



# **The Milwaukee Commitment**

## **Phase II**

### **Closing the Achievement Gap: Retention and Graduation**

January 2005

## **The Milwaukee Commitment: Phase II Closing the Achievement Gap: Retention and Graduation**

### **Plan 2008, UWM's Mission and Role**

The University of Wisconsin – Milwaukee is deeply committed to diversifying the racial and ethnic composition of its students, faculty and staff while maintaining and enhancing academic excellence and student success. Within the UW System, UWM plays a central role in providing academic opportunities for students of color. In the 2003-04 academic year, while UWM enrolled 16% of all students in the UW system, our proportion of enrollment of students of color in the system is twice that at the undergraduate level (32% of all undergraduate students of color in the UW System) and more than twice at the graduate level (37% of all graduate students of color in the system). Additionally, to the graduating class of 2002-03, UWM awarded one third (33%) of all bachelor's degrees and more than one half (52%) of all master's degrees awarded by the UW System to African American students.

Providing opportunity and access to high quality education to all members of society has been a core mission of UWM. The goal of UWM, as a major urban research institution, to develop and maintain excellence in the educational and research programs at all levels is integrally connected with our diversity goals as clearly articulated by Chancellor Carlos Santiago in his plenary address to the campus on January 20, 2005: *“The reality is that if we do not become a more diverse community that welcomes all members of our society, we will never become a truly premier research university. Academic excellence and diversity are the pillars upon which this institution will thrive and achieve the prominence that was envisioned by its founders. Our diversity complements academic excellence and the growth in research that is our goal. “Diversity” is an issue that is of paramount importance both to our University and to our larger society”*.

The Milwaukee Commitment is critically important to the economic development of Southeastern Wisconsin. An analysis of the demographics in this area shows that the proportions of African Americans, Latinos and Southeast Asians in the population entering the workforce are increasing. As the baby boomer generation approaches retirement age, they will be replaced by an increasingly diverse workforce. UWM has a key role to play in successfully educating and preparing this future workforce and thus assuring the economic vitality of the region and the state in the years to come.

The opportunity and access goals within UWM's mission align directly with the goals of UW System's Plan 2008. Our Phase II plan presented here is a follow-up to our efforts in the Phase I period. After analyzing the results from Phase I, we have developed the goals and strategies for Phase II work that needs to be done in further diversifying the campus, with a special emphasis on achieving academic success of our diverse student body. In this process, the initial draft of Phase II plan was developed by the Review Committee of the Milwaukee Commitment Advisory Panel. The initial draft was distributed to the campus and three open listening sessions were held to capture campus input. The draft was also reviewed by campus governance and leadership groups including the University Committee, Academic Staff Committee, Student Association,

and the Academic Deans Council. The draft presented here has been developed after taking into account the broad campus input provided by the campus forums and advisory groups along with the feedback from the UW System to the initial draft.

### **Lessons from Phase I and Campus Challenges**

Consistent with the goals of Phase I plan, enrollment in UWM's pre-college programs doubled in the period of 1998-2003. In that same period, the proportion of minority faculty at UWM increased from 17% to 22%. The overall student enrollment increased by 17% in the same period and the enrollment of students in the targeted race and ethnic groups kept pace with this growth. Currently, 14% of enrolled students at UWM are from the groups targeted in Plan 2008. While UWM has achieved gains in these areas in Phase I of the Milwaukee Commitment, there is still much work to be done in diversifying the campus and to improve on our outcomes in the area of academic success of the enrolled students.

*Student Achievement* One of the major challenges in successfully diversifying the campus is the differences in the levels of academic achievement among students of different races and ethnicities. The most significant gap in success rates appears in the six year graduate rates. The six year graduation rate of the 1998 freshmen class of students of color was 22.9%. The same measure for white students was 41.0%. When the data are further analyzed, it is evident that the significant gaps in the graduation rates are not completely explained by the academic preparedness of the incoming freshmen cohort.

