Key Points

- UW-Madison Plan 2008 was adopted in the spring of 1999 in conjunction with the UW System-wide Plan 2008
- This report is one of a series of annual reports that focus on some measures of progress to the goals of Plan 2008
- The four race/ethnic groups targeted in the UW System’s Plan 2008 are American Indian, African-American, Latino/a, and Southeast Asian-American

This presentation was compiled by the Office of Academic Planning and Analysis

University of Wisconsin-Madison
Plan 2008 Diversity Forum
September 28, 2007

Annual Progress Report on Plan 2008

Plan 2008 Goals

1. Increase enrollments of students of color; increase the number of Wisconsin high school graduates who apply, are admitted and enroll.

2. Increase the educational pipeline; encourage partnerships that reach children and families at earlier ages. *Mid-plan focus goal: Build successful pipeline programs.*

3. Increase retention and graduation rates; bring retention and graduation rates for students of color in line with those of the student body as a whole. *Mid-plan focus goal: Expand early academic support, group experiences, mentoring.*

4. Increase financial aid; increase aid for needy students, reduce reliance on loans.

5. Increase faculty, staff, administrators of color.

6. Improve campus climate and respect for racial and ethnic diversity. *Mid-plan focus goal: Educate for multicultural competence.*

7. Improve accountability. *Mid-plan focus goal: Assess student support programs.*

Details about Plan 2008 are posted at [http://www.provost.wisc.edu/plan2008](http://www.provost.wisc.edu/plan2008)
Sources of Race/Ethnicity Information

All Students: From Admissions Application

**Former Question**
(bgore Fall 2007)

- Please check ONE box.
  - African American/Black
  - American Indian or Alaskan Native (please specify tribal affiliation)
  - Hawaiian or Pacific Islander
  - Southeast Asian (Hmong, Cambodian, Laotian, Vietnamese)
  - Other Asian/Pacific Islander
  - White/Non-Hispanic

**Current Question**
(starting Fall 2007)

- Please check all that apply or the race/ethnicity you identify with the most.
  - African American or Black
  - American Indian or Alaskan Native (please specify tribal affiliation)
  - Asian of Pacific Islander
  - Black, Not of Hispanic Origin
  - Hispanic
  - Hawaiian or Pacific Islander
  - Mexican, Mexican American, or Chicano/a
  - Puerto Rican
  - Other Hispanic or Latino/a
  - White or Caucasian
  - Other (please specify)
  - I choose not to respond

Faculty/Staff: From W-4 Form

**Current Question**
(new question awaiting final DoE approval)

- Please check ONE box.
  - Black, Not of Hispanic Origin
  - American Indian or Alaskan Native
  - Hispanic
  - Asian of Pacific Islander
  - White/Non-Hispanic

Key Points

- The U.S. Department of Education (DoE) mandates reporting categories for race/ethnic information for enrolled students and employees. Data collection must enable compliance with DoE specifications.
- Race/ethnicity information is collected at the time of admission for students and at the time of initial hiring for employees.
- DoE specifications require reporting on race/ethnicity for employees and domestic (non-international) students.
- Although Southeast Asians are targeted by Plan 2008, and this information is collected from UW students, all Asian Americans are grouped together for employment information and by the Wisconsin Department of Public Instruction.
- As a result, analyses of employee diversity group all Asians together. Analyses of Wisconsin's educational pipeline also have Asians combined in one group.

About the “New” Student Question

- A new application question for students was implemented in Fall 2007.
- The expanded race/ethnicity categories allow us to comply with Department of Education requirements and allow students to report multiple race/ethnicities if desired.
- In addition to giving students more and better opportunities to report their racial and ethnic identities, the expanded categories will help answer questions about educational access for specific racial groups of interest to the Board of Regents, state legislators, business leaders, and the general public.
- The new application question will be asked by all UW-Madison admitting offices (undergraduate, graduate, professional etc.) and by all UW System institutions (13 four year institutions and 13 two-year campuses). Plans to resurvey currently enrolled students are being finalized.
Key Points

- Since 1998, the targeted minority enrollment share of undergraduate enrollment increased by over 60 percent.

