

**Campus Inclusive Excellence Top 3 Goals**  
**University of Wisconsin-Whitewater**  
**August 6, 2014**

The top three campus Inclusive Excellence (IE) goals and descriptions

A. The focus of our top three IE goals is to meet our campus aspiration that all of our graduates can thrive and succeed in diverse environments:

- Goal #1     Internalize Inclusive Excellence across campus
- Goal #2     Reduce the equity gap
- Goal #3     Continue to diversify the campus, student body, faculty, and staff

These three goals were adopted as a result of campus participation in a UW System Inclusive Excellence strategic planning exercise in the summer of 2013, and modified through conversations with the campus Inclusive Excellence Committee, the Chancellor, and the Strategic Planning and Budget Committee (SPBC).

B. What are the key strategic efforts and/or priorities your campus employs to actualize your IE goals?

- Our campus Liberal Education and America's Promise (LEAP) initiative spurred numerous inter-departmental teams working on IE-related projects. The most recent LEAP workshops focused on IE and innovation.
- All academic colleges support IE committees or initiatives specific to their college, addressing curriculum, retention, equity gaps, and faculty/staff diversity.
- The Retention Committee convened key officials from sub-units across campus to assess strategically, to augment overall retention/graduation, and to address equity gaps.
- SPBC addressed IE in 4 of the 12 goals for 2012-2014:
  - Goal 5 – Collect, review, and disseminate data regarding the levels of participation and effectiveness of high-impact practices for various student populations, and use these data to improve our high-impact practices.
  - Goal 6 – Increase the understanding of both domestic multiculturalism and international perspectives as central to university curricular and co-curricular priorities.
  - Goal 7 – Identify, examine, and implement models for success for students of opportunity.
  - Goal 8 – Examine and improve campus policies, procedures, and practices to increase the diversity of students, faculty, and staff, as a way to enhance the learning environment for all.
- SPBC endorsed IE and Strategic Initiative Grants programs, which make enhancing campus climate and addressing equity gaps a priority.
- The Annual Color of Success Symposium highlights and analyzes challenges associated with greater success for critical populations of opportunity.
- The Diversity Learning Rubric was designed to assess how well students process the diversity information in our campus diversity course requirements. This rubric parallels other developments related to the reorganization and enhancement of the Race and Ethnic Studies minor, and the creation of the Diversity Certificate.
- A campus LEAP team is addressing workforce diversity as an enhancement of existing initiatives to diversify faculty/staff hiring pools.
- The Grow Our Own Forum and the IE Fellows Program were developed to assist in the diversifying of faculty and staff.

- Unique campus initiatives—such as Pathways for Success—have been created and institutionalized to address curricular and co-curricular needs of students of opportunity that need additional support to be successful. Greater funding for Campus Tutorial Services has amplified this support.
- The Academic Affairs and Student Affairs Campus Retention Committee was formed by the Provost to focus on student success including: 1) retention and graduation rates, and 2) progress in narrowing the equity gap.
- The Annual Campus Diversity Forum, which rotates among each of the four colleges, highlights IE issues from the unique perspective of the hosting college and integrates IE into the institutional culture.
- Annual IE reports are required from each college, department, division, and sub-unit, in order to improve the campus assessment of efforts to enhance inclusivity and address equity gaps.

**C. What difference will being successful with these goals make to your campus?**

These efforts assist the University of Wisconsin-Whitewater in four ways:

- Reduce the equity gap
- Increase overall retention and graduation rates
- Provide a higher quality educational experience for all students
- Better prepare all students for future careers in a multicultural state, nation and world

**D. How do any of your IE goals address equity gaps?**

A main purpose of attempting to achieve IE is to reduce the equity gap. Collectively, our IE efforts are aimed at providing a better education for all students—so that all students can achieve their full potential. Our three goals address equity gaps by enhancing campus capacity to serve all students in a holistic, yet localized, fashion in each college, department, division, and sub-unit.