While a large gap in student achievement is seen in the graduation rates, the second year retention rate data generally shows a considerably smaller gap. For the freshmen cohort of 2003, the second year retention rate was 74.4% for whites and 63.8% for students of color – a difference of 10.6%. Further analysis reveals that the gap in the second year retention rate appears to be related to academic readiness of incoming freshmen for college-level work. For students who met the standard admissions criteria and those who required no remedial instruction, the second year retention rates for students of color and white students were similar (within 3% of each other). However, a wider gap exists in the second year retention rates for students who required remedial instruction in mathematics and English (49% retention rate for students of color and 66% rate for white students). The challenge facing UWM is deeper when it is seen that 68% of incoming freshmen students of color in 2003 required remedial instruction in English and/or mathematics whereas the number is 31% for white students. These findings from data during Phase I of the plan lead to the conclusion that academic readiness of incoming freshmen students strongly influences second year retention rates. The relevant data on UWM's retention and graduation rates are presented in Appendix A.

*Financial Aid* One of the goals in Phase I was to aggressively raise funds for scholarships for TRE/D<sup>1</sup> students. Through the great efforts of the scholarship campaign, we have raised an all-

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<sup>1</sup> TRE - Historically targeted racial/ethnic groups (African American; American Indian/Native American; Hispanic/Latino(a); and Asian American, with a particular emphasis on Southeast Asian American).  
D - Disadvantaged groups include metropolitan Milwaukee residents who are from low income and first-generation college families. Low income equals 150% of the poverty level, and first-generation college means neither parent has received a baccalaureate degree.

time high of \$6.3 million in commitments for scholarship funds for all students (TRE and non-TRE). Nevertheless, in order to achieve our goals of increasing the enrollment of TRE/D students, the available endowment to support scholarships and grants needs to be higher and further work needs to be done in Phase II in this regard. Increasing the availability of scholarships can help attract high achieving TRE/D students such as honor students and National Merit finalists and establish a culture of academic excellence among TRE/D students on campus with positive effects on overall retention and success of all TRE/D students. The quantitative target and strategies are under discussion as part of the Enrollment Management planning and these will be fleshed out by April 2005.

In this document, we have articulated a general set of strategies and action steps to be implemented to close the achievement gap. The campus has undertaken a major initiative in launching a broad-based planning activity for the Phase II of Enrollment Management which is studying these and other issues related to retention and academic success of all students. The recommendations for strategies to be adopted by the campus and the action steps to implement these strategies will be made to campus administrative and governance leadership by April 2005. In order to be coherent with the campus-wide initiative on student retention and success, some of the strategies and action plans under Phase II of Milwaukee Commitment relating to this area will be finalized in April 2005.

*Campus and Classroom Climate* Appropriate campus and classroom climate are critical to academic success of students of color at UWM. In developing and maintaining a climate in which all students, staff and faculty feel welcome and can be productive particular attention needs to be paid to diversity education and training as well as to diversifying the ranks of faculty and staff. While the campus has improved its proportions of minority (non-white) faculty and staff during Phase I period, the distribution of the growth among the various race and ethnic categories is not uniform. For example, the proportion of African American, Native American and Hispanic/Latino(a) faculty and staff has remained flat over this period. The employee data for Asians is not disaggregated to track the data for Southeast Asians. The recent findings of the Task Force on Race and Ethnicity (see Appendix B) indicate that the campus climate falls short of being one that accepts and accommodates people of color. Lack of skill and training at all levels in diversity issues and in managing interpersonal conflicts, the lack of critical mass of diverse faculty, staff and students in many units, and inadequate mentoring and advancement opportunities were cited as contributors to the climate issues on campus. Clearly, this is a challenge the campus must address in Phase II of Milwaukee Commitment. Having the right environment in which all people can thrive academically and professionally is necessary for achieving our goals with respect to academic excellence.

