

Access, retention, excellence and receptivity, the four cornerstones of the Equity Scorecard process, have long been central themes at the University of Wisconsin – Milwaukee. Our unique mission of providing access to higher education in the urban center of Wisconsin while serving as a research hub for southeastern Wisconsin has long required UWM to grapple with questions that revolve around the best ways to ensure UWM serves the community and state.

In recent years, that process has lead UWM to launch several initiatives that allow for a deeper examination of how we are doing and if we are doing enough. Those initiatives have included: 1) the Milwaukee Commitment, the goals of which are embodied in 2) Access to Success (A2S) and 3) the Equity Scorecard.

Access to Success is UWM’s campus blueprint to enhance access while, at the same time, promoting greater student success. It combines the recommendations of the Enrollment Management Steering Committee with those of the Milwaukee Commitment. The initial goals of Access to Success include:

- Building a pool of diverse, high-achieving applicants, admits and enrolled students.
- Increasing 1<sup>st</sup> year retention and performance of all freshmen.
- Decreasing the gap in 1<sup>st</sup> year retention and performance between students of color and white students.

Each of these goals speaks to the issues of access and retention. Much of the analysis UWM engaged in while developing A2S is directly related to the issues raised in the Equity Scorecard process. Below is a brief summary of our campus team discussions and data regarding the access perspective.

*Perspective 1: Access*

The access perspective refers to access to the institution as well as campus-based programs and resources that can significantly improve life opportunities for historically underrepresented students. What became immediately clear as we engaged in asking questions about access was the fundamental question of equity. What was equity of access? Given what we could quantify about applications, admissions and enrollment at UWM, how far were we from reaching equity? Would we know what equity of access was when we saw it? What was the institutional marker or goal that would signal that UWM was achieving equity? In essence, the questions boiled down to this: What would parity or equity at UWM look like? Would it resemble the population of city of Milwaukee? The surrounding metro area? The surrounding counties? The entire state of Wisconsin? What about narrowing the focus to include only more traditionally aged populations? Or, even more narrow, what about including only those who signaled a desire to attend college by taking the ACT? Table 1 below gives an indication of the disparity of figures one might find looking at the population in different ways.

**Table 1  
Population by Race by Geographic Break**

	2000 Census Milwaukee Metro	Milwaukee Public Schools 2004 High School Graduates	Milwaukee Metro Area and Surrounding Counties including Ozaukee, Washington and Waukesha Counties 12-29 Year Old Population
African-American	16%	57%	18%
Latino/a	6%	14%	10%
Asian	2%	5%	3%
Native American	1%	1%	1%
Multi-racial	2%	*	2%
White	74%	23%	66%

\*Department of Public Instruction data does not include a category for multi-racial

Clearly there were no easy answers in the process. And we certainly did not have an answer to the fundamental question of whether we would know equity of access when we saw it. Chancellor Carlos Santiago had, however, publicly set a near-term goal of achieving a total minority population at UWM at 20%. Rather than continue to try to define a standard by which to assess progress based on different combinations of geography, age and measures of college-readiness, the team decided to accept this goal as the initial standard.

Given a goal of 20%, it follows that a minimum of 20% of each incoming class must be comprised of targeted minorities. UW-Milwaukee, however, is not currently on track to meet that goal. Table 2 present the 2006 new freshman cohort by race/ethnicity. As of the start of this academic year, only 13.7% of the new freshmen population was comprised of targeted minorities.

Table 2  
UWM New Freshmen by Race/Ethnicity  
Fall 2006\*

African-American	260	6.4%
Latino/a	144	3.6%
Native American	34	0.8%
Southeast Asian	117	2.9%
<b>Targeted Minority Total</b>	<b>555</b>	<b>13.7%</b>
Asian	87	2.2%
White	3321	82.2%
International	18	0.4%
NA	61	1.5%
<b>Total</b>	<b>4042</b>	<b>100.0%</b>

\* as of 9/20/06

Determining what the overall goal of access to the institution should look like, however, did not answer the host of other questions that were raised as we had examined the data, not the least of which was what source(s) would help UWM achieve a 20% targeted minority population? Should UWM rely on current sources? What are those current sources? Could Milwaukee Public Schools (MPS) serve as the sole or primary source of minority students to UWM. While UWM benefits from the rich diversity of the city, what role did MPS serve in preparing students for UWM? In order to answer these types of questions, the team focused on the history of where UWM freshmen had come. See Table 3 below.

