

University Of Wisconsin - Whitewater

**Equity Scorecard Interim Report
On
Access, Retention, and Excellence**

Report to Dr. Martha Saunders, Chancellor

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Background of the UW-W Equity Scorecard Project

Overview

This section provides background information on the Equity Scorecard. It describes the Equity Scorecard and outlines the sequence of events that led to UW-W's agreement to participate in the UW System Equity Scorecard Pilot Project.

The Equity Scorecard

The Equity Scorecard is an action research project that uses a “culture of evidence” for institutional self-assessment of four measures of equity in educational outcomes for students of color: access, retention, excellence, and institutional receptivity. Examining disaggregated institutional data on student matriculation, enrollment, and graduation rates, as well as grades/rates of success/failure in students' coursework, Equity Scorecard Team members establish an objective for each of the four areas. For each objective, the team establishes baseline measures, sets improvement targets, and defines what would constitute equity. This process takes between 12 and 18 months. When the team has completed its work, team members share their findings with campus constituencies. Through institutional self-analysis, campus stakeholders gain greater awareness of the unique characteristics and circumstances that impact access, retention, excellence, and institutional receptivity, thereby allowing the institution to respond most effectively. The Equity Scorecard Project was

developed under the directorship of Dr. Estela M. Bensimon, at the Center for Urban Education (CUE), University of Southern California (USC).

November 2004

The Equity Scorecard Pilot Project is the result of a longstanding UW System commitment to educational excellence for all students. At the System-wide UW “Best Practices” Conference held in November 2004, Dr. Bensimon presented the Equity Scorecard as an example of a “best practice” in closing the achievement gap. This Equity Scorecard approach had been used to identify areas of inequity among students of color in fourteen California institutions and to establish a baseline for institutional change in addressing the inequities. As UW institution representatives and members of the Board of Regents present at the conference learned about the Equity Scorecard, they were quite enthusiastic about a process that uses data-guided inquiry to inform and drive organizational change. Many participants felt that the Equity Scorecard process could aid UW System institutions in accomplishing the goals of Plan 2008 by understanding ways in which the gaps in achievement can be closed, thereby achieving equity and excellence in educational outcomes.

February 2005

In February 2005, the Board of Regents passed Resolution 8970 in support of adopting a process that would “track the progress made by UWSA and the institutions in closing the achievement gap.” Six UW System institutions, including UW-W, volunteered to participate in an Equity Scorecard pilot project to inform strategic decision-making with respect to current and future diversity

initiatives. The overall goal of this initiative is to achieve equity in educational outcomes for all students, particularly students of color.

November 2005

During Phase I of the project, the UW System Office of Academic Development and Diversity (OADD) Equity Scorecard Team and members of participating institutions' evidence teams engaged in a series of structured activities that included two workshops, campus visits, and several follow-up meetings. Dr. Bensimon and her colleagues at USC-CUE facilitated and supported the work of the OADD Equity Scorecard Team and each team at the participating campuses to provide maximum support for the work.

The UW-Whitewater Team

Provost Richard Telfer appointed members of the Equity Scorecard Evidence team at UW-W. Donald Sorensen was selected as team leader to give the team a strong faculty presence and to serve as a liaison with the on-going Plan 2008 Committee. Mohammad Ahmadi, mathematics faculty member, was chosen not only for his strong capabilities in data analysis but also because success in mathematics is recognized as key to success in many academic programs. As Director of Institutional Research, Chunju Chen was responsible for data collection. Several University administrators were chosen because of their responsibilities for student recruitment and success. LaToya White was chosen as a student representative. A complete list of UW-W Equity Scorecard Team members is printed the cover of this report. The team began monthly meetings in March 2006, and continued to meet monthly for sixteen months.

The team worked to analyze data disaggregated by ethnicity and gender to understand and document factors affecting diversity of the UW-W campus. The team divided its work into the four components of the Equity Scorecard to understand equity from the perspectives of 1) access, 2) retention, 3) student excellence, and 4) institutional receptiveness. As team members discussed trends and drew conclusions, the team attempted to communicate its findings to campus groups so that these groups might be able to use the findings to improve campus diversity. Although the team has completed its preliminary work, communication with campus constituencies remains an important part of the process.

Data and Definitions

The data in this report are disaggregated by ethnicity and in some cases gender. Data were analyzed to determine measures of share (e.g., percentage of students of color declaring a specific major as new freshmen) or rate (e.g., percentage of students who graduated with a degree in six years), depending on the indicator. In each case, team members compared the existing share or rate to what the team defined as equity. The team defined equity as the point at which the share or rate of students of a given ethnicity with a particular academic feature equals that same group's share or rate of the total student population at UW-W. In the case of access to the institution, the team defined equity as the percentage at which the population of UW-W students of a given ethnicity equaled that of the population of college-age persons within a sixty-mile radius of UW-W. These definitions helped the team to determine the extent to which

UW-W had achieved equity in access, retention, success, and institutional receptivity.

Section 1: Access by Ethnicity and Gender

Overview

This section details the team's analysis of *access* by ethnicity and gender of full-time undergraduate populations at UW-W from Fall 1999 to Fall 2005.

Several aspects of the access perspective are shown: access to the University, access to financial aid, and access to colleges within the University.

Undergraduate enrollment by Ethnicity: Fall 1999 and Fall 2005

Table 1 reveals that the total full time undergraduate population of the UW-W campus increased by about 3% from Fall 1999 to Fall 2005. All multicultural populations increased in both numeric size and as a percent of the total population during the period, and the White population declined slightly.

	Fall 1999		Fall 2005	
	N	% of Total	N	% of Total
African American	270	3.3%	371	4.4%
American Indian	23	0.3%	45	0.5%
Southeast Asian	43	0.5%	120	1.4%
Asian American	62	0.8%	94	1.1%
Hispanic/Latino(a)	136	1.7%	211	2.5%
White	7,647	93.5%	7,567	90.0%
Total	8,181	100%	8,408	100%

Table 1: Undergraduate full-time enrollment by ethnicity, Fall 1999 and Fall 2005

The following Figure 1 depicts data from Table 1 and clearly shows the increase in each multicultural category over the 5 year period.

