

# Equity Scorecard Interim Report on Access

University of Wisconsin – Superior  
October 2009

## Introduction

The purpose of this report is to describe the activities and findings of the University of Wisconsin-Superior Equity Scorecard Project team. This report begins by discussing the background and goals of the UW Superior Equity Scorecard Project and identifies the members of the Equity Scorecard Project team. Thereafter, the Access perspective on which this interim report focuses is defined. Next, the key findings are discussed. The narrative is accompanied by charts and graphs, illustrating areas which the team identified as needing further investigation. In this section, you will also find the team members' initial recommendations for future actions. *We note that no analysis of the statistical significance of data has been performed for the data presented herein.*

### **Background and goals of the University of Wisconsin-Superior Equity Scorecard Project**

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 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 for the improvement of 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).

Team members analyze data across the four college perspectives of the Equity Scorecard:

*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**

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.

### **Interim Reports and Final Report Dissemination**

Interim reports will be created and distributed for each of the four perspectives. This report, on Institutional Access, is the first to be disseminated. Once the steps above have been accomplished for each of the four perspectives, the team will develop a Final Report and share it with the Chancellor and campus community to inform decisions about strategic actions.

### **Institutional Context**

In April 2008, UW-Superior volunteered to be part of the Equity Scorecard Pilot sponsored by the UW System Office of Academic Diversity and Development (OADD). Four other UW System institutions are participating in the Equity Scorecard Project: UW-Eau Claire, UW-Platteville, UW-River Falls, and UW-Stout. The project was launched in May 2008 and will last approximately 2 years.

### **University of Wisconsin-Superior Equity Scorecard Project Team Members**

The UW-Superior Equity Scorecard Project team is comprised of the faculty and academic staff appointed by Provost and Vice Chancellor Chris Markwood. Throughout the process the UW-Superior team is assisted by Greg Lampe, Interim Provost of the UW Colleges, by the Office of Equity, Diversity and Inclusion at the UW System, and by Elsa Macias of the Center for Urban Education at the University of Southern California. The UW-Superior team members are as follows (current members in **bold**):

- **Alvin (Chip) Beal**, Assistant Professor of First Nation Studies, Department of Human Behavior and Diversity, and Multicultural Affairs Coordinator (since May 2008)
- Marsha Francis, McNair Scholars Program Academic Coordinator (June 2008 through February 2009)
- **Eri Fujieda**, Associate Professor of Sociology, Department of Social Inquiry (since May 2008; Team Leader since July 2009)

- **Vicki Hajewski**, Vice Chancellor for Campus Life and Dean of Students Campus Life (since August 2009)
- Wendy Kropid, Associate Professor, Department of Educational Leadership (July 2008 through April 2009)
- **Jim Miller**, Institutional Researcher (since May 2008)
- 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 (since August 2009)
- **Gloria Toivola**, Professor of Political Sciences, Department of Social Inquiry (since October 2008)

## Perspective 1: Access

***“Access” refers to institutional access as well as access to campus-based programs and resources that can significantly improve life opportunities for historically underrepresented students.***

### **Access Vital Signs**

The UW-Superior Equity Scorecard Project Team examined (A) Overall Access, (B) Access to Full-Time, Part-Time and Graduate Programs, (C) Transfers (in comparison with First-Year Students), (D) Sources of Transfer, (E) Service-Area Demographics vs. UW-S First-Year Enrollment, (F) Equity in the Application Funnel, (G) Access to Majors for First-year Students, (H) Financial Aid and (I) ACCESS/BRIDGE Program.

The data were drawn mainly from Peoplesoft database and analyzed by the Institutional Researcher. The statistics on students’ race/ethnicity are based on each student’s self-reporting, and not including international students.

In making the following preliminary observations in the course of several meetings, the team raised a concern that the small numbers may lead to misinterpretation. Because the total student population on our campus is relatively small, the annual statistics on the student groups disaggregated by color are noticeably lower. When these statistics are turned into shares and rates, they may represent incidental patterns rather than systematic patterns. After some discussion, the team agreed with the recommendation of the institutional researcher that, when appropriate, data for each race/ethnic category would be aggregated over multiple years. In accord with this decision, this report will refer to multiyear data when appropriate. Different spans of years will be used in different charts, reflecting the availability of data.

The team also acknowledged that students enroll in the University at various times of the year via multiple channels. First-year students and transfers come in the fall, spring and summer. Some enter the University through the Bridge/Access programs. It would be ideal to examine students’ access by diverse entry points. However, we realized it is difficult to come up with adequate measures to assess access at multiple entry points. The team ultimately determined to use the standard data based primarily on the fall entry.

Note that this document will refer to “shares” and “rates.” “Shares” illustrates 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 best or least performing group. By “equity gap,” we mean patterns of inequalities between white students and students of color and within students of color.

### **(A) Overall Access**

The UW-S student body is predominantly white. In Fall 2007, 89.9% of the total students enrolled at UW-S were white (Table 1). UW-S also has a significant number of international students. Their share in the total enrollment in Fall 2007 was 3.4%. The enrollment of students of color at UW-S in Fall 2007 amounts to 6.7% of the total. American Indians were the largest group (3.3% of the total enrollment), followed by African Americans (1.6%), Asian Americans (1.2%) and Hispanic/Latino(a)s (0.7%).

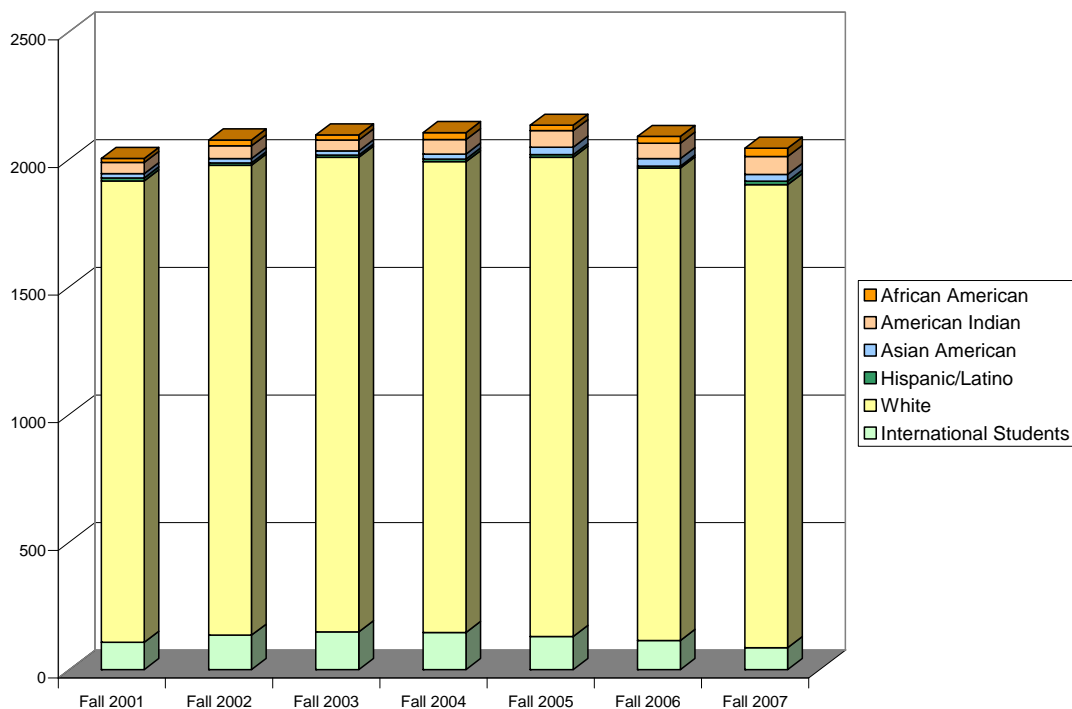
This demographic trend is not particularly new at UW-S. However, a close examination reveals an increased representation of students of color at UW-S. During the period of 2001-2007, while white students' share of total enrollment decreased from 91.4% to 89.5%, the enrollment of some racial minority groups increased significantly. The share of African American students doubled from 0.8% in 2001 to 1.6% in 2007. American Indians also saw a substantial growth, from 2.4% in 2001 to 3.3% in 2007. The share for Asian Americans and Hispanic/Latino(a) students also increased, respectively from 0.9% (2001) to 1.2% (2007) and from 0.6% (2001) to 0.7% (2007). In sum, during the last seven years, UW-S improved access for students of color, particularly for African Americans and American Indians. The access for Asian Americans and Hispanic/Latino(a) students improved but still is lagging behind. This is an area of concern.

**Table 1. UW-S Total Enrollment by Race, 2001-2007**

	African American	American Indian	Asian American	Hispanic/Latino(a)	White	International	Total
<b>2001</b>	23	66	24	16	2519	121	2769
	(0.8%)	(2.4%)	(0.9%)	(0.6%)	(91.0%)	(4.4%)	(100%)
<b>2002</b>	32	62	23	14	2534	151	2816
	(1.1%)	(2.2%)	(0.8%)	(0.5%)	(90.0%)	(5.4%)	(100%)
<b>2003</b>	25	59	20	10	2511	165	2790
	(0.9%)	(2.1%)	(0.7%)	(0.4%)	(90.0%)	(5.9%)	(100%)
<b>2004</b>	37	74	27	18	2574	155	2815
	(1.3%)	(2.6%)	(1.0%)	(0.6%)	(91.4%)	(5.5%)	(100%)
<b>2005</b>	28	86	35	21	2603	134	2907
	(1.0%)	(3.0%)	(1.2%)	(0.7%)	(89.5%)	(4.6%)	(100%)
<b>2006</b>	32	79	35	20	2641	117	2924
	(1.1%)	(2.7%)	(1.2%)	(0.7%)	(90.3%)	(4.0%)	(100%)
<b>2007</b>	43	91	33	18	2474	94	2753
	(1.6%)	(3.3%)	(1.2%)	(0.7%)	(89.9%)	(3.4%)	(100%)

Note: The statistics in this table include full-time, part-time, and graduate students.

**Chart 1. UW-S Full-time Undergraduate Student Enrollment, Fall 2001- Fall 2007**



The team observed that the access for students of color was not as good as that for international students. While international students' share of total enrollment declined in 2007 to 3.4%, it is still higher than any one domestic minority group. This gap may need to be addressed in relation to the campus priorities and resource allocation decisions.

