Diversity Update 2012

October 2012
This section includes information on:

- Demographic variables and how they are collected and reported
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 all groups that are important to inclusive excellence.
Race/Ethnic Categories: Students

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

- Includes all Asians, useful for national peer comparisons.

International students are not counted in any of these collections, in keeping with state/federal guidelines.

http://apir.wisc.edu/diversity.htm
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.

Subsequent slides in this presentation use the Primary reporting methodology.

<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>
This section includes information on:

• Enrollment
  – Undergraduate
  – Graduate
  – Professional
  – School/College
  – Peer comparisons

Includes breakouts by race/ethnicity, gender, geography
Indicator 1: Percent Enrollment of Minority Undergraduate Students

From 2003 to 2012

- 4.4 percentage point increase in Minority Enrollment
- 3.4 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.

2012 data is preliminary.
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 2003 to 2012:
- Increases in undergraduate enrollment in all race/ethnic categories
- 3.7 percentage point increase in undergraduate targeted minority enrollment
- International Students: 6.8% of Undergraduate Enrollment

2012 data is preliminary.
From 2003 to 2012:

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

2012 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.
• 9.9% of all undergraduates are targeted minorities.

• 8.8% of new students (new freshmen + new transfers) are targeted minorities.

2012 data is preliminary.
In 2012, 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 16 percent of SoHE students identifying as targeted minorities.

2012 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://apir.wisc.edu/diversity.htm
Percent of Undergraduates who are Minorities at AAU Public Institutions, Fall 2010

Average Percent Minority for AAU Public Institutions: 29%

6 AAU Public Institutions have a lower percent of minority students than UW-Madison.

10 AAU Public Institutions have a smaller number of minority students than UW-Madison.

Source: IPEDS Fall Enrollment, Fall 2010

http://apir.wisc.edu/diversity.htm
Undergraduate Enrollment
Comparisons

UW-Madison educates relatively large numbers of minority students

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

• There are 2,731 institutions in the United States that grant bachelor’s degrees. Of these, only 873 (32%) have more total undergraduates enrolled than UW-Madison has targeted minority undergraduates enrolled

• There are 61 institutions in Wisconsin that grant bachelor’s degrees. Of these, only 20 (33%) have more total undergraduates enrolled than UW-Madison has targeted minority students enrolled
From 2003 to 2012:

- Increases in graduate student enrollment in all race/ethnic categories
- 3.2 percentage point increase in graduate targeted minority enrollment
- International Students make up 25.6% of graduate enrollment

2012 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 4: Percent Enrollment of Targeted Minority Professional Students, by Race/Ethnicity

From 2003 to 2012:
- Constant percent of professional targeted minority enrollment
- International Students make up 3.9% of professional student enrollment

2012 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.
Targeted Minority Enrollment by School/College: Graduate/Professional Programs, Fall 2012

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.

<table>
<thead>
<tr>
<th>School/College</th>
<th>Total Grad/Prof College Enrollment</th>
<th>Targeted Minority Enrollment</th>
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<tbody>
<tr>
<td>Total</td>
<td>N=1,060</td>
<td>8%</td>
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<tr>
<td>CALS</td>
<td>N=72</td>
<td>6%</td>
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<td>Business</td>
<td>N=43</td>
<td>8%</td>
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<td>Educ.</td>
<td>N=182</td>
<td>16%</td>
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<td>Eng.</td>
<td>N=88</td>
<td>6%</td>
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<td>SoHE</td>
<td>N=10</td>
<td>7%</td>
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<tr>
<td>Nelson</td>
<td>N=6</td>
<td>7%</td>
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<tr>
<td>L&amp;S</td>
<td>N=326</td>
<td>8%</td>
</tr>
<tr>
<td>Law</td>
<td>N=111</td>
<td>15%</td>
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<td>SMPH</td>
<td>N=146</td>
<td>3%</td>
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<tr>
<td>Nurs.</td>
<td>N=11</td>
<td>8%</td>
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<tr>
<td>Pharm.</td>
<td>N=46</td>
<td>8%</td>
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<td>Vet Med</td>
<td>N=19</td>
<td>4%</td>
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</tbody>
</table>

Fall 2012
- The School of Education has the largest percentage of targeted minority graduate students (16%).