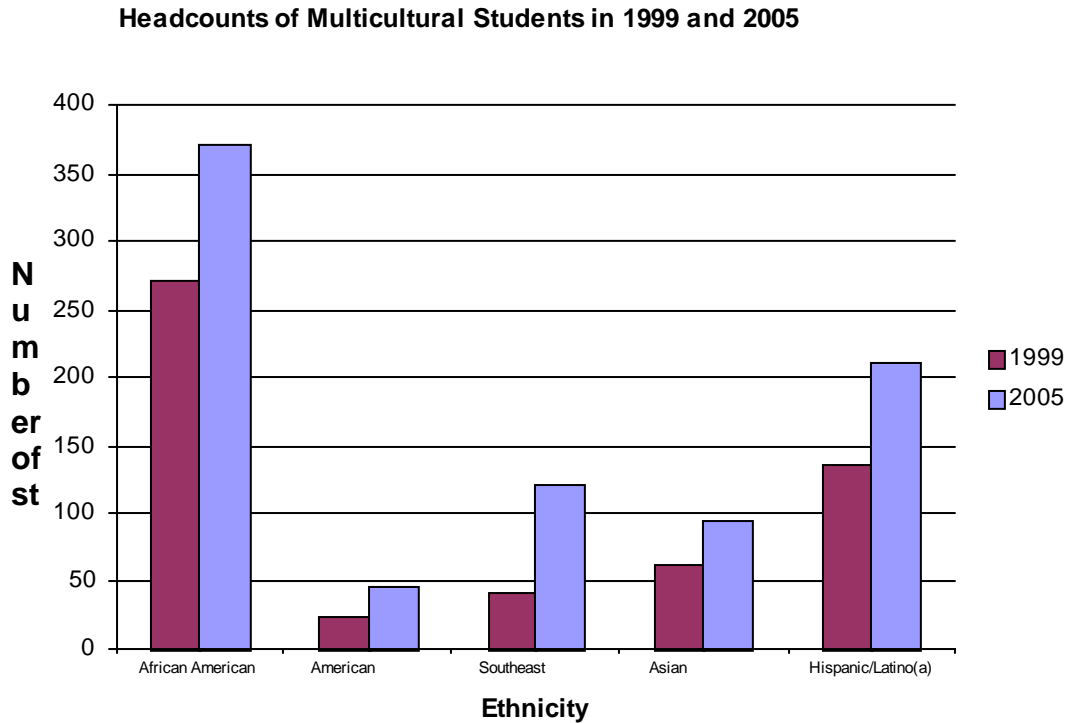


Figure 1: Full-time undergraduate multicultural student enrollment at UW-W in 1999 and 2005

While the number of multicultural students increased during the five-year period, this does not necessarily show that equity has been achieved. We examine this and the definition of equity in the next section of this report.

UW-W Region

The Equity Scorecard Team decided to identify the geographic region from which Whitewater draws its students to use as a comparison region and to define equity access for multicultural students. After recommendations from the USC members, the team initially decided that the 21 counties in Wisconsin and Illinois within a 60-mile radius around UW-W should be the comparison region.

However, subsequent recommendations resulted in the Team’s examination of the 13 counties in Wisconsin within a 60-mile radius. UW-W has historically drawn approximately 82% of new freshmen and 85% of its undergraduate students [without new freshmen] from these 13 counties. See Figure 2 for a map of the region of interest.



Figure 2: Map of counties & census areas of 82% of new freshmen and 85% of UW-W undergraduate students [without new freshmen].

Comparison Populations

In order to understand the ethnic makeup on the population from which UW-Whitewater draws students, the team gathered data regarding the general population of college age individuals who graduated from high school and took the ACT college entrance test. Data was gathered from the U.S. Census of 2000

for the 13-county comparison region. The team also gathered data from the Wisconsin Department of Public Instruction as well as from the National Center for Educational Statistics. Table 2 shows the ethnic breakdown of individuals who lived in the 13-county area of interest.

	US Census 2000 data			NCES	WI DPI
	Total Population	18 - 24 yr olds	2001-02 12 th graders	2002 Diploma recipients	2005 ACT Takers
African-American	10.0%	11.1%	12.0%	10.7%	7.3%
American Indian	0.4%	0.6%	0.5%	0.4%	0.1%
Asian	1.8%	2.5%	2.8%	2.8%	2.7%
Hispanic or Latino	5.5%	8.2%	5.1%	5.1%	2.9%
Other / Unknown	2.5%	4.1%			8.0%
White, non-Hispanic	78.2%	71.4%	79.6%	81.0%	79.0%
Two or more races	1.6%	2.1%			
Total percent	100.0%	100.0%	100.0%	100.0%	100.0%
Total headcount	2,765,049	286,850	30,449	28,085	18,745

Table 2: Regional population of college-prepared persons by ethnicity in the 13 counties in Wisconsin from which 82.6% of UW-W new freshmen come.

Next, the Team looked at UW-Whitewater’s actual application, admission and enrollment figures from Fall 2005 new freshmen from the 13-county UW-W comparison area. This information is shown in Table 3.

	Completing Applications	Admitted to UWW		Enrolled at UWW	
	Headcount	Headcount	Percent of applicants admitted	Headcount	Percent of applicants who enrolled
African-American	338	210	63	83	40
American Indian	16	13	81	4	31
Asian	92	81	88	25	31
Hispanic or Latino	135	102	76	47	46
Other / Unknown	13	10	77	4	40
White, non-Hispanic	3,145	2,495	79	1,154	37
All students	3,739	2,911	78	1,412	40

Table 3: Fall 2005 UW-W application, admission and enrollment data: new freshmen from the 13-county area surrounding Whitewater

The rate of admission for African American students was significantly less than the admission for White students, while the admission rate of Hispanic/Latino/Latina students was 3% less than that of White students. Admission rates for Native American and Asian students exceeded the rate of admission of White students. Further research is needed to discover the reasons for the comparatively low admission rate for African Americans.

Conversely, the rate of enrollment from those completing applications was higher for African Americans and Hispanics/Latinos/Latinas than it was for White students. However, enrollment rates for American Indians and Asians were lower than for White students. The Team decided that for there to be equity in access to the UW-W campus, the enrollment rates for each multicultural group should be proportional to the population of each group in the 13-county region.

Figure 3 shows the data from Table 3 as a representation of share for African Americans, American Indians, Asians, and Hispanics/Latinos/Latinas. One can see how the percentage of college-ready persons in each multicultural category changes as the definition of college-ready progresses from “college age” to “college age and high school graduate” and then to “college age and high school graduate and ACT test taker.” Figure 3 also shows how the percentages of multicultural persons at UW-W changed as students moved from applying for admission to accepted for admission and then to actually enrolled.

[Note to Team members: I’ll fix the font colors at a later date—my goal was to incorporate the new percentages into the chart]]