The charts below illustrate the need to reduce the equity gap at the University of Wisconsin-Whitewater relative to: first to second year retention rates and 6-year graduation rates.

**1<sup>st</sup> to 2<sup>nd</sup> Year Retention at UW-Whitewater  
First-Time, Full-time Undergraduates Entering in Fall Semester**

Cohort Year	Underrepresented Minority (URM) Student Cohort Size & Retention Rate	Overall Cohort Size & Retention Rate
Fall 2012	319 (63.3%)	2,155 (76.9%)
Fall 2011	285 (76.5%)	1,993 (80.3%)
Fall 2010	280 (67.6%)	2,033 (76.9%)
Fall 2009	223 (66.8%)	1,941 (78.5%)
Fall 2008	201 (73.1%)	2,132 (78.0%)

**6-Year Graduation Rates from UW-Whitewater  
First-Time, Full-time Undergraduates Entering in Fall Semester**

Cohort Year	URM Student Cohort Size & 6-Year Graduation Rate	Overall Cohort Size & 6-Year Graduation Rate
Fall 2007	197 (31.0%)	2,048 (54.8%)
Fall 2006	129 (44.2%)	1,780 (58.3%)
Fall 2005	159 (32.7%)	1,701 (53.9%)
Fall 2004	234 (36.8%)	1,745 (55.7%)
Fall 2003	195 (37.4%)	1,825 (55.7%)

The charts below illustrate the need to continue to increase student and faculty/staff diversity on the University of Wisconsin-Whitewater campus.

**Trends in Enrollment of Underrepresented Minority (URM) Students at UW-Whitewater  
2010-2014**

	African American	Latino	Native American	Southeast Asian	Total
2013-2014	551 (4.6%)	490 (4.1%)	28 (0.2%)	102 (0.8%)	12,015
2012-2013	573 (4.8%)	460 (3.8%)	22 (0.2%)	111 (0.9%)	12,031
2011-2012	546 (4.7%)	399 (3.4%)	21 (0.2%)	90 (0.8%)	11,643
2010-2011	541 (4.7%)	371 (3.2%)	28 (0.2%)	92 (0.8%)	11,557

**Trends in Faculty/Staff Diversity at UW-Whitewater  
2011-2013**

	African American	Latino	Native American	Asian	Total
2013	41 (3.4%)	18 (1.5%)	8 (0.7%)	76 (6.3%)	1,215
2012	41 (3.5%)	20 (1.7%)	9 (0.8%)	74 (6.3%)	1,184
2011	37 (3.2%)	19 (1.6%)	8 (0.7%)	69 (5.9%)	1,161

**Alignment with institutional mission/goals**

**A. How do these three IE goals align with your institutional mission and goals?**

- These IE goals align clearly with UW-Whitewater’s institutional goals, which are to: 1) enhance programs and learning, 2) foster a community of educator/scholars, 3) develop diverse and global perspectives, 4) engage with the region, and 5) embrace personal and professional integrity.

**B. How does your campus organize this work?**

- Colleges, divisions, departments, and sub-units are encouraged to develop their own IE committees or initiatives to address issues in a localized fashion.
- The campus LEAP initiative encourages interdisciplinary and/or interdepartmental teams to address IE issues on a project basis.

- IE grants allow individuals or units to compete for one-time funding to pilot or to enhance initiatives, which they are tasked to sustain.
- SPBC goals involve teams to review and to assess IE-related initiatives and activities.
- The Chancellor’s Committee on Inclusive Excellence has taken a two-pronged approach: 1) a larger representational body meets quarterly, and 2) smaller task forces are charged with reviewing IE reports and other strategic efforts, such as the Diversity Learning Rubric, the Color of Success Symposium, and the IE Fellowship Program.