*Coordination, assessment and accountability* In the Phase I period, the campus created over 40 initiatives and entities within various units dealing with issues of diversity. However, these islands of activities, without adequate campus level coordination and assessment, have led to less than desired results in the areas of student achievement, diversification of faculty and staff, and campus climate. In Phase II, we will implement an infrastructure that affords coordination of efforts on campus with a dynamic assessment system and accountability measures at all levels. In his plenary address, Chancellor Santiago announced the creation of an Advisory Council to the Chancellor on Issues of Race, Ethnicity, and Gender that will serve as the key planning group

around diversity concerns on our campus. This group, made up of faculty, staff, students, and our governance leadership will be charged with

- (1) developing a strategic diversity plan with a broad-based support similar to that found in our Black and Gold Committee;
- (2) monitoring our progress toward achieving our Plan 2008 and ensuring that there is accountability along the way;
- (3) providing recommendations for attracting and retaining faculty and staff of color;
- (4) developing a diversity training program for the entire UWM campus.

To summarize, the challenges facing the campus with respect to student success are

- (i) what academic support programs including advising, mentoring, and tutoring are needed to close the achievement gap in retention and graduation?
- (ii) how is UWM positioned to attract high achieving TRE/D students (in terms of recruitment efforts and financial aid)?
- (iii) how can the campus and classroom climate be improved to help increase the persistence and graduation rates for students of color?
- (iv) how do we assess the effectiveness of the strategies and use the assessment data to improve the processes?

### **Plan for Phase II**

The UWM plan for Phase II of the Milwaukee Commitment focuses on increasing enrollment and success of TRE/D students, increasing the number of TRE faculty and academic staff, and putting in place an organizational structure that would sustain success and make accountability possible. The following principles guide the formulation of our goals:

- Diversity is a strongly held institutional value.
- Campus administration, shared governance bodies and faculty and staff ranks must share leadership and accountability for achieving the UWM's diversity objectives.
- Enhancing academic and professional success of TRE/D students is in the best interest of UWM and the community it serves.
- Increasing diversity among faculty and staff provides a necessary, though not sufficient, condition for success of a diverse student body and a better campus climate.
- Improving the campus climate for students, faculty and staff of color is a necessary part of the plan to enhance diversity.
- Resources must be appropriately allocated for UWM to sustain programs that assure successful achievement of its diversity goals.

### **Student Recruitment and Success**

The major goals of Phase II of Milwaukee Commitment are to increase the enrollment of TRE/D students and to close the achievement gap in retention and graduation. Congruent with our goal to be a premier urban research university, we aim to have our retention and graduation rates of

TRE/D students to be in the top quartile among the Urban 13 institutions. This benchmark guides us to put in place the best practices for enrolling, retaining and graduating TRE/D students. The specific strategies and action steps are developed based on our analyses of what is needed at UWM to achieve these goals. The assessment indicators noted with each action step below are not definitive lists but are possible measures that may be enhanced by additional analyses.

The strategies include

- 1. Aggressively recruit TRE/D students to UWM to achieve a critical mass of student diversity**
- 2. Continually narrow the gap in retention and persistence of all TRE/D students with the long term goal of achieving parity and an intermediate goal of reducing the gap in retention by at least 25% by 2008**
- 3. Increase the yield of TRE/D applicants from MPS and other public and private high schools in the state.**
- 4. Increase the yield of UWM pre-college program participants enrolling at UWM**

Action Steps:

- **Aggressive recruitment of targeted students of color to achieve a critical mass of student diversity**
  - Enhance recruitment activities in the Greater Milwaukee schools and communities. These would include targeted recruitment efforts from area schools which provide high yield of TRE/D students. Assessment Indicator: the number of applications, admits, and enrollment of TRE students from the targeted schools.
  - Establish satellite recruitment offices at multiple locations in the community. This would strengthen the outreach to the students, parents and families resulting in increased applications and yield of TRE/D students. Assessment Indicator: The creation of these sites and the applications, admits and enrollment students that have first contact and are recruited by the satellite offices.
  - Create and maintain recruitment materials in the various languages with particular emphasis on the TRE/D recruitment pool, e.g., maintain recruitment brochures in Spanish, Hmong, Laotian, Vietnamese, and Cambodian. This action step will strengthen our outreach to parents and families of the targeted students and result with increasing the applications from these students. Assessment Indicator: the number of applications, admits and enrollment of Hispanic/Latino(a) and Southeast Asian students.
  - Recruit high achieving TRE/D students by working with TRIO & Pre- College, MPS, UWM's Department of Recruitment and Outreach and local school districts. High achieving students can effectively play the role of peer mentors and help with retention of all TRE/D students. Assessment Indicator: increase in the proportion of TRE/D students who meet standard admissions requirements.

