

UNIVERSITY OF WISCONSIN - SUPERIOR Equity Scorecard Project

A Collaborative Action Research Project

With

The University of Wisconsin System Office of Equity, Diversity and Inclusion

And

The Center for Urban Education, the University of Southern California

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Report to the Chancellor
Submitted by the
University of Wisconsin-Superior Equity Scorecard Team

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Table of Contents

Section I: Introduction	Error! Bookmark not defined.
About the Equity Scorecard	Error! Bookmark not defined.
The Equity Scorecard’s Conceptual Framework	5
The Equity Scorecard Project in the UW-Superior’s Institutional Context	7
Methodological Notes	8
Section II: UW-Superior Students’ Demographic Composition	9
Total Undergraduate Enrollment by Race/Ethnicity	9
The Exceptional Significance of Transfers	11
First-Generation Students by Race/Ethnicity	11
Pell Grants Eligible Students by Race/Ethnicity	12
Age of Students by Race/Ethnicity	12
Sex/Gender of Students by Race/Ethnicity	13
Academic Profile by Race/Ethnicity	14
Section III: Access	14
Access Defined	14
Service-Area Access	14
Admissions and Matriculation	15
Incomplete Applications	16
Acceptance/Rejection	16
Matriculation Rates	17
Internal Access to Majors	18
Summary	20
Section IV: Retention	21
Retention Defined	21
First-to-Second-Year Retention	22
Six-Year Graduation	23
Multi-Year Persistence Patterns	24
Retention/Graduation by Pre-College Preparation, Sex/Gender, Age, and Family Backgrounds	26
Pre-College Academic Preparation	26
Sex/Gender and Retention/Graduation	28
Age and Retention	29
Students’ Family Backgrounds and Retention	30
Students’ Residence and Retention	31
First-Year GPA and Retention	32
Grade Distributions in 22 High Enrollment Courses	35
Summary	37
Section V: Excellence	38
Excellence Defined	38
GPA at Graduation	38
Graduating with Honor	39
Graduation with Honor by Major	40
Enrollment into the Graduate School (Via McNair Scholars Program)	43
Other Possible Measures	44
Summary	44
Section VI: Institutional Receptivity	46
Institutional Receptivity Defined	46
Racial/Ethnic Composition of the Faculty and Staff	46
Diversity Trend by Employment Type	48

Representation of Individual Racial/Ethnic Groups by Employment Type	49
Faculty Rank and Diversity	50
National Survey of Student Engagement	51
Academic and Intellectual Experiences for Diversity Education	52
Perception of Institutional Support	53
Quality of Interaction with Students, Faculty and Staff on Campus.....	54
Other Possible Measures.....	54
Summary	55
Section VII: Summary	56
Appendix 1. Majors in the Academic Subject Areas	57

Section I: Introduction

About the Equity Scorecard

The Equity Scorecard is a comprehensive report that assesses how well our university is serving its students of color in four key areas: access, retention, excellence, and institutional receptivity. Using existing data on admissions, graduation rates, GPA, and other fields, the Equity Scorecard identifies achievement gaps for African American, American Indian, Southeast Asian American, Asian American, and Hispanic/Latino(a) students, groups that have been historically underrepresented in higher education. It is an organizational-learning tool intended to initiate self-assessment and dialogue. It can lead to organizational change by motivating institutional leaders to respond to known inequities with purposeful actions.

The Equity Scorecard process was developed by Dr. Estela Mara Bensimon and is administered through the University of Southern California's Center for Urban Education (CUE). Since its creation, the process has been implemented at a number of universities and colleges across the nation, including the UW System. In 2005, six UW institutions piloted the Equity Scorecard process: UW-Colleges, UW-La Crosse, UW-Milwaukee, UW-Oshkosh, UW-Parkside, and UW-Whitewater. These institutions have completed the Equity Scorecard process, and the second cohort of UW institutions began the process in 2008. UW-Superior belongs to this second cohort, which also includes UW-Eau Claire, UW-Platteville, UW-River Falls and UW-Stout.

At UW-Superior, in April 2008 then Provost (currently Interim Chancellor) Chris Markwood appointed an evidence team with the institutional researcher, the multicultural coordinator, faculty and academic staff. After attending a May 2008 training session by the CUE staff and UW-System, this team met regularly until May 2010. At these meetings, the team examined existing data on access, retention, excellence and institutional receptivity, all of which were disaggregated by race/ethnicity, and identified achievement gaps in areas that are critical for students' success. The team also attempted to understand why these gaps might exist and be perpetuated by campus culture and practice. The evidence team focused on recommending institutional actions to address the gaps based on evidence, with an understanding that solving the problems represented in the data should be a responsibility shared by all on campus.

When the team completed an investigation for access and retention perspectives, the team shared the findings with the campus community, in the hope of provoking conversations and instigating institutional efforts for improvement. The team released two interim reports, one on access (October 2009) and the other on retention (April 2010). Key findings on these perspectives were also presented in person to key constituency groups, including but not limited to the Chancellors' Cabinet, the Provost's Leadership Team, the chairs of academic departments, the respective Senates for the Faculty, Academic Staff and Students. This final report summarizes key findings on all four perspectives and recommendations for institutional actions.

The Equity Scorecard's Conceptual Framework

This section is largely reproduced from the University of Southern California's Center for Urban Education report.

Higher education decision makers have traditionally favored interventions that look to change the student so that they are better able to adapt to the processes and structures that govern post secondary institutions. The Equity Scorecard, developed by Estela Bensimon at the Center for Urban Education at the University of Southern California, is an evidence-based inquiry process that seeks to reframe the discussion of student outcomes from student responsibility to institutional accountability, and place the processes of higher education center-stage to bring about change at the institutional level (Bensimon, 2005b). This is accomplished through the in-depth examination and analysis of existing institutional data, disaggregated by race and ethnicity. The purpose of such an examination is to investigate individual institutions' effectiveness at promoting equity and excellence in the educational outcomes of historically underrepresented students.

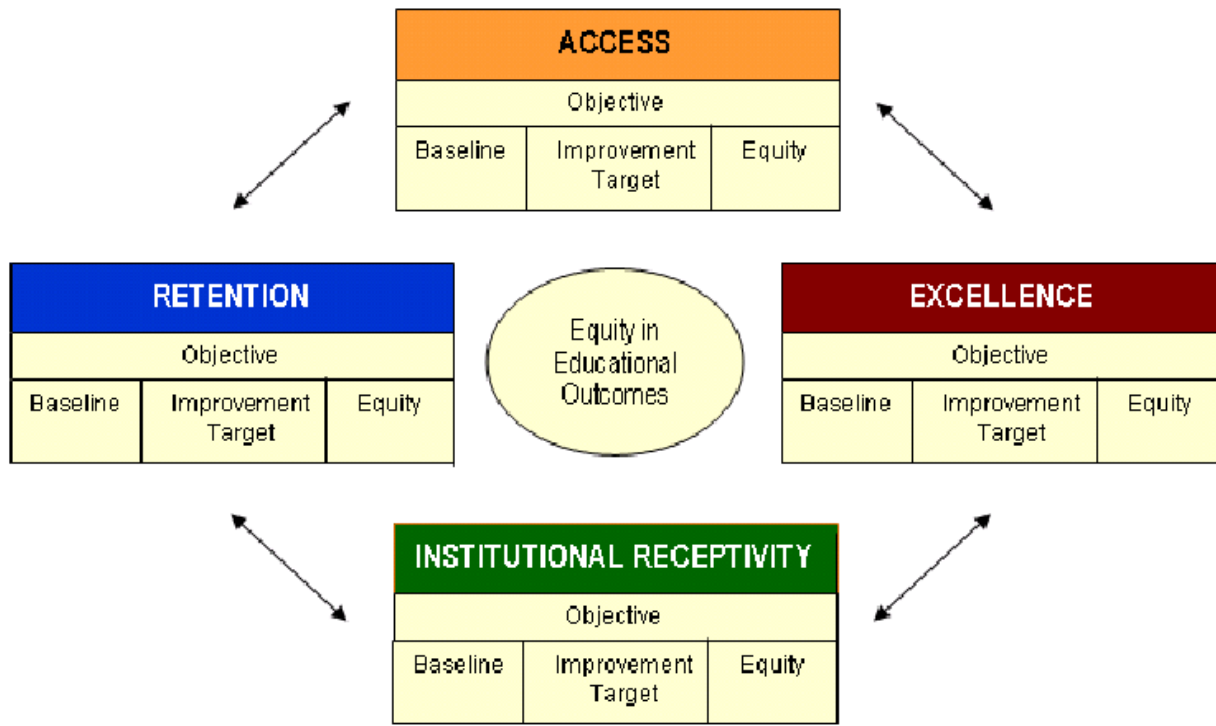
A key principle of the Equity Model is that individuals at all levels of leadership, responsibility, and power can effect lasting changes and bring about equitable educational outcomes (Bensimon, et al., 2004). Participation on the team enables various members of the college community to transform raw data into simple, yet compelling stories that highlight inequities in ways that are accessible to a wider audience (Connell, 2008). Organizational learning occurs when new knowledge constructed by Evidence Team members is used to provoke discussion and effect institutional change, so as to improve educational outcomes and experiences for underprepared and underrepresented student groups (Bensimon, 2005a).

The Equity Scorecard is implemented by the formation of a campus team that convenes regularly to examine existing and routinely-collected data on student outcomes in order to assess the 'state of equity' at their institution (Bensimon, 2006). The Evidence Team is comprised of faculty, administrators and other college personnel who assume the role of researchers to examine and discuss disaggregated data in order to reach an understanding of why inequities persist on their campus (Bensimon, 2007).

The Scorecard is a "living" accountability framework that needs to be monitored to assess to what extent inequalities are being eliminated for four perspectives. The Equity Scorecard contains a set of indicators that provides an institution's leadership with a comprehensive view of how well historically underrepresented students are performing. As such, an institution's Equity Scorecard should be modified and updated on a routine basis. Four perspectives make up the structure of the Scorecard (see Figure 1).

Figure 1. Equity Scorecard Framework

An Illustration of the Equity Scorecard Framework



Access Perspective: This perspective refers to access to the institution as well as campus-based programs and resources that can significantly improve life opportunities for historically underrepresented students.

Retention Perspective: This perspective refers to continued attendance from one year to the next and/or to completion of degrees. Retention can also refer to continued progress toward degrees in competitive majors.

Excellence Perspective: This perspective includes indicators that reflect students' outstanding academic performance, including: GPA at the point of degree completion, inclusion on the Dean's list or equivalent, time to degree completion, and participation in honors programs or equivalent.

Institutional Receptivity Perspective: This perspective refers to goals and measures of institutional support that have been found to be influential in the creation of affirming campus environments for historically underrepresented students.

The purpose of the Equity Scorecard data-driven inquiry process is three fold:

1. **Awareness:** The Equity Scorecard team engages in institutional self-assessment to provide a clear and unambiguous picture of inequities. The team selects its own measures (e.g., GPA, dean's list, remediation enrollment) and uses existing institutional data to assess its performance in providing equity of outcomes to its students of color.

2. Interpretation: By engaging in a systematic and continuous process of self-appraisal, and the analysis and interpretation of the data, the team is able to uncover inequities between students of color and white students. As stated above, central to the Equity Scorecard Project is the disaggregation of routinely collected institutional data on student matriculation, enrollment, pass/fail, and graduation rates. By extracting information based on race, ethnicity, gender or other discrete factors, the Equity Scorecard project provides concrete information on basic indicators of achievement among students.

3. Action: Disaggregation of the data illuminates critical gaps in academic performance, and thereby permits institutions to respond with purposeful actions. The team develops a number of recommended actions to achieve equity in educational outcomes based on data, not assumptions.

The Equity Scorecard Project in UW-Superior's Institutional Context

In April 2008, UW-Superior took part in the second cohort of the Equity Scorecard Project sponsored by the UW System Office of Diversity, Equity and Inclusivity (previously Office of Academic Diversity and Development). By the appointment of the current UW-Superior Interim Chancellor (then the UW-Superior Vice Chancellor) Chris Markwood, the following faculty and academic staff have participated in the Equity Scorecard project.

- Alvin (Chip) Beal, Assistant Professor of First Nation Studies, Department of Human Behavior and Diversity, and Diversity Coordinator (May 2008 through July 2010)
- Marsha Francis, McNair Scholars Program Academic Coordinator (June 2008 through February 2009)
- Eri Fujieda, Associate Professor of Sociology, Department of Social Inquiry (May 2008 through July 2010; Team Leader since July 2009)
- Vicki Hajewski, Vice Chancellor for Campus Life and Dean of Students (August 2009 through July 2010)
- Wendy Kropid, Associate Professor, Department of Educational Leadership (July 2008 through April 2009)
- Jim Miller, Institutional Researcher (May 2008 through July 2010)
- Michael McDonald, Former Assistant to the Chancellor for Affirmative Action and Diversity (Team Leader from May 2008 through June 2009)
- Steven Rosenberg, Associate Professor, Department of Mathematics and Computer Science (August 2009 through July 2010)
- Gloria Toivola, Professor of Political Science, Department of Social Inquiry (October 2008 through July 2010)

In addition, by the appointment of the UW System Office of Equity, Diversity and Inclusion, Greg Lampe (Provost of the UW Colleges) has served as the team mentor as well as an active participant in team meetings. The team has also received mentorship and support from Elsa Macias at CUE and Vicki Washington (UW System Vice Associate President for Equity, Diversity and Inclusion). Their site visit to UW-Superior on January 13, 2010, helped the campus better understand the nature and value of the Equity Scorecard.

When the team completed an investigation for access and retention perspectives, the team shared the findings with the campus community, in the hope to provoke conversations and to instigate institutional efforts for improvement. The team released two interim reports, one on access (October 2009) and the other on retention (April 2010). The team also presented key findings on these perspectives to key constituency groups, including but not limited to the Chancellors' Cabinet, the Provost's Leadership

Team, the chairs of academic departments, the respective Senates for the Faculty, Academic Staff and Students.

Methodological Notes

The Equity Scorecard aims at uncovering “equity gaps,” or patterns of inequalities between white students and students of color and within students of color. Instead of collecting new data, however, it utilizes existing institutional data as the informational foundation. In the context of UW-Superior, the PeopleSoft database was the primary source of student information. In collaboration with an information technology specialist, Jim Miller (institutional researcher) prepared “vital signs” or a set of descriptive statistics on enrollment, retention, graduation, grades, and other aspects of students’ achievements, all disaggregated by race/ethnicity. All members of the team examined these data, identified achievement gaps, and discussed institutional actions by which our campus can address these gaps. Given the descriptive nature of the Equity Scorecard, the team did not perform any statistical significance testing.

The information about each student’s race/ethnicity stored in the PeopleSoft database was based on each student’s self-reporting at the initial enrollment to UW-Superior. Although this method of data collection presents an issue of weaker validity of the data, this is the only set of data available for the team to capture the macro-level trend over multiple years. The team decided to use it as the best proxy. Recognizing the diverse experiences among different racial/ethnic groups, all data were disaggregated for multiple racial/ethnic categories such as African Americans, American Indians, Southeast Asian Americans, Asian Americans, Hispanic/Latino(a)s, and Whites. However, “students of color” may be used as a group to be contrasted with “whites” when disaggregating “students of color” by specific race/ethnicity hinders our understanding of equity gaps.

The analysis of achievement gaps drew upon the multi-year data, instead of annual data. When disaggregating annual statistics by all racial/ethnic groups, the team faced “the problem of small numbers” because these groups’ respective share in the total student population on our campus was notably small. When the statistic for a particular racial/ethnic group is very small, it is impossible to figure out the meaning of this statistic. In addition, when the number for each cell becomes less than five, the anonymity of students may be at risk. After some discussion, the team agreed that, when appropriate, data for each race/ethnic category would be aggregated over multiple years. Different spans of years were used, reflecting the availability of data and the nature of the inquiry.

The current analysis excludes international students, for the Equity Scorecard is most concerned with the equity gap for “students of color,” or historically underrepresented racial/ethnic groups in the United States, whose life chances, including educational opportunities, have most likely been compromised due to the structural and interpersonal impact of racism. International students in contrast have had a choice to live and study in another country, which reflects a privileged position within their respective societies. While the team acknowledges various challenges that international students may face in the United States due to racism and other issues, the team chose not to address these issues but rather to focus the analysis on the equity gaps in educational outcomes specific to historically underrepresented racial/ethnic groups in the context of the United States.

Given the limited resources available to the Equity Scorecard evidence team, the team had to make a difficult decision to limit the target of the analysis of access and retention to a more narrowly defined student population than desired. Specifically, gaps in access and retention were analyzed primarily for the fall-entry, degree-seeking full-time undergraduate students who were neither distance-learning students nor international students. The analysis of excellence included all students who graduated

within six years, but still excluded international students. The team was very aware of the significance of and need for analyzing gaps for non-Fall-entry students and distance-learning students. Therefore, the team resolved to recommend the future application of the Equity Scorecard method to these student groups.

This document frequently refers to “shares” and “rates.” “Shares” illustrate the portion of the whole population a given racial or ethnic group comprises. “Rates” represent the percentage of students in a specific racial or ethnic group who persist or succeed. Comparing shares typically leads us to determine equity gaps in representation, while comparing rates helps us determine equity gaps in retention or success, as well as the highest or least performing group.

Section II: UW-Superior Students’ Demographic Composition

While the Equity Scorecard is a somewhat standardized process of institutional research, putting it in the specific context of the institution is critical to adjust the scope and emphasis of the research. Thus, the team started the research by reviewing the past and current students’ demographic composition and identified areas that required methodological adjustments.

Total Undergraduate Enrollment by Race/Ethnicity

Table 1 and Figure 2 show the full time undergraduate enrollment trend by race/ethnicity at UW-Superior from 2001 through 2007. In Fall 2001, 2003 full-time undergraduate students were enrolled at UW-Superior, 107 of whom were international students. Of the remaining 1896 students, 95.4% (1808 students) were white. In contrast, in Fall 2007, 2043 full-time undergraduate students were enrolled at UW-Superior. Of these, 86 were international students and 92.7% (1814) of the remaining 1957 were white.