## Rationale

### A. Why are these your top three IE goals (why are they important to your campus)?

- Goal #1** Internalize Inclusive Excellence across campus
- Goal #2** Reduce the equity gap
- Goal #3** Continue to diversify the campus, student body, faculty, and staff

These three goals are important to our campus because:

- It is important that we increase the number of students who successfully earn their bachelor’s degrees. Wisconsin as a whole and our region of the state lag behind neighboring states in the percentage of adults who have bachelor’s degrees—thus narrowing the tax base, increasing the individual tax burden, and impoverishing local communities.
- We are more likely to increase the number of students who earn degrees if we provide a more welcoming and more representative environment in which they can learn. Researchers, including Fryer (2006) and Carter (2009), argue that URM students tend to perform better academically in more representative environments.

**Goal #1** articulates the need for IE work to take place in all colleges, departments, divisions, and sub-units at the University of Wisconsin-Whitewater, in order to address narrowing equity gaps, diversifying the curriculum, and enhancing the campus environment for success of all students.

**Goal #2** is consistent with the 2007 and 2009 University of Wisconsin-Whitewater Equity Scorecard reports, which argue that equity is achieved on campus when first to second year retention rates and six-year graduation rates for URM students are equal to the retention and graduation rates of the general student population.

**Goal #3** is consistent with the 2007 and 2009 Equity Scorecard reports, which argue that equity is achieved when the proportions of students, faculty, and staff more closely resemble their proportions in the 13 county regions surrounding the University of Wisconsin-Whitewater.

### B. What data/evidence did you use to form these top three IE goals?

The data/evidence used to form our top 3 IE goals includes:

- Gap data on retention and graduation rates
- Faculty/staff diversity data
- Our experience working with diverse students
- Feedback from University of Wisconsin-Whitewater campus students, both successful and struggling
- Feedback from employers

**Results/Impact (please disaggregate data where possible)**

**A. What is the impact of your campus IE strategies/priorities?**

The establishment of the three goals listed above reflects longstanding campus efforts to diversify. Over the past three years, a stronger focus on capacity building to better address IE throughout the university has gained momentum.

The University IE Committee meets regularly to share issues and initiatives. A steering committee from the University IE Committee has been created to consider and to evaluate campus efforts, and to promote wider discussion more efficiently and effectively. An overall evaluation of gaps, trends, promising practices and recommendations is in process. While there has never been a shortage of activity, now IE has definitely moved to a broader campus priority in substantive and strategic ways.

Leaders of the campus LEAP initiative have created the opportunity for faculty and staff to form inter-departmental teams to work on a selected project integral to our mission as a LEAP-focused campus. Teams with IE-focused action plans include the following: College of Business and Economics IE, IE in Student Employment, IE Talks, International Students/International Engagement, LGBTQA, Math 4 Veterans, Spanish Resource, STEM URM, and Workforce Diversity.

**B. What is your institutional progress on IE Goals?**

- Goal #1** Internalize Inclusive Excellence across campus
- Goal #2** Reduce the equity gap
- Goal #3** Continue to diversify the campus, student body, faculty, and staff

- UW-Whitewater has made substantial progress on Goal # 1, highlighted by the level of campus representation on LEAP Teams and taskforces that are engaging in IE-focused projects. Moreover, a number of programs and initiatives addressing equity gaps and receiving UW System and State Council on Affirmative Action recognition over the past six years include: Biology Boot Camp, Summer Business Institute, Future Teacher Program, Pathways for Success, King/Chavez Scholars Program, McNair Scholars Program, and Precollege Programs.
- More progress is needed on Goal #2. First to second year retention rates, as well as 4-year and 6- year graduation rates remain lower for URM students, first generation students, and Pell-eligible students. The equity/achievement is most pronounced when comparing URM and non-URM students.
- Progress on Goal #3 is somewhat mixed. While compositional diversity of students continues to increase, racial/ethnic diversity is approximately 10-15 percentage points below that of the 60-mile radius of Wisconsin counties around UW-Whitewater. Moreover, racial/ethnic diversity of faculty and staff has remained largely unchanged over the past four years.