Table 3  
Fall 2005 New Freshmen by High School Location

	MPS		City of Milw Private		All Other Milwaukee County		Surrounding Counties		All Other		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
African-American	146	51%	28	10%	43	15%	20	7%	51	18%	288	100%
Latino/a	49	29%	23	14%	34	20%	23	14%	38	23%	167	100%
Native American	8	21%	6	16%	4	11%	4	11%	16	42%	38	100%
SE Asian	62	44%	1	1%	21	15%	11	8%	46	33%	141	100%
Asian	7	9%	5	6%	20	25%	20	25%	27	34%	79	100%
White	84	2%	178	5%	537	15%	981	28%	1,735	49%	3,515	100%
N/A	2	3%	5	8%	5	8%	20	32%	30	48%	62	100%
International					3	30%	1	10%	6	60%	10	100%
Total	358	8%	246	6%	667	16%	1,080	25%	1,949	45%	4,300	100%

While 51% of the new African-American students enrolled at UWM in the Fall 2005 term came from MPS, less than half of any other ethnic group had been drawn from that source. Significant portions of the Latino/a population at UWM came from other geographic regions—less than one-third came from MPS. The greatest share of Native American students came from the wide geographic area that extended beyond the Milwaukee metro area. And while the greatest share of Southeast Asian students at UWM were drawn from MPS, one-third also come from the beyond the metro area.

The implications for recruitment are clear. MPS can and does serve as a base for recruitment of targeted minority students. Certainly it is an important source of minority students, particularly African-American and Southeast Asians. Further, the schools in Milwaukee County as a whole accounted for 76% of the African-American new freshmen at UWM in 2005, 63% of the Latino/as, and 60% of the Southeast Asians. However, over 50% of the Native Americans, Asians and Whites come from sources outside of the MPS or Milwaukee County and other regions do serve as valuable pipelines for access to UWM.

Yet the significance of MPS is demonstrated when examining the top feeder high schools. Table 4 presents the top 3 feeder high schools by race/ethnicity for the fall 2005 new freshmen.

**Table 4  
Top Feeder High Schools by Ethnicity Fall 2005 New Freshmen**

	High School	Location
African-American	Riverside	MPS
	Rufus King	MPS
	Washington	MPS
Latino/a	Thomas More	Milwaukee Metro
	Riverside	MPS
	Pulaski	MPS
Native American	Thomas More	Milwaukee Metro
	West Allis Central	Milwaukee Metro
	Riverside	MPS
SE Asian	Riverside	MPS
	Sheboygan North	Sheboygan
	Bay View	MPS
Asian	Whitefish Bay	Milwaukee Metro
	Greendale	Milwaukee Metro
	Germantown	Milwaukee Metro
	Brookfield East	Milwaukee Metro
White	Arrowhead	Waukesha County
	Pius XI	Milwaukee Metro
	Middleton	Dane County/Madison Area

The team further examined shares of applicants, admits and new freshmen from MPS and non-MPS sources. Table 5 illustrates once more the degree to which MPS serves as an important pipeline for targeted minority students to UWM. The top feeder schools for each ethnic group are examined. For example, the top three feeder schools for African Americans were group and the applicants, admits and new freshmen are presented along with share ratios.

While 57% of the applicants from the top 3 feeder schools for African-Americans were African Americans, only 48% of the admits and 47% of the new freshmen were African Americans. Indeed, across the board, African-Americans comprised a greater share of the applicants than they did admits or new freshmen except in the feeder school grouping for Asians and Whites—where they comprise a much smaller share of the population. Latino/a figures—where they comprise a much smaller share of the population follow much the same pattern. Of applicants from the top three feeder schools for Latino/as, 16% were Latino/a. However, only 13% of the admits were Latino/a and only 9% of the new freshmen. And, again, we see this pattern across the other feeder groupings.

For Southeast Asian, on the other hand, the picture is more positive. While they comprised only 12% of the applicants from the top three feeders schools for Southeast Asians, they comprise 14% of the admits and new freshmen. For Native Americans, while the figures are small, they tend to have larger shares of admits and new freshman than their share of applicants might suggest.

