

UW Superior Equity Scorecard

Interim Report on Access

<Equity Scorecard Team>

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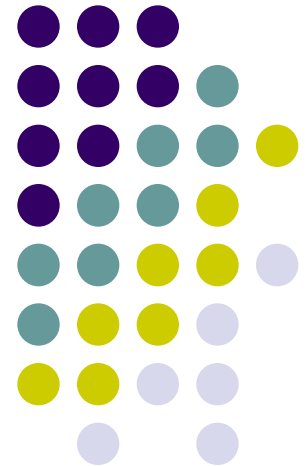
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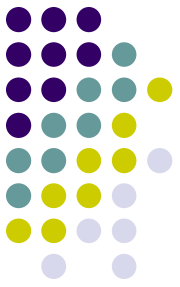
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October 2009

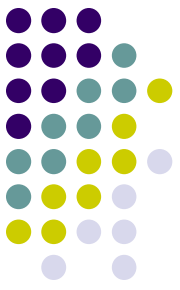


What is the Equity Scorecard?



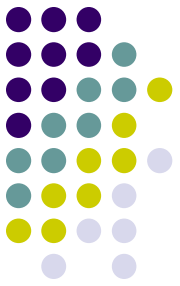
- Evidence-based assessment of inequities that exist in educational outcomes, particularly for students of color
- UW-System project
- Developed by Dr. Estela Mara Bensimon, Center for Urban Education, University of Southern California

What is the Equity Scorecard?



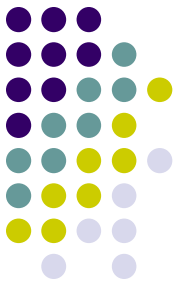
- Premise
An academic institution is a community whose characteristics can systematically generate gaps in educational outcomes among student groups.
- Four perspectives
 - **Access**: enrollment, majors, financial aid
 - **Retention**: persistence, course taking patterns, graduation
 - **Excellence**: achievement, academic opportunities
 - **Institutional Receptivity**: openness to diversity, campus climate
- Purpose
ACTIONS for institutional change

How It Works at UW-S



1. UW-S decision to participate in the UW-System Equity Scorecard Project
2. Provost appointment of the Equity Scorecard Evidence Team (May 2008)
3. Bi/monthly team meetings to analyze data
4. Compilation of findings in an interim report for each perspective
5. Dissemination of findings to the campus through interim reports and presentations
6. Application of findings to inform institutional change

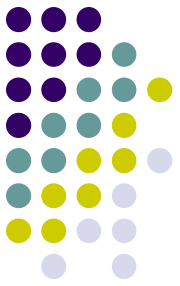
Key Scorecard Findings on ACCESS



Indicators

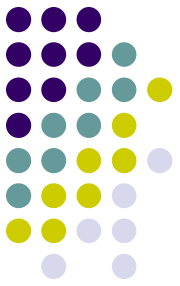
- Overall Enrollment
- Transfers vs. first-year students
- Transfer sources
- Comparison with service area high school demographics
- Application funnel (application in/completion, acceptance/rejection, matriculation)
- Academic majors
- Financial aid
- Access/Bridge programs

Some Notes on Data



- Data were drawn from the Peoplesoft database.
- Data on race/ethnicity are based on students' self-reporting, and excluding international students.
- Mainly the standard fall-entry data were used.
- Multi-year data were used to address the problem of “small numbers.”
- Interpretations were based on descriptive statistics. (Statistical significance was not performed.)
- Charts shown in this presentation and more detailed discussions can be found in the “Equity Scorecard Interim Report on Access.”

Key Scorecard Findings: Overall Access



In 2001-2007:

- The share of white students decreased from 91.0% to 89.9%
- The share of racial/ethnic minority students increased from 4.4% to 6.7%.
- The representation substantially increased for African Americans (0.8% to 1.6%) and American Indians (2.4% to 3.3%).
- Access equity is still to be achieved for Hispanics/Latino(a)s (from 0.6% to 0.7%) as well as Asian Americans (0.9% to 1.2%).