- Southeast Asian enrollment increased at the most rapid rate, while Native American enrollment changed the least.

- The percentage of targeted minority students among first-year undergraduates has been increasing steadily in recent years.

- Targeted minorities are slowly rising as a percent of new undergraduate transfer students.

- Since 1976, students of color have more than tripled as a percent of undergraduates. Since 1990, targeted minority students have more than doubled as a percent of undergraduates.

This presentation was compiled by the Office of Academic Planning and Analysis
apa.wisc.edu
Key Points

- Since 1998, targeted minority enrollment increased from nearly 6 percent of total enrollment to more than 8 percent.
- The targeted minority portion of graduate school enrollment remains largely unchanged near 6%.
- The targeted minority portion of annual new graduate students has also fluctuated around 6 percent.
- Within the professional programs, Law and Medicine are recovering from declines in targeted minority representation experienced early in this period.
- The targeted minority portion of special (non-degree seeking) students has gradually increased from 4 percent to 6 percent (annual enrollments).

This presentation was compiled by the Office of Academic Planning and Analysis apa.wisc.edu
Key Points: PEOPLE

- PEOPLE (Pre-College Enrichment Opportunity Program for Learning Excellence) is designed to expand the pipeline for students of color and low-income students, most of whom are the first in their families to potentially attend college.

- 99% of PEOPLE students graduate from high school.

- 94% of PEOPLE students go on to attend college: 52% enroll at UW-Madison, 15% enroll at other UW’s, 33% enroll elsewhere.

- 83.4% of PEOPLE students who enrolled at UW-Madison in the first cohort (2002) were still enrolled or graduated after 4 years. This is similar to 84.8% for all new freshmen in the same year.

- In fall 2007, 933 students participate in pre-college PEOPLE:
  - 51 PEOPLE-Prep students (Madison elementary schools)
  - 242 middle school students in Madison and at Menominee Nation
  - 640 high school students in Madison, Milwaukee, Racine, Waukesha, and at the Bad River, Ho-Chunk, Lac du Flambeau, Lac Courte Oreilles, and Menominee Indian Nations

This presentation was compiled by the Office of Academic Planning and Analysis apa.wisc.edu
Key Points

- Despite increases in the number of minority high school graduates since the start of Plan 2008, there has not been as much increase in the size of UW-Madison’s recruiting pool – those graduates in the top half of their class with ACT scores over 22 (the statewide average).

- There are about 700 minority students per year in UW-Madison’s recruiting pool.

- Despite the static size of UW-Madison’s recruiting pool, the proportion of minority graduates who apply to UW-Madison has increased. All four minority groups show increases in application rates since the start of Plan 2008.

- The proportion of high school graduates who enroll the following fall – called the access rate – has increased for all four minority groups and has more than doubled for African Americans.

This presentation was compiled by the Office of Academic Planning and Analysis apa.wisc.edu

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### Wisconsin’s Annual Minority Recruiting Pipeline

<table>
<thead>
<tr>
<th>High School Graduates</th>
<th>ACT Testers</th>
<th>In Top Half of High School Class</th>
<th>In Top Half and ACT Over 22</th>
<th>In Top Quarter and ACT Over 22</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

#### Application and Access Rates at UW-Madison for Wisconsin Minority High School Graduates

<table>
<thead>
<tr>
<th>Grads in the Top 50% with ACT Scores Over 22</th>
<th>Grads in the Top 25% with ACT Scores Over 22</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Applying</td>
<td>% Applying</td>
</tr>
<tr>
<td>% of HS Class Enrolling</td>
<td>% of HS Class Enrolling</td>
</tr>
<tr>
<td>51%</td>
<td>53%</td>
</tr>
<tr>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>36%</td>
<td>42%</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Average Number of…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Graduates in top 50% of class with an ACT score over 22</td>
<td>2,704</td>
<td>3,701</td>
</tr>
<tr>
<td>with an ACT score over 22 in the top 25% of class</td>
<td>759</td>
<td>944</td>
</tr>
<tr>
<td>Percent applying (application rate)</td>
<td>45%</td>
<td>42%</td>
</tr>
<tr>
<td>Percent enrolling (access rate)</td>
<td>22%</td>
<td>21%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hispanic/Latino(a)</th>
<th>1999-2002</th>
<th>2003-2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Number of…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Graduates in top 50% of class with an ACT score over 22</td>
<td>1,964</td>
<td>2,133</td>
</tr>
<tr>
<td>with an ACT score over 22 in the top 25% of class</td>
<td>624</td>
<td>637</td>
</tr>
<tr>
<td>Percent applying (application rate)</td>
<td>43%</td>
<td>68%</td>
</tr>
<tr>
<td>Percent enrolling (access rate)</td>
<td>27%</td>
<td>33%</td>
</tr>
</tbody>
</table>