2012 data is preliminary.
Indicator 5: Percent Enrollment of Pell Grant Recipients (Undergraduates)

### All Undergraduates

- 2003: 12.6%
- 2004: 12.8%
- 2005: 11.6%
- 2006: 11.5%
- 2007: 12.2%
- 2008: 11.7%
- 2009: 14.7%
- 2010: 17.0%
- 2011: 16.0%
- 2012: 14.3%

2012 data is preliminary.

### New Undergraduates

- 2003: 12%
- 2004: 12.5%
- 2005: 10.7%
- 2006: 11.4%
- 2007: 11.7%
- 2008: 11.1%
- 2009: 14.1%
- 2010: 16.0%
- 2011: 16.5%
- 2012: 13.7%

2012 data is preliminary.

- 14.3% of all undergraduates are Pell Grant recipients.
- 13.7% of new students (new freshmen + new transfers) are Pell Grant recipients.

[http://apir.wisc.edu/diversity.htm](http://apir.wisc.edu/diversity.htm)
Percent of Undergraduates who Pell Recipients at AAU Public Institutions, 2010-11

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: 26%

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

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

Source: IPEDS Student Financial Aid Data, 2010-11
http://apir.wisc.edu/diversity.htm
Indicator 6: Percent Enrollment of First-Generation Students (Undergraduates)

- Data on first-generation status is collected at the time of application.
- Question first asked in 2005.
- 18.9% of New Students (New Freshmen + New Transfers) are first-generation students.

2012 data is preliminary.
Women have comprised more than half of undergraduate enrollment since 1996.

2012 data is preliminary.
Women as a Percentage of Total Undergraduate Enrollment, by School/College, Fall 2012

http://apir.wisc.edu/diversity.htm

Fall 2012

- Nursing has the highest percent of women undergraduates enrolled (89%) and Engineering has the lowest percent (20%)

2012 data is preliminary.
Women have comprised more than half of graduate/professional enrollment since 2003.

2012 data is preliminary.
Women as a Percentage of Total Grad/Professional Enrollment, by School/College, Fall 2012

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.

2012 data is preliminary.
Among the 72 Wisconsin counties, each is represented by at least 5 undergraduate students in Fall 2012.

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 five students) of resident undergraduates from county
This section includes information on:

- Undergraduate Pipeline and Access
- Diversity Programs
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
### Pipeline: First Generation

**Wisconsin's First-Generation College-Going Recruiting Pool**

<table>
<thead>
<tr>
<th>Category</th>
<th>Count (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population 13-17</td>
<td>291,312 of 386,920</td>
</tr>
<tr>
<td>&quot;Potential&quot;* First Generation Students</td>
<td></td>
</tr>
<tr>
<td>UW-Madison Applicants</td>
<td>2,187 of 8,441</td>
</tr>
<tr>
<td>UW-Madison Admits</td>
<td>1,229 of 5,740</td>
</tr>
<tr>
<td>UW-Madison Enrolled</td>
<td>782 of 3,515</td>
</tr>
</tbody>
</table>

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

Approximately 22% 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.

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*“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.

Pipeline: Low Income

Wisconsin's Low-Income Recruiting Pool

- **Economically Disadvantaged High School Public School Students**
  - (90,991 of 264,206)

- **Economically Disadvantaged Public High School Graduates**
  - (14,504 of 64,687)

- **No Data Available on Low-Income Status of UW-Madison Applicants or Admits**

- **UW-Madison Enrolled**
  - (591 of 3,515)

- **Percent of Group Total**
  - 0%  10%  20%  30%  40%  50%  60%  70%  80%

**Sources:**
- Wisconsin DPI WINSS, 2010-12 Enrollment by Student Group, Completions by Student Group
- UW-Madison Data based on Fall 2012-13

