

# 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



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/>

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

# About the “New” Student Question

## Sources of Race/Ethnicity Information

### All Students: From Admissions Application

#### Former Question (before Fall 2007)

**Please check ONE box.**

<input type="checkbox"/> African American/ Black	<input type="checkbox"/> Southeast Asian (Hmong, Cambodian, Laotian, Vietnamese)	<input type="checkbox"/> Hispanic/Latino
<input type="checkbox"/> American Indian or Alaskan Native (please specify tribal affiliation) _____	<input type="checkbox"/> Other Asian/Pacific Islander	<input type="checkbox"/> White/Non-Hispanic

#### Current Question (starting Fall 2007)

**Please check all that apply or the race/ethnicity you identify with the most.**

<input type="checkbox"/> African American or Black	<input type="checkbox"/> Cambodian	<input type="checkbox"/> Mexican, Mexican American, or Chicano/a	<input type="checkbox"/> White or Caucasian
<input type="checkbox"/> American Indian or Alaskan Native (please specify tribal affiliation) _____	<input type="checkbox"/> Hmong	<input type="checkbox"/> Puerto Rican	<input type="checkbox"/> Other (please specify) _____
<input type="checkbox"/> Hawaiian or Pacific Islander	<input type="checkbox"/> Laotian	<input type="checkbox"/> Cuban	<input type="checkbox"/> I choose not to respond
	<input type="checkbox"/> Vietnamese	<input type="checkbox"/> Other Hispanic or Latino/a	

### Faculty/Staff: From W-4 Form

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

**Please check ONE box.**

<input type="checkbox"/> Black, Not of Hispanic Origin	<input type="checkbox"/> Asian of Pacific Islander	<input type="checkbox"/> White/Non-Hispanic
<input type="checkbox"/> American Indian or Alaskan Native	<input type="checkbox"/> Hispanic	

- 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

- 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 application for 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.

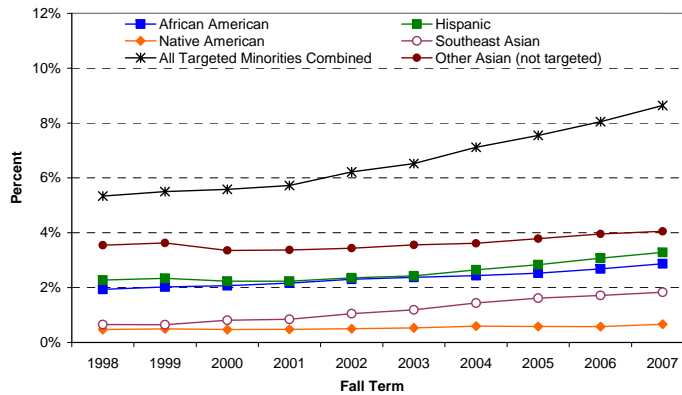
# Goal 1: Increase Enrollments of Students of Color

## Key Points

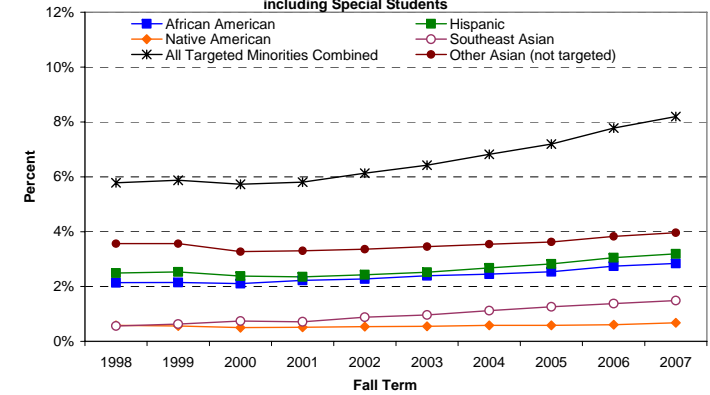
- Since 1998, the targeted minority enrollment share of undergraduate enrollment increased by over 60 percent.
- Southeast Asian enrollment increased at the most rapid rate, while Native American enrollment changed the least.
- The percentage of targeted minority students among first-year undergraduates 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.



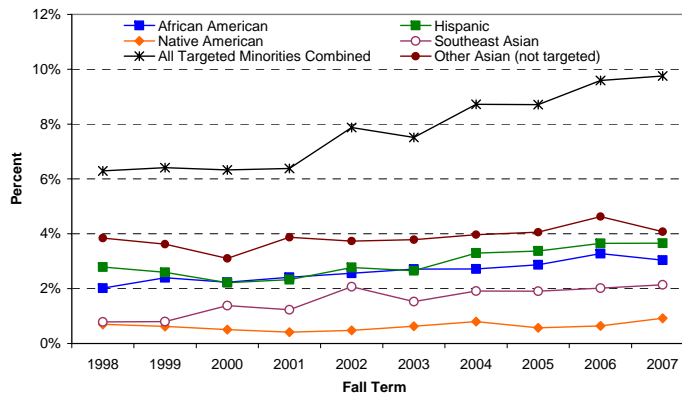
### Undergraduates



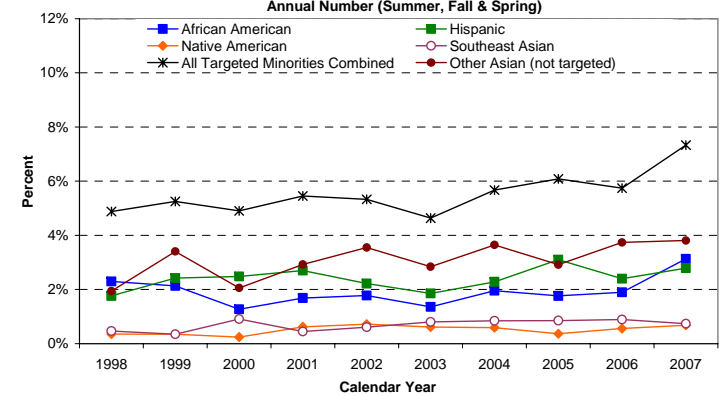
### All Students including Special Students



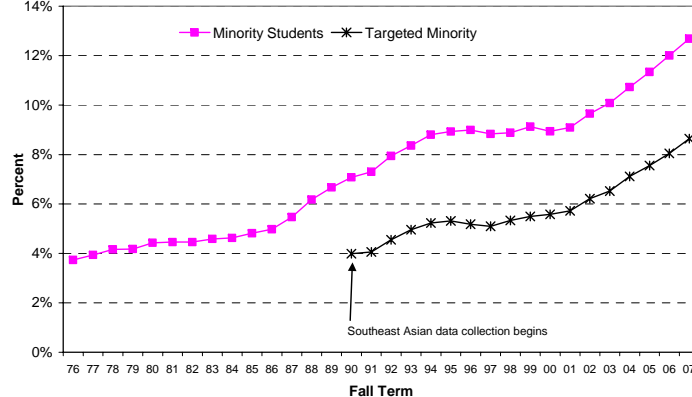
### First-Year Undergraduates



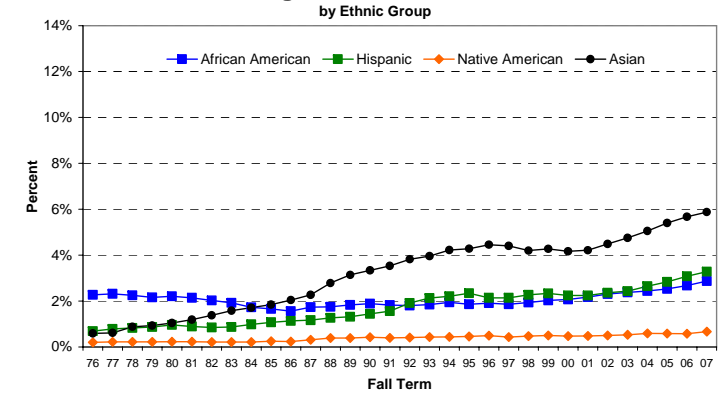
### New Undergraduate Transfer Students Annual Number (Summer, Fall & Spring)



