

Equity Scorecard Draft Interim Report on Access University of Wisconsin Colleges

Introduction

The purpose of this report is to describe the activities and findings of the University of Wisconsin Colleges Equity Scorecard Project team. This report begins by discussing the background and goals of the UW Colleges Equity Scorecard Project and identifies the members of the Equity Scorecard Project team. Thereafter, the Access perspective on which this interim report focuses is defined. Next, the key findings are discussed. The narrative is accompanied by charts and graphs, illustrating areas in which the team identified as needing further investigation. In this section, you will also find the team members' initial recommendations for future actions.

Background and Goals of the University of Wisconsin Colleges Equity Scorecard Project

Higher education decision makers have traditionally favored interventions that look to change the student so that they are better able to adapt to the processes and structures that govern post secondary institutions. The Equity Scorecard project developed by researchers at the University of Southern California's Center for Urban Education seeks to reframe the discussion from student responsibility to institutional responsibility, and place the processes of higher education center-stage to bring about change at the institutional level. This is accomplished through the in-depth examination and analysis of existing institutional data, disaggregated by race and ethnicity. The purpose of such an examination is to investigate the effectiveness of individual institutions to promote equity and excellence in the educational outcomes of historically underrepresented students.

The key principle of the Equity Scorecard Project is that individuals at all levels of leadership, responsibility, and power are the ones that can become agents of change and bring about equitable educational outcomes. The capacity of individuals to become change agents can be facilitated by engagement in collaborative team activity. This principle is implemented by the formation of a team that convenes on a regular basis to examine data on student outcomes and develop a scorecard that represents the "state of equity" for the institution. The team is typically comprised of faculty, administrators and other college personnel who come together to critically examine and discuss routinely collected data in order to reach a measure of understanding as to why inequities persist in their institutions. Members of the Equity Scorecard team assume the role of researcher, whose job it is to examine their institution and reflect the status of underrepresented students on basic educational outcomes. Equity Scorecard team members transform raw data into simplified, yet compelling narratives that are accessible to an institution-wide audience. Organizational learning occurs when new knowledge is constructed by Equity Scorecard team members and shared with members of the institution. This information is used to provoke discussion and induce institutional change for the improvement of educational outcomes for minority student groups.

The Equity Scorecard Framework

The Equity Scorecard contains a set of indicators that provides an institution's leadership with a comprehensive view of how well historically underrepresented students are performing. As such, an institution's Equity Scorecard should be modified and updated on a routine basis. Four concurrent perspectives make up the structure of the Scorecard:

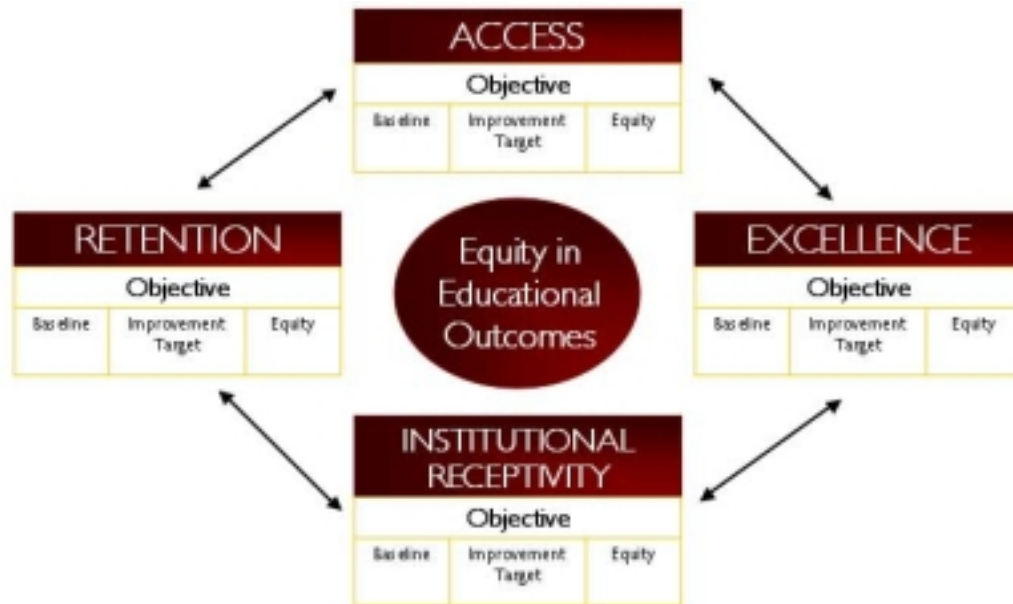
Access Perspective: This perspective refers to programs and resources that can significantly improve life opportunities for underserved students.

Retention Perspective: This perspective refers to continued attendance from one year to the next and/or to completion of degrees. Retention can also refer to continued progress toward degrees in competitive majors

Excellence Perspective: This perspective refers to indicators which reflect excellent performance among students from low income and traditionally underserved racial/ethnic groups.

Institutional Receptivity Perspective: This perspective refers to goals and measures of institutional support that have been found to be influential in the creation of affirming campus environments for historically underrepresented students.

The Equity Scorecard Framework Illustrated



The Equity Scorecard Purpose

The purpose of the Equity Scorecard self-study process is three fold:

1. **Awareness:** The Equity Scorecard team engages in institutional self-assessment to provide a clear and unambiguous picture of inequities. The team selects its own measures (e.g., GPA, dean's list, remediation enrollment) and uses existing institutional data to assess its performance in providing equity of outcomes to its students of color.
2. **Interpretation:** By engaging in a systematic and continuous process of self-appraisal, and the analysis and interpretation of the data, the team is able to uncover inequities between students of color and white students. As stated above, central to the Equity Scorecard Project is the disaggregation of routinely collected institutional data on student matriculation, enrollment, pass/fail, and graduation rates. By extracting

information based on race, ethnicity, gender or other discrete factors, the Equity Scorecard project provides concrete information on basic indicators of achievement among students.

3. **Action:** Disaggregation of the data illuminates critical gaps in academic performance, and thereby permits institutions to respond with purposeful actions. The team develops a number of recommended actions to achieve equity in educational outcomes based on data, not assumptions.