**Notes:**
- “Economically Disadvantaged” represents those students who are eligible for free/reduced lunch.

- **34% of Public K-12 students in Wisconsin are Economically Disadvantaged (2011-12)**

- **23% of Public High School Graduates are Economically Disadvantaged (2010)**

- **We have no reliable information on income of applicant students, all data based on financial aid applications**

- **17% of Resident New Freshmen are Pell Grant Recipients**

http://apir.wisc.edu/diversity.htm
Pipeline: Minority

Wisconsin's Minority Recruiting Pool

- Minority Public High School Students: (56,519 of 264,206)
- Minority Public High School Graduates: (11,568 of 64,687)
- "Well-Prepared" Minority Public High School Graduates: (753 of 14,943)
- UW-Madison Applicants: (1,335 of 8441)
- UW-Madison Admits: (729 of 5,740)
- UW-Madison Enrolled: (483 of 3,515)

http://apir.wisc.edu/diversity.htm

- 21% of Public High School students in Wisconsin are minority students (2011-12)
- 18% of Public High School Graduates are minority students (2009-10)
- 14% of Resident New Freshmen are minority students (2012)

“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). The ACT is only one of many academic factors considered in the admissions process.
While over half of WI high schools are considered rural, only 30% 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.

Source: High School Characteristics and Early Academic Performance at UW-Madison, Clare Huhn, APIR.

http://apir.wisc.edu/diversity.htm
### Applicants, Admits, and Enrolls, New Freshmen, Fall 2012

<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>29,034</td>
<td>54.6</td>
<td>39.6</td>
</tr>
<tr>
<td>Male</td>
<td>14,235</td>
<td>51.0</td>
<td>40.4</td>
</tr>
<tr>
<td>Female</td>
<td>14,799</td>
<td>57.9</td>
<td>39.0</td>
</tr>
<tr>
<td>Resident</td>
<td>8,441</td>
<td>68.0</td>
<td>61.2</td>
</tr>
<tr>
<td>Domestic Non-Res.</td>
<td>12,581</td>
<td>50.7</td>
<td>22.1</td>
</tr>
<tr>
<td>International</td>
<td>4,770</td>
<td>41.3</td>
<td>30.6</td>
</tr>
<tr>
<td>Targeted Minorities</td>
<td>3,305</td>
<td>44.5</td>
<td>38.3</td>
</tr>
<tr>
<td>Total Minority</td>
<td>5,418</td>
<td>49.2</td>
<td>33.3</td>
</tr>
<tr>
<td>First Generation</td>
<td>4,790</td>
<td>45.8</td>
<td>47.1</td>
</tr>
</tbody>
</table>

- Wisconsin residents are the most likely applicants to be admitted and are most likely to enroll compared to other groups.

http://apir.wisc.edu/diversity.htm
## Applicants, Admits, and Enrolls, Transfer Students, Fall 2012

<table>
<thead>
<tr>
<th>Total Applicants</th>
<th>% Admitted</th>
<th>% Enrolled/Yield Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>4,367</td>
<td>45.9</td>
</tr>
<tr>
<td>Male</td>
<td>2,252</td>
<td>43.4</td>
</tr>
<tr>
<td>Female</td>
<td>2,115</td>
<td>48.6</td>
</tr>
<tr>
<td>Resident</td>
<td>2,265</td>
<td>55.1</td>
</tr>
<tr>
<td>Domestic Non-Res.</td>
<td>1,068</td>
<td>40.6</td>
</tr>
<tr>
<td>International</td>
<td>743</td>
<td>24.8</td>
</tr>
<tr>
<td>Targeted Minorities</td>
<td>460</td>
<td>34.4</td>
</tr>
<tr>
<td>Total Minority</td>
<td>662</td>
<td>36.7</td>
</tr>
<tr>
<td>First Generation</td>
<td>1,319</td>
<td>44.4</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.
Academic Excellence Communities

Programs that increase access and success for underrepresented populations on campus and are centrally coordinated.

