

# 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.



This presentation was compiled by the  
Office of Academic Planning and Analysis  
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University of Wisconsin-Madison  
Plan 2008 Diversity Forum  
September 23, 2008

## 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/](http://www.provost.wisc.edu/plan2008/)*

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# About the “New” Question

## Sources of Race/Ethnicity Information

### Current Faculty/ Staff Question

**Please select ONE box:**

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

### “New” Question With Mandated Categories

(implemented for all **faculty/staff** by Fall 2009; sub-categories are under development)

**Race/ethnicity: Please answer both A and B.**

**A. Ethnicity:** Are you of Hispanic or Latino origin? (if yes, choose one or more from the list below)       Yes       No

**B. Race:** Choose one or more from the list below.

<input type="checkbox"/> Black or African American	<input type="checkbox"/> Asian
<input type="checkbox"/> Native Hawaiian or other Pacific Islander	<input type="checkbox"/> White
<input type="checkbox"/> American Indian/Alaska Native (specify tribal affiliation)	

### Former Student Question (before Fall 2007)

**Please select ONE box:**

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

### “New” Question With Optional Subcategories (implemented for all **new students** by Fall 2009)

**Race/ethnicity: Please answer both A and B.**

**A. Ethnicity:** Are you of Hispanic or Latino origin? (if yes, choose one or more from the list below)       Yes       No

<input type="checkbox"/> Cuban	<input type="checkbox"/> Puerto Rican
<input type="checkbox"/> Mexican, Mexican American or Chicano(a)	<input type="checkbox"/> Other Hispanic or Latino

**B. Race:** Choose one or more from the list below.

<input type="checkbox"/> Black or African American	<input type="checkbox"/> Cambodian
<input type="checkbox"/> Native Hawaiian or other Pacific Islander	<input type="checkbox"/> Hmong
<input type="checkbox"/> American Indian/Alaska Native (specify tribal affiliation)	<input type="checkbox"/> Laotian
	<input type="checkbox"/> Vietnamese
	<input type="checkbox"/> Other Asian
	<input type="checkbox"/> White

## 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.

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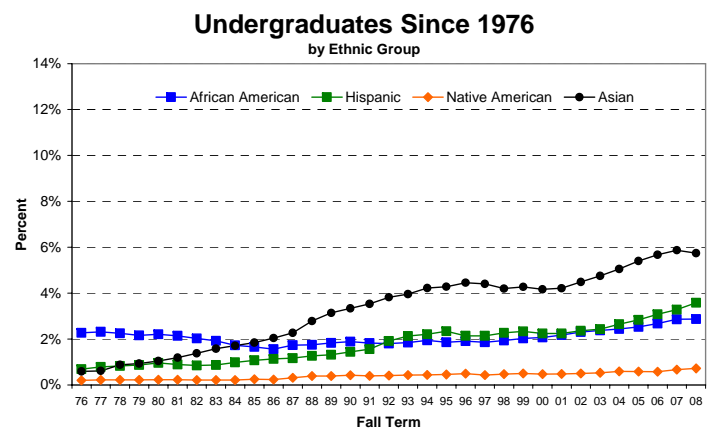
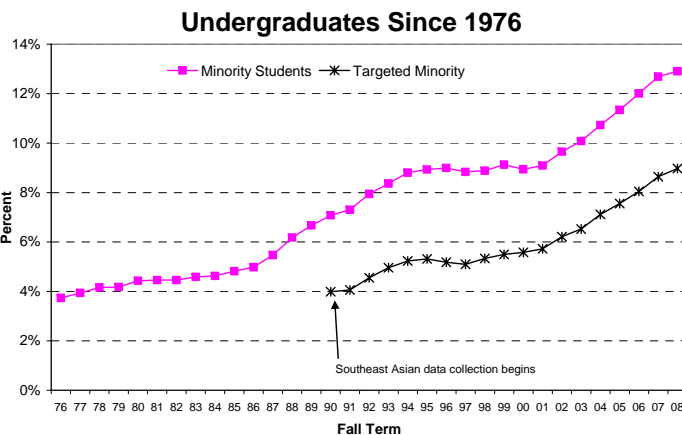
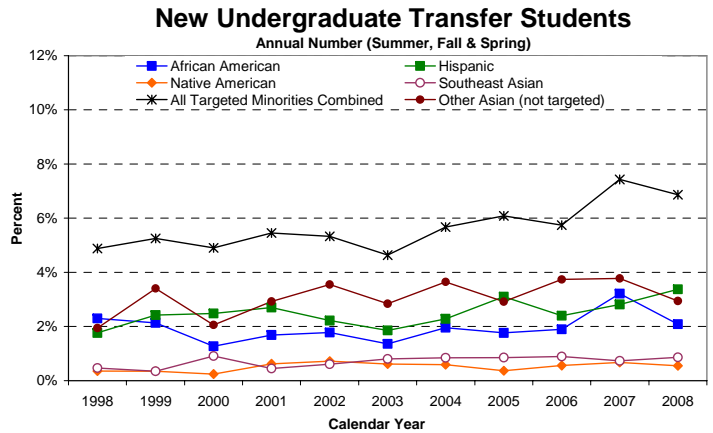
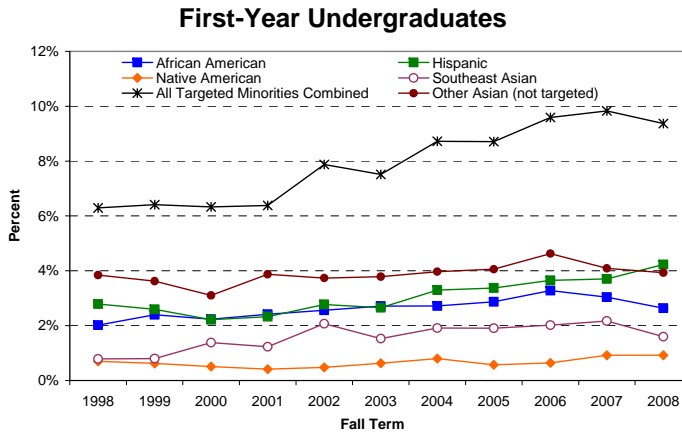
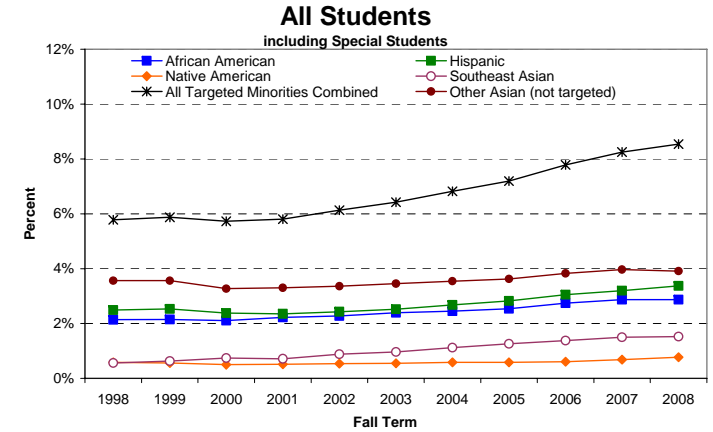
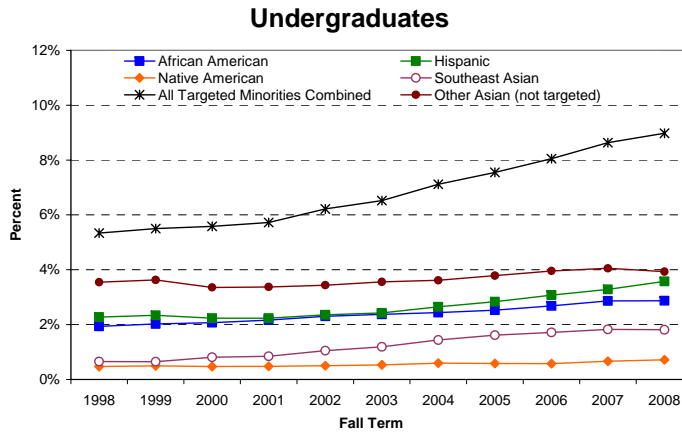
- The expanded race/ethnicity categories comply with U.S. Department of Education requirements and allow students and faculty/staff to report multiple race/ethnicities, if desired.
- In addition to giving students, faculty and staff better opportunities to report their racial and ethnic identities, the expanded categories will help answer questions about educational access and employment for specific racial groups of interest to the Board of Regents, state legislators and agencies, 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 and currently employed faculty/staff are being developed.



