



FINAL REPORT ON *PLAN 2008*:
REFLECTIONS ON THE PAST, PROSPECTS FOR
THE FUTURE

THE UNIVERSITY OF WISCONSIN SYSTEM
BOARD OF REGENTS
MARCH 5, 2009



University of Wisconsin System
Plan 2008: Years 1998-2008

Introduction

The goal of achieving racial and ethnic diversity in the UW System emerges from its mission to serve all people of the state through educational access and opportunity. The core missions of the System's varied institutions include a commitment to:

Serve the needs of women, minority, disadvantaged, disabled, and non-traditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.

As a means to fulfill this mission, two principal documents have guided the UW System in its efforts. In 1988, *Design for Diversity* was the first systemwide ten-year strategic plan to focus on implementation of the vision of a diverse and culturally enriched academic environment. In 1998, *Plan 2008: Educational Quality Through Racial and Ethnic Diversity* was developed to continue the commitment begun by *Design for Diversity*. Both of these ten-year plans have addressed diversity goals by focusing on African Americans, American Indians, Asian Americans (with an emphasis on Southeast Asians), and Hispanic/Latino populations, based on the principle that increasing the participation of these historically under-served populations would enhance the educational experience of all students, better preparing them to live and work in a multicultural society.

Following the adoption of *Plan 2008*, each UW System institution developed an individualized institutional diversity plan focusing on race, ethnicity, and economic disadvantage. The Plan's ten-year time horizon was divided into two five-year segments so that plans would be sufficiently flexible for institutions to respond to their unique experiences, student demographics, and campus climates, as well as to ever-changing social, economic, and legal environments.

For example, two recent court cases have had important implications for the UW System's implementation of *Plan 2008*. In June 2003, the United States Supreme Court handed down decisions in *Grutter v. Bollinger* and *Gratz v. Bollinger*. These cases reaffirmed the principle that institutions of higher education may use race as a "plus" factor in admission decisions to achieve the educational benefits that flow from a diverse student body, when such use is narrowly tailored. The Court also emphasized that race-conscious efforts should serve institutional missions and the needs of all students. These decisions provided additional support to the UW System's future efforts to achieve equity and diversity for all students, faculty, and staff. Among the conclusions drawn from the Supreme Court's decisions was that attaining equity and excellence in educational outcomes for all students requires the UW System to integrate these efforts throughout all aspects of campus and institutional missions and operations.

Plan 2008 has sought to be such an integrated plan, the fundamental vision of which has been to enhance the educational experience and success of all students. The seven goals of the Plan have acknowledged that accomplishing this vision requires increasing the participation and success of students of color and the economically disadvantaged throughout the UW System. To do that, the UW System has needed to: partner with other entities to ensure that these students are well-prepared to access and succeed in higher education; create an environment that enhances learning and respect for racial and ethnic diversity and which includes a faculty and staff that is racially and ethnically diverse; and hold itself accountable to achieving its goals and realizing its vision. The Plan has acknowledged that the preparation for success in higher education begins early in a child's educational experience, and that resources must be available to assist those who would otherwise be excluded from participation in higher education for financial reasons.

During the first phase of the Plan, the UW System Office of Academic Diversity and Development (OADD) worked with the institutions to help facilitate the implementation of their individual plans. OADD presented its first major report on *Plan 2008* to the Board of Regents in fall 2001. In 2004, OADD followed with another Report to the Board, "Diversity: A Wisconsin Commitment, An American Imperative," a mid-point review and assessment outlining institutional and System progress during the first five years of *Plan 2008*, as well as the challenges that remained.

Throughout the implementation of *Plan 2008*, the Board of Regents has provided both support and direction to UW System Administration and the institutions. After reviewing the midpoint progress of *Plan 2008* in April 2004, the Board established as a priority for Phase II the closing of gaps in retention and graduation between students of color and their white peers. The Board also asked that institutions focus on critically assessing programs to provide for continuous improvement.¹ The Phase II institutional plans were submitted in December 2004, and included a wide range of approaches to addressing the seven goals of *Plan 2008*, among them the Regent focus on closing gaps in enrollment, retention, and graduation.