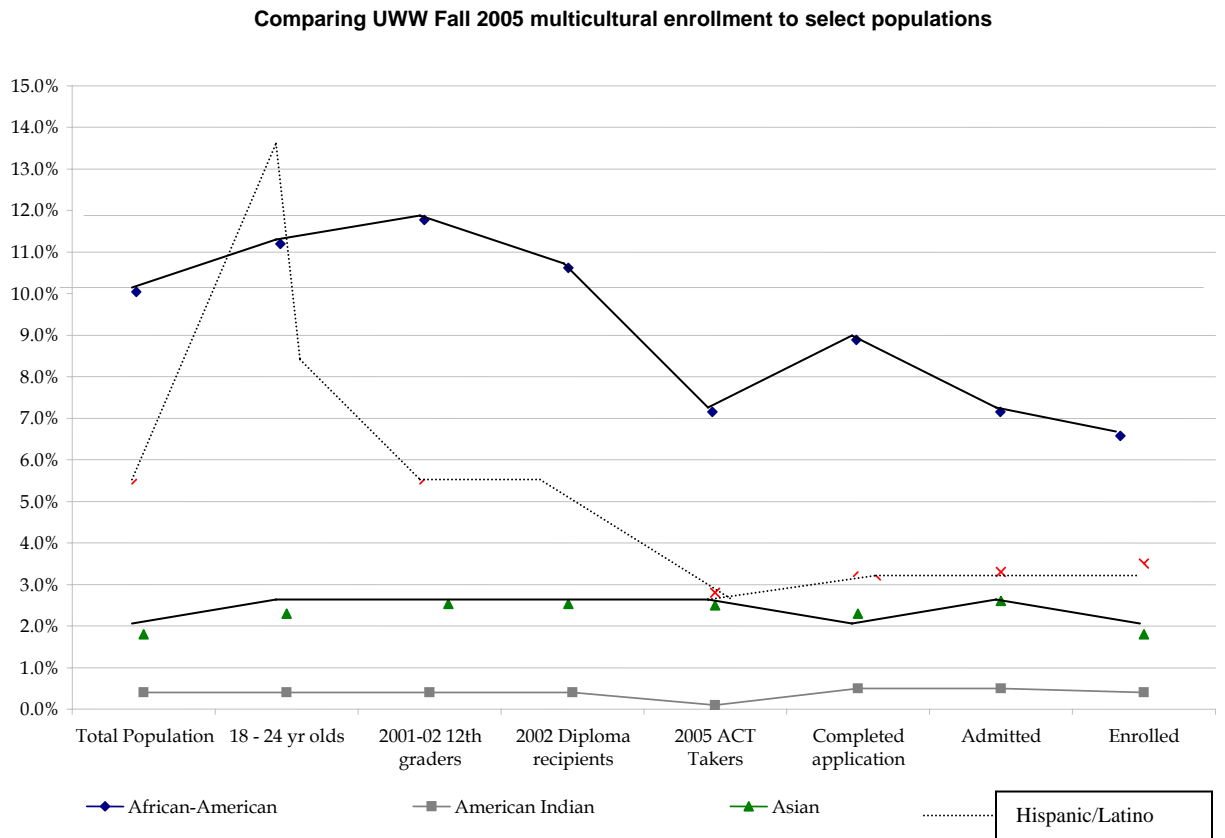


Figure 3: College-ready populations compared to UWW applied, admitted, and enrolled-by ethnicity.

The team decided that while it might be desirable to match multicultural enrollment at UW-W to the proportions in the total population, a more realistic target would be to match enrollment to the proportions of high school graduates. The data show that in 2005, UW-W was underrepresented by multicultural students in several categories. Table 4 (below) shows the enrollment proportions that UW-W should have for each ethnic group.

	Percentage of 2002 Diploma Recipients	Percentage of UW-W students in Fall 2005
African American	10.7	4.4
American Indian	0.4	0.5
Asian	2.8	2.5*
Hispanic/Latino(a)	5.1	2.5
White	79.6	90.0
Total	100.0	100.0

Table 4, Percentage of 2002 High School Diploma Recipients in 13-county region in Wisconsin surrounding UW-W, and percentage of first-time freshman students enrolled in Fall 2005 by ethnicity.

*Includes both Asian Americans and Southeast Asians

These percentage enrollments should serve as targets for future years to achieve equity access at UW-W.

Equity measure Number 1:

UW-W should measure its populations of multicultural students and compare the proportionate enrollment of each ethnic group to the proportions of High School graduates in the 13-county region surrounding UW-W. Equity is achieved when the proportions in the UW-W population are equal to the proportion of High school graduates in the region.

Gender

The issue of gender equity was examined by the scorecard team. It was determined that men and women are not represented equally at UW-W; however, the differences are small. Table 5 shows the distribution of all full-time undergraduate students by gender in two sample time periods, Fall 1999 and Fall 2005.

	Fall 1999				Fall 2005			
	Male		Female		Male		Female	
	N	% of Total	N	% of Total	N	% of Total	N	% of Total
African American	130	1.6%	140	1.7%	173	2.1%	198	2.4%
American Indian	11	0.1%	12	0.1%	21	0.2%	24	0.3%
Southeast Asian	20	0.2%	23	0.3%	58	0.7%	62	0.7%
Asian American	32	0.4%	30	0.4%	42	0.5%	52	0.6%
Hispanic/Latino(a)	61	0.7%	75	0.9%	103	1.2%	108	1.3%
White	3,573	43.7%	4,074	49.8%	3,720	44.2%	3,847	45.8%
Total	3,827	46.8%	4,354	53.2%	4,117	49.0%	4,291	51.0%

Table 5: Undergraduate full-time enrollment by ethnicity and gender, Fall 1999 and Fall 2005.

The team concluded that equity in overall campus access is not significantly linked to gender.

Source of Entry

Source of entry to the University was also investigated by the team as a possible source of inequity. The Team explored transfer figures from three institutions that serve as major sources of transfer students for UW-Whitewater: Madison Area Technical College (MATC), UW-Rock County, and UW-Waukesha. These two-year institutions were the top sources of transfer students each year from 1999-00 to 2004-05, the most recent academic year

available. Together, these institutions accounted for 30% of all undergraduate transfers to UW-Whitewater. The Team concluded that in most cases, multicultural students comprised a smaller percentage of the transfer population than of the undergraduate population as a whole. However, due to the small number of transfer multicultural students, the Team was unable to determine if access to the University was affected by transfer students. The tables that the Team reviewed are included in Appendix A.

Financial Aid Recipients by Ethnicity

The Team explored access to financial aid for multicultural students. Specifically, the team examined access to two sources: grants and loans. Table 6 shows that for all need-based grants in general, multicultural students had a higher proportion of access than would be expected in their proportion to the total student population at UW-W (Compare to Table 1). Especially notable was the data for African Americans, whose access to need-based grants was two to three times greater than their percentages in the student population as a whole. The percentages of students who had access to non-need-based financial aid were consistent with proportions of the populations that made up the full-time undergraduate student body at UW-W.

The team concluded that access to financial aid is not an equity issue for multicultural students at UW-W. However, it appears that in general, multicultural students have greater need for financial aid than other students. Therefore, it appears if UW-W is to attract more multicultural students, one strategy will be to make more financial aid available to these students.

Type of Financial Aid	African-American		American Indian		SE Asian		Asian American		Hispanic/Latino/a		White		Total	
GRANTS	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Pell Grants	53	13	3	0.7	19	4.7	5	1.2	23	5.7	301	74.5	404	100
Wis. Higher Ed. (WHEG)	45	14.6	2	0.6	17	5.5	5	1.6	17	5.5	223	72.2	309	100
Other need-based	31	14	4	1.8	15	6.8	3	1.4	11	5	158	71.2	222	100
Non-need-based	0		4	100	0		0		0		0		4	100
LOANS														
Federal need-based	65	8.5	2	0.3	15	2	7	0.9	28	3.7	646	84.7	763	100
Federal non-need-based	29	5	2	0.3	1	0.2	3	0.5	16	2.7	531	91.2	582	100
Other non-need based	2	4	0		0		0		1	2	47	94	50	100
Work-Study	23	12.3	2	1.1	10	5.3	3	1.6	5	2.7	144	77	187	100
Total (including those receiving no aid)	90	4	11	0.5	22	1	25	1.1	48	2.1	2076	91.4	2271	100

Table 6: Access to Financial Aid by Full Time New Undergraduates [Fall 2001]: Type of Aid – Grants & Loans – by ethnicity

Access to Majors (by College)

A final area of equity access deemed important by the Team was the extent to which multicultural students gain entrance to the college of choice once they are enrolled at UW-W. The Team used student enrollment data for freshmen entering the University in Fall 1999 based on the original 28-county region from which UW-W draws the most of its students. Table 7 shows the comparison of multicultural student enrollment for freshmen entering the University in 1999 in each College to the high school graduate pool of students in this 28-county region. Since the percentages of new freshmen in the 28-county region and the 13-county region are equal [82%], the Team felt that data from the 28-county

region would provide relevant information without the necessity of seeking new data.