Key Scorecard Findings: Overall Access

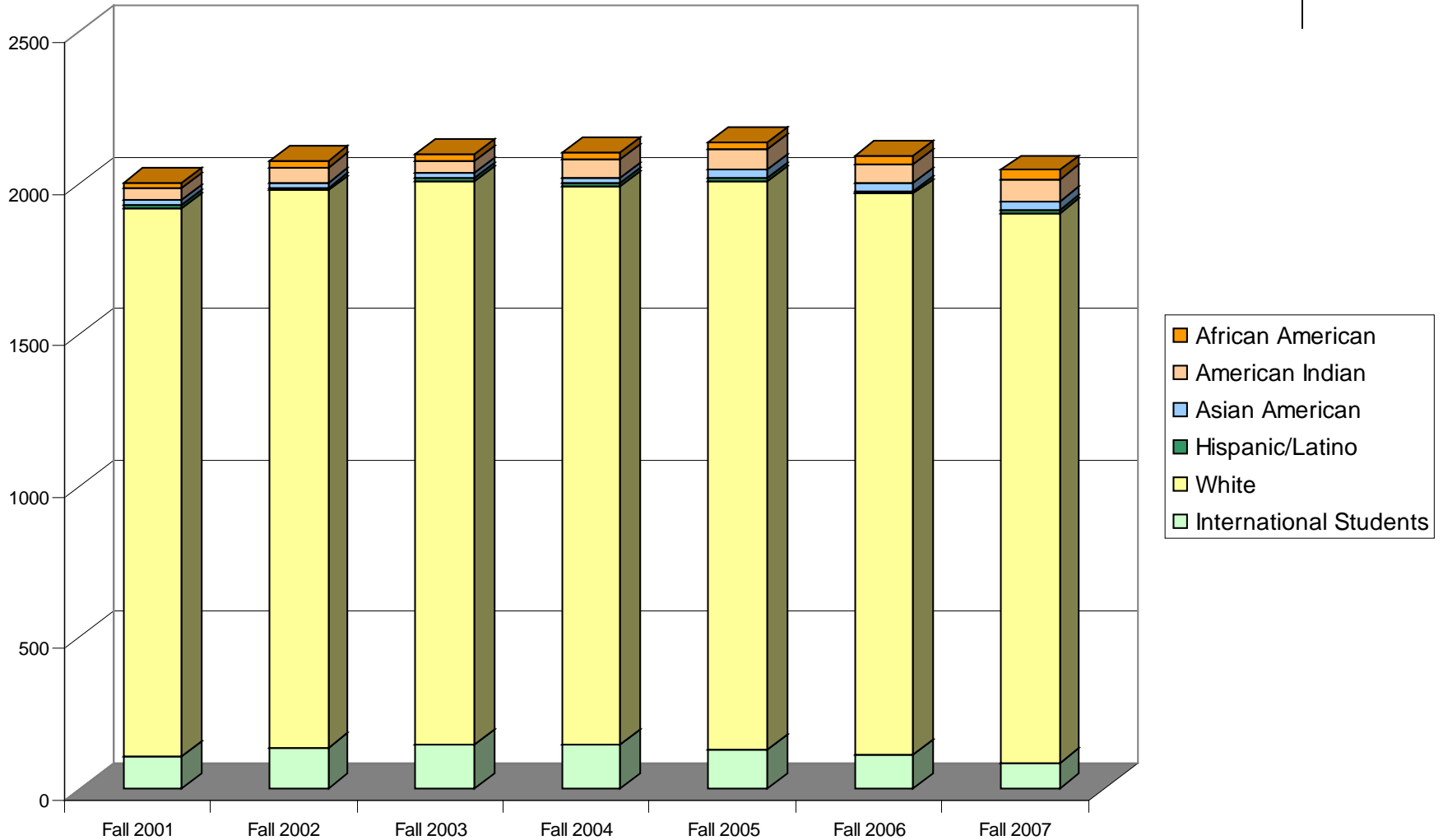
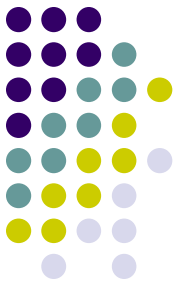
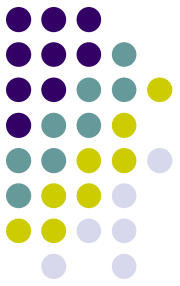


Chart 1. UW-S Full-time Undergraduate Student Enrollment, Fall 2001- Fall 2007

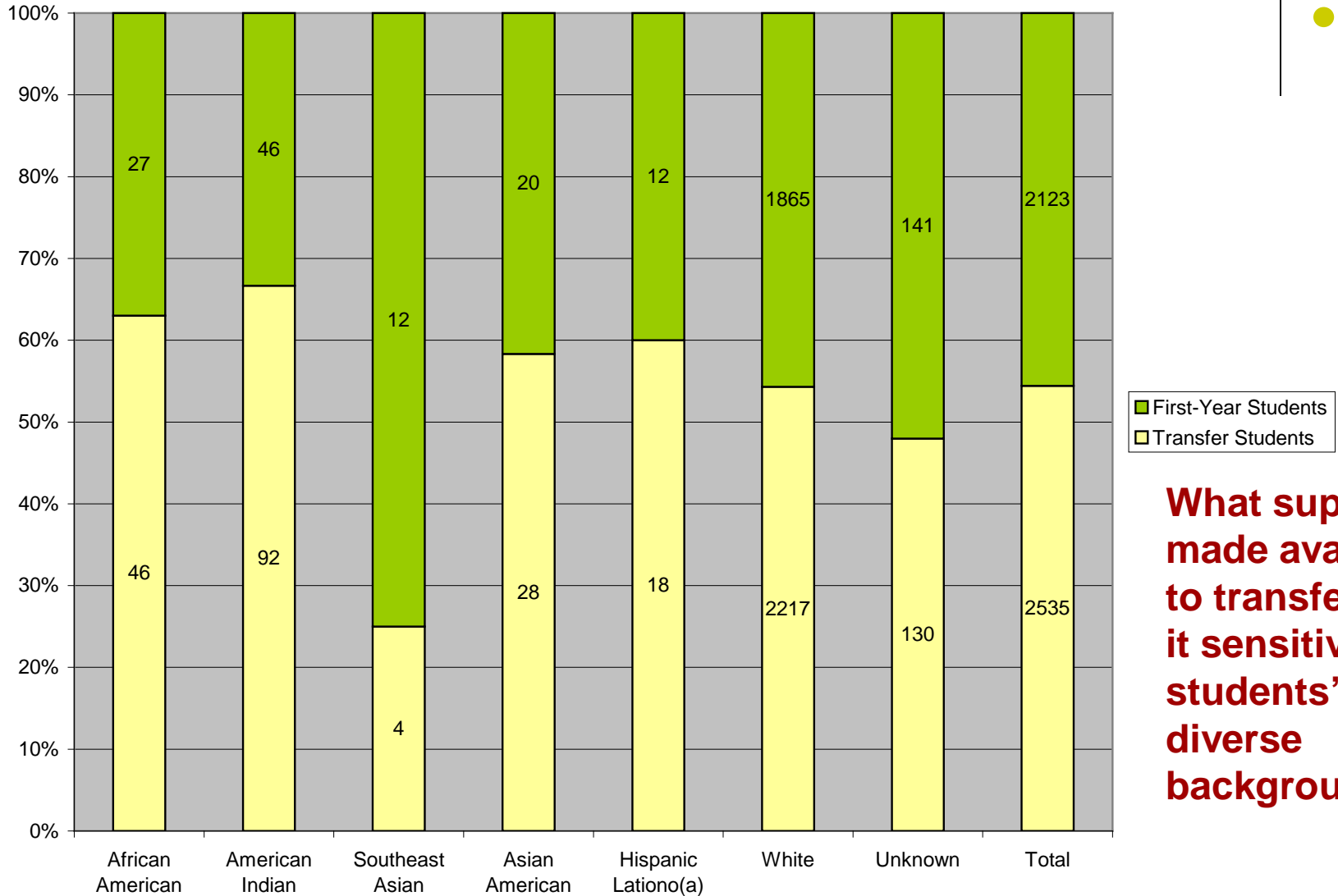
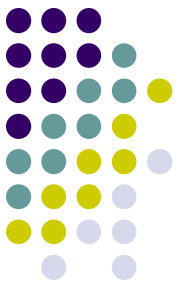
Key Scorecard Findings: Transfers vs. First-Year Enrollment



