

# **University of Wisconsin-Whitewater Equity Scorecard Report Addendum**

## **Overview**

### **September 2009**

UW-Whitewater was one of six institutions in the UW System to volunteer to participate in an Equity Scorecard pilot project to inform strategic decision-making with respect to current and future diversity initiatives. The overall goal of this initiative was to achieve equity in educational outcomes for all students, especially students of color. The Equity Scorecard was originally developed at the Center for Urban Education at the University of Southern California. The UW-W Equity Scorecard Team met monthly from March 2006 through May 2007, and completed its Report in June 2007.

The Team analyzed data disaggregated by ethnicity and gender to understand and document factors affecting diversity on the UW-W campus. The Team divided its work into the four components of the Equity Scorecard to understand equity from the perspectives of access, retention, student excellence, and institutional receptiveness.

Based on the Team's analysis, the Equity Scorecard Team identified six Measures of Equity for UW-W to consider:

- UW-W should measure its populations of students of color and compare the proportionate enrollment of each ethnic group to the proportions of high school graduates in the 13-county region surrounding UW-W. Equity is achieved when the proportions in the UW-W population are equal to the proportion of high school graduates in the region.
- UW-W should measure the proportions of students of color who gain access to their first choice of College two years after admission. Equity is achieved when the proportions of students of color who gain access to their choice of College is equal to the proportion of White students who gain entry.
- UW-W should measure the first-to-second year retention for students of color. Equity is achieved when the retention rate for students of color is equal to the retention rate for White students.
- UW-W should measure the six-year graduation rate for each group of students of color. Equity is achieved when the graduation rate for each group of students of color is equal to the graduation rate for White students.
- UW-W should measure the rate at which students of color achieve the University honors GPA of 3.4 or higher. Equity is achieved when the achievement rate of students of color is equal to the achievement rate of University honors for White students.
- UW-W should measure the proportions of faculty and instructional academic staff in each ethnic category. Equity is achieved when the proportion of faculty/instructional academic staff in each category is equal to the proportion of undergraduate students on campus in the same category.

Findings from the Report were shared with more than 40 departments/units on campus during spring 2008. At the conclusion of the presentation, constituencies were asked to identify ways to improve campus diversity by using one or more measures of the Equity Scorecard, and to include this information in their Annual Reports.

During 2008-09, the Equity Scorecard Team Data Team continued to meet. Data team members updated data on a number of the original charts and tables, and discussed trends that emerged from the new data sets. Data Team members also discussed feedback they had received from the campus presentations, and incorporated this feedback into an Equity Scorecard Addendum, which they prepared for the 2009-2010 academic year. The Team decided to retain the six original equity measures, including

the original benchmarks, as goals for making UW-W a campus that is accepting and respectful of diversity.

## **2008-2009 Data Findings**

### Access

- There has been a considerable increase in the number of high school students of color taking the ACT exam.
- The enrolled percentage of students of color has been increasing with one exception, the Hispanic/Latino/Latina population

### Retention

- While the first-to-second year retention rate appears to be somewhat stable for white students, the first-to-second year retention rate for students of color appears to be lacking consistency and on the average, African American and Hispanic/Latino/Latina students present the greatest gaps.
- The graduation rates for all students have increased, although the rates for students of color continue to lag significantly behind white students.

### Excellence

- Overall, this area remains consistent with the findings of the 2007 Report; students of color are participating in University-wide programs of excellence at rates higher than their overall percentage of total students on campus.

### Institutional Receptivity

- The representation of faculty and instructional academic staff of color has shown a slight increase.
- The ethnic composition of faculty teaching selected “gateway” courses has seen a slight improvement.
- Student perceptions on the extent to how well their academic programs have prepared them in particular areas, specifically the extent they gained an “appreciation of the effects of international, multicultural and ethnic factors” on their majors, has changed from the original *Report*. The significance of the gap from the original *Report*, by College, has been inverted with two Colleges seeing a substantial decrease in their students’ preparation/importance gap and the other two seeing a substantial increase in their students’ preparation/importance gap.

Full reports are on the Diversity Website: <http://www.uww.edu/diversity/> under institutional reports

- **Equity Scorecard Project**
- **Equity Scorecard Report Addendum**

## **Data and Definitions**

As in the *2007 Report*, the data in this Addendum are disaggregated by ethnicity and in some cases gender. Data were analyzed to determine measures of share (e.g., percentage of students of color declaring a specific major as new freshmen) or rate (e.g., percentage of students who graduated with a degree in six years), depending on the indicator. In each case, Team members compared the existing share or rate to what the Team defined as equity. The Team defined equity as the point at which the share or rate of students of a given ethnicity with a particular academic feature equals that same group's share or rate of the total student population at UW-W. In the case of access to the institution, the Team defined equity as the percentage at which the population of UW-W students of a given ethnicity equaled that of the population of college-age persons within a sixty-mile radius (13 counties) of UW-W who graduated from high school. These definitions helped the Team to determine the extent to which UW-W had achieved equity in access, retention, success, and institutional receptivity. In the *2007 Report*, the Team used the 1999 new freshman cohort group in setting benchmarks unless otherwise stated.

In the Addendum, "Table" is used when a table from the 2007 Report has been copied or replicated. The page number of the 2007 Report on which the Table is found is included for reference purposes. "NT" (New Table) is used to designate all tables that were developed for the Addendum.

## Section 1: Access by Ethnicity and Gender

### Overview

This section details the Team's analysis of *access* by ethnicity and gender of full-time undergraduate populations at UW-W from Fall 1999 to Fall 2005 and beyond. Several aspects of the access perspective are shown: access to the University, access to financial aid, and access to colleges within the University.

### Equity measure Number 1:

**UW-W should measure its populations of students of color and compare the proportionate enrollment of each ethnic group to the proportions of high school graduates in the 13-county region surrounding UW-W. Equity is achieved when the proportions in the UW-W population are equal to the proportion of high school graduates in the region.**

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Findings in 2007 Equity Scorecard *Report*:

1. The Team compared the number and percentage of full time undergraduates at UW-W in Fall 1999 and in Fall 2005. The population of all students of color increased both numerically and as a percent of the total undergraduate student population during this period, and the number and percentage of White students showed a slight decline.
2. The Team reported the percentage of the population, the percentage of 18- to 24-year-olds, and the number of 12<sup>th</sup> graders in the 13-county area from which UW-W draws more than 82% of its new freshmen, based on 2000 census data. The team also reported on the percentage of 2002 high school diploma recipients, based on statistics from the National Center for Education Statistics, and the number of 2005 ACT tests taken, based on Wisconsin DPI data. New Table (NT)-1, in which this data is reported has been updated, is on the next page of this Addendum.
3. The Team looked at admission rates by ethnicity, and found that, compared to White students, the rate of admission was significantly less for African-Americans, close for Hispanic/Latino/Latinas, and greater for Native Americans and Asians.
4. On the other hand, enrollment rates, when compared to White students, showed higher rates for African-Americans, and Hispanics/Latinos/Latinas, with lower enrollment rates for American Indians and Asians.
5. While the percentages of men and women are not identical, the difference in percentages was not significant. Thus, gender was not a mitigating factor in overall access to campus.

**Update:**

During the campus presentations in 2008, several groups noted that the Team’s original measure of using the percentage of high school graduates in the region was a goal that would be nearly impossible to attain, since not all high school graduates will attend college. However, the Team felt that having a student population that mirrors the population of the region as a whole is a long-term goal to which the campus should aspire. The Team also recognized that a short-term goal would be attained if the student population at UW-W reflected the percentages of ACT test-takers, since taking the ACT is a requirement for entry to the University.