**(B) Access to Full-time, Part-time and Graduate Programs**

When breaking down the access data by enrollment status and race, more complex patterns of access become obvious. Table 2 summarizes such patterns for the enrollment in 2001 and 2007.

**Table 2. Students Enrolled at UW-S by Status and Race/Ethnicity in 2001 and in 2007**

	African American	American Indian	Asian American	Hispanic Latino/a	White	Inter-national	Total
<b>Full-time UG students Fall 2001</b> (share in the total)	16 (0.8%)	44 (2.2%)	16 (0.8%)	12 (0.6%)	1808 (88.9%)	107 (5.3%)	2003 (100%)
<b>Full-time UG students Fall 2007</b> (share in the total)	32 (1.6%)	71 (3.5%)	26 (1.3%)	14 (0.7%)	1814 (88.8%)	86 (4.2%)	2043 (100%)
Rate of Change from Fall 2001 to Fall 2007	+100%	+61.4%	+62.5%	+16.7%	+0.3%	-19.6%	+2.0
<b>Part-time UG students Fall 2001</b> (share in the total)	6 (1.4%)	11 (2.6%)	2 (0.5%)	4 (0.9%)	400 (92.8%)	8 (1.9%)	431 (100%)
<b>Part-time UG students Fall 2007</b> (share in the total)	7 (1.5%)	12 (2.6%)	6 (1.3%)	3 (0.7%)	420 (92.5%)	6 (1.3%)	454 (100%)
Rate of Change from Fall 2001 to Fall 2007	+16.7%	+9.1%	+200%	-25%	+5%	-25%	+5.3%
<b>Graduate Students Fall 2001</b> (share in the total)	1 (0.3%)	11 (3.3%)	6 (1.8%)	0 (0.0%)	311 (92.8%)	6 (1.8%)	256 (100%)
<b>Graduate Students Fall 2007</b> (share in the total)	4 (1.6%)	8 (3.1%)	1 (0.4%)	1 (0.4%)	240 (93.8%)	2 (0.8%)	256 (100%)
Rate of Change from Fall 2001 to Fall 2007	+300%	-27.3%	-83.3%	+100%	-22.8%	-66.7%	-23.6%
<b>Total Enrolled Fall 2001</b> (share in the total)	25 (0.9%)	66 (2.5%)	24 (0.9%)	16 (0.6%)	2519 (93.6%)	121 (4.5%)	2690 (100%)
<b>Total Enrolled Fall 2007</b> (share in the total)	43 (1.6%)	91 (3.3%)	33 (1.2%)	18 (0.7%)	2474 (89.9%)	94 (3.4%)	2753 (100%)
Rate of Change from Fall 2001 to Fall 2007	+87.0%	+37.9%	+37.5%	+12.5%	-1.7%	-22.3%	-0.6%

(i) Full-time Enrollment

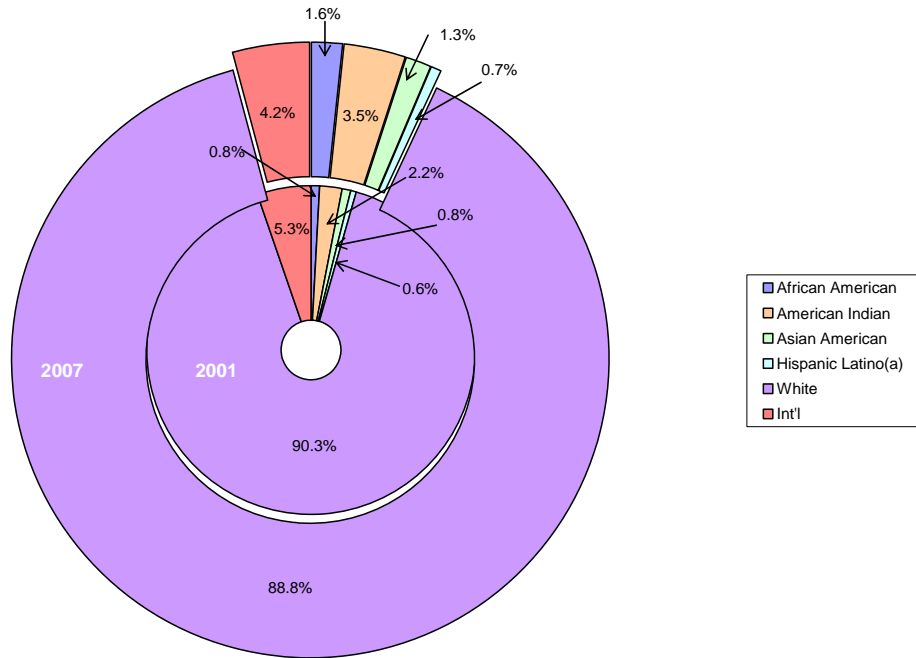
As Chart 2 shows, each minority group increased its share in the full-time undergraduate student body during the time period of 2001-2007. The full-time enrollment of African Americans grew by 100%, followed by American Indians (61.4%) and Asian Americans (62.5%). The notable exception is the Hispanic/Latino(a) student group whose share in the full-time undergraduate body only increased by 16.7% during the same time period. It is reasonable to conclude that students of color had better access to UW-S full-time enrollment in 2007 than in 2001, notwithstanding the uneven increase in access for students of color over this time or the 0.3% increase experienced by white students.

(ii) Part-time Enrollment

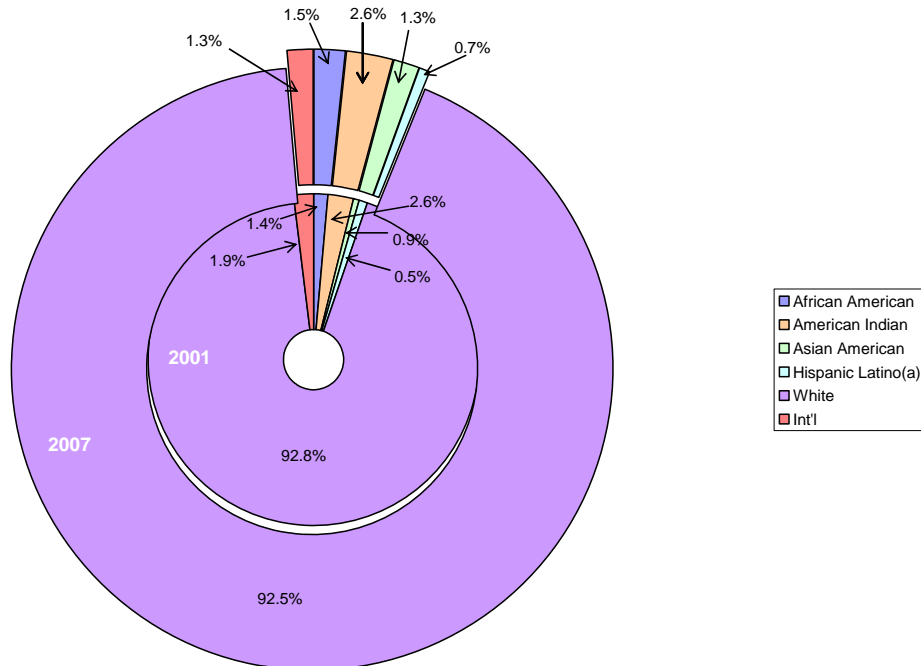
The access to the part-time enrollment for students of color increased to a lesser degree. As shown in Chart 3, while the number of Asian American part-time students tripled, from 2 in 2001 to 6 in 2007, only a modest growth rate was observed among African Americans (16.7%) and American Indians (9.1%). Compared with white students whose part-time enrollment only grew by 5.0%, the increase in these three minority groups' access to part-time enrollment at UW-S was much greater.

It was only Hispanic/Latino(a) students who saw a decline in part-time enrollment, but this may be incidental given the small sample sizes of 4 and 3. A drop in the part-time enrollment may have both positive and negative implications. On the one hand, this may indicate an improved access to the full-time enrollment. On the other hand, it may also mean less access to the part-time enrollment. Further investigation is required for an accurate interpretation.

**Chart 2. Full-time Enrollment in 2001 and 2007, by Race/Ethnicity**



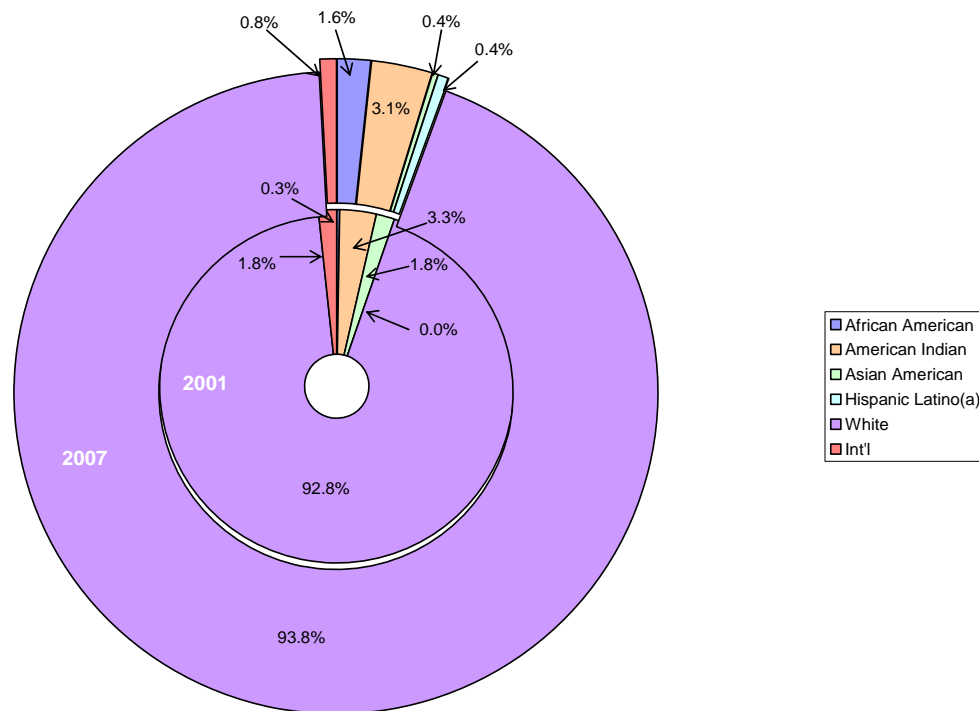
**Chart 3. Part-time Enrollment in 2001 and 2007, by Race/Ethnicity**



### (iii) Graduate Enrollment

Access to graduate programs at UW-S is generally on the decline. From 2001 to 2007, the overall graduate enrollment dropped by 23.6% (Table 2). This decline is largely due to decreasing enrollment among white students whose share in the total graduate enrollment was 93.8% in 2007. When the enrollment of this statistical majority group dropped by 22.8% during the 2001 to 2007 time period, it affected the overall graduate enrollment trend (Chart 4). The graduate program enrollment also declined among American Indians (from 11 in 2001 to 8 in 2007, a drop by 27.3%) and Asian Americans (from 6 in 2001 to 1 in 2007, a drop by 83.3%). Interestingly, graduate programs enrolled more African Americans (from 1 in 2001 to 4 in 2007, a 300% increase) and Hispanic/Latino(a)s (from 0 in 2001 to 1 in 2007). While this appears to indicate an improvement in graduate program access among these groups, it is difficult to conclude so given the small sample sizes. In sum, the enrollment in graduate programs at UW-S deteriorated in 2001-2007. Whether this trend indicates reduced access or not is a question for future study.