Developing the Scorecard

Once the steps above have been accomplished for each of the four perspectives, the team will develop a scorecard and share it with the Chancellor and campus community to inform decisions about strategic actions.

Institutional Context

In August 2005, the UW Colleges volunteered to be part of the Equity Scorecard Pilot sponsored by the UW System Office of Academic Diversity and Development (OADD). Five other UW System institutions are participating in the Equity Scorecard Project: UW-La Crosse, UW-Milwaukee, UW-Oshkosh, UW-Parkside, and UW-Whitewater. The project was launched in March 2006 and will last approximately 12 to 18 months.

University of Wisconsin Colleges Equity Scorecard Project Team Members

The UW Colleges Equity Scorecard Project team is comprised of seven persons appointed by Provost and Vice Chancellor Margaret Cleek. Throughout the process the UW Colleges' team was assisted by Sal Caranza of the UW System Office of Academic Diversity and Development (OADD) team and by Elsa Macias of the Center for Urban Education at the University of Southern California. These individuals are as follows:

- ❖ Brett Barker, History, UW-Marathon County
- ❖ Salah Bassiouni, Anthropology and Sociology, UW-Waukesha
- ❖ Deborah Cureton, Dean, Richland
- ❖ Greg Lampe, Associate Vice Chancellor for Academic Affairs
- ❖ Pa Lee Moua, Multicultural/Tutoring Advisor, UW-Fox Valley
- ❖ Gregg Nettesheim, Senior Information Manager
- ❖ Anna San Diego, Senior Advisor, Pre College Program, UW-Waukesha.

The UW Colleges Equity Scorecard Project team, which is led by Greg Lampe, met monthly from March 2006 to the present. Prior to the first team meeting, all team members attended an orientation to the project organized by the University of Southern California and OADD team and held in Madison on March 7 and 8, 2006.

Perspective 1: Access

Access: This perspective refers to access to the institution as well as campus-based programs and resources that can significantly improve life opportunities for historically underrepresented students

Access Vital Signs:

- A. Access to Institution
- B. Access to Institution by Source of Entry
- C. Access to Financial Aid

The UW Colleges Equity Scorecard Project Team began by looking at these access vital signs, and made the following observations:

1. **Full-Time/Part-Time Status:** UW-Colleges has the highest percentage of part-time students of any institution in the UW-System. Further, a disproportionately high percentage of students of color attend part-time. This may prove critical to access, as part-time students may thus face additional barriers, including financial aid, later registration and consequent problems with course availability. We decided to investigate the question of part-time/full-time status further, and continue to disaggregate the data by this measure whenever possible.
2. **Transfers:** UW-Colleges receive relatively few transfers from the Technical College system. However, our data revealed that we receive a surprisingly high number of transfers from baccalaureate institutions. This needed further investigation, as this seemed to be a significant source of students of color to the Colleges. For instance, one-third of African-American students entering the UW-Colleges in Fall 1998 (6/18) were transfers from other institutions.
3. **Financial Aid:** The Access Vital Signs made it difficult to understand the impact financial aid might be having on access, particularly the availability of financial aid to part-time students, given our observations in 1. above. At first glance, we could not see inequity in access to aid, but decided to pursue the question of part-time status and financial aid further.
4. **Recruitment and Potential Student Populations:** Because each of the campuses of the UW-Colleges draws from a specific geographic region within the state, and different campuses recruit from markedly different communities, we realized that the aggregated data for all 13 campuses of the Colleges made it difficult to understand how we might measure equity in access. We therefore decided that many of our fine-grained measures, recommendations, and targets would have to focus on each campus within the Colleges.

Access Fine Grained Measures:

Following our initial observations, the team reviewed the following additional fine-grained measures to help us better understand the access vital signs [names of additional data tables appear in brackets]:

1. Full-Time/Part-Time Status:

[Enrollments by Gender by FT/PT Status Fall Terms 2002, 2003, 2004]

This proved to be the most useful additional fine-grained measure for understanding full-time vs. part-time status, and also revealed that there was not a statistically significant difference based on gender. The data showed that African-American, American Indian, and Latino/a students were more likely to attend part-time than were white students. Interestingly, Southeast Asian students attended full-time at a higher rate than white students, while Asian American students attended full-time or part-time at almost exactly the same rate as white students.

Table 1. Enrollments by Gender by Full-time/Part-time Status For Fall Terms 2002, 2003 and 2004

Fall 2002, 2003, 2004	African American		American Indian		Southeast Asian		Asian American		Hispanic/Latino(a)		White			
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT		
Total														
FT	PT													
24006	11358	#	198	131	132	74	413	160	315	153	412	225	22536	10615
% of total			0.8%	1.2%	0.5%	0.7%	1.7%	1.4%	1.3%	1.3%	1.7%	2.0%	93.9%	93.5%
% by race			60.2%	39.8%	64.1%	35.9%	72.1%	27.9%	67.3%	32.7%	64.7%	35.3%	68.0%	32.0%
Female	#	98	70	79	54	193	84	156	88	215	141	11899	6689	
% of total	%	0.8%	1.0%	0.6%	0.8%	1.5%	1.2%	1.2%	1.2%	1.7%	2.0%	94.1%	93.9%	
% by race	%	58.3%	41.7%	59.4%	40.6%	69.7%	30.3%	63.9%	36.1%	60.4%	39.6%	64.0%	36.0%	
Male	#	100	61	53	20	220	76	159	65	197	84	10637	3926	
% of total	%	0.9%	1.4%	0.5%	0.5%	1.9%	1.8%	1.4%	1.5%	1.7%	2.0%	93.6%	92.8%	
% by race	%	62.1%	37.9%	72.6%	27.4%	74.3%	25.7%	71.0%	29.0%	70.1%	29.9%	73.0%	27.0%	

note oxford excluded; unknown race and non-immigrant alien excluded

2. Transfers:

A second factor considered by the committee when examining the access perspective was transfer into the UW Colleges. The chart below lists the twenty five schools which accounted for the greatest number of credits for students of color entering the UW Colleges as transfer students.