In 2002-2007:

- UW-S generally has a higher rate of transfers (50% plus) than other UW campuses.
- While white students' transfer rate was 54.3%, the transfer rates for racial/ethnic minorities (except for Southeast Asians) were higher.
 - American Indians: 66.7%
 - African Americans: 63.0%
 - Hispanics: 60.0%
 - Asian Americans: 58.3%

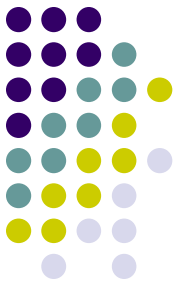
Key Scorecard Findings: Transfers vs. First-Year Enrollment



What support is made available to transfers? Is it sensitive to students' diverse backgrounds?

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

Key Scorecard Findings: Source of Transfers



In 2002-2007:

- The top three sources of all transfers to UW-S were Minnesota 2-year institutions (35.1%), WTCS (16.5%), and Minnesota 4-year institutions (15.9%).
- White students were overrepresented in the top three sources of all transfers, and in UW institutions and Michigan 2-Year institutions.
- Students of color are more likely to transfer from Wisconsin private colleges, LCO Tribal College, and other sources, which do not necessarily have the tuition reciprocity agreement.

Key Scorecard Findings: Source of Transfers

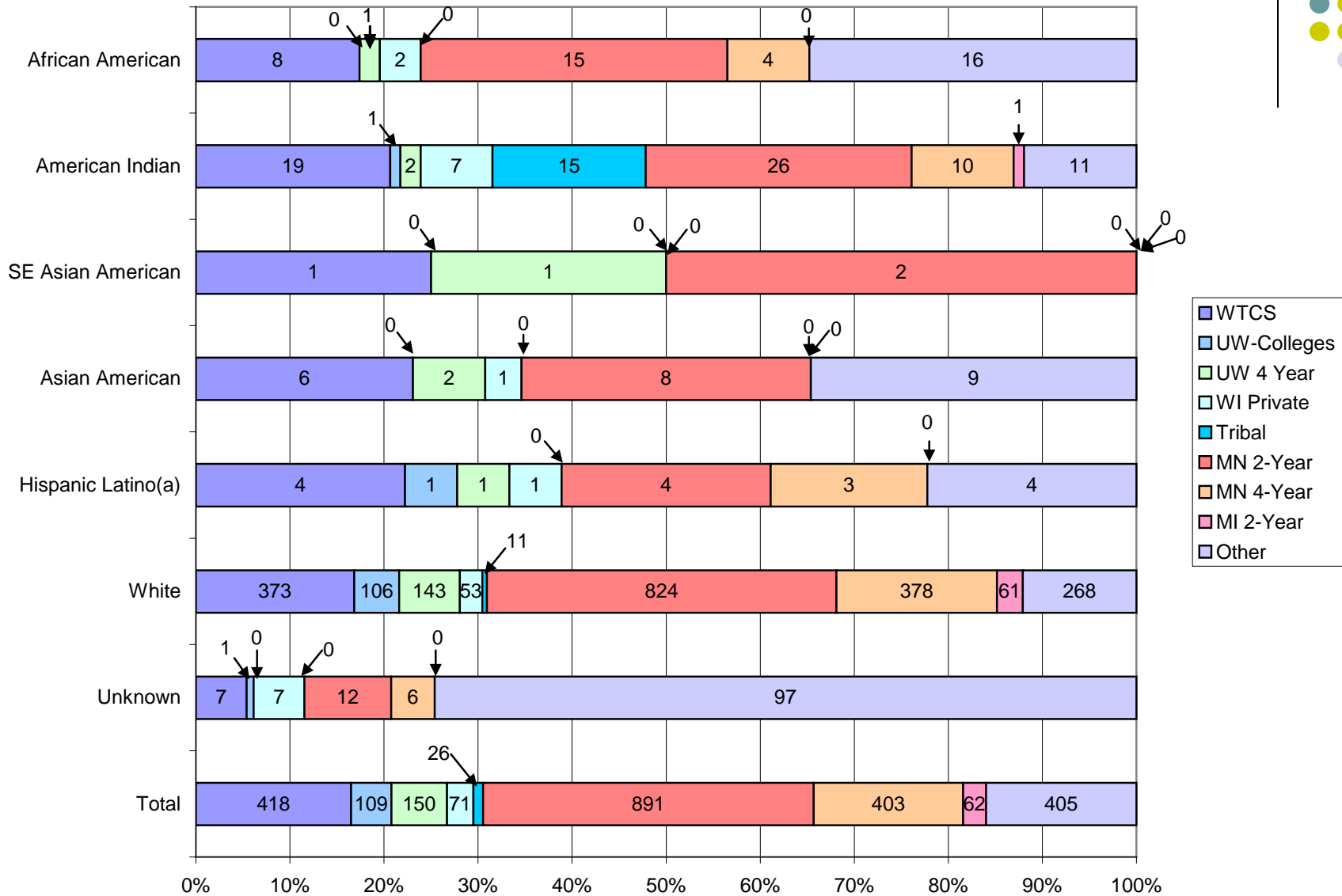
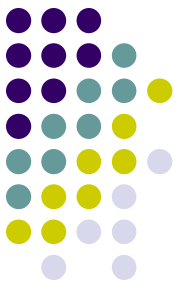


