

## University of Wisconsin System Equity and Excellence through Diversity

### EXECUTIVE SUMMARY

#### BACKGROUND

The UW System Board of Regents and the UW System have a decades-long history and commitment to ensuring excellence through diversity across UW institutions. That history includes the adoption in 1998 of *Plan 2008: Educational Quality Through Racial/Ethnic Diversity (Plan 2008)*.<sup>1</sup> In April 2004, the Board of Regents reviewed the midpoint progress of *Plan 2008* and established as a priority for Phase II closing the achievement gap in retention and graduation between students of color and their white peers, with a focus on critically assessing programs to provide for continuous improvement.<sup>2</sup> The Board determined that institutional plans, consistent with the given priorities, should be submitted by December 2004. The institutional plans included a wide range of approaches to addressing the seven goals of *Plan 2008* and the achievement gap.

At the meeting of the Board in February 2005, the Office of Academic Affairs summarized the Phase II plans as developed to that point. The Board of Regents reaffirmed its compelling interest in and commitment to achieving educational diversity at all UW institutions. This reaffirmation was predicated on the following core beliefs and values:

- It is fundamental to the statutory mission of the University of Wisconsin System to enable students of all ages, backgrounds and levels of income to participate in the search for knowledge and individual development, to foster diversity of educational opportunity, and to develop human resources, as set forth in s. 36.01(1), Wisconsin Statutes;
- Achieving the educational benefits that flow from a diverse student body advances the core academic and governmental goals of improving all students' intellectual growth, readiness for citizenship, and preparation for successful participation in and contribution to the economic, civic, and cultural vitality of the State;
- The Board of Regents of the University of Wisconsin System and its institutions have long been committed to ensuring that all students receive the educational benefits that flow from a diverse student body, and this commitment is reflected in an array of programs, ranging from admissions policies to the University of Wisconsin System *Plan 2008*; and

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<sup>1</sup> [Plan 2008: Educational Quality Through Racial and Ethnic Diversity, A Report to the Board of Regents, May 1998](#). *Plan 2008* provides a ten-year framework for systemwide institutional efforts aimed at removing barriers associated with race, ethnicity, and economic disadvantage to expand educational opportunities statewide, and infuse ethnic and racial diversity within institutional cultures to enhance the educational experience of all students.

<sup>2</sup> [Plan 2008 Phase I Report - Report on Diversity: A Wisconsin Commitment, An American Imperative, April 2004](#), April 2004 Report to the UW System Board of Regents.

- The United States Supreme Court, in *Grutter v. Bollinger* and *Gratz v. Bollinger*, has recognized that colleges and universities have a compelling interest in securing the benefits of educational diversity for all students.

The Board also recommended that the following steps be taken by the University of Wisconsin System Administration (UWSA) and the institutions (Regent Resolution 8970):

1. Adopt systemwide a diversity accountability report card with measurable goals that will track the progress made by UWSA and the institutions in closing the achievement gap between UW students of color and white students; and this will be done by June 2005.
2. Institute a systemwide Diversity Award, similar to the Regents Teaching Excellence Award, recognizing excellence in diversity programming or achievement.
3. Working with the Board, the President will refocus the evaluation of Chancellors with respect to their work on diversity on progress with *Plan 2008* Phase II and integration with institutional mission. Evaluation of the President will also incorporate progress on *Plan 2008* Phase II.
4. Subsequent changes to campus Phase II plans must describe their accountability process, including incentives and penalties for success and failure to close the achievement gap.

## **REQUESTED ACTION**

For information purposes only; no action requested at this time.

## **DISCUSSION**

The report that follows provides a summary of the multiple ways in which the UW System is working to close the achievement gap between white students and students of color. In order to set the context for the work undertaken by UWSA and the institutions, the report updates data from the April 2004 Midpoint Report regarding student of color participation in precollege programs, and rates of enrollment, retention and graduation. Most significantly, the report highlights initiatives undertaken or planned to address the recommendations from the Board of Regents meeting in February 2005. The initiatives include examples of campus accountability plans, developed as part Phase II proposals to close the achievement gap, and information on the Equity Scorecard, an assessment tool designed to effect equity for students of color.

## **RELATED REGENT POLICIES**

*Plan 2008: Educational Quality Through Racial and Ethnic Diversity; A Report to the Board of Regents, May 1998.*

*Plan 2008 Phase I Report - Report on Diversity: A Wisconsin Commitment, An American Imperative, April 2004.*

Regent Resolution 7692, adopted 5/8/98.

Regent Resolution 8850, adopted 6/10/04.

Regent Resolution 8970, adopted 2/11/05.



# **The University of Wisconsin System**

**Equity and Excellence through Diversity**

**May 2006**

## Background: Narrowing the Focus in *Plan 2008* Phase II

The importance of diversity in higher education is driven by a number of factors, including legal imperatives, shifting demographics, persistent inequities, and workforce imperatives. The under-representation and the persistent achievement gap for students of color in the UW System demand strategic action that will result in equity and education for all. Greater access to all UW institutions for Wisconsin students, especially students of color and disadvantaged students, is and must remain high on the UW System's educational agenda.

This report provides an update on progress toward realizing the Board of Regents priority to close the achievement gap, as established in April 2004 following the UW System Administration's (UWSA) midpoint review<sup>3</sup> of the ten-year strategic plan for diversity, *Plan 2008: Educational Quality Through Racial/Ethnic Diversity*.<sup>4</sup>

The mid-point review showed progress in certain areas but little change in others. Among the key findings in that report:

- The enrollment of students of color increased by 16% between 1998 and 2002;
- Service rates<sup>5</sup> for this population declined from 23% to 20% over that same period;
- The number of pre-college participants increased by 156%;
- The second-year retention rate for students of color increased from 72% to 75% but lagged in the latter year behind the 81% rate for white students; and
- The six-year graduation rate, assessed for the full-time freshmen class that entered in 1997, stood at 43% for students of color and 64% for white students.

While UW institutions have made progress toward each of the seven goals of *Plan 2008*, the midpoint review revealed that the UW System as a whole is far from realizing equity across groups, in particular with respect to retention and graduation rates.

In June 2004, the Board of Regents recapitulated its call for a particular emphasis on closing the achievement gap between students of color and their white peers in Phase II of *Plan 2008*. In order to guide UW institutions in closing the achievement gap through strategic assessment and accountability measures, the UW System Office of Academic Diversity and Development (OADD) hosted a systemwide "Best Practices in Closing the Achievement Gap" Conference in November 2004. UW institutions and members of the Board of

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<sup>3</sup> [Plan 2008 Phase I Report - Report on Diversity: A Wisconsin Commitment, An American Imperative, April 2004.](#)

<sup>4</sup> [Plan 2008: Educational Quality Through Racial and Ethnic Diversity, A Report to the Board of Regents, May 1998.](#)

<sup>5</sup> Service rates represent the proportion of Wisconsin high school graduates who enroll at UW institutions immediately following high school graduation.

Regents who attended the conference were able to learn about numerous approaches to assessment and accountability, including the Equity Scorecard, a process that uses data-guided inquiry to inform and drive organizational change in order to achieve equity and excellence in educational outcomes.

The UW System Office of Academic Affairs reviewed *Plan 2008* Phase II institutional plans, considering both the Board priority to close the achievement gap and the extent to which assessment and accountability were addressed in the plans. In February 2005, the Board reaffirmed in Regent Resolution 8970 its commitment to diversity and inclusion, and its compelling interests in ensuring that students receive the educational benefits that flow from a diverse student body.

The following information summarizes the most recent data on enrollment, service rates, precollege participation, retention and graduation rates – topics covered in the report of 2004. In addition, it provides greater elaboration on accountability, a goal established in the original *Plan 2008* but one given heightened emphasis in subsequent actions by the Board of Regents.