- Recruit TRE/D transfer students from UW colleges, technical college system and other transfer partners. Assessment Indicator: the number of applications, admits and enrollment of TRE/D students from these institutions.
- Recruiting high achieving TRE/D students from out of state metropolitan areas such as the Twin Cities and Chicago. College-bound students value on-campus experience away from home. Targeted recruitment in specific cities take advantage of existing reciprocity arrangement with Minnesota and the Illinois Scholars program at UWM. Assessment Indicator: the number of applications, admits and enrollment of students from these cities.
- Increase the availability of campus housing for TRE/D students including those from Milwaukee metropolitan area. Assessment Indicator: number of TRE/D students in campus residences.
- Improve the availability of financial aid in the form of grants and scholarships for high achieving TRE/D students by raising funds from private and corporate donors. This is crucial to recruiting high achieving TRE/D students in a competitive market. Assessment Indicator: number of TRE/D students with grants/scholarships, the average student loan debt for TRE/D students
- Create a culture of academic excellence among TRE/D students. This requires resources for scholarships for recruiting and retaining high achieving TRE/D students. The benefits include having peer role models and peer mentoring. Assessment indicators: proportion of TRE/D students among the top 10% of students.
- Develop and implement strategies for recruitment of Master's and doctoral level TRE/D students. Assessment Indicator: TRE/D graduate student applications, admits and enrollment.
- **Increase the yield of TRE/D applicants from MPS and other public and private high schools in the state.**
  - Enhance recruitment activities in the Greater Milwaukee schools and communities. These would include targeted recruitment efforts from area schools which provide high yield of TRE students. Assessment Indicator: the number of applications from, and enrollment of, TRE students from the targeted schools.
  - Creating Diversity Ambassadors to promote UWM (Students and faculty will visit schools and community organizations to promote UWM targeting students as early as 4<sup>th</sup> grade.) Assessment Indicator: TRE/D student enrollment in UWM programs
  - Increase the pre-college experience for TRE/D students. Assessment indicators: number of students successfully completing the pre-college program
  - Create bridge programs with MPS and technical schools to adequately prepare TRE students for standard admission to UWM Assessment Indicator: enrollment and application data for students in these programs.
- **Increase the yield of UWM pre-college program participants enrolling at UWM**

- Aggressively market UWM to the pre-college students. Assessment Indicator: number of applications and enrollments from this group.
- Early admission of successful pre-college students who meet the standard admission criteria. Assessment indicator: admission and enrollment figures for this group.
- Launch a Future Leaders Program to increase the number of pre-college participants who will ultimately enroll at UWM. Assessment indicator: enrollment of students from this group.
- **Continually narrow the gap in retention and persistence of all TRE/D students with the long term goal of achieving parity and an intermediate goal of reducing the gap in retention by at least 25% by 2008**
  - Based on placement examination results, provide appropriate academic advising, including the creation of a long-term individualized achievement plan leading to graduation. Assessment indicators: retention and persistence rates of TRE/D students, student assessment of advisement
  - Strengthen the freshman year program for students requiring remedial instruction based on the recommendations of the Enrollment Management group. Assessment indicators: Second year retention rates of students requiring remedial instruction.
  - Create effective support services that are easily accessed by all students. The recommendations of the Enrollment Management steering committee on these aspects should be implemented. Assessment indicators: numbers of TRE/D students using the services, academic performance of the students using the services, annual student assessment of support services.
  - Increase the grant/scholarship portion of financial aid package for needy TRE/D students to enable them to focus more on the academics. Assessment indicators: proportion of grant/scholarship to total financial aid for TRE/D students, retention and academic performance (grades) of TRE/D students.
  - Expand campus offerings of training for faculty and instructors on diversity and on effective teaching and learning. Assessment indicators: number of faculty and staff that successfully complete the training, assessment of training sessions by participants, student assessment of teaching
  - Improve TRE/D Student Campus Engagement (e.g., Student Association participation, Center for Volunteerism, etc.) and peer mentoring. Student engagement on campus is a positive contributor to increased retention and graduation. Assessment indicator: student engagement survey results from NSSE, numbers of TRE/D students participating in campus activities.
  - Establish a program for mentoring of TRE/D students by faculty and staff. The individual mentoring sessions will also contribute to improving the campus climate. Assessment indicators: number of dyads, assessment of mentoring sessions by faculty/staff and students, retention and academic success of mentored students

