Diversity Update 2011

September 2011
The Equity Scorecard was developed by Dr. Estela Mara Bensimon at the Center for Urban Education, University of Southern California (http://www.usc.edu/dept/education/CUE/).

Each of the four perspectives has an objective.

From this objective we can:
- Measure baseline performance
- Set an improvement target
- Work towards equity in educational outcomes.
This presentation is limited to variables for which we have quantitative information, including:

- Race/ethnicity
- Income level
- First-generation in college
- Gender
- Geographic diversity.

Information is not systematically available for other groups that are important to inclusive excellence.
Components:

- Enrollment
  - Undergraduate
  - Graduate
  - Professional
  - School/College
- Pipeline
- Financial Aid/Need-Based Aid
- Majors/Degrees
Indicator 1: Percent Enrollment of Minority Undergraduate Students

From 2002 to 2011
- 4.9 percentage point increase in Minority Enrollment
- 3.7 percentage point increase in Targeted Minority Enrollment

Targeted Minorities include African American, Native American, Hispanic/Latino/a, Southeast Asian (Cambodians, Laotians, Vietnamese, and Hmong). Minorities include targeted minorities as well as Other Asians and Native Hawaiians. International students are not counted for targeted minority collections.

2011 data is preliminary.
Students self-report their race/ethnicity at the time of application.

- **Targeted Minorities** include:
  - African American
  - Native American
  - Hispanic/Latino/a
  - Southeast Asian (Cambodians, Laotians, Vietnamese, and Hmong)

- **Minorities** include:
  - Targeted Minority categories
  - Other Asians
  - Native Hawaiians

- Continued terminology from Plan 2008
- Excludes all Asians, useful for national peer comparisons.

International students are not counted in any of these collections, in keeping with state/federal guidelines.
Reporting Methodologies for Race/Ethnicity Information

The relatively new ability to indicate multiple race/ethnic values results in a much richer picture of student diversity but data reporting is more complicated. To deal with these complexities, methodology options for data reporting have emerged. The method that is most appropriate depends on for what purpose the data will be used. The table below describes the features of each method and shows how the methods are similar and different from each other.

<table>
<thead>
<tr>
<th>Reporting Feature</th>
<th>Primary</th>
<th>Federal</th>
<th>Count All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results in single count of students</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Prioritizes Hispanic/Latina(a) over other values</td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Creates new categories that are not reported by students themselves</td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Displays race/ethnic values only for domestic (non international) students</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Displays ALL students who indicate a particular race/ethnicity</td>
<td></td>
<td></td>
<td>✔️</td>
</tr>
<tr>
<td>Prioritizes some race/ethnicities over others</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Used in external data reporting and rankings</td>
<td></td>
<td></td>
<td>✔️</td>
</tr>
</tbody>
</table>
## Fall 2011 UW-Madison Students by Race/Ethnicity and Methodology

<table>
<thead>
<tr>
<th></th>
<th>“Primary”</th>
<th>Federal</th>
<th>Count All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino(a)</td>
<td>1,698</td>
<td>1,735</td>
<td>1,735</td>
</tr>
<tr>
<td>Black or African American</td>
<td>1,219</td>
<td>1,033</td>
<td>1,315</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>399</td>
<td>136</td>
<td>418</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>107</td>
<td>38</td>
<td>124</td>
</tr>
<tr>
<td>Asian</td>
<td>2,477</td>
<td>2,160</td>
<td>2,564</td>
</tr>
<tr>
<td>White</td>
<td>31,083</td>
<td>31,083</td>
<td>32,527</td>
</tr>
<tr>
<td>Two or more races</td>
<td>---</td>
<td>798</td>
<td>---</td>
</tr>
<tr>
<td>Unknown</td>
<td>1,088</td>
<td>1,088</td>
<td>1,088</td>
</tr>
<tr>
<td>International</td>
<td>4,370</td>
<td>4,370</td>
<td>4,370</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42,441</strong></td>
<td><strong>42,441</strong></td>
<td><strong>44,141</strong></td>
</tr>
</tbody>
</table>

Subsequent slides use “Primary” race/ethnic methodology
Indicator 2: Percent Enrollment of Targeted Minority Undergraduate Students by Race/Ethnicity

Targeted Minorities include African American, Native American, Hispanic/Latino/a, Southeast Asian (Cambodians, Laotians, Vietnamese, and Hmong).

International students are not counted within the targeted minority categories.

From 2002 to 2011:

- Increases in undergraduate enrollment in all race/ethnic categories
- 3.7 percentage point increase in undergraduate targeted minority enrollment
- International Students: 6% of Undergraduate Enrollment

2011 data is preliminary.