**C. Where is your campus having success and how are you measuring that success?**

One area of success involves engaging students in High-Impact educational Practices (HIPs). Below is a summary of the effectiveness of HIPs.

1. Learning Communities

During the fall 2013, there were 26 Learning Community (LC) options with 542 students participating, nearly 25% of the first-year class. UW-Whitewater students who participate in LCs have a higher retention rate than other students. This difference in rate has ranged from an additional 3% (2010), to as much as 7% (2008, 2012). A cohort model is used where students are connected through multiple courses and are involved with faculty members outside of class.

**URM Student Metrics for Learning Communities, 1<sup>st</sup> to 2<sup>nd</sup> Year Retention  
Fall 2006 – Fall 2013 Cohorts**

	URM Participants in LCs	URM Non Participants in LCs
Retention Rate	73%	68%

**Pell Eligible Student Metrics for Learning Communities, 1<sup>st</sup> to 2<sup>nd</sup> Year Retention  
Fall 2006 – Fall 2013 Cohorts**

	URM Participants in LCs	URM Non Participants in LCs
Retention Rate	81%	78%

2. Global Education

Each year, over 300 UW-Whitewater students participate in global education programs through the Center for Global Education (CGE) including: study abroad and exchange programs, faculty-led travel study programs, international internships, and international student teaching placements. UW-Whitewater offers programs—ranging in academic focus, program model, and length—in over 50 countries that. A recent study by O’Rear, Sutton, and Rubin (2012) found that study abroad participation specifically increased college completion rates. The data on UW-Whitewater global education participation and educational outcomes suggest participation in global education programs at UW-Whitewater is correlated with positive educational outcomes.

**URM Student Metrics for Global Education 6-Year Graduation  
Fall 2006 – Fall 2007 Cohorts**

HIPs	URM Participants	URM Non Participants
Global Education	77%	30%

**Pell Eligible Student Metrics for Global Education 6-Year Graduation  
Fall 2006 – Fall 2007 Cohorts**

HIPs	Pell Eligible Participants	Pell Eligible Non Participants
Global Education	84%	51%

3. On-Campus Student Employment

Each year, approximately 1,500 students are employed on campus at UW-Whitewater in jobs ranging from office and clerical positions to student management positions and peer educators. Preliminary results show higher 6-year graduation rates for UW-Whitewater students who are employed on campus.

**URM Student Metrics for On-Campus Employment, 6-Year Graduation  
Fall 2006 – Fall 2007 Cohorts**

HIPs	URM Participants	URM Non Participants
On Campus Employment	57%	25%

**Pell Eligible Student Metrics On-Campus Employment, 6-Year Graduation  
Fall 2006 – Fall 2007 Cohorts**

HIPs	Pell Eligible Participants	Pell Eligible Non Participants
On Campus Employment	74%	43%

4. Targeted Programs and Initiatives

Another area where UW-Whitewater has found success is engaging URM students in targeted programs and initiatives.

