

**Plan 2008 Phase II Programs & Initiatives  
Outcomes Reporting Form**

Your Institution: UW-Superior	
Program/Initiative: <b>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.</b>	
<ul style="list-style-type: none"> <li>• <b>Increase student recruitment/retention rates by continuing to build a multi-cultural staff/team.</b></li> </ul>	
<b>Timetable:</b> Spring of 2008	
<b>Persons Accountable for Outcomes:</b> Provost, Multicultural Affairs Coordinator	
<b>Progress Level:</b> Continuing with revisions as needed.	
<b>Institutional Level of Participation:</b> Office of Multicultural Affairs.	
<b>Funding Source:</b> 402 account funds	
<b>Year</b>	
<b>Established:</b> 1998	
<b>Target Audience (check all that apply):</b> Administration: <input checked="" type="checkbox"/> Faculty: <input type="checkbox"/> Academic Staff: <input checked="" type="checkbox"/> Classified Staff: <input type="checkbox"/> Students: <input checked="" type="checkbox"/> Campus Community: <input checked="" type="checkbox"/> Other: <input type="checkbox"/> If other, please specify:	
<b>Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):</b> African American/Black: <input checked="" type="checkbox"/> American Indian: <input checked="" type="checkbox"/> Latino/Hispanic: <input checked="" type="checkbox"/> Southeast Asian: <input checked="" type="checkbox"/> Other Asian: <input checked="" type="checkbox"/> European American: <input checked="" type="checkbox"/> Other: <input type="checkbox"/> If other, please specify:	
<b>Cost of Program/Initiative:</b> 25,000	<b>Funding Sources:</b> 402 funds
<b>Description: <u>GOAL #3</u></b> <b>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.</b>	
<ul style="list-style-type: none"> <li>• <b>Increase student recruitment/retention rates by continuing to build a multi-cultural staff/team.</b></li> </ul>	
<b>Timetable:</b> Spring of 2008	
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<b>Progress Level:</b> Continuing with revisions as needed.	
<b>Institutional Level of Participation:</b> Office of Multicultural Affairs.	

**Funding Source:** Increased FTE

**Implementation Procedure:** Since Plan 2008, Phase I, UW-Superior has added both a Hmong Student Support Specialist and a Native American Youth Development Specialist to its staff. Future Plans include adding a Hispanic/Latino Student Services Specialist.

**Asian American Student Support Specialist:** UW-Superior is the smallest comprehensive university in the UW System and therefore has a limited number of permanent FTE that can be utilized within the Multicultural Affairs program. One way to accommodate needs was to hire an undergraduate non-traditional student to fill the need of an Asian American Student Support Specialist. This person (Zoey Hurr) had a half-time position within the Office of Multicultural Affairs. She met with Asian Students on a regular basis and also went to various recruitment activities to recruit Asian students to UW-Superior. She was also very connected with the Hmong community and speaks to parents of current and potential UW-Superior students on a regular basis.

After graduation Zoey Hurr was hired as a interim Asian Student Support Services Specialist/Pre-college Coordinator. She was to hold this position for 18 months and then the position was to be opened for a search. Zoey resigned in January and the position is currently open.

**Native American Youth Development Specialist:** UW-Superior in partnership with the University of Wisconsin Extension Department, is approaching recruitment and retention of Native American Students from a new and exciting perspective. UW-Superior has developed and filled a position that will work at both recruiting students through the traditional channels and also work with tribal leaders, elders, parents, State Extension employees and 4-H leaders to develop a program that will connect with kids and their families at an earlier age getting them to stay in school, do well in school, and make plans to go to college early on in their educational experience.

Once students are in attendance at UW-Superior the Native American Youth Development Specialist will advise the student organization, meet with students on a regular basis, and become their liaison and advocate if needed to help secure their success through graduation.

The person who held this position resigned as of January 2006 and the position is currently open.

We have much to do to fill the opening positions in the Office of Multicultural Affairs. Currently we are attempting to fill positions on an interim basis and taking the opportunity to evaluate our programming needs and readdress our staffing needs.

- **Increase student of color retention rates by the continuing development of various programs through the Multicultural Center at UW-Superior.**

**Timetable:** Ongoing

**Persons Accountable for Outcomes:** M/D Coordinator

**Progress Level:** Continued

**Institutional Level of Participation:** Students of color, Office of Multicultural Affairs, Center for American Indian Studies, and various academic departments and other program offices throughout the campus.