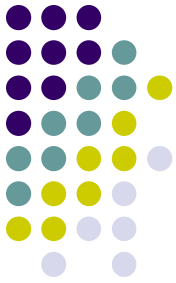
Chart 6. Transfers (TR) to UW-S from Selected Sources by Race/Ethnicity, Fall 2002 - Fall 2007

Key Scorecard Findings: Comparison with Service Area Demographics



- High schools in the UW-S service areas (Northwestern Wisconsin and Northeastern Minnesota) typically enrolled a higher share of students of color than UW-S did.
 - UW-S (First-year students, 2006-07) 4.0%
 - Wisconsin Northwest Region 10.1%
 - Superior High School 9.8%
 - St. Louis County High Schools (12th Grade) 9.6%
 - Duluth High Schools (12th Grade) 14.3%
- The share of each racial/ethnic minority group in these high school data was, in most of the cases, substantially higher than that of UW-S.

Key Scorecard Findings: Comparison with Service Area Demographics

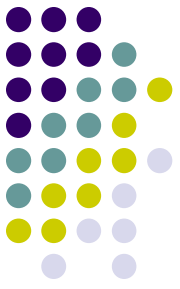


* No statistics disaggregated by race/ethnicity were available.

	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%)

**Local high schools are more diverse than UW-S.
What opportunities do we promote for local HS students of color?**

Key Scorecard Findings: Application Incompletion Rates



- The application incompletion rate was across the board higher for students for color than for white students (2003-2008).
 - 10.6% for whites
 - 30.5% for African Americans
 - 28.3% for Hispanics/Latino(a)s
 - 22.4% for American Indians
 - 17.7% for Asian Americans
 - 13.6% for Southeast Asians.
- If equity were achieved, 21 more African Americans, 17 more American Indians, and 8 more Hispanic/Latino(a)s would have completed applications.