# Goal 1: Increase Enrollments of Students of Color

## Key Points

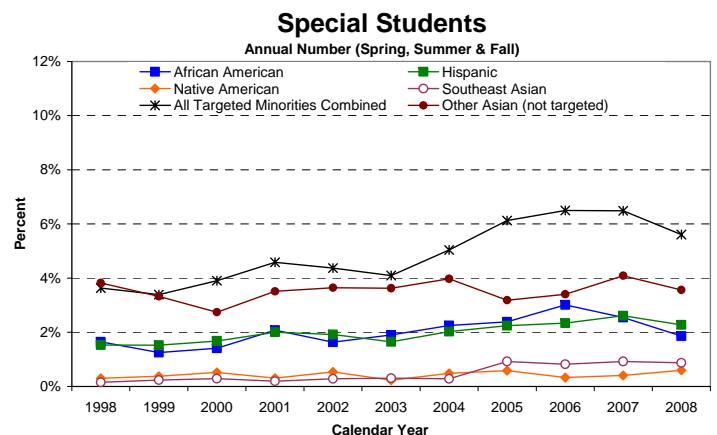
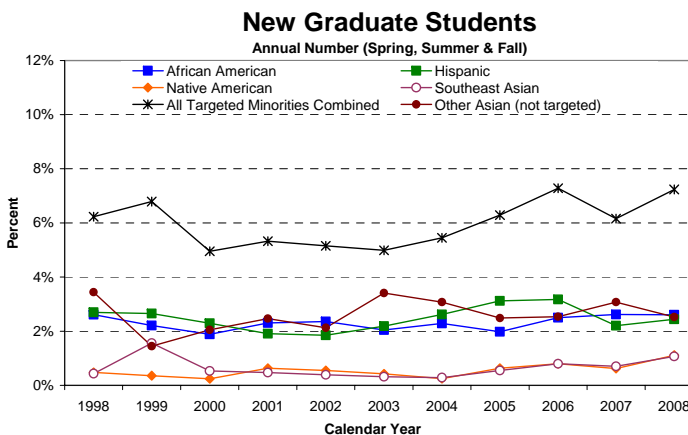
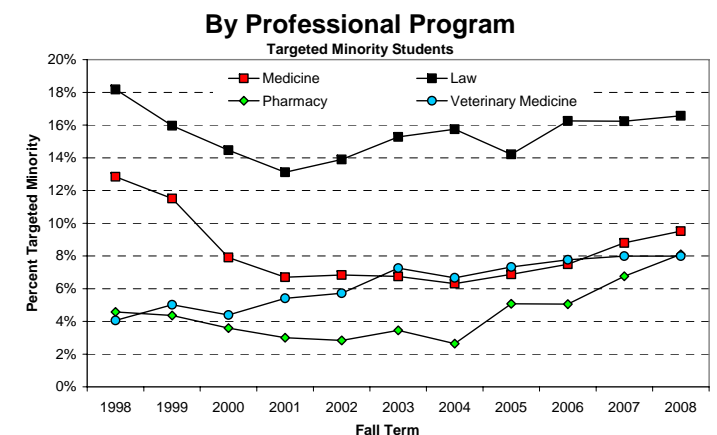
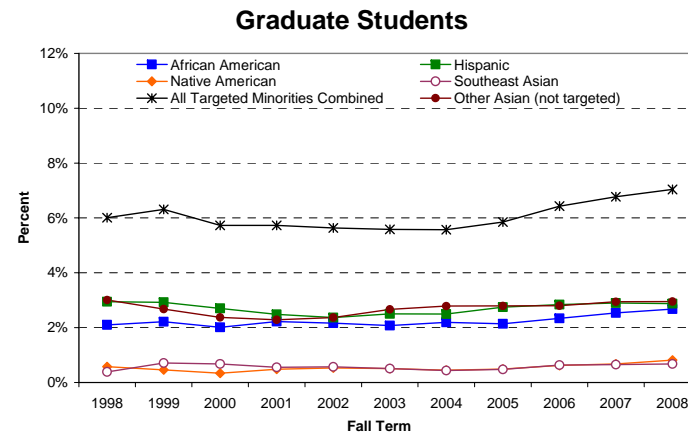
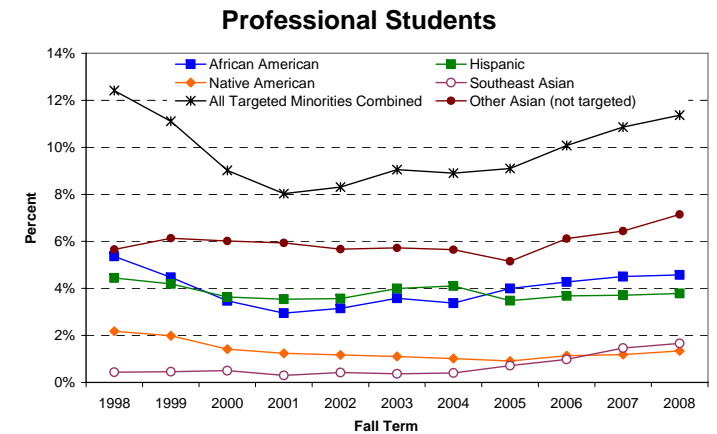
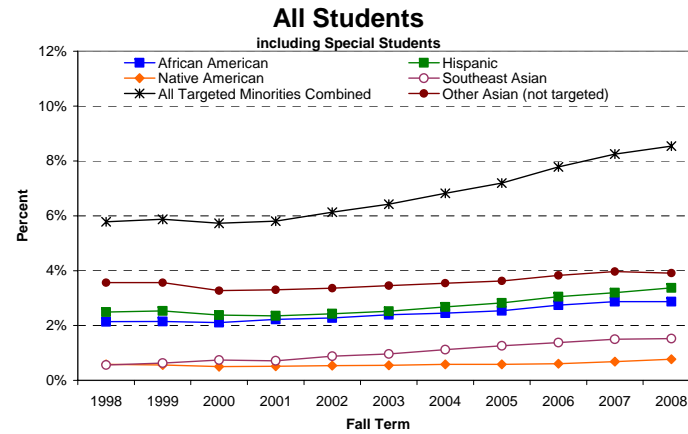
- Since 1998, the targeted minority enrollment share of undergraduate enrollment increased by over 65 percent.
- Southeast Asian enrollment increased at the most rapid rate, while Native American enrollment changed the least.
- The percentage of targeted minority students among first-year undergraduates 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.