### Undergraduates Since 1976



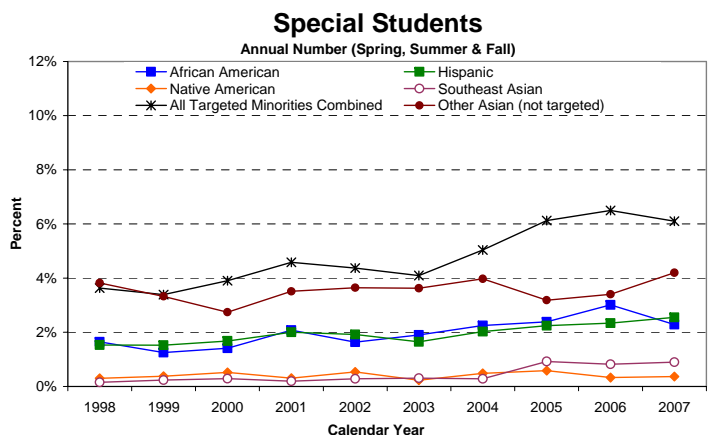
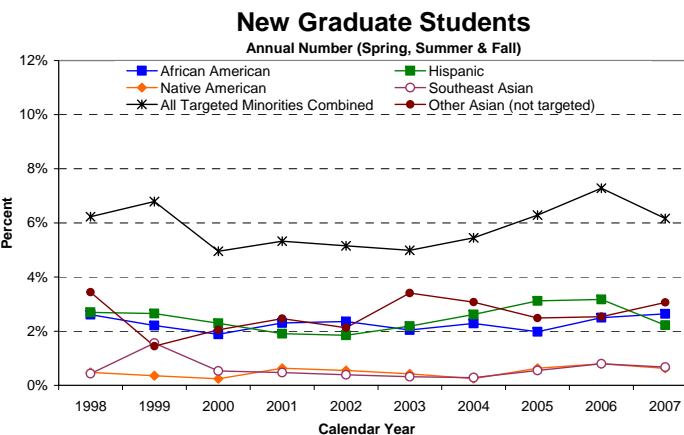
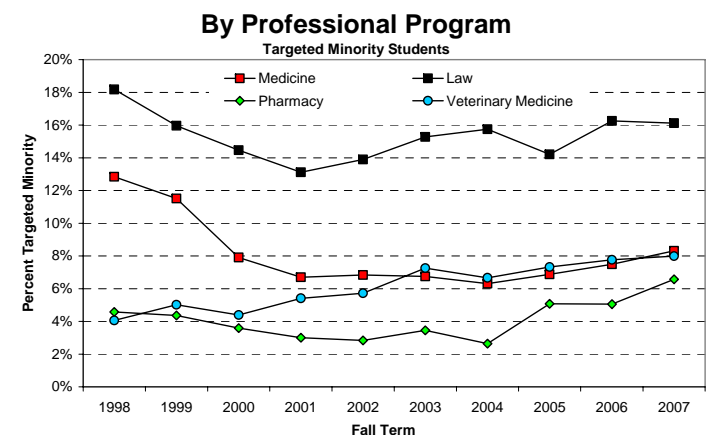
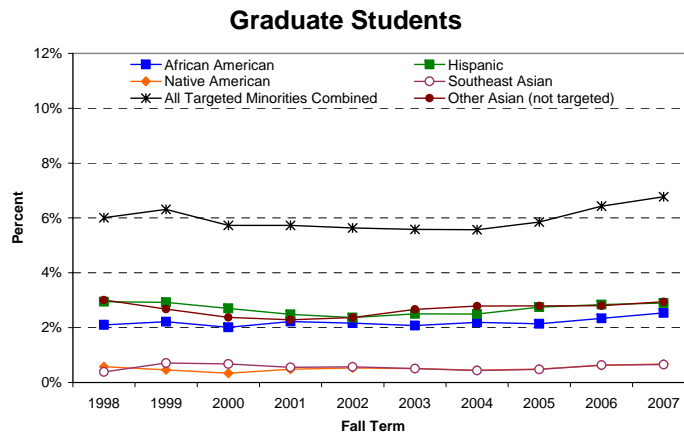
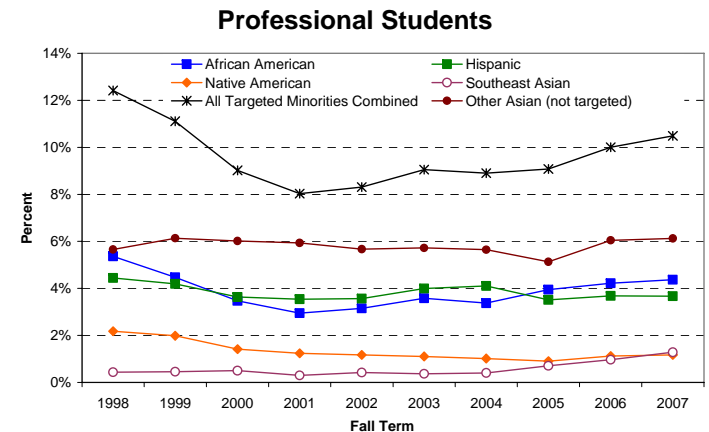
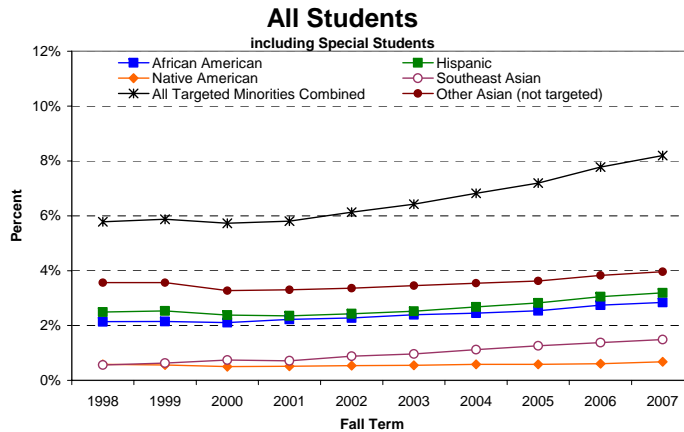
### Undergraduates Since 1976 by Ethnic Group