### **The Data Context: Where We Are**

Since the midpoint review, attention has been paid to assessing the UW System's progress toward closing the achievement gap. Accomplishments and remaining concerns can be summarized in the following areas:

- **Precollege.** Data collection methods have improved, which will boost UWSA's and the institutions' capacity to track multicultural/disadvantaged (M/D) students<sup>6</sup> through the pipeline, and assess the impact of precollege programs on college enrollments, particularly for students of color.
- **Enrollment.** Undergraduate and graduate enrollment for students of color continues to increase, but is not keeping pace with the increases in students of color graduating from Wisconsin public schools. Moreover, service rates for students of color remain lower than 1998 levels.
- **Retention.** Second-year retention for students of color has increased for African Americans, leveled off for Hispanic/Latino students, and dropped for American Indian and Southeast Asian students.

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<sup>6</sup> The terms "Multicultural/Disadvantaged" used in this report refer to the racial/ethnic groups covered by *Plan 2008* (African Americans, Hispanic/Latino, American Indian, and Asian American [especially Southeast Asian]), and economically disadvantaged students (low-income and first-generation college students).

- **Graduation.** Graduation rates for students of color have increased since the midpoint review and the gap between students of color and their white peers has declined slightly.
- **Accountability.** Integrating diversity into all operations and functions of UWSA and the institutions remains a challenge.

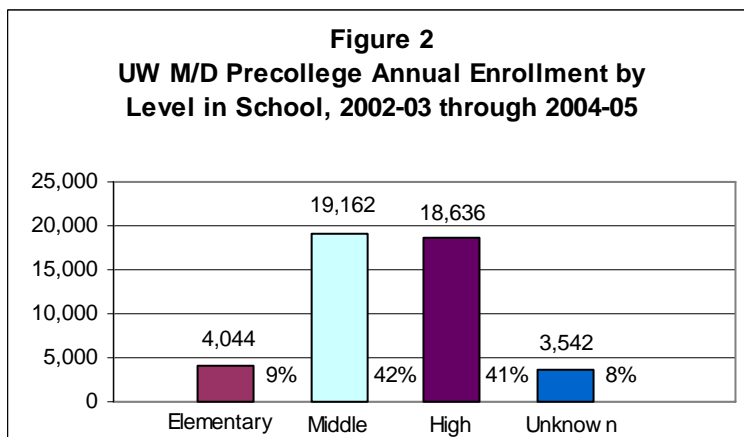
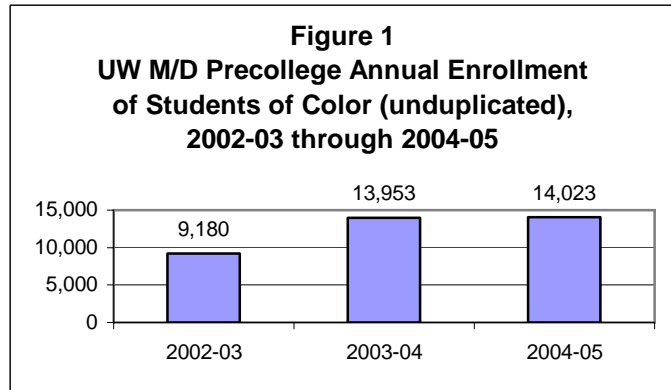
### **Precollege Programs and Participation**

Precollege programs play a critical role in providing multicultural and disadvantaged (M/D) students with access to higher education. At their best, these programs cultivate the aspiration for college and provide the academic preparation and exposure to make enrollment and success in college likely. In this regard, creating access to college through precollege programs encompasses a two-part mission. First, these programs strengthen academic skills and performance in order to keep students in school so that they graduate from high school. Second, they provide the knowledge, skills, and exposure to ease the transition from high school to college so that high school graduates apply, are admitted, and enroll in college.

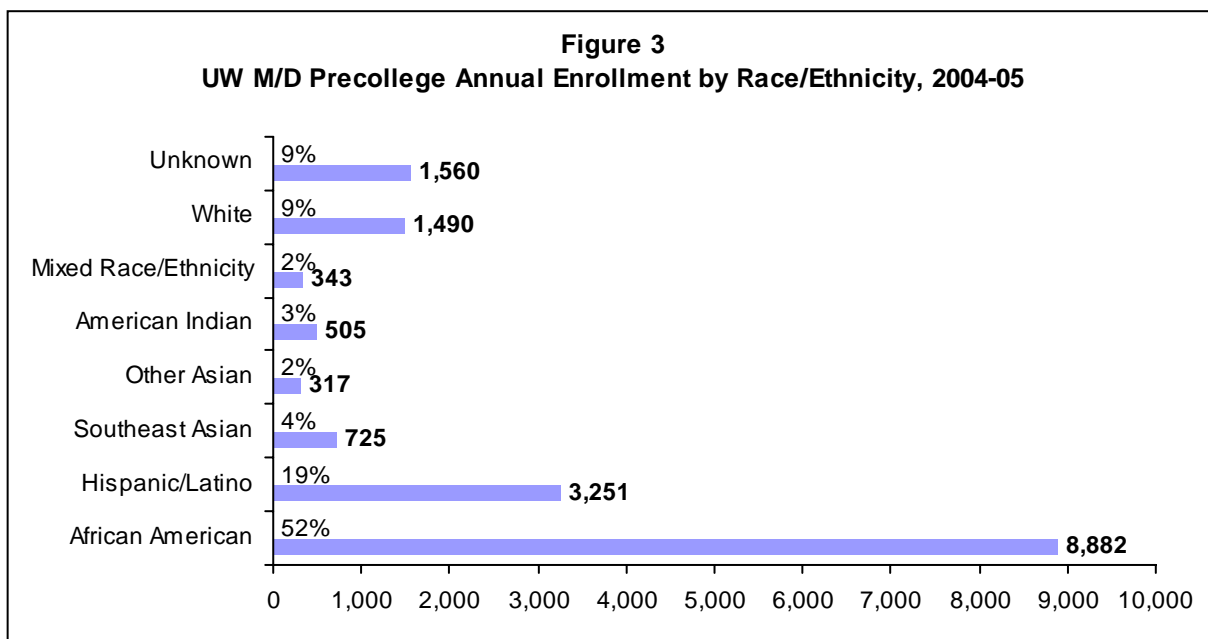
The UW System is particularly interested in examining the UW M/D precollege participation rates for students of color and their enrollment in UW institutions. The UW System currently measures M/D precollege participation rates based on student registrations for UW M/D programs reported by the institutions (see Appendix A for a list of reported UW M/D precollege programs). The UW System is only able to track enrollment of these participants to a UW institution if the participants have provided their social security numbers. The absence of social security numbers for some students means that the UW System is unable to track all students. As a consequence, the follow-up data on precollege students are incomplete. Nevertheless, the UW System's ability to track precollege participation of M/D students has greatly improved since 2002-03. This improvement is due in part to more uniform data collection methods at the campus level such as the common registration form, and better reporting overall to UWSA.

Efforts are underway to improve the measurement of enrollment of M/D precollege participants in the UW System by linking participants to other data sources. Such an improvement will not only provide more accurate M/D precollege participation rates, but will also build the UW System's capacity to determine the impact of precollege programs. In spite of current limitations with UW System data on M/D precollege participation, it is known that the vast majority of M/D precollege participants are students of color, although student of color participants as a percent of Wisconsin public school students of color is quite low. It is also known that enrollment is increasing and is concentrated among middle and high school students.

In 2004-05, UW System institutions reported an enrollment of 17,073 multicultural/disadvantaged (M/D) students in UW M/D precollege programs.<sup>7</sup> Of that number, 14,023 (82%) were students of color (see figure 1; also see Appendix B for data on UW M/D precollege participation 2002-03 through 2004-05).



Over the last three years, the vast majority of M/D precollege participants reported by UW institutions were middle (42%) and high school (41%) students (see figure 2). In 2004-05, 52% were African American, 19% Hispanic/ Latino, followed by 4% Southeast Asian, and 3% American Indian students (see figure 3).