Table 2. Credits Transferred by Students of Color for the Top 25 Transfer-from Institutions Fall Terms since 1999

Transfer From School	Asian		Southeast Asian		Black		Hispanic		Native American		Total Transfer Credits
	crdts	gpa	crdts	gpa	crdts	gpa	crdts	gpa	crdts	gpa	
Wisconsin, Univ Of-Milwaukee	176	3.1	102	2.5	222	2.3	260	2.5	6	2.7	766
Wisconsin, Univ Of-Oshkosh	87	2.7	3		128	2.6	287	2.4	210	2.7	715
Wisconsin, Univ Of-Eau Claire	173	2.4	54	2.4	23	2	35	2.4	12	1.4	297
Wisconsin, Univ Of-Madison	30	2.1	40	1.7			150	2.5	51	1.8	271
Wisconsin, Univ Of-Stevens Pnt	72	3.2	81	2.2			65	3.5	37	3.2	255
Univ Of Wi-Whitewater	37	2	80	2.4	21	2.2	104	2.3			242
Madison Area Tech Co-Madison	16	1			26	3.9	142	3.1	37	2.9	221
Milw Area Tech Col-Milw	34	2.3	15	2.8	135	2.5	20	2.3	6		210
Lakeland College	60	3.1	40	2.7			40	3			140
Wisconsin, Univ Of-Green Bay	6		31		21		33	4	45	2.66	136
Lakeshore Tech Co-Cleveland	23		75	3.2	22		3	1	9	3	132
Minnesota, Univ Of-Minneapolis	44	2.7			39	1.9	45	2.8			128
Blackhawk Tech Co-Central			6		60	2.7	49	2.9	6		121
Waukesha County Tech Co	3	2.7	12	2	6	2	76	2.9	15	2	112
Wisconsin, Univ Of-Parkside	28				24	1.9	60	2.6			112
Mcmurry University					111	3.5					111
Gogebic Community College							66		34		100
Ripon College			80	2.2					9	2.3	89
Wisconsin, Univ Of-River Falls	21		30		24	2.4			13		88
Mount Senario College			78	3.1							78
Nicolet Area Tech College	58								16	4	74
Texas, Univ Of-San Antonio							72	2.3			72
Marquette University	27	2.2	40	2					3	3.7	70

This chart revealed two critical pieces of information to the group:

- a) The UW-Colleges receive a significant number of students from the UW baccalaureate institutions. Indeed, the Milwaukee, Oshkosh, Eau Claire, Madison, Stevens Point, and Whitewater campuses

accounted for nearly 2500 credits transferred by students of color to the UW-Colleges over the past six years. These appear to represent students of color with significant college experience who are transferring to the Colleges.

b) In cases where transfer GPAs were available, it was clear that some transfer students of color may have chosen the Colleges because of low GPAs earned at other institutions. Yet clearly this was not uniformly the case. In fact, cumulative GPAs in many cases exceeded 3.0, and the transfer might have been motivated by non-academic factors.

3. Financial Aid:

After several additional reworkings of the initial vital signs data originally presented in Vital Sign I.C., we could find no significant impact financial aid was having on access equity. Students of color were receiving certain types of aid (e.g. Pell Grants) at higher rates than white students, and part-time status did not seem to be a significant barrier to pursuing and receiving financial aid. However, the data did not—and could not—reveal deeper questions of whether the financial aid available was sufficient to support students of color within the UW-Colleges tuition and fee structure, or whether there were other considerations about financial aid (for instance, what about students of color who never applied for financial aid because the UW-Colleges were too expensive for them to enroll) that the data did not reveal. See appendix 6 for a summary of the financial aid information reviewed by the team.

4. Recruitment and Potential Student Populations:

In the end, we spent the most time and additional effort on this access perspective. Whenever we considered the other questions of access equity, we kept coming back to the same question: How do we measure equity in access? Because of the distinct geographic regions from which the thirteen campuses of UW-Colleges recruit, our institution has a unique challenge within the UW-System, and grappling with the complex questions of who our potential students are, where they live, how we recruit them, and how students of color fit into all this became our primary avenue of inquiry.

We produced a large number of charts and tables to illustrate where each of our campuses draws its students from. We began by determining (by campus) which counties had contributed significant numbers of students. The three charts included as appendices 1-3 each illustrate a county perspective when examining access by students of color to the Colleges' campuses. While these gave very rough measures of target counties and their racial makeup, they still proved insufficiently "fine-grained" for our purposes. More successful was an attempt to determine which high schools had contributed 75% of the students to a specific campus, and what the racial makeup was for these schools. The chart below addresses these questions for the Baraboo campus (the complete chart including all campuses can be found in appendix 4). This information gave us a better tool to help understand the potential pools of students of color available to each campus.

Table 3. Fall 2004 High School Enrollments in High Enrolling Counties by Ethnicity by High School Campus High School Market Schools Only

Campus	County	School	Asian	African American	Hispanic	Native American	Total SOC
BRB	Columbia	Portage High	5	7	28	4	44
		Poynette High	2	0	5	4	11
		Lodi High	3	2	3	1	9
		Pardeeville High	3	0	5	0	8
	Sauk	Wisconsin Dells High	4	10	22	43	79
		Sauk Prairie High	7	5	43	6	61
		Baraboo High	9	10	17	20	56
		Reedsburg Area High	3	2	13	4	22

These increasingly fine-grained and campus-specific measures led to development of the Campus High School Market Equity Enrollment Model (appendix 5). By combining the insights and data from many of the charts above, we arrived at an understanding of equity as access equal to that of white students *for each target high school*. The model determines by high school whether or not we are enrolling proportionally based on race. In this way access equity for each of the thirteen campuses can be measured for each racial group. These numbers proved some of the most powerful and revealing for the access perspective.

Access Perspective Scorecard Indicators:

The team suggests the following scorecard indicators for the access perspective:

1. **Full-Time/Part-Time Status:** Now that we have determined the significant number of our students of color who attend part time, we suggest the institution more carefully consider ways to move toward equity in part-time/full-time percentages for African-American, American Indian, and Latino/a students. Most importantly, we need to determine the reasons behind this inequity more carefully, and consider the impact of this inequity on all aspects of our students' experience, including retention and excellence. Focus groups and surveys of our students may help reveal the answers more clearly than the aggregate data we collected and examined proved able to.