	% of 28 Counties with High school Diploma	% in College of Arts & Comm. In 1999	% in College of Bus. & Econ. in 1999	% in College of Education in 1999	% in College of L. & S. in 1999
African American	7.9	3.3	2.3	2.3	3.7
Hispanic/Latino	7.3	3.3	1.7	2.0	2.4
Asian	3.3	0.5	1.7	0.5	2.7
American Indian	0.4	0.5	0.2	0.5	1.7
Total multi-cultural	18.9	7.6	5.9	5.3	10.5

Table 7: UW-W College enrollment compared to population of High School graduates in 28 counties, in 1999.

The College’s enrollment rate for multicultural students was in every case less than the rate of high school graduation in the region. Ideally, these proportions would be equal, but the Team recognized that there are some good reasons why they would not be equal. First, many students enter the University as undeclared majors and, thus, are not in any College enrollment. Second, a variety of personal reasons for students selecting a major will always result in unequal enrollment across the four Colleges.

Most students are admitted to their College major after two years of preparatory (general studies) course work. Thus, the Team compared the rates at which multicultural students originally chose various Colleges upon entrance to the University to the rate of enrollment in the Colleges two years later.

Studied in this manner, the analysis is both an access and a retention issue. Table

8 shows the total headcount of students entering as freshmen in fall of 1999 and who chose a definite major in one of the four Colleges, compared to the number of those same students admitted to a major in the same College in 2001. The last column of the table shows the combined retention rate for all four UW-W colleges (the percentage of students gaining access to the College of their choice).

	1999 headcount of entering freshmen students choosing a College major	2001 headcount of the 1999 freshmen still in the College major of their original choice	Percentage of Students gaining access to their original choice of College
African American	46	22	47.8
American Indian	10	5	50.0
Asian	26	14	53.8
Hispanic/Latino	36	15	41.7
White	1633	944	57.8
Total	1751	1000	57.1

Table 8: Access to college majors, two years after admission for 1999 entering freshmen – by ethnicity

Of course, as noted above, the issue of access to College majors is clouded by the fact that many freshmen are admitted with undeclared majors, and of those who declare a major, some decide to change majors for a variety of personal reasons having little to do with the University environment. Still, the data shows that for all ethnic groups, multicultural students gained access to their first choice of College at a rate lower than White students. The Team believes that this is an equity issue that should be addressed.

Equity measure Number 2:

UW-W should measure the proportions of multicultural students who gain access to their first choice of College two years after admission. Equity is achieved when the proportions of multicultural students gaining access to their choice of College is equal to the proportion of White students gaining access.

As noted above, the issue of students entering the College of their choice, two years after admission to the University, is a retention issue as much as it is an access issue. Thus, a further examination of the data, disaggregated by College, will be included in Section 2 of this Report.

Section 2: Student Retention

Overview

Having completed the initial review of access, the Equity Scorecard Team examined data on student retention. The team used the 1999 new freshman cohort as a baseline for much of the analysis. This is because that cohort has had enough time to graduate and could be followed over its entire tenure at UW-W. In a few instances, the team used aggregated data in the analysis because the numbers for the 1999 cohort were too small to draw meaningful conclusions.

Table 9 contains the data that the team studied to get a perspective on retention. The table shows the headcount of the fall 1999 new freshmen cohort by ethnicity. It also shows the number and percentage of those students who were retained in the fall semester of 2000 (first-to-second year retention), the number and percentage retained in fall 2001 (second-to-third year retention), and the number and percentage retained in fall 2002 (third-to-fourth year retention).

Fall 1999 new freshman cohort by ethnicity	Enrolled Fall 1999	Enrolled Fall 2000*	
		N	%
African American	72	41	56.9
American Indian	9	6	66.7
Southeast Asian	15	15	100.0
Asian American	12	8	66.7
Hispanic/Latino(a)	45	26	57.8
White	1721	1298	75.4
TOTAL:	1874	1394	74.4

Table 9: UW-W first-to-second year retention rates of fall 1999 new freshman cohort by ethnicity.
*Note: all numbers and percentages are based on the “Enrolled Fall 1999” data.

First-to-Second Year Retention

The University's first-to-second year overall average retention rate for the fall 1999 new freshman cohort was 74.4%. The table shows that White students were retained at a rate one percentage point higher than the University-wide average. Interestingly, in this cohort, 100% of Southeast Asian students were retained from the first to the second year. Of concern, however, the figures also show that the first-to-second year retention rates for African American, American Indian, Asian American, and Hispanic/Latino(a) students were significantly below the University average, with an especially large gap for African American and Hispanic/Latino(a) students. This is an equity issue.

Figure 4 shows the first to second year retention information graphically for all students of color for the 1999 freshman cohort.

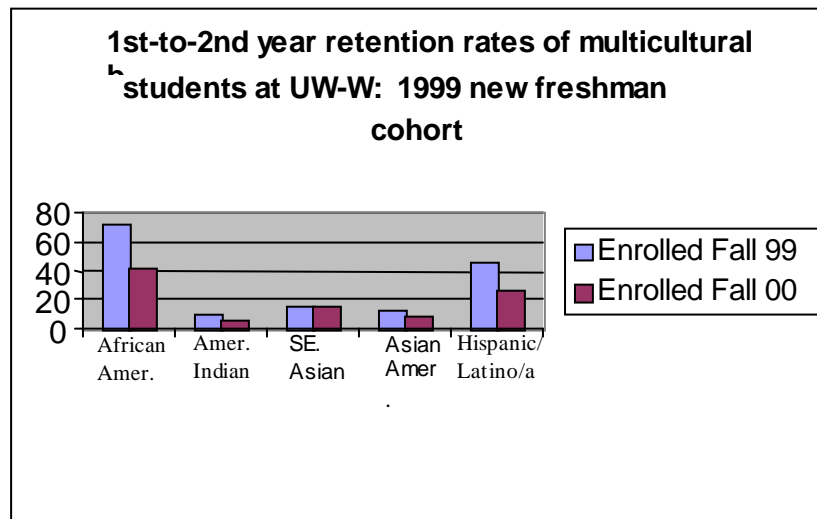


Figure 4: First-to-Second Year retention for multicultural students at UW-W

Retention in third and fourth years

The overall second-to-third year retention rate for the 1999 new freshman cohort at UW-W was 68.7% (from Table 7). The Team discussed the importance of examining second-to-third year retention because many students are completing general education and proficiency requirements and beginning to take classes in their majors at the end of their sophomore year. Thus, an examination of retention rates at this juncture might provide a starting point for discussion on any relationships that might exist between retention and access to majors.