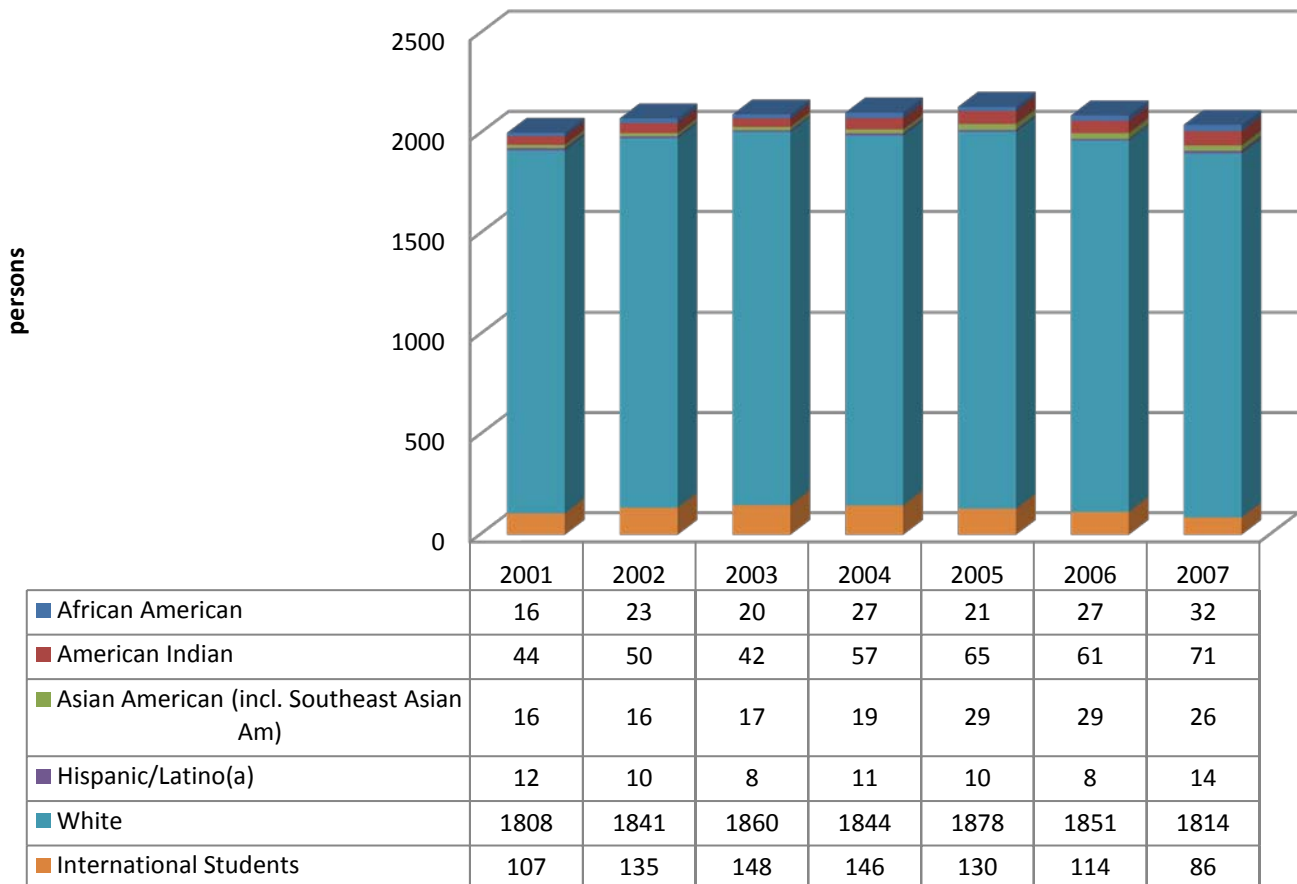
Table 1. Full-Time Undergraduate Enrollment by Race/Ethnicity, 2001-2007

	African American	American Indian	Asian American	Hispanic/Latino(a)	White	International	Total
2001	16	44	16	12	1808	121	2003
(% in total)	(0.8%)	(2.2%)	(0.8%)	(0.6%)	(90.3%)	(5.3%)	(100%)
2002	23	50	16	10	1841	135	2075
(% in total)	(1.1%)	(2.4%)	(0.8%)	(0.5%)	(88.7%)	(6.5%)	(100%)
2003	20	42	17	8	1860	148	2095
(% in total)	(1.0%)	(2.0%)	(0.8%)	(0.4%)	(88.8%)	(7.1%)	(100%)
2004	27	57	19	11	1844	146	2104
(% in total)	(1.3%)	(2.7%)	(0.9%)	(0.5%)	(87.6%)	(6.9%)	(100%)
2005	21	65	29	10	1878	130	2133
(% in total)	(1.0%)	(3.0%)	(1.4%)	(0.5%)	(88.0%)	(6.1%)	(100%)
2006	27	61	29	8	1851	114	2090
(% in total)	(1.3%)	(2.9%)	(1.4%)	(0.4%)	(88.6%)	(5.5%)	(100%)
2007	32	71	26	14	1814	86	2043
(% in total)	(1.6%)	(3.5%)	(1.3%)	(0.7%)	(88.8%)	(4.2%)	(100%)

On the surface, UW-Superior has seen little change in white students' dominant presence within the full-time undergraduate non-international student body. However, in looking at the data disaggregated by individual racial categories, a different picture emerges. The number of students from each of the African American, American Indian, Asian American and Hispanic/Latino(a) groups increased by between 116% to 200%. While the increase among Hispanic/Latino(a) students was somewhat lagging behind, UW-Superior enrolled a more diverse student population in 2007 than in 2001. At the same time, it is worth noting that, except for 2007, the number of international students exceeded the total number of students of color.

These patterns of representation of and among the underrepresented student population are precisely what the Equity Scorecard process is designed to address. However, as mentioned in the section on methodology, a recurring theme throughout the Equity Scorecard project at UW-Superior was the initially low representation of racially diverse students. Given the number of students from underrepresented groups already small in aggregate, disaggregating the data first by race/ethnicity and then by various measures identified in each of the four Equity Scorecard perspectives often resulted in just a handful of students occupying each category or cell. It is unreasonable to draw conclusions for an entire population based on only a small number of the population's members, for their behavior might well be more of a reflection of their own personal set of circumstances rather than of the result of structural and institutional processes. Thus, from this standpoint, increasing the overall representation of U.S. students of color is a critical step for the subsequent goals to monitor and address gaps in other perspectives of students' achievement at UW-Superior.

Figure 2. Full-time Enrollment by Race/Ethnicity, 2001-2007



The Exceptional Significance of Transfers

One unique aspect of the UW-Superior student demographics is the high rate of transfer students among new students. Transfers come from accredited college parallel programs, colleges or universities, and enter UW-Superior with 12 or more earned credits and a cumulative grade point average of 2.0 (a letter grade of C) or better. In Fall 2007, 50% of new students enrolled in UW-Superior were transfers while other UW institutions' transfer rates were in the range of 17% (UW-La Crosse) to 37% (UW-Green Bay) (*UW Higher Education Location Program*, n.d., p. 55). This trend has been consistent over the last several years. In 2002-2007, 54.4% of the new undergraduate enrollment was transfers.

Table 2. New Undergraduate Full-time Enrollment by the Source of Entry, Fall 2002 - Fall 2007

	African American	American Indian	Southeast Asian Am.	Asian American	Hispanic Latino/a	White	Unknown	Overall
Total New Students (share)	73 (1.6%)	138 (3.0%)	16 (0.3%)	48 (1.0%)	30 (0.6%)	4082 (87.6%)	271 (5.8%)	4658 (100%)
Transfer Students (share)	46 (1.8%)	92 (3.6%)	4 (0.2%)	28 (1.1%)	18 (0.7%)	2217 (87.5%)	130 (5.1%)	2535 (100%)
<i>Change in shares for transfers</i>	(+0.2%)	(+0.6%)	(-0.1%)	(+0.1%)	(+0.1%)	(-0.1%)	(-0.7%)	-
<i>Transfer rates</i>	63.0%	66.7%	25%	58.3%	60.0%	54.3%	48.0%	54.4%

When disaggregated by race/ethnicity, transfer rates are higher among students of color, except for Southeast Asian Americans (as indicated in **blue** in Table 2), and as the result, African Americans, American Indians, Asian Americans and Hispanic/Latino(a)s were overrepresented among the transfers when compared with their shares in the total new students (as indicated in **purple** in Table 2). In particular, American Indians' transfer rate was more than 12.4% higher than that for white students, and their share among all transfers was 0.6% higher than that in the total new students.

Transfers are known to have special challenges, including getting credits transferred, having transferred courses matriculated, receiving proper advisement, and making accurate funding and graduation plans. Considering the higher rate of transfers among students of color, the Equity Scorecard for UW-Superior will include the analysis of equity for transfer students when possible.

First-Generation Students by Race/Ethnicity

Familiarity with the college process is often associated with better chances of success at college. Students who come from families where at least one parent has earned a baccalaureate degree may be better prepared to work within the system and to understand the importance of particular milestones (e.g., completing the Free Application for Federal Student Aid on time, registering for classes early, etc.). It is often the case that students of color are believed to be first-generation college students in higher proportion than white students.

UW-Superior began electronic documentation of students' first-generation status in 2006 specifically for first-year students. As shown in Table 3, American Indian and Southeast Asian students are more likely to be first generation. African and Asian Americans are about as likely as white students to be first generation, while Hispanic/Latino(a) students are less likely first generation. This information may

highlight areas where UW-Superior needs to be more proactive in approaching first generation students of color to ensure that any potential lack of familiarity with the system is not adversely affecting their educational progress.

Table 3. First Generation Students by Race/Ethnicity for 2006-2008 First-Year Cohorts

	African American	American Indian	Southeast Asian Am	Asian American	Hispanic Latino/a	White	Unknown	Total
Total	10	16	4	2	3	751	9	795
First-Generation [% in group]	5 [50.0%]	11 [68.8%]	3 [75.0%]	1 [50.0%]	1 [33.3%]	356 [47.4%]	6 [66.7%]	383 [48.8%]

Pell Grants Eligible Students by Race/Ethnicity

One of the challenges that students face as they stay on at college is the financial cost. Students eligible for Pell Grants are considered to be the most challenged. Pell Grants are federally funded need-based grants for low-income undergraduate students. Grant amounts are determined by such factors as the student's expected family contribution, the cost of attendance, the student's enrollment status (full-time or part-time), and whether the student attends for a full academic year or less. Hence, students who are eligible for and recipients of Pell Grants must come from families with financial need. Pell Grants eligibility by itself may not provide a full picture of financial challenges that college students face. However, it can still provide important information about possible disadvantages that affect students' learning outcomes, prior to and during their higher education.

Table 4. Pell Grants Eligible Students by Race/Ethnicity for 2001-2007 New Students

	African American	American Indian	Southeast Asian Am	Asian American	Hispanic Latino/a	White	Unknown	Total
Total	49	103	12	31	15	3121	27	3562
Pell Grants Eligible [% in group]	36 [73.5%]	66 [64.1%]	9 [75.0%]	8 [25.8%]	4 [26.7%]	928 [29.7%]	12 [44.4%]	1063 [29.7%]

Table 4 illustrates that among those who entered UW-Superior either as first-year or transfer students in 2001-2008, African Americans, American Indians, and Southeast Asian Americans were eligible for Pell Grants in higher proportion than white, Asian American and Hispanic/Latino(a) students. 73.5% of African Americans, 64.1% of American Indians, and 75.0% of Southeast Asians were Pell Grants eligible. In contrast, 25.8% of Asian Americans, 26.7% of Hispanic/Latino(a) students, and 29.7% of white students fell into the same category. The apparent difference in students' familial economic background is important to consider when achievement gaps, particularly in retention and graduation, are discussed.

Age of Students by Race/Ethnicity

Students entering college at non-traditional ages (i.e., older than 19, which is considered as the upper limit of the typical age range for recent high school graduates) are often believed to face more difficulties in making the transition into college life. As a campus that has a higher rate of transfers,

UW-Superior naturally needs to give more attention to this age factor in students' successful achievement.

Table 5. Students' Age at Entry by Race/Ethnicity for 2001-2008 New Students

	African American	American Indian	Southeast Asian Am	Asian American	Hispanic Latino/a	White	Unknown	Total	
Total First-Year	22	50	11	20	8	2006	20	2137	
Age	17-19	90.1%	86.0%	72.7%	85.0%	100.0%	94.9%	85.0%	94.4%
	20-24	2.1%	12.0%	27.3%	10.0%	0.0%	4.0%	10.0%	4.5%
	25+	0.0%	2.0%	0.0%	5.0%	0.0%	1.0%	5.0%	1.1%
Total Transfers	31	68	2	14	11	1502	17	1645	
Age	17-19	9.7%	22.1%	50.0%	42.9%	27.3%	28.4%	17.6%	27.8%
	20-24	71.0%	38.2%	50.0%	35.7%	63.6%	56.8%	47.1%	56.0%
	25+	19.4%	39.7%	0.0%	21.4%	9.1%	14.8%	35.3%	16.2%

Trends in students' age for first-year and transfer students who entered UW-Superior in 2001-2008 are shown in Table 5. Among first-year students, students of color with the exception of Hispanic/Latino(a) students included a higher proportion of non-traditional age (i.e., older than 19) students than white students. Among transfer students, American Indians had a particularly high rate of students at age 25 or older (39.7%) when compared to the average of 16.2%. These data suggest the need to look into areas that may have an age-specific impact on students' higher education outcomes.

Sex/Gender of Students by Race/Ethnicity

Sex/gender is one of the factors that shape students' educational opportunities, social-economic conditions, and perception of personal capacities, social roles and future possibilities. While in the past concern was shown to female students' achievement gap in higher education, the recent national trend indicates the shift of concern to male students' achievement gap throughout K-12 and higher education.

The overall enrollment trend at UW-Superior reflects the national trend (Table 6), with a higher rate of female students for both first-year and transfer student bodies. However, male enrollment was much higher among African Americans in both categories, and among first-year Southeast Asians and transferred Asian Americans. This pattern may inform us of the specific areas that require special attention.

Table 6. Students' Sex/Gender by Race/Ethnicity for 2001-2008 New Students

	African American	American Indian	Southeast Asian Am	Asian American	Hispanic Latino/a	White	Unknown	Total	
Total First-Year	22	50	11	20	8	2006	20	2137	
Sex	Male	59.1%	48.0%	54.5%	40.0%	50.0%	44.0%	38.5%	44.2%
	Female	40.9%	52.0%	45.5%	60.0%	50.0%	56.0%	61.5%	55.8%
Total Transfers	31	68	2	14	11	1502	17	1645	
Sex	Male	77.4%	47.1%	0.0%	57.1%	36.4%	48.3%	58.8%	48.9%
	Female	22.6%	52.9%	100.0%	42.9%	63.6%	51.7%	41.2%	51.1%

Academic Profile by Race/Ethnicity

Table 7 provides the profile of first-year students entering UW-Superior in 2001-2008 for their high school rank in the graduating class and ACT scores. The profile for transfer students is currently unknown; however, such information as GPA at the time of transfer could be collated to uncover their cohort profile.

Table 7. 2001-2008 Fall First-Year Cohorts by High School Rank and ACT Scores

	African American	American Indian	Southeast Asian Am	Asian American	Hispanic Latino/a	White	Unknown	Overall	
Total	22	50	11	20	8	2006	20	2137	
HS Rank	Top 1/4	22.7%	24.0%	18.2%	25.0%	25.0%	40.9%	35.0%	40.0%
	2 nd 1/4	36.4%	56.0%	36.4%	30.0%	50.0%	38.5%	20.0%	38.7%
	3 rd 1/4	22.7%	14.0%	27.3%	25.0%	25.0%	12.7%	30.0%	13.2%
	Bottom 1/4	0.0%	2.0%	18.2%	10.0%	0.0%	2.1%	0.0%	2.2%
	No report	18.2%	4.0%	0.0%	10.0%	0.0%	5.7%	15.0%	5.9%
ACT	24-35	4.5%	20.0%	0.0%	20.0%	37.5%	21.5%	30.0%	21.3%
	21-23	27.3%	40.0%	9.1%	35.0%	37.5%	43.4%	50.0%	42.8%
	17-20	31.8%	28.0%	9.1%	25.0%	12.5%	28.5%	10.0%	28.1%
	12-16	9.1%	4.0%	54.5%	5.0%	12.5%	3.1%	0.0%	3.5%
	No report	27.3%	8.0%	27.3%	15.0%	0.0%	3.7%	10.0%	4.3%

Section III: Access

“Access” refers to access to the institution itself as well as to access to campus-based programs and resources that can significantly improve life opportunities for historically underrepresented students. The UW-Superior Equity Scorecard Project Team examined enrollment patterns, access to financial aid, majors, and ACCESS/BRIDGE programs. In addition, the team deepened its inquiry into the service area demographics and the application process. The following section highlights the major findings.

Access Defined

Access to higher education encompasses not only admissions and matriculation to a higher education institution, but also access to resources, majors and programs within the institution that support students in achieving success in their chosen field. The UW-Superior Equity Scorecard evidence team was interested in examining both kinds of access. However, as mentioned above, the small initial sizes of students of color dictated that the initial focus be on recruitment, admission and matriculation. Internal access was discussed only in regard to the access to majors.

Service-Area Access

In addressing the need for increasing the number of U.S. students of color, the Equity Scorecard evidence team was confronted by the demographic and cultural conditions of the UW-Superior’s service area. The inevitability of the existing racial/ethnic composition of UW-Superior students was

associated with the assumed racial/ethnic homogeneity in UW-Superior's service areas, i.e., Northwestern Wisconsin and Northeastern Minnesota.

Table 8. Comparison of Local High School and UW-S Enrollment by Race/ Ethnicity, 2006-2008

	African American	American Indian	Southeast Asian Am.	Asian American	Hispanic Latino/a	White	Unknown	Overall
UW-S First-Year, 2006-2007	6	7	0	1	1	314	20	349
(Share)	(1.7%)	(2.0%)	(0.0%)	(0.3%)	(0.3%)	(90.3%)	(5.7%)	(100%)
Wisconsin Northwest Region High School Total Enrollment 2006-2007	2946*					23869	n/a	26814
(Share)	(11.0%)					(89.0%)		(100%)
Superior High School Total Enrollment (WI), 2006-2007	30	83	30		17	1488	n/a	1651
(Share)	(1.8%)	(5.0%)	(1.8%)		(1.0%)	(90.2%)		(100%)
St. Louis County (MN) High Schools, 12th Grade 2007-2008	68	94	36		25	2099	n/a	2322
(Share)	(2.9%)	(4.0%)	(1.6%)		(1.1%)	(90.4%)		(100%)
Duluth High Schools (MN), 12th Grade, 2006-2007	52	45	27		16	840	n/a	980
(Share)	(5.3%)	(4.4%)	(2.8%)		(1.6%)	(85.7%)		(100%)

* No statistics disaggregated by race/ethnicity were available.

Table 8 summarizes the racial/ethnic composition of senior students in high school districts in the service area. Despite the commonly held assumption to the contrary, high schools in UW-Superior service areas are not necessarily less diverse than the first-year students enrolled in UW-Superior. High schools in Northwest Wisconsin and the city of Duluth have smaller shares of white students (respectively, 89.0% and 85.7%). The share of white students in high schools in St. Louis County in Minnesota (90.4%) is higher than UW-Superior (90.3%), but only by 0.1%. High schools in the service areas also have higher shares as well as greater numbers of all ethnic/racial minority groups than UW-Superior does.

These findings lead to the conclusion that the racial/ethnic homogeneity in the UW-Superior service area is a myth. For the campus to overcome this myth, the Equity Scorecard evidence team recommends that the campus explore opportunities to build more relationships with K-12 institutions in the service area and to strengthen the pipeline to UW-Superior particularly for underrepresented student groups in the service area.

Admissions and Matriculation

In gaining access to UW-Superior, a prospective student needs to initiate *and* complete the application before being accepted and enrolled. To better understand the institutional barriers against the enrollment of a greater number of students of color, the team asked to have data on application completion, acceptance and matriculation, disaggregated by race/ethnicity.

Incomplete Applications

The data clearly revealed a higher rate of application incompleteness among applicants of color. As Table 9 shows, in 2003-2008, the rates of incomplete application among students of color were higher across the board than for white students. While 10.6% of white applicants did not complete the application process, the incomplete rates were much higher among African American applicants (30.5%), Hispanic/Latino(a)s (28.3%) and American Indians (22.4%). Asian American and Southeast Asian applicants completed the applications at better rates (respectively 17.7% and 13.6%), but these rates are still lower than that of whites. As the result, among the incomplete applicants, African Americans, American Indians, Asian Americans, Hispanic/Latino(a)s, and those who elected not to disclose their race/ethnicity are over-represented (as shown in red in Table 9).

Table 9. Application Incomplete Rates for All New Students* by Race/Ethnicity, 2003-2008

	African American	American Indian	Southeast Asian Am.	Asian American	Hispanic Latino/a	White	Unknown	Overall
# of Application received (Share)	105 (1.9%)	143 (2.5%)	44 (0.8%)	62 (1.1%)	46 (0.8%)	4849 (85.8%)	405 (7.2%)	5654 (100%)
# of Incomplete Applications (Share)	32 (4.3%)	32 (4.3%)	6 (0.8%)	11 (1.5%)	13 (1.7%)	514 (68.7%)	140 (18.7%)	748 (100%)
[Application Incompletion Rate]	[30.5%]	[22.4%]	[13.6%]	[17.7%]	[28.3%]	[10.6%]	[34.6%]	[13.2%]
Equity # of Incomplete Applications** (Share)	11 (1.8%)	15 (2.5%)	5 (0.8%)	7 (1.2%)	5 (0.8%)	514 (85.8%)	43 (7.2%)	599 (100%)

*Data includes both first-year and transfer students.

**Equity #s are the expected number of incomplete applications when applicants of each racial/ethnic category complete their applications at the current incompleteness rate of white students, i.e., 10.6%.

- The percentages in the parenthesis () indicate "shares" within each category. Percentages in the brackets [] indicate the "rates" for each category.

- Red marks groups whose share is smaller than that in the total. These groups are underrepresented and thus, there is an equity gap.

It is evident that overrepresentation of applicants of color among those with incomplete applications leads to failed admissions of this group of applicants. By the same token, if applicants in all racial/ethnic groups complete their applications at the current rate of white applicants, the total number of incomplete applications would decrease from 748 to 599 and over/under-representation of any group would disappear. (See the last row under the title "Equity # of Incomplete Applications" in Table 9).

To address the uneven application completion rates among racial/ethnic groups, it is critical to involve the Admission Office and others that are involved in promotion of application completion, particularly but not exclusively among the applicants of color. The team also recommends more thorough application follow-up strategies, more effective and proactive support for applicants who need assistance in completing the forms, and the more effective promotion of the application fee waiver program.

Acceptance/Rejection

Access to UW-Superior is denied with the rejection of applications. Rejections are issued when applicants do not meet the standard entrance criteria. Until 2007, UW-Superior employed academic criteria of high school GPA, high school class rank, and SAT/ACT test scores as the admission

criteria. As of 2008, following a UW-System mandate, UW-Superior began to use holistic admission criteria, which include both academic factors (i.e., the challenge of the high school curriculum, cumulative grade point average (GPA), high school class rank, and standardized test scores) and non-academic factors (e.g., leadership, community service, unique talents, and other personal characteristics that contribute to the diversity of the University) (UW-Superior Admission Office, “UW-Superior Admission Requirements”;

<http://www.uwsuper.edu/admissions/freshmen/admissionsrequirements/>).