# 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 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).

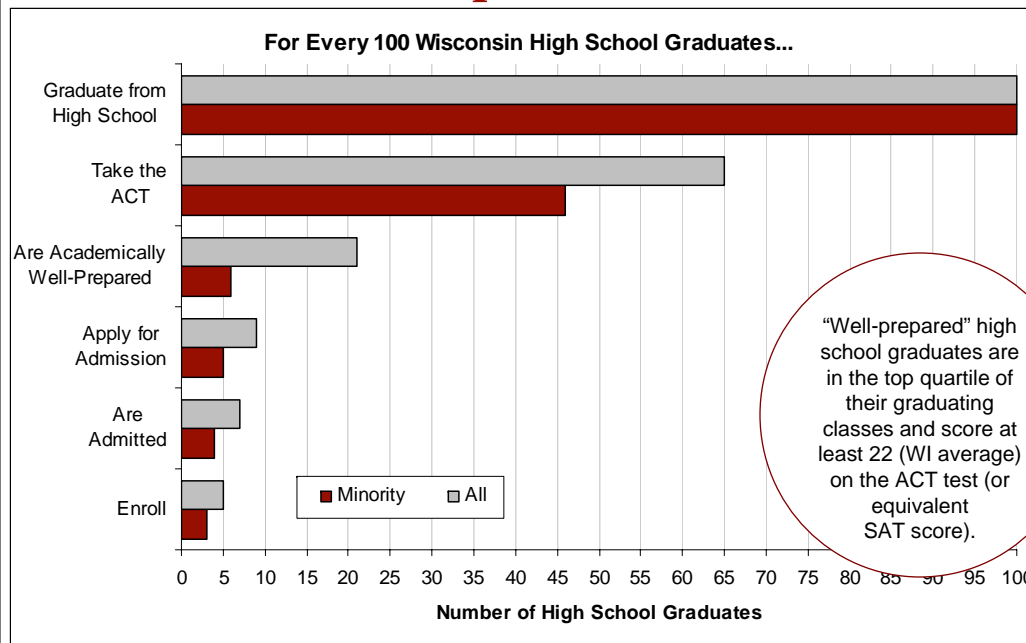


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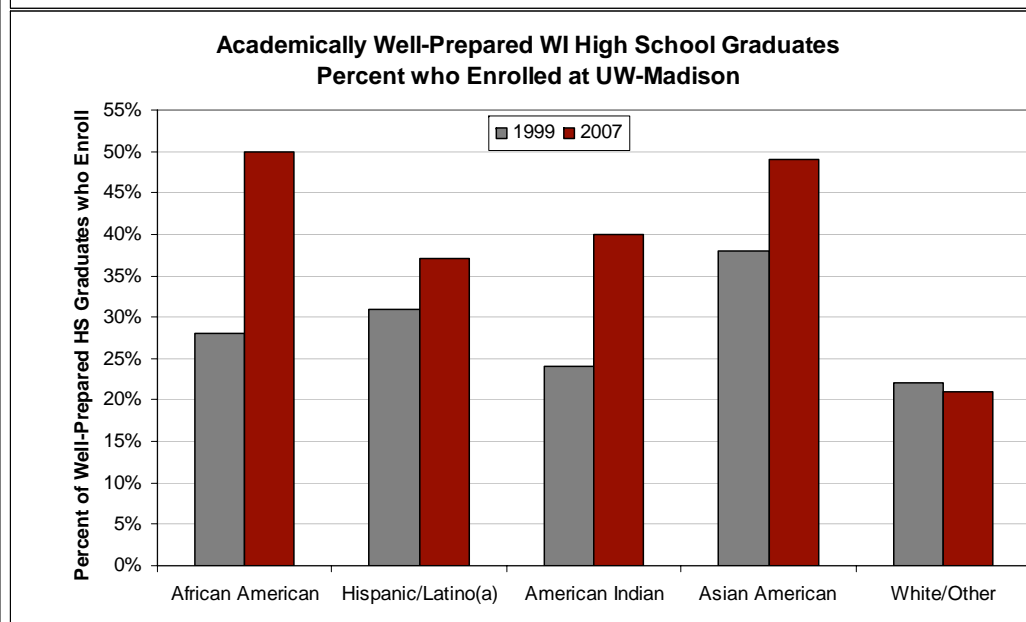


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Goal 2: Increase the Educational Pipeline



"Well-prepared" high school graduates are in the top quartile of their graduating classes and score at least 22 (WI average) on the ACT test (or equivalent SAT score).



UW-Madison's Recruiting Pool

African American

	1999	2007
Average Annual Number of... High School Graduates	2,819	4,552
.....in Top 50% of Class	819	1,309
.....with an ACT Score Over 22	136	144
.....in the Top 25% of Class	93	100
Of "well prepared graduates" ..... Percent applying (application rate)	53	83
Percent enrolling (access/service rate)	28	50

Hispanic/Latino(a)

	1999	2007
Average Annual Number of... High School Graduates	1,620	2,774
.....in Top 50% of Class	552	785
.....with an ACT Score Over 22	175	278
.....in the Top 25% of Class	117	190
Of "well prepared graduates" ..... Percent applying (application rate)	51	64
Percent enrolling (access/service rate)	31	37

American Indian

	1999	2007
Average Annual Number of... High School Graduates	585	833
.....in Top 50% of Class	192	220
.....with an ACT Score Over 22	80	72
.....in the Top 25% of Class	54	51
Of "well prepared graduates" ..... Percent applying (application rate)	37	64
Percent enrolling (access/service rate)	24	40

Asian

	1999	2007
Average Annual Number of... High School Graduates	1,582	2,355
.....in Top 50% of Class	824	1,102
.....with an ACT Score Over 22	329	391
.....in the Top 25% of Class	276	290
Of "well prepared graduates" ..... Percent applying (application rate)	66	87
Percent enrolling (access/service rate)	38	49

White/Other

	1999	2007
Average Annual Number of... High School Graduates	57,368	58,632
.....in Top 50% of Class	33,369	33,870
.....with an ACT Score Over 22	18,170	18,513
.....in the Top 25% of Class	13,677	13,901
Of "well prepared graduates" ..... Percent applying (application rate)	37	42
Percent enrolling (access/service rate)	22	21

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.