Targeted Minorities include African American, Native American, Hispanic/Latino/a, Southeast Asian (Cambodians, Laotians, Vietnamese, and Hmong). International students are not counted within the targeted minority categories.
## Indicator 2 Detail: Percent Enrollment of First-Year Targeted Minority Undergraduates, by Race/Ethnicity

From 2002 to 2011:

- 3.1 percentage point increase in first-year undergraduate targeted minority enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>African American</th>
<th>Native American</th>
<th>SE Asian</th>
<th>Hispanic/Latino/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>2.1%</td>
<td>0.5%</td>
<td>0.8%</td>
<td>2.8%</td>
</tr>
<tr>
<td>2003</td>
<td>1.5%</td>
<td>0.6%</td>
<td>0.6%</td>
<td>2.6%</td>
</tr>
<tr>
<td>2004</td>
<td>1.9%</td>
<td>0.8%</td>
<td>1.9%</td>
<td>3.3%</td>
</tr>
<tr>
<td>2005</td>
<td>1.9%</td>
<td>0.6%</td>
<td>1.9%</td>
<td>3.4%</td>
</tr>
<tr>
<td>2006</td>
<td>2.0%</td>
<td>0.6%</td>
<td>0.6%</td>
<td>3.7%</td>
</tr>
<tr>
<td>2007</td>
<td>2.2%</td>
<td>0.9%</td>
<td>0.9%</td>
<td>3.7%</td>
</tr>
<tr>
<td>2008</td>
<td>1.6%</td>
<td>1.2%</td>
<td>2.2%</td>
<td>4.2%</td>
</tr>
<tr>
<td>2009</td>
<td>2.2%</td>
<td>1.0%</td>
<td>2.2%</td>
<td>4.7%</td>
</tr>
<tr>
<td>2010</td>
<td>2.0%</td>
<td>1.0%</td>
<td>2.0%</td>
<td>3.7%</td>
</tr>
<tr>
<td>2011</td>
<td>2.8%</td>
<td>1.0%</td>
<td>2.0%</td>
<td>5.2%</td>
</tr>
</tbody>
</table>

2011 data is preliminary.

Targeted Minorities include African American, Native American, Hispanic/Latino/a, Southeast Asian (Cambodians, Laotians, Vietnamese, and Hmong). International students are not counted within the targeted minority categories.

http://apa.wisc.edu/diversity.html
### Percent of Undergraduates who are Minorities at AAU Public Institutions, Fall 2009

**Average Percent Minority for AAU Public Institutions: 27%**

- 9 AAU Public Institutions have a lower percent of minority students than UW-Madison.
- 12 AAU Public Institutions have a smaller number of minority students than UW-Madison.

**Source:** IPEDS Fall Enrollment, Fall 2009

**Access:** Peers  
[http://apa.wisc.edu/diversity.html](http://apa.wisc.edu/diversity.html)
Indicator 3: Percent Enrollment of Targeted Minority Graduate Students, by Race/Ethnicity

From 2002 to 2011:

- Increases in graduate student enrollment in all race/ethnic categories
- 2.8 percentage point increase in graduate targeted minority enrollment
- International Students make up 24.3% of graduate enrollment

2011 data is preliminary.

Targeted Minorities include African American, Native American, Hispanic/Latino/a, Southeast Asian (Cambodians, Laotians, Vietnamese, and Hmong). International students are not counted within the targeted minority categories.
From 2002 to 2011:

- 1.4 percentage point increase in professional targeted minority enrollment
- International Students make up 4.6% of professional student enrollment

2011 data is preliminary.

Professional: DVM, MD, PharmD, Law, PA, MPH, DPT

Targeted Minorities include African American, Native American, Hispanic/Latino/a, Southeast Asian (Cambodians, Laotians, Vietnamese, and Hmong). International students are not counted within the targeted minority categories.
• 9.9% of all undergraduates are targeted minorities.

• 11.1% of new students (new freshmen + new transfers) are targeted minorities.

2011 data is preliminary.
**Indicator 5: Percent Enrollment of Pell Grant Recipients**

- **All Undergraduates**
  - 16% of all undergraduates are Pell Grant recipients.

- **New Undergraduates**
  - 16.5% of new students (new freshmen + new transfers) are Pell Grant recipients.

2011 data is preliminary.

http://apa.wisc.edu/diversity.html
Percent of Undergraduates who Pell Recipients at AAU Public Institutions, 2008-09

Pell Grants are federally funded grants for students with high financial need. This indicator is a proxy for low income student enrollments.

Average percent pell recipients for AAU public institutions: 19%

3 AAU public institutions have a lower or equal percent of Pell recipients than UW-Madison.

10 AAU public institutions have a lower number of Pell recipients than UW-Madison.

Source: IPEDS Student Financial Aid Data, 2008-09
http://apa.wisc.edu/diversity.html
Data on first-generation status is collected at the time of application.

Question first asked in 2005.

21.9% of New Students (New Freshmen + New Transfers) are

2011 data is preliminary.
In 2011, the College of Letters and Science has the largest number of undergraduate targeted minority students enrolled.

The School of Human Ecology has the largest percentage of undergraduate targeted minority students enrolled, with 15 percent of SoHE students identifying as targeted minorities.

2011 data is preliminary.

Targeted Minorities include African American, Native American, Hispanic/Latino/a, Southeast Asian (Cambodians, Laotians, Vietnamese, and Hmong). International students are not counted within the targeted minority categories.
Targeted Minority Enrollment by School/College: Graduate/Professional Programs, Fall 2011

http://apa.wisc.edu/diversity.html

- Fall 2011
- The School of Education has the largest percentage of targeted minority graduate students (16%).

2011 data is preliminary.

Targeted Minorities include African American, Native American, Hispanic/Latino/a, Southeast Asian (Cambodians, Laotians, Vietnamese, and Hmong). International students are not counted within the targeted minority categories.
Women have comprised more than half of undergraduate enrollment since 1996.