The table below contains updated figures for high school diploma recipients and ACT test-takers, given the 2000 US Census figures for Wisconsin in the other columns in the Table:

US Census 2000 Data			NCES DATA		WI DPI	NCES DATA	WI DPI
Racial/Ethnic Group	Total Population	18- to-24-year-olds	2001-02 12 <sup>th</sup> graders	2002 Diploma recipients	2005 ACT takers	2003-04 & 2004-05 WI hs grads	2008 ACT Test-Takers in 13 WI counties
African-American	10.0%	11.1%	12.0%	10.7%	7.3%	5.9%	9.46%
American Indian	0.4%	0.6%	0.5%	0.4%	0.1%	1.1%	0.43%
Asian	1.8%	2.5%	2.8%	2.8%	2.7%	3.2%**	3.59%***
Hispanic/Latino/Latina	5.5%	8.2%	5.1%	5.1%	2.9%	3.5%	4.48%
Other/Unknown	2.5%	4.1%	N/A	N/A	8.0%	N/A	1.24%
White, non-Hispanic	78.2%	71.4%	79.6%	81.0%	79.0%	86.3%	76.77%
Two or more races	1.6%	2.1%	*	*	*	*	1.92%
No response							2.08%
Total Percent	100.0%	100.0%	100.0%	100.0%	100.0%	100%	99.97%
Total Headcount	2,765,049	286,850	30,449	28,085	18,745	63,229	21,615

**NT-1:** Regional population of college-prepared persons by ethnicity in the 13 counties in Wisconsin from which approximately 80% of new UW-W freshmen come. \*Data was not provided because different data sources reported this data in different ways. \*\* NCES category is Asian/Pacific Islander. Original data from this table, including 2000 US Census data, 2002 NCES data and 2005 DPI data is copied from **Table 2**, p. 12, of the 2007 Report. \*\*\*Asian American (Southeast Asian not available)

The Equity Scorecard Data Team updated application, admission, and enrollment figures for the UW-W 2006, 2007, and 2008 new freshmen cohort groups. The aggregated data is presented on the

following chart. Application, admission, and enrollment data for Fall 2005, 2006, 2007, and 2008 cohort groups are contained in Appendix A.

Fall 2006, 2007, and 2008 UW-W application, admission, and enrollment aggregated data

	Completed Application	Admitted to UWW		Enrolled at UWW	
	Headcount	Admit	Avg Pct of apps admitted	Headcount	Avg Pct of apps who enrolled
African-American	1429	667	47%	290	43%
American Indian	88	62	72%	24	39%
Asian	345	261	76%	75	29%
Hispanic/Latino	501	330	66%	118	36%
Other/Unknown	110	80	64%	35	53%
White	<u>10,528</u>	<u>8,147</u>	77%	<u>3,744</u>	46%
All students	13,001	9,547	73%	4,286	45%

**NT-2:** Fall 2006, 2007, and 2008 UW-W application, admission, and enrollment data: new freshmen from the 13-county area surrounding Whitewater

The data in the above table can be compared to the Fall 2005 UW-W application, admission, and enrollment data of new freshmen from the 13-county area surrounding UW-Whitewater from the 2007

*Equity Scorecard Report:*

Fall 2005 application, admission, and enrollment data

	Completed Application	Admitted to UWW		Enrolled at UWW	
	Headcount	Admit	Pct of apps admitted	Headcount	Pct of apps who enrolled
2005 African-American	338	210	63%	83	40%
American Indian	16	13	81%	4	31%
Asian	92	81	88%	25	31%
Hispanic/Latino	135	102	76%	47	46%
Other/Unknown	13	10	77%	4	40%
White	<u>3,145</u>	<u>2,495</u>	79%	<u>1,154</u>	37%
All students	3,739	2,890	78%	1,412	40%

**Table 3:** Fall 2005 UW-W application, admission, and enrollment data: new freshmen from the 13-county area surrounding Whitewater (p. 13 of the 2007 *Report*)

**Access by Gender:**

The Team reviewed enrollment numbers by gender for the Fall 2000 and Fall 2006 new freshman cohort groups, and reaffirmed that gender was not an access issue. (Enrollment rates for males were 47% and 50% in 2000 and 2006 respectively, and for females, 53% and 50%).

**Access to Financial Aid Recipients by Ethnicity:**

In the 2007 *Report*, the Equity Scorecard Team reported that access to financial aid was not an equity issue, but that students of color had greater need for financial aid than other students. With the volatility of the State’s economy in 2009, and proposals being considered to increase the amount of aid to students whose family income is less than the median Wisconsin family income, the Team decided to postpone an update of this section until a time when data on the new financial aid initiatives would have been in place for at least two years to see if any trends or issues were emerging.

**Access to Majors (by College):**

The Equity Scorecard Team identified access to majors as both an **access** and a **retention** issue in the 2007 *Report*. They noted that the rate at which students of color gained access to their first choice of College was less than that of their White counterparts. Based on the data, the Team developed the following **Equity Measure Number 2**:

**UW-W should measure the proportions of students of color who gain access to their first choice of College two years after admission. Equity is achieved when the proportions of students of color who gain access to their choice of College is equal to the proportion of White students who gain access.**

PeopleSoft tables, which change daily, were the source of data for this access measure in the 2007 *Report*. Subsequent analysis was conducted using CDR data, which is “frozen in time,” and hence, less subject to day-to-day changes. Thus, CDR data is used for this section for **all** cohort groups for consistency, and this chart does **not** replicate Table 7 in the 2007 *Report*. The data from which this chart is based is included in Appendix B of this Addendum, but the chart does not include the category of Other/Non-specified, or No response, nor does it include students who were Undeclared majors upon entry to UW-W. Data will be further disaggregated in the Retention section of this Addendum.

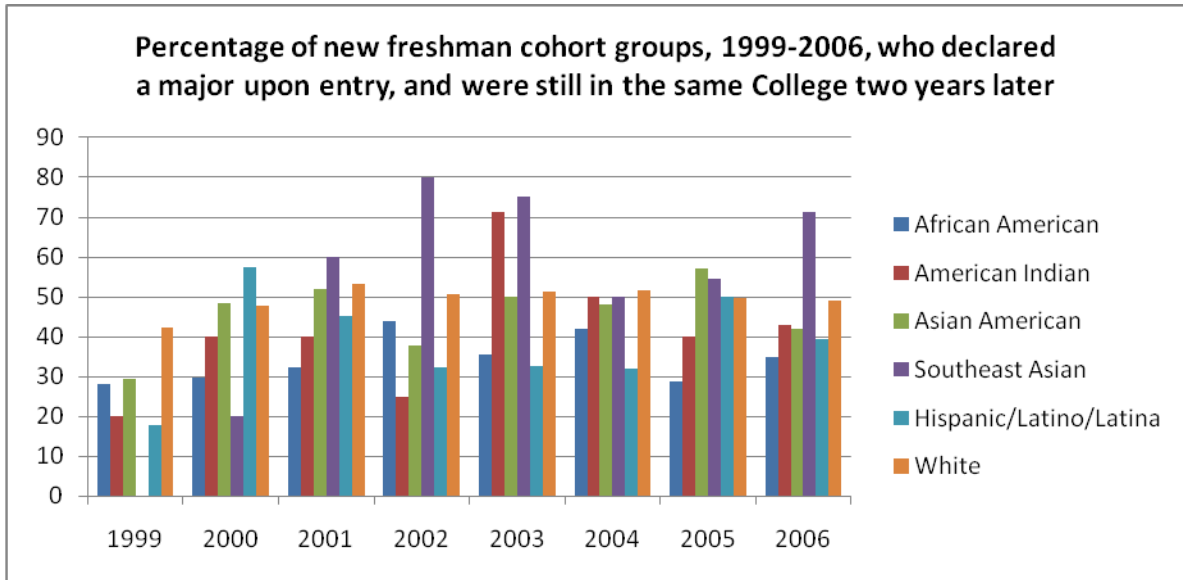


Figure 1: Percentage of new freshman cohort groups, 1999-2006, who declared a major upon entry, and were still in the same College two years later/



