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 the last in 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, Hispanic/Latino(a), and Southeast Asian American.

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 www.provost.wisc.edu/plan2008/
Key Points

- The U.S. Department of Education (DoE) mandates collection and reporting categories for race/ethnic information for both enrolled students and employees.
- Starting in 2009, the DoE mandates collection of race/ethnicity using a 2-part question using DoE-specified wording and categories.
- Institutions are allowed to create subcategories of the DoE-specified race/ethnic categories.
- Race/ethnicity information is collected at the time of application for admission for students and at the time of initial hiring for employees.
- 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 and Wisconsin’s educational pipeline cannot separate the Southeast Asians from the overall group of Asians.

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

- Since 1998, the targeted minority enrollment share of undergraduate enrollment increased by over 65 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 increased in recent years.

- Targeted minorities are gradually 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 increased from 6 percent to 7 percent.
- The targeted minority portion of annual new graduate students increased from 5 percent to 7 percent in recent years.
- 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 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

- Despite an increase of almost 4,000 in the annual number of minority high school graduates since the start of Plan 2008, the annual number of minority high school graduates who are academically well-prepared for UW-Madison has increased by fewer than 100.

- Approximately 630 Wisconsin minority high school graduates are academically well-prepared for UW-Madison per year.

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

- The proportion of well-prepared high school graduates who enroll the following fall has increased for all minority groups since the start of Plan 2008.

This presentation was compiled by the Office of Academic Planning and Analysis apa.wisc.edu
Goal 2: Increase the Educational Pipeline: Future Trends

Key Points

- The increasing number of minority high school graduates in Wisconsin between 1998 and 2008 enabled UW-Madison to increase its minority enrollment.

- These conditions are changing. The overall size of Wisconsin’s high school class reached its expected peak in 2007 and will decrease over the next ten years.

- If longstanding patterns of academic preparation continue, the number of academically well-prepared minority students will increase over the next ten years only because the number of Hispanic/Latino(a) high school graduates will increase.

- The number of African American, Asian, and White Wisconsin high school graduates is expected to decrease. The number of American Indian high school graduates will remain steady.

Over the next ten years, the only race/ethnic group in Wisconsin that will increase is Hispanic/Latino(a) high school graduates.

Assuming that current longstanding patterns of high school achievement persist over the next ten years, the number of academically well-prepared African American high school graduates will decrease from 100 to 84 per year. The number of Asians will decrease from 290 to 273 per year and the number of Hispanic/Latino(a)s will more than double from 190 to 407 per year.
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” rate. 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 U.S. 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
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 later this fall.
University of Wisconsin-Madison
Plan 2008 Diversity Forum
September 23, 2008

Goal 4: Increase Financial Aid

Key Points

- Targeted minority undergraduates are more likely to apply for financial aid. Because their incomes are lower, on average, they are more likely to qualify for Federal Pell Grants.

- The average family income of targeted minority undergraduates who applied for financial aid is lower than the average income of non-targeted undergraduates. As a result, the average amount that these families are expected to pay towards educational costs, based on the standard Federal calculation, is lower.

- The Office of Student Financial Services directs its limited institutional grant dollars to the lowest income students. Because these low income students are disproportionately targeted minorities, they have a higher proportion of costs covered by financial aid.

In spring 2008 the Faculty Senate made need-based financial aid a fundraising priority with the goal of expanding access for low-income students.

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

From the 2006 Undergraduate Survey...

Minority undergraduates are more likely to rely on loans, grants and credit cards to finance their education. They are less likely than non-minorities to have access to family or personal savings to finance their education.
Key Points

- Since 1998, 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 29% 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 include:
  - WISELI search committee training.
  - Strategic Hiring Initiative, which provides funds for hiring under-represented faculty. Over 60 minority faculty have been hired through SHI since 1997.
Key Points

- Nearly all students agree or strongly agree that they 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.

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

- Minority and non-minority students are equally likely to report finding a professor with 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 3/4 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.

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

Efforts to evaluate campus climate for employees include:

- 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

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.
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, non-minority 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 minority and non-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 non-minority students. About one in four minority students and one in sixteen other students reported such incidents on the surveys.

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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

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University of Wisconsin-Madison

Plan 2008 Diversity Forum

September 23, 2008

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.
Key Points

- Fourteen percent of Wisconsinites are non-white, compared to 15% of high school graduates, and 14% of the UW-Madison freshman class.

- Among bachelors degree recipients, 84% of targeted minority students compared with 82% of other students participated in academic enhancement activities.

- Targeted minority undergraduates are more likely than other students to stop out, take fewer than average credits, and withdraw during a term. Consequently, they tend to take longer to graduate.

- Targeted minority freshmen who live in University Housing are more likely to be retained for a second year than targeted minority freshmen who live off-campus.

- If current patterns continue, fewer than 800 minority HS graduates will be in the top half of their class and earn above the Wisconsin average ACT score for years to come. Currently 21% of all HS graduates compared with 2% of African American HS graduates meet this threshold for admission selectivity.

Accountability for progress on Plan 2008 takes many forms, including:

- Diversity Forums, Best Practices sessions, break out sessions, and annual reports
- Plans, programs, and progress reports posted at www.diversity.wisc.edu
- Additional reports posted at www.apa.wisc.edu/diversity.html
- Annual reports and performance reviews for administrators, faculty, and staff
- Search committees training

Focus Goal: Assess student support programs and 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)
- Undergraduate Research Scholars (URS)
- Residential Learning Communities
- Chancellor’s Scholars
- PEOPLE
- POSSE
- Powers-Knapp Scholars

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David Ward, then-Chancellor, 1998