2011 data is preliminary.
Women as a Percentage of Total Undergraduate Enrollment, by School/College, Fall 2011

- Fall 2011
- Nursing has the highest percent of women undergraduates enrolled (89%) and Engineering has the lowest percent (19%)

2011 data is preliminary.
Women have comprised more than half of graduate/professional enrollment since 2003. 2011 data is preliminary.
Women as a Percentage of Total Grad/Professional Enrollment, by School/College, Fall 2011

- Nursing has the highest percent of women enrolled in a graduate or professional program, while Engineering has the lowest percent of women enrolled.

2011 data is preliminary.
Among the 72 Wisconsin counties, each is represented by at least 5 undergraduate students in Fall 2011.

There are 18,107 Wisconsin Resident undergraduates enrolled in Fall 2011.

- **Red**: More than 4% of resident undergraduates from county
- **Black**: Between 2% and 4% of resident undergraduates from county
- **Light Gray**: Less than 2% (but at least one student) of resident undergraduates from county
Students from Farms: Home County of UW-Madison Undergraduates from Wisconsin Farms* in 2010

*Students from farms are identified by the presence of farm income on the Free Application for Federal Student Aid (FAFSA). There may be undergraduates from Wisconsin farms who did not apply for financial aid.

**Black**: More than 4% of undergraduates from farms  
**Dark Gray**: Between 2% and 4% of undergraduates from farms  
**Light Gray**: Less than 2% (but at least one undergraduate) from farms  
**White**: No undergraduates from farms
FASTrack is a financial aid program that assures a student’s financial need will be met each year for four years. Single, financially dependent students are considered for the program based on the family's current and past financial situation and need for assistance. Both work and borrowing are minimized to reduce the student's financial burden. All students who apply for aid are considered for FASTrack, there is no special application. Qualifying students are selected by the Office of Student Financial Aid.

**Black:** More than 4% of undergraduates in the FASTrack program
**Dark Gray:** Between 2% and 4% of undergraduates in the FASTrack program
**Light Gray:** Less than 2% (but at least one student) of undergraduates in the FASTrack program
**White:** No undergraduate participants in the FASTrack program
Academic Excellence Communities

Programs that increase access and success for underrepresented populations on campus

• Programs with a Pre-College Component
  – PEOPLE
  – POSSE

• Student Support Programs
  – CEO (formerly TRIO)
  – Academic Advancement Program
  – Pathways

• Scholarship Programs
  – Chancellor’s Scholars
  – Powers/Knapp
  – First Wave

http://apa.wisc.edu/diversity.html
Fall 2011 Undergraduate Participation in Academic Excellence Communities

<table>
<thead>
<tr>
<th>Academic Excellence Community</th>
<th>Total Participants</th>
<th>Targeted Minority*</th>
<th>Male</th>
<th>Wisconsin Resident</th>
<th>First Generation</th>
<th>Pell Grant Eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advancement Program (AAP)</td>
<td>393</td>
<td>96%</td>
<td>44%</td>
<td>70%</td>
<td>25%</td>
<td>44%</td>
</tr>
<tr>
<td>Center for Educational Opportunity (CEO)</td>
<td>477</td>
<td>90%</td>
<td>40%</td>
<td>69%</td>
<td>94%</td>
<td>84%</td>
</tr>
<tr>
<td>PEOPLE</td>
<td>342</td>
<td>89%</td>
<td>40%</td>
<td>95%</td>
<td>58%</td>
<td>63%</td>
</tr>
<tr>
<td>Posse</td>
<td>137</td>
<td>84%</td>
<td>48%</td>
<td>0%</td>
<td>66%</td>
<td>66%</td>
</tr>
<tr>
<td>First Wave</td>
<td>46</td>
<td>65%</td>
<td>42%</td>
<td>22%</td>
<td>52%</td>
<td>61%</td>
</tr>
<tr>
<td>Chancellor’s Scholar Program</td>
<td>193</td>
<td>100%</td>
<td>36%</td>
<td>69%</td>
<td>35%</td>
<td>29%</td>
</tr>
<tr>
<td>Powers/Knapp Program</td>
<td>160</td>
<td>100%</td>
<td>47%</td>
<td>86%</td>
<td>51%</td>
<td>46%</td>
</tr>
<tr>
<td>Pathways</td>
<td>36</td>
<td>89%</td>
<td>58%</td>
<td>53%</td>
<td>17%</td>
<td>28%</td>
</tr>
<tr>
<td>All Undergraduates</td>
<td>28,736</td>
<td>10%</td>
<td>48%</td>
<td>63%</td>
<td>22%</td>
<td>16%</td>
</tr>
</tbody>
</table>

*Targeted Minorities include African American, Native American, Hispanic/Latino/a, Southeast Asian (Cambodians, Laotians, Vietnamese, and Hmong).

International students are not counted within the targeted minority categories.

http://apa.wisc.edu/diversity.html
Pipeline

The population in high school serves as a major pool for UW-Madison undergraduates

• We can estimate the pipeline for several groups
  – Minority Students
  – Low-Income (Pell or Free/Reduced Lunch)
  – First-Generation Students
  – Rural students
Access: Pipeline: First Generation

Wisconsin's First-Generation College-Going Recruiting Pool

<table>
<thead>
<tr>
<th>Population 13-17</th>
<th>(290,550 of 385,907)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Potential&quot;* First Generation Students</td>
<td></td>
</tr>
</tbody>
</table>

No data available on graduation rates or academic achievement by parental education levels within Wisconsin

<table>
<thead>
<tr>
<th>UW-Madison Applicants</th>
<th>(2,323 of 8,140)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UW-Madison Admits</td>
<td>(1,409 of 5,637)</td>
</tr>
<tr>
<td>UW-Madison Enrolled</td>
<td>(908 of 3,452)</td>
</tr>
</tbody>
</table>

2009-10 Data

An estimated 75% of 13-17 year old Wisconsin residents live in households where no parent/guardian holds a bachelor’s degree.