• 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
## Fall 2012 Undergraduate Participation in Academic Excellence Communities

### Table: Academic Excellence Community Participation

<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>282</td>
<td>95%</td>
<td>45%</td>
<td>73%</td>
<td>29%</td>
<td>43%</td>
</tr>
<tr>
<td>Center for Educational Opportunity (CEO)</td>
<td>440</td>
<td>88%</td>
<td>40%</td>
<td>72%</td>
<td>92%</td>
<td>79%</td>
</tr>
<tr>
<td>PEOPLE</td>
<td>325</td>
<td>86%</td>
<td>46%</td>
<td>96%</td>
<td>56%</td>
<td>58%</td>
</tr>
<tr>
<td>Posse</td>
<td>157</td>
<td>83%</td>
<td>48%</td>
<td>0%</td>
<td>62%</td>
<td>51%</td>
</tr>
<tr>
<td>First Wave</td>
<td>61</td>
<td>77%</td>
<td>43%</td>
<td>20%</td>
<td>59%</td>
<td>54%</td>
</tr>
<tr>
<td>Chancellor’s Scholar Program</td>
<td>203</td>
<td>99%</td>
<td>37%</td>
<td>62%</td>
<td>30%</td>
<td>23%</td>
</tr>
<tr>
<td>Powers/Knapp Program</td>
<td>174</td>
<td>99%</td>
<td>40%</td>
<td>84%</td>
<td>52%</td>
<td>46%</td>
</tr>
<tr>
<td>Pathways</td>
<td>79</td>
<td>91%</td>
<td>59%</td>
<td>61%</td>
<td>19%</td>
<td>23%</td>
</tr>
<tr>
<td>All Undergraduates</td>
<td>29,119</td>
<td>10%</td>
<td>48%</td>
<td>62%</td>
<td>21%</td>
<td>15%</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://apir.wisc.edu/diversity.htm](http://apir.wisc.edu/diversity.htm)
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)

  - Milwaukee (105)
  - Dane (68)
  - Waukesha (29)
  - Racine (11)
  - Marathon (19)
  - Kenosha (17)
  - Other Counties (139)
  - PEOPLE (22)
  - Other (83)

2001 New Freshmen (389)
- Non-Residents (143)
  - Illinois (42)
  - Wisconsin (36)
  - California (9)
  - New York (7)
  - Other States (49)
  - Other Counties (71)

- Milwaukee (76)
- Dane (54)
- Waukesha (16)
- Brown (12)
- Outagamie (10)
- Kenosha (7)
- Other Counties (139)

- PEOPLE (2)
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This section includes information on progress to degree measures including:

- Retention and graduation rates
- Time to degree (PERHAPS ADD A SLIDE ON TTD?)
- Peer comparisons

http://apir.wisc.edu/diversity.htm
Retention Rates: (percent retained to the second year)

Graduation Rates: (percent graduated within 6 years)