In February 2005, the Board of Regents adopted Resolution 8970, which reaffirmed the Board's compelling interest in and commitment to achieving educational diversity at all UW System institutions through an array of programs, including *Plan 2008*. Resolution 8970 included specific recommendations to be undertaken by the UW System Administration (UWSA) and the institutions in the implementation of Phase II of *Plan 2008*. Among its recommendations, the Board directed UWSA and the institutions to adopt systemwide by June 2005, a diversity accountability report card with measurable goals that would track the progress made in closing the achievement gap between UW students of color and white students. The Board also asked for the establishment of a systemwide diversity award recognizing excellence in diversity programming or achievement, increased attention in Phase II to accountability, and recommended that Chancellor evaluations include progress on *Plan 2008* goals.

This report includes the UW System's response to the directives provided by the Board of Regents. Moreover, it reflects on the ten years of *Plan 2008* and seeks to guide the development of the UW System's future strategic actions to achieve diversity, equity, and inclusive excellence for economically disadvantaged and underrepresented racial/ethnic groups. This report provides information under each of the seven goals of the plan (Appendix A), including precollege participation, enrollment, graduation rates, faculty and staff data, and an array of other

¹ [Plan 2008 Phase I Report - Report on Diversity: A Wisconsin Commitment, An American Imperative, April 2004](#), April 2004 Report to the UW System Board of Regents.

information for campus representatives, policy makers, and constituents. Data contained in this report represent primarily the four race/ethnic groups specified by *Plan 2008*. Data specifically on the economically disadvantaged are not available. However, all *Plan 2008* goals and initiatives serve both racial/ethnic groups and the economically disadvantaged.

Some of the Report's key findings include:

- **Enrollment:** Since the inception of *Plan 2008*, the ranks of students of color enrolled within the UW System have increased. From 1998 to 2008, the enrollment numbers for students of color rose from 11,967 to 18,021, an increase of 6,054 students, 51percent increase. In terms of their overall representation within the UW System, students of color now comprise 10.3 percent of all students enrolled, an increase of 2.6 percentage points from the 7.7 percent they first constituted in 1998.
- **Retention:** At the start of *Plan 2008*, the retention rate for students of color enrolled within the UW System approximated 72.1 percent. Today, 75 percent of students of color enrolled are retained from the first through the second year of college. In comparison to their white peers, students of color are still being retained at a lower rate though the gap has closed over time. In 1998, the gap in retention between white students and students of color stood at 7.2 percentage points. Currently, that gap stands at 4.7 percentage points.
- **Bachelor's Degrees Earned:** Both the percentage and number of students of color earning bachelor's degrees has increased since the start of *Plan 2008*. In 1997-98, 6.4 percent or 1,256 students of color graduated with a bachelor's degree from a UW institution. In 2006-07, 7.4 percent or 1,761 students of color were awarded a bachelor's degree from a UW institution.
- **Financial Aid:** The cost of postsecondary education is a potential barrier to completing an undergraduate degree. Financial aid can help ease the burden and is critical to continued progress, especially in order to reduce the higher debt burdens of students of color. UW institutions increasingly rely on private dollars for minority and disadvantaged students to help finance their educations. Despite increases in governmental and private aid programs over the past ten years, a huge unmet need remains, one that is likely to grow given the state and nation's fiscal challenges.
- **Accountability:** Progress has been made on accountability. Almost all UW System institutions are in some phase of the Equity Scorecard Project, a self-assessment process to advance institutional accountability and learning to close gaps in achievement and attain equity in educational outcomes. Several of them have administered a Climate Assessment Survey. The results of these assessment projects are beginning to inform institutional actions and planning around student success and workforce development. The UW System's annual accountability report has also introduced additional measures for assessing progress on diversity and equity indicators. Additionally, progress on *Plan 2008* is now a factor in Chancellor evaluations. Work remains to be done in certain key areas, as will be discussed later in the report.