## Section 2: Student Retention

In the 2007 *Report*, the Team reviewed three potential measures of equity in student retention: first-to-second year retention rates for four freshman cohort groups—1999, 2000 2001, and 2002; six-year graduation rates of students; and retention of majors by College. This section expands the data to include data from 2005-2008 (some data in this section are preliminary). First-to-second year retention was the focus of **Equity Measure Number 3:**

**UW-W should measure the first-to-second year retention rate for students of color. Equity is achieved when the retention rate for students of color is equal to the retention rate for White students.**

### First-to-Second-Year Retention

In the 2007 *Equity Scorecard Report*, the new freshman cohorts for 1999-2002 were aggregated by ethnicity. The total first-to-second year retention rate of students of color was 69.8%, which was less than 76.5% for White students. The gap in UW-W's first-to-second year retention rates were an equity concern. Additional data were examined to determine if this trend has continued in more recent years.

The 2008-09 *UW-W Accountability Report*, an annual report submitted to UW System, reported the following information on first-to-second-year retention of full-time new freshmen students:

Fall Cohort	Actual	Target
2003	76.9%	79.0%
2004	77.0%	80.0%
2005	74.6%	80.0%
2006	77.0%	80.0%
2007	76.1%	80.0%

NT-3: 2<sup>nd</sup>-Year Retention at UW-W

The 2008-09 *UW-W Accountability Report* also reported the first-to-second year retention percentages of new freshmen entering UW-W full-time between 2004 and 2007 by race/ethnicity:

		African-American	American Indian	Southeast Asian	Other Asian	Latino/a Hispanic	Students Of Color	White
2004	#	138	10	31	31	55	265	1,474
	%	67%	70%	74%	65%	73%	69%	78%
2005	#	84	10	14	17	51	176	1,513
	%	57%	60%	79%	76%	75%	66%	75%
2006	HC	66	8	16	21	39	150	1,622
	%	71%	**	94%	76%	79%	76%	77%
2007	#	121	14	17	19	45	216	1,815
	%	60%	86%	59%	63%	67%	63%	78%

**NT-4:** First-to-second-year retention head count and percentage of 4004-2007 UW-W new freshman cohort groups  
 \*\*five or fewer students were retained. Note: International students are excluded in the table

The figures in the chart above can be compared with the following percentages from the 2007 *Report*, in which four new freshman cohort groups—1999, 2000, 2001, and 2002—were aggregated in computing the percentages.

Aggregated four-year new freshman cohorts [1999-2002] by ethnicity	First-year enrollment	Number retained in the second year	First-to-second year retention rate by percentage
African-American	328	207	63.11
American Indian	32	26	81.25
Southeast Asian	87	75	86.21
Other Asian	86	64	74.42
Hispanic/Latino/a	170	119	70.00
White	7,055	5,400	76.54
Students of color	703	491	69.84
University total:*	8,461	6,382	75.43

**Table 8:** 2007 Equity Scorecard *Report*, pp. 22-23: UW-W first-to-second year retention rates of fall 1999, 2000, 2001, and 2002 new freshman cohort by ethnicity. \*University total excludes international students.

### Graduation rates:

The University of Wisconsin System uses a 6-year graduation rate in reporting statistics on graduation. Based on this six-year timeframe, the Equity Scorecard Team developed **Equity Measure**

### Number 4:

**UW-W should measure the six-year graduation rate for students of color. Equity is achieved when the graduation rate for each group of students of color is equal to the graduation rate for White students.**

The 2008-09 UW-W *Accountability Report* includes graduation percentages overall and disaggregated by ethnicity. The Overall six-year graduation rates of students for the past five cohort groups, ending in 2002, are:

Fall Cohort	Actual	Target
1998	60.8%	59.0%
1999	57.8%	60.0%
2000	59.4%	61.0%
2001	60.9%	62.0%
2002	62.3%	63.0%

**NT-5:** UW-W graduation rate, anywhere in UW System

Six-year graduation rates anywhere in the UW System for students of color in the above cohort groups are reported in the *Accountability Report*:

		African-American	American Indian	Southeast Asian	Other Asian	Latino/a Hispanic	Students Of Color	White
1999	#	71	9	12	13	42	147	1,718
	%	21%	**	58%	62%	40%	33%	60%
2000	#	100	9	25	28	52	214	1,829
	%	25%	**	52%	29%	63%	39%	62%
2001	HC	79	6	20	20	44	169	1,681
	%	32%	**	60%	55%	41%	42%	63%
2002*	#	78	8	30	25	32	173	1,827
	%	38%	75%	60%	64%	44%	49%	64%

**NT-6:** Six-year graduation rates of UW-W new freshman cohort groups 1999-2002, graduated anywhere in UW System. \*data are preliminary. \*\*five or fewer students graduated. Note: international students are excluded in this table.

The 2007 Equity Scorecard *Report* noted that Southeast Asian students were the only group that graduated at a rate equal to or higher than White students, based on the cohort groups from 1999 to 2002.

### **Retention by College**

The 2007 Equity Scorecard *Report* noted that upon entry as new freshmen in Fall 1999, the

largest number of students of color declared Pre-Business as a major, followed in order by the Colleges of Letters & Sciences, Education, and Arts & Communication. The same pattern of declaration of major upon entry was shown for the 2000 and 2001 new freshman cohorts, one which mirrors enrollment by College overall at UW-W.

The metric of the Retention by College section of the *2007 Report* was the extent to which each College retained those students as majors two years later. Although the Equity Scorecard Team recognized that students often change majors for many reasons that are not necessarily based on academics, the Team also found that students of color had gained entry into their College of choice two years after initial enrollment at rates lower than White students. Thus, retention by College could be considered, in part, an equity issue.

Finally, in the *2007 Report*, the Team computed ratios of students retained two years later to those who chose that major as freshmen by College. A ratio of 1 would mean that all students were retained by the College. Appendix C shows this data and the computed ratios by College for the new freshman cohort groups of 2000 and 2001, as well as for the “baseline” cohort group of 1999.

### Section 3: Excellence

In the 2007 *Report*, the Equity Scorecard Team analyzed data to answer three questions:

- 1) How are students of color at UW-W represented in categories of cumulative GPA?
- 2) How are students of color at UW-W represented in a variety of programs denoting leadership and excellence, such as Resident Assistants, Peer Mentors, Honors Program, undergraduate research, and study abroad?
- 3) How successful are students of color in achieving entrance to graduate school after completing an undergraduate degree from UW-W?

The Team found that students of color did not graduate with University honors (*cum laude*, *magna cum laude*, *summa cum laude*), which requires a minimum cumulative GPA of 3.4, at the same rate as White students. However, the Team also found that students of color are better represented in some programs denoting excellence than their percentage of students on campus and that they were also successful in obtaining entry into graduate schools in the UW System within three years of completing their undergraduate degree at higher rates than their percentages on campus at graduation would suggest.

Based on this analysis, the Team derived **Equity Measure Number 5:**

**UW-W should measure the rate at which students of color achieve University honors GPA of 3.4 or higher. Equity is achieved when the achievement rate of students of color is equal to the achievement rate of University honors for White students.**

In reviewing more recent data, the Data Team members found that the answers to the three questions above remained the same, with lower rates of graduation with University honors for students of color than for White students, and with higher rates of participation in undergraduate programs denoting excellence and in graduate school enrollments. In the 2007 *Report*, the Team noted that overall GPAs of students of color were lower than those of White students. However, the Team wondered if this was the case across-the-board, or if a large percentage of students of color were achieving GPAs very near to 3.4, but not sufficient to graduate with University honors. The Team then examined the GPAs of UW-W graduates by ethnicity by GPA range for the past eight years (Fall 1999-Fall 2008). The chart below depicts the distribution by GPA range and ethnicity. The aggregated data on which this chart is based is in Appendix D.