Key Scorecard Findings: Application Incompletion Rates

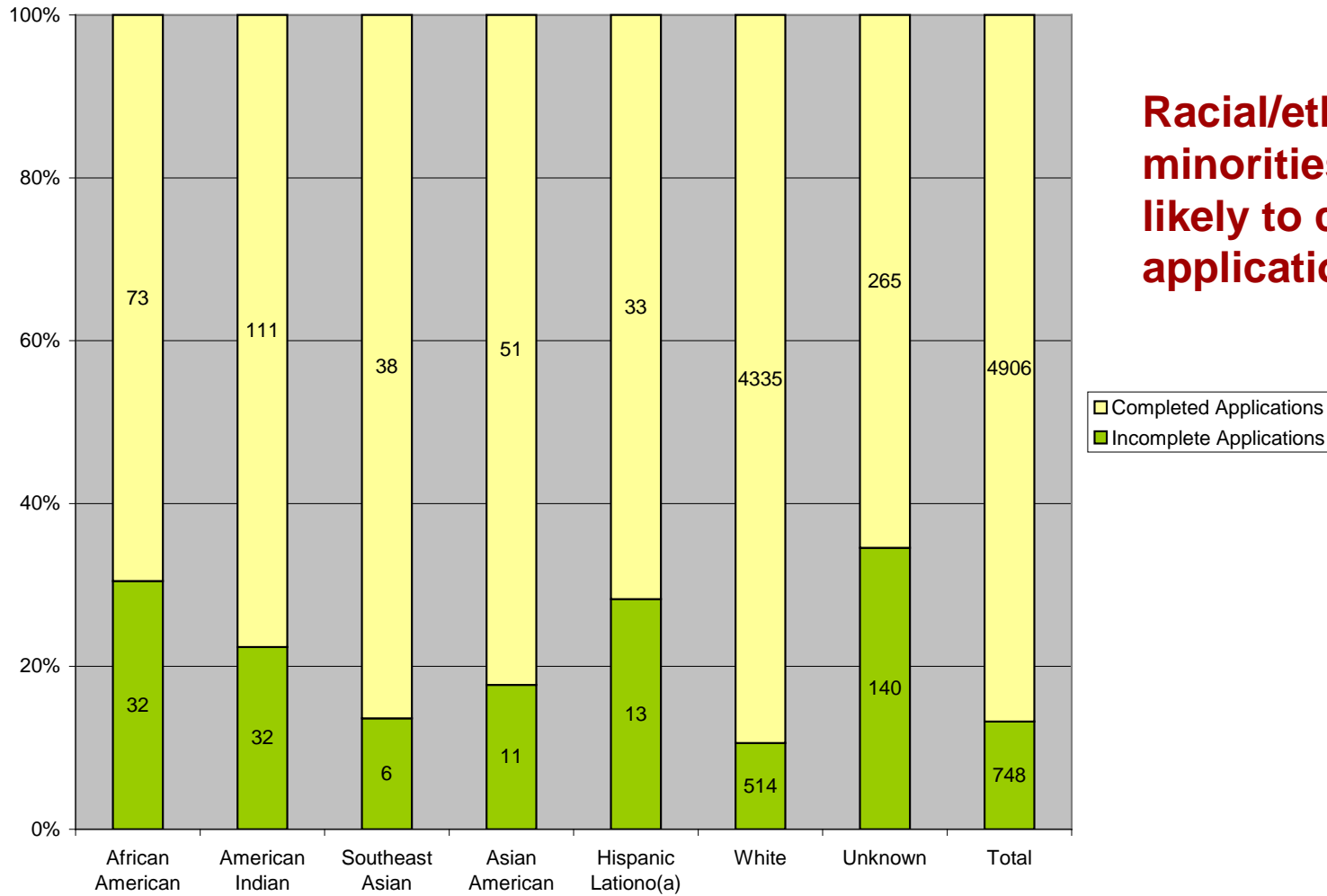
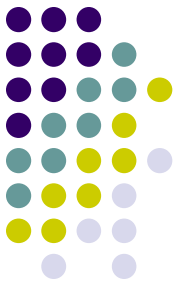
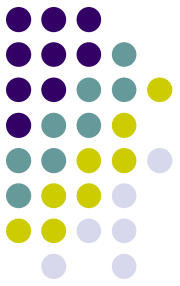


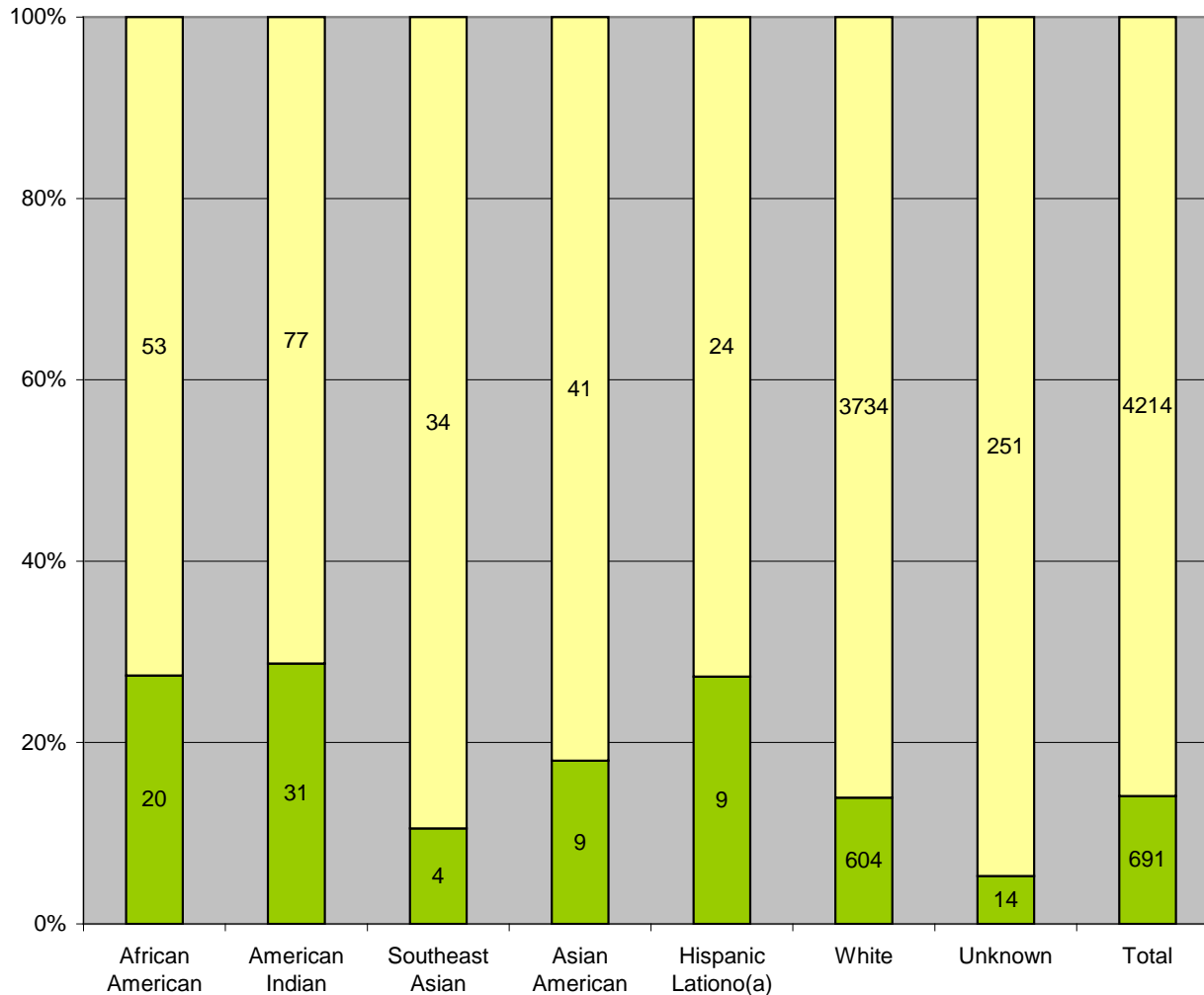
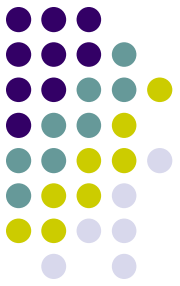
Chart 7. Application Completion/Incompletion Rates by Race/Ethnicity, 2003-2008