The data contained in this final *Plan 2008* Report provides a critical opportunity for the UW System to assess its progress to date, and to identify areas where additional work is needed. The Report data can provide a baseline from which the UW System can define its future strategic

actions to: 1) achieve equity in educational outcomes for students; 2) build and strengthen the precollege pipeline; 3) achieve student and workforce diversity; and 4) create inclusive and welcoming climates for all. While the data provide a *more* complete picture of the inroads made by the UW System in its efforts to fulfill the goals of *Plan 2008*, it is still an incomplete picture. There are many programs, initiatives, and projects that work to implement the broad goals of *Plan 2008* that are not included in this report nor its appendices. And while the data sometimes indicate progress and sometimes the lack thereof, they cannot flesh out the facilitators of, nor the barriers to success to aid in the determination of what might be done differently to encourage a different set of outcomes. Finally, the data cannot represent the individuals—faculty, staff and—for whom the goals of *Plan 2008* were written and upon whom the UW System’s failure or progress exerts an impact.

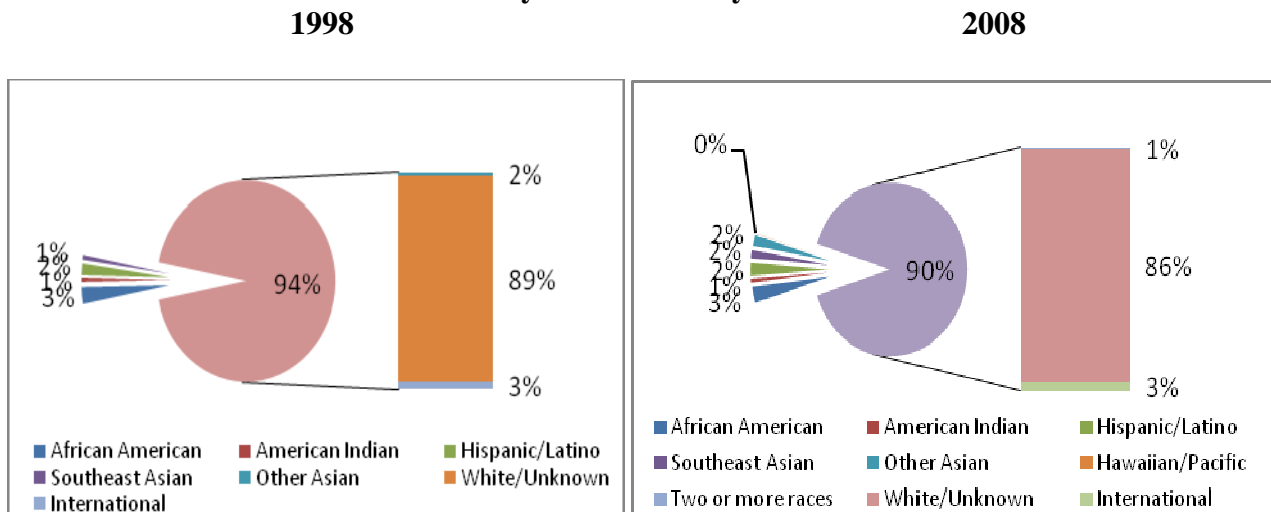
Plan 2008: Final Outcomes (Fall 1998-Fall 2008) – Overview

Following is an overview with summary data of the final outcomes for each of *Plan 2008*'s seven goals. A more complete picture is provided in the body of the report.

Goal 1: Increase the number of Wisconsin high school graduates of color who apply, are accepted, and enroll at UW System Institutions.

- From 1998 to 2008, the enrollment numbers for students of color rose from 11,967 to 18,021, for a total increase of 6,054 students. In terms of their overall representation within the UW System, students of color now comprise 10.3 percent of all students enrolled, an increase of 2.6 percentage points from the 7.7 percent they constituted in 1998.
- Among undergraduates of color in the UW System, enrollments have increased by 5,500 students or 55 percent. Relative to all UW System undergraduates, undergraduates of color now comprise 10.3 percent of the population, an increase of 2.8 percentage points over the 7.5 percent they initially comprised at the start of *Plan 2008*.
- Enrollments of graduate and professional students of color increased over the course of *Plan 2008* by 436 students or 18.1 percent. Relative to all UW System graduate/professional students, students of color now comprise 10.3 percent of the population, an increase of 1.4 percentage points from the 8.9 percent they comprised at the outset of *Plan 2008*.
- Despite significant increases in the number of students of color graduating from Wisconsin public high schools, the service rates² for students of color have declined over the last ten years, dropping from 23 to 22 percent.