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Average Number of…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Graduates in top 50% of class with an ACT score over 22</td>
<td>892</td>
<td>706</td>
</tr>
<tr>
<td>with an ACT score over 22 in the top 25% of class</td>
<td>163</td>
<td>203</td>
</tr>
<tr>
<td>Percent applying (application rate)</td>
<td>33%</td>
<td>53%</td>
</tr>
<tr>
<td>Percent enrolling (access rate)</td>
<td>22%</td>
<td>28%</td>
</tr>
</tbody>
</table>

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Average Number of…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Graduates in top 50% of class with an ACT score over 22</td>
<td>1,673</td>
<td>2,021</td>
</tr>
<tr>
<td>with an ACT score over 22 in the top 25% of class</td>
<td>803</td>
<td>950</td>
</tr>
<tr>
<td>Percent applying (application rate)</td>
<td>60%</td>
<td>86%</td>
</tr>
<tr>
<td>Percent enrolling (access rate)</td>
<td>35%</td>
<td>37%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>White/Other</th>
<th>1999-2002</th>
<th>2003-2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Number of…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Graduates in top 50% of class with an ACT score over 22</td>
<td>53,486</td>
<td>54,091</td>
</tr>
<tr>
<td>with an ACT score over 22 in the top 25% of class</td>
<td>30,649</td>
<td>29,835</td>
</tr>
<tr>
<td>Percent applying (application rate)</td>
<td>27%</td>
<td>22%</td>
</tr>
</tbody>
</table>
Key Points

- Since the start of Plan 2008 in 1998, retention and graduation rates of targeted minority students have been increasing.
- The gaps in retention rates for targeted students compared to all students have been closing in recent years.
- The gaps in graduation rates for targeted students compared to all students are still significant.
- We use National Student Clearinghouse records to calculate a “retained-anywhere” rate and a “graduated-anywhere” rates. About 4-6% of students transfer-out and graduate from other institutions. The rates are similar for targeted minority and all students. Thus, the achievement gap is not closed by including enrollments and degrees from other US institutions.

Goal 3: Increase Retention and Graduation Rates

Percent of First-Year Undergraduates Retained After—

One Year

Two Years

Three Years

Percent of First-Year Undergraduates Graduated Within—

4 Years or Less

5 Years or Less

6 Years or Less

This presentation was compiled by the Office of Academic Planning and Analysis apa.wisc.edu
Key Points

- Final graduation rates are tabulated six years or more after students enter the university as first-year students. For example, the 6-year graduation rate for students who entered in Fall 2006 will be tabulated for the first time in Fall 2012.

- The retention and graduation rates of the Chancellor’s Scholars often exceed those of the whole cohort of first-year students.

- One-year retention rates for students participating in the PEOPLE and POSSE programs have exceeded those of the whole cohort of first-year students. The 6-year graduation rate for PEOPLE and POSSE students who entered in Fall 2002 will be tabulated for the first time in Fall 2008.
Goal 4: Increase Financial Aid

From the 2006 Undergraduate Survey...

Minority undergraduates are more likely than non-minorities to rely on loans, grants and credit cards to finance their education. They are less likely than non-minorities to report that their families or personal savings are sources of educational financing.