- **Wheels to Whitewater:** The Wheels to Whitewater program focuses on recruitment of students from the Milwaukee Public Schools district. Wheels to Whitewater is designed to give multicultural students the opportunity to visit the UW-Whitewater campus, while also exposing them to specific areas such as Admissions, Academic Advising, Athletics, Financial Aid, and Multicultural Affairs and Student Success. This comes at no cost to the high schools; UW-Whitewater funds transportation and meals. Historically, the program serves 325-400 students each year.
- **Precollege Programs:** The Office of Pre-College Programs administers the Upward Bound Program, Pre-College Academic Camps, and the Saturday College Program. The Upward Bound Program—funded by the U.S. Department of Education—provides academic advising, tutoring, mentoring, and a 6-week summer academic enrichment experience to 68 college-bound high school students each year from targeted schools in Milwaukee and Racine. The Pre-College Summer Camps—funded largely by the State of Wisconsin Department of Public Instruction—provide 200-300 low-income, first generation, and URM students with academic, career, and cultural activities in one-, two-, or three-week residential experiences.
- **Pathways for Success:** The Pathways for Success Program, developed in 2010, provides specialized academic advising and support services geared toward developing self-responsibility and motivation for learning, as well as a defined academic and career plan. The program was developed to better coordinate instruction, advising, and support services to assist students with remedial needs toward degree completion. The first four cohorts of Pathways saw an improvement from 61% to 71% in first to second year retention for students fitting the program profile.
- **King/Chavez Scholars Program:** The King/Chavez Scholars Program attracts and retains exceptional incoming URM and first-generation undergraduate scholars for participation in HIPs and initiatives. Students receive a scholarship during their freshman year. The program’s 2008-2013 entering cohorts evidenced a first to second year retention rate of 82%. Participants from the 1997-2006 cohorts had an average graduation rate of 60%.
- **New Student Seminar:** Approximately 90% of the students in each incoming freshman class enroll in the one-credit New Student Seminar, designed to help students connect with the campus, to achieve academic success, and to succeed in a changing world. Data consistently show higher first to second year retention rates for students participating in the New Student Seminar. In 2011, URM students

participating in the New Student Seminar had a 78% retention rate, compared to a 60% retention rate for URM students not participating in the New Student Seminar. In 2012, URM students participating in the New Student Seminar had a 65% retention rate, compared to a 52% retention rate for URM students not participating in the New Student Seminar.

- **Summer Business Institute:** The Summer Business Institute (SBI) is a program offered by the Multicultural Business Program to help students of color successfully transition from high school to college. The SBI enrichment experience promotes excellence and provides its participants opportunities to gain a competitive edge as they pursue a business degree and go on to hold leadership positions in the business community. SBI participants have had an average first to second year retention rate of over 86%.
- **Future Teacher Program:** The Future Teacher Program (FTP) is an initiative for recruitment and retention designed to increase student learning and to provide practical application of the knowledge received in their teacher education courses. Students receive focused academic and professional support from freshman year through graduation. Data suggest that FTP participants had an average first to second year retention rate of 95% since the Fall of 2010.
- **Biology Boot Camp:** Biology Boot Camp is a program that welcomes 15-20 incoming freshman and returning sophomores to UW-Whitewater for a two-week summer session. Students learn how to work in a laboratory, take good notes, access campus resources, and improve writing and oral communication skills. Participants in the Biology Boot Camp have had a first to second year retention rate of over 86%.
- **McNair Scholars Program:** The McNair Scholars Program—which is funded by the U.S. Department of Education—prepares first-generation, low-income, and multicultural students for doctoral study and eventual careers as college professors. The program matches each student with a faculty mentor in his/her major; provides resources for undergraduate research projects; enhances students' quantitative, technology, test taking, research methods, and critical thinking skills; provides students with opportunities to present research findings at regional and national conferences; and provides stipends for on-campus and external summer research internships. Over 80% of the McNair Scholars Program participants have gone to graduate school, approximately 55% of graduates have earned Master's degrees, and over 10% of graduates have earned terminal degrees.

## Barriers to Success

### **A. Where is your campus getting stuck, and what are you doing about it?**

We have had continued difficulty reducing the achievement gap for URM students. This appears to be due to the following reasons:

- Instances of weak academic preparation
- Financial pressures
- Issues associated with first generation college students (disproportionately)
- Difficulties connecting to campus

URM students disproportionately come from school districts in Southeastern Wisconsin that lack resources, offer weaker curriculum, and face a myriad of urban challenges. Students from these districts have academic potential, but have weaker academic preparation often resulting in mean and median ACT scores nearly one standard

deviation below those of students coming from the other large feeder school districts for UW-Whitewater freshman students. Moreover, data from the 2009-2010 University of Wisconsin-Whitewater Campus Climate Survey suggest that URM students feel less satisfied with the overall campus climate, as well as the climate in their classes.