**UW Enrollment Totals
by Race/Ethnicity**



² Service rates are defined as the rate at which Wisconsin public high school graduates immediately enroll in the UW System.

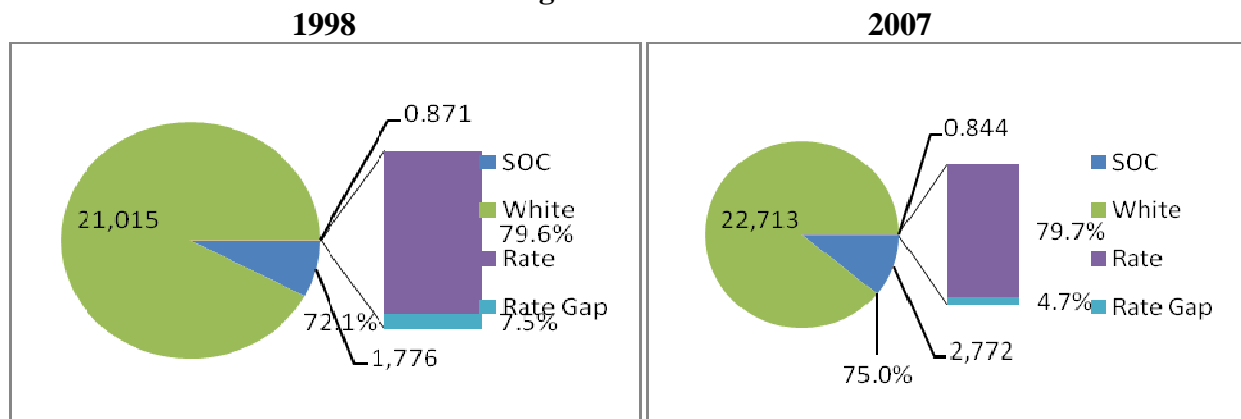
Goal 2: Encourage partnerships that build the educational pipeline by reaching children and parents at an earlier age.

- Overall, participation in UW precollege programs has been substantial throughout the course of *Plan 2008*; over twelve thousand grade school, middle school, and high school students have participated each year since 2003-04.
- In comparison to the early years of *Plan 2008*, registration in precollege programs has grown considerably over time, the result of increased programming activity, improved marketing methods, and innovative outreach strategies undertaken by M/D Coordinators.
- Of the M/D precollege participants that the UW System is able to track, 22 percent enrolled in the UW System as new freshmen through fall of 2005.
- UW System precollege programs reach fewer than 8 percent of K-12 students of color in Wisconsin. While the number of precollege programs has increased dramatically in the last ten years, assessment of these programs has been uneven and thus their impact is difficult to gauge. See Appendix B for a list of selected programs.

Goal 3: Close the gap in educational achievement, by bringing retention and graduation rates for students of color in line with those of the student population as a whole:

- The gap in retention and graduation rates between students of color and white students persists. Among students of color, African Americans and American Indians have the lowest retention and graduation rates.
- The number of bachelor’s degrees earned by students of color increased both in number and as a percentage of all bachelor’s degrees conferred. From 1997-98 to 2005-06, graduates of color increased from 6.4 percent to 7.2 percent of all bachelor’s degrees.
- Master’s, doctoral, and professional degrees earned by students of color increased in number but declined as a percentage of all graduate and professional degrees conferred. From 1998-99 to 2005-06, degree recipients of color decreased from 8.1 percent to 7.9 percent of all graduate and professional degrees awarded by the UW System.
- Guided by the Board of Regents, the UW System created a Regents Diversity Award to recognize institutional change agents who foster access and success for historically under-represented populations. The first awards will be made in March 2009.

**New Freshman of Color and White Students
Returning to the Same UW Institution**



Goal 4: Increase the amount of financial aid available to needy students and reduce their reliance on loans.

