

Equity Scorecard
UW-Milwaukee
Summary of observations
November, 2007

Access:

Chancellor Santiago has established a benchmark for equity in access for UWM in defining his goal for 20% of the university's enrollment to be under-represented students of color. The entering freshman class in 2006 was 13.7% diverse, while under-represented freshmen of color made up 14.3% the 2007 entering class. The following observations will be important to UWM's ability to accomplish the chancellor's access equity goals:

- The historical pipelines for freshmen attending UWM vary by ethnicity. The Milwaukee Public Schools accounted for 51% of African American new freshmen and 44% of Southeast Asian new freshmen in 2005. While 63% of Latino freshmen came from schools in Milwaukee County, MPS accounted for only 29% of these schools. And more than 50% of American Indian, Asian, and White new freshmen graduated from high schools outside Milwaukee County.
- Proportionally, the yield of African American applicants to admits and/or enrolled students falls below that of other ethnic groups. For all ethnic groups other than African Americans, students are admitted to and enroll at UWM in roughly the same proportions (ie shares) as which they apply. African Americans, and especially those from MPS and Milwaukee County schools, represent a larger proportion of the total applicant pool than of the admitted or enrolled pool.
- One of the factors related to the yields described above is that a high proportion (44%) of African American applicants to UWM do not submit a complete application (eg without ACT scores) as compared with 28% of Latino, 22% of Southeast Asian, and 13% of White applicants.
- African American and Latino students applying to transfer to UWM make up slightly higher percentages of the total transfer applicant pool than is the case for freshmen, suggesting that recruitment of transfer students is an important element for increasing diversity at UWM.

Retention

- First year retention at UWM is lower than desired for all students. In addition, gaps in retention exist between targeted freshmen of color and Asian and white students, and between freshmen placing at college-level math/English and those who require developmental courses in math and/or English.
- The one-year retention rate for targeted freshmen of color in 2005 was 55.8% as compared with 70.9% for Asian and white students. Targeted freshmen of color placing at college-level math and English were retained at 63.9% while those placing at the lowest level in math were retained at 46.5%.

- Freshmen of color work more than Asian and white students: 41% of Latino, 60% of African American, and 40% of American Indian freshmen responding to the NSSE survey reported working more than 15 hours in off-campus jobs as compared with 23% of both Asian and white respondents. However, 60% of seniors of all ethnicities except Asians reported working more than 15 hours per week.
- While the Milwaukee Public Schools are the largest feeders for freshmen of color, students coming from MPS, regardless of ethnicity, need more remedial work than their counterparts from other schools.
- Being “undecided” in the freshman year does not appear to be a negative factor in 1-year retention for students including students of color.
- A factor affecting 6-year graduation rates for UWM students is the relatively high proportion of students who become part-time students at some point in their academic careers. For example, 33% of the Fall, 1999 entering cohort had some part-time semesters. The overall 6-year graduation rate for this cohort was 40.4%, but 48.6% had either graduated or will still be enrolled after six years. White and American Indian students in this cohort had lower percentages (30%) of part-time students than did other ethnicities, with the highest part-time percentage (54%) for African American students in this cohort. When measured as % either graduated or still enrolled after six years, the highest retention rates were found in the American Indian and Asian students, followed by White and then Southeast Asian students.

Excellence:

- A broad range of ACT scores for incoming freshmen demonstrates the pattern of a high-access university. There is not a great deal of variation by racial group in the minimum or maximum ACTs, but the averages differ.
- Students who succeed in graduating with baccalaureate degrees within six years differ by race in regards to earned cumulative GPAs, with White graduates more highly represented in higher GPA clusters than are graduates of color.
- Relatively few students of color participate in UWM’s Honors College.
- Over 90% of graduating honors recipients have been White. An interesting observation is that Southeast Asian graduates awarded honors did not demonstrate high ACT scores and/or high school percentiles when they matriculated as freshmen at UWM.
- There is fairly good participation of students of color in study abroad programs, with Latino and American Indian students participating in greater percentages than their overall percentage of the undergraduate enrollments.
- Higher percentages of students approaching graduation indicate that they plan to attend graduate school (70% for African American seniors vs. 47% for White seniors). And, in fact, higher percentages of students of color who graduate from UWM attend graduate school either at UWM or within the UW-System than do White students. For example, 12% of White students graduating from UWM enrolled in graduate school in the UW-System compared with 21% of African American graduates, 21% of American Indian graduates, 19% of Latino graduates, and 14% of Southeast Asian graduates. For each of these groups, all

but 1-2% enrolled in UWM graduate programs. Programs with the greatest diversity (such as Education and Social Work) in their undergraduate programs also demonstrated the highest enrollment in their graduate programs of their baccalaureate degree earners.

Receptivity:

- The fairly commonly held perception that a student of color at UWM will be the only student of color in a class is not borne out by campus statistics. In fact, in only 3% of UWM's classes has this been the case. For African American students specifically, in 90% of their classes they will be enrolled with at least one other African American student.
- NSSE responses do not demonstrate any substantial differences by race between satisfaction rates with a number of institutional factors including institutional climate indicators.
- The number of faculty of color has grown from 34 African Americans in 1999 to 42 in 2006, and from 14 Latinos in 1999 to 27 in 2006. American Indian faculty dropped from 10 in 1999 to 9 in 2006, and the first Southeast Asian faculty member was hired in 2006-07. The total number of faculty also grew from 699 in 1999 to 786 in 2006, such that the percentage of faculty of color did not increase. Overall percentages are very slightly less than the percentages of PhDs in the US population for African American and Latino faculty, and the same for American Indian faculty.
- The number of academic staff of color has also grown between 1999 and 2006 in real numbers and in the percentage of the total academic staff. Noticeable gains have been made in the diversity of academic advisors. Greater diversity needs to be gained in instructional academic staff.
- The number and percentage of classified staff of color have dropped between 1999 and 2006 but with some increases in supervisory positions.