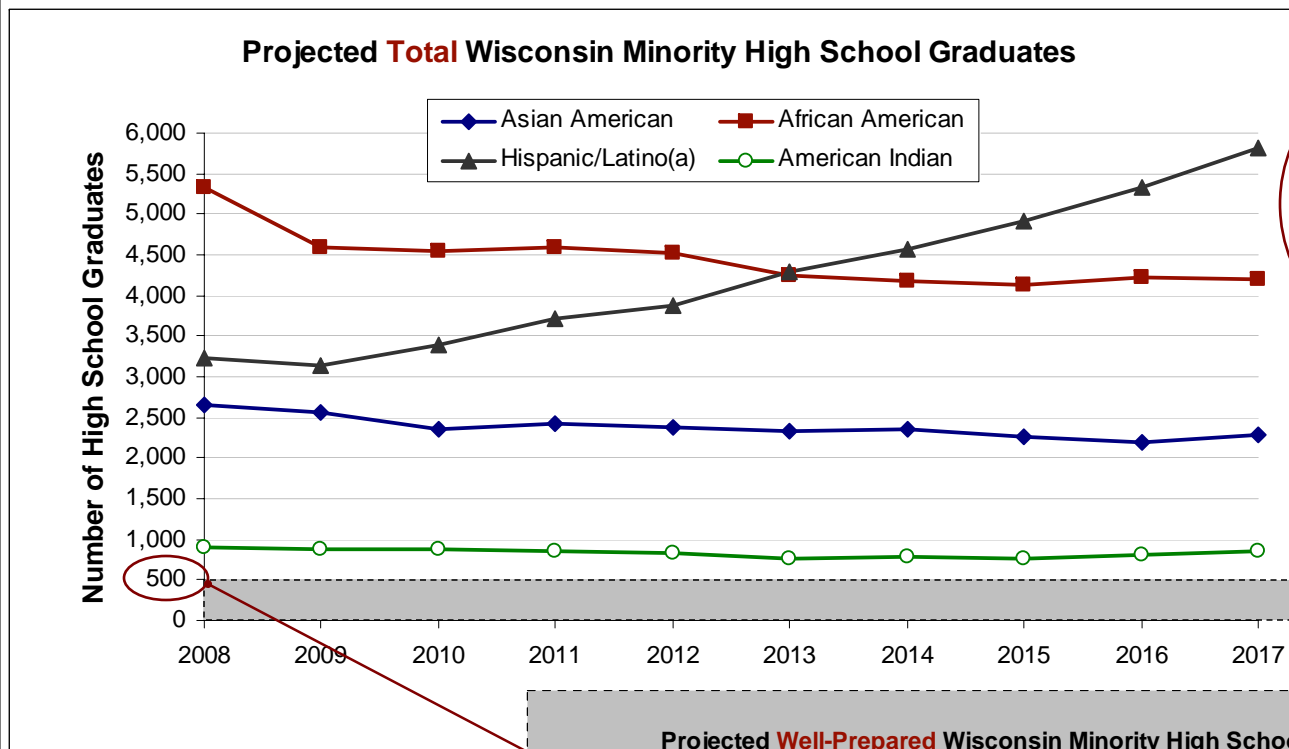
# Goal 2: Increase the Educational Pipeline: Future Trends

## Key Points

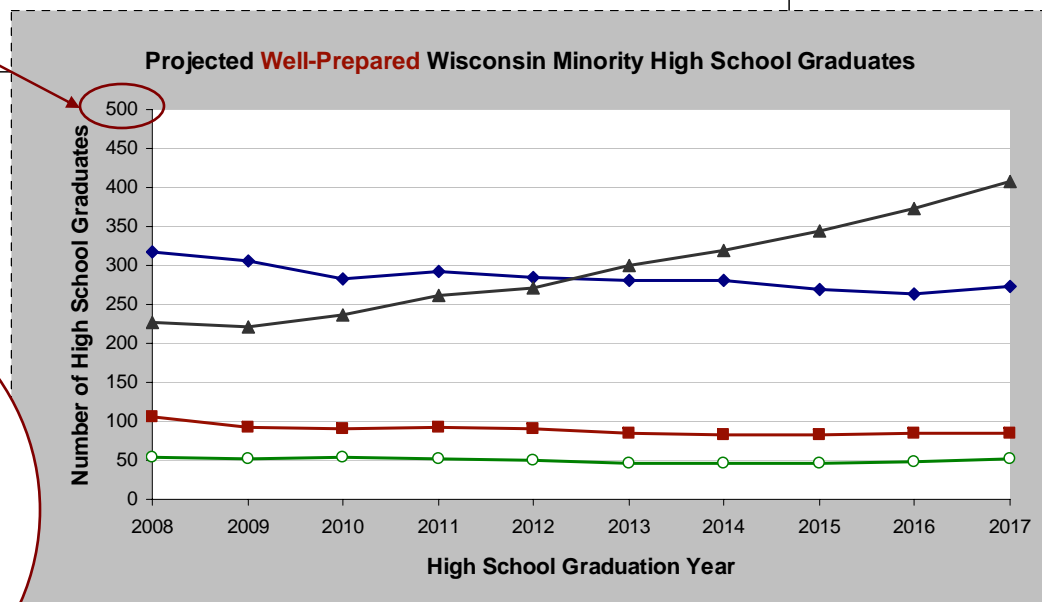
- The increasing number of minority high school graduates in Wisconsin between 1998 and 2008 enabled UW-Madison to increase its minority enrollment.
- These conditions are changing. The overall size of Wisconsin's high school class reached its expected peak in 2007 and will decrease over the next ten 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.



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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.