- Develop and maintain an appropriate learning environment by strengthening the diversity components of the curricula. This requires expanding the offerings of courses in African American, Hispanic/Latino(a), Native American, Asian American studies as part of the GER. Assessment Indicators: student awareness of diversity issues as part of program and GER assessment.

### **Faculty and Staff**

Having a critical mass of faculty and staff of color in all units is necessary for achieving and maintaining an appropriate climate for academic and professional success of employees and students. Diversity training of faculty and staff is also critical for maintaining an appropriate climate. Both aspects are important for UWM to achieve its Phase II goals.

The strategies include

- 1. Increase the percentage of TRE Faculty and the percentage of TRE staff to reflect and/or exceed the U.S. Department of Labor accepted availability and utilization data and achieve parity in the promotion rate with non-TRE faculty and staff.**
- 2. Expand effective diversity training for all faculty and staff.**

Action Steps:

- **Increase the percentage of TRE Faculty and the percentage of TRE staff to reflect and/or exceed the U.S. Department of Labor accepted availability and utilization data, and achieve parity in the promotion rate with non-TRE faculty and staff.**
  - Institutionalize recruitment processes that utilize the best practices to expand the diversity of candidate pools. Assessment indicators: tracking of the diversity of applicant pools, percentages of TRE faculty and staff
  - Empower deans and Provost working in conjunction with EDS to fully enforce affirmative action guidelines and to close down faculty and staff searches if it can be shown that good faith efforts have not been made to diversify the applicant pool. Assessment indicators: tracking of diversity of applicant pools, percentage of TRE faculty and staff
  - Enhance professional and social mentoring of faculty and staff to increase retention and promotion rates. Assessment indicators: career tracking of TRE faculty and staff, data on promotions
  - Provide leadership training and professional development opportunities to prepare racial/ethnic minorities for leadership positions and seriously consider these applicants to fill vacancies. Assessment indicators: leadership appointments for the targeted group, number, frequency and quality of training and development programs.
- **Expand effective diversity training for all faculty and staff.**
  - Develop diversity training materials and modules in a variety of formats (literature, multimedia, web-based). Assessment indicators: number and types of materials and modules; quality of the training materials as assessed by trainees, number of diversity related complaints.

- Include diversity training as part of new employee orientation. Assessment indicators: assessment by trainees, number of diversity related complaints.
- Support faculty attendance at discipline-specific professional development opportunities (e.g., conferences, workshops, seminars institutes, etc.). Such courses would be on topics, e.g., “the best practices on retention of students of color in economics classes.” They would assist faculty to learn about teaching courses in their discipline to a more diverse student body. Assessment Indicator: Academic success of TRE/D students.

### **Organizational Structure**

One of the lessons learned from Phase I experience is that a lack of coordination of diversity initiatives in the various units leads to ineffectiveness and inefficiencies. Assessment of the progress providing feedback to facilitate continuous improvement needs to be in place for achieving the diversity goals. Ensuring accountability at the various levels of implementation of the plan is key to institutionalizing diversity initiatives.