# Goal 1: Increase Enrollments of Students of Color

## 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).





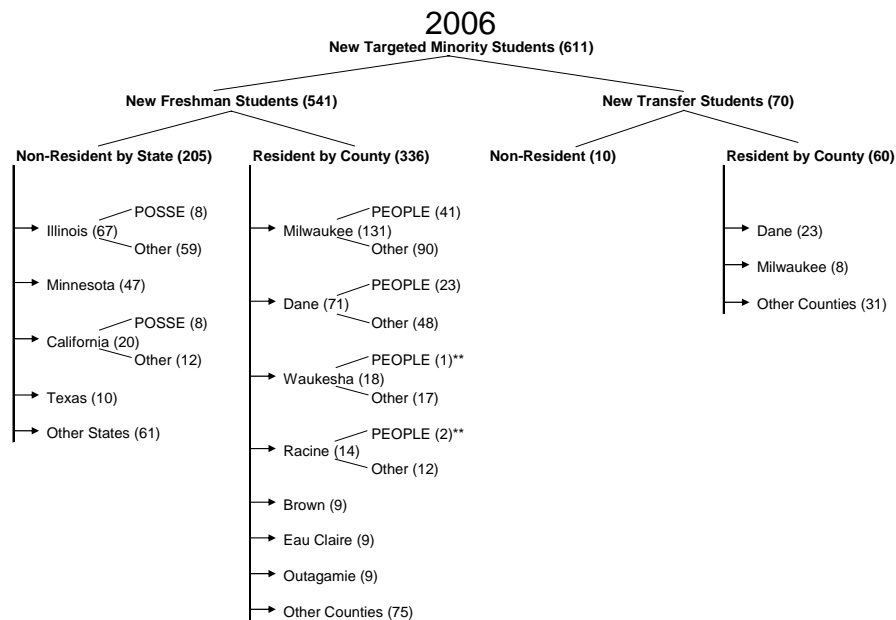
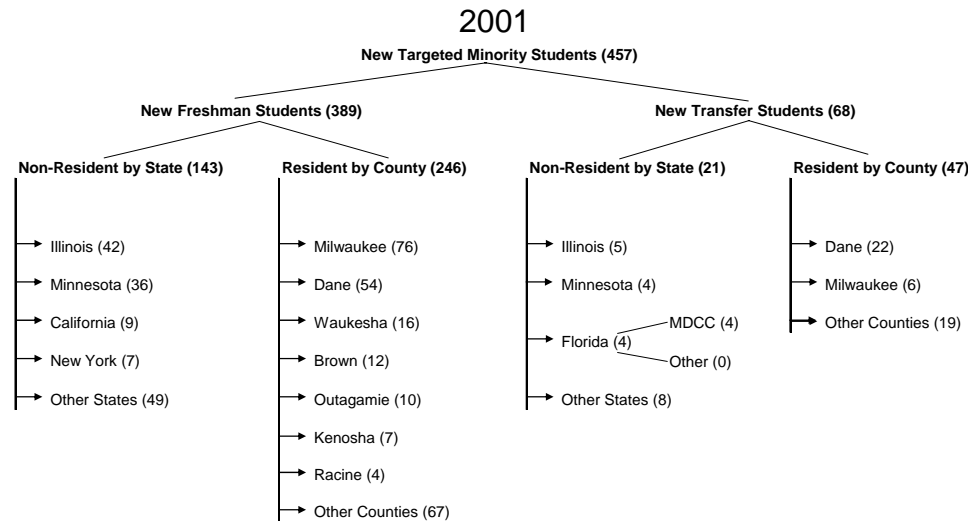
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 September 28, 2007

# Pre-college Programs

## Goal 2: Increase the educational pipeline

### Focus goal: Build successful pipeline programs

#### New Targeted Minority Students at UW-Madison: 2001 to 2006 By Home State and Recruiting Program



For more information about pre-college PEOPLE, see the Best Practice Session at this Diversity Forum or visit the web site <http://www.peopleprogram.wisc.edu>

Other examples of pipeline and pre-college programs include:

- POSSE
- College Access Program
- Engineering Summer Program
- Information Technology Academy
- Summer Science Institute
- Transfer agreements

For a complete listing see: <http://www.diversity.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.

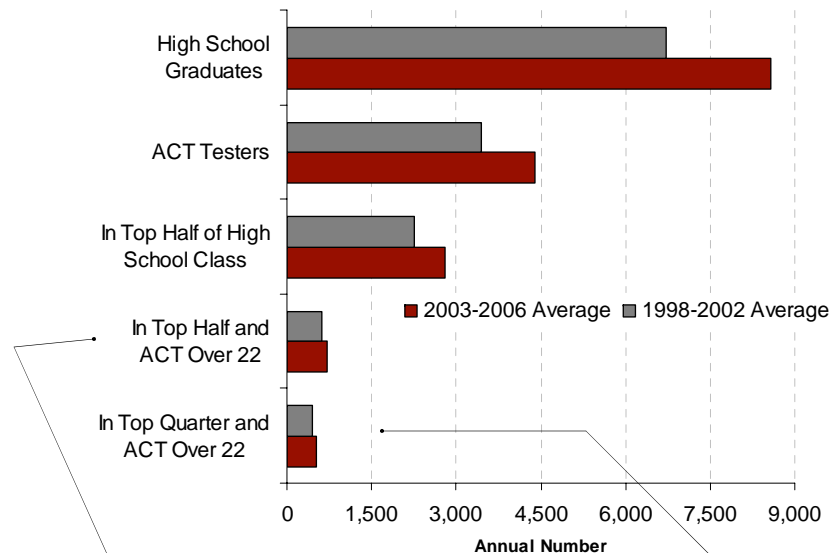
In fall 2007, 933 students participate in pre-college PEOPLE:

- > 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

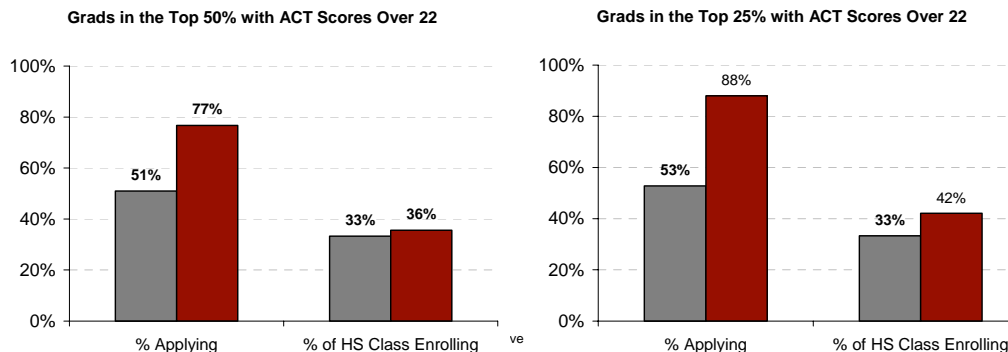
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## Goal 2: Increase the Educational Pipeline