We have had difficulty generalizing the successes our students have had in specific programs to the entire URM community. Often, the success that URM students find in specialized programs and initiatives does not translate to URM students not participating in those particular programs.

A definite barrier is the lack of resources to extend our programming and support systems to all URM students. Often, funding for programs and initiatives comes from external sources with mandates that are somewhat differentiated from specific campus needs. More recently, external funding entities require long-term sustainability of programs and initiatives, despite granting relatively short-term funding, which cannibalizes existing resources.

Another barrier is insufficient financial aid, preventing some students from being able to persist at the University of Wisconsin-Whitewater because of financial concerns. While this barrier has impacted overall achievement, it has had an even greater impact on URM students, who are more likely to be first generation and financially needy.

The wide array of Inclusive Excellence initiatives has a budgetary impact that UW-Whitewater has been able to address with the application of one-time funding and base resources. Expansion of IE programming and continued support for existing IE programs will be challenged by flat tuition rates, reductions in state support, and changes in enrollment levels.

In addition to budgetary uncertainties, the availability of physical space presents challenges. Our residence halls are currently at capacity, while we remodel existing housing stock and wait on the approvals needed to add a new residence hall. Plans to expand our reach through the Center for Global Education and the Intensive English Language Institute are “on hold” until we have approvals to create appropriate space on campus.

### **Next Steps**

#### **A. Given your current state of progress and implementation, what are your next steps in the next three-six months?**

Our next steps include:

1. The IE Steering Committee will present its analysis of Inclusive Excellence Annual Reports from across the campus to the full IE Committee, the Chancellor and the Strategic Planning and Budget Committee for consideration in developing future IE goals and objectives.
2. The campus will offer its fourth annual Diversity Forum, hosted this year by the College of Business and Economics.
3. The IE Committee will finalize work with the Office of Institutional Research & Planning in developing an IE dashboard to be shared systematically with units throughout the university.
4. The IE Committee will discuss and propose methods to enhance awareness of the campus community about IE to achieve greater and more consistent understanding of IE across colleges and divisions.
5. Strategic utilization of data will be expanded to drive ongoing assessment and enhancement of initiatives and policies. Recent assessment of IE annual reports by a subcommittee of the Chancellor’s Committee on Inclusive Excellence found that colleges, departments, divisions, and sub-units that were strategically reviewing baseline and other data seemed to be making more progress on their IE goals and initiatives.

Moreover, the recent restructuring of the UW-Whitewater Office of Institutional Research & Planning promises to enhance campus capacity to generate, assess, and act on strategic data relative to Inclusive Excellence.

6. More formal and systematic ways will be developed to enhance collaboration within and between colleges, departments, divisions, and sub-units. Several of the most promising policies and initiatives that UW-Whitewater has developed relative to IE and overall student achievement have been the result of these collaborations. In addition, initiatives at UW-Whitewater that developed from broader initial input from key participants have been more likely to have multiple champions and other sources of support.
7. Creative and cost effective ways will be found to scale up promising programs and initiatives to serve more students from populations where gaps exist. An example of this recent approach has resulted from conversations at the Campus Retention Committee suggesting a policy change that would make the New Student Seminar a mandatory freshman requirement—given the differential success of participants (90% of the freshman class) compared to non-participants (10% of the freshman class).

**References:**

- Carter, P. (2009), Equity and empathy: Toward racial and educational achievement in the Obama era, *Harvard Educational Review*, Vol. 79, No. 2, Summer 2009, pp. 287-297.
- Fryer, R. (2006), Acting white. *Education Next*, 6(1), pp. 53–59.
- O’Rear, I., Sutton, R., and Rubin, D. (2012), The effects of study abroad on college completion in a state university system, US Department of Education International Research Studies Office, p. 30.