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.
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.
**Race/Ethnicity Reporting**

**Reporting Methodologies for Race/Ethnicity Information**

In 2010, the federal government (through the Department of Education) implemented national standards for the collection and reporting of race/ethnicity data for university students and staff. This collection allows for the reporting of multiple race/ethnic identities in a way that was not possible prior to 2010. The way race/ethnic data are collected and reported varies from the legacy methodology used prior to 2010. The major differences between three main data reporting options are explained below.

*Subsequent slides in this presentation use the National Standard reporting methodology.*

<table>
<thead>
<tr>
<th>Reporting Feature</th>
<th>National Standard</th>
<th>Count All</th>
<th>Legacy</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 all other values</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reports categories that are not reported by students themselves</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reports race/ethnic values only for domestic (non international) students</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Reports ALL students who indicate a particular race/ethnicity</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Prioritizes some race/ethnicities over others in reporting</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Used in data reporting and peer comparisons</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 2005 to 2014

- 4.2 percentage point increase in Minority Enrollment
- 2.8 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 calculations.

http://apir.wisc.edu/diversity.htm
Indicator 2: Percent Enrollment of Minority Undergraduate Students by Race/Ethnicity

From 2005 to 2014:

- 2.8 percentage point increase in undergraduate targeted minority enrollment
- International Students: 7.1% of Undergraduate Enrollment

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 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 2005 to 2014:
- 1.7 percentage point increase in first-year undergraduate targeted minority enrollment

Indicator 2 Detail: Percent Enrollment of First-Year Targeted Minority Undergraduates, by Race/Ethnicity

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

- 10.3% of all undergraduates are targeted minorities.

- 10.3% of new students (new freshmen + new transfers) are targeted minorities.
In 2014, 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 14 percent of SoHE students identifying as targeted minorities.

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 2013

Average Percent Minority for AAU Public Institutions: 32%

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

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

Source: IPEDS Fall Enrollment, Fall 2013

http://apir.wisc.edu/diversity.htm
UW-Madison educates relatively large numbers of minority students

- UW-Madison enrolled 2,990 underrepresented minority undergraduates (Fall 2013)

- There are 2,837 institutions in the United States that grant bachelor’s degrees. Of these, only 802 (28%) have more total undergraduates enrolled than UW-Madison has targeted minority undergraduates enrolled

- There are 63 institutions in Wisconsin that grant bachelor’s degrees. Of these, only 15 (24%) have more total undergraduates enrolled than UW-Madison has targeted minority students enrolled
Indicator 3: Percent Enrollment of Minority Graduate Students, by Race/Ethnicity

From 2005 to 2014:

- 3.1 percentage point increase in graduate targeted minority enrollment
- International students make up 28.4% of graduate enrollment

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 Minority Clinical Doctorate Students, by Race/Ethnicity

From 2005 to 2014:

- Enrollments of targeted minority students ranged from a low of 7.8% (2013) and a high of 11.4% (2008)
- International students make up 2.3% of clinical doctoral student enrollment

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.
Fall 2014

- The School of Education has the largest percentage of targeted minority graduate students (20%).

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 5: Percent Enrollment of Pell Grant Recipients (Undergraduates)

- 14.6% of all undergraduates are Pell Grant recipients.
- 13.5% of new students (new freshmen + new transfers) are Pell Grant recipients.

2013 data is preliminary.
Percent of Undergraduates who were Pell Recipients at AAU Public Institutions, 2011-12

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, 2011-12
http://apir.wisc.edu/diversity.htm
• Data on first-generation status is collected at the time of application.

• Question first asked in 2005.

• 18.5% of New Students (New Freshmen + New Transfers) are first-generation students.

2013 data is preliminary.
Women have comprised more than half of undergraduate enrollment since 1996.
Women as a Percentage of Total Undergraduate Enrollment, by School/College, Fall 2014

- Nursing has the highest percent of women undergraduates enrolled (89%) and Engineering has the lowest percent (21%).
Women comprised more than half of graduate/professional enrollment from 2004-2012.
Women as a Percentage of Total Grad/Professional Enrollment, by School/College, Fall 2014

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

http://apir.wisc.edu/diversity.htm
Among the 72 Wisconsin counties, each is represented by at least 4 undergraduate students in Fall 2014.