A close examination of the change in retention rates for multicultural students over four years shows that while retention from the first-to-the-second year is a problem, retention is much less problematic in succeeding years. Table 10 shows retention rates measured relative to the previous year.

Fall 1999 new freshman cohort by ethnicity	Enrolled Fall 2001 from Fall 2000		Enrolled Fall 2002 from Fall 2001	
	N	%	N	%
African American	37	90.2	30	81.1
American Indian	5	83.3	5	100
Southeast Asian	11	73.3	11	100
Asian American	8	100	5	62.5
Hispanic/Latino(a)	23	88.5	14	60.9
White	1068	82.3	747	69.9
TOTAL:	1152	82.6	806	70.0

Table 10: UW-W second-to-third and third-to-fourth year retention rates for the fall 1999 new freshman cohort by ethnicity.

The Team noted that for most multicultural student groups, retention in years subsequent to the second year is as good as or better than for White students. While the University should work to increase the retention of all

students for all years, it appears that a significant equity issue exists only in the first-to-second year retention rate.

Equity measure Number 3:

UW-W should measure the first-to-second year retention rate for multicultural students. Equity is achieved when the retention rate is equal to the retention rate for White students.

Retention and Graduation

Once students have been retained in the University for four years, the emphasis shifts to graduation rather than retention. Table 11 shows the graduation rates for each ethnic group over a six-year time period. (The six-year time is selected as a reasonable time limit for most students to graduate even with extensions for those taking fewer credits per semester, those taking study abroad, or needing extra time due to work.) Data for students entering the University in 1996, 1997, 1998, and 1999 were combined to obtain numbers of students deemed representative of the true graduation rate for UW-W.

6 Year Graduation for students entering in 1996-99		
	Headcount	Percentage of students graduating
African American	281	30.3
SE Asian	20	60.0

Other Asian	59	42.4
Hispanic/Latino	127	33.9
American Indian	22	36.4
White	6923	53.9
University Total	7432	52.6

Table 11: UW-W graduation data - number of students graduating and percentage rate of graduation within 6 years.

Table 11 shows that, except for South East Asian students, all other multicultural student groups graduated at a rate significantly lower than White students. An equity goal should be to bring these graduation rates up to those of White students.

Equity measure Number 4:

UW-W should measure the six-year graduation rate for each multicultural group. Equity is achieved when the graduation rate for each group is equal to the graduation rate for White students.

Retention by College

Another important measure of equity is the extent to which multicultural students are able to gain entrance to the major of choice once they are enrolled at UW-W. The University-wide access to Colleges two years after admission was examined in the previous section of this Report. Equity Measure #2 was derived from the data presented there. The Team examined the issue in greater depth, specifically retention of majors in the four Colleges. Again, the focus was on

whether Colleges retain students through two years of general education to successful admission to the College of their choice. Appendix B of this report presents this analysis. The data in this Appendix clarifies and reinforces the equity issue addressed in Equity Measure #2, above.

The Team examined the ethnic composition of each College for newly-admitted multicultural students in Fall 1999 as compared to Fall 2001. Figures depicted in Appendix B show that the greatest number of multicultural students declared Pre-Business upon entry to the University, followed by Letters & Sciences, then Education, and then the College of Arts & Communication, with the fewest number of initial first majors. Two years later (Fall 2001), enrollments in the Colleges of Business & Economics and Education declined, the number of students in the College of Arts & Communication remained the same, and enrollment in the College of Letters & Sciences increased slightly. These enrollment changes include the effects of two factors: the retention of students who originally selected a major in a College; and new students enrolling in a College major who had not been previously enrolled in that College.

The Team decided to focus on what they believed would be the most critical retention question for the Colleges: given the choice of a College major upon entering the University as freshmen, do students gain admission to the same college two years later? (Table 7 shows this data for the University as a whole.) For each ethnic group, the ratio of students retained to those choosing a major as freshmen was computed by College. A ratio would mean that the

College retained 100% of those students. This data and the computed ratios are presented in Appendix B, Tables B8 through B11.

Section 3: Excellence

Overview

UW-Whitewater is interested in more than just giving multicultural students access to the University by increasing enrollment, and in more than retaining them until graduation. Equity for multicultural students must include equity in the level of student achievement. Equity requires that multicultural students are proportionately represented in groupings and programs that represent excellence in accomplishment. The Equity Scorecard team examined this issue with data to answer three questions:

- 1) How are multicultural students at UW-W represented in categories of overall GPA?
- 2) How are multicultural students at UW-W represented in a variety of programs denoting leadership and excellence such as Resident Assistants, Peer Mentors, Honors program, Undergraduate Research, and Study Abroad?
- 3) How successful are ethnic multicultural students in achieving entrance to graduate school after completing an undergraduate degree from UW-W?

The Distribution of GPA

One measure of student excellence at UWW is graduation with University honors (*cum laude*, *magna cum laude*, *summa cum laude*), which requires a GPA of 3.4 or higher. Table 12 shows the distribution of multicultural students with cumulative GPAs of 3.4 or higher at the time of their graduation, for the fall 1999 cohort of UW-W students.

Cumulative GPA upon graduation (university honors)	Below 3.4	3.4 – 4.0	
	Head count	Head Count	% of group earning university honors
African American	13	1	7.1
American Indian	4	1	20.0
Southeast Asian	11	0	0.0
Asian American	7	2	22.2
Hispanic/Latino(a)	16	3	15.8
White	794	392	33.1
TOTAL:	845	399	32.1

Table 12: Cumulative grade point average (GPA) of UWW students entering full-time in fall 1999 and graduating within 6 years.

Table 12 shows that multicultural students are underrepresented in the highest GPA category. Nearly one-third of White students earn honors GPA, while multicultural students in all categories achieve at a lower rate. This is an equity concern.

Equity measure Number 5:

UW-W should measure the rate at which multicultural students achieve university honors GPA of 3.4 or higher. Equity is achieved multicultural students achieve University honors at the same rate of White students.

After observing that multicultural students graduate with honors in lesser proportions than White students, the Equity Scorecard Team asked at what point in their time at UW-W the disparity in cumulative grade point averages arises.

Do multicultural students, on average, have lower GPAs than White students

throughout their college experience? Or, is the disparity primarily during the early years, when students are taking general education courses? Or, does the disparity occur in the later years, when students are taking courses in their majors?

To investigate this question, the Team looked at the average GPAs each semester of students who entered UW-Whitewater as full-time new freshmen and then graduated within six years. Figure 5, below, shows that for all students, GPAs tend to rise as they persist in college: GPAs are lowest in Year 1 for both white students and multicultural students, and trend higher in later years. Because all of the students in this sample persisted to graduation, the increase in GPAs over time is not an artifact of lower-performing students dropping out.

