.3%	11	2.8%	375	94.2%	398	100%
Whitewater	43	4.2%	28	3.3%	23	2.2%	4	0.4%	927	90.4%	1,025	100%
Colleges	36	3.4%	13	1.5%	15	1.4%	2	0.2%	996	93.8%	1,062	100%
Extension	13	1.2%	36	4.2%	21	2.0%	9	0.8%	995	92.6%	1,074	100%
System	3	1.8%	2	0.2%	4	2.3%	1	0.6%	161	94.2%	171	100%
Total	1,260	4.4%	851	2.9%	667	2.3%	167	0.6%	26,001	89.8%	28,946	100%

Source: UW System Office of Human Resources.

Endnotes

- ¹ *Plan 2008: Educational Quality Through Racial and Ethnic Diversity, Biennial Report, Fall 2001*. UW System Board of Regents, October, 2001.
<http://www.uwsa.edu/oadd/oadd.html>, *Plan 2008: Biennial Final Report*, October 2001.
- ² Source: UW System Office of Policy Analysis and Research. Graduates as a percentage of 9th grade enrollments 4 years earlier, calculated from data compiled by the Western Interstate Commission for Higher Education (WICHE).
- ³ Source: DPI website School Performance Report at <http://www2.dpi.state.wi.us/wsas/statewkce.asp>.
- ⁴ Table 1 Source: UW System Office of Policy Analysis and Research.
- ⁵ Table 2 Source: UW System Office of Policy Analysis and Research.
- ⁶ Figures 2 and 3 Sources: UW System Office of Policy Analysis and Research.
- ⁷ Figure 5 Source: UW System Office of Policy Analysis and Research.
- ⁸ Figure 1 Source: UW System Office of Policy Analysis and Research.
- ⁹ UW Institutions that received 2002 Upward Bound TRIO funding include UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Manitowoc, UW-Milwaukee, UW-River Falls, UW-Stevens Point, UW-Superior, and UW-Whitewater.
- ¹⁰ Source: DPI website School Performance Report at <http://www2.dpi.state.wi.us/wsas/statewkce.asp>.
- ¹¹ American Multicultural Student Leadership Conference (AMSLC) Graduate School Survey, October 2003.
- ¹² Table 3 Source: UW System Office of Policy Analysis and Research.
- ¹³ Figures 6 & 7 Source: UW System Office of Policy Analysis and Research.
- ¹⁴ UW System Office of Policy Analysis and Research.
- ¹⁵ Table 4 Source: UW System Office of Budget and Planning.
- ¹⁶ Total Fixed Charges is defined as tuition and fees plus room and board. Income data ranges are 2001 figures updated using changes in the CPI. Source: Annual Survey of Colleges, The College Board, New York, NY; pre-1987-88 tuition data are from Integrated Postsecondary Education Data System (IPEDS), U.S. Department of Education, National Center for Education Statistics; income data from the U.S. Department of Commerce, Bureau of Labor Statistics. Lowest income quintile (up to \$25,207 for 2003), middle income quintile (range = \$43,196 to \$65,644 in 2003), and high income quintile (range = \$98,886 or more in 2003).

¹⁷ Figure 10 and 11 Source: UW System Office of Human Resources.

¹⁸ University of Wisconsin Introduction, 1998-99 and 2002-03 Undergraduate Programs.

¹⁹ UW System Administration, Office of Academic and Student Services, December, 2003.

²⁰ (a) Does not include fringe benefits. Also excludes Advanced Opportunity Program, Lawton Undergraduate Minority Retention Grants, and other financial aid allocated by UW System to the institutions. Includes precollege and institutional scholarships.

(b) Includes program revenue funds from auxiliaries and special courses.

(c) Reflects institution awarded scholarships that go through institutional accounts. Does not reflect scholarships administered by foundations.

²¹ Figure 12 Source: UW System Office of Policy Analysis and Research and U.S. Census. People of color include African Americans, Hispanics (any race), Asians, and American Indians. Under the U.S. Census definition, persons of Hispanic origin can be of any race.

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