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

- Undergraduate Pipeline and Access
- Diversity Programs

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

- **Population 13-17**
  - "Potential"* First Generation Students
  - (291,312 of 386,920)

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

- **UW-Madison Applicants**
  - (1,862 of 7,564)

- **UW-Madison Admits**
  - (1,287 of 5,860)

- **UW-Madison Enrolled**
  - (902 of 3,843)

Percent of Group Total

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

Approximately 24% 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.


http://apir.wisc.edu/diversity.htm
Pipeline: Low Income

Wisconsin's Low-Income Recruiting Pool

- Economically Disadvantaged High School Public School Students: 92,142 of 261,179
- Economically Disadvantaged Public High School Graduates: 15,484 of 60,454
- No Data Available on Low-Income Status of UW-Madison Applicants or Admits
- UW-Madison Enrolled: 668 of 3,837

• 35% of Public K-12 students in Wisconsin are Economically Disadvantaged (2012-13)
• 26% of Public High School Graduates are Economically Disadvantaged (2012)
• 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

"Economically Disadvantaged" represents those students who are eligible for free/reduced lunch.
Sources: Wisconsin DPI WINSS, 2012-13 Enrollment by Student Group, Completions by Student Group
UW-Madison Data based on Fall 2013

http://apir.wisc.edu/diversity.htm
“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.

• 22% of Public High School students in Wisconsin are minority students (2012-13)

• 19% of Public High School Graduates are minority students (2012)

• 16% of Resident New Freshmen are minority students (2013)
### Pipeline: Rural

[Bar Chart: Percent Rural, by Pipeline Step]

<table>
<thead>
<tr>
<th>Step Description</th>
<th>Not Rural</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of High Schools</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Percent of 12th Graders</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Percent of Freshmen Applicants</td>
<td>21</td>
<td>79</td>
</tr>
<tr>
<td>Percent of Freshmen Admits</td>
<td>23</td>
<td>77</td>
</tr>
<tr>
<td>Percent of Enrolled Freshmen</td>
<td>23</td>
<td>77</td>
</tr>
</tbody>
</table>

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.
### Applicants, Admits, and Enrolls, New Freshmen, Fall 2014

<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>30,464</td>
<td>49.8</td>
<td>41.3</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>15,183</td>
<td>43.9</td>
<td>45.0</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>15,281</td>
<td>55.8</td>
<td>38.3</td>
</tr>
<tr>
<td><strong>Resident</strong></td>
<td>7,999</td>
<td>71.9</td>
<td>65.2</td>
</tr>
<tr>
<td><strong>Domestic Non-Res.</strong></td>
<td>13,689</td>
<td>42.3</td>
<td>24.5</td>
</tr>
<tr>
<td><strong>International</strong></td>
<td>5,621</td>
<td>24.3</td>
<td>27.4</td>
</tr>
<tr>
<td><strong>Targeted Minorities</strong></td>
<td>3,514</td>
<td>42.6</td>
<td>43.6</td>
</tr>
<tr>
<td><strong>Total Minority</strong></td>
<td>6,001</td>
<td>44.8</td>
<td>37.6</td>
</tr>
<tr>
<td><strong>First Generation</strong></td>
<td>4,377</td>
<td>46.2</td>
<td>52.0</td>
</tr>
</tbody>
</table>

- Wisconsin residents are the most likely applicants to be admitted and are most likely to enroll compared to other groups.
Applicants, Admits, and Enrolls, Transfer Students, Fall 2014

<table>
<thead>
<tr>
<th></th>
<th>Total Applicants</th>
<th>% Admitted</th>
<th>% Enrolled/Yield Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>4,255</td>
<td>29.0</td>
<td>62.4</td>
</tr>
<tr>
<td>Male</td>
<td>2,250</td>
<td>26.0</td>
<td>64.8</td>
</tr>
<tr>
<td>Female</td>
<td>2,005</td>
<td>32.3</td>
<td>60.3</td>
</tr>
<tr>
<td>Resident</td>
<td>1,956</td>
<td>44.1</td>
<td>72.9</td>
</tr>
<tr>
<td>Domestic Non-Res.</td>
<td>1,027</td>
<td>19.6</td>
<td>32.3</td>
</tr>
<tr>
<td>International</td>
<td>1,047</td>
<td>10.6</td>
<td>42.3</td>
</tr>
<tr>
<td>Targeted Minorities</td>
<td>488</td>
<td>25.2</td>
<td>61.0</td>
</tr>
<tr>
<td>Total Minority</td>
<td>668</td>
<td>27.4</td>
<td>60.7</td>
</tr>
<tr>
<td>First Generation</td>
<td>1,172</td>
<td>31.8</td>
<td>67.0</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.
Diversity Programs