Retention and Graduation

All Students: 94%
Targeted Minority Students: 92%

2 percentage point First-Year Retention Rate gap

14 percentage point Graduation Rate gap
### 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>93.9</td>
<td>-</td>
<td>82.8</td>
<td>-</td>
</tr>
<tr>
<td>Women</td>
<td>93.7</td>
<td>-0.2</td>
<td>83.4</td>
<td>0.6</td>
</tr>
<tr>
<td>Men</td>
<td>94.1</td>
<td>0.2</td>
<td>81.9</td>
<td>-0.9</td>
</tr>
<tr>
<td>Targeted Minority</td>
<td>91.7</td>
<td>-2.2</td>
<td>68.8</td>
<td>-14.0</td>
</tr>
<tr>
<td>Non-Targeted</td>
<td>94.2</td>
<td>0.3</td>
<td>84.1</td>
<td>1.3</td>
</tr>
<tr>
<td>African American</td>
<td>92.9</td>
<td>-1.0</td>
<td>61.9</td>
<td>-20.9</td>
</tr>
<tr>
<td>Native American</td>
<td>89.5</td>
<td>-4.4</td>
<td>68.6</td>
<td>-14.2</td>
</tr>
<tr>
<td>Hispanic/Latino/a</td>
<td>92.3</td>
<td>-1.6</td>
<td>74.9</td>
<td>-7.9</td>
</tr>
<tr>
<td>South East Asian</td>
<td>89.9</td>
<td>-4.0</td>
<td>68.4</td>
<td>-14.4</td>
</tr>
<tr>
<td>Non-Targeted Asian</td>
<td>95.9</td>
<td>2.0</td>
<td>81.7</td>
<td>-1.1</td>
</tr>
<tr>
<td>International</td>
<td>88.7</td>
<td>-5.2</td>
<td>70.5</td>
<td>-12.3</td>
</tr>
<tr>
<td>Wisconsin Residents</td>
<td>95.0</td>
<td>1.1</td>
<td>83.4</td>
<td>0.6</td>
</tr>
<tr>
<td>Non-Residents</td>
<td>92.4</td>
<td>-1.5</td>
<td>80.7</td>
<td>-2.1</td>
</tr>
<tr>
<td>First-Generation College Students</td>
<td>93.1</td>
<td>-0.8</td>
<td>75.8</td>
<td>-7.0</td>
</tr>
<tr>
<td>Freshmen Who Received Need-Based Aid</td>
<td>93.2</td>
<td>-0.7</td>
<td>76.4</td>
<td>-6.4</td>
</tr>
<tr>
<td>Freshmen Recipients of Pell Grants</td>
<td>91.7</td>
<td>-2.2</td>
<td>69.7</td>
<td>-13.1</td>
</tr>
<tr>
<td>FIGs</td>
<td>95.0</td>
<td>1.1</td>
<td>79.1</td>
<td>-3.7</td>
</tr>
<tr>
<td>Targeted Minority in FIGs</td>
<td>93.8</td>
<td>-0.1</td>
<td>64.7</td>
<td>-18.1</td>
</tr>
</tbody>
</table>

Note: 1-Year Retention Rate for 2010 Cohort, 6-Year Graduation Rate for 2005 Cohort
### Summary of Retention and Graduation Rates by Student Group

<table>
<thead>
<tr>
<th></th>
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<th>6-Year Graduation Rate</th>
<th>% Difference</th>
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</thead>
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<td>-</td>
<td>82.8</td>
<td>-</td>
</tr>
<tr>
<td>Targeted Minority</td>
<td>91.7</td>
<td>-3.5</td>
<td>68.8</td>
<td>-17.1</td>
</tr>
<tr>
<td>PEOPLE</td>
<td>94.8</td>
<td>0.9</td>
<td>70.7</td>
<td>-12.2</td>
</tr>
<tr>
<td>POSSE</td>
<td>100</td>
<td>6.1</td>
<td>68.2</td>
<td>-14.6</td>
</tr>
<tr>
<td>Chancellor's Scholars</td>
<td>95.9</td>
<td>2.0</td>
<td>92.8</td>
<td>10.1</td>
</tr>
<tr>
<td>Powers/Knapp Scholars</td>
<td>94.7</td>
<td>0.8</td>
<td>83.9</td>
<td>1.1</td>
</tr>
<tr>
<td>AAP Participants</td>
<td>94.2</td>
<td>0.3</td>
<td>65.2</td>
<td>-17.6</td>
</tr>
<tr>
<td>First Wave*</td>
<td>100</td>
<td>6.1</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 2010 Cohort, 6-Year Graduation Rate for 2005 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

All Students
Targeted Minorities in an Academic Excellence Program
All Targeted Minorities
Targeted Minorities not in an Academic Excellence Program

*Academic Excellence Programs do not include programs coordinated by Schools/Colleges
Retention and Graduation Rates, by Gender and Race/Ethnicity

UW-Madison Retention and Graduation Rates
By Gender and Race/Ethnicity

- All Students
- White
- Asian/Pacific Islander
- Hispanic
- Black
- American Indian/Alaskan Native