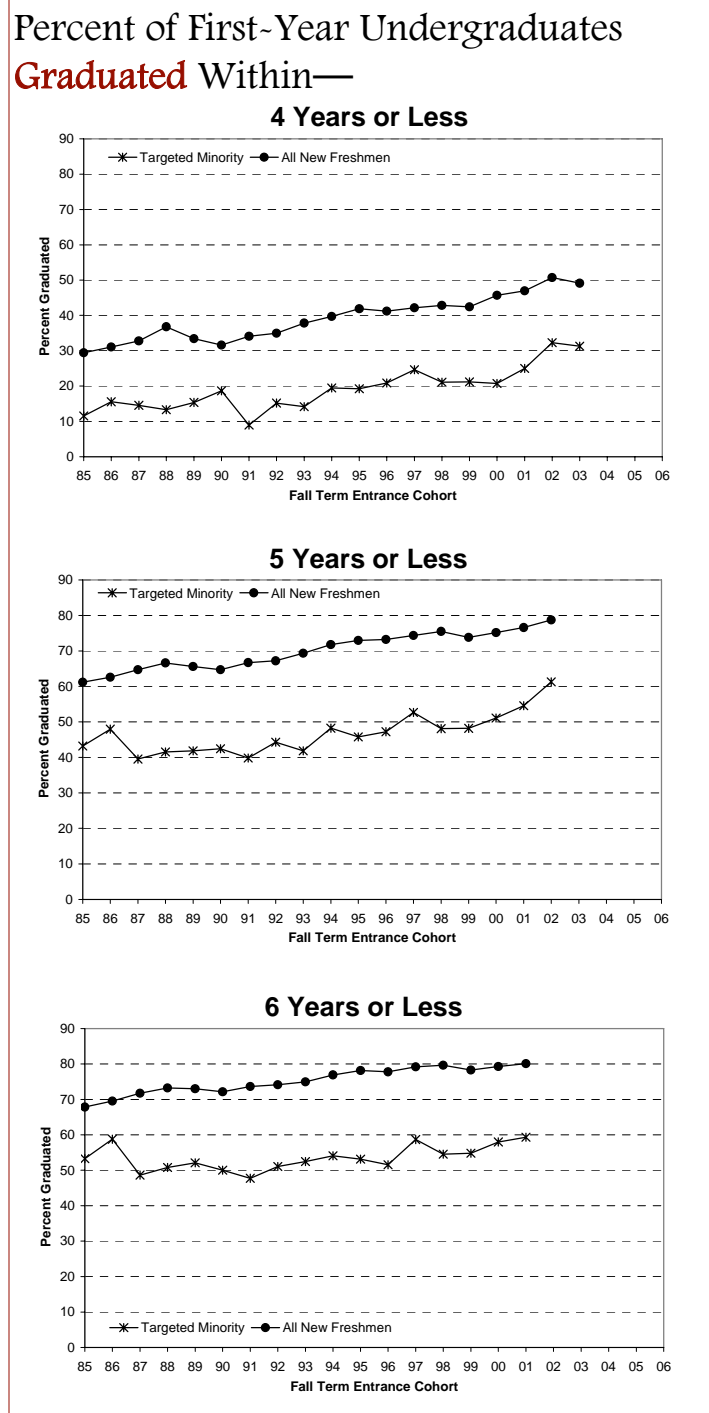
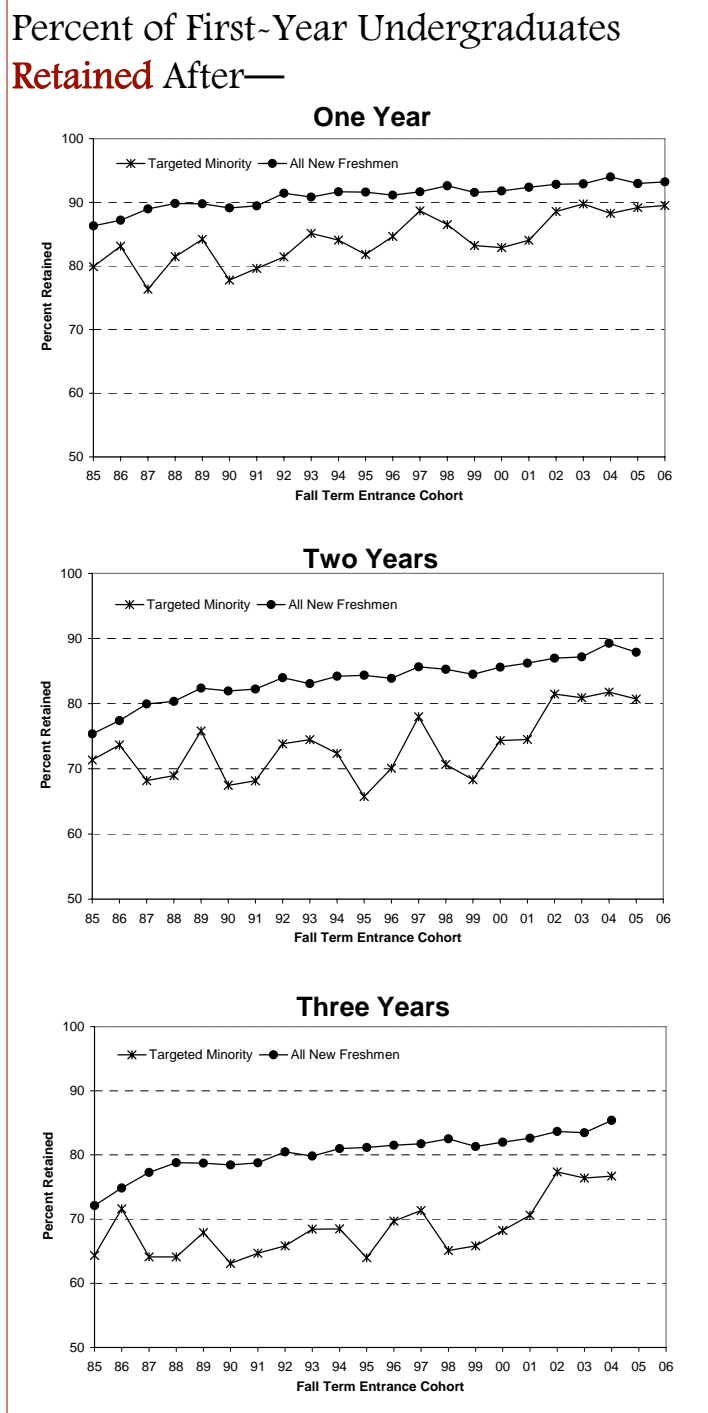
# Key Points

- 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.



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# Goal 3: Increase Retention and Graduation Rates