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
  – CAE (Center for Academic Excellence)

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

http://apir.wisc.edu/diversity.htm
## Fall 2014 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>153</td>
<td>92%</td>
<td>45%</td>
<td>80%</td>
<td>65%</td>
<td>59%</td>
</tr>
<tr>
<td>Center for Educational Opportunity (CEO)</td>
<td>373</td>
<td>79%</td>
<td>34%</td>
<td>77%</td>
<td>91%</td>
<td>81%</td>
</tr>
<tr>
<td>PEOPLE</td>
<td>331</td>
<td>89%</td>
<td>48%</td>
<td>95%</td>
<td>61%</td>
<td>63%</td>
</tr>
<tr>
<td>Posse</td>
<td>183</td>
<td>86%</td>
<td>51%</td>
<td>0%</td>
<td>59%</td>
<td>55%</td>
</tr>
<tr>
<td>First Wave</td>
<td>62</td>
<td>74%</td>
<td>42%</td>
<td>21%</td>
<td>39%</td>
<td>56%</td>
</tr>
<tr>
<td>Chancellor’s Scholar Program</td>
<td>249</td>
<td>98%</td>
<td>36%</td>
<td>63%</td>
<td>29%</td>
<td>27%</td>
</tr>
<tr>
<td>Powers/Knapp Program</td>
<td>176</td>
<td>96%</td>
<td>35%</td>
<td>83%</td>
<td>42%</td>
<td>41%</td>
</tr>
<tr>
<td>Center for Academic Excellence (CAE)</td>
<td>53</td>
<td>62%</td>
<td>34%</td>
<td>62%</td>
<td>68%</td>
<td>43%</td>
</tr>
<tr>
<td>All Undergraduates</td>
<td>29,301</td>
<td>10%</td>
<td>49%</td>
<td>62%</td>
<td>19%</td>
<td>15%</td>
</tr>
</tbody>
</table>
This section includes information on progress to degree measures including:

- Retention and graduation rates
- Time to degree
- Peer comparisons
Closing the Achievement Gap in Retention Rates at UW-Madison
(percent retained to the second year)

- All Students: 95.3%
- Targeted Minority Students: 94.6%

0.7 percentage point First-Year Retention Rate gap

Closing the Achievement Gap in Graduation Rates at UW-Madison
(percent graduated within 6 years)