**Wisconsin's Annual Minority Recruiting Pipeline**



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



## 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.



# UW-Madison's Recruiting Pool

## African American

		1999-2002	2003-2006
Average Number of....	High School Graduates	2,784	3,701
	in top 50% of class	759	944
	with an ACT score over 22	106	107
	in the top 25% of class	71	69
High School Graduates in Top 50% with ACT Scores Over 22	Percent applying (application rate)	45%	82%
	Percent enrolling (access rate)	22%	42%
High School Graduates in Top 25% with ACT Scores Over 22	Percent applying (application rate)	44%	98%
	Percent enrolling (access rate)	20%	49%

## Hispanic/Latino(a)

		1999-2002	2003-2006
Average Number of....	High School Graduates	1,664	2,131
	in top 50% of class	524	637
	with an ACT score over 22	166	202
	in the top 25% of class	104	136
High School Graduates in Top 50% with ACT Scores Over 22	Percent applying (application rate)	43%	66%
	Percent enrolling (access rate)	27%	33%
High School Graduates in Top 25% with ACT Scores Over 22	Percent applying (application rate)	44%	79%
	Percent enrolling (access rate)	32%	39%

## American Indian

		1999-2002	2003-2006
Average Number of....	High School Graduates	592	708
	in top 50% of class	163	203
	with an ACT score over 22	59	71
	in the top 25% of class	39	47
High School Graduates in Top 50% with ACT Scores Over 22	Percent applying (application rate)	39%	55%
	Percent enrolling (access rate)	22%	28%
High School Graduates in Top 25% with ACT Scores Over 22	Percent applying (application rate)	39%	63%
	Percent enrolling (access rate)	34%	34%

## Asian

		1999-2002	2003-2006
Average Number of....	High School Graduates	1,673	2,021
	in top 50% of class	803	950
	with an ACT score over 22	296	339
	in the top 25% of class	237	267
High School Graduates in Top 50% with ACT Scores Over 22	Percent applying (application rate)	60%	86%
	Percent enrolling (access rate)	35%	37%
High School Graduates in Top 25% with ACT Scores Over 22	Percent applying (application rate)	60%	95%
	Percent enrolling (access rate)	40%	43%

## White/Other

		1999-2002	2003-2006
Average Number of....	High School Graduates	53,488	54,061
	in top 50% of class	30,649	29,835
	with an ACT score over 22	16,820	16,419
	in the top 25% of class	12,660	12,296
High School Graduates in Top 50% with ACT Scores Over 22	Percent applying (application rate)	32%	42%
	Percent enrolling (access rate)	17%	17%
High School Graduates in Top 25% with ACT Scores Over 22	Percent applying (application rate)	33%	49%
	Percent enrolling (access rate)	21%	22%

# Key Points

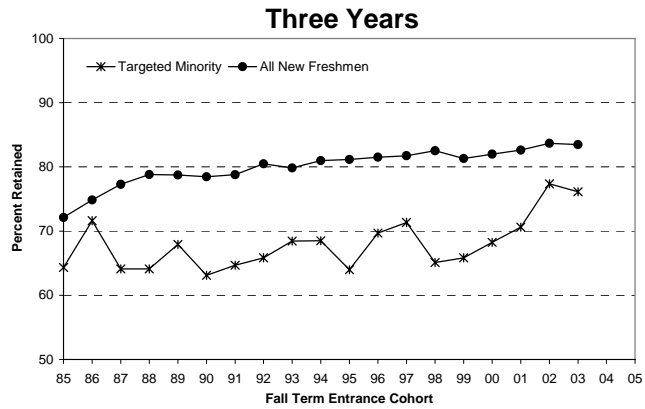
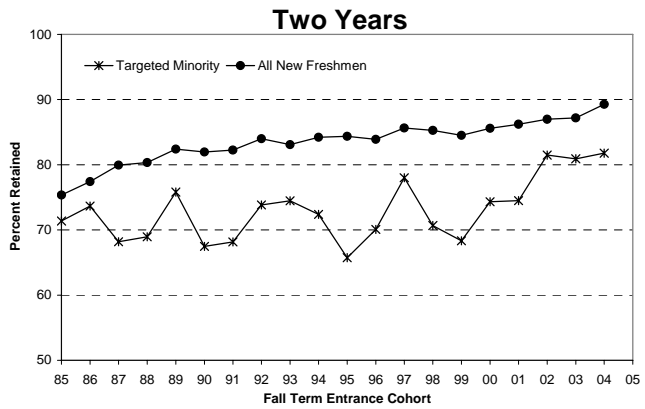
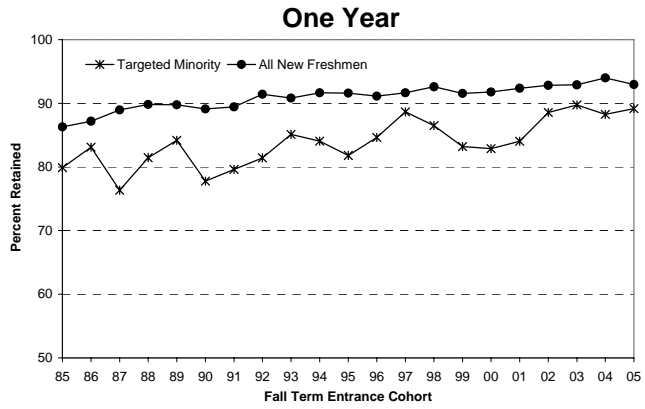
- Since the start of Plan 2008 in 1998, retention and graduation rates of targeted minority students have been increasing.
- The gaps in retention rates for targeted students compared to all students have been closing in recent years.
- The gaps in graduation rates for targeted students compared to all 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.



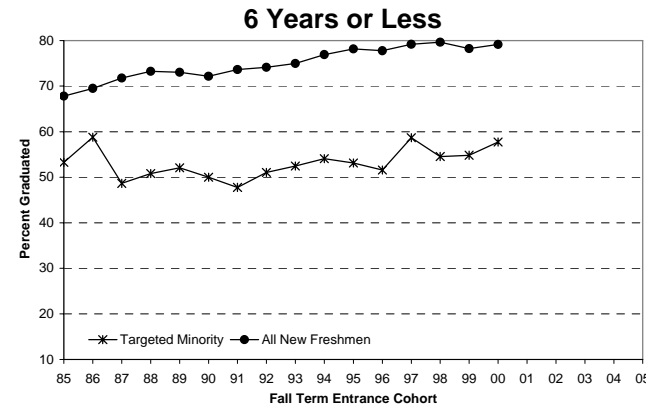
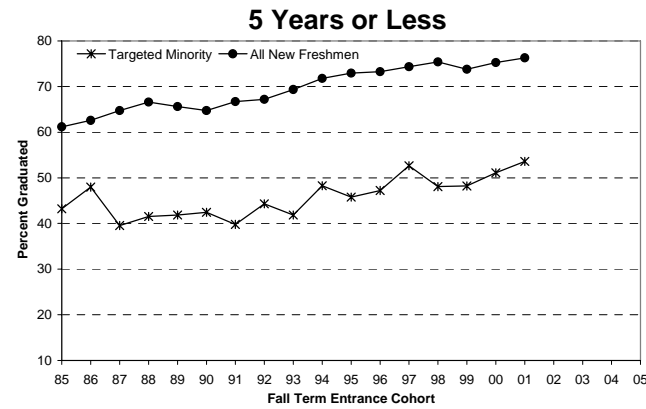
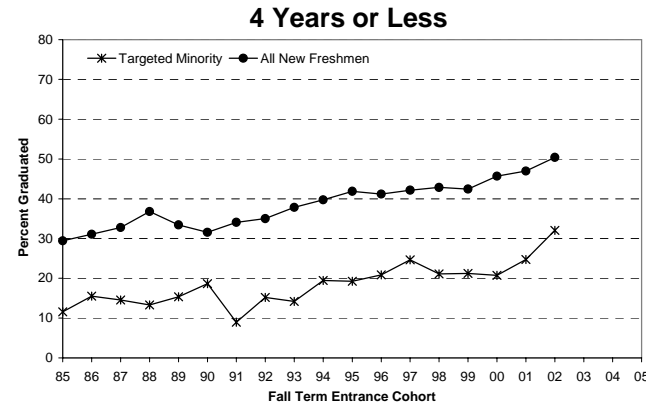
This presentation was compiled by the Office of Academic Planning and Analysis [apa.wisc.edu](http://apa.wisc.edu)