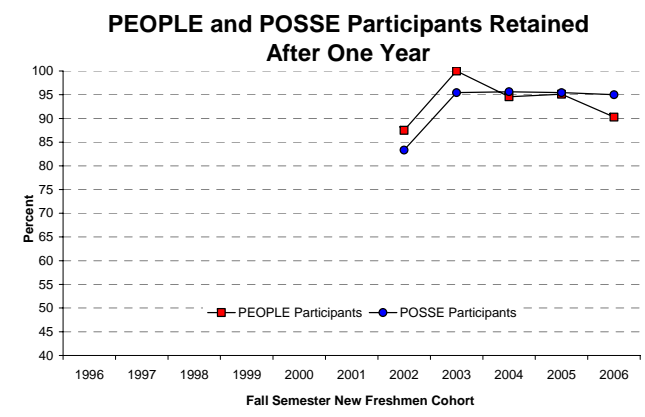
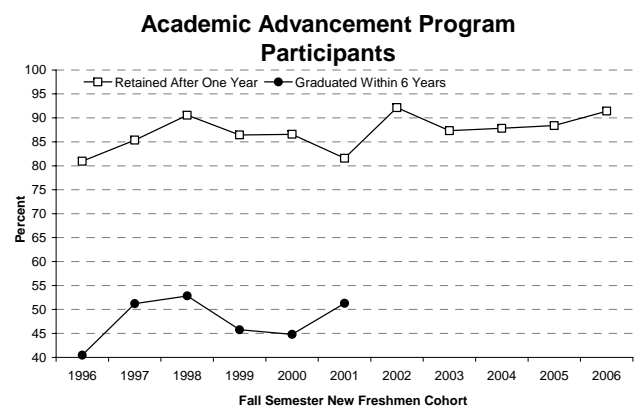
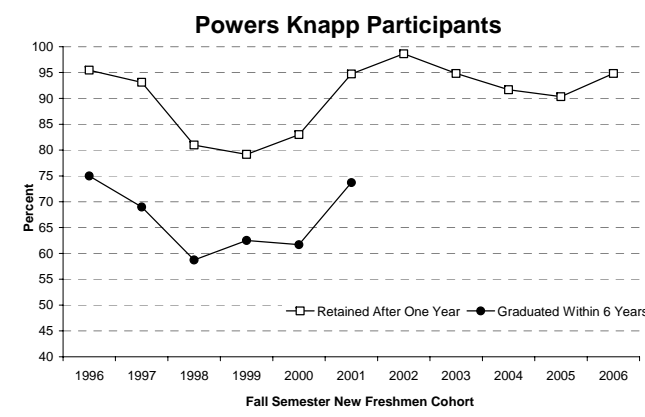
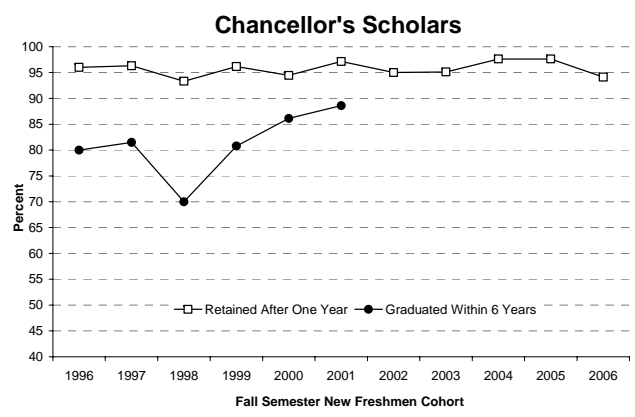
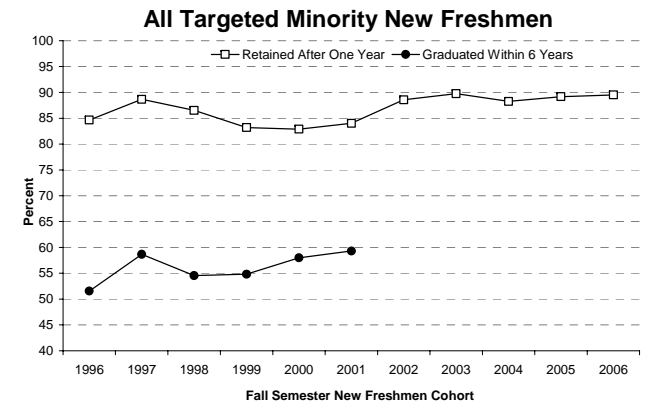
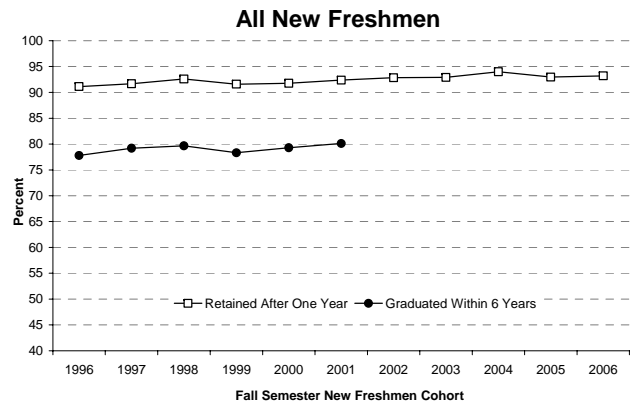
# Key Points

- 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.



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## 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, on average, they are more likely to qualify for Federal Pell Grants.

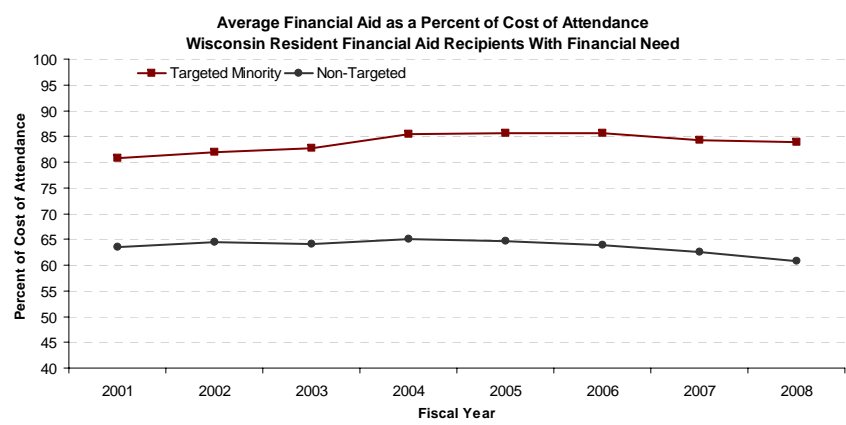
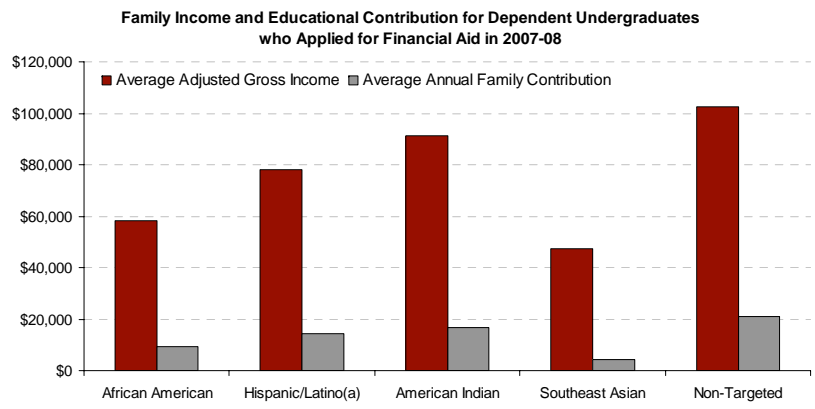
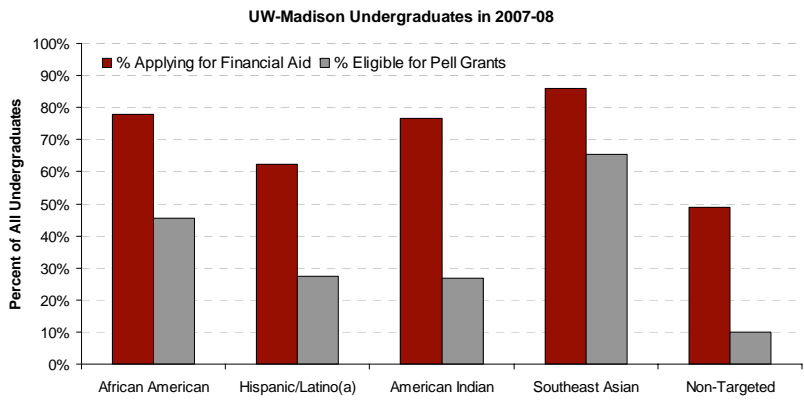
- The average family income of targeted minority undergraduates who applied for financial aid is lower than the average income of non-targeted undergraduates. As a result, the average amount that these families are expected to pay towards educational costs, based on the standard Federal calculation,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