Approximately 26% of UW-Madison Resident New Freshman are first-generation students.

We do not have a reliable data source on high school graduation or college preparedness by parental education levels for Wisconsin residents.

*"Potential" First Generation Students does not imply any level of academic achievement, school enrollment, or preparedness. This estimate reflects the population 13-17 with no parent/guardian in the household with a Bachelor’s Degree.

Access: Pipeline: Low Income

Wisconsin's Low-Income Recruiting Pool

- **Economically Disadvantaged High School Public School Students**: (88,196 of 279,103)
- **Economically Disadvantaged Public High School Graduates**: (13,042 of 66,266)
- **No Data Available on Low-Income Status of UW-Madison Applicants or Admits**
- **UW-Madison Enrolled**: (561 of 3,437)

**2009-10 Data**

- 34% of Public K-12 students in Wisconsin are Economically Disadvantaged (2008-09)
- 23% of Public High School Graduates are Economically Disadvantaged (2008-09)
- We have no reliable information on income of applicant students, all data based on financial aid applications
- 16% of Resident New Freshmen are Pell Grant Recipients

“Economically Disadvantaged” represents those students who are eligible for free/reduced lunch.
Sources: Wisconsin DPI WINSS, 2008-09 Enrollment by Student Group, Completions by Student Group
UW-Madison Data based on Fall 2009-10

http://apa.wisc.edu/diversity.html
Access: Pipeline: Minority

Wisconsin's Minority Recruiting Pool

- Minority Public High School Students: 57,495 of 279,103
- Minority Public High School Graduates: 11,623 of 66,266
- "Well-Prepared" Minority Public High School Graduates: 697 of 11,623
- UW-Madison Applicants: 1,114 of 8164
- UW-Madison Admits: 733 of 5,651
- UW-Madison Enrolled: 517 of 3,457

2009-10 Data

- 21% of Public High School students in Wisconsin are minority students (2008-09)
- 18% of Public High School Graduates are minority students (2008-09)
- 15% of Resident New Freshmen are minority students

"Well-prepared" high school graduates are in the top quartile of their graduating classes and score at least 22 (WI Average) on the ACT (or equivalent SAT score). This does not reflect any policies by UW-Madison admissions with regards to academic preparation requirements.
While over half of WI high schools are considered rural, only 25% of 12th graders attend a rural high school. Rural high school students apply at lower rates than other students. Once they apply, rural students are admitted and enroll at rates proportional to their application rate.
Impact of People and POSSE on Freshmen Enrollment

Targeted Minority New Freshmen Fall 2011 / Fall 2001

2011 New Freshmen (644)
- Non-Residents (256)
  - Illinois (96)
  - Minnesota (59)
  - California (18)
  - DC/Maryland/VA (18)
  - Other States (65)
- POSSE (9)
- Other (87)
- WI Residents (388)
  - Milwaukee (105)
  - Dane (68)
  - Waukesha (29)
  - Racine (11)
  - Marathon (19)
  - Kenosha (17)
  - Other Counties (139)
  - PEOPLE (22)
  - Other (83)
  - PEOPLE (37)
  - Other (31)
  - PEOPLE (2)
  - Other (27)
  - PEOPLE (2)
  - Other (9)
- 2001 New Freshmen (389)
  - Non-Residents (143)
    - Illinois (42)
    - Wisconsin (76)
    - Minnesota (36)
    - Dane (54)
    - Waukesha (16)
    - Brown (12)
    - New York (7)
    - Other States (49)
    - Outagamie (10)
    - Kenosha (7)
  - WI Residents (246)
    - Wisconsin (76)
    - Dane (54)
    - Waukesha (16)
    - Brown (12)
    - New York (7)
    - Other States (49)
    - Outagamie (10)
    - Kenosha (7)
    - Other Counties (71)

• The first PEOPLE/POSSE students entered college in 2002

http://apa.wisc.edu/diversity.html
### Access: Applicants, Admits, and Enrolls, New Freshmen, Fall 2011

**Table: Total Applicants, % Admitted, % Enrolled/ YIELD RATE**

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Applicants</th>
<th>% Admitted</th>
<th>% Enrolled/Yield Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>28,983</td>
<td>50.5</td>
<td>39.8</td>
</tr>
<tr>
<td>Male</td>
<td>14,265</td>
<td>47.8</td>
<td>40.5</td>
</tr>
<tr>
<td>Female</td>
<td>14,688</td>
<td>53.1</td>
<td>39.3</td>
</tr>
<tr>
<td>Resident</td>
<td>8,921</td>
<td>62.9</td>
<td>61.9</td>
</tr>
<tr>
<td>Domestic Non-Res.</td>
<td>12,023</td>
<td>49.4</td>
<td>22.5</td>
</tr>
<tr>
<td>International</td>
<td>4,570</td>
<td>26.9</td>
<td>20.5</td>
</tr>
<tr>
<td>Targeted Minorities</td>
<td>3,304</td>
<td>44.1</td>
<td>44.2</td>
</tr>
<tr>
<td>Total Minority</td>
<td>5,257</td>
<td>48</td>
<td>38.1</td>
</tr>
<tr>
<td>First Generation</td>
<td>5,127</td>
<td>43.2</td>
<td>50.9</td>
</tr>
</tbody>
</table>