- All Students: 84.8%
- Targeted Minority Students: 72.8%

12 percentage point Graduation Rate gap

http://apir.wisc.edu/diversity.htm
### 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>95.3</td>
<td>-</td>
<td>84.8</td>
<td>-</td>
</tr>
<tr>
<td>Women</td>
<td>95.5</td>
<td>+0.2</td>
<td>86.4</td>
<td>+1.6</td>
</tr>
<tr>
<td>Men</td>
<td>95.2</td>
<td>-0.1</td>
<td>83.1</td>
<td>-1.7</td>
</tr>
<tr>
<td>Targeted Minority</td>
<td>94.6</td>
<td>-0.7</td>
<td>72.8</td>
<td>-12.0</td>
</tr>
<tr>
<td>Non-Targeted</td>
<td>95.4</td>
<td>+0.1</td>
<td>86.1</td>
<td>+1.3</td>
</tr>
<tr>
<td>African American</td>
<td>92.5</td>
<td>-2.8</td>
<td>72.3</td>
<td>+12.5</td>
</tr>
<tr>
<td>Native American</td>
<td>100.0</td>
<td>+4.7</td>
<td>58.8</td>
<td>-26.0</td>
</tr>
<tr>
<td>Hispanic/Latino/a</td>
<td>94.6</td>
<td>-0.7</td>
<td>75.5</td>
<td>-9.3</td>
</tr>
<tr>
<td>South East Asian</td>
<td>96.0</td>
<td>+0.7</td>
<td>69.7</td>
<td>-15.1</td>
</tr>
<tr>
<td>Non-Targeted Asian</td>
<td>96.3</td>
<td>+1.0</td>
<td>78.1</td>
<td>-6.7</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>100.0</td>
<td>+4.7</td>
<td>57.1</td>
<td>-27.7</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>96.0</td>
<td>+0.7</td>
<td>76.7</td>
<td>-8.1</td>
</tr>
<tr>
<td>International</td>
<td>94.9</td>
<td>+0.4</td>
<td>83.5</td>
<td>-1.3</td>
</tr>
<tr>
<td>Wisconsin Residents</td>
<td>95.4</td>
<td>+0.1</td>
<td>84.9</td>
<td>+0.1</td>
</tr>
<tr>
<td>Non-Residents</td>
<td>94.9</td>
<td>-0.4</td>
<td>83.4</td>
<td>-1.4</td>
</tr>
<tr>
<td>Minnesota Reciprocity</td>
<td>96.0</td>
<td>+0.7</td>
<td>87.1</td>
<td>+2.3</td>
</tr>
<tr>
<td>First-Generation College Students</td>
<td>92.7</td>
<td>-2.6</td>
<td>78.4</td>
<td>-6.4</td>
</tr>
<tr>
<td>Freshmen Recipients of Pell Grants</td>
<td>91.6</td>
<td>-3.7</td>
<td>75.4</td>
<td>-9.4</td>
</tr>
<tr>
<td>FIGs</td>
<td>96.2</td>
<td>+0.9</td>
<td>81.0</td>
<td>-3.8</td>
</tr>
</tbody>
</table>

Note: 1-Year Retention Rate for 2013 Cohort, 6-Year Graduation Rate for 2008 Cohort
## 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>95.3</td>
<td>-</td>
<td>84.8</td>
<td>-</td>
</tr>
<tr>
<td>Targeted Minority</td>
<td>94.6</td>
<td>-0.7</td>
<td>72.8</td>
<td>-12.0</td>
</tr>
<tr>
<td>PEOPLE</td>
<td>96.7</td>
<td>+1.4</td>
<td>64.2</td>
<td>-20.6</td>
</tr>
<tr>
<td>POSSE</td>
<td>95.3</td>
<td>0.0</td>
<td>85.7</td>
<td>+0.9</td>
</tr>
<tr>
<td>Chancellor's Scholars</td>
<td>100.0</td>
<td>+4.7</td>
<td>87.2</td>
<td>+2.4</td>
</tr>
<tr>
<td>Powers/Knapp Scholars</td>
<td>100.0</td>
<td>+4.7</td>
<td>85.2</td>
<td>+0.4</td>
</tr>
<tr>
<td>AAP Participants</td>
<td>93.3</td>
<td>-2.0</td>
<td>81.3</td>
<td>-3.5</td>
</tr>
<tr>
<td>First Wave</td>
<td>91.7</td>
<td>-3.6</td>
<td>71.4</td>
<td>-13.4</td>
</tr>
<tr>
<td>Pathways*</td>
<td>88.7</td>
<td>-6.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: 1-Year Retention Rate for 2013 Cohort, 6-Year Graduation Rate for 2008 Cohort

*Retention/Graduation Rates not yet available for CEO. Graduation Rates not yet available for Pathways;
Underrepresented minority students graduated on average at rates 12 percentage points lower than all students at major research universities (based on data for 2006 entrance cohorts, collected in 2013).

In the same year, UW-Madison underrepresented minority students graduated at rates 17 points lower than all students.

More recently (2008 cohort) the graduation rate gap at UW-Madison has closed to 12 percentage points, matching the average for AAU institutions.
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 2013-14, 90% 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 2013-14 targeted minority students were slightly more likely to have completed a Wisconsin Experience activity.

Percent of Bachelor’s Degree Recipients Who Participated in a Wisconsin Experience Activity

<table>
<thead>
<tr>
<th>Department</th>
<th>Non-Targeted</th>
<th>Targeted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>90</td>
<td>92</td>
</tr>
<tr>
<td>CALS</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Business</td>
<td>82</td>
<td>97</td>
</tr>
<tr>
<td>Education</td>
<td>97</td>
<td>94</td>
</tr>
<tr>
<td>Engineering</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>SoHE</td>
<td>97</td>
<td>98</td>
</tr>
<tr>
<td>L&amp;S</td>
<td>85</td>
<td>88</td>
</tr>
<tr>
<td>Nursing</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
Transfer-start graduates participated in Wisconsin Experience activities at lower rates (80%) than freshman-start graduates (91%).