Percentage of UW-W Bachelor's Degree Recipients by GPA Range,  
Aggregated by Race/Ethnicity: Fall 1999 through Fall 2008

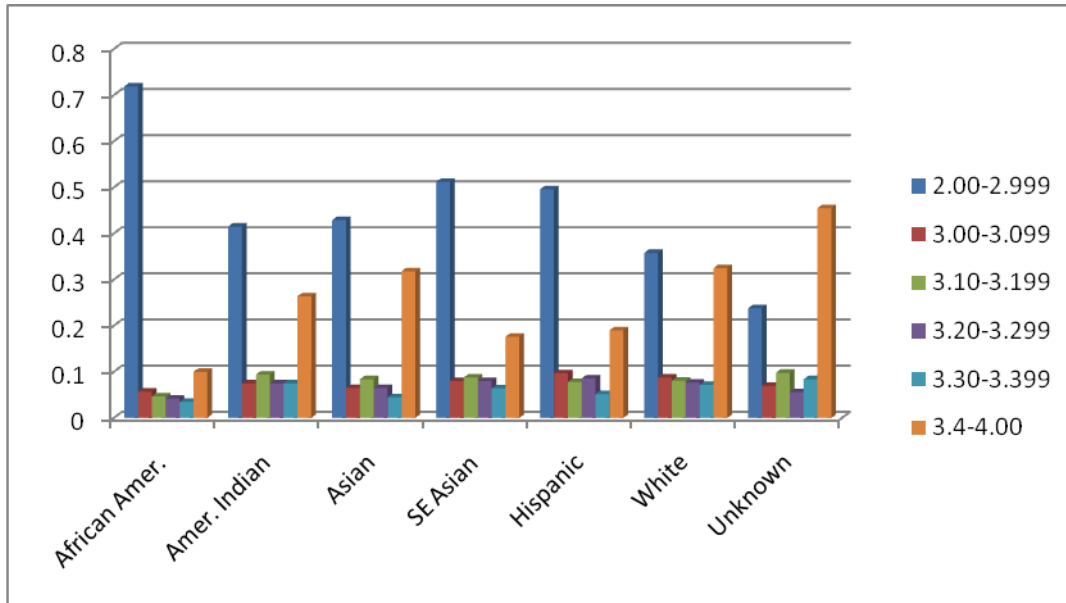


Figure 2: Percentage of UW-W Bachelor's Degree Recipients by GPA, Aggregated by Race/Ethnicity: Fall 1999 through Fall 2008

As previously discussed, the trend of higher rates of participation in selected programs of excellence at UW-W and entry into graduate programs for students of color than their percentages on campus have continued. Data on participation of students of color in the Honors Program, Study-Abroad/Travel-Study programs, Warhawk Ambassadors Program, Undergraduate Research Program (UGR), Resident Assistants, and Peer Mentors are included in Appendices E (participants in programs of excellence) and F (entry into graduate programs for graduates 2001-2005).

## Section 4: Institutional Receptivity

In the *2007 Report*, the Equity Scorecard Team examined the composition of faculty and instructional academic staff, comparing the percentages of instructors of record by ethnicity with the UW-W student population. The Team further examined faculty-student interaction by identifying “gateway” courses (e.g., courses required for the major or math courses required for graduation), and examining the extent to which these courses were being taught by faculty or instructional academic staff of color. The Team also looked at student perceptions as measured by responses to a question on the UW-W senior exit survey, required of all graduates, and NSSE (National Survey of Student Engagement) responses of UW-W freshmen and seniors. Finally, the Team reviewed the number of campus programs and special events with a multicultural focus. Based on the examination of the above measures, the Team developed **Equity**

### Measure Number 6:

**UW-W should measure the proportions of faculty and instructional academic staff in each ethnic category. Equity is achieved when the proportion of faculty/instructional academic staff in each category is equal to the proportion of undergraduate students on campus in the same category.**

### Faculty & Instructional Academic Staff:

The following table shows the composition of the UW-W faculty and instructional academic staff by ethnicity for 2006-07 and 2007-08. The table also shows the data on UW-W undergraduate students by ethnicity for comparison purposes.

	2006-2007					2007-2008							
	Faculty		Inst. Acad. Staff		Fac & Inst. Staff	Faculty		Inst. Acad. Staff		Fac & Inst. Staff	Student Pop.	ACT*	HS Grads**
	#	%	#	%	%	#	%	#	%	%	%	%	%
African-American	11	3.3	4	2.3	3.0	12	3.8	6	3.6	3.7	4.4	7.3	10.7
American Indian	2	0.6	1	0.6	0.1	2	0.6	0	0.0	0.04	0.5	0.10	0.4
Asian	43	13.1	7	4.1	10.0	42	13.2	7	4.2	10.1	2.5	2.7	2.8
Hispanic/Latino/a	10	3.0	2	1.2	2.4	11	3.5	3	1.8	2.9	2.5	2.9	5.1
White	263	79.9	158	91.9	84.3	251	78.9	152	90.5	82.9	90.5	79.0	81.0
Totals	329	100	172	100	100	318	100	168	100	100	100	100	100

**NT-7:** 2006-2007 data is **Table 14** of the 2007 Equity Scorecard *Report*, p. 35. Source of faculty and instructional academic staff data for both years: UW-W Federal Affirmative Action (AA) Plan, Human Resources & Diversity. \*ACT numbers are

WI 2005 ACT Takers. \*\*HS Grads is the number of WI 2002 High School Diploma Recipients from the National Center for Educational Statistics.

In the 2007 Report, the Equity Scorecard Team examined the ethnic composition of faculty and instructional staff teaching selected “gateway” courses in the Fall 2006 term, which were defined in the Report as: “one that students must successfully complete in order to be eligible for admission to the College of Business & Economics, the College of Education, or certain other selective programs” (p. 37). The Team found that the proportion of faculty and instructional academic staff teaching these “gateway” courses in 2006 was greater than the proportion of faculty/instructional academic staff in the ethnic groups and the campus student population.

The ethnic composition of faculty and instructional academic staff teaching these courses in Fall 2008, 2007, and 2006 are below:

Fall 2008:

Course	Total faculty teaching the course			White		African-American		Asian		Hispanic/Latino/a	
	#	M	F	#	%	#	%	#	%	#	%
Spec. Ed. 205	5	2	3	5	100.0	0	0.0	0	0.0	0	0.0
Econ. 201	6	6	0	4	66.7	2	33.3	0	0.0	0	0.0
Econ. 202	4	4	0	3	75.0	0	0.0	0	0.0	1	25.0
Math 141*	13	8	5	6	46.2	1	7.7	6	46.2	0	0.0
Math 143*	14	12	2	10	71.4	0	0.0	3	21.4	1	7.1
Averages	42	32	10	28	66.7	3	7.1	9	21.4	2	4.8

**NT-8A:** Ethnic composition of faculty/instructional academic staff who taught sections of selected “gateway” courses Fall 2008. \*Sections with “Instructor to be Arranged” are excluded from this table.