<sup>7</sup> These enrollment figures are for unduplicated headcounts. Total enrollment is actually higher since some students

Student of color service rates for UW M/D precollege programs are measured by calculating the percentage of Wisconsin public school students of color who participate in UW System M/D programs. Over the past three years, the M/D precollege service rate has increased from 5.1% in the 2002-03 academic year, to 7.5% during the 2004-05 academic year (see figure 4).

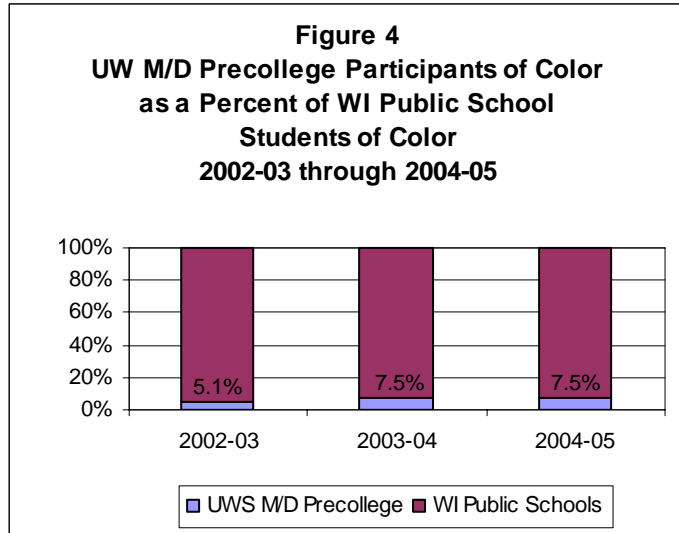
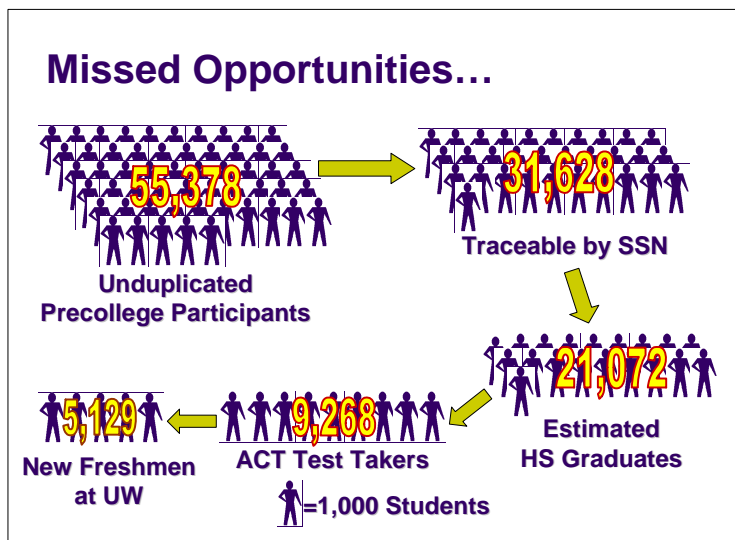


Figure 5

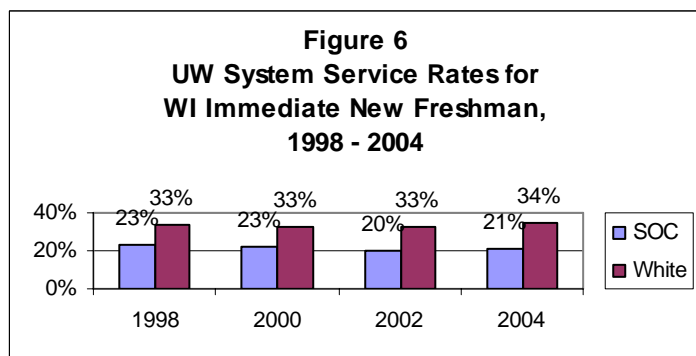


The UW System M/D precollege database includes registered participants from 1993-94 through 2004-05. Of the 55,378 M/D participants in the database, 31,628 are traceable through their social security number provided at the time of registration and 21,072 of those traceable students are estimated to have graduated from high school. Of those estimated high school graduates, 9,268 took the ACT, an indicator of intent to go to college. Of those ACT test takers, 5,129 (24%) have

enrolled in a UW institution since 1993-94 (see figure 5). At this point in time, the UW System is not able to determine how many students attended a non-UW institution.

**Service Rates and Enrollment**

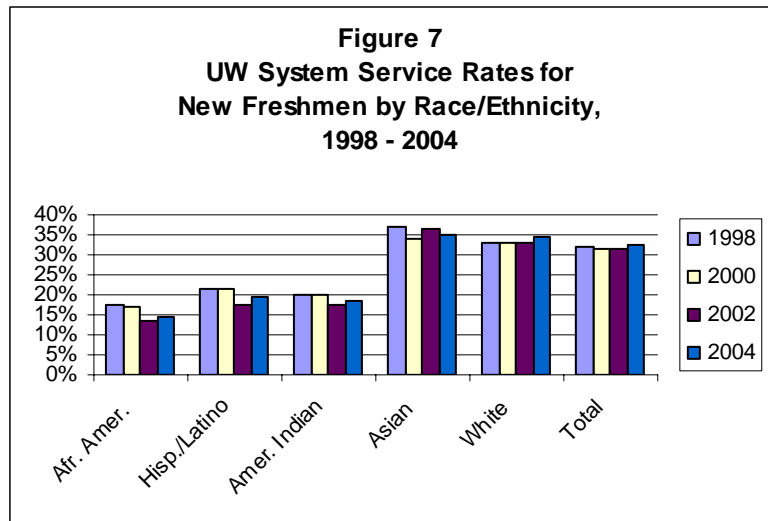
Examination of service rates and student of color enrollment for UW institutions are key indicators in



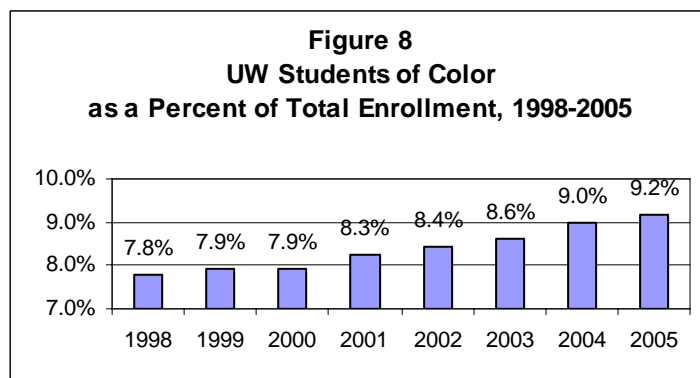
participate in more than one program.

measuring progress toward closing the achievement gap. Specifically, these two measures provide information on student access to higher education in the state of Wisconsin.

The service rates for students of color are significantly lower (21%) than for white students (34%) and remain lower than 1998 levels (See figure 6; also see Appendix C for UW System data on service rates). The data disaggregated by race and ethnicity demonstrate that over the period from 1998 to 2004, service rates for African American, Hispanic/Latino, and American Indian students lagged behind those of their white peers. In 2004, for example, service rates for these groups were 15%, 20%, and 18%, respectively. In contrast, the service rate for Asian students (35%) slightly exceeded the rate for white students of 34% (see figure 7).