- Since the 1997-99 biennia, funding for the Lawton Undergraduate Grant and Advanced Opportunities Programs has increased by 156.6 percent and 91.8 percent respectively.
- UW institutions have established many privately funded scholarship programs under *Plan 2008*.
- Almost three-fourths of undergraduates of color (71 percent) had financial need as defined by the Federal Needs Analysis methodology, compared with less than half of white undergraduates (43 percent), which has remained unchanged since 1998.
- Debt levels for African American and Hispanic/Latino graduates remain higher than those of Southeast Asian, white, and *American Indian* graduates.
- Over the past fifteen years, the average cost of attendance at public four-year institutions has increased at a greater rate than median income of low-income families, to the point where tuition exceeds 65 percent of their household incomes.

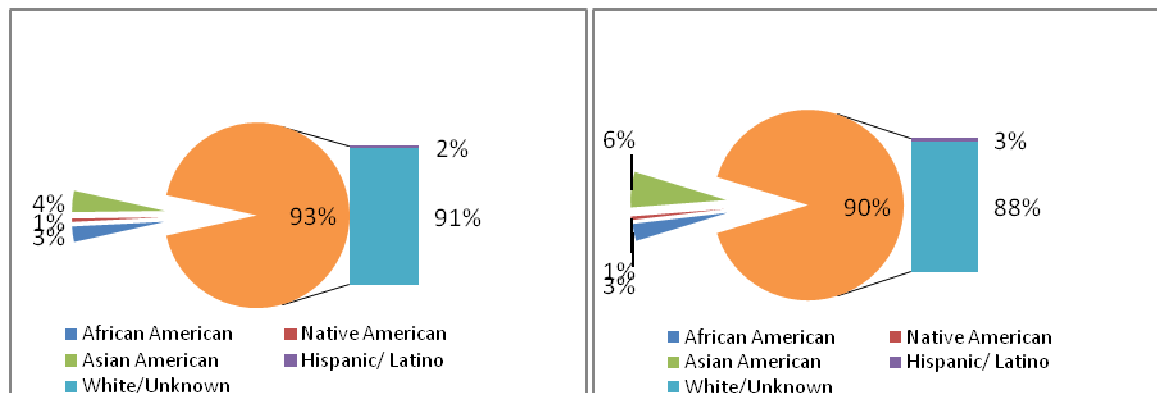
Goal 5: Increase the number of faculty, academic staff, classified staff, and administrators of color, so that they are represented in the UW System workforce in proportion³ to their current availability in relevant job pools. In addition, work to increase their future availability as potential employees.

- Employees of color have increased in every employment category, both in number and as a percent of all employees, since 1998. Tenured and tenure-track faculty had the greatest number of employees of color in 2008 (1,490). Non-instructional academic staff had the greatest proportion of employees of color in 2008, 15 percent of employees.
- Asian employees increased the most since 1998, both in number and as a proportion of all employees.

UW Employees by Race & Ethnicity

1998

2008



³ Each UW institution prepares and calculates workforce availability data to prepare annual federal and state Affirmative Action Programs. Workforce availability data formulas are based upon several factors, including: job groups; relevant skills, knowledge and education; and reasonable areas of recruitment for each job group and institution. Because there is no UW System-wide Affirmative Action Plan, there is no determination of workforce availability and/or proportion at the System level.

Goal 6: Foster institutional environments and course development that enhance learning and a respect for racial and ethnic diversity.

- Through a variety of programs, initiatives and activities, UW institutions continue efforts to integrate multicultural content into courses, to deepen respect and understanding of racial and ethnic diversity among majority students, and to create supportive learning environments for students of color.
- The UW System Office of Academic Affairs has integrated multicultural infusion and contributions toward diversity into the assessment criteria used for academic program review and approval. The UW System Office of Academic Affairs hosted a conference on curricular infusion for UW System faculty and staff.
- The UW System Office of Academic Affairs annually administers a number of grant and professional development programs for UW System faculty and staff dedicated to advancing diversity in the classroom and beyond.

Goal 7: Improve accountability of the UW System and its institutions.