Fall 2007:

Course	Total faculty teaching the course			White		African-American		Asian		Hispanic/Latino/a	
	#	M	F	#	%	#	%	#	%	#	%
Spec. Ed. 205	4	2	2	4	100.0	0	0.0	0	0.0	0	0.0
Econ. 201	5	5	0	4	80.0	1	20.0	0	0.0	0	0.0
Econ. 202	6	5	1	2	33.3	2	33.3	1	16.7	1	16.7
Math 141*	11	7	4	6	54.5	1	9.1	3	27.3	1	9.1
Math 143*	11	10	1	7	63.6	1	9.1	3	27.3	0	0.0
Averages	37	29	8	23	62.1	5	13.5	7	18.9	2	5.4

**NT-8B:** Ethnic composition of faculty/instructional academic staff who taught sections of selected “gateway” courses Fall 2007. \*Sections with “Instructor to be Arranged” are excluded from this table.



Fall 2006:

Course	Total faculty teaching the course		White		African American		Asian		Hispanic/Latino/a	
	#	%	#	%	#	%	#	%	#	%
Spec. Ed. 205	4	100.0	3	75.0	1	25.0	0	0.0	0	0.0
Econ. 201	6	100.0	5	83.3	1	16.7	0	0.0	0	0.0
Econ. 202	4	100.0	1	25.0	1	25.0	1	25.0	1	25.0
Math 141*	12	100.0	8	66.6	1	8.3	2	16.7	0	0.0
Math 143*	11	100.0	6	54.5	1	9.1	4	36.4	0	0.0
Averages				62.2		13.5		18.9		5.4

**Table 15:** Fall 2006 ethnic representation of UW-W faculty/instructional academic staff assigned to teach five selected “gateway” courses (p. 37 of 2007 Report)

**Student perceptions**

Two measures were used in the 2007 Report: responses to the UW-W senior exit survey question and responses to 4 NSSE questions. Data from the 2007 Report and updated data are included for both measures in the following two tables.

In the UW-W senior exit survey, students who have applied for graduation are asked to rate the extent to which their academic program has *prepared* them in specific area, and how *important* they perceive each area to be in their future success, using a 7-point scale (1=lowest; 7=highest). One question asks students to respond to the extent they gained an “appreciation of the effects of international, multicultural and ethnic factors on your major.” Aggregated mean scores from the responses to the surveys at two points in time, Fall 2002-Fall 2006 and Spring 2007-Spring 2008, by College, are shown in the following table:

College	Preparation: Fall 02-Fall 06	Importance: Fall 02-Fall 06	“Gap:” Fall 02-Fall 06	Preparation: Spr 07-Spr 08	Importance: Spr 07-Spr 08	“Gap:” Spr 07-Spr 08
Arts & Comm.	5.31	5.22	.09	4.57	4.90	-.33
Business & Econ.	5.17	4.84	-.33	5.09	5.19	-.10
Education	5.23	5.57	-.34	5.19	5.67	-.46
L & S	5.34	5.48	-.14	5.30	5.24	.06

**NT-9:** Fall 2002-Fall 06 (Table 16, p. 39 of 2007 Report) and Spring 2007-Spring 08 UWW graduating senior responses in preparation and importance to exit survey question: “appreciation of the effects of international, multicultural and ethnic factors on your major” by College. Academic programs with fewer than 10 total respondents and two interdisciplinary programs, Management Computer Systems and the Integrated Science-Business major, were excluded from this analysis in the 2007 Report.

The following will assist in interpreting the data in the above table:

1. The larger the “gap” number is from zero (0), the greater the disparity in students’ ratings of preparation and importance to the question above.
2. If the “gap” number is positive, then students rated *preparation* higher than they rated *importance* (students felt over-prepared relative to importance).
3. If the “gap” number is negative, then students rated *importance* higher than they rated *Preparation* (students felt underprepared relative to importance).

In the *2007 Report*, the Team reported that “gap” scores were the largest in the two Colleges with more selective entrance requirements than those of the University as a whole. Updated Exit Survey mean scores by department are included in Appendix G.

A second measure of students’ perception of institutional receptivity was examined by using UW-W students’ aggregated responses to four selected questions from the NSSE. In the *2007 Report*, the responses of students as freshmen were compared with their responses as seniors. Results from 2001-06 were aggregated and reported in Table 17 of the *2007 Report*. Because UW-W students now complete the NSSE biannually, it is not possible to replicate the original method used to compare the responses of the same students as freshmen and as seniors. Thus, in the table below, mean scores were computed for the responses of all freshmen completing the NSSE between 2001-06 and freshmen who completed the NSSE in 2007-08, with the same method used to calculate means for seniors across the 2001-06 and 2007-08 comparison groups. Differences in mean scores for the 2001-06 and 2007-08 groups were tested for levels of significance, and the results are shown below. Statistically significant differences are bolded in the Table, and the number of respondents is shown in parentheses for each group.

Question	Freshmen 2001-06	Freshmen 2007-08	Signif.	Seniors 2001-06	Seniors 2007-08	Signif.
Included diverse perspectives (different races, religions, genders, political beliefs) in class discussions or assignments	2.65 (2,354)	2.72 (1,652)	<b>.010</b>	2.73 (1,872)	2.80 (1,646)	<b>.021</b>
Had serious conversations with students of a different race or ethnicity than your own	2.34 (2,406)	2.37 (1,569)	.292	2.40 (2,020)	2.42 (1,597)	.524
UW-W contributed to understanding people of Other racial and ethnic backgrounds	2.56 (2,274)	2.73 (1,452)	<b>.000</b>	2.55 (1,949)	2.59 (1,535)	.206
UW-W emphasized encouraging contact among Students from different economic, social, and Racial or other backgrounds	2.55 (2,296)	2.68 (1,496)	<b>.000</b>	2.25 (1,965)	2.43 (1,555)	<b>.000</b>

**NT-10:** Comparison of 2001-06 and 2007-08 UW-W freshman and senior responses to the selected NSSE questions focusing on diversity.

### **Conclusion**

The Equity Scorecard Team has continued to update information relevant to the six equity measures in the *2007 Report*. Data on access, retention, excellence, and institutional receptivity have been updated in order to provide departments/units with current available information. In some instances, trends have continued; in other cases, data has sparked new areas of inquiry or shown that circumstances on campus have changed in the past ten years. As the University continues to implement the Diversity Plan within the UW System's broader framework of Inclusive Excellence, all campus constituencies are encouraged to review the Addendum, and to strive to identify areas and implement strategies in contributing to the University's efforts to embrace diversity in all forms as a key element in its Select Mission and Strategic Plan.

**Appendix A**  
**UW-W Application, Admission, & Enrollment Data by Ethnicity:**  
**Fall 2006, 2007, 2008**

Application, Admission & Enrollment Data  
 Fall 2005, 2006, 2007, & 2008

		Completed Application	Admitted to UWW		Enrolled at UWW	
		Headcount	Admit	Pct of apps admitted	Headcount	Pct of apps who enrolled
2005	African-American	414	187	45%	66	35%
	American Indian	21	14	67%	6	43%
	Asian	101	80	79%	25	31%
	Hispanic/Latino	145	100	69%	45	45%
	Other/Unknown	19	11	58%	6	55%
	White	<u>3,298</u>	<u>2,498</u>	76%	<u>1144</u>	46%
	All students	3,998	<u>2,890</u>	72%	1292	45%
	<hr/>					
2006	African-American	388	188	48%	63	34%
	American Indian	26	23	88%	6	26%
	Asian	108	85	79%	27	32%
	Hispanic/Latino	160	106	66%	36	34%
	Other/Unknown	19	15	79%	8	53%
	White	<u>3,337</u>	<u>2,585</u>	77%	<u>1179</u>	46%
	All students	4,038	<u>3,002</u>	74%	1319	44%
	<hr/>					
2007	African-American	485	228	47%	111	49%
	American Indian	27	20	74%	10	50%
	Asian	100	73	73%	19	26%
	Hispanic/Latino	165	105	64%	42	40%
	Other/Unknown	8	3	38%	2	67%
	White	<u>3,476</u>	<u>2,701</u>	78%	<u>1232</u>	46%
	All students	4,261	<u>3,130</u>	73%	1416	45%
	<hr/>					
2008	African-American	556	251	45%	116	46%
	American Indian	35	19	54%	8	42%
	Asian	137	103	75%	29	28%