Percent of Bachelor’s Degree Recipients Who Participated in a Wisconsin Experience Activity
Post-Graduation Plans – at Graduation
“How able were/are you to …”
(Targeted Minorities and Non-Targeted Students)

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

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 w/ind. differences based on culture, ethnicity, disability or sexual orientation
Write Effectively
Apply knowledge and skills in real world settings
Use computers and electronic technology
Understand that science is relevant to everyday life

Targeted Minority Graduates
Non-Targeted Graduates

Understand culture and society within the United States
Contribute to the welfare of others
Speak Effectively
Work collaboratively in groups
Lead others effectively

Appreciate the arts such as literature, music, and fine arts
Understand cultures and societies outside of the United States
Communicate in a language other than English
Post-Graduation Plans – at Graduation
“How able were/are you to ...”
(First-Generation and Continuing Generation)

Learn on your own
1. Communicate in a language other than English
2. Understand cultures and societies outside of the United States
3. Appreciate the arts such as literature, music, and fine arts
4. Draw conclusions after weighing evidence, facts, and ideas
5. Apply skills and knowledge of your chosen major(s)

Apply skills and knowledge of your chosen major(s)
1. Apply knowledge and skills in real world settings
2. Understand culture and society within the United States
3. Understand that science is relevant to everyday life
4. Work collaboratively in groups
5. Lead others effectively

Use computers and electronic technology
1. Use computers and electronic technology

Write Effectively
1. Communicate in a language other than English
2. Understand culture and society within the United States
3. Appreciate the arts such as literature, music, and fine arts
4. Draw conclusions after weighing evidence, facts, and ideas
5. Apply skills and knowledge of your chosen major(s)

Speak Effectively
1. Communicate in a language other than English
2. Understand culture and society within the United States
3. Appreciate the arts such as literature, music, and fine arts
4. Draw conclusions after weighing evidence, facts, and ideas
5. Apply skills and knowledge of your chosen major(s)

Contribute to the welfare of others
1. Communicate in a language other than English
2. Understand culture and society within the United States
3. Appreciate the arts such as literature, music, and fine arts
4. Draw conclusions after weighing evidence, facts, and ideas
5. Apply skills and knowledge of your chosen major(s)

Lead others effectively
1. Communicate in a language other than English
2. Understand culture and society within the United States
3. Appreciate the arts such as literature, music, and fine arts
4. Draw conclusions after weighing evidence, facts, and ideas
5. Apply skills and knowledge of your chosen major(s)

Empathize w/ind. differences based on culture, ethnicity, disability or sexual orientation
1. Communicate in a language other than English
2. Understand culture and society within the United States
3. Appreciate the arts such as literature, music, and fine arts
4. Draw conclusions after weighing evidence, facts, and ideas
5. Apply skills and knowledge of your chosen major(s)

Develop a personal code of ethics and values
1. Communicate in a language other than English
2. Understand culture and society within the United States
3. Appreciate the arts such as literature, music, and fine arts
4. Draw conclusions after weighing evidence, facts, and ideas
5. Apply skills and knowledge of your chosen major(s)

http://apir.wisc.edu/diversity.htm
Post-Graduation Plans – at Graduation
“How able were/are you to ...” (Males and Females)

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

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 w/ind. differences based on culture, ethnicity, disability or sexual orientation

Write Effectively

Apply knowledge and skills in real world settings

Use computers and electronic technology

Understanding that science is relevant to everyday life

Lead others effectively

Work collaboratively in groups

Speak Effectively

Contribute to the welfare of others

Understand culture and society within the United States

Appreciate the arts such as literature, music, and fine arts

Understand cultures and societies outside of the United States

Communicate in a language other than English

Learn on your own

Apply skills and knowledge of your chosen major(s)
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 2012, 32.6% of Faculty were women.
- 26.2% of Full Professors, 40.7% of Associate Professors, and 42.8% of Assistant Professors were women.