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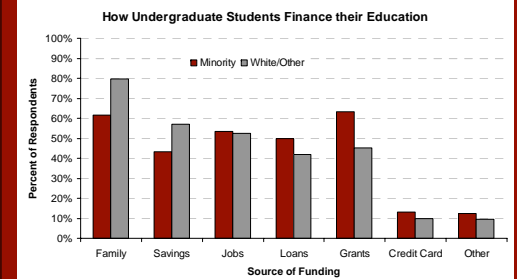
### Goal 4: Increase Financial Aid



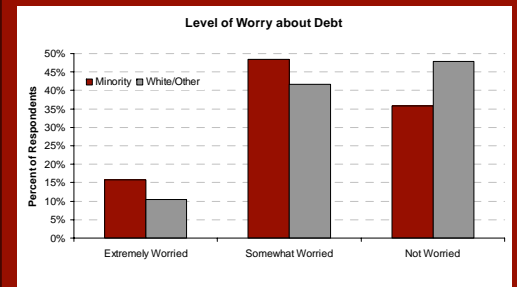
# From the 2006 Undergraduate Survey...



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.



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

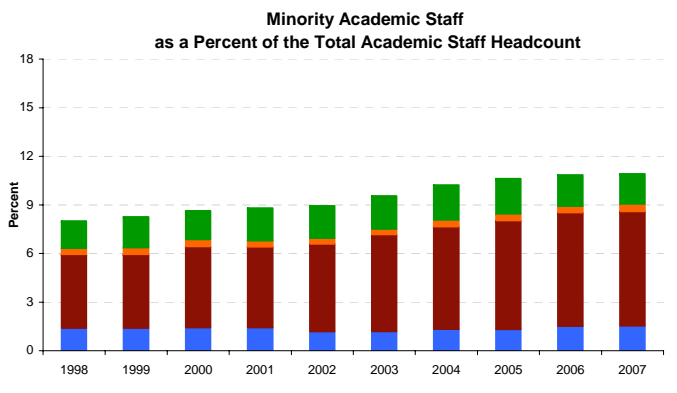
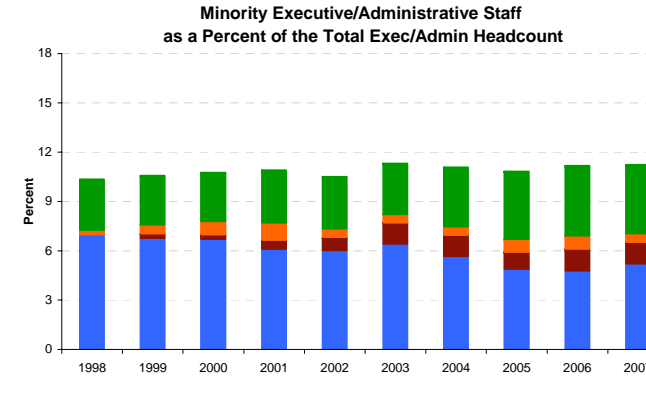
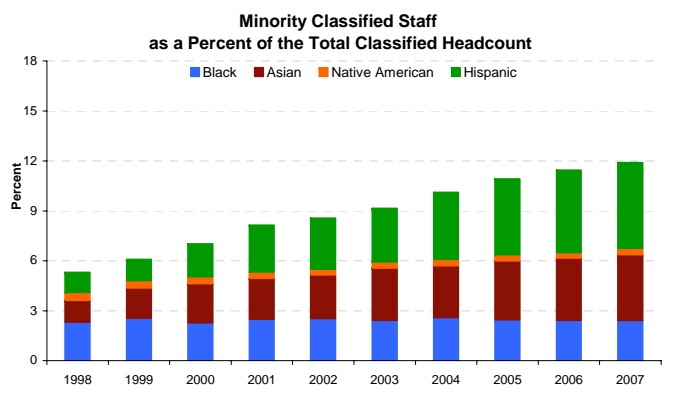
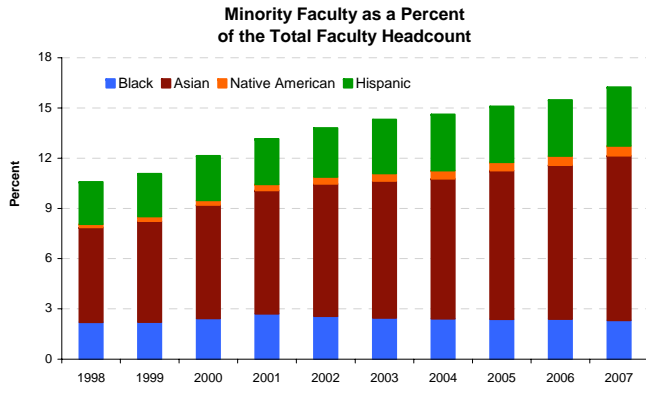
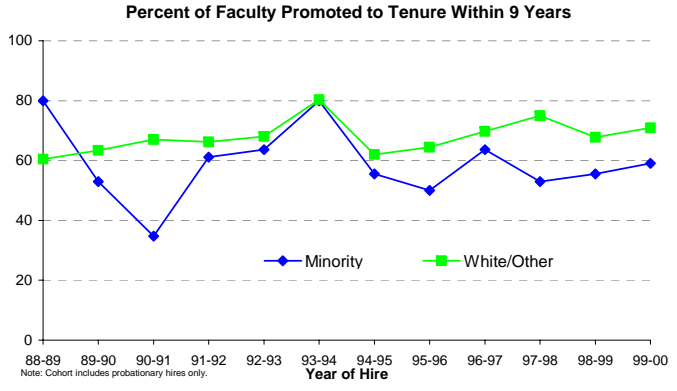
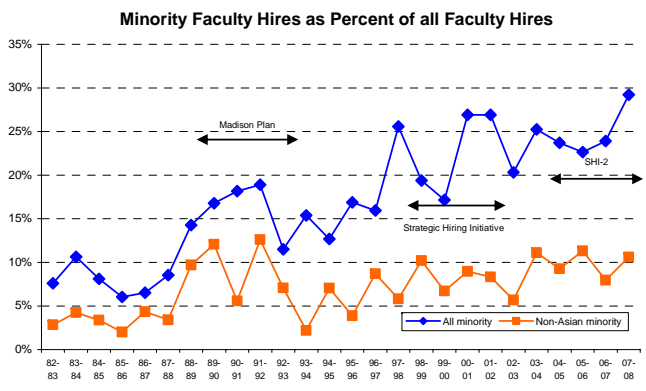


# Key Points

- 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.