Hispanic/Latino	176	119	68%	40	34%
Other/Unknown	83	62	75%	25	40%
White	<u>3,715</u>	<u>2,861</u>	77%	<u>1333</u>	47%
All students	4,702	3,415	73%	1551	45%

**Appendix B**  
**Same Major Two Years after New Freshmen by Ethnicity**

**African-American**

	1999**	2000	2001	2002	2003	2004	2005	2006
	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)
New Freshmen choosing a college major	64	94	71	75	93	133	83	63
	HC %	HC %	HC %	HC %	HC %	HC %	HC %	HC %
2 years later- students still in the college major of their original choice	18 28.1	28 29.8	23 32.4	33 44.0	33 35.5	56 42.1	24 28.9	22 34.9

\*\*1999 numbers are not identical because the 2007 Report was based on PeopleSoft tables, and this data is from CDR tables.

**American Indian**

	1999**	2000	2001	2002	2003	2004	2005	2006
	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)
New Freshmen choosing a college major	5	5	5	4	7	8	5	7
	HC %	HC %	HC %	HC %	HC %	HC %	HC %	HC %
2 years later- students still in the college major of their original choice	1 20.0	2 40.0	2 40.0	1 25.0	5 71.4	4 50.0	2 40.0	3 42.9

\*\*1999 numbers are not identical because the 2007 Report was based on PeopleSoft tables, and this data is from CDR tables.

**Asian-American**

	1999**	2000	2001	2002	2003	2004	2005	2006
	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)
New Freshmen choosing a college major	17	33	25	29	34	27	14	19
	HC %	HC %	HC %	HC %	HC %	HC %	HC %	HC %
2 years later-students still in the college major of their original choice	5 29.4	16 48.5	13 52.0	11 37.9	17 50.0	13 48.1	8 57.1	8 42.1

\*\*1999 numbers are not identical because the 2007 Report was based on PeopleSoft tables, and this data is from CDR tables.

**Southeast Asian**

	1999**	2000	2001	2002	2003	2004	2005	2006
	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)
New Freshmen choosing a college major	2	5	5	10	12	14	11	7
	HC %	HC %	HC %	HC %	HC %	HC %	HC %	HC %
2 years later-students still in the college major of their original choice	0 0.0	1 20.0	3 60.0	8 80.0	9 75.0	7 50.0	6 54.5	5 71.4

\*\*1999 numbers are not identical because the 2007 Report was based on PeopleSoft tables, and this data is from CDR tables.

### Hispanic/Latino/Latina

	1999**	2000	2001	2002	2003	2004	2005	2006
	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)
New Freshmen choosing a college major	39	47	31	34	43	50	46	38
	HC %	HC %	HC %	HC %	HC %	HC %	HC %	HC %
2 years later- students still in the college major of their original choice	7 17.9	27 57.4	14 45.2	11 32.4	14 32.6	16 32.0	23 50.0	15 39.5

\*\*1999 numbers are not identical because the 2007 Report was based on PeopleSoft tables, and this data is from CDR tables.

### White

	1999**	2000	2001	2002	2003	2004	2005	2006
	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)
New Freshmen choosing a college major	1286	1382	1234	1372	1189	1115	1133	1177
	HC %	HC %	HC %	HC %	HC %	HC %	HC %	HC %
2 years later- students still in the college major of their original choice	544 42.3	661 47.8	655 53.1	694 50.6	609 51.2	576 51.7	563 49.7	579 49.2

\*\*1999 numbers are not identical because the 2007 Report was based on PeopleSoft tables, and this data is from CDR tables.



**Other/Nonspecified/No response**

	1999**	2000	2001	2002	2003	2004	2005	2006
	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)	Head Count (HC)
New Freshmen choosing a college major	8	12	4	2	1	1	9	8
	HC %	HC %	HC %	HC %	HC %	HC %	HC %	HC %
2 years later- students still in the college major of their original choice	5 62.5	4 33.3	3 75.0	1 50.0	1 100.0	0 0.0	4 44.4	4 50.0

\*\*1999 numbers are not identical because the 2007 *Report* was based on PeopleSoft tables, and this data is from CDR tables.

**Appendix C**  
**Retention Ratios by College by Ethnicity: 2001, 2000, and 1999 Cohorts**

**Arts & Communication**

	Fall 2001 cohort-entering	2001 cohort-Fall 2003	Ratio for 2001 cohort	Fall 2000 cohort-entering	2000 cohort-Fall 2002	Ratio for 2000 cohort	Fall 1999 cohort-entering	1999 cohort-Fall 2001	Ratio for 1999 cohort
Af. Amer	9	2	.22	8	2	.25	6	2	.33
Native Amer.	1	0	0.00	1	1	1.00	1	0	0.00
SE Asian	0	0	0.00	0	0	--	--	--	
Asian-Amer.	3	3	1.00	6	3	.50	1*	1*	1.00
Hisp/Latino/a	4	1	.25	5	3	.60	6	3	.50
Nonresp /Nonspec.	1	0	0.00	3	0	0	**	**	**
White	141	82	.58	118	55	.47	169	107	.63

**App C-1:** UW-W College of Arts & Communication retention ratios by ethnicity, Fall 2001, 2000, and 1999 new freshman cohort groups, two years later. \*Southeast Asian and Asian American were not differentiated for the 1999 cohort group. \*\*not reported for 1999 cohort group

**Business & Economics**

	Fall 2001 cohort-entering	2001 cohort-Fall 2003	Ratio for 2001 cohort	Fall 2000 cohort-entering	2000 cohort-Fall 2002	Ratio for 2000 cohort	Fall 1999 cohort-entering	1999 cohort-Fall 2001	Ratio for 1999 cohort
Af.-Amer	24	8	.33	37	15	.41	20	10	.50
Native Amer.	2	1	.50	4	2	.50	2	1	.50
SE Asian	2	2	1.00	4	2	.50	--	--	
Asian-Amer.	17	11	.65	18	9	.50	15*	9*	.60
Hisp/Latino/a	15	8	.53	18	11	.61	15	6	.40
Nonresp /Nonspec.	3	3	1.00	10	4	.40	**	**	**
White	634	379	.60	742	416	.56	821	478	.58

**App C-2:** UW-W College of Business & Economics retention ratios by ethnicity, Fall 2001, 2000, and 1999 new freshman cohort groups, two years later. \*Southeast Asian and Asian American were not differentiated for the 1999 cohort group. \*\*not reported for 1999 cohort group

### Education

	Fall 2001 cohort-entering	2001 cohort-Fall 2003	Ratio for 2001 cohort	Fall 2000 cohort-entering	2000 cohort-Fall 2002	Ratio for 2000 cohort	Fall 1999 cohort-entering	1999 cohort-Fall 2001	Ratio for 1999 cohort
Af.-Amer	13	6	.46	11	3	.27	9	2	.22
Native Amer.	1	0	0.00	1	1	1.00	2	1	.50
SE Asian	2	2	1.00	1	0	0.00	--	--	
Asian-Amer.	1	0	0.00.	4	1	.25	2*	1*	.50
Hisp/Latino/a	4	2	.50	9	6	.67	8	3	.38
Nonresp /Nonspec.	1	0	0.00	3	2	.67	**	**	**
White	360	219	.61	362	194	.54	377	216	.57