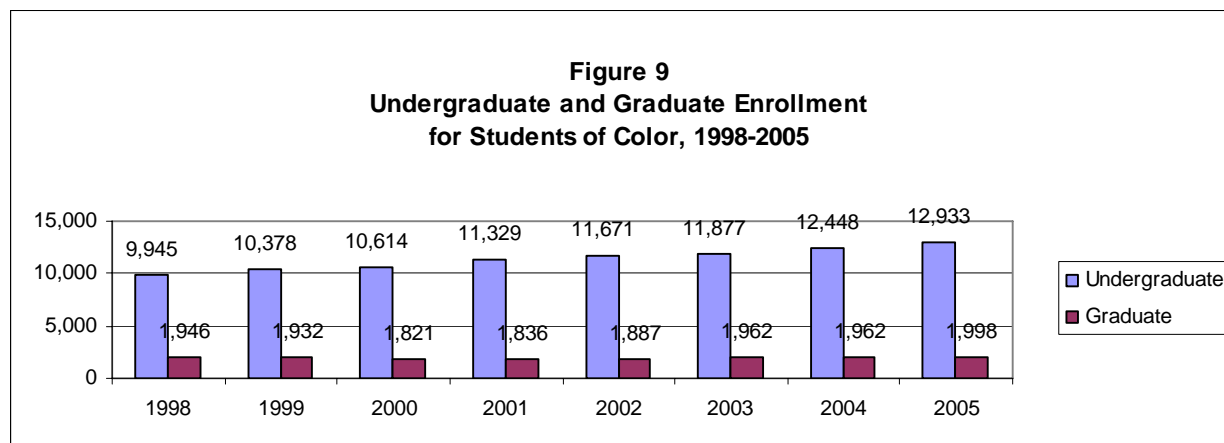
Service rates for students of color are falling because enrollment of students of color in the UW System is not increasing at the same rate as the number of students of color graduating from Wisconsin high schools. There has been a 91% increase in Wisconsin high school graduates of color since 1998, and a 44% increase of students of color enrolling at UW institutions.<sup>8</sup>



As a share of total enrollment, students of color increased by 0.6 percentage points from 8.6% in 2003 to 9.2% in 2005, or 14,931 students (see figure 8; also see Appendix D for UW System enrollment).

<sup>8</sup> *Achieving Excellence: Accountability Report 2005-06*, University of Wisconsin System (2006).

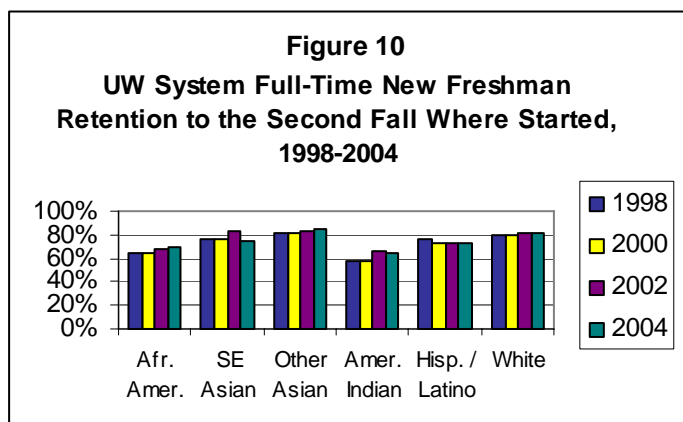
Enrollments of immediate new freshmen of color, however, have only increased by 44% over the same period.<sup>9</sup> In the UW System, the more dramatic increase continues to be among undergraduate students rather than graduate students (see figure 9).



### Retention and Graduation

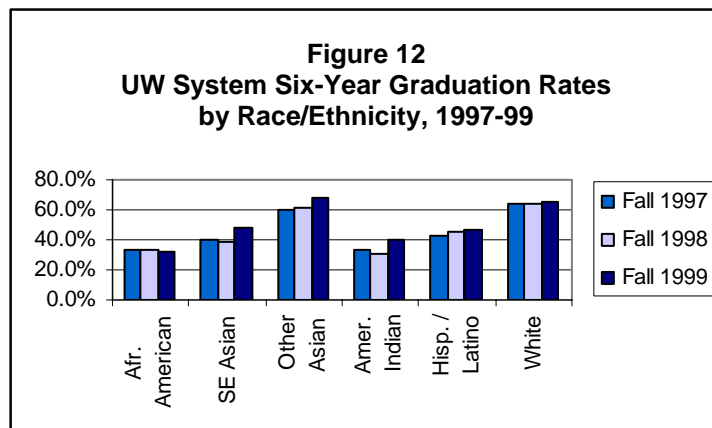
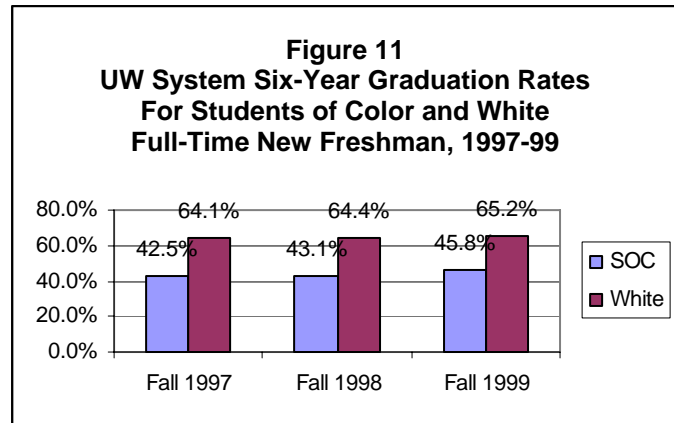
Retention and graduation rates are also key indicators for measuring progress toward closing the achievement gap for students of color. The UW System measures retention rates by determining the persistence of freshman into the second year of college. Consistent with national practice, graduation rates are calculated based on full-time freshmen who graduate within six years. Graduation data from 2004-05 mark the first year graduation rates are available for the first cohort enrolled since the implementation of *Plan 2008*, namely the 1999 cohort.

In the period from 1998 through 2002, retention rates for students of color increased by more than three percentage points from 72% to over 75%; little change had occurred by 2004. Disaggregated data reveal that, from 2002 to 2004, retention rates increased for African American students by 2.1 percentage points to 70%, but leveled off for Hispanic/Latino students at 74%, and dropped for American Indian and Southeast Asian students to 65% and 75%, respectively (see figure 10; also see Appendix E for UW System data on retention).



<sup>9</sup> *Ibid.*

The six-year graduation rates for students of color have increased by three percentage-points to 46% for the 1999 cohort, compared with the 1997 group. The midpoint review used the earlier, pre-*Plan 2008* cohort of 1997 (see figure 11; also see Appendix F for UW System data on six-year graduation rates). The increase for the 1999 cohort narrows the gap with white students by two percentage-points. Thus, the gap in six-year graduation rates between students of color and white students is 19 percentage points for the cohort that entered as freshmen in 1999.



However, data for the 1999 cohort disaggregated by race and ethnicity reveal that African Americans are graduating in six years at the lowest rate (32%) for students of color, resulting in a gap of 33 percentage points compared to white students (see figure 12). In fact, the six-year graduation rate for African Americans has actually declined by one percentage point over the rates for 1999 and 1998.

In contrast, the 1999 cohort of Southeast Asian students experienced a nearly eight percentage-point increase in graduation rates to 48% over the 1997 cohort, decreasing the gap with white students from 24 percentage points down to 18 percentage points. Similarly, the six-year graduation rate for American Indians in the 1999 cohort stands at 40%, a seven percentage-point increase over the 1997 cohort. However, a gap of 25 percentage points remains for the 1999 cohort when compared to white students (65%). The graduates for the 1999 cohort of Hispanic/Latino students have a rate nearly four percentage points over the 1997 cohort. The gap with white students narrowed from 21 percentage points to 19 points over those years. The six-year graduation rates for Southeast Asian, American Indian, and Hispanic/Latino students all increased for the cohort enrolled at the start of *Plan 2008*. Subsequent cohorts will be tracked in order to determine trends and impact of programs designed to ameliorate these rates.

## Regent Resolution 8970: Next Steps

Regent Resolution 8970, passed in February 2005, includes four specific recommendations:

1. Adopt systemwide a diversity accountability report card with measurable goals that will track the progress made by UWSA and the institutions in closing the achievement gap between UW students of color and white students; and this will be done by June 2005.
2. Institute a systemwide Diversity Award, similar to the Regents Teaching Excellence Award, recognizing excellence in diversity programming or achievement.
3. Working with the Board, the President will refocus the evaluation of Chancellors with respect to their work on diversity on progress with *Plan 2008* Phase II and integration with institutional mission. Evaluation of the President also will incorporate progress on *Plan 2008* Phase II.
4. Subsequent changes to campus Phase II plans must describe their accountability process, including incentives and penalties for success and failure to close the achievement gap.

