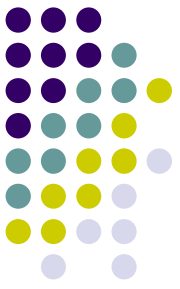


The University of Wisconsin System

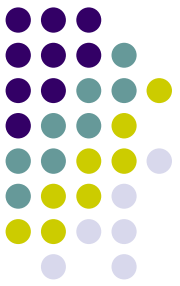
Equity Scorecard Project Update



Presentation to the Board of Regents

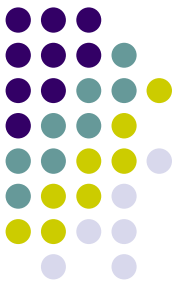
The University of Wisconsin System
Office of Academic Diversity
and Development
April 12, 2007

Overview of Presentation



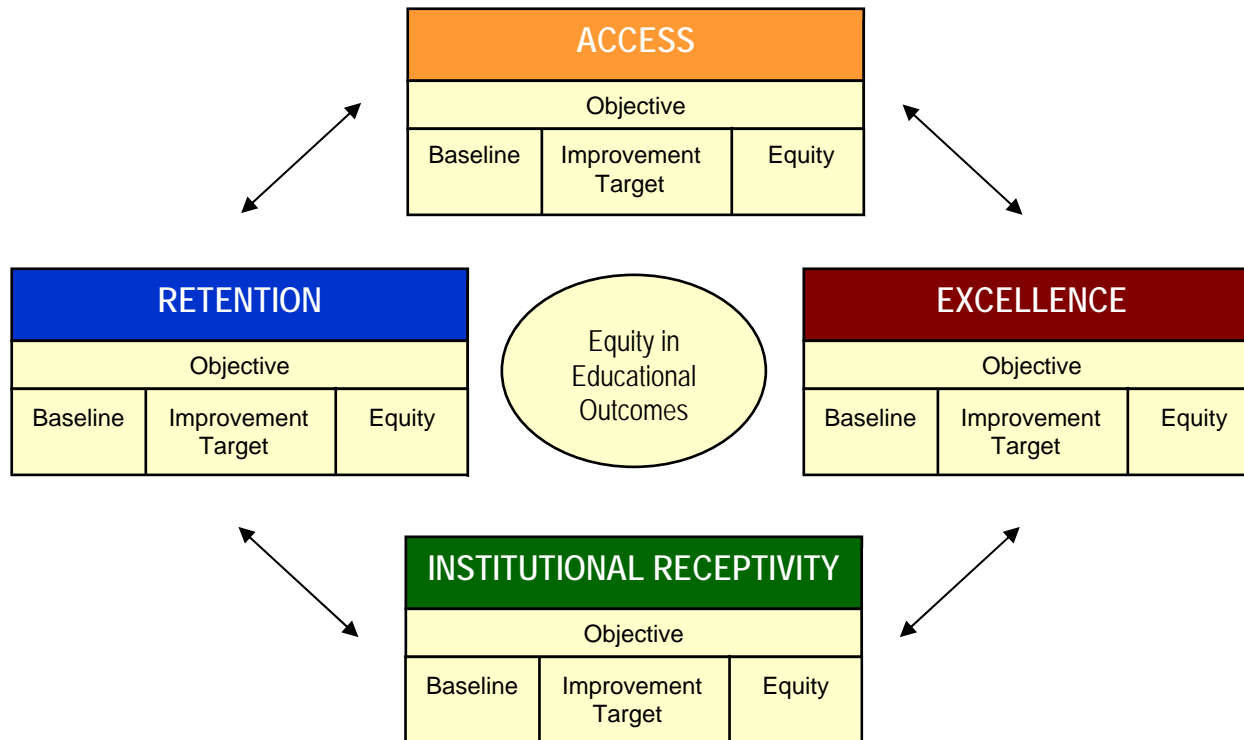
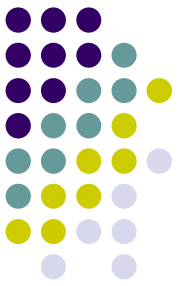
- History of the Project
- Brief Overview of the Equity Scorecard Process
- Team Leader Panel Presentations
- Next Steps and Closing
- Questions and Answers

History of the EqS Project



- Plan 2008
 - Mid-point Review, Phase II – Close the Achievement Gaps in Recruitment and Retention (2004)
 - BOR Resolution 8970 – Equity Scorecard, Institutional Accountability
- Equity Scorecard Project Timeline
 - December 2005 - EqS Workshop for UWS OADD Team, Team Leaders, and other UWS Representatives
 - March 2006 - EqS Workshop UWS Teams in the Project
 - Fall 2006, Winter 2007 - Follow-up Workshops
 - Team Meetings – At Least Monthly
 - Interim Reports to the Chancellors and Key Stakeholders at the Institutions