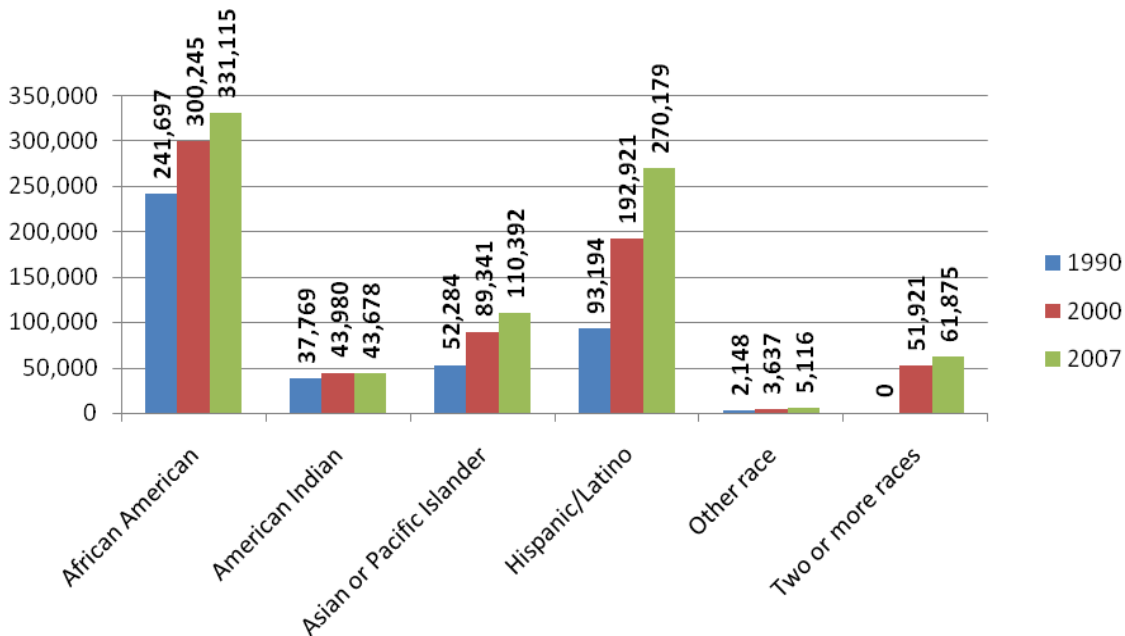
- The Board of Regents passed Resolution 8970 in February 2004, asking for greater accountability across the UW System in its efforts to advance diversity.
- Chancellor evaluations include an assessment of institutional progress toward systemwide priorities, including diversity and *Plan 2008*.
- UW institutions have included diversity efforts in program and performance reviews.
- Eleven UW institutions participate in the UW System Equity Scorecard Project, a self-assessment process to advance institutional accountability and learning to close gaps in achievement and attain equity in educational outcomes.

University of Wisconsin System
Plan 2008: Years, 1998-2008
A More Complete Picture

GOAL #1: Increase the number of Wisconsin high school graduates of color who apply, are accepted, and enroll at UW System institutions.

It is important to provide a context for the numbers and trends that are to be presented here under *Plan 2008*'s first goal, a goal that can be defined broadly as one of access to the UW System. Figure 1 offers a snapshot of the rapid and extensive demographic changes that the state of Wisconsin has undergone from 1990 to 2007, a timeframe that spans nearly all of *Plan 2008* as well as the UW System's first strategic plan, *Design for Diversity*. Although Wisconsin remains a disproportionately White state, demographic shifts such as those captured in Figure 1 show that this will not always be the case; as its populations of color continue to grow, the face of Wisconsin will continue to evolve, taking on a far more multicultural countenance than ever before.