The actions taken to implement each of these recommendations vary, and progress is mixed. This report addresses them in reverse order: Highlights from the campus accountability processes are described in the section below on Accountability. The evaluation of executive leadership is also underway, although more progress needs to be made in this area. The Diversity Award has not yet been implemented, although discussion is underway at the System level about both the process and criteria for such an award. Finally, the development of an accountability tool or report card is an area in which UWSA and select institutions have directed time and resources with the adoption of the Equity Scorecard. The Equity Scorecard is not a report card *per se*; rather, it is an assessment tool designed to advance equity for students of color and promote sustained organizational change over time. As an assessment tool, it has the potential to lead UWSA and UW institutions to a higher level of accountability in the broad arena of diversity.

UW System Administration has taken two additional steps in the effort to advance equity and excellence through diversity. President Reilly has convened the President's Council on Diversity charged to: help UWSA achieve a critical mass of student and workforce diversity; succeed as a champion for diversity and inclusion throughout the System and the State; and serve as a source of advice and counsel to the President about best practices in the areas of diversity, inclusion and accountability.

UWSA, in concert with the institutions, is in the process of reformulating admissions practices in order to prompt a more holistic review of student applications at the campus level. This means that applicants for admission to UW institutions will undergo a more individualized review, one which considers a broad range of factors that reflect readiness for college, potential for success, and potential contributions a student would make to the campus' efforts to achieve the educational benefits of a diverse student body.

Over time, and in different ways, both of these initiatives have the potential to contribute greatly to increased accountability and progress in closing the achievement gap. Moreover, they join other signature platforms in the UW System in addition to *Plan 2008* working to advance the importance of diversity in higher education, including the Inclusivity Initiative and the President's Advisory Council on Disability.

### **Institutional Accountability**

*Plan 2008* set as a goal: *Improve accountability of the UW System and its institutions.* The Midpoint Report presented to the Board of Regents in April 2004 summarized some of the actions taken to reach that goal. The resolution the Board passed subsequently placed special emphasis on accountability. An update from the Phase II documents seems warranted, to reiterate selected activities delineated in the earlier report, and to capture plans outlined in revisions submitted after February 2005.

Generally, the documents identify the locus of responsibility for achieving the goals associated with *Plan 2008*. In certain instances, the person or position accountable is cited for each individual goal. In its Phase II Plan, for example, the University of Wisconsin-Stout outlines its strategies for attaining the seven goals, the key tools for implementing the strategies, and the responsible office or individual. Similarly, the University of Wisconsin-Platteville has developed a set of initiatives associated with each goal, crafted an action plan for each initiative, noted the person in charge, and established the expected outcomes. Responsibilities are dispersed across people and units, depending on the action to be taken.

The University of Wisconsin-River Falls assigns to the coordinator of programs for multicultural and disadvantaged students the task of compiling its annual report on *Plan 2008*. No evidence exists, however, that this coordinator is responsible ultimately for the expansion of pre-college programs, the creation of a seminar for newly enrolled students, or arranging for commercial transportation to the Minneapolis-St. Paul area – all of which are initiatives planned for Phase II. It appears, then, that UW-River Falls has also adopted a distributed model of accountability.

In other cases, a single office or position is made accountable for all features of the plan. The University of Wisconsin-Superior plan commits the institution to reviewing,

improving, and streamlining the assessment of programs for multicultural and disadvantaged students. It cites as the person responsible for outcomes: the Chancellor. In response to the goal of improving accountability, the plan reports: "The Chancellor of UW-Superior will examine *Plan 2008* reports for areas of consistently low outcomes and report to the Board of Regents on how he plans to reverse that trend."

Some institutions both concentrate and distribute responsibility for results. The University of Wisconsin-Stevens Point makes the Vice Chancellor for Business Affairs responsible for hiring a diverse classified workforce; the Deans, for achieving diversity in their respective colleges; and the Provost, for the recruitment and retention of faculty and other staff members. The plan illustrates the belief that "it is important to assign responsibilities for diversity to appropriate administrators." Simultaneously, "The Chancellor is ultimately responsible for enhancing diversity in all its many dimensions at UWSP."

From the University of Wisconsin-Green Bay comes the observation that accountability demands empowerment. The contention is that accountability must rest in more than processes; it requires outcomes. Accountability for outcomes must reside with "those officers who actually can affect the situations for which they are responsible." Such officers have to command the resources and authority – the power – needed to produce results. The key question, according to the UW-Green Bay report: what must the university do to empower success?

The Phase II plan from UW-Eau Claire contends that actions to provide the highest quality of education for all students must include attention to diversity and to the well-being of minority and low-income students. Because diversity matters so greatly for the vision of the institution, responsibility for it has to rest at the highest levels on the campus.

The UW-Eau Claire plan, consonant with several others, places special emphasis on the reorganization of diversity-centered initiatives. The conclusion: disconnected and sporadic actions do not produce effectively the benefits that should accrue from educational diversity. To address that issue, UW-Madison created a new post, associate vice chancellor for diversity and climate, to enhance oversight and coordination of efforts on the campus.

These examples illustrate the heightened emphasis campus leadership is placing on accountability and outcomes, particularly with respect to closing the achievement gap. Certainly, the strategic and innovative directions outlined in these plans may be shared across UW institutions as well as inform possible opportunities for systemwide actions to bolster student success.

## The Equity Scorecard: Strategic Actions to Close the Achievement Gap

The UW System has adopted the Equity Scorecard as a tool to facilitate realizing the goals of *Plan 2008* through institutional change focused on closing the achievement gap. The Scorecard was designed to address the inequities – originally spelled out in the Civil Rights Act of 1964 – that persist in educational outcomes for students of color. Developed by the University of Southern California’s Center for Urban Education (CUE), the Scorecard engages participating campus communities in a collaborative process of systematic inquiry that has the potential to result in organizational change.

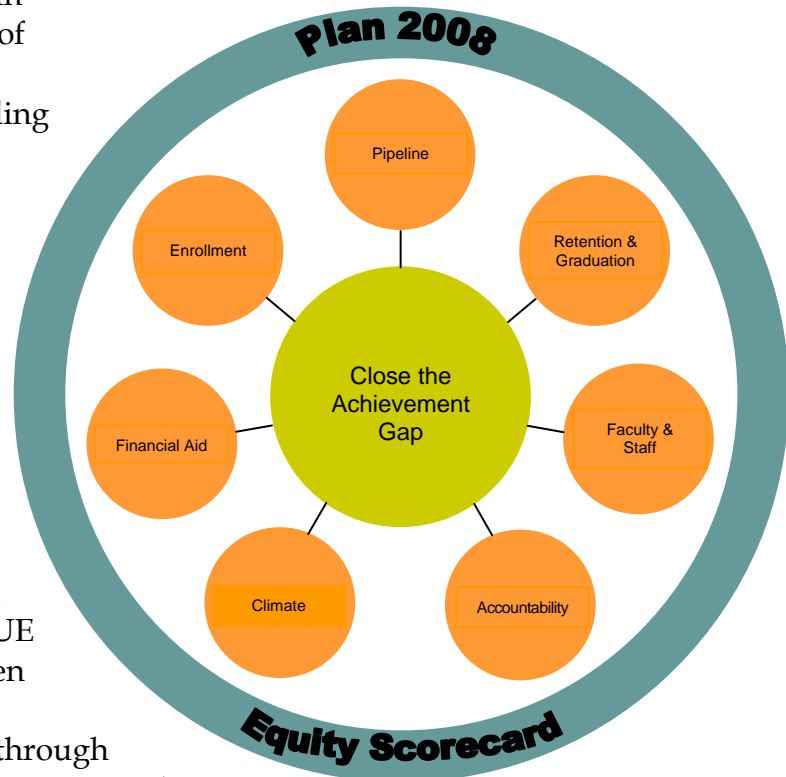
Based on a culture of evidence model, data concerning the performance of students of color are analyzed at each institution by a team of administrators, faculty members, counselors and others, who then work with Equity Scorecard researchers to establish areas of study and devise an institutional framework with which to evaluate the information. The evidence teams do not produce the Scorecard in isolation, but rather engage with key stakeholders and relevant individuals or units on campus and in the community in order to determine what data are examined, what questions are asked, and ultimately what actions have the greatest leverage in closing the achievement gap.