This presentation was compiled by the Office of Academic Planning and Analysis apa.wisc.edu
**Key Points**

- Since 1997, minorities as a percent of staff have increased for all categories of staff: faculty, classified, academic, and executive/admin.
- Minority faculty new hires have increased from about 8% to 24% over the past 25 years – that rate is above the 21% of all new PhDs granted to minorities nationally.
- About 2/3 of assistant professors are promoted to tenure within 9 years. Minority assistant professors are promoted at a slightly lower rate (about 60%).
- Initiatives to improve hiring and retention of minority faculty:
  - WISELI search committee training
  - Strategic Hiring Initiative, which provides funds for hiring under-represented faculty; over 50 minority faculty have been hired through SHI since 1997.
Key Points

- Nearly all students agree or strongly agree that students have equal opportunity to take full advantage of their time at UW-Madison regardless of their gender, race, sexual orientation, political views, national origins, or family income. However, minority students are somewhat less likely to agree than white/other students.

- Over 95% of minority and white students agree that they are proud to be a UW student. White/other students are more likely to "strongly agree".

- Minority and White/Other students are equally likely to report finding a professor to whom they feel comfortable talking.

- Most students feel UW does a good to excellent job of responding to the needs and concerns of its students. However, minority students are somewhat less likely to think so. About ¾ of minority students and 90% of other students rate UW well in working to ensure all students have a good experience regardless of race or ethnicity.

Note: Minority students are those who identified themselves as African American, Asian American, Hispanic, American Indian, or multi-racial on the survey instrument and includes some students from foreign countries.

This presentation was compiled by the Office of Academic Planning and Analysis apa.wisc.edu

Efforts to evaluate campus climate for employees:

- Faculty exit interviews established campus-wide

- WISELI climate survey of faculty in 2003 and 2006

- WISELI climate workshops for department chairs

- For more information on WISELI programs, see wiseli.engr.wisc.edu
Key Points

- Results from the undergraduate survey show little change over time in student opinions and experiences with regard to campus climate.

- Minority students are less likely to find people on campus who share their background and experiences.

- Nearly all students say it is easy to find someone to socialize with. However, white/other students are more likely to say it is “extremely easy”.

- Since 1993, about 90% of all students report they are satisfied with their overall experience at UW. For both white/other and minority students, the proportion who are extremely satisfied has increased since the survey began.

- Significantly more minority students say they have experienced harassment or discrimination on campus during the year compared to white/other students. About one in four minority students and one in sixteen other students reported such incidents on the surveys.

Goal 6: Improve Campus Climate
More Undergraduate Survey Results

The Undergraduate Survey allows us to compare the opinions and experiences of students over time and across groups such as minority students and others. Reports are available at [http://apa.wisc.edu/performance_students_surveys.html](http://apa.wisc.edu/performance_students_surveys.html)

- Easy to Find People Who Share Your Background
- Easy to Find People to Study with
- Easy to Find People to Socialize with
- Instructors Don’t Really Care Whether I Succeed
- Satisfaction with Overall Experience at UW
- Experienced Any Harassment or Discrimination on UW Campus

NOTE: Minority students are those who identified themselves as African American, Asian American, Hispanic, American Indian or multi-racial on the survey instrument and includes some students from foreign countries.
Faculty appear to be revising their opinions about climate experienced by others (especially faculty of color), indicating more realistic perceptions. Faculty who participated in WISELI’s workshops are especially likely to have changed their perceptions of the climate experienced by minority groups in their departments between 2003 and 2006.
Goal 7. Improve Accountability

Accountability for progress on Plan 2008 takes many forms, for example:
- Diversity Forums, Best Practices sessions, break out sessions, and annual reports
- Plans, programs, and progress reports posted at http://www.diversity.wisc.edu/
- Additional reports posted at http://apa.wisc.edu/diversity.html
- Annual reports and performance reviews for administrators, faculty, and staff
- Search committees training

Focus Goal: Assess student support programs, assure that participation in academic support programs is documented on the student record.

Many academic support programs have systematized and up-to-date records in ISIS, or are making progress to that goal. Examples include:
- Academic Advancement Program (AAP)
- Chancellor’s Scholars
- PEOPLE
- POSSE
- Powers-Knapp Scholars
- Residential Learning Communities
- Undergraduate Research Scholars (URS)

This presentation was compiled by the Office of Academic Planning and Analysis apa.wisc.edu

David Ward, then-Chancellor, 1998