Overview of the Equity Scorecard Process



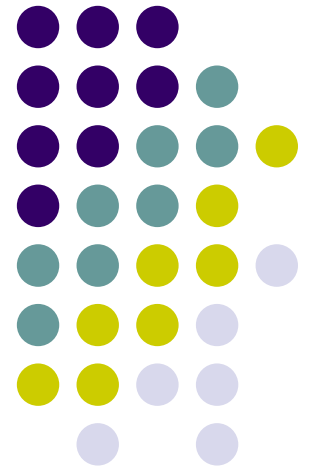
Team Leader Panel Presentation

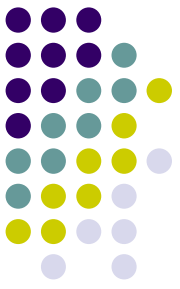


- *Access Perspective - Greg Lampe*
Associate Vice Chancellor, UW Colleges
- *Access & Retention – Al Thompson*
Assistant to the Chancellor, UW-La Crosse
 - *Retention – Michelina Manzi*
Assistant Vice Chancellor, UW-Oshkosh
- *Access & Retention – Eugene Fujimoto*
Assistant to the Chancellor, UW-Parkside
 - *Access & Retention – Rita Cheng*
Provost, UW-Milwaukee
 - *Excellence – Don Sorenson*
Professor, UW-Whitewater

UW Colleges

Access

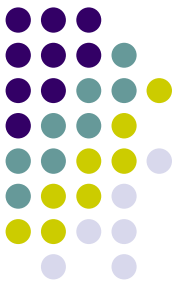




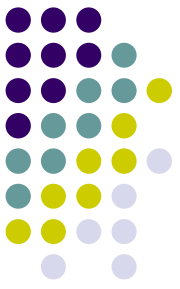
UW Colleges: Access

- **Access:** This perspective refers to access to the institution
- The UWC Equity Scorecard Evidence Team examined the following variables/vital signs:
 - Full-Time/Part-Time Status
 - Transfers
 - Financial Aid
 - Recruitment and Potential Student Populations

UW Colleges: Access



- Recruitment and Potential Student Populations Findings:
 - Each of the UWC campuses draws from a specific geographic region within Wisconsin
 - Therefore, different campuses recruit from markedly different communities with markedly different prospective student populations
 - The Evidence Team focused on each campus within the UWC



UW Colleges: Access

- Campus High School Enrollment Equity Model:
 - The model determines **by high school** whether or not we are **enrolling proportionally** based on race
 - Equity=rate of enrollment equal to that for white students at a given high school



UW Colleges: Access

- The High School Enrollment Equity Model Example – 5 Year Aggregate

Neenah High School	White	Asian	Black	Hispanic	Native American
12 th graders*	2,581	57	24	49	7
New Freshman Enrollment**	228	1	2	2	3
Enrollment Rate	.09	.02	.08	.04	.43
Equity Enrollment***	NA	5	2	4	0
Enrollment Difference	NA	-4	0	-2	+3

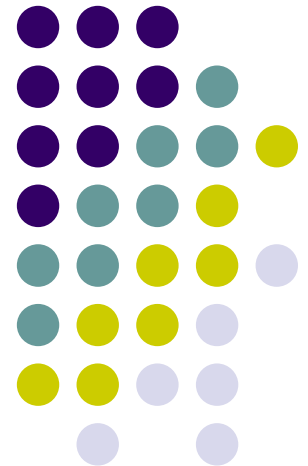
*The sum of 12th graders enrolled in the 5 years 2000-01 through 2004-05 (DPI census data)

**The sum of fall term new freshmen from this school enrolled 2001-02 through 2005-06

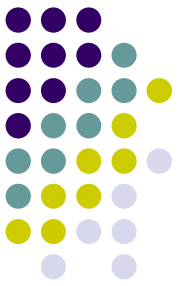
***12th graders x enrollment rate for white students = equity

UW-La Crosse

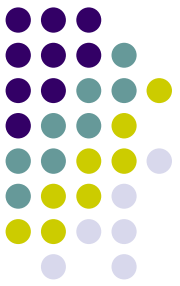
Access & Retention



Selected Access Indicators



- Pipeline: High School graduation through matriculation
 - Do students of color enroll as first year students at UW-L in equal proportions to HS graduation proportions?
 - Do students of color apply to UW-L in equal proportions to those who take the ACT?
 - Are students of color admitted in equal proportions to applications?
 - Do students of color enroll in equal proportions to those admitted?

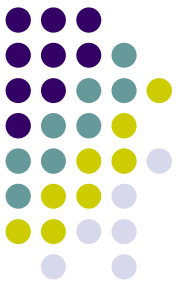


Access Equity Indices

	African American	Asian / PI	Native American	Hispanic / Latino	White
First Year to WI HS Grad	0.16	0.53	0.67	0.47	1.07
Applicants to ACT takers	0.30	0.38	0.75	0.58	1.04

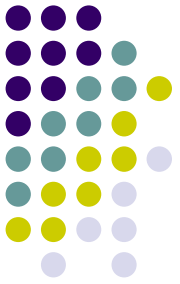
	African American	SE Asian	Other Asian	Native American	Hispanic / Latino	White
Admitted to Applicants	1.01	1.23	1.38	1.40	1.36	0.99
Enrolled to Admitted	1.35	1.70	1.11	1.11	0.94	0.99

Selected Retention Indicators



- Are the proportions of students of color who return for a second year equal to first year proportions?
- Are the proportions of students of color who graduate from UW-L within six years equal to the proportions who started as new freshmen?
- Are the proportions of students of color who receive passing grades in General Education courses equal to the proportions of students who register for the courses?