The strategies include

- 1. Establish an organizational structure on campus that effectively (i) coordinates diversity initiatives on campus, (ii) monitors progress and assures accountability at all levels**
- 2. Establish an infrastructure that develops and sustains a climate for academic success**

Action steps:

- **Establish an organizational structure on campus that effectively (i) coordinates diversity initiatives on campus, (ii) monitors progress and assures accountability at all levels.**
  - Advisory Council to the Chancellor on Issues of Race, Ethnicity, and Gender. Assessment Indicators: All diversity related indicators including data on students, faculty and staff
  - Identify and allocate necessary resources (financial and personnel) at all levels (campus, unit, department) to successfully implement the action plans. Assessment indicator: Academic success of targeted students, employee diversity.
  - Require all units to include diversity goals and strategies in their unit strategic planning processes, and to submit their plans to implement the strategies in The Milwaukee Commitment Phase II Plan. Assessment indicators: Diversity content in unit strategic plans, assignment of responsibility in the units, communication of plans to students/faculty/staff in the units
  - Progress in diversity initiatives will be used in the evaluation of employees with assigned responsibilities. Assessment indicators: performance and merit evaluations, promotions data

- **Establish an infrastructure that develops and sustains a climate for academic success**
  - Create a campus-wide advisory committee as a site to mediate and provide advice to individuals who believe that they have experienced a race/ethnicity related event that is painful and/or hurtful, but does not meet the test of violating either the law or campus policies. Assessment indicator: number of successfully mediated situations
  - All administrators and supervisors will be required to participate in university sponsored professional development workshops and seminars that will assist them to improve their interpersonal relationship, leadership, intergroup relations, and group management skills. In addition, the performance of administrators and supervisors will be assessed via a 360 degree evaluation. Assessment indicator: number of diversity related complaints
  - Review and revise UWM's Discriminatory Conduct Policy to effectively communicate the rights of employees and students (including third-party observers) to report instances of discrimination. In addition, the policy should be clearly addressed in new employee orientation programs. Assessment Indicator: Revised policy approved by campus.
  - Systematically conduct exit surveys of TRE/D students, faculty and staff leaving UWM and use the information for continuous improvement. Assessment Indicators: creation/revision of survey instruments, survey data.

### **Assessment of Progress in Phase II**

Collection and analyses of student related information including applications, enrollments, achievement, retention, graduation, financial aid, and diversity components of curricula will be coordinated by the Office of Assessment. Key administrative offices that will be responsible for providing both data and analyses in this effort include, but are not limited to, Enrollment Services, Financial Aid, Recruitment and Outreach and Resource Analysis. Further information will be collected via survey instruments. All assessment information will be made available to the campus and the information will be used to monitor progress at the institutional and unit levels.

Deans and division heads are responsible for ensuring that progress is made at the unit level. At the campus level, Vice Chancellors of the divisions have the accountability for progress in their divisions. The Chancellor's Advisory Council will have oversight on the diversity planning, monitoring of progress and accountability.

January 2005

## **Appendix A**

### **Relevant data on student enrollment retention and graduation rates**

**UWM Diversity Data – January, 2005**

**UWM Total Headcount Enrollment**

The Milwaukee Commitment was adopted in 1999. The following table, taken from the soon to be released UW-System accountability report, illustrates the changes in enrollments at UWM over this time period. Some additional points and clarifications:

- The apparent drop in African American enrollments in 2004 actually reflects a drop that occurred in 2003, when the enrollment number was 1,777. This drop was the result of decreases in both new and continuing undergraduate and graduate African American students. The 2004 enrollment of 1,803 reflects increases this fall in new African American freshmen and transfer undergraduate students.
- As the following table illustrates, UWM’s enrollment of students of color has increased by 9% since 1998, when the proportion of students of color to total enrollment was 16.6%. Despite the growth in enrollment of students of color, their proportion to the overall enrollment has dropped to 15.7% due to a 17% increase in the enrollment of white students over this same time period.

<b>Fall Semester Students Enrolled</b>	<b>1998</b>	<b>2000</b>	<b>2002</b>	<b>2004*</b>	<b>Change 98 to 04*</b>
African American	1,923	1,894	1,935	1,803	-6%
American Indian	189	191	173	192	2%
Hispanic/Latino	791	896	911	955	21%
Southeast Asian	329	414	505	583	77%
Asian American	514	469	483	558	9%
<b>Total Students of Color</b>	<b>3,746</b>	<b>3,864</b>	<b>4,007</b>	<b>4,091</b>	<b>9%</b>
International	692	664	658	692	0%
White	18,162	18,673	19,679	21,243	17%
<b>Total Headcount</b>	<b>22,600</b>	<b>23,201</b>	<b>24,344</b>	<b>26,026</b>	<b>15%</b>

\*Data are preliminary.