Key Scorecard Findings: Application Acceptance/Rejection



- Even when application was completed, the rejection rate was higher for the majority of racial/ethnic minority students (2003-2008).
 - 13.9% for whites
 - 28.7% for American Indians
 - 27.4% for African Americans
 - 27.3% for Hispanic/Latino(a)s
 - 17.6% for Asian Americans
- If equity were achieved, 10 more African Americans, 16 more American Indians, and 4 more Hispanic/Latino(a)s would have been accepted.

Key Scorecard Findings: Application Acceptance/Rejection

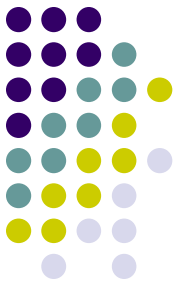


Racial/ethnic minorities who complete applications are less likely to be accepted.

□ Application Accepted
■ Application Denied

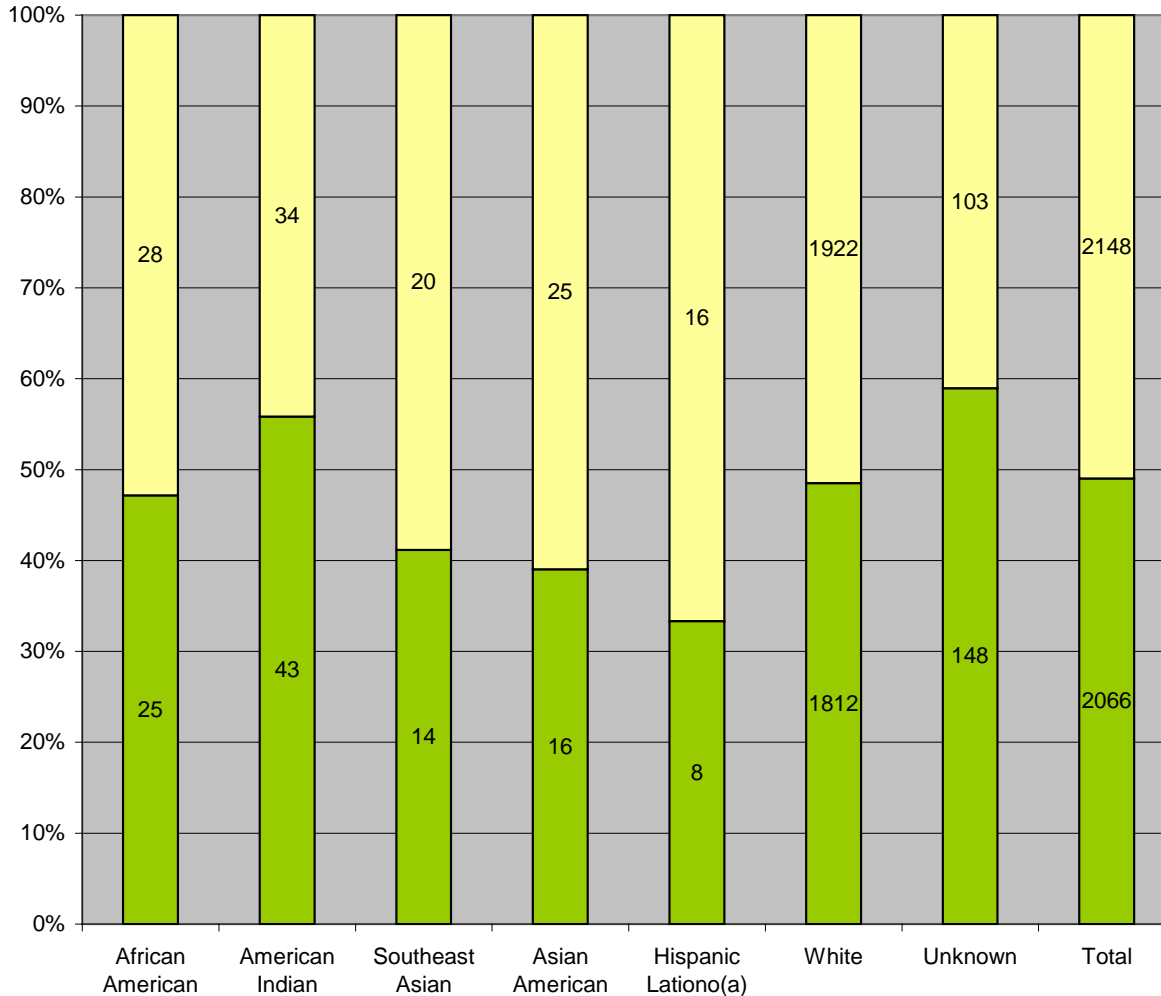
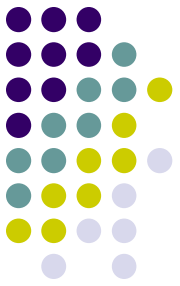
Chart 8. Application Acceptance/Rejection Rates by Race/Ethnicity, 2003-2008