**Chart 4. Graduate Enrollment in 2001 and 2007, by Race/Ethnicity**



While these observations indicate that access can improve in all levels of enrollment, focusing our effort on the analysis and interpretation of the full-time undergraduate enrollment is most likely to have tangible impact on our campus given the size of this population. Thus, the remainder of the report will exclusively discuss this particular area of access.

### (C) Transfers (in comparison with First-Year Students)

UW-S generally enrolls transfer students, or transfers, at a higher rate than other UW institutions. In Fall 2007, 50% of new students enrolled in UW-S 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 3).

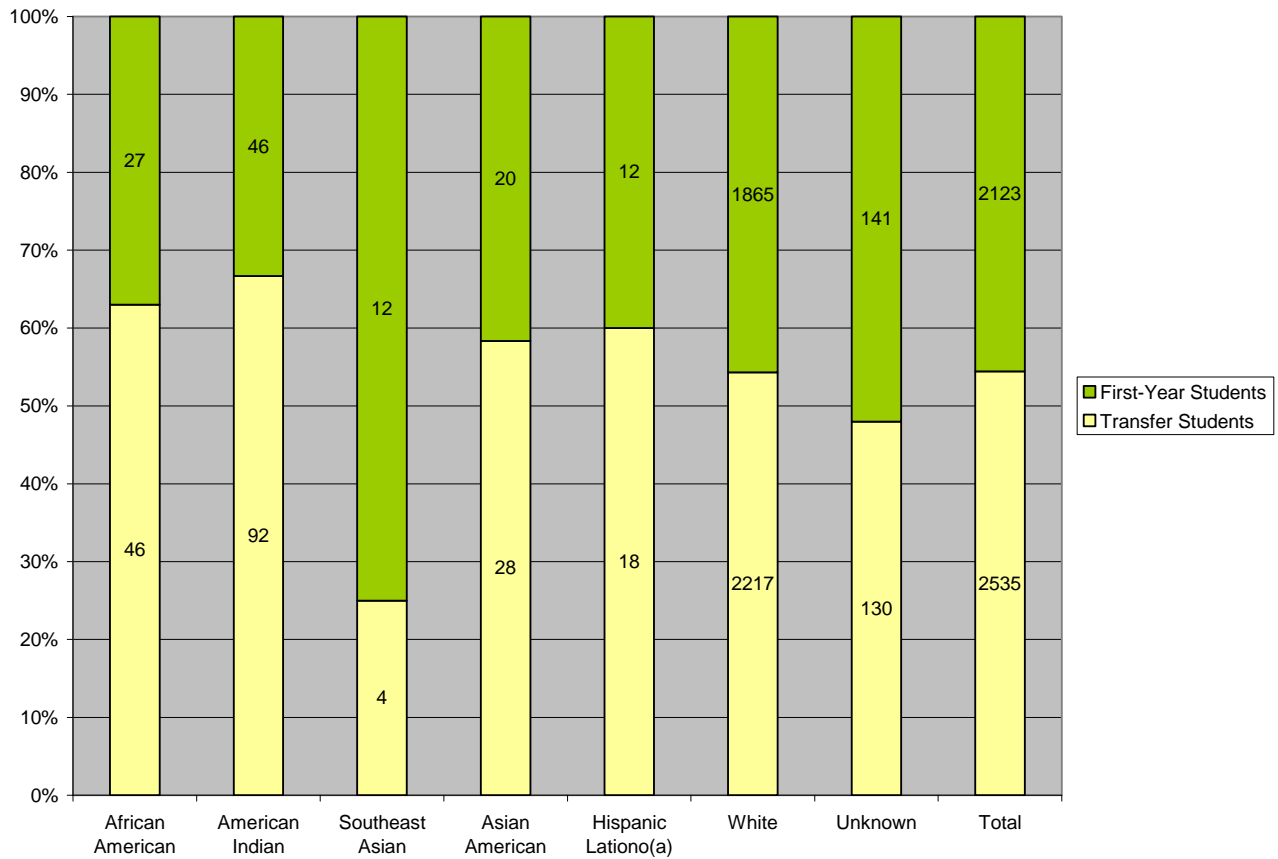
**Table 3. New Undergraduate Full-time Enrollment by the Source of Entry, Fall 2002 - Fall 2007**

	African American	American Indian	Southeast Asian Am.	Asian American	Hispanic Latino/a	White	Unknown	Overall
<b>Total</b> (share in the total)	73 (1.6%)	138 (3.0%)	16 (0.3%)	48 (1.0%)	30 (0.6%)	4082 (87.6%)	271 (5.8%)	4658 (100%)
<b>First-Year Students</b> (share in the total)	27 (1.3%)	46 (2.2%)	12 (0.6%)	20 (0.9%)	12 (0.6%)	1865 (87.8%)	141 (6.6%)	2123 (100%)
<b>Transfer Students</b> (share in the total)	46 (1.8%)	92 (3.6%)	4 (0.2%)	28 (1.1%)	18 (0.7%)	2217 (87.5%)	130 (5.1%)	2535 (100%)
<b>Rate of Transfers</b>	63.0%	66.7%	25%	58.3%	60.0%	54.3%	48.0%	54.4%

Note: Transfer students include those from all sources.

When comparing the rates of transfer among all groups, one can observe that students of color, except for Southeast Asians, are more likely to enter UW-S as transfers than as first-year students (Chart 5). While the rate of transfer for white students is 54.4%, the rate of transfer is 63.0% for African Americans, 66.7% for American Indians, 58.3% for Asian Americans, and 60.0% for Hispanic/Latino(a)s. While the transfer rate for white students is very close to the overall transfer rate, the transfer rate for most minority groups is higher than the overall rate by 3.9% (Asian Americans) to 12.3% (American Indians). The exception is Southeast Asians with a 25% rate of transfer.

**Chart 5. Rates of First-Year vs. Transfer among the New Full-time Undergraduate, Fall 2002 - Fall 2007**



Note: Values on the bars indicate the number of students in each category.

Given the higher rates of transfers among newly enrolled students of color, the team wondered how our institution makes sure to meet these students' needs. Transfers are known to have special challenges,



including getting credits transferred, having transferred courses matriculated, receiving proper advisement, making accurate funding and graduation plans. The team hence raised the following questions to campus.

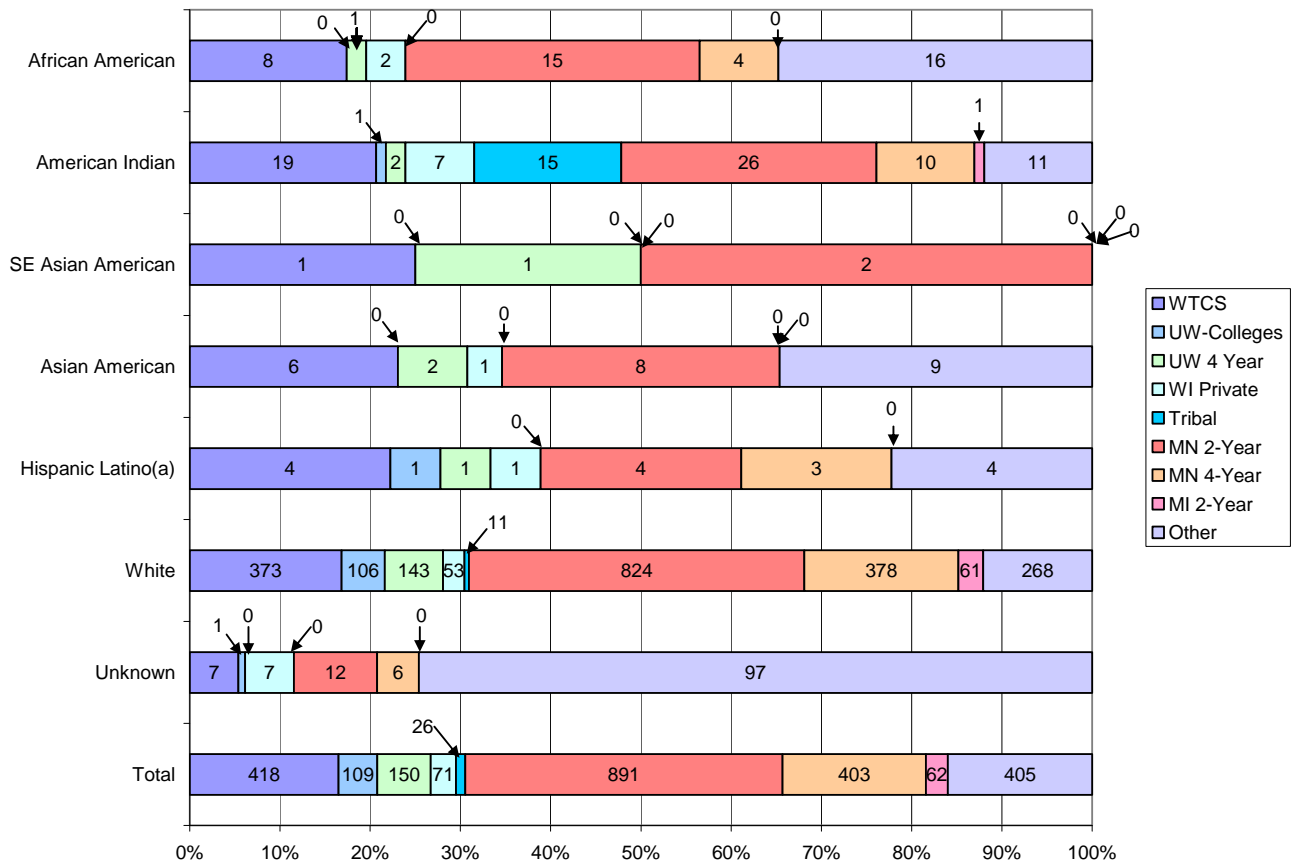
- What makes UW-S attractive as the transferring institution, particularly to students of color?
- What support programs does UW-S offer to transfer students to facilitate retention and academic excellence?
- What strategies may contribute to the increase in the number of students of color enrolling as first-year students?