Table 10. Application Acceptance/Rejection Rates for All New Students* by Race/Ethnicity, 2003-2008

	African American	American Indian	Southeast Asian Am.	Asian American	Hispanic Latino/a	White	Unknown	Overall
Completed Applications (Share)	73 (1.5%)	108 (2.2%)	38 (7.7%)	51 (1.5%)	33 (1.0%)	4335 (88.4%)	265 (5.4%)	4906 (100%)
Application Rejected (Share)	20 (2.9%)	31 (4.5%)	4 (0.6%)	9 (1.3%)	9 (1.3%)	604 (87.4%)	14 (2.0%)	691 (100%)
[Rate]	[27.4%]	[28.7%]	[10.5%]	[17.6%]	[27.3%]	[13.9%]	[5.3%]	[14.1%]

*Data includes both first-year and transfer students.

- The percentages in the parenthesis () indicate “shares” within each category. Percentages in the brackets [] indicate the “rates” for each category.

- **Red** marks groups whose share is smaller than that in the total. These groups are underrepresented and thus, there is an equity gap.

As seen in Table 10, while less than 15% of complete applications from whites and Asian Americans were rejected, over 25% of complete applications from American Indians, African Americans and Hispanic/Latino(a)s were rejected. As the result, these groups were overrepresented among rejected applicants (as indicated in **red** in Table 10).

While this disparity may be explained by the applicants’ individual records, it is also important to consider what UW-Superior does to promote pre-application processes to increase the acceptability of the applications. For example, UW-Superior could provide strategic assistance to those who may not have access to programs or individuals that support the application process. Again, it is necessary to involve the Admission Office and other concerned constituencies in the interpretation of these data.

Matriculation Rates

Not all accepted applicants will decide to enroll at UW-Superior. Matriculation is largely up to the decision of individual applicants. Table 11 (on the next page) shows the matriculation rate for each of the individual racial/ethnic groups.

While most of the racial/ethnic groups, including whites, registered a matriculation rate lower than 50%, American Indians and applicants who elected not to disclose their race/ethnicity enrolled in UW-Superior at a matriculation rate above 50%. On the one hand, this is ironic that groups whose application completion and acceptance rates were rather low would demonstrate a higher rate of matriculation. On the other hand, the lower matriculation rates among Asian American and Hispanic/Latino(a) point to an area of concern, for the overall enrollment of these groups showed smaller growth (as discussed earlier). Further investigation is recommended so as to improve matriculation rates for these groups.

Table 11. Matriculation Rates for All New Students* by Race/Ethnicity, 2003-2008

	African American	American Indian	Southeast Asian Am.	Asian American	Hispanic Latino/a	White	Unknown	Overall
Application Accepted	53	77	34	41	24	3734	251	4214
(Share)	(1.3%)	(1.8%)	(0.8%)	(1.0%)	(0.6%)	(88.6%)	(6.0%)	(100%)
Matriculated and Enrolled	25	43	14	16	8	1812	148	2066
(Share)	(1.2%)	(2.0%)	(0.7%)	(0.8%)	(0.4%)	(87.7%)	(7.2%)	(100%)
[Rate]	[47.2%]	[55.8%]	[41.2%]	[39.2%]	[33.3%]	[48.5%]	[59.0%]	[49.0%]

*Data includes both first-year and transfer students.

- The percentages in the parenthesis () indicate “shares” within each category. Percentages in the brackets [] indicate the “rates” for each category.

- Red marks groups whose share is smaller than that in the total. These groups are underrepresented and thus, there is an equity gap.

Internal Access to Majors

Students’ access to a particular field of study can have significant implications for their future career and life opportunities. Recognizing this long-term impact, it is an institutional responsibility to create an environment that encourages and enables a diverse body of students to become successful in their respective majors. At UW-Superior, access to majors is generally open to interested students, although formal requirements for acceptance are instituted in Business, Teacher Education and Social Work. Students’ access to majors may be affected by hidden or invisible barriers in such areas as major requirements, curriculum, and cultural climate.

Statistics in Table 12 show the majors (categorized by general knowledge fields) that students had declared, but not necessarily completed, before they left UW-Superior. The list of majors included in each knowledge field is available in Appendix 1.

Some majors clearly included a greater share of students of color. These majors can be identified by the smaller share of white students than the share of white students in total (marked in blue in the table). Social Work (87.6% whites against 93.4% in total), Physical Education/Exercise Science (90.7% whites against 93.4% in total) and Social Sciences (91.7% whites against 93.4% in total) were more diverse than others.

In contrast, a notable equity gap exists in some majors (marked in red in the table). The greatest gap was found among Elementary Education majors. 97.2% of students who declared this major were white, which was more than the share of white students in the total population (93.4%). Furthermore, all groups of students of color were substantially underrepresented in Elementary Education across the board. No Hispanic/Latino(a) student declared this major while African American students were remarkably underrepresented, with the share of only 0.2% against their share of 1.6% in the total population. Only 1.9% of the students in this major were American Indians (against 2.6% in total) and 0.2 % were Asian Americans (against 0.8% in total). The team recognized that these gaps were also observed in other UW-System institutions as well as in the national data, and acknowledged their serious implications.

Table 12. Last Declared Majors* for Fall 2001 - Fall 2007 First-Year and Transfer Students**

Majors by Knowledge Field****	African American	American Indian	SE Asian	Asian American	Hispanic/Latino(a)	White	Unknown	Total
Total	58 (1.4%)	117 (2.8%)	14 (0.3%)	33 (0.8%)	19 (0.5%)	3892 (93.4%)	33 (0.8%)	4166*** (100.00%)
Undeclared	3 (1.3%)	6 (2.5%)	2 (0.8%)	2 (0.8%)	0 (0.0%)	225 (94.1%)	1 (0.4%)	239 (100.00%)
Art/Music/Theater	4 (1.2%)	7 (2.1%)	1 (0.3%)	1 (0.3%)	2 (0.6%)	315 (95.2%)	1 (0.3%)	331 (100.00%)
Business	12 (2.2%)	9 (1.6%)	3 (0.5%)	2 (0.4%)	0 (0.0%)	528 (94.6%)	4 (0.7%)	558 (100.00%)
Communications	3 (1.5%)	5 (2.6%)	0 (0.0%)	1 (0.5%)	2 (1.0%)	182 (93.3%)	2 (1.0%)	195 (100.00%)
Elementary Education	1 (0.2%)	8 (1.9%)	1 (0.2%)	1 (0.2%)	0 (0.0%)	419 (97.2%)	1 (0.2%)	431 (100.00%)
Physical Ed/Exercise Science	8 (4.1%)	5 (2.6%)	0 (0.0%)	3 (1.5%)	1 (0.5%)	176 (90.7%)	1 (0.5%)	194 (100.00%)
Humanities	0 (0.0%)	9 (3.7%)	0 (0.0%)	2 (0.8%)	2 (0.8%)	227 (93.0%)	4 (1.6%)	244 (100.00%)
Social Science	15 (2.5%)	20 (3.3%)	1 (0.2%)	3 (0.5%)	6 (1.0%)	549 (91.7%)	5 (0.8%)	599 (100.00%)
Social Work	1 (0.6%)	12 (7.5%)	2 (1.2%)	1 (0.6%)	1 (0.6%)	141 (87.6%)	3 (1.9%)	161 (100.00%)
STEM	7 (1.1%)	16 (2.4%)	3 (0.4%)	13 (1.9%)	3 (0.4%)	625 (92.9%)	6 (0.9%)	673 (100.00%)

* This table refers to the last major a student declared before he/she left the campus. The data do not indicate completion of the degree in the major.

** The data does not include international students.

***The number of students in above listed majors does not add up to the total number of the student population, because of the exclusion of those who do not declare majors (i.e., special students, Bridge/Access students and Associate Degree seeking students) as well as those who declared individually designed majors.

**** Each of the knowledge field typically includes more than one major program. For details, see Appendix 1. Also, see Appendix 2 for detailed data on secondary education majors.

- Percentages in the parenthesis () indicate the “shares” within each category.

- **Blue** marks the overrepresentation of white students (and thus, less diversity) in the particular major. **Red** marks the underrepresentation of white students (and thus, more diversity) in the particular major.

An equity gap was also observed in Art/Music/Theater (95.2% white against 93.4% in total) and Business majors (94.6% white against 93.4% in total). Each of these majors included some groups of students of color, but other groups of students of color were significantly underrepresented. In Art/Music/Theater, Southeast Asians (0.3% against 0.8% in total) and Hispanic/Latino(a)s (0.6% against 0.5% in total) were well represented while African Americans (1.2% against 1.4% in total) were only slightly underrepresented. However, underrepresentation was clearly observed among American Indians (2.1% against 2.8% in total) and Asian Americans (0.3% against 0.8% in total). In Business, African American students (2.2% against 1.4% in total) and Southeast Asian Students (0.5% against 0.3% in total) were included beyond the average. However, other groups were underrepresented. American Indians were only 1.6% (against 2.8% in total), while Asian Americans were only 0.4% (against 0.8% in total). No Hispanic/Latino(a) has declared a Business-related major.

The team noted that, even in these and other knowledge fields that had equitable or better representation of students of color, not all racial/ethnic minority groups were equally represented. The patterns of overrepresentation and underrepresentation were worth noting. For example, African Americans were concentrated in Physical Education and Exercise Science (4.1% against 1.4%), Social Sciences (2.5% against 1.4%) and Business (2.2% against 1.4%), while substantially underrepresented in Humanities (0.0% against 1.4% in total), Elementary Education (0.2% against 1.4% in total) and Social Work (0.6% against 1.4% in total). American Indians were concentrated in Social Work (7.5% against 2.8% in total), Humanities (3.7% against 2.8% in total) and Social Sciences (3.3% against 2.8% in total), while substantially underrepresented in Communications (2.6% against 2.8% in total), Elementary Education (1.9% against 2.8% in total) and Art/Music/Theater (2.1% against 2.8% in total). While it is hard to make a case for other racial/ethnic minority groups due to the small size of samples, the concentration of Asian Americans in STEM (1.9% against 0.8% in total, or 13 out of 33 in total) and Hispanic/Latino(a)s in Social Sciences (1.0% against 0.5% in total, or 6 out of 19 in total) is noticeable.

In addition to the instances of last declared majors, the data revealed the equity gap among the undeclared. The team was concerned with this group of students, for past research indicated that they are more likely to drop out of college without completing the degree. If a group of students is overrepresented in this group, it means that this group is more at risk of non persistence. As seen in Table 9, it was white students (94.1% against 93.4% in total) and Southeast Asian American students (0.8% against 0.3% in total) who were overrepresented among the undeclared. The implication of this finding will be further discussed in the report on retention.

The above observations led the team to question the use of racial/ethnic stereotypes in the marketing of majors, recruitment to majors, and advisement on the selection of majors. The team also recommended that each program assess how inclusive its requirements, curriculum and climate are, particularly from the perspective of the students currently underrepresented in the program.

Summary

- Enrollment of students of color increased during the period of 2001-2007.
- Among transfers students of color were overrepresented.
- Relative to the high school students in UW-Superior's service area, students of color at UW-Superior are underrepresented.
- A disproportionate number of applications among students of color are incomplete and/or rejected.
- Students of color are likely to be successful in the matriculation process at UW-Superior once an application is completed.
- Students of color are underrepresented in such majors as Elementary Education, Art/Theater/Music and Business, while Social Work, Social Sciences, Exercise Sciences, and STEM have relatively proportionate representation of students of color.
- The team recommends that the Equity Scorecard should be shared with such internal and external stakeholders as the Admission Office, the academic departments, the Office of Academic Advisement, and the Undergraduate Academic Affairs Council, and used to reflect upon the current institutional practices and to develop action plans.

Section IV: Retention

Retention Defined

Retention refers to continued attendance from one year to the next and/or to completion of degrees. Retention can also refer to other measures of continued progress toward degrees. The latter may include completion rates for students in foundational/general education courses, retention rates for students according to program type, and profile of non-returning students.

Retention is one of the major concerns at UW-Superior. The UW-Superior Equity Scorecard evidence team began exploring the Retention perspective by examining first-to-second year retention and six-year graduation rates. This inquiry was led by the following questions:

- What are the overall patterns of equity/inequity in retention by race/ethnicity?
- What additional information does the examination of students' academic, socioeconomic and gender backgrounds bring to our understanding of the retention patterns within and across racial/ethnic groups?
- What difference, if any, does living on campus make to first-year entries' second-year retention?
- What difference, if any, does GPA at the end of the first year make to retention?
- Is there any equity gap in course-level academic performance?

Measures adopted to answer these questions included:

- 1) The first-to-second-year persistence rate for students returning in the Fall of their second year who started at UW-Superior as new first-year and transfer students (Fall 2001-Fall 2008), disaggregated first by race/ethnicity, and secondarily by sex, age for both first-year and transfer students, and by Pell Grants eligibility, First-Generation status, and residential arrangement for first-year students only;
- 2) The rate of graduation from UW-Superior within six years of their first term of those who started as new first-year or transfer students at UW-Superior (Fall 2001-Fall 2003), disaggregated first by race/ethnicity, and secondarily by sex;
- 3) The pre-college preparation (as measured by ACT Composite score and graduating high school rank) of first-year students who are retained at UW-Superior from their first to second year of undergraduate study (Fall 2001-Fall 2008), disaggregated by race/ethnicity;
- 4) The pre-college preparation (as measured by ACT Composite score and graduating high school rank) of first-year students who start their undergraduate study at UW-Superior and receive their degree within six years of their first term (Fall 2001-Fall 2003);
- 5) The composition of students receiving passing grades in the top 22 most highly enrolled courses relative to the composition of students who register for the courses (in semesters of Fall 2008, Spring 2009, Fall 2009)

Due to the low number of students of color who are enrolled at UW-Superior in each fall, it was necessary for the Equity Scorecard evidence team to combine data from multiple cohorts of students in order to maintain student confidentiality and privacy, and to make meaningful analyses.

First-to-Second-Year Retention

The first year in college requires new students to attain a major transition in both intellectual and social aspects. The challenge is not limited to first-year students; transfer students also face challenges in adjusting to the new institutional environment. The team was curious to know if students of color have been achieving this transition as well as white students, and thus made inquiry into the patterns of persistence into the second year.

As Table 13 shows, students of color as a whole are more likely to go missing from UW-Superior before the beginning of the second year than white students, resulting in reduced racial/ethnic diversity in the composition of second-year students. This inequity in retention was particularly severe among transfers.

Table 13. 2001-2008 Fall Cohorts' Second-Year Retention

Fall 2001-2008 Cohorts	African American	American Indian	Southeast Asian Am	Asian American	Hispanic Latino/a	White	Unknown	Overall	All students of color
FIRST-YEAR STUDENTS									
Initial Enrollment	22	50	11	20	8	2006	20	2137	111
(share)	(1.0%)	(2.3%)	(0.5%)	(0.9%)	(0.4%)	(93.9%)	(0.9%)	(100%)	(5.2%)
Retained for 2 nd year	15	34	11	12	4	1419	13	1508	76
(share)	(1.0%)	(2.3%)	(0.7%)	(0.8%)	(0.3%)	(94.0%)	(0.9%)	(100%)	(5.0%)
[Retention Rate]	[68.2%]	[68.0%]	[100.0%]	[60.0%]	[50.0%]	[70.7%]	[65.0%]	[70.6%]	[68.5%]
(Change in share)	(0.0%)	(0.0%)	(+0.2%)	(-0.1%)	(-0.1%)	(+0.1%)	(0.0%)	-	(-0.2%)
TRANSFER STUDENTS									
Initial Enrollment	31	68	2	14	11	1502	17	1645	126
(share)	(1.9%)	(4.1%)	(0.1%)	(0.9%)	(0.7%)	(91.3%)	(1.1%)	(100%)	(7.7%)
Retained for 2 nd year	17	42	1	11	11	1101	12	1195	82
(share)	(1.4%)	(3.5%)	(0.1%)	(0.9%)	(0.9%)	(92.1%)	(1.0%)	(100%)	(6.7%)
[Retention Rate]	[54.8%]	[61.8%]	[50.0%]	[78.6%]	[100.0%]	[73.3%]	[70.6%]	[72.6%]	[65.1%]
(Change in share)	(-0.5%)	(-0.6%)	(0.0%)	(0.0%)	(+0.2%)	(+1.2%)	(+0.1%)	-	(-1.0%)

In the case of students who entered UW-Superior as first-year students, the gap in the retention rate between white students and students of color was present but relatively small. The retention rate for students of color in this group was 68.5%, 2.2% lower than that for white students (70.7%); this resulted in a decline in the share of students of color in the second year by 0.2%. In contrast, the second year retention rate for transfer students of color was 65.1%, which was 8.2% lower than that for white transfer students (73.3%). This greater gap in retention rates affected the diversity among the retained transfer students, for the share of students of color among all transferred saw a greater decline of 1%, from 7.7% in the fall of the first year to 6.7% in the second year. The loss of 14 out of 31 African Americans and 26 out of 68 American Indians from the transfer cohorts particularly contributed to this decline in the diversity among the retained transfer students.

Apparently, at UW-Superior, cultural stereotypes associated with respective racial/ethnic minority groups do not explain retention. In fact, while Asian Americans are typically regarded as a "model minority," first-year students from Asian American backgrounds were less retained than their

Southeast Asian American counterparts, a group that has been known for their challenging origins as war refugees as well as their subsequent economic and socio-cultural difficulties in the U.S. society.

Six-Year Graduation

Graduation within 150% of expected degree completion time is often considered as the industry standard measure for student success. For example, UW-Superior undergraduates have an expected degree completion time of four years; 150% of this expected degree completion time is calculated to be six years. Table 14 displays average six-year graduation information for students first enrolling at the university during the falls of 2001-2003.

Table 14. 2001-2008 Fall Cohorts' Six-Year Graduation

Fall 2001-2008 Cohorts	African American	American Indian	Southeast Asian Am	Asian American	Hispanic Latino/a	White	Unknown	Overall	All students of color
FIRST-YEAR STUDENTS									
Initial Enrollment	5	23	6	9	3	741	0	787	46
(share)	(0.6%)	(2.9%)	(0.8%)	(1.1%)	(0.4%)	(94.2%)	(0.0%)	(100%)	(5.8%)
Graduation within 6 years	2	6	4	1	2	325	0	340	15
(share)	(0.6%)	(1.8%)	(1.2%)	(0.3%)	(0.6%)	(95.6%)	(0.0%)	(100%)	(4.4%)
[Six-Year Graduation Rate]	[40.0%]	[26.1%]	[66.7%]	[11.1%]	[66.7%]	[43.9%]	[n/a]	[43.2%]	[32.6%]
(Change in share)	(0.0%)	(-1.1%)	(+0.4%)	(-0.8%)	(+0.2%)	(+1.4%)	(0.0%)	-	(-1.4%)
TRANSFER STUDENTS									
Initial Enrollment	11	13	1	2	3	548	1	579	30
(share)	(1.9%)	(2.2%)	(0.2%)	(0.3%)	(0.5%)	(94.6%)	(0.2%)	(100%)	(5.2%)
Graduation within 6 years	6	5	0	0	3	318	0	332	14
(share)	(1.8%)	(1.5%)	(0.0%)	(0.0%)	(0.9%)	(96.8%)	(0.0%)	(100%)	(4.2%)
[Six-Year Graduation Rate]	[54.5%]	[38.5%]	[0.0%]	[0.0%]	[100.0%]	[58.0%]	[0.0%]	[57.3%]	[46.7%]
(Change in share)	(-0.1%)	(-0.7%)	(-0.2%)	(-0.3%)	(+0.4%)	(+2.2%)	(-0.2%)	-	(-1.0%)

The six-year graduation rate for all students of color was generally lower than that for white students. The gap in graduation rates between white students and students of color was 11.3% for both first-year and transfer students. White first-year cohorts graduated within six years at the rate of 43.9%, while students of color cohorts did so at the rate of 32.6%. Among transfers, white cohorts graduated within six years at the rate of 58% while students of color cohorts did so at the rate of 46.7%.

The impact of inequity in the diversity of graduating cohorts was more severe among first-year entries than among transfers. By the six-year graduation, the share of transfer students of color among all transfer cohorts dropped from 5.2% to 4.2%, while the share of first-entry students of color among all first-year cohorts decreased from 5.8% to 4.4%. While transfer cohorts had a better six-year graduation rate (46.7%) than first-year cohorts (32.6%), there was less equity among transfer cohorts than among first-year cohorts.