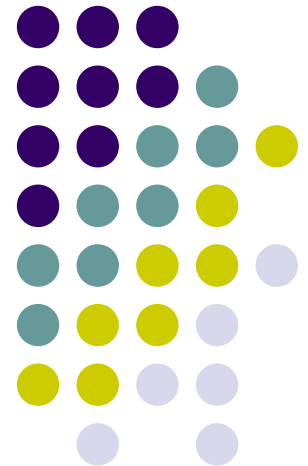
Retention Equity Indices



	African American	SE Asian	Other Asian	Native American	Hispanic / Latino	All Others
FY retention to FY enrollment	.88	.87	.87	.91	.96	1.01
6 year graduation to FY enrollment	.64	.81	.63	.71	.75	1.02
General Education passing grades to enrolled students						
• English Lit.	.99	.95	.86	.94	.95	1.00
• History	.88	.83	.95	.93	.96	1.01
• Social Sci.	.71	.63	.79	.74	.89	1.02
• Lab Sci.	.73	.65	.84	.76	.84	1.02
• Math	.57	.70	.87	.50	.67	1.02

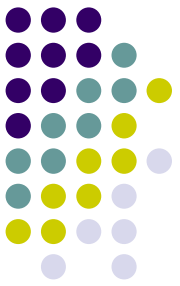
UW-Oshkosh

Retention



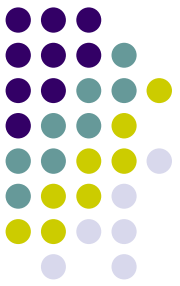
The DFW Report

(DFW is the % of students in a class receiving a 'D', 'F', or 'W' [withdrawal])



- A DFW report was completed for 32 of our introductory and gateway courses
- 30% or higher DFW designates a class as “high risk.” (National standard)
- 50% or higher DFW designates a class as “very high risk.” (Our standard)

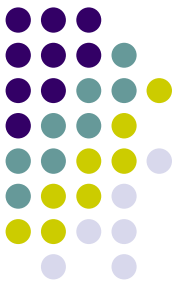
What We Expected



High risk classes would include:

- Math
- Science

What We Discovered



Nearly all courses in the General Education curriculum were determined to be at the high risk or very high risk level for most race/ethnic groups.

Analysis of High Risk Courses by Race and Ethnicity Fall 1999 to Fall 2006 (including Spring Semesters)

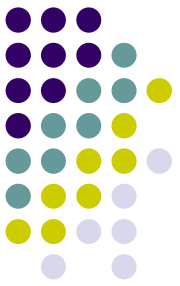


		Af Am	Am Ind	SE Asian	Asian	Hisp	White	Int'l	Unk.	Total
Math 100 Level Course	% DFW	40.5%	58.0%	25.4%	44.2%	63.5%	40.4%	23.9%	39.3%	40.6%
	<i>n</i> =	(42)	(50)	(67)	(52)	(85)	(5,128)	(46)	(28)	(5,487)
Biology 200 Level Course	% DFW	55.6%	54.2%	40.4%	34.8%	35.1%	25.3%	20.0%	36.0%	26.3%
	<i>n</i> =	(27)	(24)	(47)	(23)	(37)	(2,902)	(10)	(25)	(3,095)
History 200 Level Course	% DFW	37.9%	29.5%	31.6%	26.1%	33.8%	26.4%	48.1%	26.1%	26.8%
	<i>n</i> =	(103)	(44)	(98)	(46)	(74)	(6,252)	(27)	(23)	(6,676)
Philosophy 100 Level Course	% DFW	34.2%	25.0%	33.0%	27.7%	34.4%	25.3%	32.4%	16.1%	25.6%
	<i>n</i> =	(73)	(32)	(97)	(47)	(61)	(5,343)	(34)	(31)	(5,718)

Red – Very High Risk Course (50% or more with DFW)

Yellow – High Risk Course (30% to 50% with DFW)

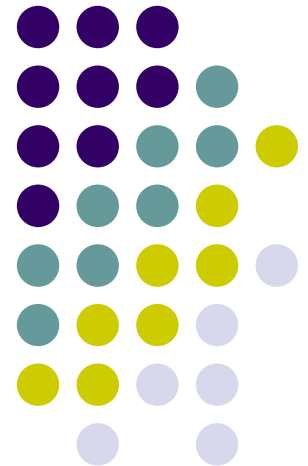
Discussion



- We are still in the beginning stages of our evaluation. Progress thus far:
 - 1) Review our advising, tutoring and supplemental instruction practices;
 - 2) Develop a first year experience initiative;
 - 3) Assist the Counseling Center in expanding its student risk assessment;
 - 4) Create a campus climate study;
 - 5) Determine the meaning of this data for faculty and departments.
 - 6) Apply for a UW System OPID grant to address the needs expressed by the DFW report (College of L&S initiative).