The team believes that addressing these gaps along with posing these questions are important steps toward obtaining equity for students of color at UW-S.

**(D) Sources of Transfer**

UW-S receives transfers from various sources, including technical, tribal, 2-year and 4-year colleges in Wisconsin, Minnesota, Michigan and other states. Chart 6 and Table 4 summarize the trend of transfers by sources in 2002-2007. During this period, the largest share, or 35.1%, of all transfers, was from two-year colleges in Minnesota. This was followed by the Wisconsin Technical Colleges (WTCS, 16.5%), Minnesota 4-year colleges (15.9%), and other sources (16.0%). Students also transfer from UW-Colleges and UW 4-year institutions to UW-S, but the share of these transfers in the total transfer is relatively small, respectively 4.3% and 5.9%.

**Chart 6. Transfers (TR) to UW-S from Selected Sources by Race/Ethnicity, Fall 2002 - Fall 2007**



Note: Values on the bars indicate the number of students in each category.

**Table 4. Transfers (TR) to UW-S from Selected Sources by Race/Ethnicity, Fall 2002 – Fall 2007 (cumulative)**

	African American	American Indian	Southeast Asian Am.	Asian American	Hispanic Latino/a	White	Unknown	Overall
<b>All Transfers (TR)</b>	46	92	4	28	18	2217	130	2535
(Share)	(1.8%)	(3.6%)	(0.2%)	(1.1%)	(0.7%)	(87.5%)	(5.1%)	(100%)
[Rate]	[100%]	[100%]	[100%]	[100%]	[100%]	[100%]	[100%]	[100%]
<b>TR form WTCS</b>	8	19	1	6	4	373	7	418
(Share)	(1.9%)	(4.5%)	(0.2%)	(1.4%)	(1.0%)	(89.2%)	(1.7%)	(100%)
[Rate]	[17.4%]	[20.7%]	[25.0%]	[21.4%]	[22.2%]	[16.8%]	[5.4%]	[16.5%]
<b>TR from UW-Colleges</b>	0	1	0	0	1	106	1	109
(Share)	(0.0%)	(0.9%)	(0.0%)	(0.0%)	(0.9%)	(97.2%)	(0.9%)	(100%)
[Rate]	[0.0%]	[1.1%]	[0.0%]	[0.0%]	[5.6%]	[47.8%]	[0.8%]	[4.3%]
<b>TR from UW-4 years</b>	1	2	1	2	1	143	0	150
(Share)	(1.4%)	(1.4%)	(0.7%)	(1.3%)	(0.7%)	(95.3%)	(0.0%)	(100%)
[Rate]	[2.2%]	[2.2%]	[25.0%]	[7.1%]	[5.6%]	[6.5%]	[0.0%]	[5.9%]
<b>TR from WI privates</b>	2	7	0	1	1	53	7	71
(Share)	(2.8%)	(9.9%)	(0.0%)	(1.4%)	(1.4%)	(74.6%)	(9.9%)	(100%)
[Rate]	[4.5%]	[7.6%]	[0.0%]	[3.6%]	[5.6%]	[2.4%]	[5.4%]	[2.8%]
<b>TR from Tribal College (LCO)</b>	0	15	0	0	0	11	0	26
(Share)	(0.0%)	(57.7%)	(0.0%)	(0.0%)	(0.0%)	(42.3%)	(0.0%)	(100%)
[Rate]	[0.0%]	[16.3%]	[0.0%]	[0.0%]	[0.0%]	[0.5%]	[0.0%]	[1.0%]
<b>TR from MN 2-years</b>	15	26	2	8	4	824	12	891
(Share)	(1.7%)	(2.9%)	(0.2%)	(0.9%)	(0.4%)	(92.5%)	(1.3%)	(100%)
[Rate]	[32.6%]	[28.3%]	[50.0%]	[28.6%]	[22.2%]	[37.2%]	[9.2%]	[35.1%]
<b>TR from MN 4-years</b>	4	10	0	0	3	378	6	403
(Share)	(1.0%)	(2.5%)	(0.0%)	(0.0%)	(0.7%)	(93.8%)	(1.5%)	(100%)
[Rate]	[8.7%]	[10.9%]	[0.0%]	[0.0%]	[16.7%]	[17.1%]	[4.6%]	[15.9%]
<b>TR from MI 2-years</b>	0	1	0	0	0	61	0	62
(Share)	(0.0%)	(1.6%)	(0.0%)	(0.0%)	(0.0%)	(98.4%)	(0.0%)	(100%)
[Rate]	[0.0%]	[1.1%]	[0.0%]	[0.0%]	[0.0%]	[2.8%]	[0.0%]	[2.5%]
<b>Other Sources</b>	16	11	0	9	4	268	97	405
(Share)	(4.0%)	(2.7%)	(0.0%)	(2.2%)	(1.0%)	(66.2%)	(24.0%)	(100%)
[Rate]	[34.8%]	[12.0%]	[0.0%]	[25.5%]	[22.2%]	[12.1%]	[74.6%]	[16.0%]

- Percentages in parentheses ( ) indicate "shares" in each category. Percentages in brackets [ ] indicate the % for each source in the total transfers.

- TR = Transfers; WTCS = Wisconsin Technical Colleges; WI = The State of Wisconsin; MN = The State of Minnesota; MI = The State of Michigan; LCO = Lac Courte Oreilles Ojibwe Community College (Hayward, WI) "Other sources" include institutions outside of Wisconsin, Minnesota and Michigan, unrecognized institutions, and international institutions.

- Shading marks groups whose share in the particular source category is smaller than that in the total transfers. These groups are underrepresented and thus, there is an equity gap.

As mentioned in the previous section, generally students of color are more likely to enter UW-S as transfers than white students. The data in Table 4 indicate uneven levels of access for students of color who transfer to UW-S. For example, while the share of American Indian students in the total transfers is 3.6%, the share of American Indian students among the transfers from UW-Colleges to UW-S is 0.9%. The gap between these two shares indicates that American Indians are underrepresented among those who transfer from UW-Colleges to UW-S. This pattern is also observed for African Americans (0.0% against 1.8%), Southeast Asians (0.0% against 0.2%), Asian Americans (0% against 1.1%). The only minority group that has an equitable representation among UW-College transfers is Hispanic/Latino(a)s (0.9% against 0.7%).

Similarly, students of color transferring from other sources do not necessarily have proportional representation. In fact, students of color are generally underrepresented in most of the transfer sources except for WTCS and tribal colleges. This is visually recognizable in Table 4, which uses shading to identify groups whose share in the particular source category is smaller than that in the total transfers.

To be more specific, students of color, in all groups except Hispanic/Latino(a)s are less likely to transfer from UW-Colleges. American Indians represent 0.9% of the transfer population from UW-Colleges, which is 2.5% lower than that of total transfers (3.6%). Furthermore, no African American, Southeast Asian or Asian American student transferred from UW-Colleges during the time period of 2002-2007.

Transfers from UW-4 year institutions include a little more representation for all groups. The actual number of Southeast Asian American, Asian American, or Hispanic/Latino(a) students was rather small, but proportionally speaking, their access seems equitable. While the share of white students transferring from UW-4 year institutions (95.3%) shows the overrepresentation in contrast to their share in the total (87.5%), the shares for Southeast Asian Americans (07% rather than 0.2%), Asian Americans (1.3% rather than 1.1%) and Hispanic Latino(a)s (consistently 0.7%) also reveal relative equitable representation in contrast to their shares in the total. In contrast, American Indians had a share of 1.4% among these transfers, which is 2.2% lower than that of total transfers (3.6%). Similarly, African Americans had a share of 1.4% among transfers from UW-4 year institutions while their share in the total was 1.8%.

While it is important to ask how to make transfers from other UW-institutions more equitable, Table 4 also reveals that almost half of transfers to UW-S are from Minnesota(MN) 2-year (35.1%) and 4-year institutions (15.9%). Students of color are, again, underrepresented among these transfers. White students' shares for these source categories (respectively 92.5% and 93.4%) are higher than that for the total transfers (87.5%). Students of color in all groups, except for Southeast Asians, are less represented among transfers from Minnesota institutions, although the gaps are somewhat narrower than the cases of UW transfers. The greatest gaps are found among American Indians, whose shares in MN 4-Year and MN 2-Year transfers are respectively 2.5% and 2.9%, 1.1% and 0.7% lower than their share in the total transfers. African Americans' share in MN 4-Year transfers is 1.0%, which is 0.8% lower than that of the total transfers.

It is also worth pointing out that, while 62 students, or 2.5% of the total transfers, were from Michigan 2-year institutions in 2002-2007, only 1 student among them was non-White. It is also notable that African Americans, Asian Americans, and Hispanic/Latino(a)s were overrepresented among students transferring from institutions in states other than Wisconsin, Minnesota and Michigan, i.e., states that have no reciprocal agreement with UW-System.