Figure 1
Wisconsin Population of Color by Race/Ethnicity for Years
1990 - 2007

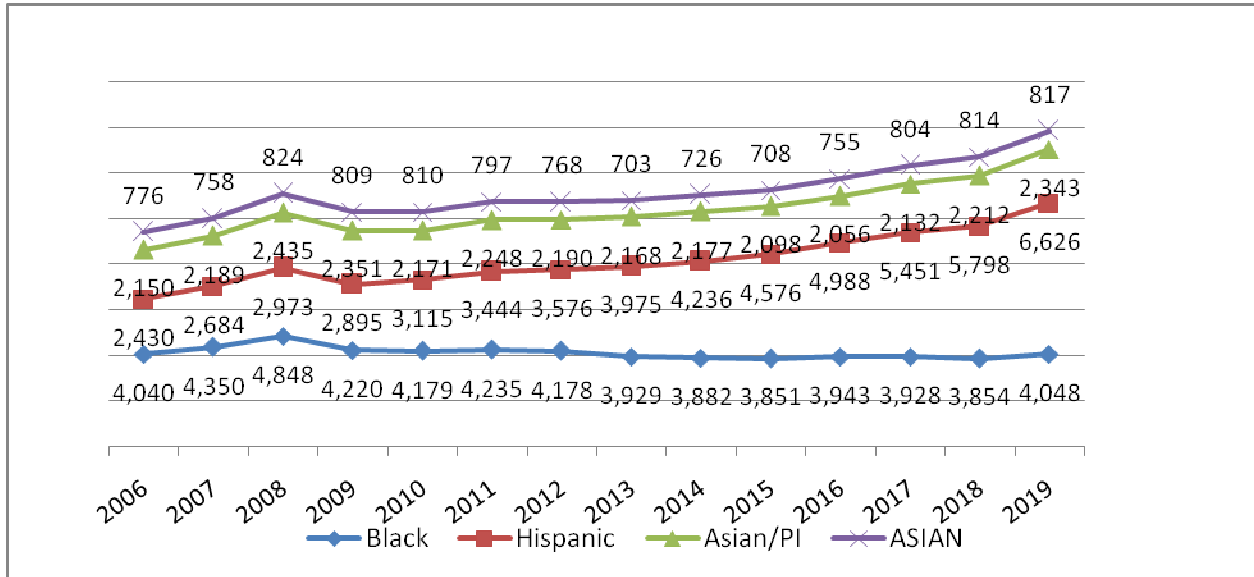


There is a second context to consider as well, one that speaks directly to the role of UW System institutions as educators of the next generation of college-goers. Figure 2 on the following page provides projections for Wisconsin's high school graduates of color over the course of the next 10 years. If these projections prove accurate, there will be a far larger pool of students of color—across all underrepresented groups—requiring access to higher education than has been witnessed historically.

Collectively, these figures provide both a sense of history as it has unfolded over the course of the last twenty years or so, and of the future as it has yet to unfold. Both perspectives

should be kept in mind when considering the gains in access that have been made by people of color during *Plan 2008*.

Figure 2
Wisconsin Public High School Graduate
Projections by Race/Ethnicity
2006 - 2019



Source: University of Wisconsin Population Lab

Enrollment of Students of Color in the UW System

Since the inception of *Plan 2008*, the enrollment of students of color in the UW System has increased, both as a share of total enrollment and in absolute number. Table 1 on the following page shows the overall growth in enrollment for each targeted group at the start, midpoint, and endpoint of *Plan 2008*.