The Scorecard process within the UW System involves four steps: (a) creation of campus-based evidence teams to provide campus leadership for the project, (b) analysis of existing campus data through four key areas in order to identify inequities, (c) development of the Scorecard using baseline data by establishing benchmarks and measures to assess inequities in educational outcomes, and (d) sharing of findings and recommendations for implementation by the campus community.

Evidence teams analyze campus data through four perspectives in order to develop the Scorecard: (a) access, (b) retention, (c) excellence and (d) institutional receptivity. They identify objectives and improvement targets within each of the four perspectives, then compare outcomes to baseline data in order to assess progress toward achieving equity. The first perspective addresses both access to the institution (external) as well as access within the institution (internal) to the full array of programs and opportunities. The retention perspective refers to student persistence from year-to-year through degree completion. The lens of excellence assists evidence teams in the identification of barriers to student success such as gatekeeper and gateway courses, equitable representation across all majors, and eligibility for graduate school. Institutional receptivity points to institutional support that affirms a welcoming campus and classroom climate for students, faculty, and staff.

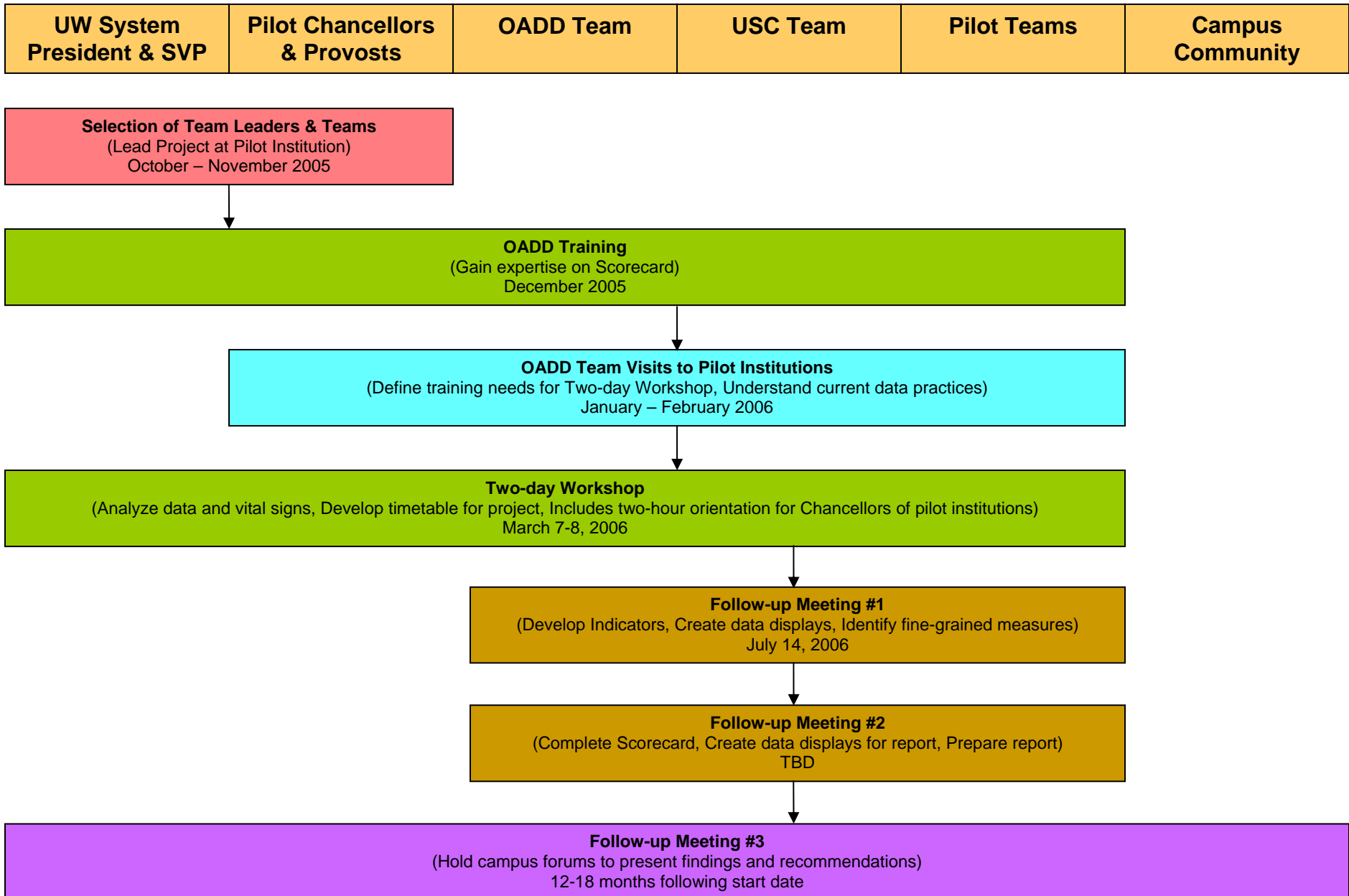
The perspectives of the Scorecard align with those of *Plan 2008* (see figure 13). In partnership with the University of Southern California's CUE, UW System Administration is providing leadership for a pilot with six volunteer UW institutions to integrate the Equity Scorecard into ongoing efforts to close the achievement gap. The six pilot institutions include: UW Colleges, UW-La Crosse, UW Milwaukee, UW-Oshkosh, UW-Parkside, and UW-Whitewater. UW System and UW institutions have already undergone extensive training on the Equity Scorecard with the CUE Team. Evidence Teams have been formed and are in the process of analyzing existing campus data through each of the four perspectives. Approximately 12-18 months from the launching of the project in December 2005 (see figure 14 for the proposed timeline), the Evidence Teams will present final reports to their Chancellors as the culmination of Phase I of the Scorecard project).

Figure 13



The UW System anticipates that the Equity Scorecard will not only foster strategic action at the campus level toward closing the achievement gap, but will also provide systemwide insights for how UWSA can better serve UW institutions in their diversity efforts, including the improvement of assessment and accountability measures.

**Figure 14: The UW System Equity Scorecard Project Timeline**  
 In Collaboration with the Center for Urban Education, University of Southern California



## Conclusion: Towards Greater Infusion

Closing the achievement gap requires multifaceted improvements across the entire educational spectrum for students of color, beginning long before they enroll at UW institutions. Current research indicates that access to, and success in college begins as early as middle school.<sup>10</sup> Close examination of critical junctures along the way enables UW institutions to identify areas where strategic actions can lead to closing the achievement gap for students of color. The Equity Scorecard provides a framework to analyze these critical junctures in order to inform decision making in areas where UW institutions can have an impact on closing the achievement gap. Likewise, UW System M/D precollege programs constitute a key strategy for addressing the gap and advancing educational excellence. This report acknowledges that the UW System has and will benefit from improved data collection procedures so that the impact of precollege programs on preparation for and enrollment in college can be more thoroughly assessed in the future. Certainly, building capacity in assessment practices can sharpen analysis of what constitutes an effective program and what resources are needed to better serve Wisconsin students. The institutional Phase II plans for accountability cited above recognize that without effective assessment, progress will be limited.