UWM continue to enroll a substantial proportion of the students of color in the UW System. For example, and as illustrated below, UWM enrolls 15% of all UW-System undergraduates, but it enrolls 41% of all UW-System African American undergraduates.

	2003-04 Undergraduate headcounts			2003-04 Graduate headcounts		
	UWM	UWS	UWM/UWS	UWM	UWS	UWM/UWS
African American	1,513	3681	41%	264	573	46%
Latino	806	2,936	27%	112	413	27%
American Indian	160	906	18%	28	123	23%
Southeast Asian	487	1,815	27%	43	111	39%
All Students	20,785	139,341	15%	4,087	18,941	21%

UWM also contributes significantly to the students of color graduating from the UW-System. For example, and as illustrated below, UWM conferred 19% of all masters degrees conferred in the UW-System in 2002-03, but conferred 52% of the System’s masters degrees to African American students.

	<b>Degrees conferred in 2002-03</b>								
	<b>BA/BS</b>			<b>MA/MS</b>			<b>PhD</b>		
	<b>UWM</b>	<b>UWS</b>	<b>UWM/UWS</b>	<b>UWM</b>	<b>UWS</b>	<b>UWM/UWS</b>	<b>UWM</b>	<b>UWS</b>	<b>UWM/UWS</b>
African American	135	404	33%	74	142	52%	2	24	8%
All degrees	2,298	21,426	11%	951	5,148	19%	70	726	10%

**UWM Retention Data**

As part of the accountability report, UW System reports the following retention data for UWM. The gap in 2<sup>nd</sup> year retention between UWM students of color and white students was 8.6% for the 1999 entering cohort and increased to 10.6% for the entering 2003 cohort. The gap in 6-year graduation between UWM students of color and white students was 24.3% for the entering 1994 cohort and decreased to 21.4% for the entering 1998 cohort.

Fall Cohort	Students of Color		White	
	N	Rate	N	Rate
<b>2<sup>nd</sup> Year Retention at Institution Where Started</b>				
1999	436	64.4%	2,243	72.7%
2001	507	66.0%	2,260	74.0%
2003	526	63.8%*	2,866	74.4%*
<b>6 Year Graduation Rate Anywhere in the UW System</b>				
1994	262	21.3%	1,315	45.6%
1996	326	22.6%	1,690	48.1%
1998	480	24.1%*	2,019	45.5%*

The following tables further examine the data in the above UWS reports. The cohort sizes in the tables below are higher than those in the UWS report because these tables include enrollments supported by all funds of credit instruction, more accurately reflecting the experience of UWM students.

The retention gap between all students of color and all white students is, as noted above, slightly over 10%. However, that gap is only 3.6% when considering only students who met the standard university admissions requirements. Even more important is that achievement gap, while slight (2.6%), is reversed in favor of students of color when considering only students who started UWM without needing to take either math or English remedial courses. The gap in first year retention is highest (17.3%) between students of color and white students who require both math and English remediation.

Fall Cohort	Students of Color		White	
	N	Rate	N	Rate
<b>2<sup>nd</sup> Year Retention at UWM of 2003 cohort</b>				
All students	586	63.1%	3,167	73.5%
Students admitted under standard criteria	346	71.1%	2,672	74.7%
Students starting with no remedial requirements	184	77.2%	2,150	75.8%
Students requiring both math and English remediation	233	48.9%	219	66.2%

In the following table, 6-year graduation rates reflect students graduating from UWM rather than anywhere in the UW-System.

The gap in 6-year graduation from UWM between all students of color and white students was 18.1% for the 1998 cohort. Considering only students who were admitted in 1998 under standard admissions criteria, the gap was 13.6%. Considering only students with no remedial requirements, the gap was 14.3%. And, considering only students requiring both math and English remediation, the gap was 8.6%.