These focus groups should help the institution understand: 1. Why are so many students of color enrolled part-time? and 2. Can the UW Colleges help more of them attend as full-time students? If these focus groups reveal examples where part-time status is the preferred enrollment by individual students, the institution should explore ways to better retain these students. However, the UW Colleges should continue to find ways to encourage and enable these student populations to attend full-time. This is critical because other data collected

by the Colleges has found that part-time status is one of the strongest predictors of attrition for our student populations. Thus part-time status can be both a positive for access for those individuals who cannot attend full-time, yet as a group this part-time status decreases their rates of retention. This tension between access, retention, and full-time/part-time status should be explained and discussed within the institution.

2. **Transfers:** Unlike the other measures of access, our discoveries in this area reveal more of an opportunity than an inequity. The UW-Colleges has not been adequately aware of the importance of transfer students *into* the Colleges, and the significant number of students of color who make this choice. Campus deans and student services staff should be made aware of this trend, and the UW Colleges should use focus groups and surveys to understand this choice by our students, particularly our students of color.

3. **Financial Aid:** Our inquiry into this issue did not determine any measurable inequity in access resulting from financial aid. While we offer no scorecard indicators, we would encourage the financial aid office of the UW-Colleges to continue to monitor financial aid and especially those forms of aid received by students of color.

4. **Recruitment and Potential Student Populations:** It is in this area that we can make the most concrete recommendations for a scorecard indicator. Using the Campus High School Equity Enrollment Model, each campus should be given the model, as well as the current high school class size data. Following receipt of this information, campuses should consider two additional steps: 1. set an aspirational goal of reducing inequity by 20% each year. Deans and Assistant Deans for Student Services at each campus should be informed about the data used to develop the model and will take the lead in setting targets to address inequity. 2. continue at the campus level the discussions surrounding equity in access begun by the equity scorecard evidence team. We would further suggest that each campus make an annual report to the Chancellor based on the Equity Enrollment Model, including an explanation of recruitment efforts made for each racial group, as well as an accounting of resources expended and requested for further narrowing of inequity. This report could be a made a part of reporting about progress on achieving the goals of Plan 2008 and subsequent initiatives.

Appendices

Appendix 1.

Campus / County Populations

Campus	County	Estimated 2004 County Population	% White in 2000	Estimated 2004 persons of color Population
BRB	Sauk	57119	97.4%	1485
	Columbia	54800	97.2%	1534
	Adams	20444	97.6%	491
BRN	Barron	45595	97.7%	1049
	Washburn	16631	97.3%	449
	Chippewa	58924	97.8%	1296
	Polk	43886	97.6%	1053
FDL	Fond du Lac	98663	96.2%	3749
FOX	Outagamie	169337	93.9%	10330
	Winnebago	159008	94.9%	8109
MAN	Manitowoc	81864	95.9%	3356
MNT	Marinette	43364	98.1%	824
MSF	Wood	75195	96.4%	2707
	Clark	34103	98.1%	648
MTH	Marathon	127733	93.8%	7919
RCK	Rock	156512	91.0%	14086
RLN	Richland	18433	98.4%	295
	Grant	49647	98.2%	894
	Vernon	28702	98.8%	344
	Crawford	16998	97.3%	459
SHB	Sheboygan	113958	92.7%	8319
WAK	Waukesha	377193	95.8%	15842
WSH	Washington	124502	97.7%	2864
UWC	Wisconsin	5509026	88.9%	611502

Appendix 2.

**High School Enrollments by Campus by County
Counties Supplying 50+ Enrollments in Past 6 Years**

Campus	County	Asian Pacific Islander	Black	Hispanic	Native American	Sum of SOC	White	Pct SOC
BRB	Adams	0	3	30	11	44	616	6.7%
BRB	Columbia	22	24	114	13	173	3199	5.1%
BRB	Dane	1128	2648	1174	156	5106	17387	22.7%
BRB	Juneau	11	10	31	19	71	1756	3.9%
BRB	Marquette	3	4	28	6	41	800	4.9%
BRB	Sauk	26	29	102	78	235	3872	5.7%
BRN	Barron	26	44	41	28	139	2237	5.9%
BRN	Burnett	6	8	9	102	125	699	15.2%
BRN	Chippewa	41	16	23	28	108	3007	3.5%
BRN	Dunn	138	20	22	14	194	1824	9.6%
BRN	Eau Claire	352	65	63	46	526	4104	11.4%
BRN	Polk	22	17	41	69	149	2664	5.3%
BRN	Rusk	17	4	12	12	45	811	5.3%
BRN	Sawyer	5	4	11	204	224	641	25.9%
BRN	Washburn	8	17	17	31	73	1338	5.2%
FDL	Calumet	4	7	21	7	39	1555	2.4%
FDL	Dodge	31	9	113	11	164	3154	4.9%
FDL	Fond du Lac	102	73	184	23	382	5677	6.3%
FDL	Green Lake	14	17	57	0	88	1553	5.4%
FDL	Sheboygan	536	80	328	37	981	5499	15.1%
FDL	Winnebago	349	127	210	45	731	6872	9.6%
FOX	Brown	699	322	621	460	2102	10952	16.1%
FOX	Calumet	4	7	21	7	39	1555	2.4%
FOX	Outagamie	553	121	253	202	1129	9617	10.5%
FOX	Shawano	18	16	31	307	372	1959	16.0%
FOX	Waupaca	29	22	70	33	154	3724	4.0%
FOX	Waushara	7	7	94	6	114	1080	9.5%
FOX	Winnebago	349	127	210	45	731	6872	9.6%
MAN	Brown	699	322	621	460	2102	10952	16.1%
MAN	Kewaunee	7	5	11	11	34	1278	2.6%
MAN	Manitowoc	316	38	101	33	488	4537	9.7%
MNT	Marinette	11	7	21	23	62	2648	2.3%
MNT	Menominee	0	0	2	755	757	4	99.5%
MNT	Oconto	6	6	16	23	51	1648	3.0%
MSF	Clark	18	10	56	12	96	2099	4.4%
MSF	Marathon	1199	68	79	59	1405	6668	17.4%
MSF	Taylor	11	9	9	3	32	1177	2.6%
MSF	Wood	228	35	92	64	419	5155	7.5%