# Goal 3: Increase Retention and Graduation Rates

Percent of First-Year Undergraduates Retained After—



Percent of First-Year Undergraduates Graduated Within—



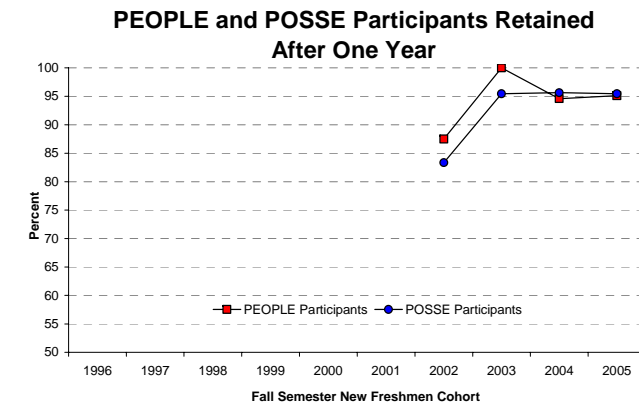
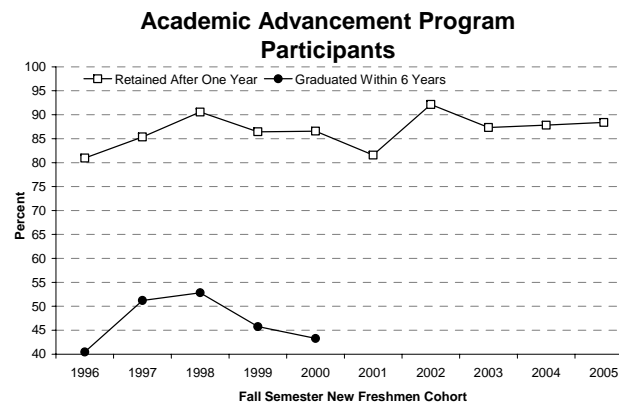
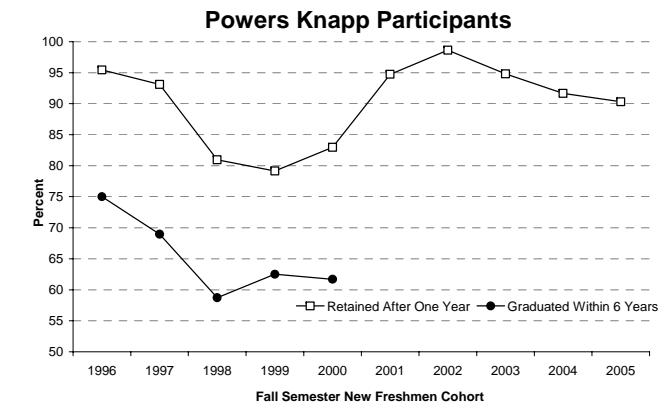
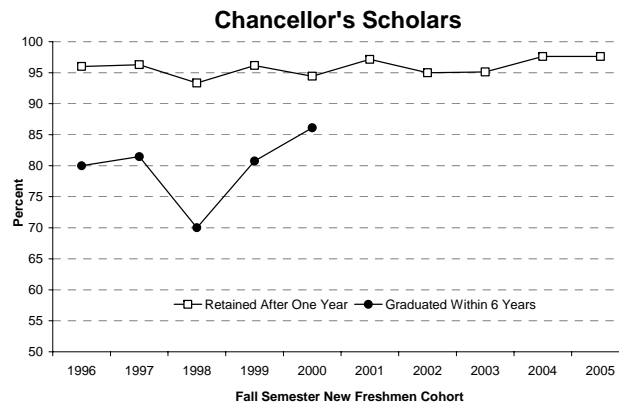
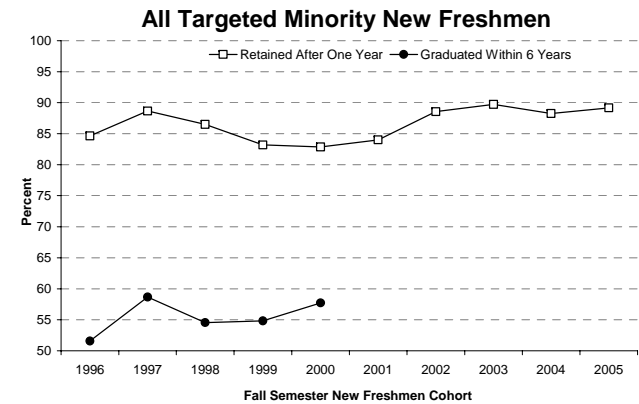
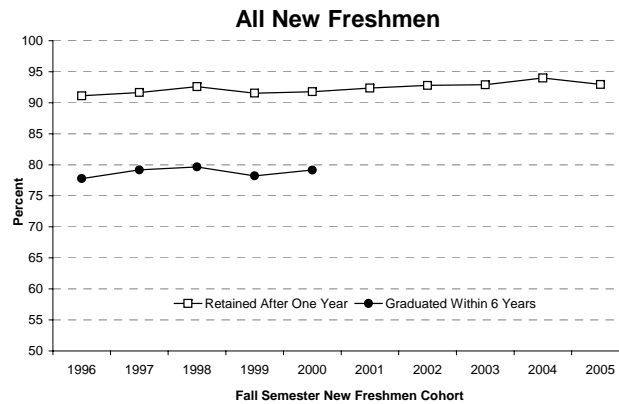
# Key Points

- 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.



This presentation was compiled by the Office of Academic Planning and Analysis [apa.wisc.edu](http://apa.wisc.edu)

## Goal 3: Increase Retention and Graduation Rates By Student Categories and Programs





# Key Points

- Targeted minority undergraduates are more likely to apply for financial aid. Because their incomes are lower, 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 is lower.