The gaps observed above merit further investigations on possible causes. What factors contribute to these gaps? How does UW-S recruit transfer students? What is the impact of the Tuition Award Program, which reduces the non-resident tuition for students attending UW-S from the states other than Wisconsin and Minnesota? Does transferring with AA/BS/BA make a difference in the patterns of access to UW-S? The team will address these questions to the Admission office, in hope that their input will help our understanding of the causes of the aforementioned equity gap among transfer students.

### ***(E) Service Area Demographics vs. UW-S First Year Enrollment***

The white dominant racial/ethnic composition of students at UW-S is often interpreted as a reflection of the local racial/ethnic composition, which is assumed to be also white dominant. To test this assumption, we examined the demographics of high school students in UW-S service areas. UW-S regards both Northwestern Wisconsin and Northeastern Minnesota as service areas, for UW-S is located very close to the Wisconsin state border with Minnesota. The tuition reciprocity agreement between the two states also enables students in Minnesota to enroll in UW-S at the Minnesota in-state tuition rate. We also examined data from high schools, both in the school district of Superior (WI) where UW-S is located, and in the school district of Duluth that is only a bridge away from Superior.

Table 5 summarizes the data gathered from the respective school districts. As noted, available statistics on the demographics of high school students come in various formats and thus, these data are to be regarded as best estimates available.

**Table 5. 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
<b>UW-S First-Year, 2006-2007</b>	6	7	0	1	1	314	20	349
(Share)	(1.7%)	(2.0%)	(0.0%)	(0.3%)	(0.3%)	(90.3%)	(5.7%)	(100%)
<b>Wisconsin Northwest Region High School Total Enrollment 2006-2007</b>	2946*					23869	n/a	26814
(Share)	(11.0%)					(89.0%)		(100%)
<b>Superior High School Total Enrollment (WI), 2006-2007</b>	30	83	30		17	1488	n/a	1651
(Share)	(1.8%)	(5.0%)	(1.8%)		(1.0%)	(90.2%)		(100%)
<b>St. Louis County (MN) High Schools, 12<sup>th</sup> Grade 2007-2008</b>	68	94	36		25	2099	n/a	2322
(Share)	(2.9%)	(4.0%)	(1.6%)		(1.1%)	(90.4%)		(100%)
<b>Duluth High Schools (MN), 12<sup>th</sup> Grade, 2006-2007</b>	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.

One important finding from these data for the last few years (2006-2008) is that, despite the commonly held assumption, high schools in UW-S service areas are not necessarily less diverse than the first-year students enrolled in UW-S. First, despite the fact that UW-S attracts students from other areas than our immediate service areas, high schools in the service areas are no more white dominant than UW-S. 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-S (90.3%), but only by 0.1%. These observations indicate that service areas for UW-S are not as white dominant as assumed. Second, high schools in the service areas have higher shares as well as greater numbers of all ethnic/racial minority groups than UW-S does. While only 6 African Americans (or 1.7% of the total) enrolled in UW-S as first year students in 2006-2007, African American 12<sup>th</sup> graders were present in much higher numbers and shares in high schools in Duluth (52 students, 5.3% of the total) and Superior (30 students, 3.0% of the total). The same observation can be made for American Indians, Asian Americans, and Hispanic/Latino(a)s.

The above findings raise a serious question about whether/how UW-S endeavors to ensure access equity in its service areas. How are pre-college programs offered through or at UW-S publicized and promoted among students of color in the local high schools? What efforts are made to publicize and promote the value of UW-S to students of color in the service areas? What assistance is provided to help them with the application process?

The team will share the findings and questions with the Admission office and help reduce these equity gaps.

***(F) Equity in the Application Funnel***

In gaining access to UW-S, a prospective student needs not only to apply but also to complete the application, to be accepted, and to enroll. To understand the observed equity gaps in enrollment, the team decided to examine the data on application compilation, completion, acceptance and matriculation, disaggregated by race/ethnicity. Tables 6, 7 and 8 respectively show a specific point in the application funnel where the equity gaps emerge.

**(i) Application Incompletion Rates**

An equity gap is first observed in application incompletion rates (Table 6 and Chart 7).

**Table 6. Application Incomplete Rates by Race/Ethnicity, 2003-2008**

	African American	American Indian	Southeast Asian Am.	Asian American	Hispanic Latino/a	White	Unknown	Overall
# of Application received (both FY & TR) (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 Figures*	11	15	5	7	5	514	43	600
# of Additional Completed Applications**	21	17	1	4	8	0	97	1485
% of additional completed applications in the total application occurrences	20.0%	11.9%	2.3%	6.5%	17.4%		24.0%	2.6%

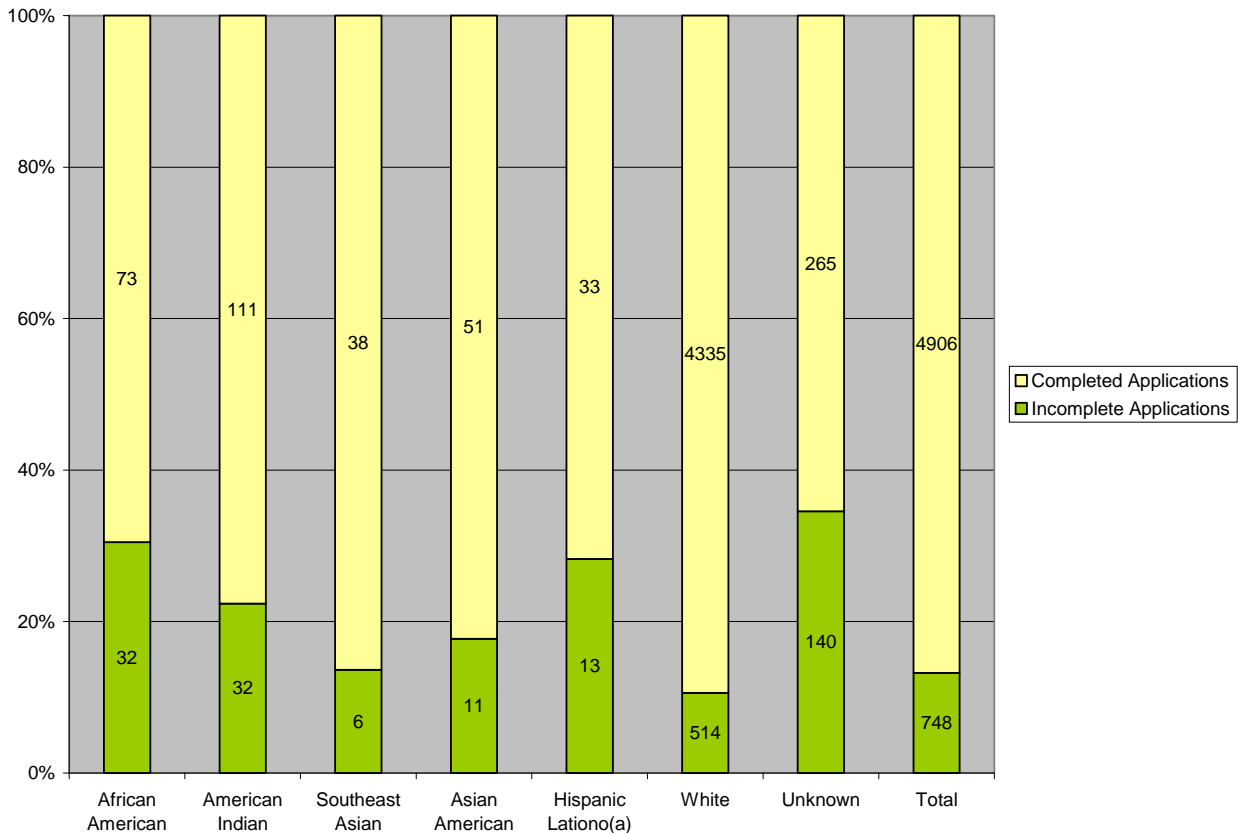
\*Equity Figures are the expected number of incomplete applicants when applicants of color complete their applications at the current incompletion rate of white students, i.e., 10.6%.

\*\* The difference between the current incomplete applications and the expected "equity figures."

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

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

**Chart 7. Application Completion/Incompletion Rates by Race/Ethnicity, 2003-2008**



Note: Values on the bars indicate the number of students in each category.

In 2003-2008, while 10.6% of white applicants did not complete the application process, the rates of incomplete application among students of color are higher across the board. In particular, the incomplete rates are high among African American applicants (30.5%), Hispanic/Latino(a)s (28.3%), and American Indians (22.4%). Asian American and Southeast Asian applicants are more likely to complete the applications (respectively 17.7% and 13.6%), but these rates are still lower than that of whites.

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

**(ii) Application Acceptance/Rejection Rates**

Another point in the application funnel that can prevent access to UW-S is the rejection of applications. Applications are rejected when they do not meet the standard entrance criteria. Until 2007, UW-S employed academic criteria of high school GPA, high school class rank, and SAT/ACT test scores as the admission criteria. As of 2008, following the UW-System mandate, UW-S began to use the 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-S Admission Office, “UW-S Admission Requirements”; <http://www.uwsuper.edu/admissions/freshmen/admissionsrequirements/>).