Campus	County	Asian Pacific Islander	Black	Hispanic	Native American	Sum of SOC	White	Pct SOC
MTH	Clark	18	10	56	12	96	2099	4.4%
MTH	Langlade	3	10	17	23	53	1268	4.0%
MTH	Lincoln	26	5	14	4	49	1702	2.8%
MTH	Marathon	1199	68	79	59	1405	6668	17.4%
MTH	Oneida	15	9	25	223	272	2308	10.5%
MTH	Portage	284	31	139	20	474	4094	10.4%
MTH	Price	10	5	6	10	31	827	3.6%
MTH	Shawano	18	16	31	307	372	1959	16.0%
MTH	Taylor	11	9	9	3	32	1177	2.6%
MTH	Vilas	2	0	7	7	16	603	2.6%
MTH	Waupaca	29	22	70	33	154	3724	4.0%
MTH	Wood	228	35	92	64	419	5155	7.5%
RCK	Dane	1128	2648	1174	156	5106	17387	22.7%
RCK	Green	22	28	42	14	106	2645	3.9%
RCK	Jefferson	42	23	235	22	322	3999	7.5%
RCK	Rock	166	732	458	34	1390	8208	14.5%
RCK	Walworth	43	52	533	16	644	4624	12.2%
RLN	Crawford	6	5	4	2	17	936	1.8%
RLN	Dane	1128	2648	1174	156	5106	17387	22.7%
RLN	Grant	28	20	19	2	69	2914	2.3%
RLN	Iowa	4	11	2	0	17	1394	1.2%
RLN	Juneau	11	10	31	19	71	1756	3.9%
RLN	La Crosse	483	123	58	53	717	4523	13.7%
RLN	Monroe	61	29	55	4	149	2550	5.5%
RLN	Richland	4	4	6	1	15	659	2.2%
RLN	Sauk	26	29	102	78	235	3872	5.7%
RLN	Vernon	6	14	7	4	31	1396	2.2%
SHB	Manitowoc	316	38	101	33	488	4537	9.7%
SHB	Ozaukee	90	122	59	14	285	4480	6.0%
SHB	Sheboygan	536	80	328	37	981	5499	15.1%
WAK	Dodge	31	9	113	11	164	3154	4.9%
WAK	Jefferson	42	23	235	22	322	3999	7.5%
WAK	Milwaukee	1975	20167	5540	461	28143	18747	60.0%
WAK	Racine	110	1631	1058	45	2844	6431	30.7%
WAK	Walworth	43	52	533	16	644	4624	12.2%
WAK	Washington	70	73	129	32	304	6779	4.3%
WAK	Waukesha	527	519	737	93	1876	19834	8.6%
WSH	Dodge	31	9	113	11	164	3154	4.9%
WSH	Fond du Lac	102	73	184	23	382	5677	6.3%
WSH	Milwaukee	1975	20167	5540	461	28143	18747	60.0%
WSH	Ozaukee	90	122	59	14	285	4480	6.0%
WSH	Sheboygan	536	80	328	37	981	5499	15.1%
WSH	Washington	70	73	129	32	304	6779	4.3%
WSH	Waukesha	527	519	737	93	1876	19834	8.6%

Appendix 3.

**Public School Enrollments from Fall 2004 for Grades 9-12
By Campus by Top Enrolling Counties**

Campus	County	Asian	African American	Hispanic	Native American	White	Total SOC Over 4 Years
Baraboo	Adams	0	3	30	11	616	
	Columbia	22	24	114	13	3199	
	Sauk	26	29	102	78	3872	
Campus Total		48	56	246	102	7687	452
Barron	Barron	26	44	41	28	2237	
	Chippewa	41	16	23	28	3007	
	Polk	22	17	41	69	2664	
	Washburn	8	17	17	31	1338	
Campus Total		97	94	122	156	9246	469
Fond du Lac	Fond du Lac	102	73	184	23	5677	
Campus Total		102	73	184	23	5677	382
Fox Valley	Outagamie	553	121	253	202	9617	
	Winnebago	349	127	210	45	6872	
Campus Total		902	248	463	247	16489	1860
MAN	Manitowoc	316	38	101	33	4537	
Campus Total		316	38	101	33	4537	488
MNT	Marinette	11	7	21	23	2648	
Campus Total		11	7	21	23	2648	62
MSF	Clark	18	10	56	12	2099	
	Wood	228	35	92	64	5155	
Campus Total		246	45	148	76	7254	515
MTH	Marathon	1199	68	79	59	6668	
Campus Total		1199	68	79	59	6668	1405
RCK	Rock	166	732	458	34	8208	
Campus Total		166	732	458	34	8208	1390
RLN	Crawford	6	5	4	2	936	
	Grant	28	20	19	2	2914	
	Richland	4	4	6	1	659	
	Vernon	6	14	7	4	1396	
Campus Total		44	43	36	9	5905	132
SHB	Sheboygan	536	80	328	37	5499	
Campus Total		536	80	328	37	5499	981
WAK	Waukesha	527	519	737	93	19834	
Campus Total		527	519	737	93	19834	1876
WSH	Washington	70	73	129	32	6779	
Campus Total		70	73	129	32	6779	304

Appendix 4.