- Wisconsin residents are the most likely applicants to be admitted and are most likely to enroll compared to other groups.
### Access: Applicants, Admits, and Enrolls, Transfer Students, Fall 2011

http://apa.wisc.edu/diversity.html

<table>
<thead>
<tr>
<th></th>
<th>Total Applicants</th>
<th>% Admitted</th>
<th>% Enrolled/Yield Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall</strong></td>
<td>5,167</td>
<td>42.1</td>
<td>60.9</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>2,627</td>
<td>43.2</td>
<td>57.2</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>2,540</td>
<td>40.9</td>
<td>64.8</td>
</tr>
<tr>
<td><strong>Resident</strong></td>
<td>2,726</td>
<td>51.9</td>
<td>71.1</td>
</tr>
<tr>
<td><strong>Domestic Non-Res.</strong></td>
<td>1,166</td>
<td>35.1</td>
<td>35.2</td>
</tr>
<tr>
<td><strong>International</strong></td>
<td>968</td>
<td>22.3</td>
<td>46.8</td>
</tr>
<tr>
<td><strong>Targeted Minorities</strong></td>
<td>514</td>
<td>36.7</td>
<td>58.9</td>
</tr>
<tr>
<td><strong>Total Minority</strong></td>
<td>713</td>
<td>40.4</td>
<td>58.8</td>
</tr>
<tr>
<td><strong>First Generation</strong></td>
<td>1,606</td>
<td>40.3</td>
<td>67.7</td>
</tr>
</tbody>
</table>

• One reason for low admit rates for transfer applicants is that many applicants do not meet the minimum requirements for admission.

• Wisconsin residents are the most likely applicants to be admitted and are most likely to enroll compared to other groups.
UW-Madison educates relatively large numbers of minority students

- UW-Madison had 2,750 targeted minority undergraduates (Fall 2009)

- There are 2,528 institutions in the United States that grant bachelor’s degrees. Of these, only 816 (32.3%) have more total undergraduates enrolled than UW-Madison has targeted minority undergraduates enrolled.

- There are 48 institutions in Wisconsin that grant bachelor’s degrees. Of these, only 18 (38%) have more total undergraduates enrolled than UW-Madison has targeted minority students enrolled.
Components:
- Retention
- Course-taking
- Success
- Degree Completion
• For the cohort entering in 2009-10, 95% of students were retained after one year.

• 84% of the 2004 cohort graduated after six years.

http://apa.wisc.edu/diversity.html
## Summary of Retention and Graduation Rates by Student Group

<table>
<thead>
<tr>
<th></th>
<th>1-Year Retention Rate</th>
<th>% Difference</th>
<th>6-Year Graduation Rate</th>
<th>% Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>All New Freshmen</td>
<td>94.8</td>
<td>-</td>
<td>83.9</td>
<td>-</td>
</tr>
<tr>
<td>Targeted Minority</td>
<td>91.3</td>
<td>-3.5</td>
<td>66.8</td>
<td>-17.1</td>
</tr>
<tr>
<td>First-Generation College Students*</td>
<td>93.1</td>
<td>-1.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshmen Recipients of Pell Grants</td>
<td>92.5</td>
<td>-2.3</td>
<td>73.1</td>
<td>-10.8</td>
</tr>
</tbody>
</table>

Note: 1-Year Retention Rate for 2009 Cohort, 6-Year Graduation Rate for 2004 Cohort

* Graduation rates not yet available for first-generation college students,
<table>
<thead>
<tr>
<th>Student Group</th>
<th>1-Year Retention Rate</th>
<th>6-Year Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All New Freshmen</td>
<td>94.8</td>
<td>83.9</td>
</tr>
<tr>
<td>Women</td>
<td>95</td>
<td>85.6</td>
</tr>
<tr>
<td>Men</td>
<td>94.5</td>
<td>81.8</td>
</tr>
<tr>
<td>Targeted Minority</td>
<td>91.3</td>
<td>66.8</td>
</tr>
<tr>
<td>Non-Targeted</td>
<td>95.2</td>
<td>85.5</td>
</tr>
<tr>
<td>African American</td>
<td>91.9</td>
<td>62.6</td>
</tr>
<tr>
<td>Native American</td>
<td>83.3</td>
<td>71</td>
</tr>
<tr>
<td>Hispanic/Latino/a</td>
<td>92.8</td>
<td>71</td>
</tr>
<tr>
<td>South East Asian</td>
<td>91.2</td>
<td>68.5</td>
</tr>
<tr>
<td>Non-Targeted Asian</td>
<td>95.5</td>
<td>84.4</td>
</tr>
<tr>
<td>International</td>
<td>92</td>
<td>72.7</td>
</tr>
<tr>
<td>Wisconsin Residents</td>
<td>95.4</td>
<td>85.6</td>
</tr>
<tr>
<td>Non-Residents</td>
<td>92.9</td>
<td>81.8</td>
</tr>
<tr>
<td>First-Generation College Students*</td>
<td>93.1</td>
<td>78.9</td>
</tr>
<tr>
<td>Freshmen Who Received Need-Based Aid</td>
<td>93.6</td>
<td>73.1</td>
</tr>
<tr>
<td>Freshmen Recipients of Pell Grants</td>
<td>92.5</td>
<td>81.4</td>
</tr>
<tr>
<td>FIGs</td>
<td>94.4</td>
<td>81.4</td>
</tr>
<tr>
<td>Targeted Minority in FIGs</td>
<td>92.4</td>
<td>63.8</td>
</tr>
<tr>
<td>PEOPLE</td>
<td>88.9</td>
<td>75.7</td>
</tr>
<tr>
<td>POSSE</td>
<td>96.6</td>
<td>82.6</td>
</tr>
<tr>
<td>Chancellor's Scholars</td>
<td>97.7</td>
<td>88.1</td>
</tr>
<tr>
<td>Powers/Knapp Scholars</td>
<td>92.5</td>
<td>78.6</td>
</tr>
<tr>
<td>AAP Participants</td>
<td>90.4</td>
<td>68.9</td>
</tr>
<tr>
<td>First Wave*</td>
<td>100</td>
<td>5.2</td>
</tr>
<tr>
<td>CEO*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pathways*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: 1-Year Retention Rate for 2009 Cohort, 6-Year Graduation Rate for 2004 Cohort