- Since 1999, costs for residents to attend UW-Madison have increased by 50%. The percent of costs covered by financial aid has kept pace for non-targeted students and increased slightly for targeted minorities.

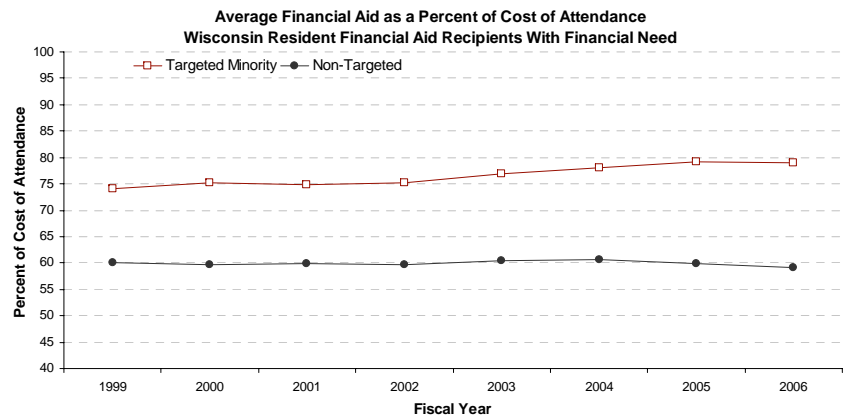
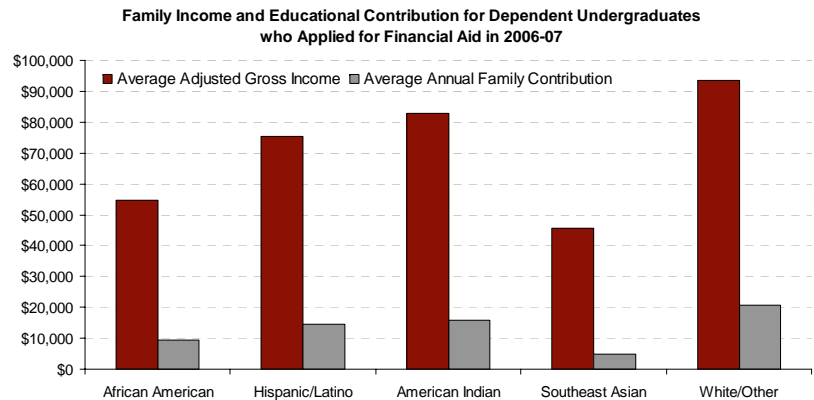
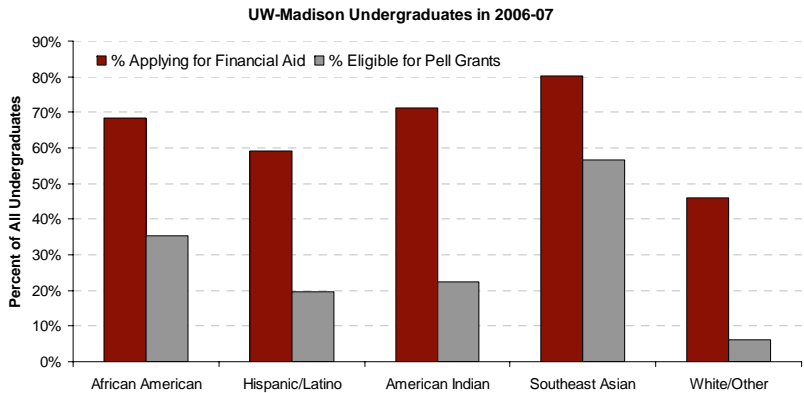
- The Office of Student Financial Services directs its limited institutional grant dollars to the lowest income students. Consequently, they have a higher proportion of costs covered by financial aid.



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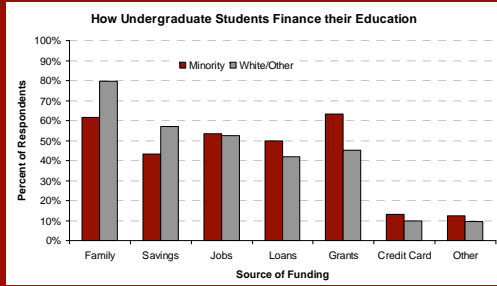
## University of Wisconsin-Madison Plan 2008 Diversity Forum September 28, 2007

### Goal 4: Increase Financial Aid

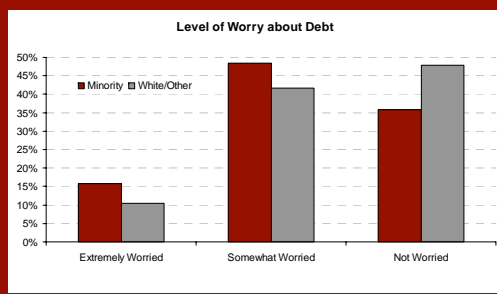


# From the 2006 Undergraduate Survey...

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.

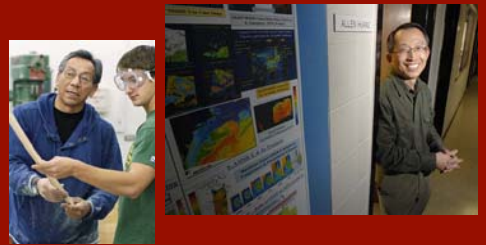


Minority undergraduates are more likely than non-minorities to report that they are “extremely worried” and “somewhat worried” about the burden their debt load will pose after graduation.