Multi-Year Persistence Patterns

While the first-to-second-year retention is often a central concern addressed on campus, retention after the second year also affects the ultimate likelihood of degree completion. Table 15 and Figure 3 (in the next page) uncover this trend.

Table 15. Retention to Graduation, 2001- 2003 Cohorts

	African American	American Indian	Southeast Asian Am	Asian American	Hispanic Latino/a	White	All Students of Color
FIRST-YEAR STUDENTS							
Initial Enrollment	5 [100%]	23 [100%]	6 [100%]	9 [100%]	3 [100%]	741 [100%]	46 [100%]
Year 2	3 [60%]	16 [69.6%]	6 [100%]	4 [44.4%]	2 [66.7%]	524 [70.7%]	31 [67.4%]
Year 3	4 [80%]	11 [47.8%]	4 [66.7%]	3 [33.3%]	2 [66.7%]	420 [56.7%]	24 [52.2%]
Year 4	2 [40%]	8 [34.8%]	4 [66.7%]	1 [11.1%]	2 [66.7%]	356 [48.0%]	17 [37.0%]
6 Year Grad.	2 [40%]	6 [26.1%]	4 [66.7%]	1 [11.1%]	2 [66.7%]	325 [43.9%]	15 [32.6%]
TRANSFER STUDENTS							
Initial Enrollment	11 [100%]	13 [100%]	1 [100%]	2 [100%]	3 [100%]	548 [100%]	30 [100%]
Year 2	8 [72.7%]	8 [61.5%]	0 [0.0%]	1 [50.0%]	3 [100%]	407 [74.3%]	20 [66.7%]
6 Year Grad.	6 [54.5%]	4 [38.5%]	0 [0.0%]	0 [0.0%]	3 [100.0%]	332 [58.0%]	14 [46.7%]

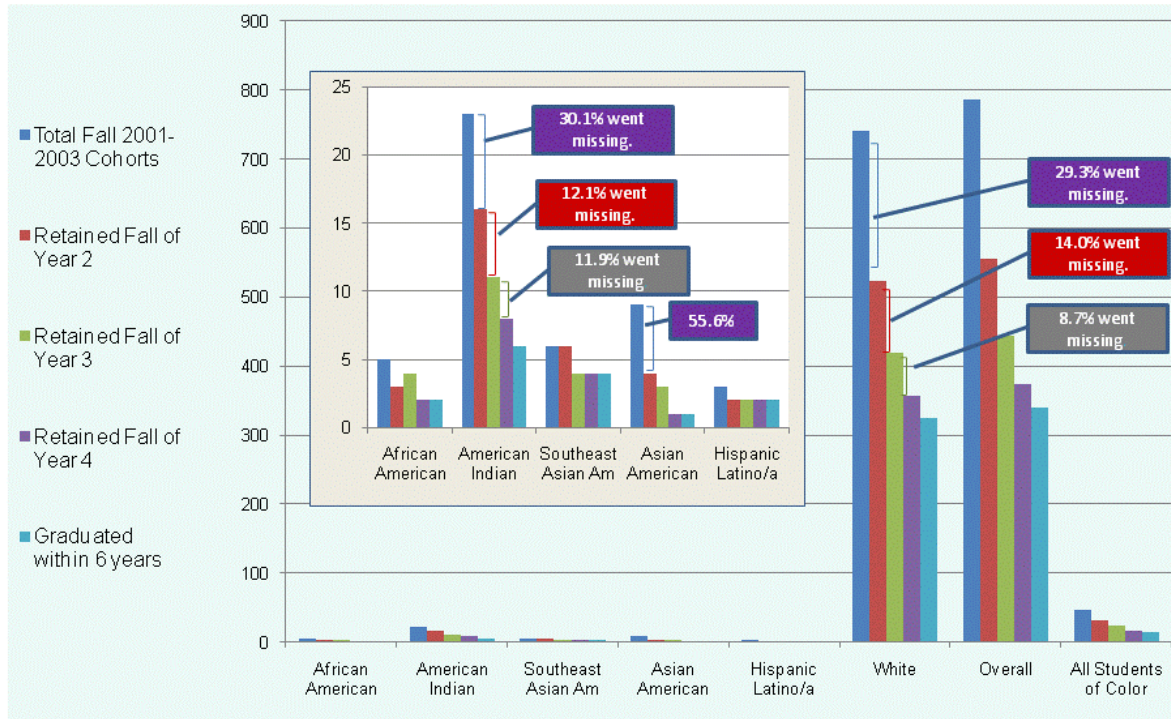
[%] indicates the retention rate.

In many racial/ethnic groups students went missing not only after the first year, but continuously throughout their tenure at UW-Superior. This pattern was particularly severe among American Indians and Asian Americans. Regardless of their entry status, the retention rates for these groups dropped sharply to one or two color codes almost every year after the first year, and reached to the below-40% by the six-year graduation. White students and African American students also showed a similar pattern, but the decline of retention rates was much milder than American Indians and Asian Americans. In contrast, Hispanic/Latino(a) students and Southeast Asian students, however small their numbers be, had a generally better persistence rate than other groups. Overall, however, it is clear that the underrepresentation of students of color in the six-year graduation data discussed in the previous section is not just due to the lower rate of persistence from the first year to the second, but also related to the continuous attrition over multiple years among some students of color groups.

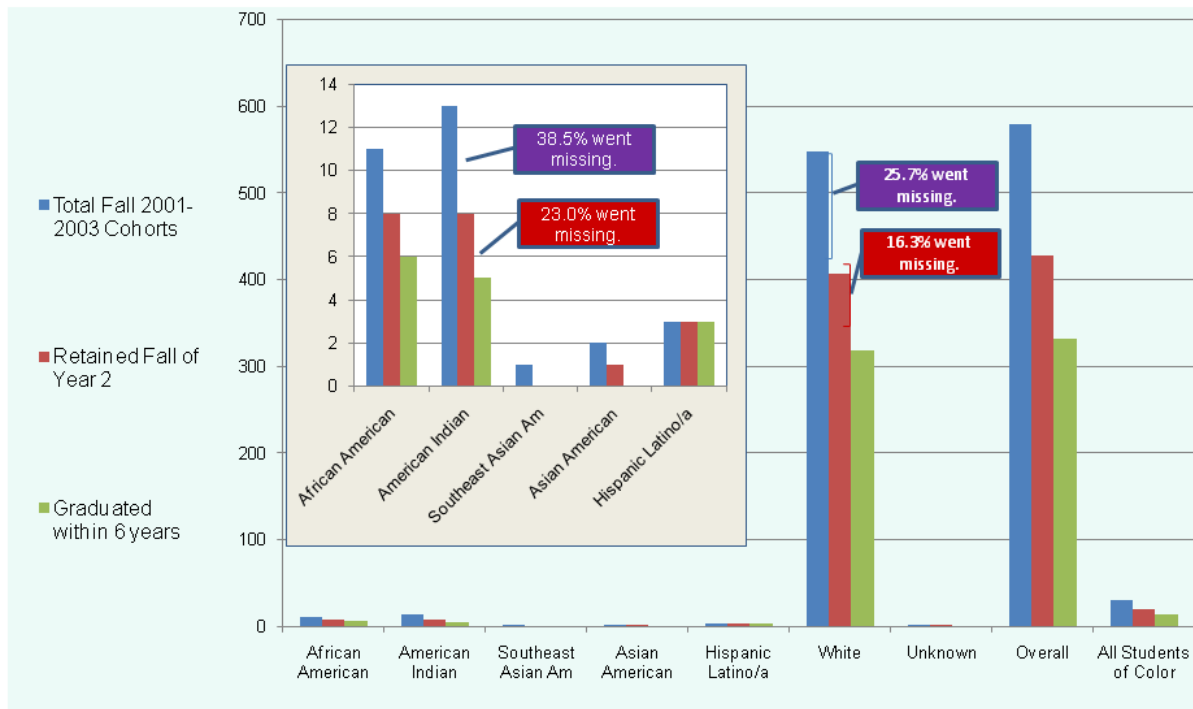
The UW-Superior Equity Scorecard evidence team pondered upon potential areas to explore, so as to explain why inequity intensifies over multiple years. The team postulated an array of possible causes. While we were unable to locate existing data that could be used to measure most of them, we decided to examine retention by students' pre-college academic preparation, sex/gender, age, and family backgrounds, by students' residence in their first year, and by students' academic performance at UW-Superior.

Figure 3. Retention to Graduation, 2001- 2003 Cohorts

2001-2003 First-Year Cohorts



2001-2003 Transfer Cohorts



Retention/Graduation by Pre-College Preparation, Sex/Gender, Age, and Family Backgrounds

The team further investigated the patterns of retention/graduation by adding sex/gender, age at the entry, and students' family backgrounds.

Pre-College Academic Preparation

Pre-college academic preparation is one plausible explanation for the completion of baccalaureate degrees at UW-Superior. The team used two measures to evaluate first-year entry students' pre-college academic preparation; they were the high school graduating class rank and the ACT composite score. Unfortunately, we were unable to locate any existing data that could be used to measure the academic preparation of transfer students (such as college GPA at the time of their transfer); the team noted the need to collect such information.

Table 16 displays the pattern of second-year retention of the first year students, analyzed by their rank in the graduating high school class and by ACT scores. Numbers in red indicate the retention rates lower than the overall average retention rate of 70.6%.

Table 16. Second-Year Retention for 2001-2008 First-Year Cohorts by High School Class Rank and ACT Scores

		African American	American Indian	Southeast Asian Am	Asian American	Hispanic Latino/a	White
HIGH SCHOOL GRADUATING CLASS RANK AND 2ND YEAR RETENTION (2001-2008)							
HS top 50%	Initial Enrollment	13	40	6	11	6	1595
	Retained for 2 nd YR	10	29	6	5	4	1195
	[Retention Rate]	[76.9%]	[72.5%]	[100.0%]	[45.5%]	[66.7%]	[74.9%]
HS bottom 50%	Initial Enrollment	5	8	5	7	2	296
	Retained for 2 nd YR	4	4	5	5	2	154
	[Retention Rate]	[80.0%]	[50.0%]	[100.0%]	[71.4%]	[100.0%]	[52.0%]
No HS Rank	Initial Enrollment	4	2	0	2	0	70
	Retained for 2 nd YR	1	1	0	2	0	115
	[Retention Rate]	[25.0%]	[50.0%]	[n/a]	[100.0%]	[n/a]	[60.9%]
ACT SCORES AND 2ND YEAR RETENTION (2001-2008)							
ACT 21 or above	Initial Enrollment	7	30	1	11	6	1299
	Retained for 2 nd YR	7	23	1	7	3	942
	[Retention Rate]	[100.0%]	[76.7%]	[100.0%]	[63.6%]	[50.0%]	[72.5%]
ACT 20 or lower	Initial Enrollment	9	16	7	6	2	633
	Retained for 2 nd YR	6	9	7	2	1	437
	[Retention Rate]	[66.7%]	[56.3%]	[100.0%]	[33.3%]	[50.0%]	[69.0%]
No ACT Score	Initial Enrollment	6	4	3	3	0	74
	Retained for 2 nd YR	2	2	3	3	0	40
	[Retention Rate]	[33.3%]	[50.0%]	[100.0%]	[100.0%]	[n/a]	[54.1%]

The team observed somewhat divergent patterns of relations between the pre-college academic performance indicators and second-year retention rates. For white students, African Americans, American Indians, second-year retention rates were positively correlated with high school class rank and ACT score. In other words, for these groups, higher high school class rank or ACT score can

predict a greater likelihood of second-year retention. However, second-year retention of other students did not appear to be totally determined by these indicators of precollege academic preparation.

- High school class rank was particularly a poor predictor for Asian American students; while 11 Asian American students were from top half of high school class, only five of them (or 45.5%) were retained for the second year. By the same token, except for American Indians, students of color from the second half of high school class were retained for the second year at higher rates than their counterpart from the top half of the high school class.
- ACT score apparently had no relationship to the second-year retention of Southeast Asian American students; all students from this background, including those who entered UW-Superior with rather low ACT scores of 12-16, were retained. The retention rate of Asian American and Hispanic/Latino(a) students was lower, regardless of their ACT scores, than the overall average or that of their white counterparts.

While the high school class rank was correlated with the second-year retention rate for students except for Southeast Asians, Asian Americans and Hispanic/Latino(a) students, this indicator was less strongly related to the likelihood of graduation within six years. (See Table 17.) For white and Hispanic/Latino(a) students, high school class rank and six-year graduation rate were positively correlated. For American Indian and Southeast Asian American students, however, the graduation rate was lower for those from the top half of the graduating high school class than those from the lower half. The relatively low (25%) graduation rate of African American and Asian American students could not be explained by the high school class rank, either.

Table 17. Graduation by High School Class Rank for 2001-2003 First-Year Cohorts

		African American	American Indian	Southeast Asian Am	Asian American	Hispanic Latino/a	White
SIX-YEAR GRADUATION (2001-2003)							
HS top 50%	Initial Enrollment	1	19	4	4	3	591
	6 YR Graduation	4	5	2	1	2	285
	[Graduation Rate]	[25.0%]	[26.3%]	[50.0%]	[25.0%]	[66.7%]	[48.2%]
HS bottom 50%	Initial Enrollment	0	1	2	5	0	109
	6 YR Graduation	0	3	2	0	0	23
	[Graduation Rate]	[n/a]	[33.3%]	[100.0%]	[0.0%]	[n/a]	[21.1%]
No HS Rank	Initial Enrollment	1	1	0	0	0	41
	6 YR Graduation	1	0	0	0	0	17
	[Graduation Rate]	[100.0%]	[0.0%]	[n/a]	[n/a]	[n/a]	[41.5%]

Given the small sizes of racial/ethnic minority groups, it is inappropriate to suggest that the extent of pre-college academic preparation makes no difference to retention/graduation of UW-Superior students of color. It is however plausible to question if such indicators as high school class rank and ACT score are valid measures of the pre-college academic preparation, particularly for students of color. At the same time, these data suggest the need to explore such questions as: Why do some groups of students persist at UW-Superior despite their presumably weak academic preparation? Why do students of color from a higher high class rank or with a higher ACT score experience a lower retention and graduation rate? Why, regardless of their high school class rank, is the overall graduation rate lower for the majority of students of color than for white students? The team

recommends an in-depth study to answer these questions; one method would be to review transcripts for students of color.

Sex/Gender and Retention/Graduation

Sex/gender is one of the factors that can affect students' educational opportunities, social-economic conditions, and perception of personal capacities, social roles and future possibilities. Such impact of sex/gender varies, however, as race/ethnicity, social class and other factors also affect the ways in which sex/gender operates in a social arena.

Table 18. Sex/Gender and Retention and Graduation Rate by Race/Ethnicity

			African American	American Indian	Southeast Asian Am	Asian American	Hispanic Latino/a	White	Unknown
First-Year Students									
2 nd Year Retention (2001-08)	Male	Total	13	24	6	8	4	883	8
		Retained	9	17	6	6	3	613	5
		Rate	69.2%	70.8%	100.0%	75.0%	75.0%	69.4%	62.5%
	Female	Total	9	26	5	12	4	1123	12
		Retained	6	17	5	6	1	806	8
		Rate	66.7%	65.4%	100.0%	50.0%	25.0%	71.8%	66.7%
6 Year Graduation (2001-03)	Male	Total	2	10	3	5	1	318	0
		Retained	0	5	2	0	1	134	0
		Rate	0.0%	50.0%	66.7%	0.0%	100.0%	42.1%	n/a
	Female	Total	3	13	3	4	2	423	0
		Retained	2	1	2	1	1	191	0
		Rate	66.7%	7.7%	66.7%	25.0%	50.0%	45.2%	n/a
Transfers									
2 nd Year Retention (2001-08)	Male	Total	24	32	2	8	4	725	10
		Retained	13	18	1	7	4	544	7
		Rate	54.2%	56.3%	50.0%	87.5%	100.0%	75.0%	70.0%
	Female	Total	7	36	0	6	7	777	7
		Retained	4	24	0	4	7	557	
		Rate	57.1%	66.7%	n/a	66.7%	100.0%	71.7%	71.4%
6 Year Graduation (2001-03)	Male	Total	9	5	1	0	1	244	0
		Retained	5	1	0	0	1	133	0
		Rate	55.6%	20.0%	0.0%	n/a	100.0%	54.5%	n/a
	Female	Total	2	8	0	2	2	304	1
		Retained	1	4	0	0	2	185	0
		Rate	50.0%	50.0%	n/a	0.0%	100.0%	60.9%	0.0%

Note: Red indicates the lower rate of retention or graduation, in comparison to the other gender/sex in the same racial/ethnic group.

As Table 18 shows, the overall retention and graduation rate is better for female students than for male students in both first-year and transfer categories. (Red in the table indicates the lower rate of retention or graduation in comparison with the other sex/gender within the racial/ethnic group.) However, disaggregated by race/ethnicity, this pattern was not consistent for racial/ethnic minority groups. In particular, female American Indians and Hispanic/Latino(a)s who entered UW-Superior as first-year students were retained at a lower rate than their male counterparts.

Considering the small number of students in each cell, it is inappropriate to draw any conclusion from this examination. However, it is worth investigating the relatively low retention and graduation rates among American Indian and Asian female students.

Age and Retention

Students' retention may be affected by their age at the time of entry to the university. Typically, "non-traditional students" or students at age 25 or above, are regarded as "at risk."

This general belief appears to be true for all first-year students entering UW-Superior in 2001-2008. As Table 19 shows, 71.6% of traditional-age first-year students were retained for the second year, while the retention rate dropped to 53.1% for those at age 20-24 and 54.2% for those at age 25 or above. This age-based gap was particularly notable among white students; in particular, only 49.4% of white first-year students at age 20-24 were retained. At the same time, however, for American Indians and Asian Americans, the retention rate for the traditional age students was lower than that for non-traditional age students.

Table 19. Age and Retention and Graduation Rate by Race/Ethnicity

			African American	American Indian	Southeast Asian Am	Asian American	Hispanic Latino/a	White	Unknown
First-Year Students									
2nd Year Retention (2001-08)	Age 17-19	Total	20	43	8	17	8	1904	17
		Retained	15	29	8	10	4	1366	12
		Rate	75.0%	67.4%	100.0%	58.8%	50.0%	71.7%	71.6%
	Age 20-24	Total	2	6	3	2	0	81	2
		Retained	0	5	3	2	0	40	1
		Rate	0.0%	83.3%	100.0%	100.0%	n/a	49.4%	50.0%
	Age 25 or above	Total	0	1	0	1	0	21	1
		Retained	0	0	0	0	0	13	0
		Rate	n/a	0.0%	n/a	0.0%	n/a	61.9%	0.0%
Transfers									
	Age 17-19	Total	3	15	1	6	3	426	3
		Retained	1	8	1	4	3	286	2
		Rate	33.3%	53.3%	100.0%	66.7%	100.0%	67.1%	66.7%
	Age 20-24	Total	22	26	1	5	7	853	8
		Retained	11	12	0	4	7	644	6
		Rate	50.0%	46.2%	0.0%	80.0%	100.0%	75.5%	75.0%
	Age 25 or above	Total	6	27	0	3	1	223	6
		Retained	5	22	0	3	1	171	4
		Rate	83.3%	81.5%	n/a	100.0%	100.0%	76.7%	66.7%

Note: Red indicates the lowest rate of retention or graduation, in comparison to the other age groups within the same racial/ethnic group.

Among transfers, students older than 19 were overall retained at a higher rate than those at age 17-19. In fact, students at age 25 or above had the highest retention rate (76.7%) across all racial/ethnic groups. At the same time, the low retention rate for younger transfer students deserves some attention. In particular, African Americans and American Indian students who transferred to UW-Superior at age 17-24 were retained at much lower rates (from 33.3% to 53.3%) than others.

These findings are worth taking into consideration when discussing current practices of academic advisement, the First-Year Experience programming, and other efforts to help students' transition into UW-Superior.

Students' Family Backgrounds and Retention

Student families' financial or social backgrounds are often considered as significant factors for their academic success at college. It is believed that students who are eligible for Pell Grants (a federally funded need-based grant program for low-income undergraduate students) or who are the first to in the family to attain a college degree (first generation students) face more difficult challenges at college. It is often believed that racial/ethnic minority students are likely to come from low-income families that have no college graduates. As the result, lower retention and graduation rates of students of color are often associated with their familial economic and social backgrounds.

As Table 20 reveals, retention and graduation rates for students of color who entered UW-Superior as first-year students were not always correlated with their Pell Grants eligibility and first generation status. Although retention and graduation rates were lower for Pell Grant eligible and first generation students among white and African American students, some cases uncovered unexpected patterns. For example, American Indians' retention rate was lower among those who were not Pell Grant eligible (63.2%% against 71.0%), although their graduation rate was lower for Pell Grants eligible students (23.1% against 30.0%). Also, for Southeast Asians and Asian Americans, students eligible for Pell Grants graduated at a higher rate than students who were not eligible for Pell Grants (respectively, 60.0% against 0.0%, 50.0% against 0.0%). Finally, the retention gap between first generation students and those who are not first generation was smaller than expected for all groups.