Table 5

## 2004 Shares of UWM Applicants, Admits and New Freshmen

<b>Top Feeder Schools for African Americans: Riverside, Rufus King, Washington</b>									
	African Am	SE Asian	Native Am	Latino/a	Asian Am	White	NA	Intl	Total
UWM Applicants	173	31	4	21	6	61	8	2	306
% of row (share)	57%	10%	1%	7%	2%	20%	3%	0%	100%
UWM Admits	106	28	4	17	5	54	6	1	221
% of row (share)	48%	13%	2%	8%	2%	24%	3%	0%	100%
UWM New Freshmen	53	13	3	5	3	33	3	0	113
% of row (share)	47%	12%	3%	4%	3%	29%	3%	0%	100%
<b>Top Feeder Schools for Latinos: Thomas More, Riverside, Pulaski</b>									
	African Am	SE Asian	Native Am	Latino/a	Asian Am	White	NA	Intl	Total
UWM Applicants	82	30	6	43	7	98	7	3	276
% of row (share)	30%	11%	2%	16%	3%	36%	3%	1%	100%
UWM Admits	54	25	6	28	5	83	7	2	210
% of row (share)	26%	12%	3%	13%	2%	40%	3%	1%	100%
UWM New Freshmen	25	11	5	11	4	57	6	1	120
% of row (share)	21%	9%	4%	9%	3%	48%	5%	1%	100%
<b>Top Feeder Schools for Native Americans: Thomas More, West Allis Central, Riverside</b>									
	African Am	SE Asian	Native Am	Latino/a	Asian Am	White	NA	Intl	Total
UWM Applicants	74	19	8	31	6	158	9	3	308
% of row (share)	24%	6%	3%	10%	2%	51%	3%	1%	100%
UWM Admits	49	17	7	18	5	130	9	2	237
% of row (share)	21%	7%	3%	8%	2%	55%	4%	1%	100%
UWM New Freshmen	23	7	6	6	4	82	7	1	136
% of row (share)	17%	5%	4%	4%	3%	60%	5%	1%	100%
<b>Top Feeder Schools for SE Asians: Riverside, Sheboygan North, Bay View</b>									
	African Am	SE Asian	Native Am	Latino/a	Asian Am	White	NA	Intl	Total
UWM Applicants	96	29	4	20	6	89	4	2	250
% of row (share)	38%	12%	2%	8%	2%	36%	2%	0%	100%
UWM Admits	57	25	4	14	5	74	4	1	184
% of row (share)	31%	14%	2%	8%	3%	40%	2%	0%	100%
UWM New Freshmen	27	12	3	7	2	33	3	0	87
% of row (share)	31%	14%	3%	8%	2%	38%	3%	0%	100%
<b>Top Feeder Schools for Asians: Whitefish Bay, Greendale, Germantown, Brookfield East</b>									
	African Am	SE Asian	Native Am	Latino/a	Asian Am	White	NA	Intl	Total
UWM Applicants	17	1	4	8	14	282	9	1	336
% of row (share)	5%	0%	1%	2%	4%	84%	3%	0%	100%
UWM Admits	9	1	3	7	8	232	8	0	268
% of row (share)	3%	0%	1%	3%	3%	87%	3%	0%	100%
UWM New Freshmen	7	0	1	5	2	115	3	0	133
% of row (share)	5%	0%	1%	4%	2%	86%	2%	0%	100%
<b>Top Feeder Schools for Whites: Arrowhead, Pius XI, Middleton</b>									
	African Am	SE Asian	Native Am	Latino/a	Asian Am	White	NA	Intl	Total
UWM Applicants	9	1	4	17	11	345	2	0	389
% of row (share)	2%	0%	1%	4%	3%	89%	1%	0%	100%
UWM Admits	5	1	2	14	6	291	1	0	320
% of row (share)	2%	0%	1%	4%	2%	91%	0%	0%	100%
UWM New Freshmen	5	1	1	5	3	135	0	0	150
% of row (share)	3%	1%	1%	3%	2%	90%	0	0%	100%

In order to examine the greater context of access and where UWM new freshman come from, the team also looked at shares from MPS, Milwaukee County Schools, the counties surrounding Milwaukee and all others. Table 6 presents that information.

It is immediately clear that as one moves beyond the Milwaukee metro area, the sheer volume of applications from targeted minority students drops. Whereas there were 690 applications from Milwaukee areas schools, 525 of which from MPS alone, from African-Americans, there were only 66 applications from surrounding county schools and 176 from other sources. Further, Table 6 re-affirms that the African-Americans may comprise a 55% and 25% share of the applicant pool from MPS or Milwaukee County respectively, their shares of admits and new freshman are distinctly smaller. That is not a pattern that holds true for other targeted minority groups except Latino/as in the context of Milwaukee County Schools where their share of applicants and admits is 8% but new freshman is only 7%.

## **Conclusions**

The UW-Milwaukee team concentrated its analysis regarding access to the institution on two factors—sources and shares. We examined the sources of targeted minority students by school and region. We found that while Milwaukee Public Schools have been and will remain important pipelines to UWM, the data also suggested we should look to a broader area as well. Regarding shares, we found shares of African-American applications by source are all too often higher than their shares of admits and new freshmen. This also is true, in some cases, for Latino/as. This raises a variety of questions. Why do those shares drop? What does UWM need to address institutionally