**Fall 2004 High School Enrollments in High Enrolling Counties by Ethnicity by High School
Campus High School Market Schools Only**

Campus	County	School	Asian	African American	Hispanic	Native American	Total SOC
BRB	Columbia	Portage High	5	7	28	4	44
		Poynette High	2	0	5	4	11
		Lodi High	3	2	3	1	9
		Pardeeville High	3	0	5	0	8
	Sauk	Wisconsin Dells High	4	10	22	43	79
		Sauk Prairie High	7	5	43	6	61
		Baraboo High	9	10	17	20	56
		Reedsburg Area High	3	2	13	4	22
BRN	Barron	Barron High	4	39	19	2	64
		Rice Lake High	13	4	12	5	34
		Chetek High	7	0	2	1	10
		Cameron High	0	1	5	3	9
		Cumberland High	0	0	1	7	8
		Turtle Lake High	0	0	0	8	8
	Chippewa	Chippewa Falls High	31	8	16	14	69
		Stanley-Boyd High	0	3	4	6	13
		Bloomer High	5	3	1	0	9
		Cornell High	3	2	0	4	9
		Cadott High	0	0	2	1	3
		Holcombe High	2	0	0	1	3
	Polk	Unity High	0	2	6	32	40
		Amery High	6	5	11	13	35
		Frederic 7-12 Sch	5	1	2	11	19
		Clayton High	1	0	0	2	3
	Washburn	Spooner High	6	4	4	12	26
		Shell Lake Jr/Sr High	1	2	4	4	11
		Birchwood High	0	0	4	2	6
FDL	Fond du Lac	Fond du Lac High School	76	48	90	11	225
		Waupun High	3	1	26	3	33
		Oakfield High	1	0	15	3	19
		Horace Mann High	1	0	7	1	9
		Laconia High	4	0	1	2	7
		Campbellsport High	1	3	2	0	6
FOX	Outagamie	North High	189	26	83	9	307
		West High	125	45	39	13	222
		East High	128	26	29	5	188
		Kaukauna High	36	8	20	18	82
		Hortonville High	19	3	19	4	45
		Kimberly High	20	3	15	4	42
		Freedom High	1	0	4	28	33
		Little Chute High	8	2	15	1	26
	Winnebago	North High	169	42	36	6	253
		Menasha High	49	15	87	5	156
		West High	85	25	29	8	147
		Neenah High	44	31	44	16	135
		Winneconne High	2	1	3	4	10

**Fall 2004 High School Enrollments in High Enrolling Counties by Ethnicity by High School
Campus High School Market Schools Only**

Campus	County	School	Asian	African American	Hispanic	Native American	Total SOC
MAN	Manitowoc	Lincoln High	121	11	45	14	191
		Two Rivers High	38	0	7	5	50
		Valders High	2	2	0	3	7
MNT	Marinette	Marinette High	5	4	6	8	23
		Coleman High	2	0	6	1	9
		Crivitz High	2	1	2	4	9
		Peshigo Middle/High	1	1	0	5	7
		Wausaukee High	0	0	1	3	4
MSF	Clark	Colby High	6	1	9	6	22
		Neillsville High	5	5	3	5	18
		Loyal High	4	0	1	0	5
		Granton High	1	1	0	0	2
	Wood	Lincoln High	87	6	20	15	128
		Marshfield High	33	12	14	6	65
		Pittsville High	3	4	4	3	14
MTH	Marathon	Auburndale High	3	0	6	1	10
		West High	401	10	20	10	441
		East High	268	23	15	16	322
		D C Everest High	147	5	6	7	165
		Mosinee High	5	7	6	4	22
		Marathon High	3	0	2	0	5
		Athens High	2	0	0	0	2
Edgar High	1	0	1	0	2		
RCK	Rock	Memorial High	19	541	257	7	824
		Parker High	61	60	74	7	202
		Craig High	23	78	38	12	151
		Turner High	7	24	18	2	51
		Milton High	16	6	15	2	39
		Edgerton High	10	3	11	2	26
		Evansville High	4	1	13	1	19
		Clinton High	2	2	14	0	18
		Parkview High	3	1	1	1	6
RLN	Crawford	Prairie du Chien High	4	4	2	2	12
		Seneca High	2	0	1	0	3
		North Crawford High	0	1	1	0	2
		Wauzeka High	0	0	0	0	0
	Grant	Boscobel High	3	2	5	2	12
		Fennimore High	3	2	0	0	5
		Riverdale High	2	2	1	0	5
	Richland	Richland Center High	4	4	6	1	15
		Ithaca High	0	0	0	0	0
	Vernon	Westby High	3	5	3	0	11
		Hillsboro High	0	4	3	1	8
		Viroqua High	3	1	0	0	4
		Kickapoo High	0	1	1	0	2

**High School Enrollments in High Enrolling Counties by Ethnicity by High School
Campus High School Market Schools Only**

Campus	County	School	Asian	African American	Hispanic	Native American	Total SOC
SHB	Sheboygan	South High	267	25	172	15	479
		North High	251	30	100	10	391
		Plymouth High	7	6	19	4	36
		Sheboygan Falls High	2	9	8	5	24
		Oostburg High	3	3	7	1	14
		Howards Grove High	3	4	2	0	9
WAK	Waukesha	South High	37	54	245	8	344
		East High	82	62	29	4	177
		Menomonee Falls High	29	93	30	5	157
		Central High	78	51	26	0	155
		North High	28	22	97	3	150
		West High	30	16	65	8	119
		Hamilton High	44	29	16	10	99
		New Berlin High	46	13	22	3	84
		Eisenhower High	31	8	15	3	57
		Muskego High	14	4	32	7	57
		Kettle Moraine High	19	8	24	4	55
		Oconomowoc High	13	5	23	4	45
		Arrowhead High	16	10	16	2	44
		Pewaukee High	13	9	11	8	41
WSH	Washington	Germantown High	22	40	20	5	87
		Hartford High	25	6	51	4	86
		East High	11	18	23	10	62
		West High	6	3	17	7	33
		Slinger High	4	4	9	2	19
		Kewaskum High	2	2	9	4	17

Appendix 5a.

Description of the Campus High School Market Equity Enrollment Model

Step 1 Repopulate the campus high school market table

This table consists of the names and identifiers for those high schools that have supplied 75% of each campus's new freshmen over the past 5 years. The last time it was updated was fall 2003. With this update there only a few changes.

Step 2 Identify new freshman enrollees at each campus from these campus market high schools. In addition to student id, also identify race and gender for each student. Query for the past 5 fall terms (fall 2001, fall 2002, fall 2003, fall 2004 and fall 2005).