Source: UW-Madison CSRDE Submission; 3-Year Average of Rates from 2003-2005 SL, APIR, September 2012
Retention and Graduation Rates, among Student Athletes

Retention Rates Among Student-Athletes (Average of 2001-2005 Entering Cohorts)

Source: 2011 NCAA Graduation Rates Report. Data represents those groups with at least 5 student athletes in the four-cohort average. SL, APIR, July 2012
• Average graduation gap among AAU institutions is 1.2% (was 9.1% for 2002-2004 cohorts)

• Gap at UW-Madison is 10.5 percent, Compared to 17.1% for 2002-2004 cohorts.

Selected Institutions, CSRDE data, sorted from lowest to highest overall graduation rates.
This section includes information on

- Participation in the Wisconsin Experience
- Student’s perception of their learning experience
“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 2010-11, 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.

### Percent of Graduates with at Least One Wisconsin Experience Activity

<table>
<thead>
<tr>
<th></th>
<th>All Graduates</th>
<th>Targeted Minority Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>88%</td>
<td></td>
<td>92%</td>
</tr>
</tbody>
</table>

[http://apir.wisc.edu/diversity.htm](http://apir.wisc.edu/diversity.htm)
In 2010-11 targeted minority students were slightly more likely to have completed a Wisconsin Experience activity.

Bachelor's Degree Recipients in 2010-11 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>590</td>
</tr>
<tr>
<td>BUS</td>
<td>563</td>
</tr>
<tr>
<td>EDU</td>
<td>328</td>
</tr>
<tr>
<td>EGR</td>
<td>643</td>
</tr>
<tr>
<td>HEC</td>
<td>274</td>
</tr>
<tr>
<td>L&amp;S</td>
<td>3,437</td>
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<tr>
<td>MPH</td>
<td>46</td>
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<tr>
<td>NUR</td>
<td>160</td>
</tr>
<tr>
<td>PHM</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>6,053</td>
</tr>
</tbody>
</table>
Wisconsin Experience

- Transfer-start graduates participated in Wisconsin Experience activities at lower rates (80%) than freshman-start graduates (91%).

Bachelor's Degree Recipients in 2010-11 by Type of Entrance to UW-Madison (Freshman or Transfer)

<table>
<thead>
<tr>
<th></th>
<th>Number of Graduates</th>
<th>Percent of Graduates with at Least One Wisconsin Experience Activity</th>
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<tbody>
<tr>
<td></td>
<td>Freshman-Start</td>
<td>Transfer-Start</td>
</tr>
<tr>
<td></td>
<td>499</td>
<td>130</td>
</tr>
<tr>
<td>ALS</td>
<td>472</td>
<td>112</td>
</tr>
<tr>
<td>BUS</td>
<td>255</td>
<td>103</td>
</tr>
<tr>
<td>EDU</td>
<td>542</td>
<td>131</td>
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<tr>
<td>EGR</td>
<td>239</td>
<td>72</td>
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<tr>
<td>HEC</td>
<td>2,958</td>
<td>815</td>
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<tr>
<td>L&amp;S</td>
<td>29</td>
<td>22</td>
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<tr>
<td>MPH</td>
<td>102</td>
<td>74</td>
</tr>
<tr>
<td>NUR</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>PHM</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>5,106</td>
<td>1,172</td>
</tr>
<tr>
<td></td>
<td>91</td>
<td>80</td>
</tr>
</tbody>
</table>
Post-Graduation Plans – at Graduation
“How able were/are you to ...”
(Targeted Minorities and Non-Targeted Students)

- Learn on your own
- Apply skills and knowledge of your chosen major(s)
- Find, organize, and evaluate information from multiple sources
- Draw conclusions after weighing evidence, facts, and ideas
- Develop a personal code of ethics and values
- Empathize with individual differences based on culture, ethnicity, disability, or sexual orientation
- Communicate in a language other than English
- Appreciate the arts such as literature, music, and fine arts
- Understand cultures and societies outside of the United States
- Contribute to the welfare of others
- Understand culture and society within the United States
- Speak Effectively
- Work collaboratively in groups
- Lead others effectively
- Understand that science is relevant to everyday life
- Write Effectively
- Use computers and electronic technology
- Apply knowledge and skills in real world settings

http://apir.wisc.edu/diversity.htm
This section includes information on
• Faculty and Staff by gender and by race/ethnicity
Indicator 10: Women as a Percentage of all Faculty

In Fall 2011, 31% of Faculty were women.