Table 20. Retention and Graduation Rate by Race/Ethnicity and Family's Socioeconomic Backgrounds for First-Year Students

			African American	American Indian	Southeast Asian Am	Asian American	Hispanic Latino/a	White	Unknown
By Pell Grants Eligibility									
2 nd Year Retention (2001-08)	Pell Grants Eligible	Total	17	31	8	5	0	533	8
		Retained	11	22	8	2	0	380	7
		Rate	64.7%	71.0%	100.0%	40.0%	n/a	68.7%	87.5%
	No Pell Grants	Total	5	19	3	15	8	1453	12
		Retained	4	12	3	10	4	1039	6
		Rate	80.0%	63.2%	100.0%	66.7%	50.0%	71.5%	50.0%
6 Year Graduation (2001-03)	Pell Grants Eligible	Total	3	13	5	2	0	236	0
		Retained	1	3	3	1	0	85	0
		Rate	33.3%	23.1%	60.0%	50.0%	n/a	36.0%	n/a
	No Pell Grants	Total	2	10	1	7	3	505	0
		Retained	1	3	0	0	2	240	0
		Rate	50.0%	30.0%	0.0%	0.0%	66.7%	47.5%	n/a
By First Generation Status									
2 nd Year Retention (2001-08)	First Gen.	Total	5	11	3	1	1	356	6
		Retained	3	6	3	1	0	242	4
		Rate	60.0%	63.6%	100.0%	100.0%	0.0%	68.0%	66.7%
	Not First Gen.	Total	5	5	1	1	2	395	3
		Retained	3	5	1	1	1	277	2
		Rate	60.0%	100.0%	100.0%	100.0%	50.0%	70.1%	66.7%

Note: Red indicates the lower rate of retention or graduation, in comparison to the other gender/sex in the same racial/ethnic group.

These findings provide little evidence to support a commonly held assumption that retention and graduation of students of color be correlated with their family's financial or educational status. However, lower retention and graduation rates among White and African American students eligible for Pell Grants may deserve special attention.

At the same time, the team noted the limited use of Pell Grants eligibility and first generation status to measure students' disadvantageous family backgrounds. The method of determining Pell Grants eligibility is exclusive of parameters (such as sudden changes of parents' financial situations, accessibility to parents' assets, and availability of social support system) that may affect students' financial situations. The definition of first generation students does not account for the benefit deriving from other family members who have attended a two-year or four-year college and earned a degree. More in-depth study would be necessary to gain a more thorough understanding of achievement gaps by students' familial financial and social backgrounds.

Students' Residence and Retention

Living on campus is often assumed to have a positive effect on student retention, for the physical proximity should increase the level of student engagement, a key factor in retention. Thus, UW System policy requires that first-year students and sophomore students live on campus unless they are "veterans, married and/or with legally dependent children, or living with a parent or guardian within approximately 40 miles of campus" (<http://www.uwhelp.wisconsin.edu/living/residency.aspx>). In compliance to this policy, UW-Superior mandates first-year and sophomore students to live on campus unless they are veterans, married and/or with legally dependent children, or living with a parent or guardian within 35 miles of campus.

Table 21. Second Year Retention by Residence for 2001-2008 First-Year Cohorts

		African American	American Indian	Southeast Asian Am	Asian American	Hispanic Latino/a	White	Unknown	
2 nd Year Retention (2001-08)	On Campus	Total	15	34	5	10	5	1238	8
		Retained	10	22	5	7	3	921	5
		Rate	66.7%	64.7%	100.0%	70.0%	60.0%	70.0%	62.5%
	Commuter	Total	7	16	6	10	3	768	7
		Retained	5	12	6	5	1	587	5
		Rate	71.4%	75.0%	100.0%	50.0%	33.3%	72.0%	71.4%

Note: Red indicates the lower retention rate within the particular ethnic/racial group.

For first-year cohorts who entered UW-Superior in 2001-2008, on-campus residency did not make much difference in retention. The overall retention levels of students living on campus compared to students living off campus were different only by 2%. Ironically it was students living off-campus who were actually better retained (at the rate of 71.8%) than on-campus students (69.8%).

When disaggregated by race/ethnicity (Table 21), data show some differences of interest. First, the retention rates of Asian Americans living on campus were 20% higher than those for Asian Americans living off campus. Second, the retention rate for Hispanic/Latino(a) students living on campus was 26% higher than for those living off campus. These patterns were reversed when looking at American Indians, African Americans and whites. American Indians living off campus had a first-to-second-year retention rate 10.3% higher than their on campus peers. More modest differences appeared for African Americans and whites. Among African Americans the retention rate was 4.6% higher for students living off campus. White students showed only a 2% higher retention rate for those living off campus compared to those living on campus.

Notable differences also exist in the likelihood of various groups living on campus. Overall 61.8% of the first-year students lived on campus, but only 45.5% of Southeast Asian and 50% of the Asian students. For all other groups the percentage of freshmen living on campus ranges from 61.7% for whites to 68.2% for African Americans.

The team recommends that these findings be taken into consideration in future Residential Life strategic planning. In particular, studying the climate for students of color in residence halls may be helpful to increase diversity among students and enhance the experience of on-campus living for all students.

First-Year GPA and Retention

An obviously critical parameter that affects students' retention and graduation pattern is their academic performance at UW-S. In particular, if a student does not meet the minimum GPA of 2.0 at the end of the first year, the student may not be able to return to campus in the second year.

Table 22 exhibits the statistics (disaggregated by race/ethnicity) of 2001-2008 first-year and transfer cohorts whose GPA at the end of the first year was lower than 2.0.

One would immediately notice the excellent academic performance of first-year students from the Southeast Asian American background. Despite their variable standing in high school, all Southeast Asian American first-year students earned a GPA of 2.0 or above during the first year at UW-Superior. This is a remarkable achievement.

Table 22. GPA at the End of the First Year, by Race/Ethnicity for 2001-2008 Cohorts

GPA at the end of the First Year		African American	American Indian	Southeast Asian Am	Asian American	Hispanic Latino/a	White	Unknown	All Students of color
First-Year Students 2001-2008	Total	22	50	11	20	8	2006	20	111
	GPA 2.0 or above [% in the group]	17 [77.3%]	40 [80.0%]	11 [100.0%]	15 [75.0%]	4 [50.0%]	1794 [89.4%]	16 [80.0%]	87 [78.4%]
	GPA lower than 2.0 [% in the group]	5 [22.7%]	6 [16.0%]	0 [0.0%]	3 [15.0%]	3 [37.5%]	168 [8.4%]	3 [15.0%]	15 [10.8%]
	GPA = 0.0 [% in the group]	0 [0.0%]	4 [8.0%]	0 [0.0%]	2 [10.0%]	1 [12.5%]	44 [2.2%]	1 [5.0%]	7 [6.3%]
Transfer Students 2001-2008	Total	31	68	2	14	11	1502	17	126
	GPA 2.0 or above [% in the group]	25 [80.6%]	56 [82.3%]	1 [50.0%]	11 [78.6%]	10 [90.1%]	1320 [87.9%]	15 [88.2%]	103 [81.7%]
	GPA lower than 2.0 [% in the group]	6 [19.4%]	9 [13.2%]	0 [0.0%]	3 [21.4%]	1 [9.1%]	137 [9.1%]	1 [15.0%]	19 [15.1%]
	GPA = 0.0 [% in the group]	0 [0.0%]	3 [4.4%]	1 [50.0%]	0 [0.0%]	0 [0.0%]	44 [3.0%]	1 [5.9%]	4 [3.2%]

On the other hand, other groups of students of color were more likely to earn a lower GPA than white students. Among first-year students, while 8.4% white students earned a GPA below 2.0, 10.8% of students of color a GPA below 2.0. The gap for transfer students was greater; while 9.1% white students earned a GPA below 2.0, 15.1% of students of color earned a GPA below 2.0. Students with 0.0 GPA at the end of the first year are most likely to have left without completing any course work at UW-Superior. Students of color ended their first year in this category at a higher rate than white

students, whether they were in first-year cohorts (6.3% against 2.2% for whites) and for transfers (3.2% against 3.2% for whites).

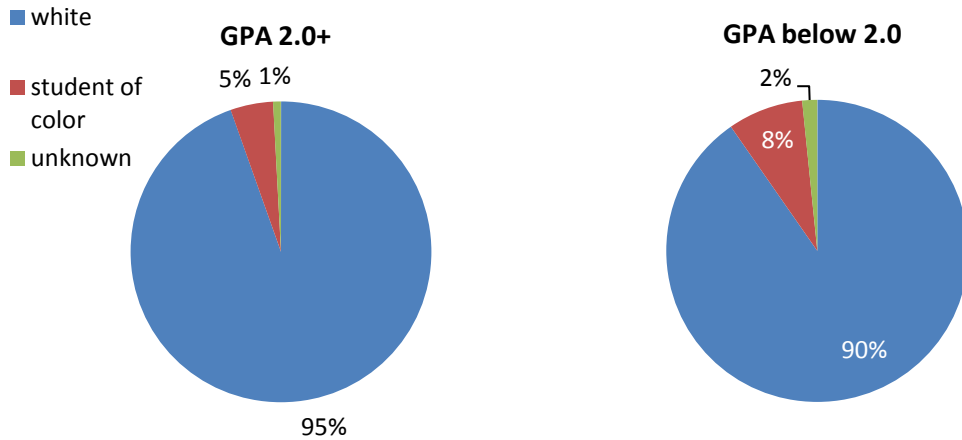
Table 23 (next page) and Figure 4 show this trend from a slightly different perspective, comparing the racial/ethnic composition among students who received a GPA of 2.0 or above versus those who received a GPA below 2.0 at the end of their first year at UW-Superior. For both first-year and transfer cohorts, students of color had a greater presence among students who received a GPA below 2.0 at the end of the first year.

Table 23. Racial/Ethnic Composition by GPA at the End of the First Year, for 2001-2008 Cohorts

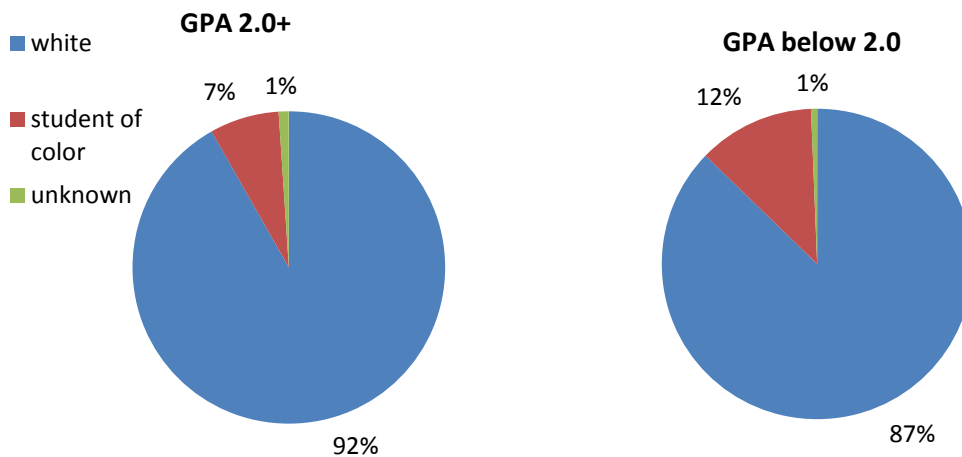
GPA at the end of the First Year		White	All Students of Color	Unknown
First-Year Cohorts 2001-2008	GPA 2.0 or above (% in total)	1794 (95%)	87 (5%)	16 (1%)
	GPA lower than 2.0 (% in total)	168 (90%)	15 (8%)	3 (2%)
Transfer Students 2001-2008	GPA 2.0 or above (% in total)	1320 (92%)	103 (7%)	15 (1%)
	GPA lower than 2.0 (% in total)	137 (87%)	19 (12%)	1 (1%)

Figure 4. Racial/Ethnic Composition by GPA at the End of the First Year for 2001-2008 Cohorts

First-Year Cohorts



Transfer cohorts



Unsurprisingly, when students end the first year with a GPA at or above 2.0, they tend to be retained and graduate at a higher rate. As observed in Table 24, first-year and transfer students whose GPA at the end of the first year was 2.0 or above were retained at 75% or above, regardless of race/ethnicity. This indicates that promoting strong academic performance in the first year is critical for students' persistence.

Table 24. First Year GPA and Retention/Graduation by Race/Ethnicity

			African American	American Indian	Southeast Asian Am	Asian American	Hispanic Latino/a	White	Unknown
First-Year Students									
2nd Year Retention (2001-08)	GPA 2.0 or above	Total	17	40	11	15	4	1794	16
		Retained	13	33	11	12	3	1381	12
		Rate	76.5%	82.5%	100.0%	80.0%	75.0%	77.0%	75.0%
	GPA Below 2.0	Total	5	6	0	3	3	168	3
		Retained	2	1	0	0	1	38	1
		Rate	40.0%	16.7%	n/a	0.0%	33.3%	22.6%	33.3%
	GPA = 0.0	Total	0	4	0	2	0	44	1
		Retained	0	0	0	0	0	0	0
		Rate	n/a	0.0%	n/a	0.0%	n/a	0.0%	0.0%
6 Year Graduation (2001-03)	GPA 2.0 or above	Total	3	19	6	5	2	320	0
		Retained	1	6	4	1	2	662	0
		Rate	33.3%	31.6%	66.7%	20.0%	100.0%	48.3%	n/a
	GPA Below 2.0	Total	2	3	0	2	1	64	0
		Retained	1	0	0	0	0	5	0
		Rate	50.0%	0.0%	n/a	0.0%	0.0%	11.1%	n/a
	GPA = 0.0	Total	0	1	0	2	0	15	0
		Retained	0	0	0	0	0	0	0
		Rate	n/a	0.0%	n/a	0.0%	n/a	0.0%	n/a
Transfers									
2nd Year Retention (2001-08)	GPA 2.0 or above	Total	17	40	11	15	4	1794	16
		Retained	13	33	11	12	3	1381	12
		Rate	76.5%	82.5%	100.0%	80.0%	75.0%	77.0%	75.0%
	GPA Below 2.0	Total	5	6	0	3	3	168	3
		Retained	2	1	0	0	1	38	1
		Rate	40.0%	16.7%	n/a	0.0%	33.3%	22.6%	33.3%
	GPA = 0.0	Total	0	4	0	2	0	44	1
		Retained	0	0	0	0	0	0	0
		Rate	n/a	0.0%	n/a	0.0%	n/a	0.0%	0.0%
6 Year Graduation (2001-03)	GPA 2.0 or above	Total	7	12	0	1	2	490	1
		Retained	5	7	0	0	2	312	0
		Rate	71.4%	58.3%	n/a	0.0%	100.0%	63.7%	0.0%
	GPA Below 2.0	Total	2	0	0	1	1	47	0
		Retained	1	0	0	0	1	6	0
		Rate	50.0%	n/a	n/a	0.0%	100.0%	12.8%	n/a
	GPA = 0.0	Total	0	3	1	0	0	11	1
		Retained	0	0	0	0	0	0	0
		Rate	n/a	0.0%	0.0%	n/a	n/a	0.0%	n/a

Graduation rates were generally higher for students who ended the first year with a GPA of 2.0 or above, regardless of race/ethnicity. However, it is troubling to notice that less than half (or 47.9%) of those who enrolled at UW-Superior as first-year students in 2001-2003 and ended the first year with a GPA at or above 2.0 completed the degree in six years. Furthermore, the graduation rate for first-year cohorts with a GPA of 2.0 or above was even lower for Asian Americans (20.0%), American Indians (31.6%) and African Americans (33.3%). Among transfers, American Indians with a first-year

GPA of 2.0 or above still experienced a lower graduation rate of 58.3% than that of white students (63.7%).

These observations clearly indicate the need to provide sufficient support to enhance their academic performance in their first year. Such support should be targeted not only at students who enter as first-year students, but also at those who transfer into UW-Superior from elsewhere. Considering that students of color entered as transfers in a greater proportion than white students, to provide the academic support to both first-year and transfer students can plausible lead to a more equitable retention. The team recommends a thorough investigation of academic challenges and other barriers that both first-year and transfer students face in their first year at UW-Superior and applying the result of such investigation into existing programs, including the First-Year Experience, academic advisement, and academic support programs.

Grade Distributions in 22 High Enrollment Courses

Successful completion of courses leads to retention and graduation. In other words, students' poor performance in courses or incompleteness of courses at best delays student progress towards graduation; at worst it stops it all together. As a way to identify a pattern of course-level success among students at UW-Superior, the team examined the grades students received in the courses that enrolled at least 150 students during Fall 2008, Spring 2009 and Fall 2009. Because of the large enrollment, these courses have a greater influence on students' persistent patterns. Grades less than C- in any of these courses would have proportionally greater impact on overall persistence patterns, and thus, the analysis focuses on this particular aspect. In addition, the patterns of withdraw or incompletes are also examined, for these also affect students' persistence. Distance education courses were omitted from this analysis so as to be consistent with other parts of this report, even though we acknowledge their significant contribution.

Table 25 summarizes the findings. Students of color were combined to preserve confidentiality. The category "other" includes 80% international students. **Blue** indicates that the group had the highest proportion of students who earned A/B/C grades in the course. **Red** indicates that the group had the lowest proportion of students who earned A/B/C grades in the course. "n" refers to the total number of students in the group enrolled in the course. General education courses are coded in a lighter shade of orange; core courses in general education are coded in a darker shade of orange.

The table clearly illustrates that students of color are less likely to achieve A/B/C grades than white and other students. The likelihood for students of color to earn A/B/C grades was lowest in 18 out of 22 courses on the list. While this lower likelihood for students of color to earn an A/B/C grade may not stand out in any individual course where only a single digit of students may enroll, this table uncovers a cumulative impact of lower grades students earn across multiple courses.

One of the most troubling observations is that the rate of A/B/C grades for students of color was notably lower in general education gate-keeping courses. In particular, students of color achieved A/B/C grades at a 10-20 percent lower rate in mandatory composition courses (ENGL 101 and 102) and remedial math courses (MATH 090 and 095). In other core courses, the difference was moderate. In HHP102 and COMM110, students of color were respectively 6% and 5% less likely to achieve the ABC grades than white students. Considering the gate keeping function of these core courses, the generally lower performance of students of color is significant in light of considering how to improve retention equity.

Table 25. A/B/C Grade Distribution by Race/Ethnicity in 22 High Enrollment Courses in Fall 2008, Spring 2009 and Fall 2009

Course	White students	Students of color	Other (mainly int'l students)
ACCT200	67% (n=139)	88% (n=9)	96% (n=24)
ANTH101	94% (n=160)	78% (n=9)	93% (n=13)
ART101	88% (n=241)	86% (n=21)	100% (n=40)
BIOL100	79% (n=211)	60% (n=20)	81% (n=26)
BUS211	85% (n=161)	78% (n=9)	93% (n=30)
BUS270	70% (n=143)	70% (n=10)	97% (n=31)
CHEM100	75% (n=131)	90% (n=20)	94% (n=16)
CIS108	78% (n=152)	60% (n=10)	96% (n=47)
COMM110	91% (n=563)	86% (n=57)	98% (n=70)
ECON250	70% (n=169)	80% (n=10)	89% (n=26)
ENGL101	88% (n=422)	74% (n=39)	100% (n=82)
ENGL102	85% (n=533)	72% (n=46)	93% (n=60)
ENGL209	84% (n=139)	100% (n=11)	92% (n=27)
ENGL221	87% (n=181)	88% (n=9)	100% (n=10)
HHP100	99% (n=167)	94% (n=16)	100% (n=47)
HHP102	95% (n=628)	89% (n=56)	96% (n=102)
HHP300	100%* (n=281)	91% (n=21)	97% (n=33)
MATH090	79% (n=196)	58% (n=34)	89% (n=9)
MATH095	84% (n=191)	65% (n=20)	89% (n=9)
MATH102	72% (n=191)	80% (n=10)	85% (n=14)
MUSI110	99% (n=178)	100% (n=22)	100% (n=8)
PSYC101	80% (n=403)	84% (n=37)	84% (n=36)

Note: The percentage indicates the rate of ABC grades within the group. A rounding error is indicated by *.

The team also observed that “other” students, of which 80% were international students, generally perform better than white students as well as students of color. For example, in ART 101, BUS 270, COMM110, ENGL 221 and HHP 110, other students’ performance surpassed that of white students and students of color by 10-25 percentage points, while the latter two groups demonstrated similar achievement (within 5% difference). In ACCT200, CHEM100 and MATH102, white students were less likely to earn A/B/C grades. In MUSI110 and PSYC 101, students achieved A/B/C grades at a fairly even rate (within a 5% difference) across three groups.