* Graduation rates not yet available for first-generation college students, First Wave. Data not yet available for CEO, Pathways
## Summary of Retention and Graduation Rates by Student Group

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<th>% Difference</th>
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<td>-</td>
</tr>
<tr>
<td>Targeted Minority</td>
<td>91.3</td>
<td>-3.5</td>
<td>66.8</td>
<td>-17.1</td>
</tr>
<tr>
<td>Targeted Minority in an Academic Excellence Program</td>
<td>92.4</td>
<td>-2.4</td>
<td>75.1</td>
<td>-8.8</td>
</tr>
<tr>
<td>Targeted Minority Not in an Academic Excellence Program</td>
<td>90.4</td>
<td>-4.4</td>
<td>60.3</td>
<td>-23.6</td>
</tr>
<tr>
<td>PEOPLE</td>
<td>88.9</td>
<td>-5.9</td>
<td>75.7</td>
<td>-8.2</td>
</tr>
<tr>
<td>POSSE</td>
<td>96.6</td>
<td>1.8</td>
<td>82.6</td>
<td>-1.3</td>
</tr>
<tr>
<td>Chancellor's Scholars</td>
<td>97.7</td>
<td>2.9</td>
<td>88.1</td>
<td>4.2</td>
</tr>
<tr>
<td>Powers/Knapp Scholars</td>
<td>92.5</td>
<td>-2.3</td>
<td>78.6</td>
<td>-5.3</td>
</tr>
<tr>
<td>AAP Participants</td>
<td>90.4</td>
<td>-4.4</td>
<td>68.9</td>
<td>-15</td>
</tr>
<tr>
<td>First Wave*</td>
<td>100</td>
<td>5.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEO*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pathways*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: 1-Year Retention Rate for 2009 Cohort, 6-Year Graduation Rate for 2004 Cohort

*Retention/Graduation Rates not yet available for CEO and Pathways; Graduation rates not yet available for First Wave
Graduation Rates of Targeted Minorities by Participation in an Academic Excellence Program

http://apa.wisc.edu/diversity.html


All Students

Targeted Minorities in an Academic Excellence Program

All Targeted Minorities

Targeted Minorities not in an Academic Excellence Program
UW-Madison Retention and Graduation Rates
By Gender and Race/Ethnicity

Source: UW-Madison CSRDE Submission; 3-Year Average of Rates from 2002-2004, SL, APA, August 2011
Retention and Graduation Rates, among Student Athletes

Graduation Rates Among Student-Athletes (Average of 2000-2004 Entering Cohorts)

Source: 2010 NCAA Graduation Rates Report. Data represents those groups with at least 10 student athletes in the four-cohort average.
SL, APA, August 2011
Percentage Point Graduation Gap of Fall 2002-2004 Entrance Cohorts, Selected AAU Institutions

- Average graduation gap among AAU institutions is 9.1%
- Gap at UW-Madison is 17.1 percent

Selected Institutions, CSRDE data, sorted from lowest to highest overall graduation rates.
• Grades
• GPA
• Honors and Awards
• Participation in High Demand Programs

http://apa.wisc.edu/diversity.html
“Wisconsin Experience” captures four inquiry-based high-impact practices and includes:

- Substantial research experiences that generate knowledge and analytical skills
- Global and cultural competencies and engagement
- Leadership and activism opportunities
- Application of knowledge in the “real world”

In 2009-10, 88% of bachelor’s degree recipients participated in at least one Wisconsin Experience Program.

Targeted minority graduates were slightly more likely to have completed at least one Wisconsin Experience activity.
In 2009-10 targeted minority students were slightly more likely to have completed a Wisconsin Experience activity.