Key Scorecard Findings: Matriculation



- Even if accepted, some racial/ethnic minority students were less likely to enroll in UW-S than whites.
- The matriculation rate is higher for white applicants (48.5%) and American Indian applicants (55.8%)
- The matriculation rate is lower for African Americans (47.2%), Southeast Asians (41.2%), Asian Americans (39.2%) and Hispanic/Latino(a)s (33.3%).

Key Scorecard Findings: Matriculation



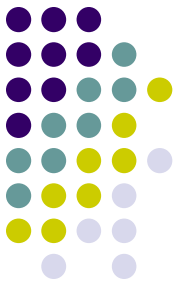
American Indians who are accepted are more likely to enroll.

Hispanic/Latino(a)s, Asian Americans, Southeast Asians who are accepted are less likely to enroll.

■ Not Matriculated
■ Matriculated and Enrolled

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

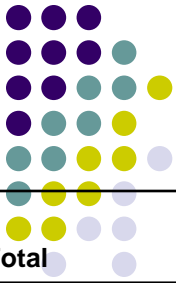
Key Scorecard Findings: Access to Majors



In 2001-2007:

- Social Work, Physical Education/Exercise Science, and Social Sciences were more diverse than others.
- Racial/ethnic minority students were underrepresented in Elementary Education, Art/Music/Theater and Business majors.
- Among the undeclared, an equity gap was observed for white students and Southeast Asian American students.

Key Scorecard Findings: Majors

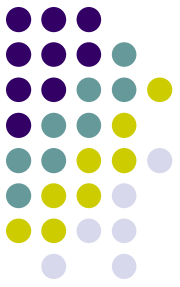


Shading indicates an equity gap.

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

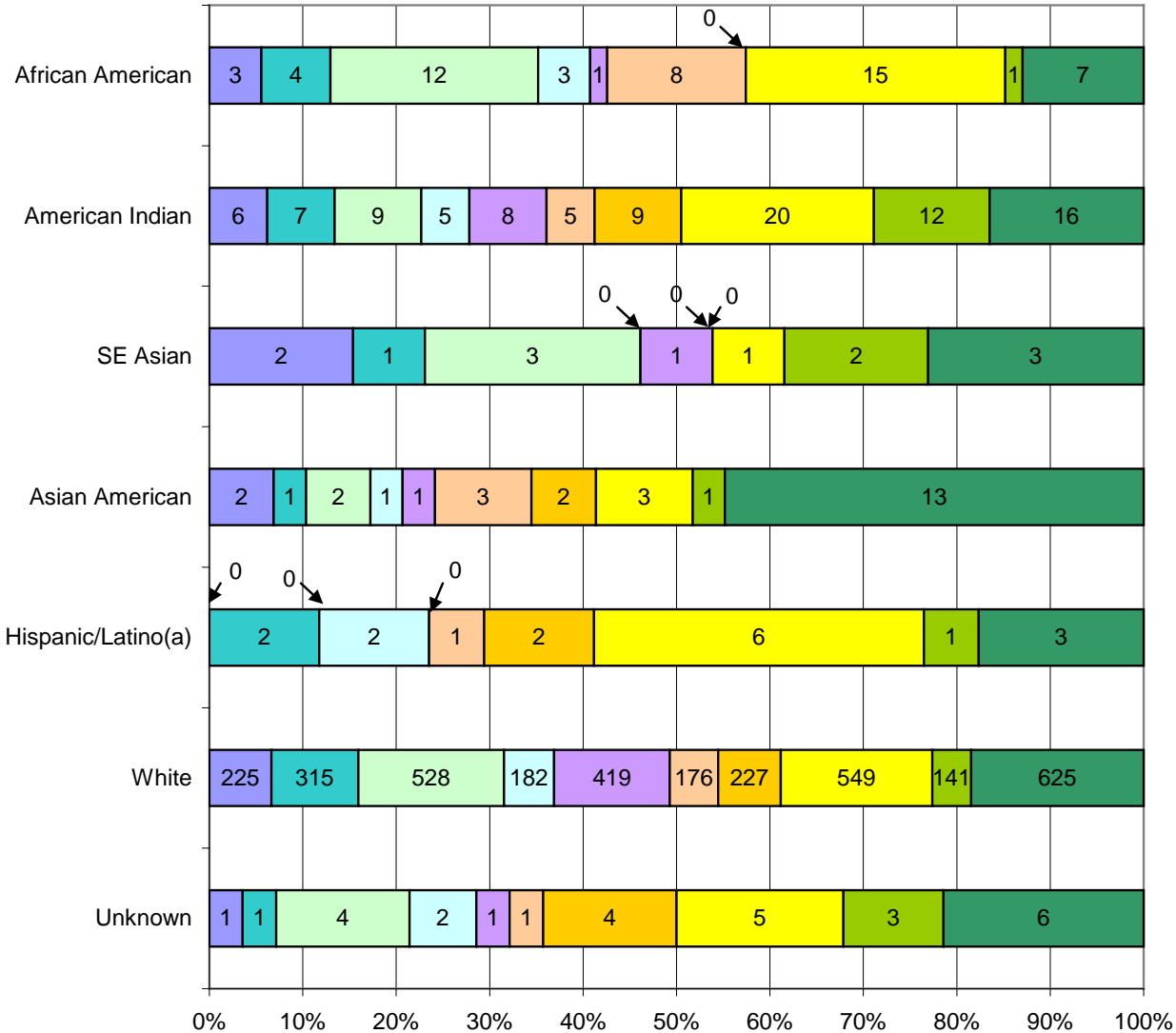
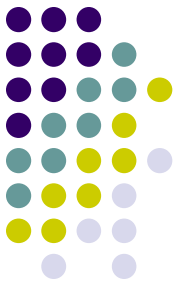
Majors by Knowledge Field***	African American	American Indian	SE Asian	Asian American	Hispanic/Latino(a)	White	Unknown	Total
Total	58	117	14	33	19	3892	33	4166**
	(1.4%)	(2.8%)	(0.3%)	(0.8%)	(0.5%)	(93.4%)	(0.8%)	(100.00%)
Undeclared	3	6	2	2	0	225	1	239
	(1.3%)	(2.5%)	(0.8%)	(0.8%)	(0.0%)	(94.1%)	(0.4%)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