Educational diversity, the Supreme Court has acknowledged, serves the interests of *all* students. The Board of Regents endorsed this principle in its recommendation that diversity be integrated into the mission of every institution within the University of Wisconsin System. Such integration, some of the institutions have recognized, demand modifications to the approaches they have taken to diversity and *Plan 2008*. Rather than assessing the effects of programs and activities exclusively on students of color, these institutions strive to determine the benefits that accrue to all students. The number of students of color becomes, then, not simply an indicator of success in enrolling this population. Rather, it could – and should – signal instead the presence of a critical mass, a group large enough to broaden opportunities for multicultural experiences for all students.

The emphasis on the integration of activities, with one another and with the mission of institutions, represents the direction for the future. It poses challenges – for assessment and accountability. But the UW System must meet those challenges, if it is to achieve its vision of improving the intellectual growth, readiness for citizenship, and successful contributions – for every student in the University of Wisconsin System.

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<sup>10</sup> *College Readiness Begins in Middle School*, ACT Policy Report prepared by George L. Wimberly & Richard J. Noeth (2005).

## Appendix A

### M/D Precollege Program Names as Reported to UW System M/D Precollege Database; 2004-05

<b>UW-Madison</b>		
DoIT Information Technology Academy	Information Technology Academy Summer	Nursing
Engineering Summer Program	Madison PEOPLE Program	Summer Science Institute
<b>UW-Milwaukee</b>		
Before Columbus	HS-Health Careers Opportunity Program (HCOP) Summer Inst.	Planning for the Future
Cultural Enrichment	Health Sciences Academy	Planning for the Future- Reading
College for Kids	IT-2000	Quest Project
Educational Opportunity Center	Knowledge is Power	Student Success Program
Early Student Success Program	Leadership Training	Talent Search
GEST	Mini Courses - ACT PREP	University Art
GEAR UP	Mini Courses Summer	Upward Bound
Health Career Bridge	Medal Career Exploration	Upward Bound Math & Science
HS-HCOP Saturday Academy	Mini Courses - Saturday Academy	Veterans Upward Bound
Health Sciences Seminar	NIH	Youth Enterprise Academy
		Woodlawn Patterns
<b>UW-Eau Claire</b>		
Dimensions in Nursing	Lac du Flambeau Leadership	Opening Doors/Abriendo Puertas
Hmong Youth Leadership	Math/Science Intervention	Reach for the Stars
Ho-Chunk Leadership	National Youth Sports Program	Upward Bound Program
<b>UW-Green Bay</b>		
Comm. Based Abstinence Core	Regional Ctr for Math & Science	Upward Bound
Future Business Leaders	Stars of the Future	Young Writers Workshop
Multicultural Middle Level Precollege	Summer Camps	
<b>UW-La Crosse</b>		
AC Year Tutoring & Enrichment-Holmen	Mississippi River Adventure - C.I.T.	Reading For Entertainment & Other Summer
AC Year Tutoring & Enrichment-La Crosse	Mississippi River Adventure - Intermediate	
AC Year Tutoring & Enrichment-Norwalk-Ontario	Mississippi River Adventure - Introduction	
<b>UW-Oshkosh</b>		
Aspiring Pupils for Prof Leadership in Edu I	Precollege Enrichment Program - High School	Wisconsin Youth in Nursing
Aspiring Pupils for Prof Leadership in Edu II	Precollege Enrichment Program - Middle School	Young Entrepreneurial Scholars
<b>UW-Parkside</b>		
Academic Achievers Program	Doctors of Our Community II (DOC)	Senior DOC-Kenosha-WIA
Business Academy-Gear-up	Jr. Doctors of Our Community (DOC)-Kenosha	Senior DOC-Racine-WIA

Cultural Awareness Leadership Council	Jr. Doctors of Our Community (DOC)-Racine	Stepping Stones 1
DigiPen	Math & Science Scholars	Summer Stars

<b>UW-Platteville</b>		
Bike-A-Rama	Computer Camp	Music & Performing Arts
Career Exploration	Leadership	

<b>UW-River Falls</b>		
College Camp	RIVER FALLS PRECOLLEGE	Upward Bound Pre-College Camp
Explore Camp	Teen University	

<b>UW-Stevens Point</b>		
American Suzuki Institute	Leadership Camp (Scott West) LDS	TV-Film Production Camp
Campus Preview	Natural Resources Career Camp	Teacher 2010
Community Problem Solving Seminar (L.E.A.D.) LEAD	Ojibwe Language Precollege Program	Upward Bound
Computers for Kids	Point Arts Camp - Music	WI Indian Youth Conference
English for College	Point Arts Camp - Arts World	Women in Science Program
Explore	Point Arts Camp - Theater & Dance	
Ho-Chunk Study Center Youth Camp	Pointing to Success MHSA Music Camp	

<b>UW-Stout</b>		
Reach for Excellence		

<b>UW-Superior</b>		
UW-Superior CyberSummer	UW-Superior Hmong Youth	UW-Superior Youth Summer

<b>UW-Whitewater</b>		
ACT Preparation Camp	Gear-Up I Camp	Saturday College Program
After School Study Centers	Gear-Up II Camp	Science & Technology Camp
Arts & Humanities Camp	Latino Institute	Southeast Asian Institute
Business & Commerce Camp	Native American Institute	Upward Bound
Educational Talent Search	Reading For Success In Math/Science	

<b>UW Colleges</b>		
Art Camp	Precollege	UW-Richland HS Precollege Program
College Bound	Project AHEAD	UW-Richland Precollege Orientation
College Prep Fall	QUEST Science Saturday	UW-Richland Precollege Program
College Prep Spring	Robotics Camp	UW-Richland WEB Meetings
Full Circle Precollege Program	UW-Fox Valley Precollege	UW-Rock County Project AHEAD
Math/Science	UW-Marathon Precollege	University Camp
Minority Parents Night-Hispanic	UW-Marathon Upward Bound	Upward Bound
Minority Parents Night-Hmong	UW-Marshfield/Wood County Summer Precollege	Video Camp

## Appendix B

## UW Precollege M/D Participation by Race/Ethnicity 2002-03 through 2004-05

Race/Ethnicity	Academic Year						3-year Average
	2002-03		2003-04		2004-05		
	N	%	N	%	N	%	
Hispanic/Latino alone	2,085	18%	3,272	19%	3,251	19%	19%
American Indian alone	311	3%	568	3%	505	3%	3%
African American/Black alone	5,413	47%	8,555	51%	8,882	52%	50%
Southeast Asian alone	747	7%	722	4%	725	4%	5%
Other Asian alone	192	2%	400	2%	317	2%	2%
Two or more races/ethnicities	432	4%	436	3%	343	2%	3%
<b>Sub-total: Students of Color</b>	<b>9,180</b>	<b>80%</b>	<b>13,953</b>	<b>83%</b>	<b>14,023</b>	<b>82%</b>	<b>82%</b>
White alone	1,442	13%	1,005	6%	1,490	9%	9%
Unknown	800	7%	1,931	11%	1,560	9%	9%
<b>Total Students</b>	<b>11,422</b>	<b>100%</b>	<b>16,889</b>	<b>100%</b>	<b>17,073</b>	<b>100%</b>	<b>100%</b>

Source: Office of Policy Analysis and Research

## Appendix C

### UW System Service Rates by Race/Ethnicity for Wisconsin Immediate New Freshmen Public High School Graduates Only Fall 1998 to Fall 2004

		1998	2000	2002	2004
<b>African American</b>	UWS Enrollment	447	436	432	554
	Public High School Graduates	2,531	2,573	3,148	3,815
	Service Rate	18%	17%	14%	15%
<b>Hispanic/Latino</b>	UWS Enrollment	276	312	314	396
	Public High School Graduates	1,284	1,446	1,792	2,022
	Service Rate	21%	22%	18%	20%
<b>American Indian</b>	UWS Enrollment	105	107	109	126
	Public High School Graduates	529	532	623	688
	Service Rate	20%	20%	17%	18%
<b>Asian</b>	UWS Enrollment	440	518	638	726
	Public High School Graduates	1,190	1,520	1,757	2,063
	Service Rate	37%	34%	36%	35%
<b>Students of Color</b>	Enrollment	1,268	1,373	1,493	1,802
	Public High School Graduates	5,534	6,071	7,320	8,588
	Service Rate	23%	23%	20%	21%
<b>White</b>	Enrollment	17,296	17,214	17,483	18,023
	Public High School Graduates	52,073	52,474	53,255	52,385
	Service Rate	33%	33%	33%	34%
<b>Total*</b>	Enrollment	18,564	18,587	18,976	19,825
	Public High School Graduates	57,607	58,545	60,575	60,973
	Service Rate	32%	32%	31%	33%

\*Excludes International students.