UW-Parkside

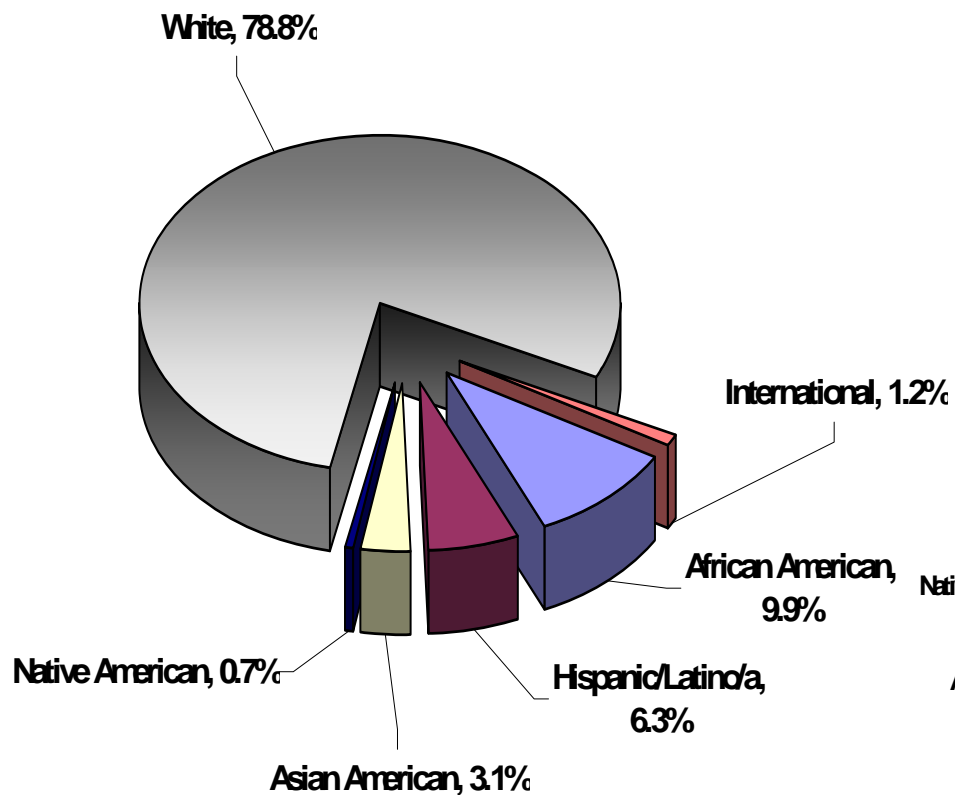
Access & Retention



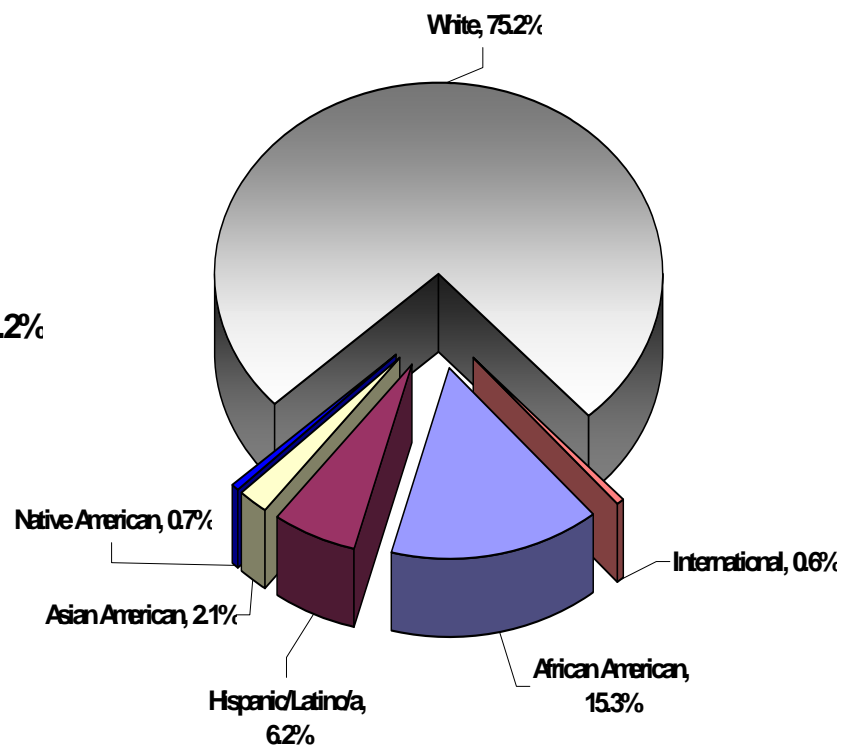
ACCESS: Enrollment Fall 2005



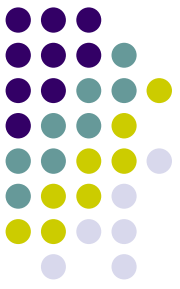
Undergraduates



Entering First-Year Class



ACCESS: Action steps



Increase enrollment for **Latino/a students**

- Hire Latino/a focused Admissions counselor
- Develop long-term Precollege strategies