Bachelor's Degree Recipients in 2009-10 by Targeted Minority Status

<table>
<thead>
<tr>
<th>Number of Graduates</th>
<th>Percent of Graduates with at Least One Wisconsin Experience Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non-Targeted</td>
</tr>
<tr>
<td>ALS</td>
<td>588</td>
</tr>
<tr>
<td>BUS</td>
<td>639</td>
</tr>
<tr>
<td>EDU</td>
<td>360</td>
</tr>
<tr>
<td>EGR</td>
<td>564</td>
</tr>
<tr>
<td>HEC</td>
<td>278</td>
</tr>
<tr>
<td>L&amp;S</td>
<td>3,314</td>
</tr>
<tr>
<td>MPH</td>
<td>51</td>
</tr>
<tr>
<td>NUR</td>
<td>164</td>
</tr>
<tr>
<td>PHM</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5,962</strong></td>
</tr>
</tbody>
</table>
Excellence: Wisconsin Experience

Transfer-start graduates participated in Wisconsin Experience activities at lower rates (80%) than freshman-start graduates (90%).

Bachelor's Degree Recipients in 2009-10 by Type of Entrance to UW-Madison (Freshman or Transfer)

<table>
<thead>
<tr>
<th>Program</th>
<th>Number of Graduates</th>
<th>Percent of Graduates with at Least One Wisconsin Experience Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freshman-Start</td>
<td>Transfer-Start</td>
</tr>
<tr>
<td>ALS</td>
<td>491</td>
<td>141</td>
</tr>
<tr>
<td>BUS</td>
<td>540</td>
<td>127</td>
</tr>
<tr>
<td>EDU</td>
<td>286</td>
<td>98</td>
</tr>
<tr>
<td>EGR</td>
<td>469</td>
<td>123</td>
</tr>
<tr>
<td>HEC</td>
<td>238</td>
<td>83</td>
</tr>
<tr>
<td>L&amp;S</td>
<td>2,861</td>
<td>777</td>
</tr>
<tr>
<td>MPH</td>
<td>29</td>
<td>25</td>
</tr>
<tr>
<td>NUR</td>
<td>104</td>
<td>76</td>
</tr>
<tr>
<td>PHM</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>5,021</td>
<td>1,453</td>
</tr>
</tbody>
</table>
Institutional Receptivity

- Diversity of:
  - Faculty
  - Staff
  - Administrators

- Climate

http://apa.wisc.edu/diversity.html
Employees self-report their race/ethnicity at the time of hire.

Employees may choose any of the following designations, and may select two or more races as of 2009:

- White
- Black
- Asian
- American Indian
- Hispanic/ Latino/a
- Hawaiian
Indicator 10: Women as a Percentage of all Faculty

In Fall 2010, 31% of Faculty were women.

- 24.4% of Full Professors, 35.3% of Associate Professors, and 43% of Assistant Professors were women.

2011 data available in December 2011
Women make up just under 50% of all employees at UW-Madison.

A smaller proportion of faculty members are women (31%).
Indicator 11: Minority Faculty Recruitment

- Increases in the percent of faculty hires that are racial/ethnic minorities.

UW-Madison Faculty Hires by Minority Status

2010-11 Data is preliminary.
Indicator 12: Minority Faculty Representation

Minority Faculty as a Percent of the Total Faculty Headcount

- In 2010: 2,177 total faculty members
- 17.6% (384) of Faculty are racial/ethnic minorities.
- 8% increase in minority faculty since 1996

2011 data available in December 2011, New race/ethnic categories implemented in 2010
In 2010, 2,225 Instructional Academic Staff members

11.8% (263) of Instructional Academic Staff are racial/ethnic minorities

2.7% increase in minority instructional academic staff since 1996

Minority Instructional Academic Staff as a Percent of the Total Headcount

2011 data available in December 2011, New race/ethnic categories implemented in 2010
Minority Non-Instructional Academic Staff as a Percent of the Total Headcount

- **Hispanic/Latino/a**, 1.8% (90)
- **American Indian**, .5% (23)
- **Asian**, 8.0% (406)
- **Black**, 1.7% (85)
- **Two or More Races**, .5% (26)

- **In 2010**: 5,092 non-instructional Academic Staff
- **12.3%** of non-instructional Academic Staff are minorities
- **3.7%** increase in minority non-instructional academic staff since 1996

2011 data available in December 2011, New race/ethnic categories implemented in 2010
In 2010: 5,410 Classified Staff members

- 12.9% (697) of classified staff are minorities
- 8.7% increase in minority classified staff since 1996

2011 data available in December 2011, New race/ethnic categories implemented in 2010
In 2010: 410 Executive/Director/Administrators

- 11.9% of Executive/Director/Administrators are racial/ethnic minorities
- 1.4% increase in minority Executive/Director/Administrators since 1996.

2011 data available in December 2011, New race/ethnic categories implemented in 2010
Institutional Receptivity: Employees

- Around 13% of all employees are minorities.
- A larger proportion of faculty are minorities.

2011 data available in December 2011, New race/ethnic categories implemented in 2010

http://apa.wisc.edu/diversity.html
Institutional Receptivity: Peer Comparisons for Faculty Diversity

Non-White Full-Time Faculty as a Percent of Total Full-Time Faculty at AAU Public Institutions, 2009-10

Average percent non-white faculty for AAU public institutions: 26%

UW-Madison: 18%

1 AAU public institution has a lower percent of non-white faculty.

7 AAU public institutions have a lower number of non-white faculty.

Source: IPEDS Fall HR, 2009-10 (AAUDE data)

http://apa.wisc.edu/diversity.html
Notes about faculty tenure data:

- Tenure and promotion rates are calculated at 6 and 9 years after hire, to account for those who have extensions on the tenure clock.
- Data combine hires from 1989-90 to 2003-04 or 1991-92 to 2003-04. This is necessary to account for small numbers of hires.
- Small Ns make tenure rates subject to large variation.

