

University of Wisconsin-Madison  
Plan 2008 Diversity Forum  
September 23, 2008

## Goal 7. Improve Accountability

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](http://www.diversity.wisc.edu)
- Additional reports posted at [www.apa.wisc.edu/diversity.html](http://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



## Shared responsibility for progress on Plan 2008

- Vice Provost for Diversity and Climate
- Office of the Provost
- Diversity Oversight Committee and other governance groups
- Schools and colleges, each of which have minority/disadvantaged student coordinators and programs
- All of us!

*For Plan 2008 to succeed, faculty, staff and students must all contribute their time and energy. Campus-wide plans must be implemented at college and departmental levels. Members of the administration, as well as shared governance committees, will oversee the implementation of many of the recommendations in this plan. We will establish an oversight committee and mechanisms to help gauge progress. We will have accountability at all levels.*

*David Ward,  
then-Chancellor, 1998*

## 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.

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