UW Superior
Equity Scorecard

Interim Report on Access

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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.

<table>
<thead>
<tr>
<th></th>
<th>African American</th>
<th>American Indian</th>
<th>Southeast Asian Am.</th>
<th>Asian American</th>
<th>Hispanic Latino/a</th>
<th>White</th>
<th>Unknown</th>
<th>Overall</th>
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<td>1</td>
<td>314</td>
<td>20</td>
<td>349</td>
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<tr>
<td>(Share)</td>
<td>(1.7%)</td>
<td>(2.0%)</td>
<td>(0.0%)</td>
<td>(0.3%)</td>
<td>(0.3%)</td>
<td>(90.3%)</td>
<td>(5.7%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Wisconsin Northwest Region High School Total Enrollment 2006-2007</td>
<td>2946*</td>
<td>23869</td>
<td>n/a</td>
<td>26814</td>
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<td>(89.0%)</td>
<td>(100%)</td>
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<td>30</td>
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<td>(90.2%)</td>
<td>(100%)</td>
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<td>St. Louis County (MN) High Schools, 12th Grade 2007-2008</td>
<td>68</td>
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<td>(90.4%)</td>
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<td>Duluth High Schools (MN), 12th Grade, 2006-2007</td>
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<td>(5.3%)</td>
<td>(4.4%)</td>
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<td>(1.6%)</td>
<td>(85.7%)</td>
<td>(100%)</td>
<td></td>
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</tr>
</tbody>
</table>

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

Racial/ethnic minorities are less likely to complete applications

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.

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.

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

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

<table>
<thead>
<tr>
<th>Majors by Knowledge Field***</th>
<th>African American</th>
<th>American Indian</th>
<th>SE Asian</th>
<th>Asian American</th>
<th>Hispanic/Latino(a)</th>
<th>White</th>
<th>Unknown</th>
<th>Total</th>
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<td>Total</td>
<td>58</td>
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<td>19</td>
<td>3892</td>
<td>33</td>
<td>4166**</td>
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<td>(0.5%)</td>
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<td>239</td>
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<td>(1.3%)</td>
<td>(2.5%)</td>
<td>(0.8%)</td>
<td>(0.8%)</td>
<td>(0.0%)</td>
<td>(94.1%)</td>
<td>(0.4%)</td>
<td>(100.00%)</td>
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<tr>
<td>Art/Music/Theater</td>
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<td>7</td>
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<td>1</td>
<td>2</td>
<td>315</td>
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<td>331</td>
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<td>(0.3%)</td>
<td>(0.3%)</td>
<td>(0.6%)</td>
<td>(95.2%)</td>
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<td>(0.5%)</td>
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<td>(94.6%)</td>
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<td></td>
<td>(1.5%)</td>
<td>(2.6%)</td>
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<td>(0.5%)</td>
<td>(1.0%)</td>
<td>(93.3%)</td>
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<tr>
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<td>(0.2%)</td>
<td>(1.9%)</td>
<td>(0.2%)</td>
<td>(0.2%)</td>
<td>(0.0%)</td>
<td>(97.2%)</td>
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<td>Physical Ed/Exercise Science</td>
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<td>(4.1%)</td>
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<td>(0.5%)</td>
<td>(90.7%)</td>
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<td></td>
<td>(0.0%)</td>
<td>(3.7%)</td>
<td>(0.0%)</td>
<td>(0.8%)</td>
<td>(0.8%)</td>
<td>(93.0%)</td>
<td>(1.6%)</td>
<td>(100.00%)</td>
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<td>549</td>
<td>5</td>
<td>599</td>
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<tr>
<td></td>
<td>(2.5%)</td>
<td>(3.3%)</td>
<td>(0.2%)</td>
<td>(0.5%)</td>
<td>(1.0%)</td>
<td>(91.7%)</td>
<td>(0.8%)</td>
<td>(100.00%)</td>
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<tr>
<td>Social Work</td>
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<td>141</td>
<td>3</td>
<td>161</td>
</tr>
<tr>
<td></td>
<td>(0.6%)</td>
<td>(7.5%)</td>
<td>(1.2%)</td>
<td>(0.6%)</td>
<td>(0.6%)</td>
<td>(87.6%)</td>
<td>(1.9%)</td>
<td>(100.00%)</td>
</tr>
<tr>
<td>STEM</td>
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<td>13</td>
<td>3</td>
<td>625</td>
<td>6</td>
<td>673</td>
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<tr>
<td></td>
<td>(1.1%)</td>
<td>(2.4%)</td>
<td>(0.4%)</td>
<td>(1.9%)</td>
<td>(0.4%)</td>
<td>(92.9%)</td>
<td>(0.9%)</td>
<td>(100.00%)</td>
</tr>
</tbody>
</table>

*Shading indicates an equity gap.*
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.
### Chart 10. Last Declared Majors* for Fall 2001 - Fall 2007 First-Year and Transfer Students (Excluding International Students)

<table>
<thead>
<tr>
<th>Group</th>
<th>Undeclared</th>
<th>Art/Music/</th>
<th>Business</th>
<th>Communications</th>
<th>Elementary Education</th>
<th>Physical Ed/Exercise Science</th>
<th>Humanities</th>
<th>Social Science</th>
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<th>STEM</th>
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<td>9</td>
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<td>2</td>
<td>3</td>
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<td>182</td>
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<td>5</td>
<td>3</td>
<td>6</td>
<td>15</td>
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</tbody>
</table>

Access to majors affects life opportunities.

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