Increase enrollment of **African Am males**

- Develop long-term Precollege strategies

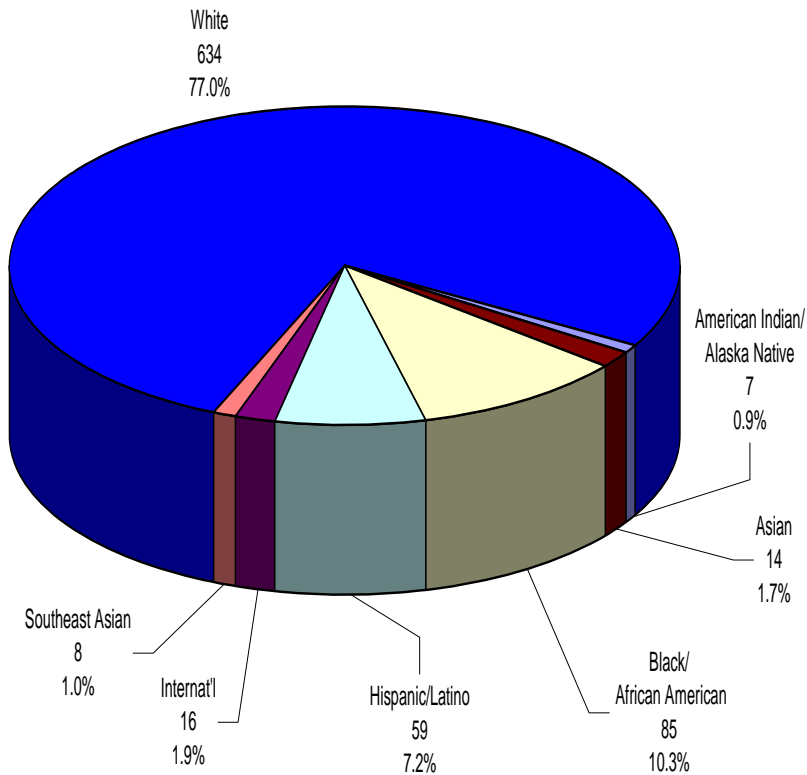
Improve success for all **students of color** in **academic skills courses**

- Hire full-time lecturer to teach academic skills in Mathematics
- Develop long term First-Year Experience strategies

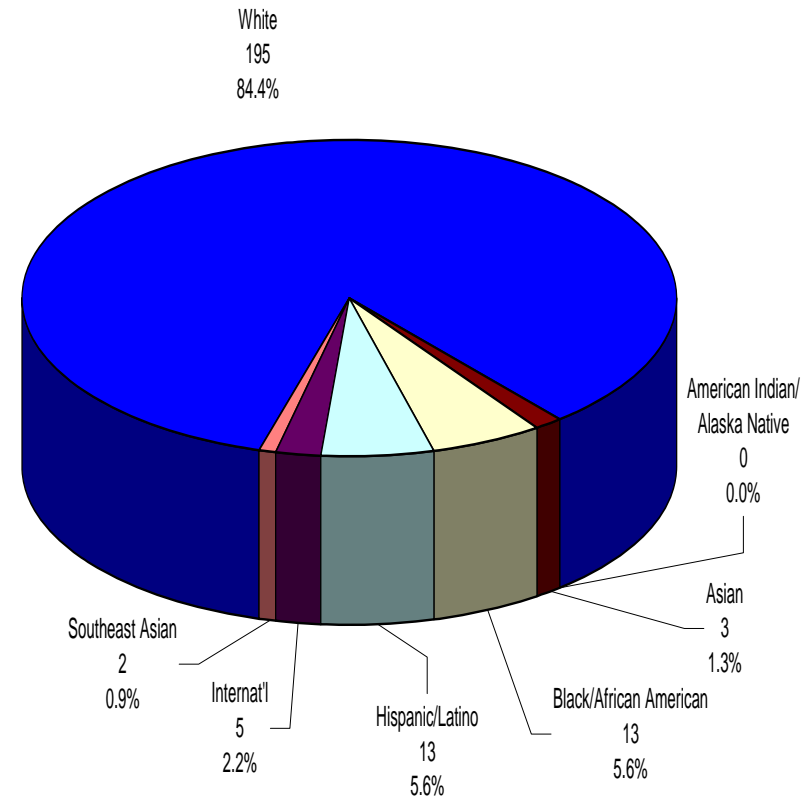
RETENTION: From Enrollment to Graduation Fall 2000 New Freshmen



New Freshmen Who Entered UW-Parkside Fall 2000
Number and Percentage by Race/Ethnicity
Total = 823



New Freshmen Who Entered UW-Parkside Fall 2000 and Graduated Within Six Years
Number and Percentage by Race/Ethnicity
Total = 231