**Table 7. Application Acceptance/Rejection Rates by Race/Ethnicity, 2003-2008**

	African American	American Indian	Southeast Asian Am.	Asian American	Hispanic Latino/a	White	Unknown	Overall
<b>Completed Applications for FY and TR</b>								
(Share)	73 (1.5%)	108 (2.2%)	38 (7.7%)	51 (1.5%)	33 (1.0%)	4335 (88.4%)	265 (5.4%)	4906 (100%)
<b>Application Accepted</b>								
(Share)	53 (1.3%)	77 (1.8%)	34 (0.8%)	41 (1.0%)	24 (0.6%)	3734 (88.6%)	251 (6.0%)	4214 (100%)
[Rate]	[72.6%]	[71.3%]	[89.5%]	[82.4%]	[72.7%]	[86.1%]	[94.7%]	[85.9%]
<b>Application Denied</b>								
(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%]
<b>Equity Application Acceptance* (difference**)</b>								
	63 (+10)	93 (+16)	n/a	42 (+1)	28 (+4)	n/a	n/a	(+31)

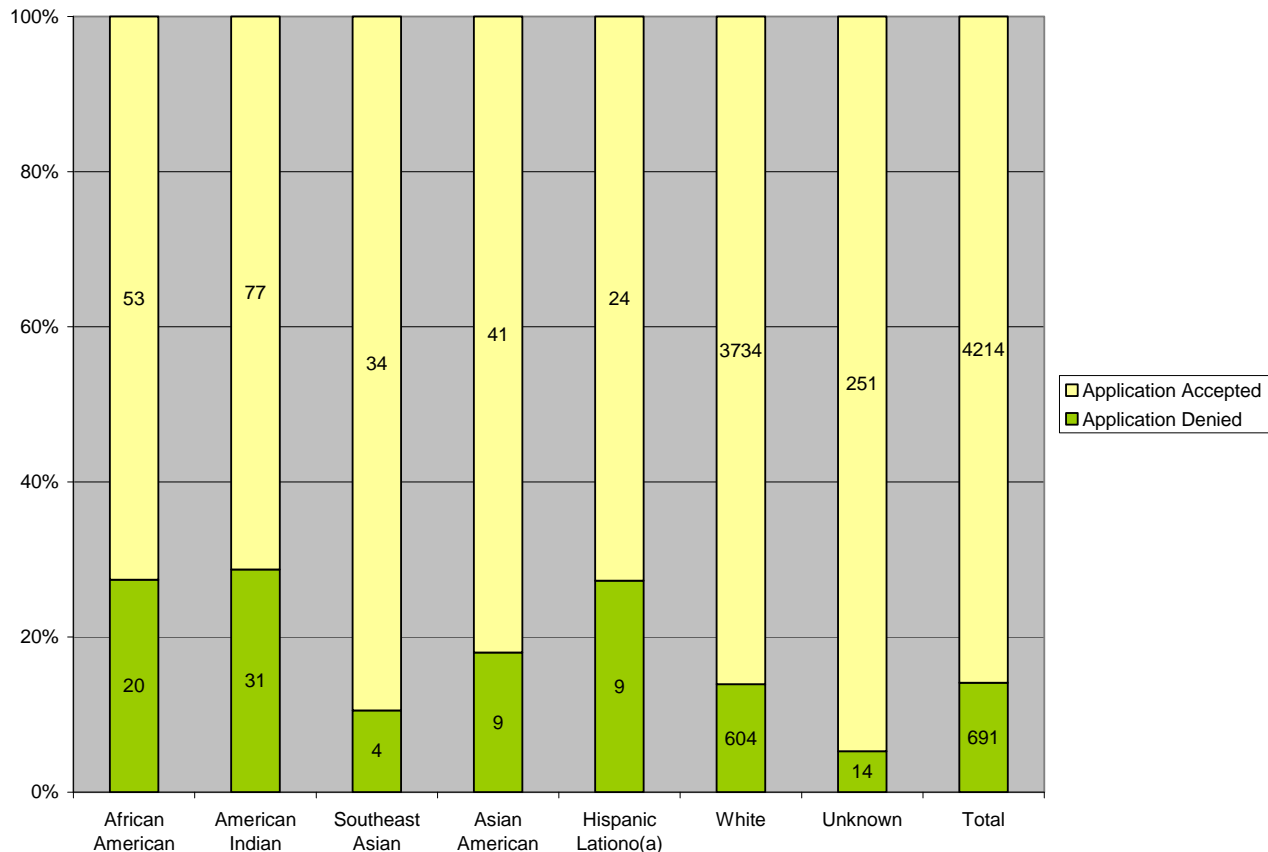
\*Equity Application Acceptance is the expected number of accepted applications when applications from the applicants of color are accepted at the same rate as the current acceptance rate of white students, i.e., 86.1%.

\*\* The difference between the current and the expected (or equity) application acceptance occurrences. These are calculated only for the groups whose access is currently unequal.

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

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

**Chart 8. Application Acceptance/Rejection Rates by Race/Ethnicity, 2003-2008**



Note: Values on the bars indicate the number of students in each category.

The equity gaps in application acceptance or rejection are indicated in Table 7 and Chart 8. The racial/ethnic groups that are most likely to be accepted (or least likely to be rejected) are Asian Americans (10.5% rejection rate), followed by Whites (13.9%). In contrast, American Indians, African Americans and Hispanic/Latino(a)s are most likely to be rejected (and least likely to be accepted). For all these groups, the rejection rate is over 25%, and thus, one out of four completed applications is rejected. If these groups were to be accepted at the same rate as white students, at least 30 more students of color (i.e., 10 African Americans, 16 American Indians, 1 Asian American, and 4 Hispanic/Latino(a)s) would become eligible for the matriculation as a whole (see the last row of Table 7).

While this disparity may be explained by the applicants' individual records, it is also important to consider what UW-S does to promote pre-application processes to increase the acceptability of the applications. For example, UW-S 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.

**(iii) Matriculation Rates**

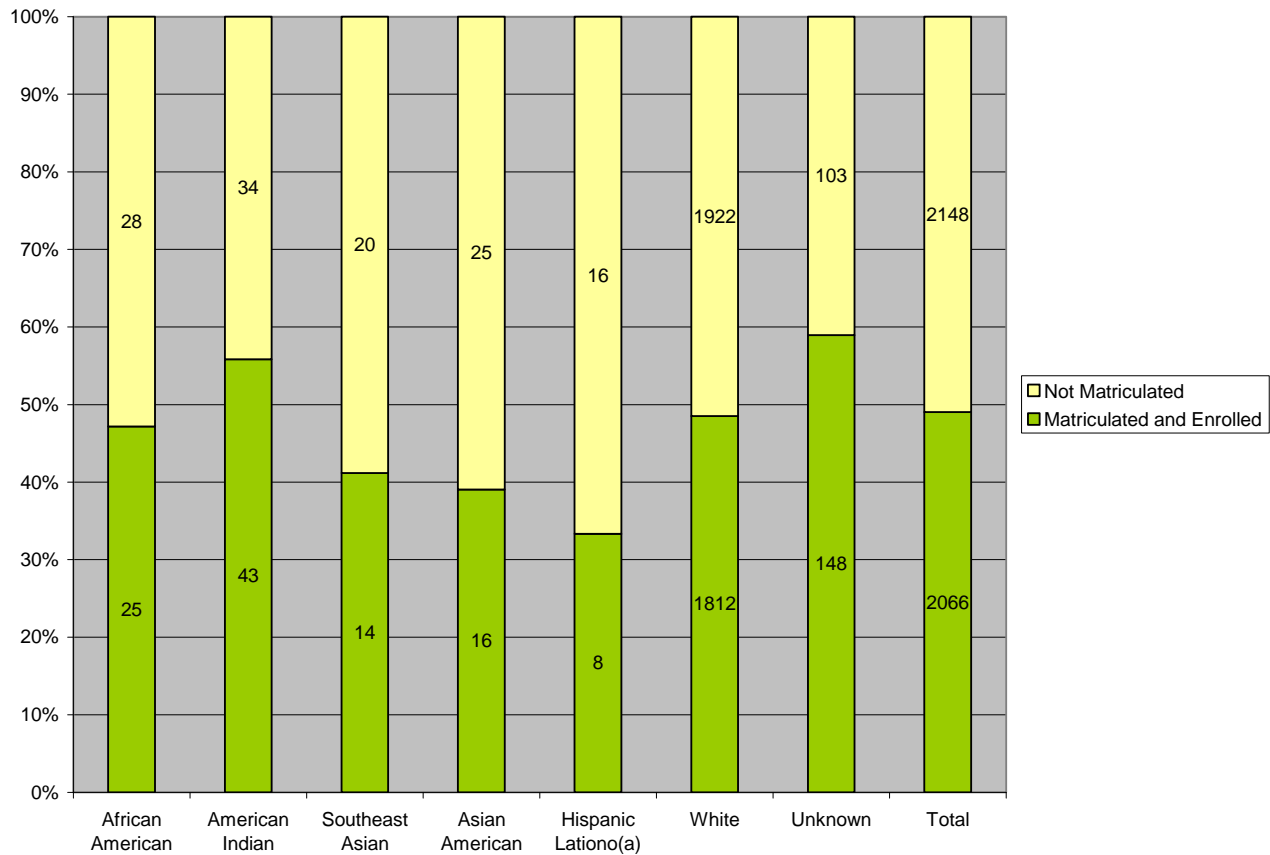
The final point of access in the application funnel is the matriculation of accepted applicants. While this part of the process is largely up to the individual applicants' decision, the equity gap may suggest the need for proactive measures on the side of UW-S.

**Table 8. Matriculation Rates by Race/Ethnicity, 2003-2008**

	African American	American Indian	Southeast Asian Am.	Asian American	Hispanic Latino/a	White	Unknown	Overall
<b>Application Accepted</b>	53	77	34	41	24	3734	251	4214
(Share)	(1.3%)	(1.8%)	(0.8%)	(1.0%)	(0.6%)	(88.6%)	(6.0%)	(100%)
<b>Matriculated and Enrolled</b>	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%]

- The percentages in the parentheses ( ) indicate "shares" within each category. Percentages in the brackets [ ] indicate the "rates" for each category.  
 - Shading marks groups whose share is smaller than that in the total. These groups are underrepresented and thus, there is an equity gap.

**Chart 9. Matriculation Rates by Race/Ethnicity, 2003-2008**



Note: Values on the bars indicate the number of students in each category.

As shown in Table 8 and Chart 9, the matriculation rate is higher for white applicants (48.5%) and American Indian applicants (55.8%), while worse for African Americans (47.2%), Southeast Asians (41.2%), Asian Americans (39.2%) and Hispanic/Latino(a)s (33.3%). This trend implies a couple of important points. First, American Indian applicants tend to enroll if their applications are completed and accepted, and thus, it is critical to find a way to help them prepare and complete effective applications. Second, the matriculation rates among Asian Americans and Hispanic/Latino(a)s are lower than whites. While the competition with other educational opportunities may be a factor for this gap, it may be also important to think more proactively and come up with strategies to create more attractive environments on the UW-S campus.