**App C-3:** UW-W College of Education retention ratios by ethnicity, Fall 2001, 2000, and 1999 new freshman cohort groups, two years later. \*Southeast Asian and Asian American were not differentiated for the 1999 cohort group. \*\*not reported for 1999 cohort group

### Letters & Sciences

	Fall 2001 cohort-entering	2001 cohort-Fall 2003	Ratio for 2001 cohort	Fall 2000 cohort-entering	2000 cohort-Fall 2002	Ratio for 2000 cohort	Fall 1999 cohort-entering	1999 cohort-Fall 2001	Ratio for 1999 cohort
Af.-Amer	16	5	.31	23	8	.35	11	8	.73
Native Amer.	0	0	0.00	3	0	0.00	5	3	.60
SE Asian	1	0	0.00	1	0	0.00	--	--	
Asian-Amer.	4	2	.50	9	5	.56	8*	3*	.38
Hisp/Latino/a	5	4	.80	11	5	.45	7	3	.43
Nonresp /Nonspec.	2	1	.50	5	2	.40	**	**	**
White	273	144	.53	297	122	.41	266	143	.54

**App C-4:** UW-W College of Letters & Sciences retention ratios by ethnicity, Fall 2001, 2000, and 1999 new freshman cohort groups, two years later. \*Southeast Asian and Asian American were not differentiated for the 1999 cohort group. \*\*not reported for 1999 cohort group

Note: Data differentiated by department in the College is available upon request from Dr. Chen,

Office of Institutional Research ([chenc@uww.edu](mailto:chenc@uww.edu); phone 1276).

**Appendix D**  
**Aggregated Spring, Summer, & Fall/Winterim GPA Range by Ethnicity:**  
**1999-2008**

	2.00-2.999		3.000-3.099		3.100-3.100		3.200-3.299		3.300-3.399		3.4 or higher		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
African-Amer.	289	71.9	23	5.7	19	4.7	17	4.2	14	3.5	40	10.0	402
Amer. Indian	22	41.5	4	7.5	5	9.4	4	7.5	4	7.5	14	26.4	53
Asian	66	42.5	10	6.5	13	8.4	10	6.5	7	4.5	49	31.8	155
SE Asian	64	51.2	10	8.0	11	8.8	10	8.0	8	6.4	22	17.6	125
Hispanic/Latino/Latina	133	49.6	26	9.7	21	7.8	23	8.6	14	5.2	51	19.0	268
White	5129	35.8	1256	8.8	1155	8.1	1105	7.7	1034	7.2	4667	32.5	14346
Unknown	34	23.8	10	7.0	14	9.8	8	5.6	12	8.4	65	45.5	143
<b>TOTAL</b>	<b>57373</b>	<b>37.0</b>	<b>1339</b>	<b>8.6</b>	<b>1238</b>	<b>7.6</b>	<b>1777</b>	<b>7.6</b>	<b>1093</b>	<b>7.1</b>	<b>4908</b>	<b>31.7</b>	<b>15492</b>

GPA Range by Ethnicity: Aggregated Spring, Summer, and Fall/Winterim 1999-2008

Specific term breakdown by Spring, Summer, and Fall/Winterim graduations for each semester from Fall 1999 to Fall 2008 are available upon request from Equity Scorecard Team members.

**Appendix E**  
**Participation in Programs Denoting Excellence at UW-W**

**Honors Program**

	Head Count 2005-06	% Representation in Program-2005-06	Comparison % Representation in Student Population-2005-2006	Head Count Fall 2008*	% Representation in Program-Fall 2008*	Comparison % Representation in Student Population-Fall 2008
African-American	5	1.1	4.4	8	1.1	4.4
American Indian	0	0.0	0.5	0	0.0	0.5
Southeast Asian/Asian-American	10	1.8	2.6	10	1.3	1.8
Hispanic/Latino/a	8	1.8	2.5	14	1.9	2.5
White	433	95.0	90.0	695	93.3	88.9
Unknown				18	2.4	1.9
Total	436	100.0	100.0		100.0	100.0

\*The number of students in the Honors Program in Fall 2008 was generated from PeopleSoft files, based on Active status as undergraduates with the Code, HONR, for the fall 2008 term. Data from the 2007 *Report* in the chart above were generated based on non-PeopleSoft files. Thus, the head counts between 2005-06 and Fall 2008 data are not directly comparable.

**Undergraduate Research Program**

	Head Count 2005-06	% Representation in Program-2005-06	Comparison % Representation in Student Population-2005-2006	Head Count 2008-09*	% Representation in Program-2008-09	Comparison % Representation in Student Population-Fall 2008
African-American	24	25.5	4.4	23	25.6	4.4
American Indian	6	6.4	0.5	1	.011	0.5
Southeast Asian/Asian-American	6	2.1	2.6	1	.011	1.8
Hispanic/Latino/a	13	13.8	2.5	16	.178	2.5
White	45	47.9	90.0	44	.489	88.9
Other				5	.056	1.9
Total	94	100.0	100.0	88	100.0	100.0

\*excludes 5 "other"

### UW-W Travel-Study & Study Abroad Programs

	Head Count 2005-06	% Representation in Program-2005-06	Comparison % Representation in Student Population- 2005-2006	Head Count 2008- 09*	% Representation in Program- 2008-09	Comparison % Representation in Student Population- Fall 2008
African-American	29	25.9	4.4	46	19.7	4.4
American Indian	0	0.0	0.5	0	0.0	0.5
Southeast Asian/ Asian-American	6	5.4	2.6	3	.013	1.8
Hispanic/ Latino/a	18	16.1	2.5	2	.009	2.5
White	59	52.7	90.0	179	76.5	88.9
Other				4	.017	1.9
Total	112	100.0	100.0	234	100.0	100.0

### UW-W Peer Mentors

	Head Count 2005-06	% Representation in Program-2005-06	Comparison % Representation in Student Population- 2005-2006	Head Count 2008- 09*	% Representation in Program- 2008-09	Comparison % Representation in Student Population- Fall 2008
African-American	2	2.3	4.4	3	3.1	4.4
American Indian		0.0	0.5	0	0.0	0.5
Southeast Asian/ Asian-American	0	5.7	2.6	0	0.0	1.8
Hispanic/ Latino/a	5	3.4	2.5	1	.01	2.5
White	3	88.5	90.0	92	94.8	88.9
Other				1	.01	1.9
Total	77	100.0	100.0	97	100.0	100.0

**UW-W Campus Ambassadors**

	Head Count 2005-06	% Representation in Program-2005-06	Comparison % Representation in Student Population- 2005-2006	Head Count 2008- 09*	% Representation in Program- 2008-09	Comparison % Representation in Student Population- Fall 2008
African-American	2	20.0	4.4	1	4.0	4.4
American Indian	0	0.0	0.5	0	0.0	0.5
Southeast Asian/ Asian-American	0	0.0	2.6	0	0.0	1.8
Hispanic/ Latino/a	0	0.0	2.5	0	0.0	2.5
White	8	80.0	90.0	23	92.0	88.9
Other				1	4.0	1.9
Total	10	100.0	100.0	25	100.0	100.0

**UW-W Resident Assistants**

	Head Count 2005-06	% Representation in Program-2005-06	Comparison % Representation in Student Population- 2005-2006	Head Count 2008- 09*	% Representation in Program- 2008-09	Comparison % Representation in Student Population- Fall 2008
African-American	18	13.0	4.4	13	11.8	4.4
American Indian	0	0.0	0.5	1	.009	0.5
Southeast Asian/ Asian-American	7	5.0	2.6	1	.009	1.8
Hispanic/ Latino/a	2	1.4	2.5	0	0.0	2.5
White	112	80.6	90.0	94	85.5	88.9
Other				1	.009	1.9
Total	139	100.0	100.0	110	100.0	100.0