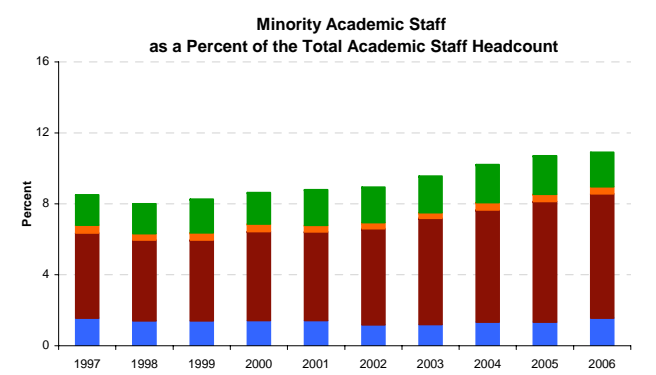
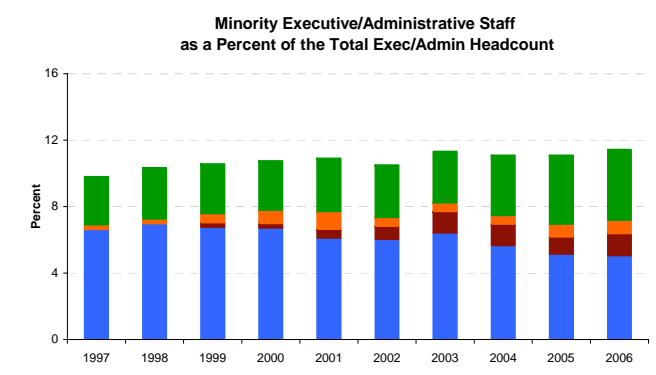
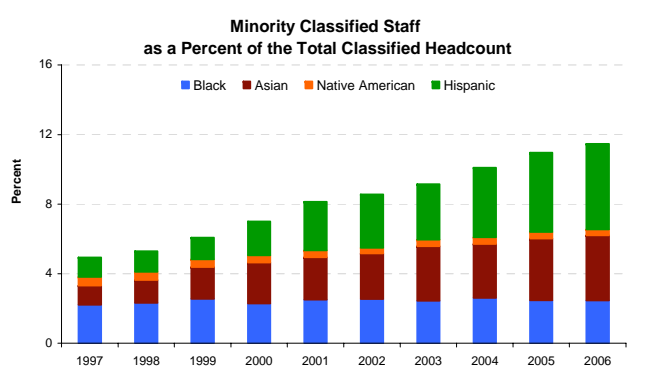
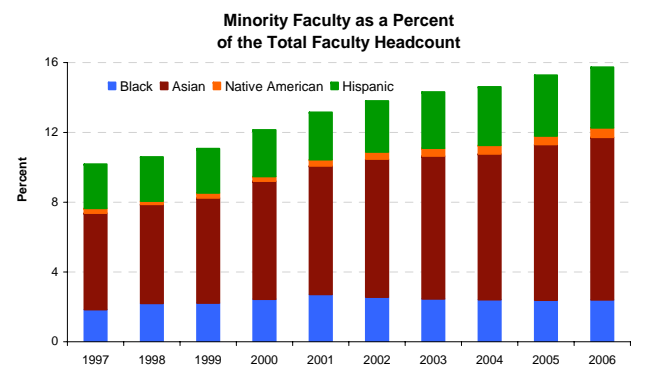
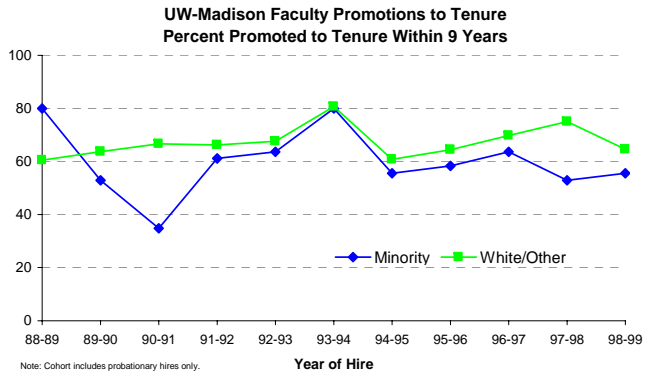
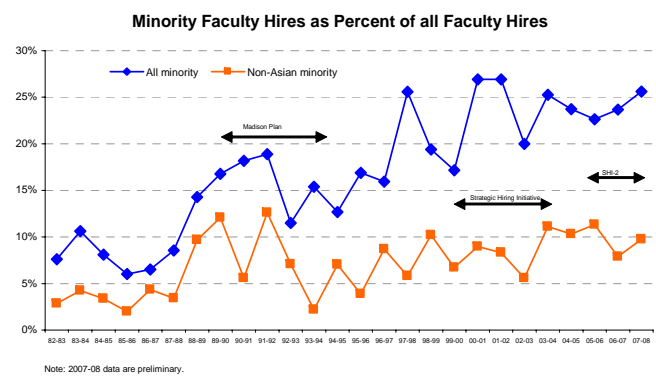


# Key Points

- 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



# Goal 5: Increase Faculty, Staff, and Administrators of Color



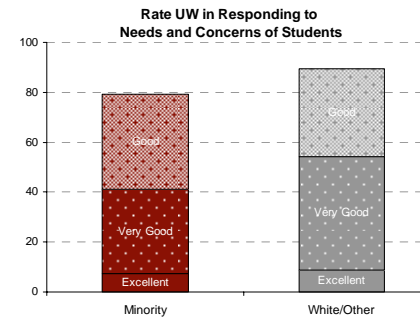
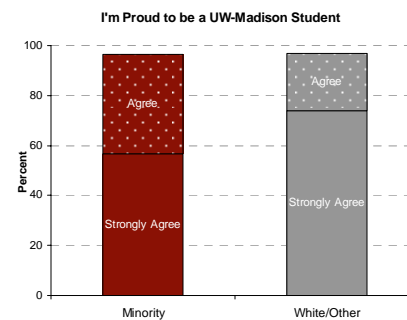
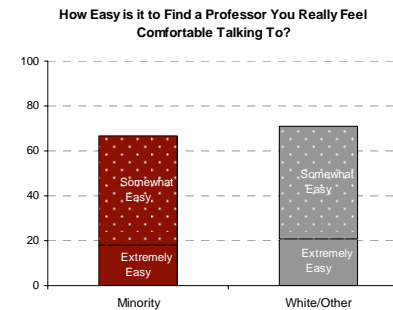
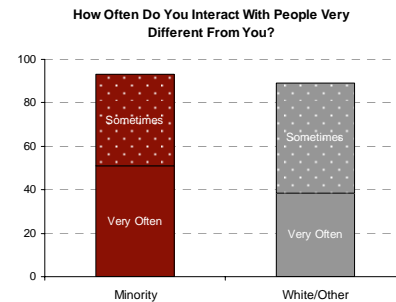
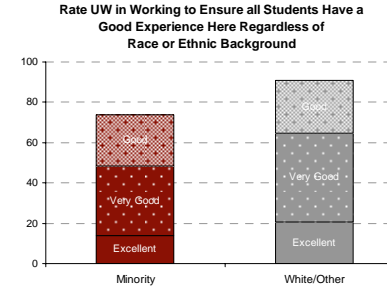
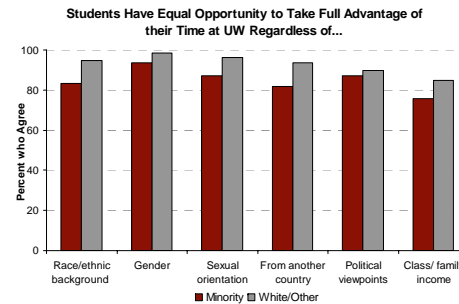
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Efforts to evaluate campus climate for employees:

- 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](http://wiseli.engr.wisc.edu)



Goal 6: Improve Campus Climate  
 2006 Undergraduate Survey Results



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

- 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 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](http://apa.wisc.edu)