2012 data available in December 2012
Women as a Percentage of Faculty and Staff

Women make up just under 50% of all employees at UW-Madison.

A smaller proportion of faculty members are women (31%)

2012 data available in December 2012
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

Due to challenges arising from the conversion to HRS, Faculty/Staff Head Counts are not updated from the prior year.
Indicator 11: Minority Faculty Recruitment

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

UW-Madison Faculty Hires by Minority Status

- Minority Faculty
- Non-Asian Minority Faculty

Year of Hire

2010-11 Data is preliminary.

http://apir.wisc.edu/diversity.htm
• 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.
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

2012 data available in December 2012, 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

2012 data available in December 2012, New race/ethnic categories implemented in 2010
Non-Instructional Academic Staff

Minority Non-Instructional Academic Staff as a Percent of the Total Headcount

- 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

2012 data available in December 2012, New race/ethnic categories implemented in 2010
Classified Staff

In 2010: 5,410 Classified Staff members

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

Minority Classified Staff as a Percent of the Total Headcount

2012 data available in December 2012, 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.

2012 data available in December 2012, New race/ethnic categories implemented in 2010
All Employee Groups

- Around 13% of all employees are minorities

- A larger proportion of faculty are minorities.

2012 data available in December 2012, New race/ethnic categories implemented in 2010
Non-White Full-Time Faculty as a Percent of Total Full-Time Faculty at AAU Public Institutions, 2010-11

Average percent non-white faculty for AAU public institutions: 28%

UW-Madison: 17%

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

Source: IPEDS Fall HR, 2010-11 (AAUDE data)

*2009-10 Numbers for Colorado.

http://apir.wisc.edu/diversity.htm
This section includes information on
• Faculty and Tenure
Faculty Tenure Data

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 2004-05 or 1992-93 to 2004-05. This is necessary to account for small numbers of hires.
- Small Ns make tenure rates subject to large variation.
- Faculty who did not receive tenure include:
  - 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, 67% of women faculty have been promoted to tenure.

Percent tenured based on data for hires from 1992-93 to 2005-06.
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, 66% of minority faculty members have been promoted to tenure.

Percent tenured based on data for hires from 1992-93 to 2005-06
Promotion to Tenure

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

- 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 1992-93 to 2004-05

http://apir.wisc.edu/diversity.htm
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 1992-93 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 1992-93 to 2004-05
This section includes information on

- Climate studies and surveys that include climate-related questions
• UW-Madison participated in UW System Climate Study (limited to CALS and Office of Student Life); reports are available in Fall 2012
• Letters & Science Climate Study was conducted in 2009-10; with linkages to STEM, teaching and learning communities
• WISELI Studies and Programs; on-going since 2002
UW-Madison Participation in the UW System Climate Study

- The UW System Climate Study was implemented at the request of the Board of Regents. Tier I was implemented by several UWs in 2008-09. Tier II was implemented in 2009-10. Tier III was implemented in 2010-11.
- UW-Madison’s Climate Survey was fielded in February 2011; responses were anonymous and confidential.
- Questionnaire went to all employees and students in CALS and Division of Student Life.
- Reports are now available; see CALS E&D committee poster.
- More detail: http://apir.wisc.edu/diversity-climate.htm
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://apir.wisc.edu/students-surveys.htm
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://apir.wisc.edu/students-surveys.htm
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://apir.wisc.edu/diversity.htm
• Slideshow available at http://apir.wisc.edu/diversity.htm

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