Step 3 Gather the high school class sizes *by race* for 12th grade classes for public high schools in Wisconsin. This information is available from the Wi Department of Instruction web pages. Gather these class sizes for the school years immediately preceding each of the terms in step 2. Thus, we gathered the grade 12 class sizes for 2000-2001, 2001-2002, 2002-2003, 2003-2004, 2004-2005. These class sizes represent the population as of the beginning of the fall semester, *by race*.

Step 4 Identify the 12 grade class sizes by race for the campus high school market schools.

Step 5 For each of the five races identified in the dpi data (Asian/Pacific islander, Black, Hispanic, Native American, White):

- a. aggregate the 12th grade class sizes for the campus high school market high schools for the fall terms 2000-2004. These become the **12th graders**
- b. aggregate the UW Colleges enrolled new freshmen for the fall terms 2001-2005 who graduated from the campus market high schools. These become the **new freshman enrollment**.
- c. determine the yield for each high school by race (enrollments/12th graders). This becomes the **enrollment rate**.

Step 6 Access Equity for the purpose of this exercise is defined as access equal to that of white students. Therefore, we are trying to determine, by high school, whether or not we are enrolling proportionally based on race. For example, if a school has 100 white 12th graders, 50 black 12th graders, and 30 Hispanic 12th graders, and our data show that we enroll 10% of the white graduates (step 5c above), then equal access for blacks and Hispanics would mean enrolling 5 black and 3 Hispanic new freshmen from this school. Thus, for this school, the 5 Black and 3 Hispanic enrollments would become the Black and Hispanic **equity enrollments**. Note: in all cases round *down* to nearest whole number. Thus 1.7 becomes 1 and .7 becomes 0

Step 7 For each high school for each race determine the difference between the **new freshman enrollment** (step 5b) and the **equity enrollment** (step 6). This becomes the **enrollment difference**.

Step 8 For each campus sum the **enrollment differences** for each of the four non-white races. If this total is negative, then the campus has not achieved access equity for that race. If the total is 0, then there is access equity, and if the total is positive, then the campus has exceeded access equity for that race.

Using 12th grade class size as the basis for determining equity

The committee has chosen to use the 12th grade class as one of the components of this model with the understanding that these 12th graders must still graduate and must take the ACT test before they can be admitted to the university. There are a few reasons for this choice:

1. In terms of graduation, the data show that that most attrition in high schools occurs prior to the 12th grade. In other words, students who make it to the 12th grade are very likely to graduate.
2. In looking through the data provided by the department of public instruction we were most comfortable with the quality of the class size data, and less comfortable with the quality of the completion data.
3. In its discussions, the committee felt that for students entering the 12th grade, the university plays a role in determining what steps students will take that will influence future college enrollment. If the university makes contact with students in the 12th or in the 11th grade, then the university can influence a high school student's decision about whether or not to complete high school, and whether or not to take the ACT admission test.

Campus High School Market Equity Enrollment Model
New Freshman Enrollment Equity by Race 7/18/2006

Baraboo High School		White	Asian	Black	Hispanic	Native American
Adams Friendship High School	ADAMS City	772	4	7	29	8
12th graders		22	0	1	0	0
New Freshman Enrollment		0.03	0	0.14	0	0
Enrollment Rate		NA	0	0	0	0
Equity Enrollment		NA	0	+1	0	0
Enrollment Difference		1061	6	4	16	23
Baraboo Senior High School BARABOO						
12th graders		142	2	0	2	2
New Freshman Enrollment		0.13	0.33	0	0.12	0.09
Enrollment Rate		NA	0	0	2	2
Equity Enrollment		NA	+2	0	0	0
Enrollment Difference		695	16	8	14	11
Mauston High School MAUSTON						
12th graders		67	0	0	2	0
New Freshman Enrollment		0.1	0	0	0.14	0
Enrollment Rate		NA	1	0	1	1
Equity Enrollment		NA	-1	0	+1	-1
Enrollment Difference						

Row Definitions: 12th graders
 New Freshman Enrollment
 Enrollment Rate
 Equity Enrollment
 Enrollment Difference

the sum of 12th graders enrolled as of the census date in the five years 2000-01 through 2004-05
 fall term new freshmen enrolled from this school in the five years 2001-02 through 2005-06
 New Freshman Enrollment divided by 12th graders
 Enrollments of 12th graders of color assuming an enrollment rate equitable with white enrollments
 Difference between New Freshman Enrollment and Equity Enrollment

Campus High School Market Equity Enrollment Model New Freshman Enrollment Equity by Race

7/18/2006

Baraboo High School City
Montello High School MONTELLO

	White	Asian	Black	Hispanic	Native American
12th graders	365	2	1	7	1
New Freshman Enrollment	18	0	0	0	0
Enrollment Rate	0.05	0	0	0	0
Equity Enrollment	NA	0	0	0	0
Enrollment Difference	NA	0	0	0	0
<hr/>					
12th graders	359	2	1	0	0
New Freshman Enrollment	33	0	0	0	0
Enrollment Rate	0.09	0	0	na	na
Equity Enrollment	NA	0	0	0	0
Enrollment Difference	NA	0	0	0	0
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12th graders	978	4	2	14	1
New Freshman Enrollment	84	1	0	2	0
Enrollment Rate	0.09	0.25	0	0.14	0
Equity Enrollment	NA	0	0	1	0
Enrollment Difference	NA	+1	0	+1	0

Portage Turner High School PORTAGE

Row Definitions: 12th graders the sum of 12th graders enrolled as of the census date in the five years 2000-01 through 2004-05
 New Freshman Enrollment fall term new freshmen enrolled from this school in the five years 2001-02 through 2005-06
 Enrollment Rate New Freshman Enrollment divided by 12th graders
 Equity Enrollment Enrollments of 12th graders of color assuming an enrollment rate equitable with white enrollments
 Enrollment Difference Difference between New Freshman Enrollment and Equity Enrollment