- Those who did not receive tenure include the following:
  - Those who were denied tenure
  - Those who left the university for another position elsewhere
  - A few faculty members still hold probationary appointments after 9 years.
At 9 years, 64% of women faculty have been promoted to tenure.

Percent tenured based on data for hires from 1995-96 to 2004-05.

http://apa.wisc.edu/diversity.html
Indicator 14: Percent of Faculty Promoted to Tenure by Minority Status

Percent Promoted to Tenure by Minority Status, within Six (6) and Nine (9) Years

- At 9 Years, 65% of minority faculty members have been promoted to tenure.

Percent tenured based on data for hires from 1995-96 to 2004-05
Institutional Receptivity: Promotion

Faculty Disciplinary Division Affiliation, by Minority Status and Gender

- Selecting a divisional affiliation is a step in the tenure process. Faculty are not required to identify their divisional affiliation at the time of hire, but many do.
- Women, especially minority women, are heavily concentrated within the Social Studies Division.

Note: Chart excludes 24 faculty members who have not yet selected a disciplinary division, as they are not required to do so until they go up for tenure. Data as of October 2010 payroll.
Institutional Receptivity: Promotion

Percent of Faculty Promoted within Nine (9) Years, by Gender and Division

<table>
<thead>
<tr>
<th>Division</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>72%</td>
<td>64%</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>81%</td>
<td>66%</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>79%</td>
<td>81%</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>74%</td>
<td>72%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>57%</td>
<td>48%</td>
</tr>
</tbody>
</table>

- A lower percentage of women and men are promoted to tenure within the Social Studies.
- The largest gap in tenure rates by gender is within the Physical Sciences division.

Data on faculty hires from 1989-90 to 2002-03
Percent of Faculty Promoted within Nine (9) Years, by Minority Status and Division

- A lower percentage of faculty members are promoted to tenure within the Social Studies division.

- The largest gap in tenure rates by minority status is within the Physical Sciences and Arts and Humanities.

Data on faculty hires from 1989-90 to 2003-04
Percent of Faculty Promoted within Nine (9) Years, by Gender and Division

Number of Faculty Promoted to Tenure

<table>
<thead>
<tr>
<th></th>
<th>Minority</th>
<th>Non-Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>59</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>39</td>
<td>6</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>19</td>
<td>23</td>
</tr>
<tr>
<td>Social Studies</td>
<td>21</td>
<td>16</td>
</tr>
</tbody>
</table>

Data on faculty hires from 1989-90 to 2004-05
Key findings from tenure/promotion data:

- All groups have lower promotion rates within the Social Studies division.
- Women, and especially minority women, are more likely to be within the social studies division.
- For groups with small hiring pools, the effect of one person’s tenure/non-tenure can affect the percent tenured dramatically.
- Those not receiving tenure includes those who took a position elsewhere or still have a probationary appointment after 9 years.

Data on faculty hires from 1989-90 to 2004-05
Selected NSSE 2011 Results
Percent of Seniors who often or very much:

- Understand people of other racial/ethnic backgrounds
  - All: 56
  - Non-Minority: 56
  - Minority: 55

- Had serious conversations with student of a different race or ethnicity than your own
  - All: 52
  - Non-Minority: 49
  - Minority: 71 **

- Included diverse perspectives in class discussion or assignments
  - All: 57
  - Non-Minority: 56
  - Minority: 63

- Tried to better understand someone else's views by imagining how it looks from their perspective
  - All: 67
  - Non-Minority: 66
  - Minority: 75 **

** significantly different

See: http://www.apa.wisc.edu/performance_students_surveys.html
Selected NSSE 2011 Results

Percent of Seniors for whom the university emphasizes quite a bit or very much:

- Providing the support you need to succeed academically
  - All: 72
  - Non-minority: 72
  - Minority: 71

- Providing the support you need to thrive socially
  - All: 41
  - Non-minority: 41
  - Minority: 40

- Helping you cope with non-academic responsibilities (work, family, etc)
  - All: 22
  - Non-minority: 21
  - Minority: 25

- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
  - All: 46
  - Non-minority: 47
  - Minority: 44

See: http://www.apa.wisc.edu/performance_students_surveys.html
Summary of Indicators

Indicators present in this report:

1. Percent enrollment of minority undergraduate students
2. Percent enrollment of targeted minority undergraduate students
3. Percent enrollment of targeted minority graduate students
4. Percent enrollment of targeted minority professional students
5. Percent enrollment of Pell grant recipients
6. Percent enrollment of first-generation students
7. Percent enrollment of undergraduates by gender
8. Percent enrollment of graduate/professional students by gender
9. Retention/Graduation rates of targeted minorities, Pell grant recipients, and first-generation students.
10. Women as a percent of all Faculty
11. Minority Faculty recruitment
12. Minority Faculty representation
13. Percent of Faculty promoted to tenure by gender
14. Percent of Faculty promoted to tenure by minority status

http://apa.wisc.edu/diversity.html
Diversity Update 2011

• Slideshow available at http://www.apa.wisc.edu/diversity.html

• Questions about these slides:
  – Sara Lazenby (sllazenby@wisc.edu)
  – Jocelyn Milner (jlmilner@wisc.edu)