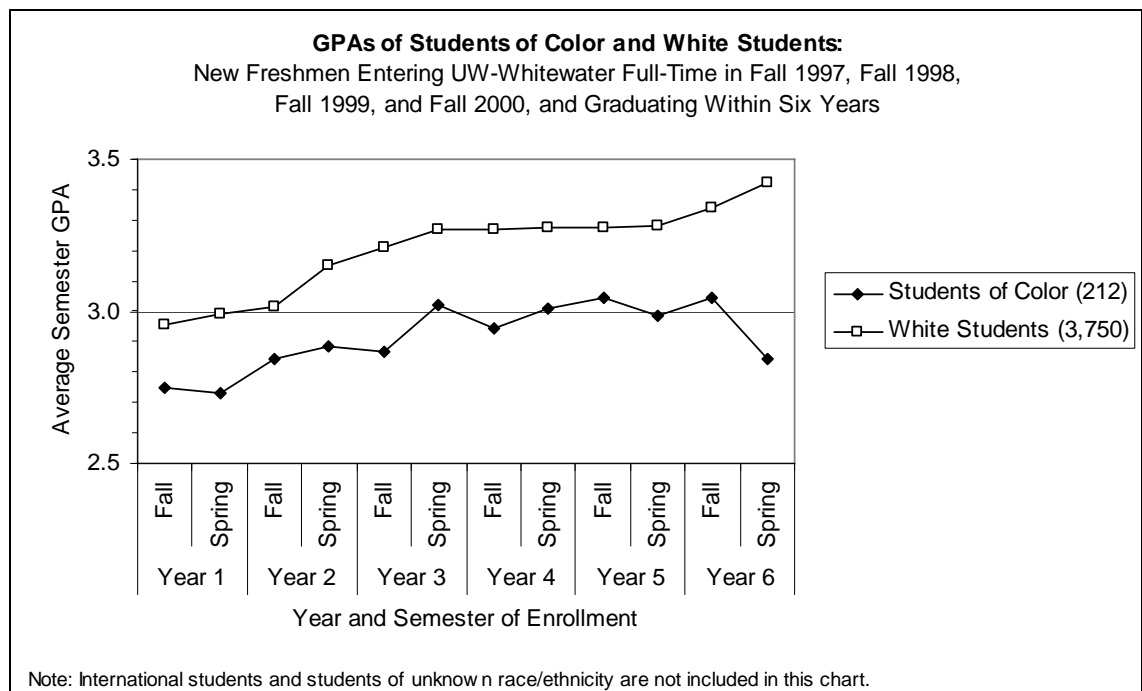


Figure 5: GPA by semester comparing the Fall 1999 cohort of new freshman White students and multicultural students at UW-Whitewater.

The figure shows that multicultural students have lower GPAs than White students, on average, throughout their college careers. The GPAs of multicultural students lag those of White students by about 0.3 grade points each semester. This pattern suggests that the inequities in Excellence for multicultural students do not arise in general education courses or major courses alone. Further investigation is necessary to better understand the institutional barriers to excellence for multicultural students

Other measures of excellence at UWW

In addition to graduation with University honors and achieving high grade-point averages, UW-Whitewater identifies exceptional students as those who participate in or who are selected for participation in certain University programs. The participation rate for students in these programs is an indication of student excellence. [Note: UW-W has quite a large number of programs that help to develop excellence for multicultural students. However, admission criteria for some of these programs (e.g., McNair Scholar program) limit student participation to specific subpopulations of students. Since these programs are not competitive for all students on the campus, they are not included in the group of excellence programs that the Team examined.] By examining participation rates in groups that represent excellence, the Team examined how multicultural groups compare with white students in this category at UW-W. Table 13 shows the distribution of students participating in any of the following programs: Honors Program, Undergraduate Research, Study Abroad, Peer

Mentors, Campus Ambassadors, and Resident Assistants. The Team aggregated participation rates, and concluded that multicultural students are better represented in these excellence programs than one would expect from the above GPA data. (Appendix C contains tables for each program separately.)

	Participation in six programs of excellence		
	Head Count	% Representation in Program	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

Table 13: Distribution of UW-W students in six programs denoting excellence (Honors, UG Research, Study Abroad, Peer Mentor, Campus ambassadors, and RA in 2005-06)

Excellence After Graduation

A final measure of student excellence investigated by the Team was the success that UW-W graduates have in obtaining entry to graduate school. Table 14 shows the admission rate for UW-W graduates in a UW System University within three years of earning their undergraduate degree. The table shows aggregated data for students graduating from 1998-99 to 2002-03. (Obviously some students enter non-UW System graduate schools, but this data was not available to the team, and the numbers of students would likely be relatively small – too small to change conclusions drawn from the UW-System data.)

	UWW Bachelor's Degree Recipients 1998-99 through 2002-03.		Enrolled in graduate programs at UW System universities within three years of their degree.	
	Head Count	%	Head Count	%
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

Table 14: Comparative rates of entry to UW System universities for UWW students graduating 1998-99 through 2002-03.

The Team noted that the Table 14 data revealed that every category of multicultural students enter a UW graduate school at a rate higher than their rate of representation in the UW-W graduate population. As shown by this indicator, UW-W multicultural students are achieving excellence at a high rate. Thus, based on the examination of data regarding GPA distribution, participation in programs that represent excellence, and entrance to graduate school after graduation, the Team concluded that the primary area of concern regarding the Excellence perspective is the GPA data (see above, Table 12).

Appendix A
Source of Entry to UW-W: Comparisons of Entry of First-Time New Freshmen and Transfer Students

	New Freshmen		All other sources		Total	
	Headcount	Percent	Headcount	Percent	Headcount	Percent
African American	65	3.6%	5	1.2%	70	3.2%
American Indian	8	0.4%	3	0.7%	11	0.5%
Asian American	25	1.4%	6	1.5%	31	1.4%
Hispanic/ Latino	43	2.4%	6	1.5%	49	2.2%
White	1667	92.2%	384	95.0%	2051	92.7%
Total	1808	100.0%	404	100.0%	2212	100.0%

Table App-A1: Headcounts of full-time new undergraduates at UW-W in fall 1999 by ethnicity and source of entry.

Race/Ethnicity	Madison Area Technical College*				UW-Rock County				UW-Waukesha			
	All Undergraduates		Transfers to UW-W		All Undergraduates		Transfers to UW-W		All Undergraduates		Transfers to UW-W	
	#	%	#	%	#	%	#	%	#	%	#	%
African American	2,456	3.9%	10	1.8%	217	4.0%	11	2.4%	194	1.6%	2	0.5%
American Indian	562	0.9%	3	0.5%	25	0.5%	5	1.1%	49	0.4%	0	0.0%
Asian	1,859	3.0%	18	3.2%	69	1.3%	3	0.7%	237	1.9%	2	0.5%
Hispanic / Latino	1,746	2.8%	7	1.2%	151	2.8%	7	1.6%	387	3.2%	18	4.6%
White	56,025	89.4%	531	93.3%	4,906	91.4%	425	94.2%	11,414	92.9%	371	94.4%
Total	62,648	100.0%	569	100.0%	5,368	100.0%	451	100.0%	12,281	100.0%	393	100.0%

Table App-A2: Race/Ethnicity of Undergraduates & Transfers from UW-Whitewater's Top Three Transfer Sources, 1999-00 to 2004-05

[Sources: MATC undergraduate headcount; IPEDS; all other data, UW System.]

[Note: Undergraduate headcount is for fall semester only; transfer headcount includes all semesters.]

Appendix B Retention in the Colleges

Tables App-B1 – App-B5 show data regarding student enrollment in the colleges. Figures App-B6 and App-B7 show the data graphically.