It is in the best interest of the university to investigate ways to help all students be more successful in general education courses the first time they enroll in a course. Proper course placements and advisement are areas that can effectively influence student success in general education courses. Departments can also work to ensure equitable results for all students by examining the sequences in the curriculum and improving pedagogical practices.

Summary

- Overall, students of color were retained at lower rates than whites. This applied to both first-year entries and transfers. Furthermore, students of color tended to go missing during their second and third years. By the time of graduation, our student body became less diverse.
- No particular socio-economic factor that would explain the retention inequity, particularly for students of color, was found.
 - The entry status (first-year or transfer), age and sex/gender all made a difference in the patterns of the first-to-second-year retention, both within and among individual racial/ethnic groups.
 - The correlation of Pell Grants eligibility or first generation status and a lower retention rate was more clearly observed among white students than among students of color.
 - For students of color, little evidence was found to support the often assumed correlation between academic preparation (indicated by the ACT score and the high school class rank) and successful retention and graduation at college.
- Living on campus is often assumed to have a positive effect on student retention, but evidence to support this theory was found only with Asian American and Hispanic/Latino(a) students.
- For all students, GPA at the end of the first year was positively correlated to the first-to-second-year retention, and to a lesser degree, to the six-year graduation. However, students of color generally earned a lower GPA at the end of the first year in comparison to white students.
- An analysis of students' course-level performance indicates that, in comparison with white and other students, students of color were overall less successful in achieving A/B/C grades. In particular, students of color received A/B/C grades at a much lower rate in such general education gateway courses as ENGL 101, ENGL 102, MATH 090 and MATH 095 than in other courses.
- Based on these findings, the team recommends:
 - A study of academic challenges for new students
This study will provide necessary knowledge to improve our method of outreach to first-year students, particularly those from racial/ethnic minority groups, and help them persist into the second year. A study of the experience of students of color in general education gateway courses is strongly recommended.
 - A study of the post-first-year experience of the students of color
This study will help identify the retention barriers in curricular and co-curricular programs that students of color face after the first year.
 - A review of strategies for the improvement of retention equity, with focus on inclusivity.
These strategies should recognize that significant differences exist among groups of students of color.
 - A review of curricular and co-curricular programs for content, pedagogy and outreach
These programs must be adjusted to be inclusive to both first-year entries and transfers, in consideration of age and sex/gender diversity within each racial/ethnic group.
 - A study of the inclusivity of residential arrangements and co-curricular programs
 - Reconsideration of the weight put on the high school rank and ACT scores in comparison with other holistic admission criteria

Section V: Excellence

Excellence Defined

The “Excellence” perspective concerns how well the university helps students not just attain the degree, but also experience and participate in additional educational opportunities and achieve additional depth and value to their classroom learning. While excellence may exist in a myriad of programs throughout the campus, this report will focus on measures that are at least considered available to all students regardless of their major field of study or other status.

The UW-Superior Equity Scorecard team explored possible measures of excellence in such areas as GPA at the completing of degree, graduation with honor, honor graduation by majors, enrollment in graduate schools, and participation in liberal arts initiatives (i.e., Academic Service Learning, First-Year Experience, Global Awareness, Senior Experience, and Writing Across the Curriculum) and other curricular and co-curricular programs. Due to the limited availability of appropriate data, however, the team was only able to examine students’ GPA at graduation, graduation with honor, and degree completion with honor in prominent majors.

GPA at Graduation

GPA at graduation is a measure to assess excellence on the academic front. Figure 5 and Table 26 show the distribution of cumulative GPA in the last semester for students who graduated in Fall 2003-Spring 2009. The minimum GPA requirement for graduation is 2.0, and thus, GPA below 2.0 is not shown. The “unknown” GPA is for students who completed a degree in a term when they did not enroll in any course. Note that this data set includes both on-campus and distance-learning students.

Figure 5. GPA at Graduation by Race/Ethnicity for All Graduates (on-campus and distance-learning) in Fall 2003-Spring 2009

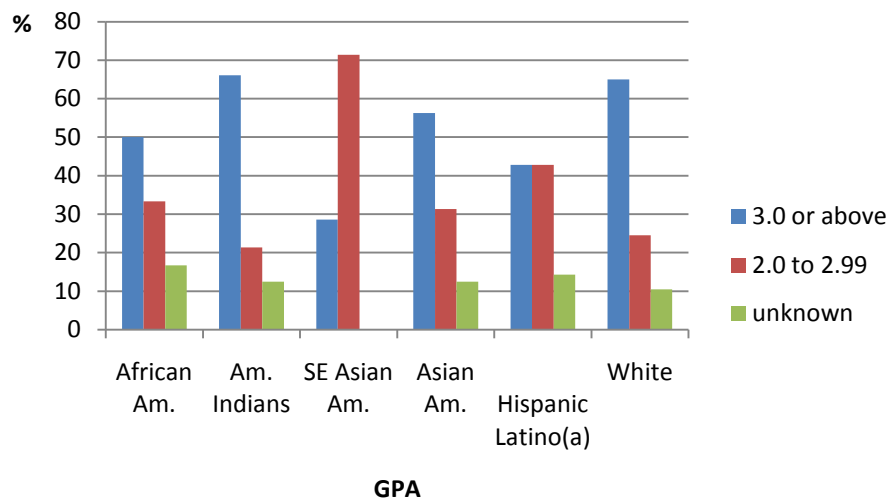


Table 26. GPA at Graduation by Race/Ethnicity for All Graduates (on-campus and distance-learning) in Fall 2003-Spring 2009

	African American	American Indian	Southeast Asian Am.	Asian American	Hispanic Latino/a	White	Unknown	Overall
Total Graduates (% in the total)	18 (0.7%)	56 (2.3%)	7 (0.3%)	16 (0.7%)	14 (0.6%)	2298 (95.0%)	9 (0.4%)	2418 (100%)
GPA 3.0 or above (% in the total of the category) [% within the group]	9 (0.6%) [50.0%]	37 (2.4%) [66.1%]	2 (0.1%) [28.6%]	9 (0.6%) [56.3%]	6 (0.4%) [42.8%]	1493 (95.6%) [65.0%]	6 (0.4%) [66.7%]	1562 (100%) [64.6%]
GPA 2.0 -2.99 (% in the total of the category) [% within the group]	6 (1.0%) [33.3%]	12 (2.0%) [21.4%]	5 (0.8%) [71.4%]	5 (0.8%) [31.3%]	6 (1.0%) [42.8%]	563 (93.8%) [24.5%]	3 (0.5%) [33.3%]	600 (100%) [24.8%]
Unknown* (% in the total of the category) [% within the group]	3 (1.1%) [16.7%]	7 (25.7%) [12.5%]	0 (0.0%) [0.0%]	2 (0.7%) [12.5%]	2 (0.7%) [14.3%]	242 (89.0%) [10.5%]	0 (0.0%) [0.0%]	272 (100%) [11.2%]

*The "unknown" GPA is for students who completed the degree in the term when they did not enroll in any course.

Overall, the equity in graduation GPA is mixed. American Indians' GPA at graduation was almost comparable to white students'. About two thirds of these groups graduated with a GPA above 3.0, 20-25% of them with a GPA between 2.0 and 2.99, and a little over 10% graduated in a term when students were not enrolled. African Americans and Asian Americans achieved a moderate level of excellence. About half of them graduated with a GPA of 3.0 or above, a third with a GPA between 2.0 and 2.99, and 12-16% with unknown GPA. Hispanic/Latino(a)s' GPA distribution was less equitable than these four groups; less than half these students earned a GPA of 3.0 or above at graduation. The greatest inequity was found among Southeast Asian Americans, however. While only 2 out of 7 Southeast Asian Students (or 28.6%) graduated with a GPA above 3.0, the rest (or 71.4%) graduated with a GPA between 2.0 and 2.99.

This excellence inequity presents us with insights as follows:

- American Indians as well as white students, if retained through graduation, on average graduate with a higher GPA.
- Southeast Asian Students were better retained than other racial/ethnic groups (as discussed in Section IV: Retention Perspective), but they did not achieve equitable excellence as measured by GPA at graduation.
- Other students of color experienced less equitable excellence at graduation.

The team recommends a further investigation to understand and address this achievement gap.

Graduating with Honor

Another measure of excellence is graduation with honor. This honor is granted to students whose GPA is 3.4 or above by the time of degree completion, and recorded on the transcript.

As Table 27 shows, Asian Americans graduated with a GPA of 3.4 or above in the highest proportion (50.0%) among all groups, followed by American Indians (46.4%) and whites (39.3%). On the other hand, a lower proportion of African Americans (11.1%), Southeast Asian Americans (14.3%), and Hispanic/Latino(a)s (21.4%) graduated with honor. The finding here again indicates that the achievement of excellence among students of color is rather mixed. Asian Americans and American Indians, if retained until graduation, attained above-equity excellence, while other underrepresented groups did not.

Table 27. GPA at Graduation by Race/Ethnicity for All Graduates in Fall 2003-Spring 2009

	African American	American Indian	Southeast Asian Am.	Asian American	Hispanic Latino/a	White	Unknown	Overall
Total Graduates (% in the total)	18 (0.7%)	56 (2.3%)	7 (0.3%)	16 (0.7%)	14 (0.6%)	2298 (95.0%)	9 (0.4%)	2418 (100%)
GPA 3.4 or above (% in the total of the category) [% within the group]	2 (0.2%) [11.1%]	25 (2.6%) [46.4%]	1 (0.1%) [14.3%]	8 (0.8%) [50.0%]	3 (0.3%) [21.4%]	904 (95.5%) [39.3%]	4 (0.4%) [44.4%]	947 (100%) [39.2%]

Note: Red indicates the underrepresentation of the racial/ethnic group in the particular category, in comparison with the representation within the total graduates.

Graduation with Honor by Major

To better understand how students graduate with honor, the team looked into graduation with honor in major programs. The team categorized 23 major programs into subject areas and compiled the appropriate data, as presented in Table 28 (see the next page). Blue marks above-equity excellence, i.e., the percentage of a racial/ethnic group in the total honor graduates is higher than that in the total graduates in the particular major area. Red indicates that excellence is below equity. Figure 6 below further illustrates some of the key findings indicated in Table 26. This chart compares for individual major subject areas the level of diversity in the graduating student body (indicated by the percentage of students of color in all graduates) and the level of diversity among those who graduated with honor (indicated by the percentage of students of color among all students graduating with honor).

Figure 6. Diversity among all graduates and among honor graduates, by major subject areas, for all graduates in Fall 2003-Spring 2009

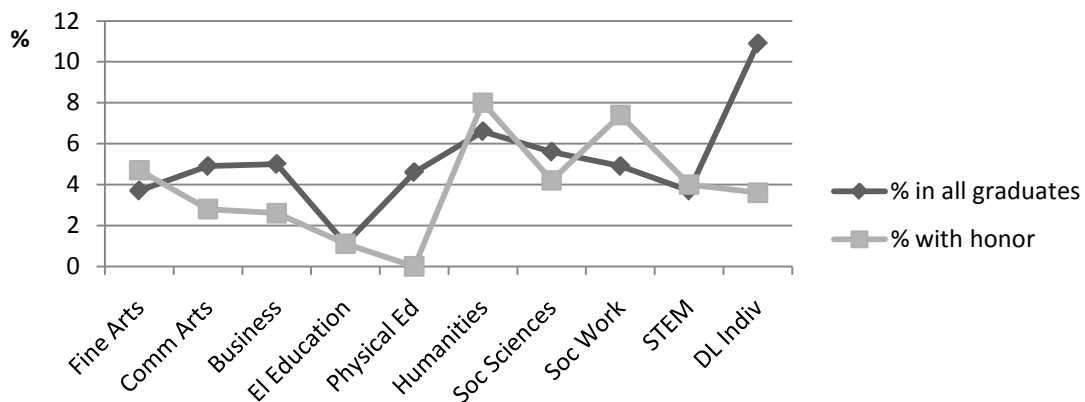


Table 28. Graduation with Honor by Race/Ethnicity for All Graduates in Fall 2003-Spring 2009

Subject Area [% of honor]		African American	American Indian	Southeast Asian Am.	Asian American	Hispanic Latino/a	White	Unknown	Overall
Total [39.2%]	Total Grad (% in total)	18 (0.7%)	56 (2.3%)	7 (0.3%)	16 (0.7%)	14 (0.6%)	2298 (95.0%)	9 (0.4%)	2418 (100%)
	GPA 3.4 or above (% in honor grad)	2 (0.2%)	25 (2.6%)	1 (0.1%)	8 (0.8%)	3 (0.3%)	904 (95.5%)	4 (0.4%)	947 (100%)
Arts [52.8%]	Total Grad (% in major)	1 (0.6%)	4 (2.5%)	0 (0.0%)	0 (0.0%)	1 (0.6%)	155 (96.3%)	0 (0.0%)	161 (100%)
	GPA 3.4 or above (% in honor grad)	1 (1.2%)	2 (2.4%)	0 (0.0%)	0 (0.0%)	1 (1.2%)	81 (95.3%)	0 (0.0%)	85 (100%)
Comm. Arts [31.7%]	Total Grad (% in major)	4 (1.8%)	3 (1.3%)	1 (0.4%)	1 (0.4%)	3 (1.3%)	215 (94.7%)	1 (0.4%)	227 (100%)
	GPA 3.4 or above (% in honor grad)	0 (0.0%)	1 (1.4%)	0 (0.0%)	1 (1.4%)	0 (0.0%)	70 (97.2%)	0 (0.0%)	72 (100%)
Business [20.0%]	Total Grad (% in major)	1 (0.3%)	6 (1.6%)	4 (1.1%)	6 (1.6%)	1 (0.3%)	360 (94.7%)	1 (0.3%)	380 (100%)
	GPA 3.4 or above (% in honor grad)	0 (0.0%)	0 (0.0%)	1 (1.3%)	3 (3.9%)	0 (0.0%)	74 (97.4%)	0 (0.0%)	76 (100%)
Elementary Education [64.6%]	Total Grad (% in major)	0 (0.0%)	3 (1.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	285 (98.9%)	0 (0.0%)	288 (100%)
	GPA 3.4 or above (% in honor grad)	0 (0.0%)	2 (1.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	186 (98.9%)	0 (0.0%)	186 (100%)
Physical Ed [22.4%]	Total Grad (% in major)	3 (2.0%)	2 (1.3%)	1 (0.7%)	1 (0.7%)	1 (0.7%)	145 (95.4%)	0 (0.0%)	152 (100%)
	GPA 3.4 or above (% in honor grad)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	34 (100.0%)	0 (0.0%)	34 (100%)
Humanities [36.8%]	Total Grad (% in major)	1 (0.7%)	5 (3.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	127 (93.4%)	0 (0.0%)	136 (100%)
	GPA 3.4 or above (% in honor grad)	0 (0.0%)	4 (8.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	46 (92.0%)	0 (0.0%)	50 (100%)
Social Sciences [37.9%]	Total Grad (% in major)	7 (1.6%)	9 (2.0%)	1 (0.2%)	2 (0.5%)	4 (0.9%)	415 (93.7%)	3 (0.7%)	443 (100%)
	GPA 3.4 or above (% in honor grad)	1 (0.6%)	3 (1.8%)	0 (0.0%)	1 (0.6%)	1 (0.6%)	158 (94.0%)	3 (1.8%)	168 (100%)
Social Work [43.0%]	Total Grad (% in major)	0 (0.0%)	4 (2.4%)	1 (0.6%)	2 (1.2%)	1 (0.6%)	156 (94.5%)	1 (0.6%)	165 (100%)
	GPA 3.4 or above (% in honor grad)	0 (0.0%)	4 (5.6%)	0 (0.0%)	1 (1.4%)	0 (0.0%)	66 (92.6%)	0 (0.0%)	71 (100%)
STEM [41.2%]	Total Grad (% in major)	0 (0.0%)	7 (2.3%)	0 (0.0%)	3 (1.0%)	1 (0.3%)	289 (96.0%)	1 (0.3%)	301 (100%)
	GPA 3.4 or above (% in honor grad)	0 (0.0%)	3 (2.4%)	0 (0.0%)	2 (1.6%)	1 (0.8%)	118 (95.2%)	1 (0.8%)	124 (100%)
Dis. Learning Major [43.1%]	Total Grad (% in major)	1 (0.7%)	11 (8.0%)	0 (0.0%)	1 (0.7%)	2 (0.7%)	122 (89.1%)	0 (0.0%)	137 (100%)
	GPA 3.4 or above (% in honor grad)	0 (0.0%)	5 (3.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	54 (96.4%)	0 (0.0%)	59 (100%)

Note: Blue marks the overrepresentation of racial/ethnic group in the particular category, in comparison with the representation within the total graduates. Red indicates the underrepresentation of racial/ethnic group in the particular category, in comparison with the representation within the total graduates.

There is much variability in the overall patterns of equity in students' achievement of graduation with honor. In some subject areas, students of color attained above-equity excellence. In Social Work, Humanities, Fine Arts, and STEM, students of color were overrepresented among all graduates with honor. Elementary Education graduated the least diverse student body, but all students of color who graduated in this major succeeded in attaining the honor degree. However, the attainment of graduation with honor was less equitable for students of color in such major subject areas as Physical Education and Distance Learning Individualized Majors. Physical Education graduated a fair share of students of color, but no student of color in this major graduated with honor. Distance Learning Individualized Majors had the largest share of students of color among all graduates, but students of color were underrepresented among honor graduates. Communicating Arts, Business and Social Science had more diverse groups of graduates, but students of color were underrepresented among honor graduates.

It is important to point out that no obvious correlation was found between students of color's attainment of honor graduation and the overall accessibility to honor graduation. For example, Business had the lowest accessibility to honor graduation; only 20% of total graduates from this major subject field attained the honor graduation. This major subject area also saw the underrepresentation of students of color among those who graduated with honor. However, the underrepresentation of students of color among honor graduates was also found in such subject areas as Distance Learning Individualized Majors where 43.1% of graduates graduated with honor. A similar observation can be made for Communicating Arts and Social Sciences.

A closer examination of the patterns of honor graduation attainment offers insights into the less equitable attainment of honor graduation for different racial/ethnic groups.

- African Americans and Hispanic/Latino(a) graduates were relatively concentrated in Social Sciences, Communicating Arts, and Physical Education, and they all had a less equitable share of honor graduation in each of these majors. It is plausible that the cumulative effect led to the overall underrepresentation of these groups in honor graduates.
- Southeast Asian Americans were relatively concentrated in Business, a discipline where the lowest percentage of graduates (or 20%, in comparison with the overall average of 39.2%) earned a GPA of 3.4 or above, and thus, although among Business major graduates this group's honor graduation attainment was above equity, Southeast Asian American students' overall performance was below par.
- American Indians' GPA at graduation was overall above equity. However, their attainment of honor graduation was below equity in such subject areas as Business (0% in honor graduation in comparison with 1.6% in total graduates) and Distance Learning Individual Majors (3.6% in honor graduation, in comparison with 8.0% in total graduates).

In sum, the attainability of honor graduation for students of color was seemingly unrelated to the diversity of the graduates from a particular academic subject area, or to the overall ease of earning a high GPA. To gain a better understanding of the below-equity attainment of honor graduates among students of color, other factors in each subject area must be investigated. These may include the climate, curriculum, pedagogy and advisement in the programs included in each of the subject areas.

Enrollment in Graduate School (Via McNair Scholars Program)

Pursuing post-graduate education is another common measure of academic excellence. Currently no comprehensive data on this measure are easily available for all UW-Superior graduates. The team recommends collecting data on this measure in the future.

However, a partial picture can be provided by the data on the past McNair scholars. The McNair Scholars Program is a federally funded program to enhance the representation of low-income first generation students and students from groups underrepresented in doctoral programs (i.e., African Americans, Native Americans, and Hispanics) in graduate programs. Asian American and white students from low-income first generation backgrounds are also eligible for this program.

The McNair Scholars Program at UW-Superior selects up to 25 students annually from our own campus as well as from other colleges in neighboring areas, and helps them learn about and prepare for a post-graduate academic career (<http://www.uwsuper.edu/mcnair/index.cfm>). Table 29 illustrates McNair Scholars' achievement patterns from Fall 1999 through Spring 2010. The statistics include UW-Superior students only. The numbers in red indicate the underrepresentation of the group in the category, in comparison with the representation of the group among all McNair Scholars.