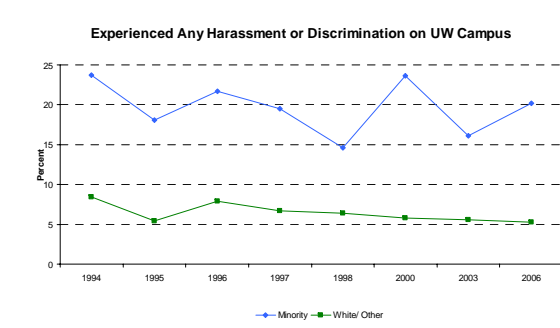
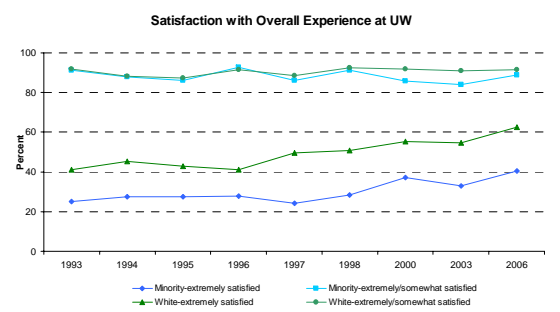
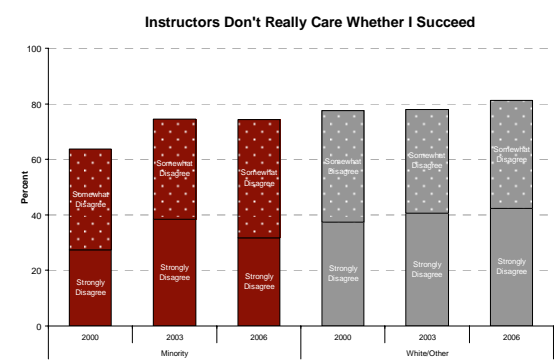
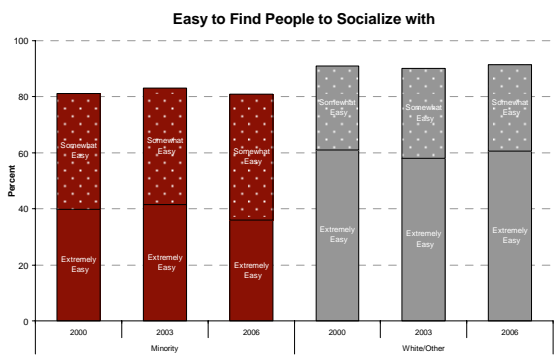
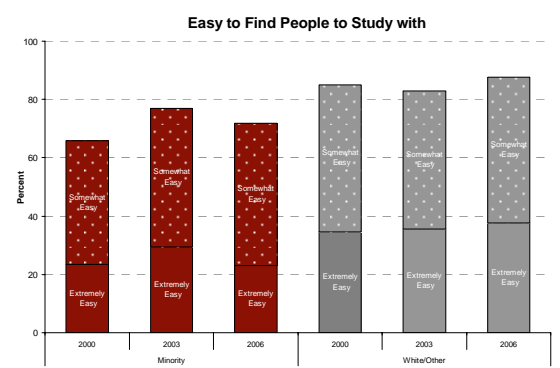
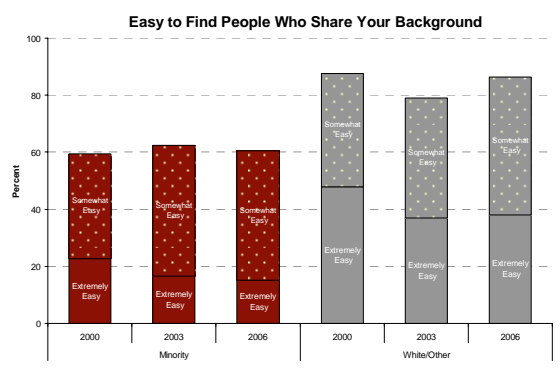
# Key Points

- 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)



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.





# W I S E L I

Women in Science & Engineering Leadership Institute



## GOAL: Improve Departmental Climate for Women Faculty and Faculty of Color

### Study of Faculty Worklife at UW-Madison Surveys



**2003**

N=1,338

Overall Response Rate: 60.2%

Men: 57.1%, Women: 68.6%

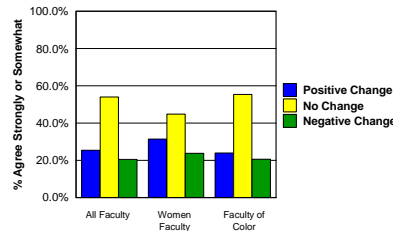
Men of Color: 48.1%, Women of Color: 71.1%

**2006**  
N=1,230  
Overall Response Rate: 55.7%  
Men: 52.6%, Women: 63.1%  
Men of Color: 40.2%, Women of Color: 50.0%

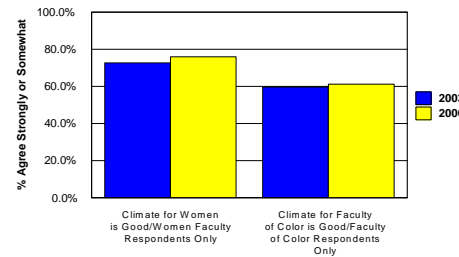


### Climate for ME: Improving

Climate Change in Department For Me Personally

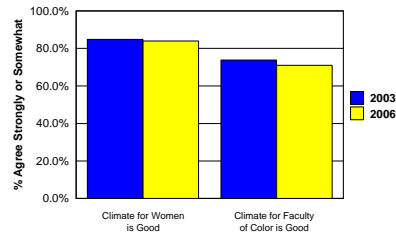


Climate for Women and Faculty of Color Responses of Women and Faculty of Color

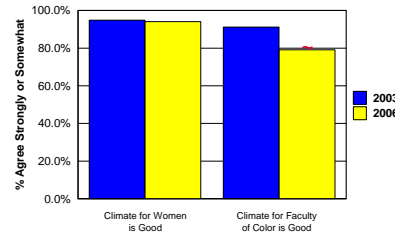


### Climate for OTHERS: Declining, or Increased Awareness?

Climate for Women and Faculty of Color Responses of All UW-Madison Faculty

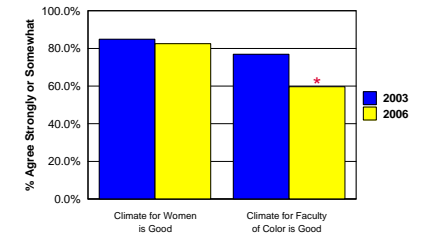


Climate for Women and Faculty of Color Responses of Department Chairs

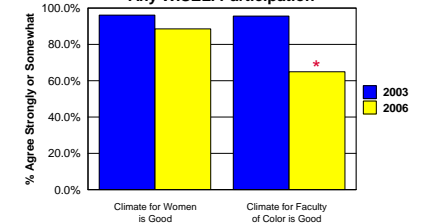


### Participation in WISELI Workshops

Climate for Women and Faculty of Color Responses of Hiring Workshop Participants



Climate for Women and Faculty of Color Responses of Department Chairs With Any WISELI Participation



## Main Finding

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.

## Key Points

- In Wisconsin, 14% of the population is non-white, compared to 13 % of high school graduates, and 13 % of the UW-Madison freshman class.
- Among bachelors degree recipients, 89% of targeted minority students compared with 83% 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, 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 1,000 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 25% of all HS graduates compared with 3% of African American HS graduates meet this threshold for selectivity.

This presentation was compiled by the Office of Academic Planning and Analysis  
[apa.wisc.edu](http://apa.wisc.edu)

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

## 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)

## Shared responsibility for progress on Plan 2008

- Vice Provost for Diversity and Climate and 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*