2014 data available in December 2014
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 (32.6%)

2014 data available in December 2014

http://apir.wisc.edu/diversity.htm
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 11: Minority Faculty Recruitment

UW-Madison Faculty Hires by Minority Status

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

• 2011-12 Data affected by HRS conversion, 25% of faculty hires are missing information on race/ethnicity.

http://apir.wisc.edu/diversity.htm
Indicator 12: Minority Faculty Representation

Minority Faculty as a Percent of the Total Faculty Headcount

• In Fall 2013:
  2,189 total faculty members

  • 18.7% of Faculty are racial/ethnic minorities.

  • 4.1 percentage point increase in minority faculty since 2004

Fall 2014 data available in December 2014, New race/ethnic categories implemented in 2010
In 2013, 2,307 Instructional Academic Staff members are racial/ethnic minorities. 11.7% of Instructional Academic Staff are racial/ethnic minorities. 1.2% increase in minority instructional academic staff since 2004.

Non-Instructional Academic Staff

- In 2013: 5,159 non-instructional Academic Staff
  - 13.5% of non-instructional Academic Staff are minorities
  - 2.6 percentage point increase in minority non-instructional academic staff since 2004

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

- Hispanic/Latino/a: 2.1%
- American Indian: .4%
- Asian: 8.3%
- Black: 2.0%
- Two or More Races: .7%

2014 data available in December 2014, New race/ethnic categories implemented in 2010
Classified Staff

• In 2013: 5,349 Classified Staff members

• 13.6% of classified staff are minorities

• 3.6% percentage point increase in minority classified staff since 2004

Minority Classified Staff as a Percent of the Total Headcount

2014 data available in December 2014, New race/ethnic categories implemented in 2010
Executive/Director/Administrators

In 2013: 430 Executive/Director/Administrators

12.1% of Executive/Director/Administrators are racial/ethnic minorities

1.3 percentage point increase in minority Executive/Director/Administrators since 2004.

2014 data available in December 2014, New race/ethnic categories implemented in 2010
- 14% of all employees are members of a minority group.
- 19% of faculty are members of a minority group.

Non-White Full-Time Tenure/Tenure Track Faculty as a Percent of Total Full-Time Tenure/Tenure Track Faculty at AAU Public Institutions, Fall 2013

Average percent non-white faculty for AAU public institutions: 21%

UW-Madison: 18%

23 AAU public institutions have a lower number of non-white tenure/tenure track faculty.

Source: IPEDS Fall HR 2013

http://apir.wisc.edu/diversity.htm
This section includes information on

• Faculty and Tenure
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 1993-94 to 2005-06 or 1998-99 to 2007-08. 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.
Indicator 13: Percent of Faculty Promoted to Tenure by Gender

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

- 55% of men faculty have been promoted to tenure after 6 years.
- 42% of women faculty have been promoted to tenure after 6 years.
- 72% of men faculty have been promoted to tenure after 9 years.
- 66% of women faculty have been promoted to tenure after 9 years.

At 9 years, 66% of women faculty have been promoted to tenure.

Percent tenured based on data for hires from 1998-99 to 2007-08

http://apir.wisc.edu/diversity.htm
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 1998-99 to 2007-08
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 2005-06
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 Arts and Humanities.

Data on faculty hires from 1992-93 to 2005-06
Tenure/Promotion Data

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.
This section includes information on

- Climate studies and surveys that include climate-related questions
• UW-Madison participated in UW System Climate Study in 2011 (limited to CALS and Office of Student Life);

• 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 2014 Results

Percent of Seniors who often or very often:

During the current school year, how often have you had discussions with people from the following groups?

- People with political views other than your own: 71%
- People with religious beliefs different than our own: 73%
- People from an economic background other than your own: 73%
- People of a race or ethnicity other than your own: 67%

See: http://apir.wisc.edu/students-surveys.htm
Selected NSSE 2014 Results

Percent of Seniors who often or very often:

During the current school year, how often have you ...

- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective: 67%
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments: 48%

See: http://apir.wisc.edu/students-surveys.htm
Selected NSSE 2014 Results

Percent of Seniors who felt quite a bit or very much:

- How much has your experience at this institution contributed to your knowledge skills, and personal development in understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)
- How much does your institution emphasize encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)

See: http://apir.wisc.edu/students-surveys.htm
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 minority graduate students
4. Percent enrollment of 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
• Slideshow available at http://apir.wisc.edu/diversity.htm

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