	Arts & Communication									
	Fall 1999 Enrollment		Fall 2001 location						Fall 2001 Enrollment	
			Same college		Different college at UWW		Not enrolled at UWW			
HC	%	HC	%	HC	%	HC	%	HC	%	
African American	6	3.3%	2	1.8%	1	4.5%	3	6.3%	4	1.8%
American Indian	1	0.5%	0	0.0%	0	0.0%	1	2.1%	0	0.0%
Asian	1	0.5%	1	0.9%	0	0.0%	0	0.0%	5	2.2%
Hispanic	6	3.3%	3	2.7%	1	4.5%	2	4.2%	5	2.2%
White	169	92.3%	107	94.7%	20	90.9%	42	87.5%	213	93.8%
Total for college:	183	100.0%	113	100.0%	22	100.0%	48	100.0%	227	100.0%

Table App-B1: College enrollment comparison for students entering Fall 1999 versus two years later, 2001.

	Business & Economics									
	Fall 1999 Enrollment		Fall 2001 location						Fall 2001 Enrollment	
			Same college		Different college at UWW		Not enrolled at UWW			
HC	%	HC	%	HC	%	HC	%	HC	%	
African American	20	2.3%	10	2.0%	1	0.8%	9	3.8%	10	1.7%
American Indian	2	0.2%	1	0.2%	0	0.0%	1	0.4%	1	0.2%
Asian	15	1.7%	9	1.8%	4	3.1%	2	0.8%	10	1.7%
Hispanic	15	1.7%	6	1.2%	2	1.5%	7	2.9%	9	1.5%
White	821	94.0%	478	94.8%	124	94.7%	219	92.0%	569	95.0%
Total for college:	873	100.0%	504	100.0%	131	100.0%	238	100.0%	599	100.0%

Table App-B2: College enrollment comparison for students entering Fall 1999 versus two years later, 2001

	Education									
	Fall 1999 Enrollment		Fall 2001 location				Not enrolled at UWW		Fall 2001 Enrollment	
	HC	%	HC	%	HC	%	HC	%	HC	%
African American	9	2.3%	2	0.9%	5	7.5%	2	1.9%	3	0.9%
American Indian	2	0.5%	1	0.4%	0	0.0%	1	0.9%	2	0.6%
Asian	2	0.5%	1	0.4%	0	0.0%	1	0.9%	2	0.6%
Hispanic	8	2.0%	3	1.3%	2	3.0%	3	2.8%	5	1.6%
White	377	94.7%	216	96.9%	60	89.6%	101	93.5%	309	97.2%
Total for college:	398	100.0%	223	100.0%	67	100.0%	108	100.0%	318	100.0%

Table App-B3: College enrollment comparison for students entering Fall 1999 versus two years later, 2001.

	Letters & Sciences									
	Fall 1999 Enrollment		Fall 2001 location				Not enrolled at UWW		Fall 2001 Enrollment	
	HC	%	HC	%	HC	%	HC	%	HC	%
African American	11	3.7%	8	5.0%	0	0.0%	3	3.3%	17	5.1%
American Indian	5	1.7%	3	1.9%	1	2.2%	1	1.1%	4	1.2%
Asian	8	2.7%	3	1.9%	2	4.3%	3	3.3%	5	1.5%
Hispanic	7	2.4%	3	1.9%	1	2.2%	3	3.3%	8	2.4%
White	266	89.6%	143	89.4%	42	91.3%	81	89.0%	301	89.9%
Total for college:	297	100.0%	160	100.0%	46	100.0%	91	100.0%	335	100.0%

Table App-B4: College enrollment comparison for students entering Fall 1999 versus two years later, 2001.

	Undeclared											
	Fall 1999 Enrollment		Fall 2001 location								Fall 2001 Enrollment	
	HC	%	Same college		Different college at UWW		Not enrolled at UWW		HC	%		
	HC	%	HC	%	HC	%	HC	%	HC	%		
African American	24	5.2%	4	8.3%	6	2.6%	14	7.5%	5	8.1%		
American Indian	1	0.2%	0	0.0%	1	0.4%	0	0.0%	0	0.0%		
Asian	5	1.1%	0	0.0%	2	0.9%	3	1.6%	0	0.0%		
Hispanic	13	2.8%	1	2.1%	6	2.6%	6	3.2%	1	1.6%		
White	418	90.7%	43	89.6%	212	93.4%	163	87.6%	56	90.3%		
Total for college:	461	100.0%	48	100.0%	227	100.0%	186	100.0%	62	100.0%		

Table App-B5: Undeclared majors enrollment comparison for students entering Fall 1999 versus two years later, 2001.

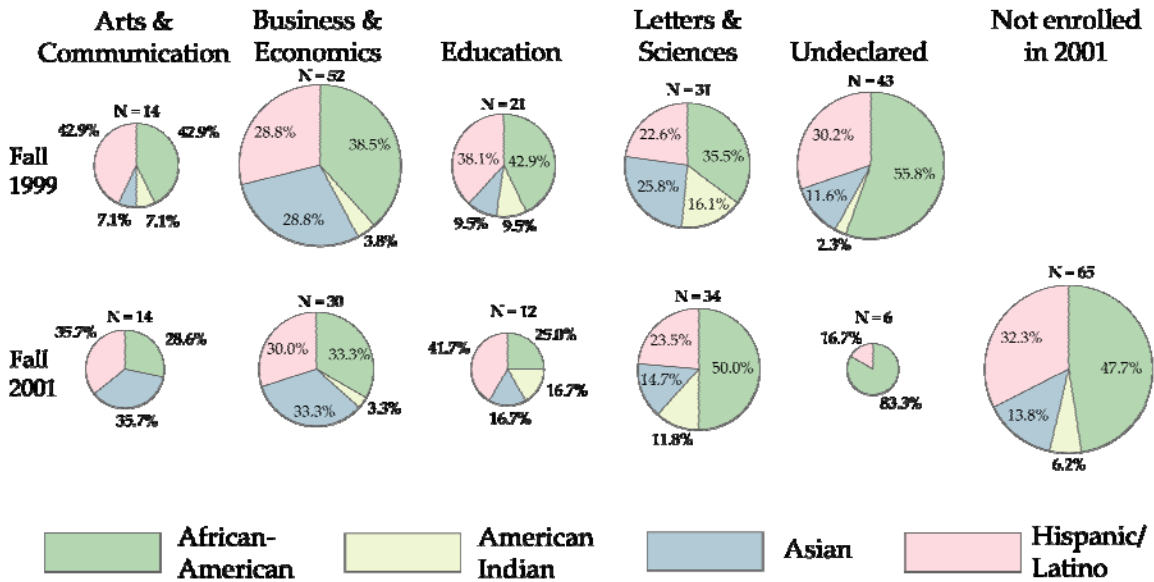


Figure App-B6: College enrollment of multicultural students in 1999 versus 2001. The size of each pie is proportional to the total multicultural student enrollment in each college.