Source: Office of Policy Analysis and Research

## Appendix D

**Total UW System Enrollment by Race/Ethnicity  
Fall 1998 through Fall 2005**

UW SYSTEM	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
African American	4,153	4,229	4,232	4,466	4,415	4,341	4,491	4,587
American Indian	1,038	1,002	1,041	1,033	1,035	1,056	1,095	1,210
Hispanic/Latino	2,875	3,058	3,058	3,244	3,367	3,446	3,529	3,663
Other Asian	2,681	2,723	2,637	2,784	2,843	3,061	3,105	3,226
SE Asian	1,144	1,298	1,467	1,638	1,898	1,935	2,190	2,245
<b>Students of Color</b>	<b>11,891</b>	<b>12,310</b>	<b>12,435</b>	<b>13,165</b>	<b>13,558</b>	<b>13,839</b>	<b>14,410</b>	<b>14,931</b>
White	135,743	137,557	139,055	140,633	141,525	141,374	141,072	142,800
<b>Total*</b>	<b>147,634</b>	<b>149,867</b>	<b>151,490</b>	<b>153,798</b>	<b>155,083</b>	<b>160,703</b>	<b>155,482</b>	<b>157,731</b>

\* Excludes international students.

**UW System Undergraduate Enrollment by Race/Ethnicity  
Fall 1998 through Fall 2005**

UW SYSTEM	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
African American	3,495	3,578	3,638	3,832	3,774	3,681	3,860	3,918
American Indian	862	850	903	892	891	906	954	1,073
Hispanic/Latino	2,385	2,554	2,566	2,791	2,886	2,936	3,007	3,124
Other Asian	2,149	2,222	2,163	2,291	2,351	2,539	2,555	2,691
SE Asian	1,054	1,174	1,344	1,523	1,769	1,815	2,072	2,127
<b>Students of Color</b>	<b>9,945</b>	<b>10,378</b>	<b>10,614</b>	<b>11,329</b>	<b>11,671</b>	<b>11,877</b>	<b>12,448</b>	<b>12,933</b>
White	119,394	121,531	122,818	124,697	125,035	125,132	124,958	126,456
<b>Total*</b>	<b>129,339</b>	<b>131,909</b>	<b>133,432</b>	<b>136,026</b>	<b>136,706</b>	<b>137,009</b>	<b>137,406</b>	<b>139,389</b>

\* Excludes international students.

**UW System Graduate and Professional Enrollment by Race/Ethnicity  
Fall 1998 through Fall 2005**

UW SYSTEM	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
African American	658	651	594	634	641	660	631	669
American Indian	176	152	138	141	144	150	141	137
Hispanic/Latino	490	504	492	453	481	510	522	539
Other Asian	532	501	474	493	492	522	550	535
SE Asian	90	124	123	115	129	120	118	118
<b>Students of Color</b>	<b>1,946</b>	<b>1,932</b>	<b>1,821</b>	<b>1,836</b>	<b>1,887</b>	<b>1,962</b>	<b>1,962</b>	<b>1,998</b>
White	16,349	16,026	16,237	15,936	16,490	16,242	16,114	16,344
<b>Total*</b>	<b>18,295</b>	<b>17,958</b>	<b>18,058</b>	<b>17,772</b>	<b>18,377</b>	<b>18,204</b>	<b>18,076</b>	<b>18,342</b>

\* Excludes international students.

Source: Office of Policy Analysis and Research

## Appendix E

**UW System New Freshman Entering Full Time — Excluding UW Colleges  
First to Second Year Retention Rates at Institution Where Started  
Fall 1997 through Fall 2004**

<b>2nd Year Retention</b>	<b>Fall 1997</b>		<b>Fall 1998</b>		<b>Fall 1999</b>		<b>Fall 2000</b>	
African American	553	71.2%	592	64.7%	583	65.4%	592	65.2%
SE Asian	166	72.9%	208	75.5%	238	75.2%	288	76.4%
Other Asian	393	80.7%	419	81.9%	375	85.3%	383	82.0%
American Indian	134	62.7%	136	58.1%	145	64.8%	144	58.3%
Hispanic / Latino	397	75.8%	416	75.5%	449	69.5%	447	72.3%
<b>Students of Color</b>	<b>1,643</b>	<b>74.1%</b>	<b>1,771</b>	<b>72.0%</b>	<b>1,790</b>	<b>71.8%</b>	<b>1,854</b>	<b>71.6%</b>
White	20,478	79.1%	20,972	79.3%	20,607	79.3%	20,503	79.5%
<b>Total*</b>	<b>22,397</b>	<b>78.5%</b>	<b>22,999</b>	<b>78.6%</b>	<b>22,658</b>	<b>78.7%</b>	<b>22,612</b>	<b>78.8%</b>

<b>2nd Year Retention</b>	<b>Fall 2001</b>		<b>Fall 2002</b>		<b>Fall 2003</b>		<b>Fall 2004</b>	
African American	634	68.9%	613	67.9%	635	65.4%	693	70.0%
SE Asian	308	77.3%	415	82.9%	386	77.2%	413	74.8%
Other Asian	437	83.8%	423	83.5%	442	83.3%	462	85.5%
American Indian	119	65.5%	121	66.9%	142	72.5%	146	65.1%
Hispanic / Latino	486	73.0%	447	73.6%	508	74.8%	529	73.7%
<b>Students of Color</b>	<b>1,984</b>	<b>74.3%</b>	<b>2,019</b>	<b>75.4%</b>	<b>2,113</b>	<b>74.0%</b>	<b>2,243</b>	<b>74.6%</b>
White	20,814	80.0%	20,484	80.8%	20,629	80.3%	20,038	81.3%
<b>Total*</b>	<b>23,120</b>	<b>79.5%</b>	<b>22,716</b>	<b>80.1%</b>	<b>23,035</b>	<b>79.7%</b>	<b>22,497</b>	<b>80.7%</b>

\* Total includes international students. Data are insufficient to report separate rates for international students.

Source: Office of Policy Analysis and Research

## Appendix F

### New Freshman Entering Full Time – Excluding UW Colleges Six-Year Graduation Rates at Any UW Institution

6-Year Graduation	Fall 1997		Fall 1998		Fall 1999	
	Count	Rate	Count	Rate	Count	Rate
African American	553	32.9%	592	33.1%	583	31.9%
SE Asian	166	39.8%	208	38.5%	238	47.5%
Other Asian	393	60.1%	419	61.1%	375	67.7%
American Indian	134	32.8%	136	30.1%	145	40.0%
Hispanic / Latino	397	43.1%	416	45.7%	449	46.5%
<b>Students of Color</b>	<b>1,643</b>	<b>42.5%</b>	<b>1,771</b>	<b>43.1%</b>	<b>1,790</b>	<b>45.8%</b>
White	20,478	64.1%	20,972	64.4%	20,607	65.2%
<b>Total</b>	<b>22,397</b>	<b>62.1%</b>	<b>22,999</b>	<b>62.2%</b>	<b>22,658</b>	<b>63.5%</b>

\* Total includes international students. Data are insufficient to report separate rates for international students.

Source: Office of Policy Analysis and Research