Key Scorecard Findings: Access to Majors

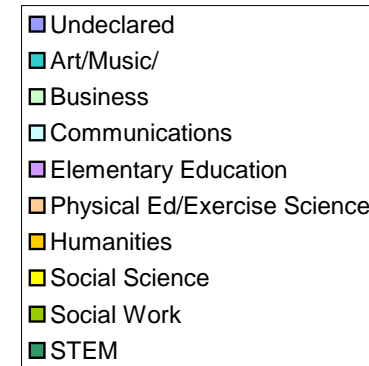


- Concentration of certain racial/ethnic minority students in particular subject fields:
 - African Americans in Physical Education and Exercise Science
 - American Indians in Social Work
 - Asian Americans in STEM
- Absence of certain racial/ethnic minority students from particular subject fields:
 - Very few African Americans in Humanities, Elementary Education and Social Work
 - Very few American Indians in Communications, Elementary Education and Art/Music/Theater
 - No Hispanic/Latino(a) in Elementary Education and Business
 - Very few Asian Americans in Elementary Education, Art/Music/Theater, and Business.

Key Scorecard Findings: Access to Majors



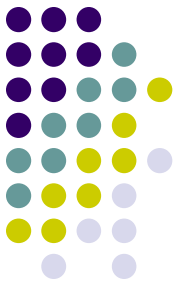
Access to majors affects life opportunities.



Concentration of a particular racial/ethnic group may reflect conscious recruitment and/or racial stereotypes.

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

Other Key Scorecard Findings on Access

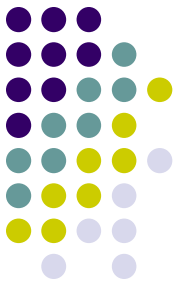


Access to Financial Aid

- Asian American students were less likely to receive many forms of financial aid.
- Hispanic/Latino(a) students were less represented among need-based grant recipients.
- Racial/ethnic minorities are unevenly represented in non-need based grant recipients and federal work study recipients.

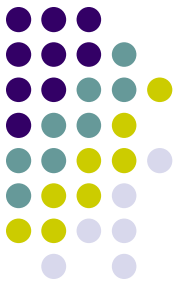
Access to the ACCESS/BRIDGE Program

- In 2002-2007, 90.7% were white students while 87.6% of the total first-year students (including international students) were white.



Key Recommendations

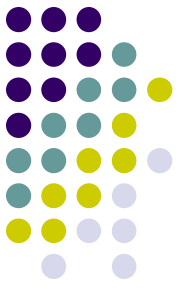
- Maintaining the status quo in terms of equity and diversity is unacceptable.
- Campus priorities and resource allocation decisions must be reconsidered in light of the equity scorecard findings.



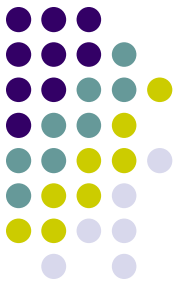
Key Recommendations

- To improve the access equity, further inquiry on equity and diversity and appropriate actions are recommended, particularly in such areas as:
 - Recruitment
 - Application facilitation
 - Admission
 - Marketing and promotion of academic majors
 - Scholarships
 - Work study

Equity Scorecard -- to be continued...



- The Equity Scorecard Team is currently working on the Retention perspective.
 - Fall to Fall, Full-Time, On-Campus Undergraduate Data
 - Year-to-year persistence
 - Pre-college preparation
 - Impact of other factors (gender, residential arrangement, etc.)
 - Academic success (course passing, GPA, etc.)



Conclusion

Internal equity for all of our students -- especially students of color -- requires the entire campus community to:

- strive to understand and address the structural and cultural obstacles to the production of equitable educational outcomes
- ensure that UW-Superior provides a welcoming, affirming, and responsive environment for groups that historically have been denied access to the benefits of higher education.