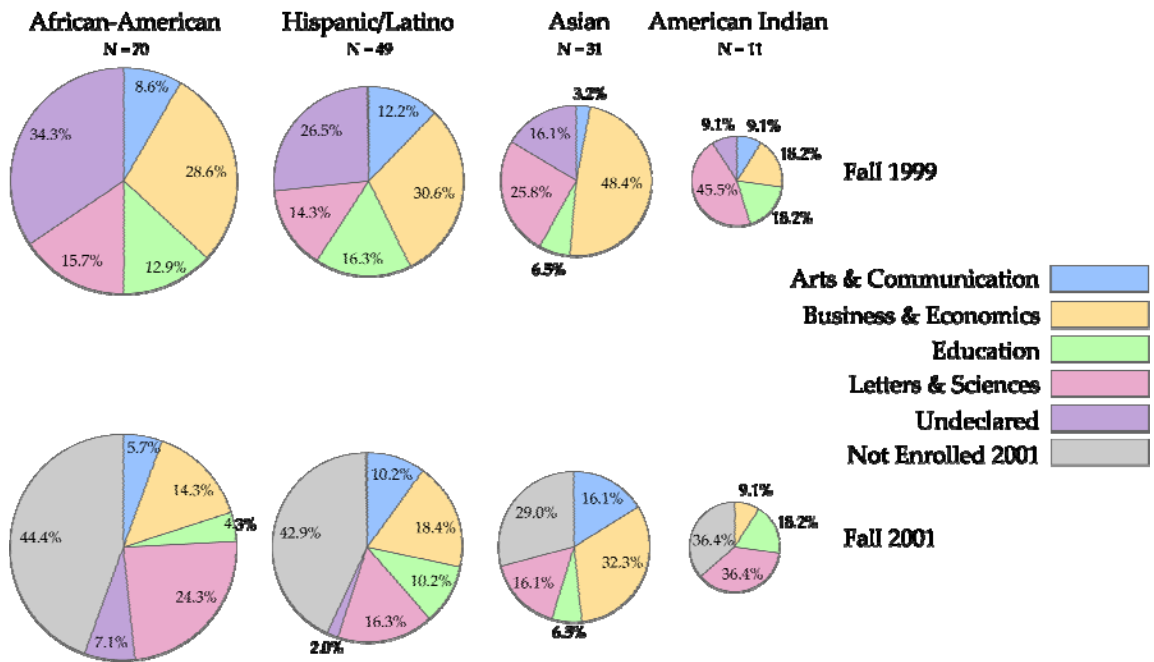


Figure App-B7: Enrollment of multicultural students in colleges upon entering UW-W in 1999 versus two years later in 2001. The size of each pie is proportional to the total multicultural student enrollment in each category.

Given the choice of college major on entering the university as freshmen, do students gain admission to the same college two years later? For each ethnic group, the ratio of students retained to those choosing the major as freshmen was computed. A ratio of 1.00 would mean that the college retained 100% of those students. This data and the computed ratios are presented by college in Tables **App-B8** through **App-B11**.

	Number of students entering in 1999 choosing a major in the college	Number of students entering in 1999 and still enrolled in the college in 2001	Ratio of Column 3 to Column 2
African American	6	2	.33
Hispanic/Latino	6	3	.50
Asian	1	1	1.00
American Indian	1	0	0.00
White	169	107	.63

Table App-B8: Arts and Communications College retention by ethnicity, Fall 1999 versus two years later, 2001.

	Number of students entering in 1999 choosing a major in the college	Number of students entering in 1999 and still enrolled in the college in 2001	Ratio of Column 3 to Column 2
African American	20	10	.50
Hispanic/Latino	15	6	.40
Asian	15	9	.60
American Indian	2	1	.50
White	821	478	.58

Table App-B9: Business & Economics College retention by ethnicity, Fall 1999 versus two years later, 2001.

	Number of students entering in 1999 choosing a major in the college	Number of students entering in 1999 and still enrolled in the college in 2001	Ratio of Column 3 to Column 2
African American	9	2	.22
Hispanic/Latino	8	3	.38
Asian	2	1	.5
American Indian	2	1	.5
White	377	216	.57

Table App-B10: Education College retention by ethnicity, Fall 1999 versus two years later, 2001.

	Number of students entering in 1999 choosing a major in the college	Number of students entering in 1999 and still enrolled in the college in 2001	Ratio of Column 3 to Column 2
African American	11	8	.73
Hispanic/Latino	7	3	.43
Asian	8	3	.38
American Indian	5	3	.60
White	297	143	.48

Table App-B11: Letters and Sciences College retention by ethnicity, Fall 1999 versus two years later, 2001.

Appendix C

Minority Student Participation in Excellence Programs

The following tables show the participation of multicultural students in six selected UW-W programs of excellence. The aggregated data from all six programs is presented in Table 12 of this report.

	Participation in UWW Honors Program		
	Head Count	% Representation in Program	Comparison % Representation in Student Population
African American	5	1.1	4.4
American Indian	0	0.0	0.5
Asian American	10	1.8	2.6
Hispanic/Latino(a)	8	1.8	2.5
White	433	95.0	90.0
TOTAL:	456	100.0	100.0

Table App-C1: Distribution of UW-W students in the UW-W Honors Program, 2005-06.

	Participation in UWW Undergraduate Research Program		
	Head Count	% Representation in Program	Comparison % Representation in Student Population
African American	24	25.5	4.4
American Indian	6	6.4	0.5
Asian American	6	2.1	2.6
Hispanic/Latino(a)	13	13.8	2.5
White	45	47.9	90.0
TOTAL:	94	100.0	100.0

Table App-C2: Distribution of students in the UWW Undergraduate Research program, in 2005-06.

	Participation in UWW Study Abroad Program		
	Head Count	% Representation in Program	Comparison % Representation in Student Population
African American	29	25.9	4.4
American Indian	0	0.0	0.5
Asian American	6	5.4	2.6
Hispanic/Latino(a)	18	16.1	2.5
White	59	52.7	90.0
TOTAL:	112	100.0	100.0

Table App-C3: Distribution of students in the UW-W Study Abroad program, in 2005-06.

	Participation in UWW Peer Mentor Program		
	Head Count	% Representation in Program	Comparison % Representation in Student Population
African American	2	2.3	4.4
American Indian	0	0.0	0.5
Asian American	5	5.7	2.6
Hispanic/Latino(a)	3	3.4	2.5
White	77	88.5	90.0
TOTAL:	87	100.0	100.0

Table App-C4 Distribution of students in the UW-W Peer Mentor program, in 2005-06.

	Participation in UWW Campus Ambassadors Program		
	Head Count	% Representation in Program	Comparison % Representation in Student Population
African American	2	20.0	4.4
American Indian	0	0.0	0.5
Asian American	0	0.0	2.6
Hispanic/Latino(a)	0	0.0	2.5
White	8	80.0	90.0
TOTAL:	10	100.0	100.0

Table App-C5: Distribution of students in the UW-W Campus Ambassadors program in 2005-06.

	Participation in UWW Resident Assistant Program		
	Head Count	% Representation in Program	Comparison % Representation in Student Population
African American	18	13.0	4.4
American Indian	0	0.0	0.5
Asian American	7	5.0	2.6
Hispanic/Latino(a)	2	1.4	2.5
White	112	80.6	90.0
TOTAL:	139	100.0	100.0

Table App-C6: Distribution of students in the UW-W Resident Assistant program in 2005-06

UW-W Equity Scorecard