Table 29. Achievement of McNair Scholars, Fall 1999-Spring 2010

	African American	American Indian	Southeast Asian Am.	Asian American	Hispanic Latino/a	White	Total
Total UW-Superior McNair Scholars (% in total)	5 (5.3%)	24 (25.3%)	1 (1.1%)	3 (3.2%)	2 (2.1%)	60 (63.2%)	95 (100%)
Received Bachelor's (% in total) [graduation rate]	5 (5.6%) [100.0%]	21 (23.6%) [87.5%]	1 (1.1%) [100.0%]	2 (2.3%) [66.7%]	1 (1.1%) [50.0%]	59 (66.3%) [98.3%]	89 (100%) [93.7%]
Enrolled in Graduate School (% in total) [rate of graduate enrollment]	2 (5.4%) [40.0%]	8 (21.6%) [33.3%]	0 (0.0%) [0.0%]	1 (2.7%) [33.3%]	1 (2.7%) [50.0%]	25 (67.6%) [41.7%]	37 (100%) [38.9%]
(Nation-wide % of graduate enrollment in total. 2006)*	(13.0%)	(1.0%)	n/a	(6.0%)	(8.0%)	(72.0%)	(100.0%)

Note:

- Red indicates the underrepresentation of the group, in comparison with the representation of the group among all McNair Scholars.

*This statistics are taken from Council of Graduate Schools. 2008. Data Sources: *Graduate Enrollment by Race/Ethnicity, 1996 to 2006—Special Analysis from the Graduate Enrollment and Degree Survey Report*. On-line. Available: http://www.cgsnet.org/portals/0/pdf/R_ED2006.pdf. Retrieved on October 26, 2010.

Overall, 38.9% of UW-Superior McNair Scholars continued onto post-secondary studies. This is a great accomplishment, considering the barriers that McNair Scholars faced in pursuing higher education. Among students of color, the accomplishment of Native American students from UW-Superior's McNair Program is impressive. While only 1% of graduate enrollment in the U.S. was American Indians, 21.6% of McNair Scholars who enrolled in graduate school after graduating from UW-Superior were American Indians. It is important to acknowledge the significant role that the McNair Scholars Program plays in closing the achievement gap, particularly for American Indians.

An examination of racial/ethnic composition among UW-Superior McNair Scholars who enrolled in graduate schools reveals, however, that white students had a greater presence among those who went to graduate schools (67.6%) than among all McNair Scholars (63.2%). Most racial/ethnic minority groups (except for the Hispanic/Latino(a) group) had a lower percentage of students who pursued graduate school. In comparison with white students' rate to pursue graduate programs

(41.7%), 40% of African Americans and 33.3% of American Indians and Asian Americans enrolled in graduate programs. Only one Southeast Asian American McNair Scholar achieved the bachelor's degree, but did not pursue post-secondary education.

The team will share these findings with the McNair Scholars Program staff, as a way to further advance excellence equity at UW-Superior.

Other Possible Measures

The team was acutely aware of the need of more measures to indicate equity in excellence. For example, participation in such programs as first-year seminar, study abroad, academic service learning, and various co-curricular programs that are offered through Campus Life and student organizations, can be analyzed for equity in Excellence. These programs are known to contribute to the depth and value of students' learning at a higher educational institution. However, currently available data on participants in these programs cannot be disaggregated by race/ethnicity. The same can be said for data on students' achievements in various academic programs.

The team recommends that any data on students' excellence in curricular and co-curricular programs need to include information on students' race/ethnic backgrounds, so that these data can be used to evaluate equity in Excellence. In particular, academic program assessment (via Self-Study of Continuous Improvement) as well as the assessment of student learning outcomes corresponding to UW-Superior's five institutional Liberal Education Learning Goals must be conducted in a manner that would also allow a study of equity. Assessment of activities outside of the classroom, including first-year seminar, study abroad, academic service learning, co-curricular learning activities offered through Campus Life, student organizations, residence halls, athletics, and other units on campus, also needs to include race/ethnicity as a category when collecting participants' information. Finally, collecting and analyzing data on all UW-Superior graduates who continued onto graduate programs by race/ethnicity would help us understand the long-lasting impact of higher education.

Summary

- The existing data allowed us a very limited examination of Excellence.
- The study of GPA at the time of graduation generated mixed results. On one hand, American Indians' achievement pattern was slightly better than that of white students. On the other hand, Southeast Asian American students, who persisted at the highest rate, graduated with a GPA between 2.0 and 2.99 in a higher proportion than any other racial/ethnic groups. Other groups' patterns fell in between these two patterns.
- Graduation with honor (or with a GPA of 3.4 or above) is a measure of Excellence commonly employed. Applied to UW-Superior graduates in 2003-2009, this measure left mixed results. American Indian and Asian American students were more likely to graduate with honor than white students, although African American and Hispanic/Latino(a) students were underrepresented among the graduates with honor. This pattern altered little when GPA of 3.0 or above was used as a measure.
- When analyzing honor graduation by academic subject area, the attainability of honor graduation for students of color was not strongly related to the diversity of the graduates from a particular academic subject area, or to the overall ease of earning a high GPA. The below-equity

attainment of honor graduates among students of color must be investigated in relation to other factors, such as the climate, curriculum, pedagogy and advisement in each academic subject area.

- The team noted the serious need for data that can be used to measure Excellence, and recommends Excellence data collection and analysis by race/ethnicity in the following areas:
 - Self Study of Continuous Improvement by academic departments
 - Assessment of student learning outcomes corresponding to UW-Superior's five institutional Liberal Education Learning Goals
 - Assessment of activities outside of the classroom, including first-year seminar, study abroad, academic service learning, co-curricular learning activities offered through Campus Life, student organizations, residence halls, athletics, and other units on campus, also needs to include race/ethnicity as a category when collecting participants' information.
 - Study of UW-Superior graduates' occupation, income, and advanced degree attainment.

Section VI: Institutional Receptivity

Institutional Receptivity Defined

Institutional receptivity refers to goals and measures of institutional support that have been found to be influential in the creation of affirming campus environments for historically underrepresented students. Institutional receptivity measures how comfortable underrepresented students feel during their academic experiences at UW-Superior.

The team discussed possible measures of institutional support for underrepresented students. They included:

- Racial/ethnic diversity among the faculty and staff
- The perception and experience of underrepresented students on the campus climate
- The general perception and experience of diversity on campus
- The availability and effectiveness of curricular and co-curricular programs for diversity/inclusivity education

The team realized that some of these measures would require the collection of additional data. For example, results from the Diversity Climate Assessment Study which UW-Superior plans to conduct in Spring 2011 would help capture how well UW-Superior does in creating an environment of diversity, inclusivity and equity. Other data that the team recommends to collect for more thorough assessment of institutional receptivity will be discussed later in this section.

At the same time, the following data enabled the team to assess some significant aspects of institutional receptivity and identify areas of concern.

- a) The racial/ethnic composition of administrators, faculty, academic staff, and classified staff in 1997-2009
- b) The National Survey of Student Engagement (NSSE) in 2007, 2008, and 2009; selected items analyzed by race/ethnicity

Racial/Ethnic Composition of the Faculty and Staff

One of the ways to demonstrate a welcoming campus environment to historically underrepresented students is to have a multicultural body of the faculty and staff. This was also one of the main goals of the UW-Superior when it participated in "Plan 2008," a UW-System instituted framework for institutional efforts to remove barriers associated with race, ethnicity, and economic disadvantage in educational attainment.

Table 30 summarizes statistics on the racial/ethnic composition of UW-Superior employees by employment category, from 1999 to 2009. Figures 7, 8, and 9 were created based on this table and other information presented in this report, to articulate some important findings.

Table 30. Composition of Employees by Race/Ethnicity, 1997-2009

		Overall	All Other (incl. White)	All Persons of Color	African American	American Indian	Asian American	Hispanic Latino/a
Classified Staff	1999	132 (100%)	127 (96.2%)	5 (3.8%)	n/a	n/a	n/a	n/a
	2001	152 (100%)	147 (96.7%)	5 (3.3%)	n/a	n/a	n/a	n/a
	2003	146 (100%)	141 (96.6%)	5 (3.4%)	0 (0.0%)	5 (3.4%)	0 (0.0%)	0 (0.0%)
	2005	146 (100%)	139 (95.2%)	7 (4.8%)	2 (1.4%)	5 (3.4%)	0 (0.0%)	0 (0.0%)
	2007	149 (100%)	141 (94.6%)	8 (5.4%)	2 (1.3%)	5 (3.4%)	0 (0.0%)	0 (0.0%)
	2009	170 (100%)	161 (95.0%)	9 (5.3%)	1 (0.6%)	7 (4.2%)	0 (0.0%)	1 (0.6%)
Academic Staff	1999	142 (100%)	131 (92.3%)	11 (7.7%)	n/a	n/a	n/a	n/a
	2001	148 (100%)	137 (92.6%)	11 (7.4%)	n/a	n/a	n/a	n/a
	2003	161 (100%)	153 (95.0%)	8 (5.0%)	4 (2.5%)	1 (0.6%)	1 (0.6%)	2 (1.2%)
	2005	162 (100%)	149 (92.0%)	13 (8.0%)	5 (3.1%)	4 (2.5%)	2 (1.2%)	2 (1.2%)
	2007	161 (100%)	147 (91.3%)	14 (8.7%)	4 (2.5%)	3 (1.9%)	4 (2.5%)	3 (1.9%)
	2009	173 (100%)	160 (92.5%)	13 (7.5%)	3 (1.7%)	2 (1.2%)	6 (3.5%)	2 (1.2%)
Faculty	1999	109 (100%)	103 (94.5%)	6 (5.5%)	n/a	n/a	n/a	n/a
	2001	107 (100%)	99 (92.5%)	8 (7.5%)	n/a	n/a	n/a	n/a
	2003	98 (100%)	88 (89.8%)	10 (10.2%)	1 (1.0%)	3 (3.1%)	5 (5.1%)	1 (1.0%)
	2005	96 (100%)	85 (88.5%)	11 (11.5%)	1 (1.0%)	4 (4.2%)	5 (5.2%)	1 (1.0%)
	2007	102 (100%)	90 (88.2%)	12 (11.8%)	2 (2.0%)	4 (3.9%)	5 (4.9%)	1 (1.0%)
	2009	102 (100%)	90 (88.3%)	12 (11.7%)	2 (3.9%)	4 (3.9%)	5 (4.9%)	1 (1.0%)
Admin.	1999	24 (100%)	22 (91.7%)	2 (8.3%)	0 (0.0%)	2 (8.3%)	0 (0.0%)	0 (0.0%)
	2001	24 (100%)	23 (95.8%)	1 (4.2%)	0 (0.0%)	1 (4.2%)	0 (0.0%)	0 (0.0%)
	2003	22 (100%)	21 (95.5%)	1 (4.5%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
	2005	22 (100%)	20 (90.9%)	2 (9.1%)	1 (4.5%)	0 (0.0%)	1 (4.5%)	0 (0.0%)
	2007	22 (100%)	20 (90.9%)	2 (9.1%)	1 (4.5%)	0 (0.0%)	1 (4.5%)	0 (0.0%)
	2009	21 (100%)	20 (95.2%)	1 (4.8%)	1 (4.8%)	0 (0.0%)	0 (0.0%)	0 (0.0%)

Source:

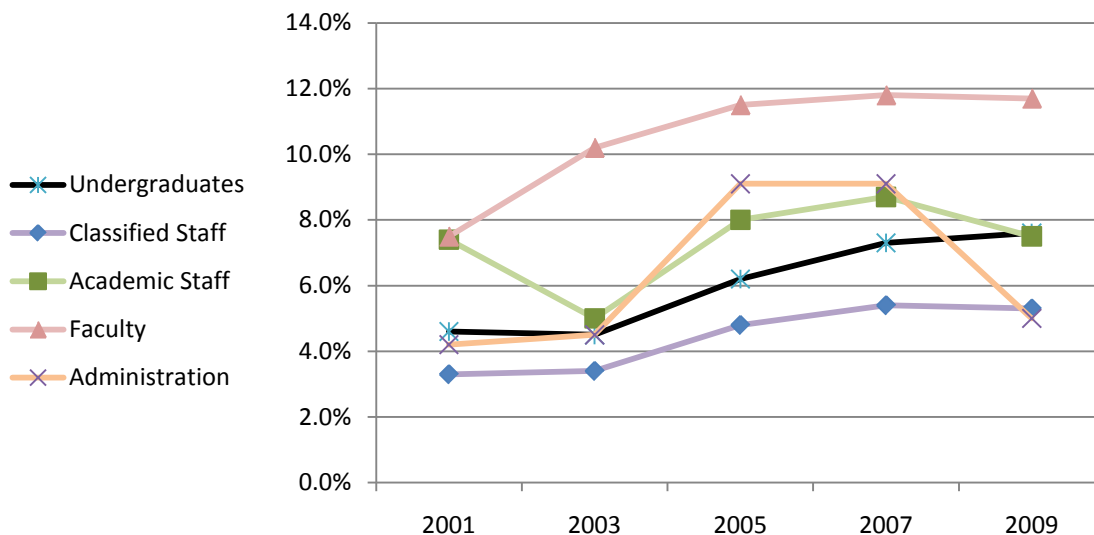
University of Wisconsin-Superior. *Plan 2008 Phase II. Programs and Initiatives. Final Outcome Reporting Form.*

University of Wisconsin-Superior. *Affirmative Action program Annual Report 2009.*

Diversity Trend by Employment Type

Since the implementation of “Plan 2008,” UW-Superior has made progress in increasing the representation of racial/ethnic minorities in its workforce. This progress is illustrated in Figure 7 for the years of 2001-2009. As a point of reference, the trend of the racial/ethnic minorities among undergraduates was also included in this graph.

Figure 7. Minority as a Percentage in the Classified Staff, Academic Staff, Faculty, and Total Undergraduate Students, from 2001 to 2009.



Sources: University of Wisconsin-Superior. *Plan 2008 Phase II Final Outcome Report*.
University of Wisconsin-Superior. *Affirmative Action program Annual Report 2009*.

The most noticeable progress in racial/ethnic diversity was found among the faculty, from 7.5% (or 8 out of 102) in 2001 to 11.7% (or 12 out of 102) in 2009. In fact, the faculty has been consistently more diverse than the undergraduate student body. One area of concern raised by the team was, however, the high ratio of foreign-born persons of color among the faculty of color and its impact on the climate for students of color born and raised in the U.S. A study may be helpful to determine whether the foreign-born faculty of color could make the campus climate more welcoming to students of color.

Among other groups of the workforce, the presence of racial/ethnic minorities was generally on the rise, although not as drastic or consistent as for the faculty. Among the academic staff the share of racial/ethnic minorities went down in 2003 to 5.0%, but recovered to 7.5% in 2009. The classified staff has been least diverse in the workforce at UW-Superior, but the share of racial/ethnic minorities rose from 3.3% in 2001 to 5.3% in 2009. As for the administrators, because of the relatively small number of positions (20 to 24) included in this category, the share of minorities doubled from 4.5% to 9.1% when one more person of color occupied an administrative position in 2005. By 2009, however, with the attrition of one person of color, the share dropped to 5.0%.

In sum, the representational analysis of diversity indicates that UW-Superior employees were as diverse as, or more diverse than, undergraduate students. Even among the unclassified staff, the diversity was on the rise. The team was, while acknowledging this positive trend, curious about the validity of this measure in assessing the campus climate. In particular, the binary analysis to compare

whites and persons of color may not show any significant progress for individual racial/ethnic groups. In addition, the representational diversity does not necessarily indicate the pattern of equity in hiring, promotion, and attrition. The team thus examined two more measures of equity, namely, the percentage of racial/ethnic minority groups compared among the total undergraduate students, faculty, academic staff, and classified staff in 2009 (Figure 8), and the diversity by rank for the faculty (Table 31).

Representation of Individual Racial/Ethnic Groups by Employment Type

Figure 8. Percentage of Racial/Ethnic Minority Groups in the Total Undergraduate Students, Faculty, Academic Staff, and Classified Staff, 2009

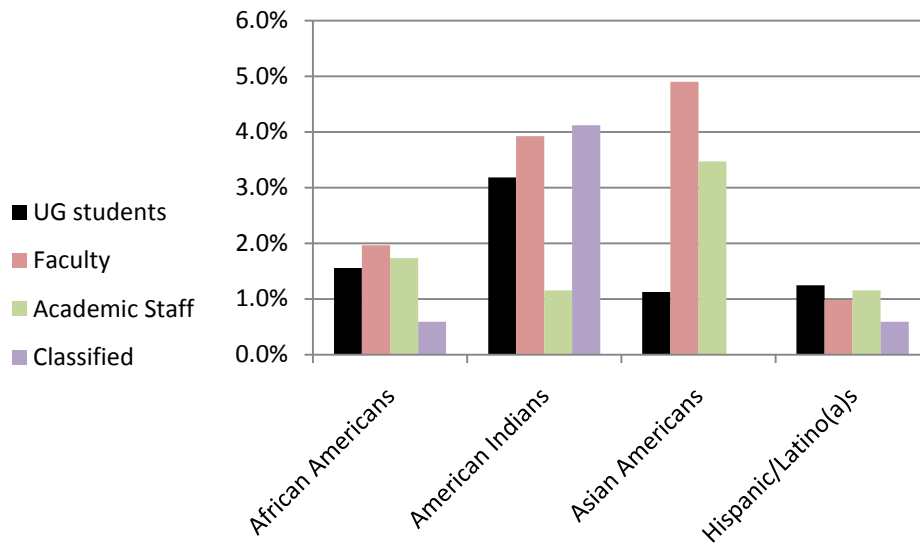


Figure 8 shows the percentage of individual racial/ethnic groups in different groups on campus, including undergraduate students (excluding international students), the faculty, the academic staff, and the classified staff. One conspicuous finding is the greater representation of Asian Americans among the faculty and the academic staff. Although only 1.1% of undergraduate students were Asian Americans, 4.9% of the faculty and 3.5% of the academic staff were Asian Americans. Another interesting finding is that among the classified staff, American Indians had a greater presence (4.1%) than any other racial/ethnic groups.

These findings reflect the hiring process for different employment types. The faculty and academic staff are hired through a nation-wide search of qualified candidates preferably with an advanced degree, and thus influenced by the national trend. According to a recent U.S. Census Bureau report *Educational Attainment in the United States: 2009* (<http://www.census.gov/hhes/socdemo/education/>), more than half (53 percent) of Asians 25 and older had a bachelor's degree or more, compared to 33 percent of non-Hispanic whites, 19 percent of blacks, and 13 percent of Hispanics. Thus, it is not surprising that Asian Americans were overrepresented among the faculty and academic staff. On the other hand, the unclassified staff hiring process is much more localized, with the requirement of the locally administrated Wisconsin Civil Service Examination. Furthermore, the limited term employment positions are only available to Wisconsin residents (UW-Superior Human Resource "Classified Staff Employment Opportunities" http://www.uwsuper.edu/hr/employment/classified.cfm#_1_1113977). Thus, the hiring would reflect the racial/ethnic composition of the surrounding area. For example, American Indians were the largest racial minority group (2.9%) in the immediate service area,

Douglas County, WI (U.S. Census Bureau. "Douglas County Quick Facts."
<http://quickfacts.census.gov/qfd/states/55/55031.html>).

While the racial/ethnic demographics for each employment type can be explained as above, this data set does not answer questions about the implications of concentrations of certain racial/ethnic groups in a particular employment type. At the same time, it is important to monitor retention and promotion of racial/ethnic minorities at UW-Superior. The team recommends the regular reporting of retention and promotion patterns by race/ethnicity for each employment type.

Faculty Rank and Diversity

While the faculty body at UW-Superior became more diverse over the last decade, equitable retention, promotion, and tenure are critical to the improvement of the campus climate on diversity. As a measure to address this issue, the diversity in various faculty ranks was examined.

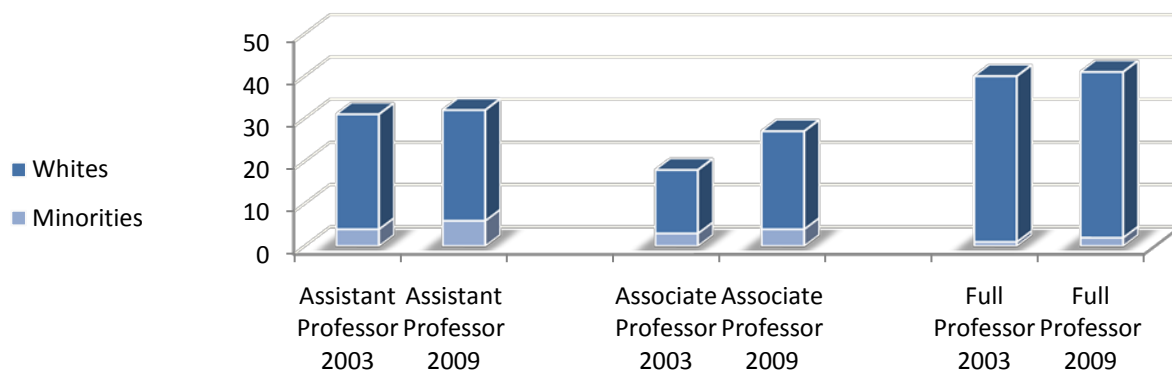
As Table 31 and Figure 9 show, even though the diversity increased in every faculty rank from 2003 to 2009, there was a consistent pattern, i.e., the higher the rank of the faculty was, the smaller the representation of racial/ethnic minorities was. Furthermore, the most white-dominant group, i.e., full professors, was the largest group among the faculty. One obvious implication is that the group of those who would have the strongest influence on promotion and tenure decisions would be more white-dominant than the promotion and tenure applicants. The recent hire of 17 new faculty members for Fall 2010, and a projected hire of 16 or more faculty members for Fall 2011 could contribute to the continuation of this pattern.