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

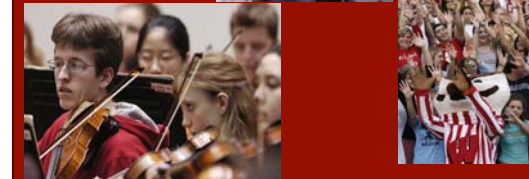


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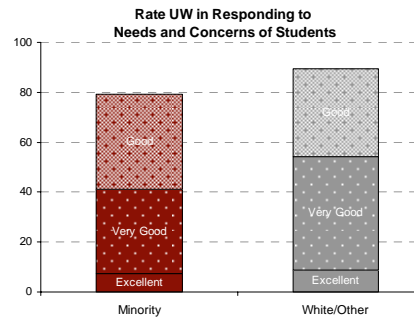
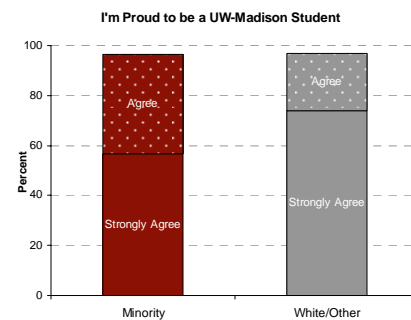
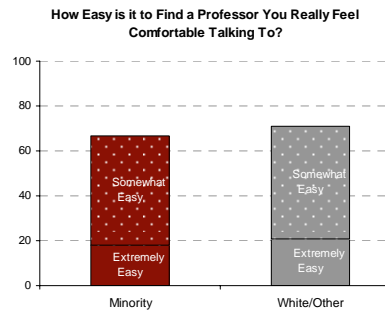
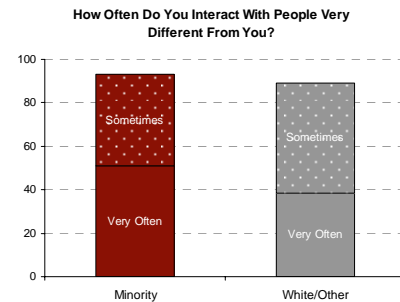
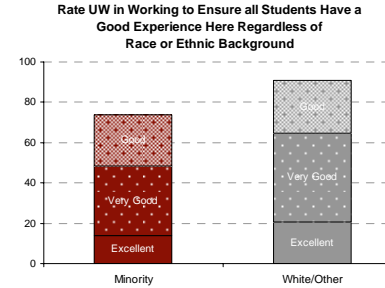
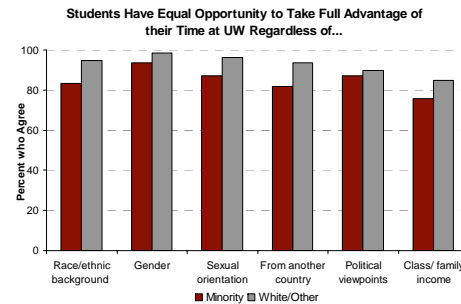
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Efforts to evaluate campus climate for employees include:

- 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](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

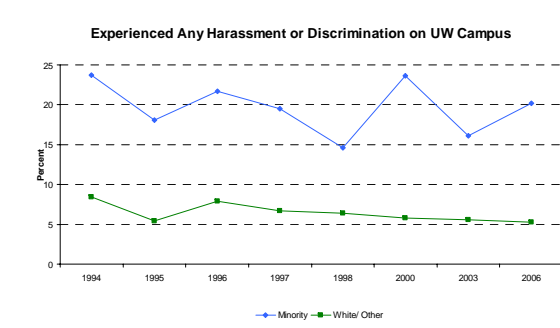
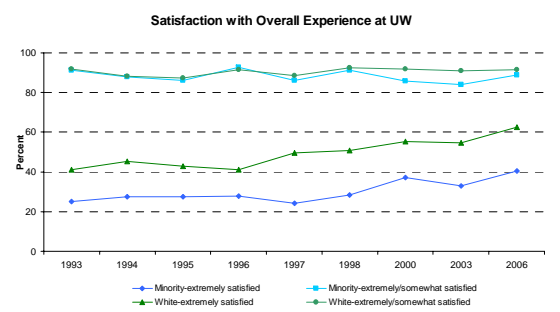
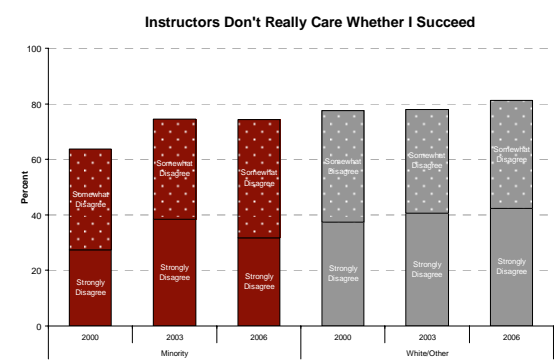
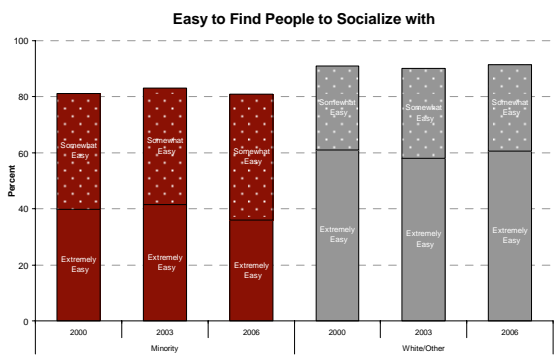
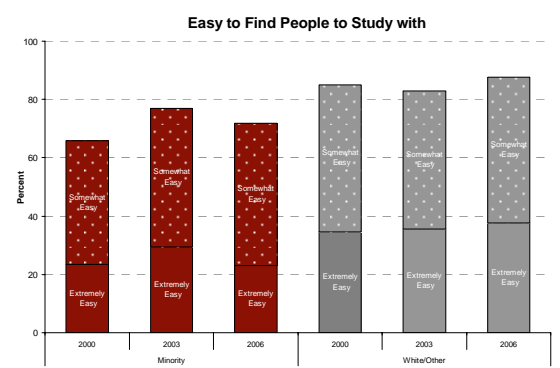
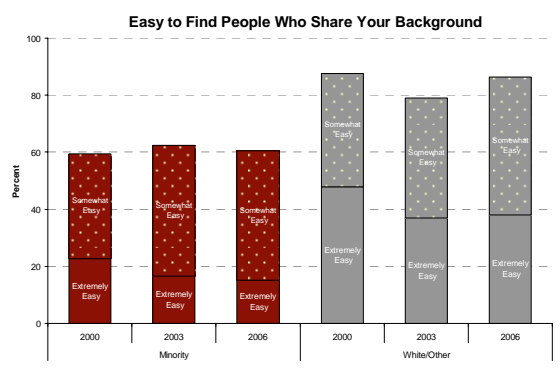
- Nearly all students agree or strongly agree that they have equal opportunity to take full advantage of their time at UW-Madison regardless of their gender, race, sexual orientation, political views, national origins, or family income. However, minority students are somewhat less likely to agree.
-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

# 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.

# 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.



## 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  
[apa.wisc.edu](http://apa.wisc.edu)

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*