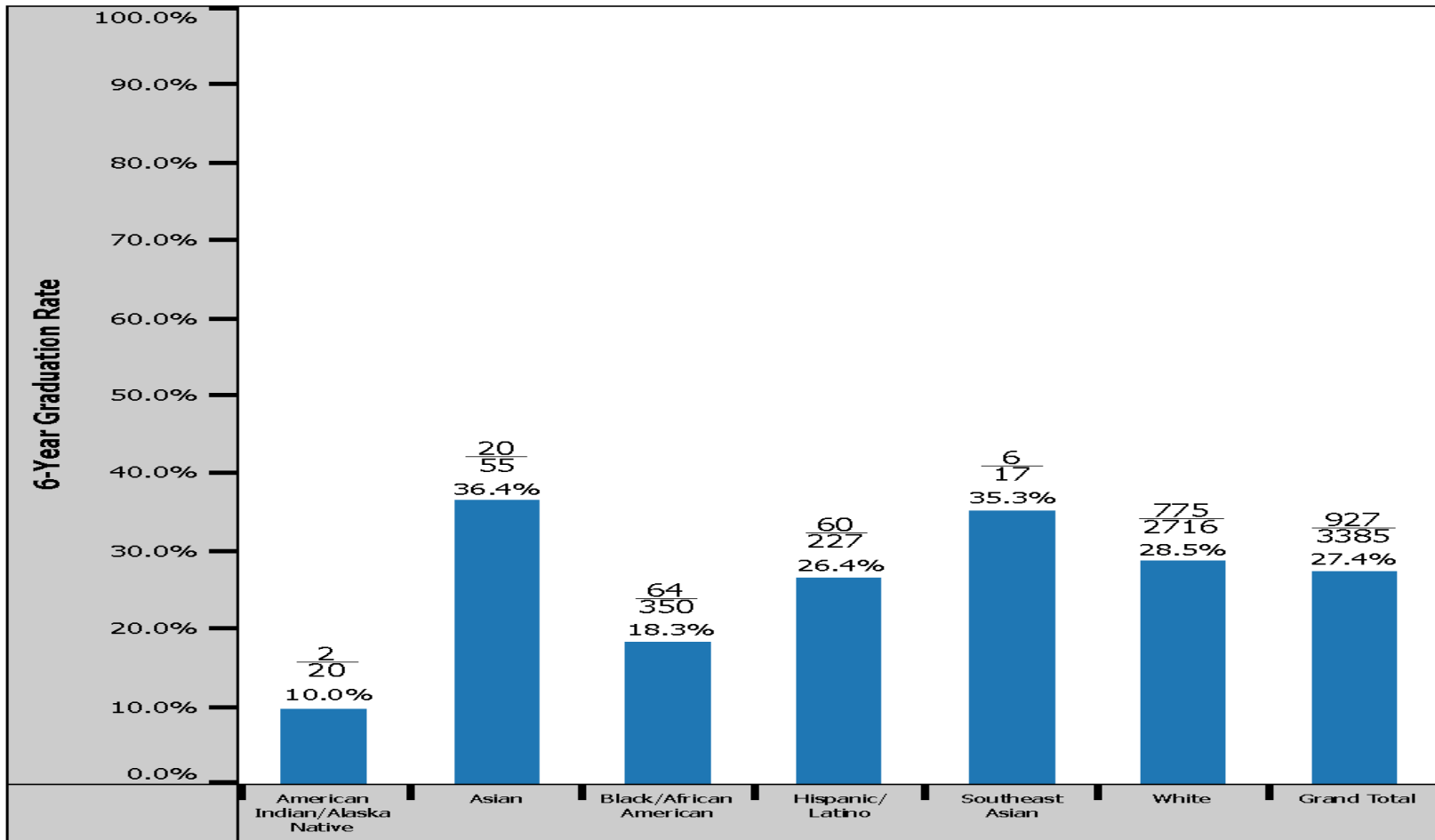


Graduation rates

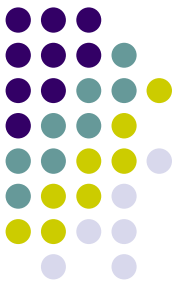


FIGURE 5
6-Year Graduation Rate by Race/Ethnicity
New Freshmen Entering Fall 1997-2000

The fraction above each bar shows the number who graduated within six years over the total number who entered.



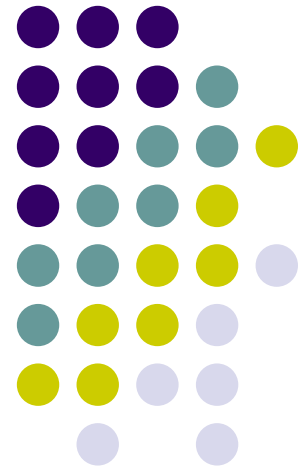
RETENTION: Next Steps

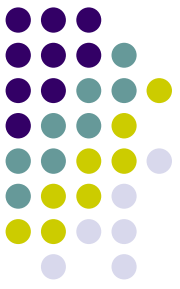


- **Areas of concern**
 - Black/African Americans
 - Latinos (males)
 - American Indian/Alaska Natives
 - Southeast Asians (males)
 - Students not returning for second semester
 - Part-time students
 - Institutional research capacity
- **Potential Action Steps**
 - Collaborate with feeder high schools
 - Refine programs for new students
 - Research and develop innovative ways of teaching and supporting diverse students

UW-Milwaukee

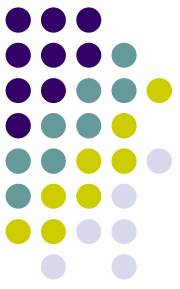
Access & Retention





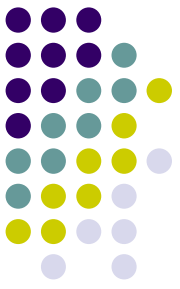
Key Findings-Access

- Milwaukee Public Schools are important to our access goals but other districts and schools contribute as well to ethnic diversity at UWM
- The yield of applicants to admits to enrollees can be improved for students of color, e.g. decreasing the number of incomplete applications
- UWM provides access to many students needing pre-college math and/or English coursework
- UWM leads the system in transfer admissions; MATC is a key partner