Table 31. Composition of the Faculty by Rank and Race/Ethnicity in 2003 and 2009

		White	Racial/ Ethnic minority	Total
Assistant Professor	2003	27 (85.2%)	4 (14.8%)	31 (100%)
	2009	26 (81.2%)	6 (18.8%)	32 (100%)
Associate Professor	2003	15 (91.2%)	3 (8.8%)	18 (100%)
	2009	23 (85.2%)	4 (14.8%)	27 (100%)
Full Professor	2003	39 (97.4%)	1 (2.6%)	40 (100%)
	2009	39 (94.9%)	2 (5.1%)	41 (100%)

Sources: University of Wisconsin-Superior. *Plan 2008 Phase II Final Outcome Report*.
 University of Wisconsin-Superior. *Affirmative Action program Annual Report 2009*.

Figure 9. Racial/Ethnic Composition by the Rank of the Faculty, 2003 and 2009



Based on the above observations, it is recommended that the campus must make conscious efforts to acknowledge the diversity that new faculty members bring to our campus and support their successful career building at UW-Superior. Furthermore, a similar analysis for academic staff, classified staff, and administrators, in addition to the examination of promotion/tenure for all employment types, is highly recommended as a future practice.

National Survey of Student Engagement

In addition to the representation of a particular racial/ethnic group in the faculty and staff, the team was curious to know how students perceive the campus climate on diversity. While the Diversity Climate Assessment Study to be implemented in Spring 2011 will produce the most thorough information, another source of information is the results from the National Survey on Student Engagement (NSSE). NSSE collects information about undergraduate student participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college. UW-Superior administered this survey to first-year and senior students in 2007, 2008, and 2009. The target students were invited by an e-mail message sent by NSSE, and answered all questions on-line.

Table 32 shows the racial/ethnic composition of UW-Superior respondents to NSSE. As a point of reference, the table also includes the racial/ethnic composition of undergraduate students enrolled in UW-Superior in Fall 2009. All statistics in this table exclude international students for the purpose of consistency.

Table 32. UW-Superior NSSE Respondents by Race/Ethnicity

		African Am.	Am. Indian	Asian Am.	Hispanic Latino/a*	Multi-racial	White	Other**
2007	FY respondents (Total = 135; response rate 41%)	1%	3%	3%	0%	1%	84%	8%
	Senior respondents (Total=153; response rate 41%)	1%	11%	6%	0%	2%	84%	5%
2008	FY respondents (Total = 174; response rate 39%)	2%	1%	3%	1%	2%	87%	4%
	Senior respondents (Total=153; response rate 41%)	1%	4%	1%	1%	1%	83%	10%
2009	FY respondents (Total = 131; response rate 40%)	2%	3%	8%	1%	3%	81%	3%
	Senior respondents (Total=104; response rate 42%)	1%	4%	1%	1%	1%	84%	7%
All participants combined (Total=704) (% in total respondents)		5 (0.7%)	20 (2.8%)	5 (0.7%)	4 (0.7%)	10 (1.4%)	614 (87.2%)	46 (6.5%)
% in All UG Students enrolled in 2009		(1.7%)	(3.4%)	(1.3%)	(1.2%)	n/a	(90.7%)	(1.7%)
Rate of Representation***		-58.8%	-17.6%	-35.3%	-41.7%	n/a	-3.9%	+282%

*Includes Mexican/Mexican American, Puerto Ricans, and other Hispanic or Latino respondents.

**Includes respondents who chose "other" and "choose not to respond."

***Rate of representation = {(% in all UG students enrolled in 2009) – (% in total NSSE respondents)} / (% in all UG students enrolled in 2009). Negative numbers indicate underrepresentation.

Because of the limited numbers of students of color who participated in the NSSE in any given year, the following analysis will be based on the combined NSSE data from the three years. Furthermore, African Americans, American Indians, Asian Americans, Hispanic/Latino(a)s, and multiracial students have been aggregated into one category designated “all students of color.”

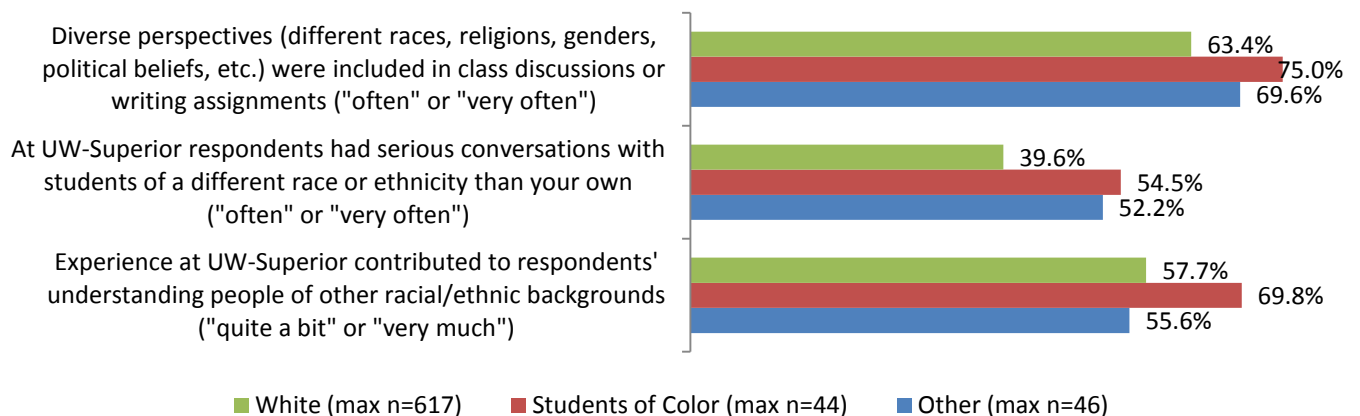
The NSSE respondents do not represent all racial/ethnic groups equally. Due to the impact of 6.5% of NSSE respondents who chose “other” and “choose not to respond” as a response to the question on their race/ethnicity, all racial/ethnic groups, including whites, were underrepresented in the combined NSSE data in comparison with the racial/ethnic composition of undergraduate students enrolled in 2009. The level of underrepresentation was not the same across racial/ethnic groups, however. The rate of representation indicates how much the NSSE respondents under-represent or over-represent a particular racial/ethnic group. Underrepresentation will be indicated by a negative rate, while overrepresentation will be indicated by a positive rate. Based on this analysis, African American students were most underrepresented (0.7% in NSSE respondents against 1.7% in 2009 enrollment; the rate of underrepresentation is negative 58.8%), followed by Hispanic/Latino(a)s (the rate of representation is negative 41.7%) and Asian Americans (the rate of representation is negative 35.3%). White students were also underrepresented, but only by 3.9%. The under-representation of racial/ethnic minority students in the NSSE data will be factored into the interpretation of students’ responses.

The analysis of student responses focused on several questions that may be related to student perceptions of the receptivity of the campus climate.

Academic and Intellectual Experiences for Diversity Education

Figure 10 summarizes students’ positive responses to the question regarding access to the academic and intellectual experience for diversity education. The first of the two questions listed below is about the inclusion of diversity to the curriculum, while the other is about the experience of serious conversation with students from a different race or ethnicity.

Figure 10. Student responses to questions related to diversity-related academic and intellectual experience at UW-Superior



Source: National Survey of Student Engagement. UW-Superior, 2007, 2008, and 2009.

Regarding the inclusion of diversity to the curriculum, students of color responded more positively (75%) than white students (63.4%). Students of color also responded more positively (54.5%) than white students (39.6%) about the experience of having serious conversations with students of a

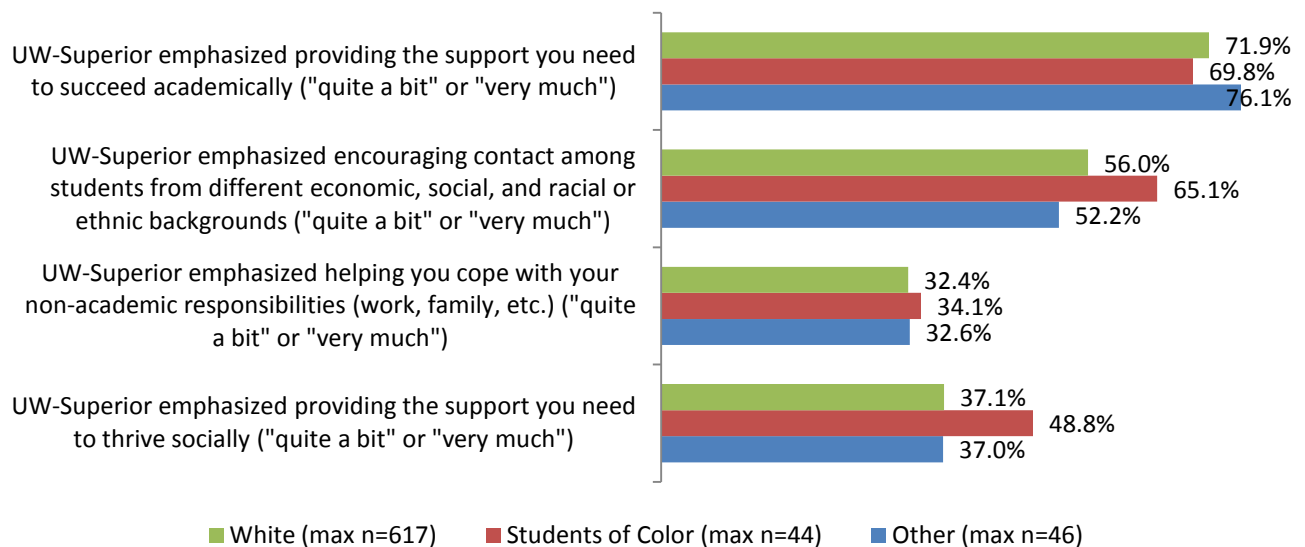
different race or ethnicity. To the question about the increased understanding of people from other racial or ethnic backgrounds, a higher percentage (69.8%) of students of color answered positively than white students (57.7%).

These statistics suggest that, in comparison with white students, students of color better perceived UW-Superior as providing them opportunities to learn and understand diversity. However, these responses may not mean that the campus climate was more welcoming to students of color than to white students. The question on the curriculum defines diverse perspectives too broadly to estimate whether the impact of diverse perspectives would make the climate more affirmative to students of color. On the second and third question, minority students may not have a choice of interacting only with students from the same backgrounds, or a choice of not understanding people from different racial/ethnic backgrounds. In fact, white students' less positive responses to these questions may indicate their privilege of *not* interacting with students from different racial/ethnic background or *not* understanding of people from other racial/ethnic backgrounds. In sum, while the responses of students of color to these questions are positive regarding their experience of diversity education at UW-Superior, more research would be needed to determine whether their experiences were actually supportive of their success at UW-Superior.

Perception of Institutional Support

One set of questions asked in NSSE is designed to get at students' perception about how well the institution supports students in various aspects of their college lives. As shown in Figure 11, At UW-Superior, around 70% of respondents, regardless of their racial/ethnic backgrounds, rated high on the university's academic support. In contrast, only 32-34% of respondents, whether white or not, rated high on the university's help in coping with non-academic responsibilities. A difference between students of color and white students was observed, however, when they were asked about the university's encouragement to interact with students from different backgrounds and about the university's support for their success in a broader society. To both questions, students of color were positive in a higher proportion than white students.

Figure 11. Student perception of the level of emphasis that UW-Superior puts on four key support areas



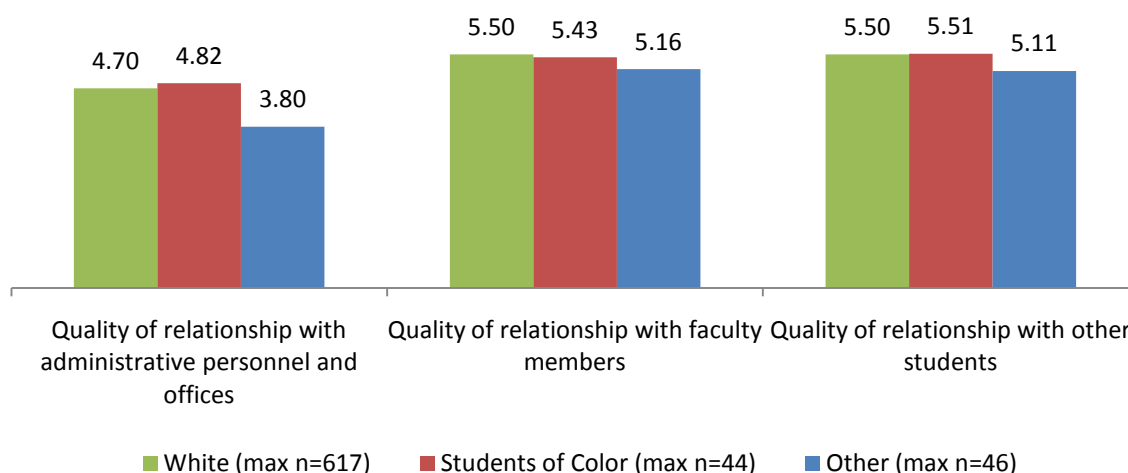
Source: National Survey of Student Engagement. UW-Superior, 2007, 2008, and 2009.

These findings suggest areas of success as well as concern. One obvious area of success would be academic support, which was rated high by a greater majority of students regardless of their racial/ethnic backgrounds. The campus efforts to help students socially thrive and to encourage interaction among diverse groups apparently served students of color better than white students. The support the university provides to ease students' non-academic responsibilities was most problematic, for it was rated low by the majority of students, regardless of the racial/ethnic backgrounds.

Quality of Interaction with Students, Faculty and Staff on Campus

NSSE asks respondents to rate the quality of interaction with students, faculty, and staff separately, using the scale of 1 to 7. The results for UW-Superior respondents, which are summarized in Figure 12, indicate very little difference between white students and students of color.

Figure 12. Student perception of the Quality of Interaction at UW-Superior



Source: National Survey of Student Engagement. UW-Superior, 2007, 2008, and 2009

To conclude, the NSSE data provide some information about institutional receptivity. On the positive side, the majority of students perceived that UW-Superior provides sufficient academic support. However, students' responses suggested an area of concern, namely, the effectiveness of campus efforts for diversity education on white students. It appears that such efforts have more impact on students of color than on white students, while allowing white students experience less diversity. Another area of concern was the need for the campus to strengthen its efforts to help students with non-academic responsibilities. This need was expressed by both white students and students of color.

Other Possible Measures

As mentioned earlier, the team found currently available data on institutional receptivity extremely limited. How well our campus is doing in helping underserved students succeed is an important question. To assess the strengths as well as the weaknesses, it is imperative to collect relevant information. The Diversity Climate Assessment Study scheduled for Spring 2011 will provide invaluable data on the campus environment of diversity, inclusivity, and equity. In addition, NSSE

data need to be further examined for a possible equity gap in the access to high impact practices and other learning opportunities.

Furthermore, the team recommends the regular reporting of the following information.

- Analysis on the attrition as well as promotion/tenure pattern for senior administrators, administrators, faculty, academic staff, and classified staff, disaggregated by race/ethnicity
- Assessment of the impact of “diversity” programs on student learning, analyzed by race/ethnicity
- Assessment of academic advisement quality, disaggregated by race/ethnicity
- Assessment of the beneficiaries of non-academic support programs related to students’ social and economic responsibilities (e.g., on campus employment opportunities, child care support, non-academic-based scholarship programs) disaggregated by race/ethnicity

Summary

- The existing data are too limited to thoroughly examine institutional receptivity.
- The analysis of the racial/ethnic composition of UW-Superior employees from 1999 through 2009 indicated the general increase of diversity in almost all employment types. In particular, the faculty has become much more diverse in 2009 than in 1999.
- Asian Americans were overrepresented among the faculty and the academic staff, while American Indians were the majority of racial/ethnic minorities among the classified staff. Other groups were underrepresented in these employment types.
- Among the faculty, racial/ethnic minorities were more concentrated among assistant professors, while full professors were the largest group but had the smallest proportion of racial/ethnic minorities. The impact of this rather uneven distribution of racial/ethnic minorities on retention and promotion needs to be carefully monitored.
- Students’ responses to the National Survey of Student Engagement provide such insights as:
 - The majority of students perceived that UW-Superior provides sufficient academic support.
 - Campus efforts for diversity education may have more impact on students of color than on white students, allowing white students to experience less diversity.
 - Respondents, regardless of their racial/ethnic backgrounds, perceived the campus not providing enough support to help students with non-academic responsibilities.
- It is imperative to collect data to assess the strengths as well as the weaknesses of our institution’s receptivity. Such data includes:
 - The Diversity Climate Assessment Study scheduled for Spring 2011.
 - Analysis of NSSE data, particularly on
 - Regular reporting on the attrition as well as promotion/tenure pattern for senior administrators, administrators, faculty, academic staff, and classified staff, disaggregated by race/ethnicity
 - Periodic assessment of the impact of “diversity” programs on student learning, analyzed by race/ethnicity
 - Periodic assessment of academic advisement quality, disaggregated by race/ethnicity
 - Periodic assessment of the beneficiaries of non-academic support programs related to students’ social and economic responsibilities (e.g., on campus employment opportunities, child care support, non-academic-based scholarship programs), disaggregated by race/ethnicity

Section VII: Conclusion

The University of Wisconsin-Superior's Equity Scorecard Team has met from May 2008 through May 2010. Throughout this two-year process, the team's main focus was to generate the Equity Scorecard that would instigate positive and significant changes in the university's academic and campus culture. After over two years of deliberations, the Equity Scorecard Team is forwarding its findings to Interim Chancellor Markwood and the campus community at UW-Superior.

We have found that UW-Superior demonstrates a number of strengths with respect to equity of outcomes for racial and ethnic minorities in the areas of Access, Excellence and Institutional Receptivity: for example, overall representation of racial and ethnic minorities has been on the rise in the past decade among both students and faculty; the McNair Scholars program provides exceptional service to racial/ethnic minority groups; and minority student perceptions of institutional receptivity are generally favorable according to NSSE, the National Study of Student Engagement. Yet in all these areas as well as in the other core area of Retention we have identified many places where equity gaps exist; these include application completion rates, acceptance rates, grade point averages, and graduation rates. It is important to bear in mind that equitability of outcomes varies not only between whites and racial/ethnic minorities, but also among different minority groups; and in some cases, certain racial/ethnic minority groups actually outperform whites. This report provides the detailed evidence needed to begin discussions on how UW-Superior may address its equity gaps to better serve its students and indeed all members of the institution and its community.

The results of the report will be disseminated in multiple forms. The full report itself will be posted at the Institutional Research Office website. Key findings will be presented to the Chancellor's Cabinet, the Provost's Leadership Team, the Faculty Senate, the Academic Staff Senate, the Student Senate, and the Department Chairs meeting.

The Chancellor's Inclusive Excellence Task Force has already been charged with the implementation of recommendations deriving from the Equity Scorecard. At the same time, the report will also be used by the UW-Superior Compass Institute Team that is charged with the task of addressing achievement gaps in general education core courses.

Appendix 1. Majors in the Academic Subject Areas

Subject Area	Majors	Subject Area	Majors
Art/Music/Theater	Art Administration Art Art Education Art History Art Therapy Music Education Music Theater Studio Art	Humanities	English English Secondary Ed. History History Secondary Ed.
Business	Accounting Business Admin. Finance Int'l Business Management Marketing Transportation & Logistics	STEM (Science, Technology, Engineering and Math)	Broad Field Science Ed. Biology Biology Secondary Ed. Chemistry Chemistry Secondary Ed. Computer Science Information Systems Mathematics Math Secondary Ed. Pre-Engineering
Communications	Broadcasting Communicating Arts Journalism Speech	Social Sciences	Broad Field Soc. Studies Economics Legal Studies Political Science Psychology Sociology
Education	Elementary Education	Social Work	Social Work
Health	Exercise Science Physical Education		