

## Summary of Equity Scorecard Observations and Responsive UWM Actions – November, 2008

### Access Perspective

#### Equity Scorecard Observations:

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 underrepresented students of color. The entering freshman class in 2006 was 13.7% diverse, while underrepresented freshmen of color made up 14.3% of 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 **students**. 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 (i.e., 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 **that** of the admitted or enrolled.
- 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 (e.g., 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.

#### UWM Actions in Response to Equity Scorecard Observations:

- Recruitment focus on Milwaukee and on other areas within and outside of Wisconsin.
  - UCC and PIC (now NAACP)
  - Lipman Hearne produced marketing study; steps now being implemented
- Incomplete applicants are being contacted personally
- Focus on completion of ACT test
- Continuing discussions with MPS board members and teachers

- PantherTracks established with MATC – includes Guaranteed transfer and a Dual Enrollment program for students referred from UWM’s Academic Opportunity Center.
- TNE and NSF projects engage UWM faculty in improving preparation of MPS teachers and administrators.

Note: applications, admissions and enrollments of freshmen of color have increased over the past few years and, currently, are higher than last year at this time.

## **Retention Perspective**

### **Equity Scorecard Observations:**

The UWM Evidence Team reviewed data on student performance, workload, retention, and graduation by racial/ethnic groups. Following are observations that identify gaps between targeted students of color and other students:

- 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. For example, 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.

### **UWM Actions in Response to Equity Scorecard Observations:**

- Access to Success has focused on improving first-year retention of all freshmen and especially of freshmen of color and students at remedial levels of math and English. The retention of freshmen of color and students beginning UWM with remedial math placements has continued to improve.
- Several Access to Success initiatives target freshmen of color and/or freshmen needing boosters in math skills:
  - Summer bridge programs
  - Math Pilot – combining two semesters of developmental math with increased time-on-task; mastery learning and increased classroom support.
- The First Year Center, fully established in Fall of 2008, provides every freshman with a student mentor.
- Tutoring and Supplemental Instruction bolsters student success in the first year.
- The Early Warning System enables faculty to alert students and their advisors that they are performing unsatisfactorily in the 4<sup>th</sup> week of classes.
- The Multicultural Student Center and its affiliated multicultural offices focus on support for students – and especially freshmen – of color. In development, the Black Cultural Center will provide additional focus and community connections for the African American community.
- Living Learning Communities, launched in Fall, 2008, include a very popular LLC for undecided students, exploring major and career options.
- Paid student leadership positions are purposefully increasing as are scholarships for freshmen of color (the Chancellor's Leadership and Diversity Scholarship).

Note: The retention of freshmen of color has continued to increase since the launch of Access to Success.

## **Excellence Perspective**

### **Equity Scorecard Observations:**

Among the factors examined by the team related to excellence at UWM were ACT scores, achievement at graduation including GPAs and honors earned, participation in UWM's Honors college, study abroad and post baccalaureate study intentions and attendance. The data below summarizes our findings.

- The broad range of ACT scores seen for incoming freshmen at UWM 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. For example, the average ACT ranges from 18.6 for Southeast Asian students to 24 for white students.

- Cumulative GPAs earned by students who succeed in graduating with baccalaureate degrees within six years differ by race. While the overall share of White students who graduate is 88.0%, their share of students graduating with a GPA of 3.5-4.0 is 92.7%, and 90.6% with a GPA of 3.0-3.49. On the other hand, African American students represent 3.1% of the graduates but only 1.2% of those graduating within the highest GPA cluster and only 2.2% in the next highest. That pattern of fewer students graduating in the highest GPA brackets than their overall share can also be seen for Latino/as, American Indians and Southeast Asians.
- Relatively few students of color participate in UWM's Honors College. For example, African American students represented 6.8% of the total degree candidates enrolled in Fall 2006. However, they represented only 1.3% of those enrolled in the Honors College. This disparity can be seen with Latino/as, American Indians and Southeast Asians as well. On the other hand, white students represented 90.2% of the degree candidates in the Honors College but only 81.8% of all degree candidates.
- UWM confers honors at graduation in a number of ways. Regardless of how the honors designation is assessed, however, white students consistently represent over 90% of those graduating with honors while representing 86.7% of all degree recipients. 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.
- The shares of students of color participating in study abroad vary by ethnicity. African American and Southeast Asian students do not study abroad in proportion to their overall share in the student body. On the other hand, Latino/as study abroad a higher proportion than their overall share, as do white students. American Indian participation in study abroad is consistent with their overall share.
- Approaching graduation, students of color report plans for graduate or professional school at greater rates than white student. For example, 70.4% for African American seniors report plans for graduate study compared to only 47.5% for white seniors. Indeed, fewer white students report plans for graduate study than any other ethnicity.
- Further, 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 anywhere within the UW-System compared with 21% of African American graduates, 21% of American Indian graduates, 19% of Latino/a 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.

### **UWM Actions in Response to Equity Scorecard Observations:**

- Access to Success data demonstrate that percentage of freshmen of color completing their first year of study at UWM with satisfactory GPAs has increased since Access to Success was launched.
- The Honors College is considering a number of modifications to increase access and participation.
- A committee is in place to increase the participation of students of color in Study Abroad.
- UWM continues to encourage students of color to pursue graduate studies, especially at UWM.

## **Receptivity Perspective**

### **Equity Scorecard Observations:**

Factors considered by the team regarding institutional receptivity included the classroom environment, staffing, and the reported experiences of students at UWM. While gains have been made in many areas and many students of color report more than satisfactory experiences, the data suggest many areas where improvements can be made.

- The 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 data. In the Fall of 2006, only 3% of the time was a student of color the only student of color in a class. For African American students, approximately 90% of their classes will have enrollments of other African American students.
- National Survey of Student Engagement responses from UMW do not reveal substantial differences by race between satisfaction rates for a variety of factors.
- 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. Consequently, while the number of faculty of color has increased, the percentage of faculty of color did not. 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 grew from 1,204 in 1999 to 1,273 in 2006. Overall shares of both African American and Latino/as increased by 1% during that same time period. Of particular note are the gains made within the ranks of academic advisors. Whereas only 24% and 8% of advisors were African

American and Latino/as in 1999, those figures rose to 29% and 12% respectively in 2006. On the other hand, no gains have been made in the area of instructional academic staff.

- The number of classified staff decreased between 1999 and 2006. Further, the percentage of classified staff of color overall decreased. However, people of color in supervisory position, notably African Americans and American Indians, increased between 1999 and 2006.

**UWM Actions in Response to Equity Scorecard Observations:**

- The percentage of students of color in the freshman class continues to increase.
- The campus employs an Affirmative Action plan that include close monitoring of all positions searches.
- The Provost's Opportunity fund and partner accommodation policy supports diversity within the faculty and staff ranks.
- The recently completed climate study will provide additional information for campus follow-through.