**Appendix F**  
**Enrollment in Graduate Programs at UW System Universities by Race/Ethnicity**

Race/Ethnicity		UW-Whitewater Bachelor's Degree Recipients	Enrolled as Graduate Students at:		
			UW- Whitewater	Other UW	Any UW
<b>African American</b>	%	100%	20%	8%	28%
	#	202	41	16	57
<b>American Indian</b>	%	100%	10%	13%	23%
	#	30	3	4	7
<b>Southeast Asian</b>	%	100%	34%	5%	39%
	#	41	14	2	16
<b>Other Asian</b>	%	100%	11%	2%	13%
	#	61	7	1	8
<b>Hispanic/Latino</b>	%	100%	10%	5%	15%
	#	127	13	6	19
<b>Students of Color</b>	%	100%	17%	6%	23%
	#	461	78	29	107
<b>White</b>	%	100%	9%	4%	13%
	#	7,540	650	329	979
<b>Unknown</b>	%	100%	7%	4%	11%
	#	27	2	1	3
<b>International</b>	%	100%	10%	7%	17%
	#	90	9	6	15
<b>Total</b>	%	100%	9%	4%	14%
	#	8,118	739	365	1,104

Bachelor's Degree Recipients from UW-Whitewater, 2000-01 through 2004-05, who enrolled as graduate students in the UW System within three years of graduation



**Appendix G**  
**UW-W graduating senior responses to Senior Exit Survey question,**  
**“appreciation of the effects of international, multicultural, and ethnic factors on your**  
**major” by Department:**  
**Fall 2002-06 and Spring 07-Spring 08**

	<b>Aggregated Fall 02-Fall 06</b>			<b>Aggregated Spring 07-Spring 08</b>		
	Preparation	Importance	“Gap”	Preparation	Importance	“Gap”
Art	5.05	5.61	-.56	4.76	5.13	-.37
Journalism	5.18	5.81	-.63	4.85	5.49	-.64
Multimedia (combined)	4.68	5.06	-.38	4.34	4.76	-.42
Music	5.97	5.23	.74	3.75	4.38	-.63
Speech	5.41	5.60	-.19	5.41	5.56	-.15
Theatre/Dance	5.24	4.55	.69	4.33	4.10	.23
Average for the College	5.22	5.31	-.09	4.57	4.90	-.33

**App G-1:** UW-W Senior Exit survey responses, College of Arts & Communication

	<b>Aggregated Fall 02-Fall 06</b>			<b>Aggregated Spring 07-Spring 08</b>		
	Preparation	Importance	“Gap”	Preparation	Importance	“Gap”
Accounting	4.96	5.09	-.13	4.87	4.68	.19
CEUTTECH/ ITBE	4.90	5.25	-.35	4.80	4.57	.23
Economics	5.19	5.04	.15	5.30	5.21	.09
Finance	4.75	5.40	-.65	4.93	5.03	-.10
Gen. Business	5.00	5.54	-.54	5.21	5.52	-.31
Gen. Management	5.01	5.34	-.33	5.71	5.52	.19
HR Management	4.89	5.44	-.55	4.78	5.29	-.51
Human Serv. Mgt.				5.88	6.63	-.75
Marketing	4.73	5.24	-.48	5.07	5.70	-.63
MCS				4.74	3.75	.99
Operations Mgt.	4.44	4.46	-.02	4.66	5.17	-.51
Average for the College	4.84	5.17	-.33	5.09	5.19	-.10

**App G-2:** UW-W Senior Exit Survey responses, College of Business & Economics

	Aggregated Fall 02-Fall 06			Aggregated Spring 07-Spring 08		
	Preparation	Importance	“Gap”	Preparation	Importance	“Gap”
Art Education	5.54	8.82	-.28	4.75	6.50	-1.75
BSED	5.18	6.25	-1.07	5.10	4.93	.17
Coaching	5.19	5.60	-.41	5.24	5.40	-.16
Comm. Sci. & Disorders	5.63	6.38	-.75	4.89	5.39	-.50
Elementary Ed.	5.08	6.01	-.93	5.19	5.97	-.78
English Ed.	5.53	5.99	-.46	5.56	5.94	-.38
Early Childhood BSE	6.10	6.40	-.30	6.04	6.25	-.21
ESL/Bilingual/Bicultural Ed.	5.94	6.15	-.21	5.65	6.69	-1.04
Foreign Langs./Spanish Ed.	5.59	6.14	-.55	5.78	7.00	-1.22
Gen. Sciences	5.20	5.00	.20	3.83	4.58	-.75
Health Ed.				5.33	6.07	-.74
History Ed.	5.59	5.92	-.33	5.33	5.83	-.50
Leadership	4.25	3.47	.78	4.50	5.39	-.89
Library Media	5.43	6.30	-.87	5.17	6.33	-1.16
Math Ed.	5.05	5.43	-.38	5.76	6.04	-.28
Physical Ed.	4.64	4.71	-.07	4.80	5.27	-.47
Rec./Leisure Sci.	4.78	4.96	-.18	4.03	3.33	.70
Safety	4.72	4.43	.29	4.78	4.56	.22
Social Sci.	4.71	5.03	-.32	4.98	5.09	-.11
Special Ed.	5.20	5.96	-.66	5.52	5.84	-.32
Speech Ed/				5.67	6.67	-1.00
Theatre Ed.	5.87	5.65	-.34	6.25	5.75	.50
Average for the College	5.23	5.57	-.34	5.19	5.67	-.46

**App G-3:** UW-W Senior Exit Survey responses, College of Education

**Aggregated Fall 02-Fall 06**

**Aggregated Spring 07-Spring 08**

	Preparation	Importance	“Gap”	Preparation	Importance	“Gap”
Biological Sci.	4.28	4.50	-.22	4.78	5.17	-.39
Chemistry	4.39	3.95	.44	4.72	4.25	.47
Computer Sci.	4.87	5.11	-.24	4.00	3.00	1.00
English	5.38	5.36	.02	5.28	5.42	-.14
French	5.89	6.07	-.18	6.00	4.25	-1.75
Geography/Geol.	4.86	4.89	-.03	6.42	5.83	.59
General Sci.	5.33	5.80	-.47	5.58	6.4	-.82
German	5.69	5.33	.36	5.83	6.33	-.50
History	5.28	5.01	.27	5.89	5.54	.34
Indiv. Major	4.50	4.80	-.30	6.13	6.07	.07
Integrated Sci/Bus.				4.17	3.50	.67
Internat. Stud.	6.13	6.84	-.71	4.92	6.08	-1.17
Liberal Stud.	5.76	5.94	-.18	5.33	5.00	.33
Math. Sci.	4.45	4.29	.16	3.83	3.50	.33
Philosophy	5.21	5.28	-.07	5.18	5.86	-.68
Physics	4.26	4.17	-.09	5.50	4.67	.83
Political Sci.	5.68	5.48	.20	5.70	5.20	.50
Psychology	5.17	5.78	-.61	5.33	5.89	-.56
Public Policy	5.54	5.52	.02	5.43	5.34	.09
Race & Ethnic Cult.	6.33	6.83	-.50	6.5	6.5	.00
Soc., Crim. Just. & Anthro.	5.64	5.91	-.27	5.60	5.96	-.35
Social Work	5.99	6.40	-.41	6.12	6.48	-.36
Spanish	5.93	6.25	-.32	6.67	6.17	.50
Women’s Stud.	6.20	6.44	-.24	7.00	6.89	.11
Average for the College:	5.34	5.48	-.14	5.30	5.24	.06

**App G-4:** UW-W Senior Exit Survey responses, College of Letters & Sciences