Fall Cohort	Students of Color		White	
	N	Rate	N	Rate
<b>6 Year Graduation Rate at UWM for 1998 cohort</b>				
All students	550	22.9%	2,134	41.0%
Students admitted under standard criteria	256	30.5%	1,576	44.1%
Students starting with no remedial requirements	147	32.7%	1,421	47.0%
Students requiring both math and English remediation	227	13.2%	202	21.8%

## **Appendix B**

### **Preliminary Findings from the Task Force on Race and Ethnicity**

## **Brief summary of Findings/Conclusions from the Task Force on Race and Ethnicity**

On November 1, 2002, then Chancellor Zimpher officially announced the formation of the UWM Task Force on Race and Ethnicity. Over 60 faculty, academic staff, classified staff, and students were either nominated or volunteered to serve on the Task Force. From these volunteers, a 19 member Task Force Leadership Team was appointed by the Chancellor on March 6, 2003. The larger group of remaining volunteers served as Consultants. The task force utilized both quantitative and qualitative data collection processes (i.e., public hearings, critical incident survey, campus climate survey, and a survey of former employees) to: investigate the extent to which UWM has provided an accepting and accommodating environment for individuals from various racial and ethnic backgrounds; and identify the race and ethnic diversity-related issues and concerns that currently exist among faculty, academic staff, and classified staff.

A preliminary final report from the task force indicated that data from a campus-wide survey of all employees found wide-spread positive perceptions and dispositions regarding the “personal consequences,” “emotional reactions,” “judgments,” and “behavioral reactions” to race and ethnicity diversity. Also, a campus-wide Personal Reflections Survey found that 20 percent of respondents reported incidents that demonstrated that they embraced race and ethnicity diversity, and about 20 percent indicated that they had no race/ethnicity related incidents to report. These positive outcomes suggest that the campus environment is poised to make the campus a more welcome and accommodating climate for employees of color.

The above data sources also suggested that many employees of color tend to experience the UWM campus environment significantly differently from that of European American employees, and that an organizational climate exists at UWM that marginalizes people of color. First, the majority of the negative cases reported in the Personal Reflections Survey (about 60% of all cases) involved patterns of defensive routines and self-protective strategies when addressing issues involving race and ethnicity, e.g., accusations racial discrimination, accusations of reverse discrimination, playing the race card by persons of color, and others. Also, a statistically significantly higher proportion of People of Color than European Americans indicated in the Campus-wide climate survey that they had experienced discrimination, rude treatment, and heard insensitive comments on campus. This climate seems to have induced defensive, self protective survival strategies among some people of color and those accused of racism. The use of such strategies by both the accuser and the accused suggest that these individuals believe that their work environment is dangerous to their professional and occupational aspirations, and that the organizational environment is untrusting, and untrustworthy. They thereby inhibit leaders and managers from learning the extent to which race and ethnicity related problems and issues exist in their units, and it prevents the individuals involved from experiencing race-related encounters as opportunities to learn about their racial and ethnic differences.

Second, the majority of the negative cases (about 60% of all cases) in the Personal Reflections Survey which involved accusations of racism or racial bias against managers, supervisors, and professors demonstrated the ability of these individuals to effectively utilize their decision making discretion to put immense pressure on targeted employees and students (that the targeted employees and other observers tended to interpret as racist behavior). Because the behavior of the manager or professor was within his/her job description, (if reported) it did not trigger an investigation by the Office of Diversity Compliance. Also, in several cases where

the Office of Diversity Compliance was consulted, it found that no laws or university policies had been violated. Additionally, in the Personal Reflections Survey, the majority of individuals involved in negative cases sought assistance from administrators and supervisors. A majority of these cases were not resolved to the satisfaction of those involved, suggesting that many administrators lack either the will or the expertise to effectively manage interpersonal conflict involving issues of race and ethnicity.

Third, testimonies at public and private hearings decried the small number of employees of color involved in significant leadership and management positions, low recruitment of minority faculty and students by some units, and poor career support, mentoring, and advancement opportunities received by minority faculty and staff. Also, UWM does not have a coherent plan that identifies strategic goals for assisting each campus unit to identify and assess its level of diversification in accordance with a campus-wide plan.