Campus High School Market Equity Enrollment Model

New Freshman Enrollment Equity by Race

7/18/2006

Baraboo High School City
 Poynette High School POYNETTE

	White	Asian	Black	Hispanic	Native American
12th graders	385	2	1	3	4
New Freshman Enrollment	20	0	0	0	0
Enrollment Rate	0.05	0	0	0	0
Equity Enrollment	NA	0	0	0	0
Enrollment Difference	NA	0	0	0	0
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12th graders	1002	15	3	26	8
New Freshman Enrollment	81	0	0	0	1
Enrollment Rate	0.08	0	0	0	0.12
Equity Enrollment	NA	1	0	2	0
Enrollment Difference	NA	-1	0	-2	+1
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12th graders	1001	3	7	6	7
New Freshman Enrollment	109	0	0	3	4
Enrollment Rate	0.11	0	0	0.5	0.57
Equity Enrollment	NA	0	0	0	0
Enrollment Difference	NA	0	0	+3	+4

Sauk Prairie High School PRAIRIE DU SAC

Reedsburg Area High School REEDSBURG

Row Definitions: 12th graders the sum of 12th graders enrolled as of the census date in the five years 2000-01 through 2004-05
 New Freshman Enrollment fall term new freshmen enrolled from this school in the five years 2001-02 through 2005-06
 Enrollment Rate New Freshman Enrollment divided by 12th graders
 Equity Enrollment Enrollments of 12th graders of color assuming an enrollment rate equitable with white enrollments
 Enrollment Difference Difference between New Freshman Enrollment and Equity Enrollment

Campus High School Market Equity Enrollment Model New Freshman Enrollment Equity by Race

7/18/2006

Baraboo High School	City	White	Asian	Black	Hispanic	Native American
Wisconsin Dells High School	WISCONSIN DELLS	563	9	5	17	34
12th graders		63	0	1	3	0
New Freshman Enrollment		0.11	0	0.2	0.18	0
Equity Enrollment		NA	0	0	1	3
Enrollment Difference		NA	0	+1	+2	-3

Row Definitions: 12th graders the sum of 12th graders enrolled as of the census date in the five years 2000-01 through 2004-05
 New Freshman Enrollment fall term new freshmen enrolled from this school in the five years 2001-02 through 2005-06
 Enrollment Rate New Freshman Enrollment divided by 12th graders
 Equity Enrollment Enrollments of 12th graders of color assuming an enrollment rate equitable with white enrollments
 Enrollment Difference Difference between New Freshman Enrollment and Equity Enrollment

Campus High School Market Equity Enrollment Model New Freshman Enrollment Equity by Race

7/18/2006

Baraboo High School	City	White	Asian	Black	Hispanic	Native American
12th graders		7181	63	39	132	97
New Freshman Enrollment		639	3	2	12	7
Enrollment Rate		0.09	0.05	0.05	0.09	0.07
Equity Enrollment		NA	2	0	7	6
Enrollment Difference		NA	+1	+2	+5	+1

Campus Summary

Row Definitions: 12th graders the sum of 12th graders enrolled as of the census date in the five years 2000-01 through 2004-05
 New Freshman Enrollment fall term new freshmen enrolled from this school in the five years 2001-02 through 2005-06
 Enrollment Rate New Freshman Enrollment divided by 12th graders
 Equity Enrollment Enrollments of 12th graders of color assuming an enrollment rate equitable with white enrollments
 Enrollment Difference Difference between New Freshman Enrollment and Equity Enrollment

D. Access to Financial Aid

1. Fall 2004 Full- and Part-Time New Frsh and Soph by Aid Rcvd		African American		American Indian		Southeast Asian		Asian American		Hispanic/Latino(a)		White		Unknown		Total	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Total (includes those receiving no aid)	#	31	17	13	6	45	9	62	13	71	15	3695	568	40	11	3957	639
	%	0.8%	2.7%	0.3%	0.9%	1.1%	1.4%	1.6%	2.0%	1.8%	2.3%	93.4%	88.9%	1.0%	1.7%		
Pell Grants	#	15	9	6	2	21	5	30	7	22	9	742	178	9	2	845	212
	%	1.8%	4.2%	0.7%	0.9%	2.5%	2.4%	3.6%	3.3%	2.6%	4.2%	87.8%	84.0%	1.1%	0.9%		
Wisconsin Higher Education Grants (WHEG)	#	11	10	6	2	22	4	30	7	19	10	716	173	7	1	811	207
	%	1.4%	4.8%	0.7%	1.0%	2.7%	1.9%	3.7%	3.4%	2.3%	4.8%	88.3%	83.6%	0.9%	0.5%		
Other need-based grants (a)	#	5	2	2	2	10	1	10	0	8	1	158	31	0	1	193	38
	%	2.6%	5.3%	1.0%	5.3%	5.2%	2.6%	5.2%	0.0%	4.1%	2.6%	81.9%	81.6%	0.0%	2.6%		
Non-need-based grants (b)	#	1	0	0	0	6	0	6	0	5	1	207	5	0	0	225	6
	%	0.4%	0.0%	0.0%	0.0%	2.7%	0.0%	2.7%	0.0%	2.2%	16.7%	92.0%	83.3%	0.0%	0.0%		
Federal Need-based loans**	#	10	8	4	1	11	2	9	1	15	8	749	191	4	1	802	212
	%	1.2%	3.8%	0.5%	0.5%	1.4%	0.9%	1.1%	0.5%	1.9%	3.8%	93.4%	90.1%	0.5%	0.5%		
Federal Non-need-based loans***	#	7	4	2	1	6	3	6	2	9	8	772	165	4	0	806	183
	%	0.9%	2.2%	0.2%	0.5%	0.7%	1.6%	0.7%	1.1%	1.1%	4.4%	95.8%	90.2%	0.5%	0.0%		
Other non-need based loans****	#	0	0	0	0	0	0	0	0	0	1	13	3	0	0	13	4
	%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	100%	75.0%	0.0%	0.0%		
Federal Work Study	#	12	4	1	1	12	2	14	1	15	2	541	102	6	0	601	112
	%	2.0%	3.6%	0.2%	0.9%	2.0%	1.8%	2.3%	0.9%	2.5%	1.8%	90.0%	91.1%	1.0%	0.0%		

notes:Aid categories do not sum to total because many students receive more than one type of aid.

excludes special students and international students

excludes oxford