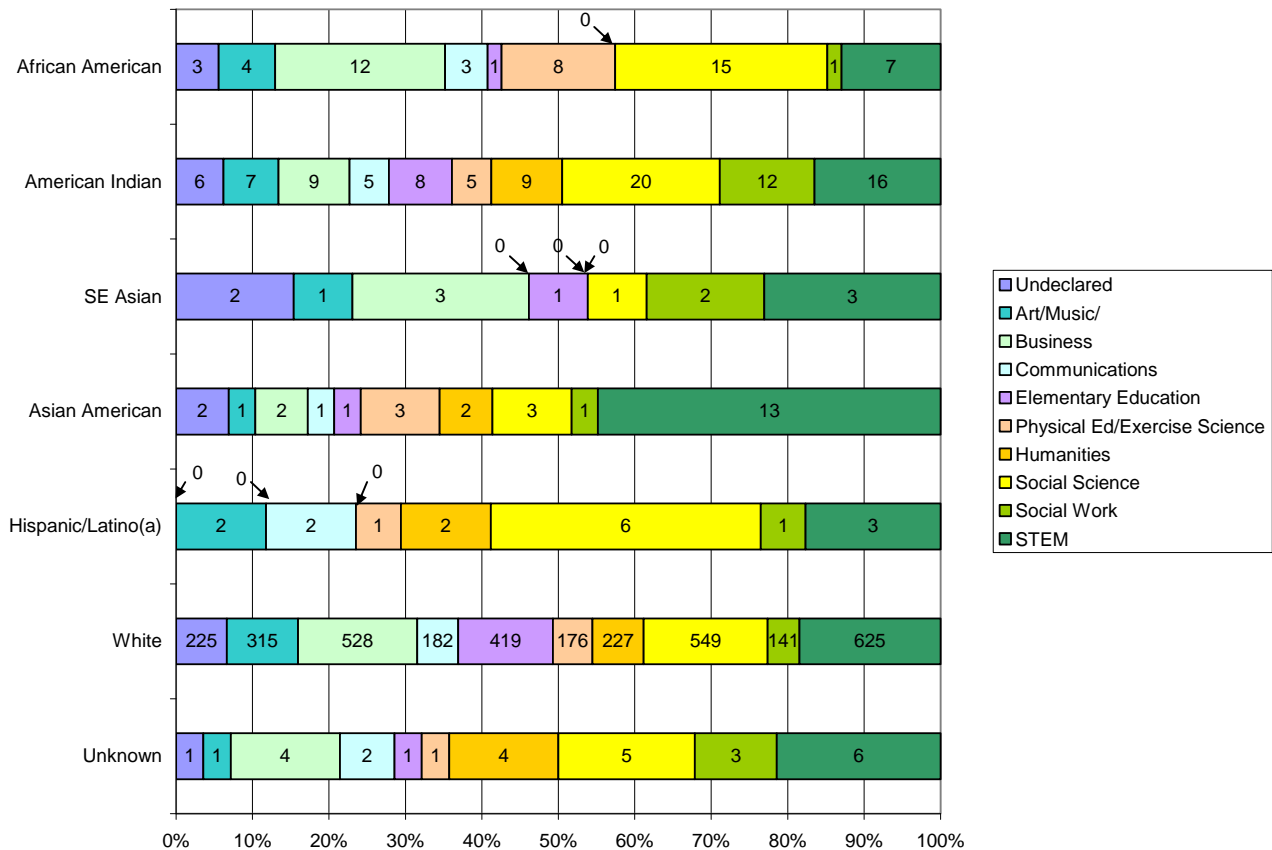


**(G) Access to Undergraduate Majors**

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 the major. At UW-S, students generally do not have to meet any requirement before declaring a major and choose majors by their own interests, although three fields (Business, Teacher Education and Social Work) have specific criteria for the formal acceptance to their majors. The access to majors can however be affected by hidden institutional barriers. For example, admission criteria and gate keeping courses can inadvertently discourage a particular group of students. Biases may be hidden in the requirements, curriculum, and climate of each major program. To instigate institutional reflection, the team decided to examine the equity gaps in the access to majors.

Chart 10 and Table 9 show majors last declared (but not necessarily completed) by students who enrolled at UW-S between fall 2001 through fall 2007. While the data include incidences of major declaration by students who left campus without completing the degree, they can still reveal important equity gaps. Note that most of the majors were categorized into general knowledge fields so that we can observe equity gaps more clearly. The list of majors included in each knowledge field is available in Appendix 1. In addition, while Table 9 incorporated secondary education majors into appropriate knowledge fields, the statistics on the last declared education-related undergraduate majors are shown in Appendix 2.

**Chart 10. Last Declared Majors\* for Fall 2001 - Fall 2007 First-Year and Transfer Students (Excluding International Students)**



Note: Values on the bars indicate the number of students in each category.

**Table 9. Last Declared Majors\* for Fall 2001 - Fall 2007 First-Year and Transfer Students (Excluding International Students)**

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

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

\*\* 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 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 parentheses ( ) indicate the "shares" within each category.

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

The data revealed that some majors 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. From this point of view, Social Work (87.6% white against 93.4% in total), Physical Education/Exercise Science (90.7% white against 93.4% in total) and Social Sciences (91.7% white against 93.4% in total) were more diverse than others.

In contrast, the team observed a notable equity gap 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 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.

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 0.3% 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 2.1% in total), while Asian Americans were only 0.4% (against 0.8% in total). No Hispanics/Latino(a)s have 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 (1.6% 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 a 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 role that racial/ethnic stereotypes play 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.

### ***(H) Financial Aid***

Financial Aid is critical to higher education access, and available in the forms of grants, scholarships, loans, and employment (work study). To receive financial aid, students must be enrolled at UW-S for at least half-time and complete the Free Application for Federal Student Aid (FAFSA) every year after January 1 (UW-S Financial Aid Office. "Applying for Aid" <http://www.uwsuper.edu/finaid/applying.cfm>).

In 2001-2007, new students enrolled in the fall on the full-term basis at UW-S received financial aid in all forms. As Table 10 shows, students were more likely to take federal loans, whether need-based (54.4%) or non-need based (49.6%), and less likely to receive need-based grants, including Pell Grants (29.8%), Wisconsin Higher Education Grants (WHEG) (16.7%), and other need-based grants (16.2%). 22.2% of students also received need-based federal work study. Interestingly, 30.1% of UW-S students received non-need-based grants that include merit-based scholarships.

When disaggregated by race and ethnicity, the most conspicuous equity gap was observed for Asian Americans. In particular, Asian American students were less likely to receive many forms of financial aid. Comparing Asian Americans representation (shares) in the total and in specific financial aid categories helped us see this pattern. They were underrepresented among students who received Pell Grants (0.8% against 0.9% in total), other need-based grants (0.7% against 0.9% in total), non-need based grants (0.7% against 0.9% in total), Federal need-based loans (0.7% against 0.9% in total), Federal non-need based

loans (0.5% against 0.9% in total), other non-need based loans (0.3% against 0.9% in total), and work study (0.3% against 0.9% in total). Unlike white students, however, half of Asian Americans received a fair share of WHEG grants during the same time period (1.0% against 0.9% in total).

**Table 10.**  
**Financial Aid Recipients among New Students in Fall 2001 – Fall 2007 (cumulative)**

	African American	American Indian	Southeast Asian Am.	Asian American	Hispanic Latino/a	White	Unknown	Overall**
<b>Total (including those receiving no aid)*</b>								
(Share)	49 (1.4%)	103 (2.9%)	12 (0.3%)	31 (0.9%)	15 (0.4%)	3121 (87.6%)	27 (0.8%)	3562 (100%)
[Rate]	[100%]	[100%]	[100%]	[100%]	[100%]	[100%]	[100%]	[100%]
<b>Pell Grants</b>								
(Share)	36 (3.4%)	66 (6.2%)	9 (0.8%)	8 (0.8%)	4 (0.4%)	928 (87.3%)	12 (1.1%)	1063 (100%)
[Rate]	[73.5%]	[64.1%]	[75.0%]	[25.8%]	[26.7%]	[29.7%]	[44.4%]	[29.8%]
<b>Wisconsin Higher Education Grants (WHEG)</b>								
(Share)	8 (1.3%)	47 (7.9%)	6 (1.0%)	6 (1.0%)	2 (0.3%)	516 (86.9%)	9 (1.5%)	594 (100%)
[Rate]	[16.3%]	[45.6%]	[50.0%]	[19.4%]	[13.3%]	[16.5%]	[33.3%]	[16.7%]
<b>Other need-based grants</b>								
(Share)	17 (2.9%)	66 (11.4%)	6 (1.0%)	4 (0.7%)	4 (0.7%)	476 (82.5%)	4 (0.7%)	577 (100%)
[Rate]	[34.7%]	[64.1%]	[50.0%]	[12.9%]	[26.7%]	[15.3%]	[14.8%]	[16.2%]
<b>Non-need-based grants</b>								
(Share)	6 (0.6%)	32 (3.0%)	2 (0.2%)	7 (0.7%)	8 (0.7%)	979 (91.4%)	22 (2.1%)	1071 (100%)
[Rate]	[12.2%]	[31.1%]	[16.7%]	[22.6%]	[53.3%]	[31.4%]	[81.5%]	[30.1%]
<b>Federal need-based loans***</b>								
(Share)	43 (2.2%)	82 (4.2%)	11 (0.6%)	13 (0.7%)	9 (0.5%)	1767 (91.2%)	12 (0.6%)	1938 (100%)
[Rate]	[87.8%]	[79.6%]	[91.7%]	[41.9%]	[60.0%]	[56.6%]	[44.4%]	[54.4%]
<b>Federal non-need based loans****</b>								
(Share)	20 (1.2%)	60 (3.4%)	2 (0.1%)	8 (0.5%)	6 (0.3%)	1656 (93.7%)	15 (0.9%)	1768 (100%)
[Rate]	[40.8%]	[58.3%]	[16.7%]	[25.8%]	[40.0%]	[53.1%]	[55.6%]	[49.6%]
<b>Other non-need based loans*****</b>								
(Share)	5 (1.4%)	3 (0.8%)	1 (0.3%)	1 (0.3%)	1 (0.3%)	330 (92.7%)	3 (0.8%)	356 (100%)
[Rate]	[10.2%]	[2.9%]	[8.3%]	[3.2%]	[6.7%]	[10.6%]	[11.1%]	[9.6%]
<b>Federal Work Study</b>								
(Share)	19 (2.4%)	30 (3.8%)	6 (0.8%)	2 (0.3%)	2 (0.3%)	724 (91.8%)	5 (0.6%)	789 (100%)
[Rate]	[38.8%]	[29.1%]	[50.0%]	[6.5%]	[13.3%]	[23.2%]	[18.5%]	[22.2%]

\* The data refer to first-year and transfer full-time students in fall cohorts in 2001-2007. The total includes International Students (whose statistics are not shown).