**Table 6**  
**2004 Shares of UWM Applicants, Admits and New Freshmen**

<b>Milwaukee Public Schools</b>									
<b>2004</b>	African Am	SE Asian	Native Am	Latino/a	Asian Am	White	NA	Intl	Total
UWM Applicants	525	86	14	108	12	194	12	4	955
% of row (share)	55%	9%	1%	11%	1%	20%	1%	0%	100%
UWM Admits	271	70	11	75	10	150	7	3	597
% of row (share)	45%	12%	2%	13%	2%	25%	1%	1%	100%
UWM New Freshmen	147	39	10	43	6	88	4	0	337
% of row (share)	44%	12%	3%	13%	2%	26%	1%	0%	100%
<b>Milwaukee County Schools, Public and Private</b>									
<b>2004</b>	African Am	SE Asian	Native Am	Latino/a	Asian Am	White	NA	Intl	Total
UWM Applicants	690	121	35	217	57	1632	44	10	2806
% of row (share)	25%	4%	1%	8%	2%	58%	2%	0%	100%
UWM Admits	370	99	27	159	44	1338	34	7	2078
% of row (share)	18%	5%	1%	8%	2%	64%	2%	0%	100%
UWM New Freshmen	214	58	20	85	27	732	20	2	1158
% of row (share)	18%	5%	2%	7%	2%	63%	2%	0%	100%
<b>Surrounding County* Schools, Public and Private</b>									
<b>2004</b>	African Am	SE Asian	Native Am	Latino/a	Asian Am	White	NA	Intl	Total
UWM Applicants	66	16	16	62	44	2214	39	8	2465
% of row (share)	3%	1%	1%	3%	2%	90%	2%	0%	100%
UWM Admits	40	15	14	50	31	1814	34	4	2002
% of row (share)	2%	1%	1%	2%	2%	91%	2%	0%	100%
UWM New Freshmen	20	7	6	21	13	866	13	2	948
% of row (share)	2%	1%	1%	2%	1%	91%	1%	0%	100%
*Ozaukee, Washington, Waukesha, Racine									
<b>All Other Schools, Public and Private</b>									
<b>2004</b>	African Am	SE Asian	Native Am	Latino/a	Asian Am	White	NA	Intl	Total
UWM Applicants	176	188	32	132	102	4469	119	101	5319
% of row (share)	3%	4%	1%	2%	2%	84%	2%	2%	100%
UWM Admits	102	143	21	88	83	3819	95	41	4392
% of row (share)	2%	3%	0%	2%	2%	87%	2%	1%	100%
UWM New Freshmen	30	60	5	26	29	1494	41	4	1689
% of row (share)	2%	4%	0%	2%	2%	88%	2%	0%	100%

to rectify that drop in shares? What can we learn by examining it by source? Are there barriers to the admissions process that need to change? What is happening during the recruitment process? Is the application process itself a barrier either in the form of requiring testing, fees or ACT scores. If so, what can we do to change those processes?

Asking these sorts of questions has already resulted in significant action at UWM in the admissions process. Specifically, UWM recently instituted the practice of requiring those applicants who do not meet standard admissions criteria to complete the admissions test series prior to a decision regarding admission being made. This was done in an effort to assess more effectively developmental coursework need. However, it was also seen as an impediment to completing the application process. Our discussion within the Equity Scorecard, witnessing the drop in shares from applications to enrollment, resulted in wide discussion and subsequently changing policy, urging admission committees to use ACT sub-score results as a guide in determining likely developmental coursework needs instead.

Greater efforts, as part of the Access to Success initiatives, have been implemented to reach out and assist those applicants who begin but have not completed the application process to UWM. Further, as UWM moves toward a holistic admissions process, policy makers are better informed regarding patterns of applications, admits and enrollment as witnessed in the Access perspective and this data will be used to consider how that holistic process can and should work most effectively for all.

There are a variety of questions left unanswered, however. Primary is the question of the perception of UWM among the minority communities. Is UWM perceived as welcoming to African-Americans, Latino/as, Southeast Asians and Native

Americans? If not, what strategies and policies would need to be developed and implemented to change that perception? The committee has broadly discussed the idea of implementing a survey that would address those types of questions by asking prospective students what they think about UWM. Information gleaned from such a survey instrument would illuminate discussions within the Enrollment Management Steering Committee and provide invaluable information for the development of new strategies, likely strategies that would differ for each ethnic group and would target the specific needs of each population.

Further strategies have also been discussed. UWM needs to work with high schools to ascertain their institutional perspective of access at UWM and develop new strategies to leverage our resources to improve those perspectives. UWM also needs to evaluate the degree to which we are aggressively pursuing top students, our scholarship opportunities, ways in which we can acknowledge high performers and promising students and encourage their attendance.

The list of options and possibilities is endless. Reviewing the data in the Access perspective has already allowed UWM to focus on developing new strategies. We hope continued monitoring of the key indicators—by source and shares within source—will reveal better performance and, by implication, successful implementation of strategies better suited to reaching our institutional goals.