UWP Equity Scorecard Project

• Purpose:
  – Create the conditions for success
  – Utilize data to design interventions and change

• Process:
  – Faculty/staff team, chaired by the provost
  – Student focus groups
  – Campus forums
The Equity Scorecard Framework

ACCESS
- Objective
- Baseline
- Improvement Target
- Equity

RETENTION
- Objective
- Baseline
- Improvement Target
- Equity

EXCELLENCE
- Objective
- Baseline
- Improvement Target
- Equity

INSTITUTIONAL RECEPTIVITY
- Objective
- Baseline
- Improvement Target
- Equity

Equity in Educational Outcomes
First Step: Focus on Access

- Programs and resources that can significantly improve life opportunities for students of color
  - Enrollment
  - Financial aid
  - Majors
  - Courses
  - Special programs
Analysis of Data Disaggregated by Race/Ethnicity

• Full-time and part-time enrollments
• Source of entry
• Gender, age, first-generation status
• Financial aid and scholarships
• High school graduation rates
• Census data
• Majors, gateway courses, special programs
UW-Parkside: Fall 2005

Undergraduates

- White, 78.8%
- African American, 9.9%
- Hispanic/Latino/a, 6.3%
- Asian American, 3.1%
- Native American, 0.7%
- International, 1.2%

Entering First-Year Class

- White, 75.2%
- African American, 15.3%
- Hispanic/Latino/a, 6.2%
- Asian American, 2.1%
- Native American, 0.7%
- International, 0.6%
High School Graduation Levels

African American
- Racine County (34.5% of UWP students)
- Milwaukee County (11.3% of UWP students)
- Kenosha County (36.3% of UWP students)

Hispanic/Latino/a
- Racine County (34.5% of UWP students)
- Milwaukee County (11.3% of UWP students)

White
- UWP First-Year Class

Preliminary findings

• First-year enrollments for students of color exceed graduation levels for the major feeder high schools
• African American and Hispanic/Latino/a students are over represented among first-generation students
• All students of color are equitably represented among financial aid and scholarship recipients
Preliminary Findings

- UW Parkside enrollment levels are under-represented when compared to regional census data for 18-19 year olds, especially for Hispanics/Latinos/as and African American males.
- High school graduation rates for these groups indicate that barriers may exist earlier in the educational system.
2000 Census: 18-19 year olds  
Racine and Kenosha Counties

- White, 73.69%
- African American, 11.79%
- Hispanic/Latino/a, 13.02%
- Asian American, 0.90%
- Native American, 0.60%
Issues for further consideration

• Access to majors
• Gateway courses as barriers to success
• Placement and success in academic skills courses
• Access to special programs
Questions from the data

• Why are our enrollment rates for Hispanic/Latino/a students below the graduation levels in the major feeder high schools?

• Are there steps we can take to increase our enrollment of African American males, despite the low high school graduation rates for these students?
Questions from the data

- Why are there no Southeast Asian students in our 2005 entering class?
- Why are our part-time students less diverse than our full-time students?
- Our white part-time students are older than our part-time students of color. Is this a recruitment opportunity?
- Shall we look further into potential UW/WTCS transfers?
Initial Indicators for Improvement

• Increase enrollment for Hispanic/Latino/a students
  – Short-term Admissions strategies and targets
  – Long-term strategies through Precollege
• Increase enrollment for African American males
  – Long-term strategies through Precollege