\*\* Aid categories do not sum to total because many students receive more than one type of aid.

\*\*\* Including Perkins and Subsidized Stafford.

\*\*\*\* Including unsubsidized Stafford and PLUS.

\*\*\*\*\* Including "alternative" loans.

- The percentages in the parentheses ( ) indicate "shares" within each category.

- Percentages in the brackets [ ] indicate the "rates" for each category.

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

To interpret the gaps in the access to financial aid for Asian American students, it is critical to carefully examine not only these students' family income levels, but also to consider possible social and cultural biases embedded in the access to financial aid.

Another conspicuous trend observed in Table 10 was the gap in non-need based grants. On the one hand, American Indian and Hispanic/Latino(a) students had fair representations in this category. 3.0% of American Indians (against 2.9% in total) and 0.7% of Hispanic/Latino(a)s (against 0.4% in total) received non-need based grants. On the other hand, these grants were less likely to be granted to African Americans (0.6% against 1.4% in total), Southeast Asians (0.2% against 0.3% in total), and Asian Americans (0.7% against 0.9% in total).

In addition, we noted the fact that Asian Americans and Hispanic/Latino(a)s were underrepresented among Federal work study recipients. In fact, only two (out of total 31) Asian Americans and two (out of total 15) Hispanic/Latino(a) students were awarded with work study.

Interpreting the implication of these equity gaps requires further inquiry. Are Asian American and Hispanic/Latino(a) students less likely to receive need-based grants because their socioeconomic status is higher, or because there is an institutional barrier to their access to financial aid? What makes students of color less likely recipients of non need based grants? Why are Asian American and Hispanic/Latino(a) students not awarded with work study? Raising questions such as these to the greater campus community seems necessary to understand and resolve these equity gaps.

**(I) ACCESS/BRIDGE Program**

UW-S offers ACCESS and BRIDGE Programs to those who do not meet the requirements for standard entrance. Each program is one-semester long. In the Access program, participants will take courses offered through the UW-Barron County but held at UW-S. Those who attain the GPA of 2.0 or better in the Access program will be able to enroll in the Bridge Program at UW-S. Under the Bridge Program, students are enrolled as full-time students at UW-S and take regular courses in addition to mandatory developmental courses that cover study skills and social skills. Other academic support programs also help their success at UW-S (UW-S Student Services. "ACCESS and BRIDGE Programs." <http://www.uwsuper.edu/support/services/bridge-programs.cfm>).

In 2002-2007, 204 students were enrolled in ACCESS/BRIDGE programs at UW-S. Among them, white students represented 90.7% of the population, which was higher than the share of white students in the total first-year students enrolled at UW-S (87.6%). While the shares of students of color among the total ACCESS/BRIDGE participants were somewhat greater than those among the total first-year enrollment, the overrepresentation of white students in the ACCESS/BRIDGE program remained to be a concern. Who gains the access to the information of this program? Is there any gap between white and other students in their application for and acceptance to this program? These and other questions may help understand the gap the team observed.

**Table 11. Access/Bridge Program, 2002-2007**

	African American	American Indian	Southeast Asian Am.	Asian American	Hispanic Latino/a	White	Unknown	Overall**
First Year Students Enrolled at UW-S (Share)	39 (1.6%)	67 (2.7%)	11 (0.4%)	30 (1.2%)	12 (0.5%)	2169 (87.6%)	149 (6.0%)	2477 (100%)
Access Program (Share)	4 (2.0%)	6 (2.9%)	1 (0.5%)	2 (1.0%)	1 (0.5%)	185 (90.7%)	5 (2.5%)	204 (100%)

## **Summary and Recommendations**

Our examination of access vital signs indicated that, while the overall access to UW-S for students of color has improved during the last several years, access equity is yet to be achieved. The equity gap was particularly wider among Asian Americans and Hispanics/Latino(a)s. In addition, students of color (except for Southeast Asians) were less likely than whites to enroll at UW-S as first-year students, despite that high schools in its service areas actually enroll a higher share of students of color than UW-S does. Finally, students of color who transferred to UW-S were less likely than whites to transfer from 2-year or 4-year public colleges in Wisconsin or Minnesota. These findings suggested a benefit in reviewing the recruitment strategies.

The overall access to UW-S may be also affected by the barriers in the application through matriculation process. First, the application completion rate was much lower for students for color than that for white students. For example, the likelihood that African Americans and Hispanics/Latino(a)s complete the application was almost one-third of that for white students while American Indians' application completion rate was almost half of that for white students. Second, even when application was completed, students of color (except for Southeast Asians) were less likely to be accepted than white students were. The equity gap was particularly notable for African Americans, American Indians and Hispanic/Latino(a)s. Finally, the matriculation rates among those accepted for admission were not equitable, either. Students of color (except for American Indians) were less likely to enroll at UW-S than whites were.

To understand students' enrollment patterns, the team looked into students' access to majors, the availability of financial aid, and the access to the ACCESS/BRIDGE program. The inquiry into the last declared majors revealed that, while students of color were generally, if not consistently, well represented in majors in Social Work, Exercise Science/Physical Education and Social Sciences, Elementary Education, Music/Arts/Theater and Communications had a less diverse student body. As for the financial aid, while we found little inequity in most of the categories of financial aid, we realized that students of color had less access to non-need-based grants (including merit scholarships) and federal work study programs. Finally, the access to the ACCESS/BRIDGE program was generally equitable.

It is important to note that these findings do not indicate any specific cause of access inequities. However, they strongly suggest areas that require further inquiry. These include the current practices of recruitment, application facilitation, admission, marketing of academic programs, and distribution of non-need-based grants and federal work study. The state of equity or inequity in these areas can be uncovered if the principles of investigation for the Equity Scorecard (i.e., disaggregation by race/ethnicity and comparison of share/rate) are applied.

In pursuing further inquiry, the team shall seek cooperation and collaboration from the appropriate units/departments on campus, such as the admission office, the financial aid office, and such academic departments as Educational Leadership, Music, Visual Arts, Communicating Arts, and Business and Economics. In addition, the team shall recommend an examination of access equity for such pre-college programs as Upward Bound, Youth Summer, Cyber Summer, music camps, and athletic camps.

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## Appendix 1. Majors by Knowledge Fields

### Art/Music/Theater

- Art Administration
- Art
- Art Education
- Art History
- Art Therapy
- Music Education
- Music
- Theater
- Studio Art

### Business

- Accounting
- CP
- Business Administration
- Finance
- International Business
- Management
- Marketing
- Transportation and Logistics

### Communications

- Broadcasting
- Communicating Arts General
- Journalism
- Print Journalism
- Mass Media
- Professional Management
- Speech

### Education

- Elementary Education

### Health

- Exercise Science
- Physical Education

### Humanities

- English
- English Secondary Education
- History
- History Secondary Education

### STEM (Science, Technology, Engineering and Math)

- Broad Field Science Education
- Biology
- Biology Secondary Education
- Chemistry
- Chemistry Secondary Education
- Computer Science
- Mathematics
- Mathematics Secondary Education
- Pre-Engineering

### Social Sciences

- Broad Field Social Studies
- Economics
- Legal Studies / Criminal Justice
- Paralegal
- Political Science / Peace Studies
- Psychology
- Sociology

### Social Work

- Social Work

## Appendix 2.

### Last Declared Education-Related Majors for Fall 2001 - Fall 2007 First-Year and Transfer Students (excluding International Students)

General Knowledge Field	Last Declared Major	African Am.	Am. Indian	SE Asian Am.	Asian Am.	Hispanic/Latino(a)	White	Unknown	Total
Art/Music/Theater	Art Ed	1	0	0	0	0	48	0	49
		2.0%	0.0%	0.0%	0.0%	0.0%	98.0%	0.0%	100.00%
Art/Music/Theater	Music Ed	2	0	0	0	1	68	0	71
		2.8%	0.0%	0.0%	0.0%	1.4%	95.8%	0.0%	100.00%
STEM Ed	Broad Field Science	0	4	0	0	0	34	0	38
		0.0%	10.5%	0.0%	0.0%	0.0%	89.5%	0.0%	100.00%
STEM Ed	Biology Second Ed	0	0	0	0	0	16	1	17
		0.0%	0.0%	0.0%	0.0%	0.0%	94.1%	5.9%	100.00%
STEM Ed	Chemistry SE	0	0	0	0	0	3	0	3
		0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.00%
STEM Ed	Math SE	1	2	0	0	1	43	1	48
		2.1%	4.2%	0.0%	0.0%	2.1%	89.6%	2.1%	99.9%**
Humanities Ed	English SE	0	2	0	1	0	67	0	70
		0.0%	2.9%	0.0%	1.4%	0.0%	95.7%	0.0%	100.00%
Humanities Ed	History SE	0	2	0	1	0	56	1	60
		0.0%	3.3%	0.0%	1.7%	0.0%	93.3%	1.7%	100.00%
Education	Elementary Ed	1	8	1	1	0	419	1	431
		0.2%	1.9%	0.2%	0.2%	0.0%	97.2%	0.2%	99.9%**
Physical Ed	Physical Ed	6	3	0	2	1	111	0	123
		4.9%	2.5%	0.0%	1.6%	0.8%	90.2%	0.0%	100.00%
Social Science Ed	Broad Field Social Studies*	1	1	0	0	0	55	0	57
		1.8%	1.8%	0.0%	0.0%	0.0%	96.5%	0.0%	100.1%**

\* This major includes history, psychology, sociology, and other related subfields.

\*\* The total is not 100.00% due to the rounding error.