**Funding Sources:** General program revenue, Multicultural Affairs budget, and fund raising.

**Implementation Procedure:** The University of Wisconsin- Superior is enjoying its 6<sup>th</sup> year of programming and daily activities in the Multicultural Center. The Center has become one of the most popular places on campus for various groups to reserve for classes, meetings, and various receptions, as well as a daily study place for students of all races, ethnicities and cultures. From the time it is opened in the morning till the time it closes in the evening, there are students occupying the Multicultural Center. The Center has two student lounges, a computer study area, a student organization conference area and a lecture area. Each wall is be dedicated to a different racial ethnic group and has displays of arts and crafts from that group. The Multicultural Center art displays are a work in progress, and plans are underway to write new grants that will help to complete these displays.

The Center provides students of color a place to call their own, a place of cultural and ethnic pride. The Center will is open to all students, faculty/staff, and members of the community but is be dedicated to American Indians, African Americans, Asian Americans, and Hispanic/Latino Americans.

There are ongoing programs sponsored by the Office of Multicultural Affairs held in the Multicultural Center dedicated to the retention of students of color. Many students of color leave the university and return home because they don't feel like they fit in. They don't have a feeling of ownership. They feel like visitors in someone else's home. The Multicultural Center was designed with the creation of a "home away from home" atmosphere in mind.

**Assessment:** Second year retention rates will be compared each year throughout

the Plan 2008 Phase II lifespan.

**Point Person(s):** Multicultural Affairs Coordinator **Department/Unit(s):** Multicultural Affairs

**Departments/Units/Groups Involved:** Office of Multicultural Affairs

**Goals & Expected Outcomes:**

**Second Year retention rates as well as six year graduation rates will improve significantly over the five year period of Plan 2008, Phase II.**

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof.

**2<sup>nd</sup> yr Retention Rates**

	<b>Students of color</b>	<b>all students</b>
2001	68.4%	70.9%
2002	50%	68.9%
2003	73.3%	63.4%
2004	68.8%	70 %
2005	56.3%	65.7%

**Results:** There are mixed results in this data. There is one year, 2003, that the 2<sup>nd</sup> year retention rates for students of color were higher than the institution as a whole, 73.3% vs. 63.4%. Two years, 2001 and 2004, that the percentages were very close, 68.4% vs. 70.9, and 68.8% vs.. 70%. The other two years, 2002 and 2005, the 2<sup>nd</sup> year retention rates for the student body as a whole were significantly higher than those of students of color. What does this mean? If you take the averages over the last five years, 63.36% for students of color and 67.78%, you find that there is a 4% difference in the 2<sup>nd</sup> year retention rates for students of color vs. students as a whole.

When this data is compared with the previous 10 years data, the results become much more significant. The average 2<sup>nd</sup> year retention rate for all students from 1991 through 2000 was 63.21%. \*The average 2<sup>nd</sup> year retention rates for students of color for the same time period was 51.45%. So, as you compare the past five years with the 10 years previous, the 2<sup>nd</sup> retention rates for students of color have increased from a 12% deficit as compared to the student body as a whole to a 4% difference. This is an 8% increase

over five years.

\*The 10 year period in which the data was compared included four years that the 2<sup>nd</sup> year student of color cohort was so small that there was no data to use in the comparison. These years were left out of the comparison data knowing that the numbers were low enough to have made the 10 year average even lower than it is reported. The total was divided by 6 rather than by 10 to get the average.

**6 year graduation rates:** There are no 6 year graduation rates listed because our cohorts are so small.

Note: UW-Superior consistently graduates between 15 and 35 students of color including undergraduates, undergraduate distant learning, and graduate students. This number has been on the rise for the last several years. The low cohort numbers are again the result of spring enrollees and transfer students. Our cohort data does not include spring or summer registrations. There are no specific numbers ready for this report. These will be reported in the final full campus report in the fall of 2008 or spring of 2009.

**Results: We did not increase the second year retention rates as we had hoped. When you take the last five years as a whole and compare it to the previous ten years, there is solid evidence of improvement. There is evidence that the Multicultural Center and its programs make a solid impact on the retention rates of students of color. The goal of the Office of Multicultural Affairs is to increase students of color retention rates to 80% over the next 10 years.**

**As for six year graduation rates, we have much to improve upon. We must get the cohorts large enough to make an adequate comparison of data.**

**Assessment Practices and Program Changes in Response to Challenges:** We are currently short on staff in the Office of Multicultural Affairs. We are attempting to fill the open positions with interim individuals. We are taking this opportunity for a good look at our future programming needs and what direction we need to go in the future.

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