Key Responses: Access

- Recruitment and pre-college efforts target high schools with high ethnic diversity
- Individual follow-up with all applicants of color
- Access to Success focuses on institutional responsibility to “meet students where they are” and create an environment in which they succeed
- UWM and MATC launch PantherTracks
- NSF \$20M Math Partnership with MPS & MATC



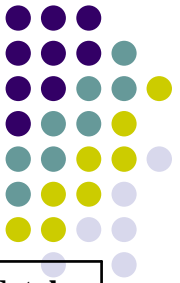
Key Findings-Retention

- Retention varies by School/College
- Financial concerns explain why satisfactory completers do not re-enroll
- Gap in first year retention between students of color and majority students is 15%
- Course re-design is critical in ensuring student success in both performance and retention

UW-Milwaukee: Retention

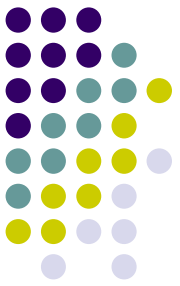
First-Year Retention Rate

Fall 2001 through Fall 2005 Cohorts



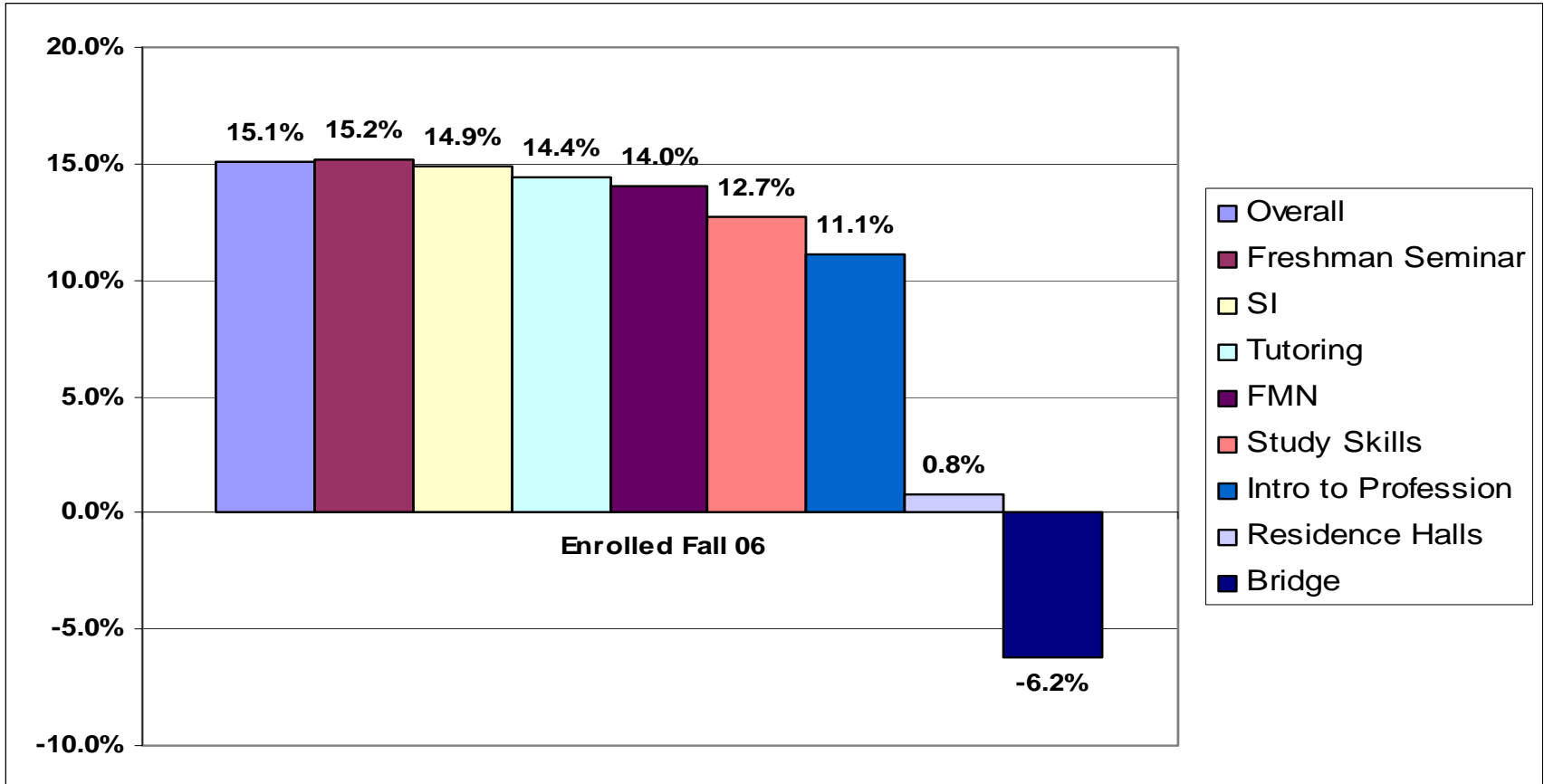
	African Am	Latino	Am Indian	SEA	Asian	White	Other	Total
Total	55.2	63.9	58.6	67.6	73.7	72.5	73.0	70.7
<i>Undecided Students</i>								
AOC	52.3	57.1	64.7	69.2	77.8	68	57.1	63.1
L&S	54.1	62.1	63.2	68	69.1	70.3	79.5	69.5
<i>Students with Majors or Pre-Majors</i>								
AOC	54.3	52.5	53.6	64.8	75	65.5	88.9	60.3
Architecture	50	84.6	100	50	85.7	83.3	81.8	83.1
Arts	63.3	63.8	92.3	66.7	66.7	72.1	68.7	71.6
Business	59.3	69.7	38.5	69.6	76.5	72.5	78.4	71.8
Education	56.3	77.8	37.5	61.9	72.7	72.9	63.6	71.6
Engineering	54.1	71.1	0	70.3	80.6	73.8	71.0	72.7
Health Sciences	70.6	81	100	62.5	78.6	80.1	66.7	79.4
L&S Pre-Prof	50	71.1	33.3	65.3	70	73.5	72.2	70.9
L&S Humanities	59.1	75	100	0	70	71.5	50.0	70.4
L&S Natural Sci	100	71.4	0	75	66.7	71.6	80.0	71.7
L&S Social Sci	57.7	68.2	66.7	81.8	73.7	71.6	63.9	70.6
Nursing	46.4	82.6	60	71.4	87.5	74.1	75.0	72
Social Welfare	54.8	52.6	50	44.4	100	67.9	87.5	66.4

Retention: Closing the Gap with Access to Success



- 15.1% (first bar) Gap between targeted and non-targeted populations overall
- Remaining bars represent gaps between targeted and non-targeted populations who participated in each intervention. The closer the bar gets to 0, the more the gap has closed.

- Bridge: targeted populations was retained at a higher rate than the non-targeted population
- Residence Halls: Retention gap virtually non-existent at .8%. Targeted and non-targeted population retention rates within 1% of each other.



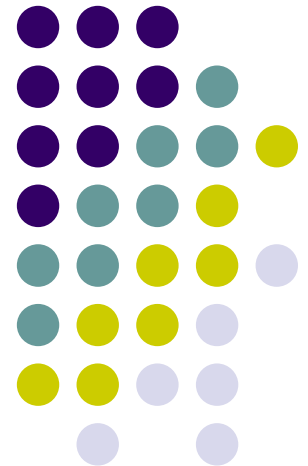


Key Responses-Retention

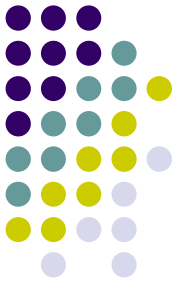
- Sharing strategies between schools and colleges
- Increasing financial assistance through scholarships, student employment, etc.
- Expand Access to Success programs to include more students
- Provide additional support for course re-design, e.g. Psychology

UW-Whitewater

Excellence

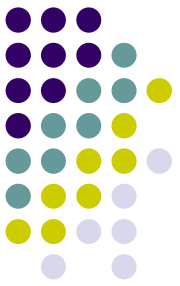


University Honors



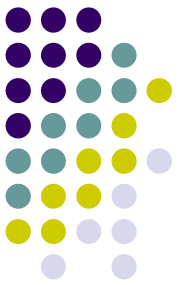
UWW Students Entering Full-Time in Fall 1999 and Graduating Within 6 Years	Not Receiving University Honors (GPA below 3.4)		Receiving University Honors (GPA 3.4 – 4.0)	
	#	%	#	%
African American	13	92.9	1	7.1
American Indian	4	80.0	1	20.0
Southeast Asian	11	100.0	0	0.0
Asian American	7	77.7	2	22.2
Hispanic/Latino(a)	16	84.2	3	15.8
White	794	66.9	392	33.1
TOTAL	845	67.9	399	32.1

Academic and Extra-Curricular Programs



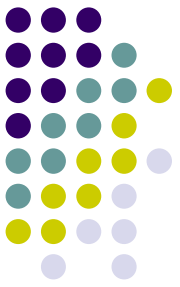
Six Programs Denoting Excellence (Honors, UG Research, Study Abroad, Peer Mentor, Campus Ambassadors, Resident Advisers)	Participants in One or More Programs		Comparison Representation in Student Population
	#	%	%
African American	80	8.8	4.4
American Indian	6	0.7	0.5
Asian American	34	3.7	1.1
Hispanic/Latino(a)	44	4.9	2.5
White	744	81.9	90.0
TOTAL:	320	100.0	100.0

Graduate Study



	UWW Bachelor's Degree Recipients (1998-99 - 2002-03)		Enrolled in UW System graduate program within three years of their degree	
	#	%	#	%
African American	182	2.3	43	4.5
American Indian	22	0.3	5	0.5
Southeast Asian	26	0.3	7	0.7
Asian American	49	0.6	8	0.8
Hispanic/Latino(a)	104	1.3	13	1.4
White	7,430	95.1	873	92.0
TOTAL:	7,813	100.0	949	100.0

Next Steps & Conclusion



- Complete the Remaining Perspectives
- Finalize Institution Reports
- Communicate Findings to Academic and Administrative Departments
- Define and Develop Interventions and Solutions
- Assess and Evaluate Impacts and Effectiveness
- “Train-the-Trainer” Model and Approach
- Future Strategic Planning for Diversity and Inclusion