Table 1
UW System Total Enrollment by Race/Ethnicity
Fall 1998 through Fall 2008

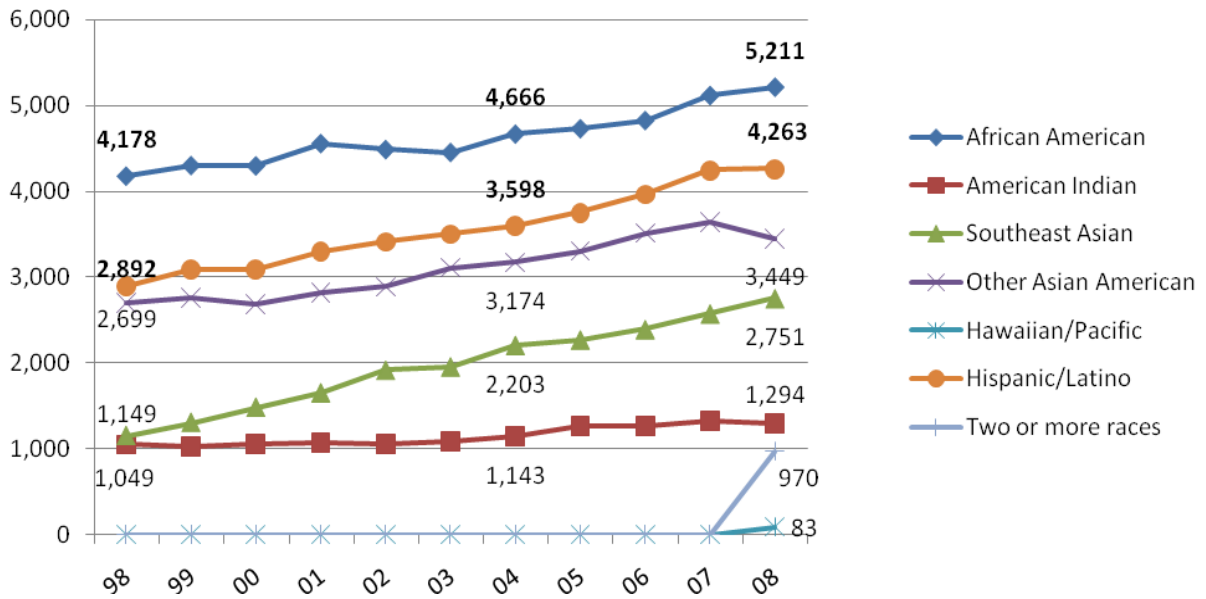
Racial/Ethnic Group	Start of <i>Plan 2008</i> Fall 1998		Midpoint of <i>Plan 2008</i> Fall 2004		End of <i>Plan 2008</i> Fall 2008	
	<i>Number</i>	<i>Percent of Total</i>	<i>Number</i>	<i>Percent of Total</i>	<i>Number</i>	<i>Percent of Total</i>
African American	4,178	2.7%	4,666	2.8%	5,211	3.0%
Asian	2,699	1.7%	3,174	1.9%	3,449	2.0%
Southeast Asian	1,149	0.7%	2,203	1.3%	2,751	1.5%
Hispanic/Latino	2,892	1.9%	3,598	2.2%	4,263	2.4%
<i>American Indian</i>	1,049	0.7%	1,143	0.7%	1,294	0.7%
Two or More Races	n/a	n/a	n/a	n/a	970	0.2%
Hawaiian/Pacific Islander	n/a	n/a	n/a	n/a	83	0.5%
SUBTOTAL	11,967	7.7%	14,784	8.9%	18,021	10.3%
International	5,295	3.4%	5,369	3.2%	5,918	3.4%
White	138,572	88.9%	146,092	87.9%	151,117	86.3%
UW SYSTEM TOTAL	155,834	100%	166,245	100%	175,056	100%

From the perspective of shares—defined here as the representation of each racial/ethnic group relative to the entire UW student population—the following may be noted:

- Almost every target group (African American, Southeast Asian, Hispanic/Latino, and *American Indian*) now claims a larger share in representation than it did at the outset of *Plan 2008*. The exception to that trend lies among *American Indians* whose overall representation among UW students has not changed over time. As they did in 1998, *American Indian* students still constitute just .07 percent of the entire UW student population.
- Just as it had under the UW System’s first diversity strategic plan, *Design for Diversity*, the representation of Asian students—particularly Southeast Asian students—and Hispanic/Latino students has outpaced that of the other target groups.
- In examining the actual growth in representation among target groups, however, it should be noted that this growth ultimately never surpasses the threshold of a single percentage point. The most sizable level of growth occurred among Southeast Asians whose representation among all UW students increased by .8 percentage points overall. Second to that of *American Indians*, the least sizable growth among target groups occurred among African Americans whose representation among UW students increased by just .3 percentage points overall.

Figure 3 on the following page offers another view of student of color enrollment within the UW System, this time from the perspective of rates. Rates represent the number of UW students in a specific racial or ethnic group who succeed out of a total number of students from that same racial or ethnic group who start in a given measure.

Figure 3
UW System Enrollment Totals by Race/Ethnicity
Fall 1998 through Fall 2008



Note: The UW System began collecting data on individuals identifying as *Hawaiian/Pacific Islander* and *Two or More Races* in 2007.

Among the patterns to be noted here:

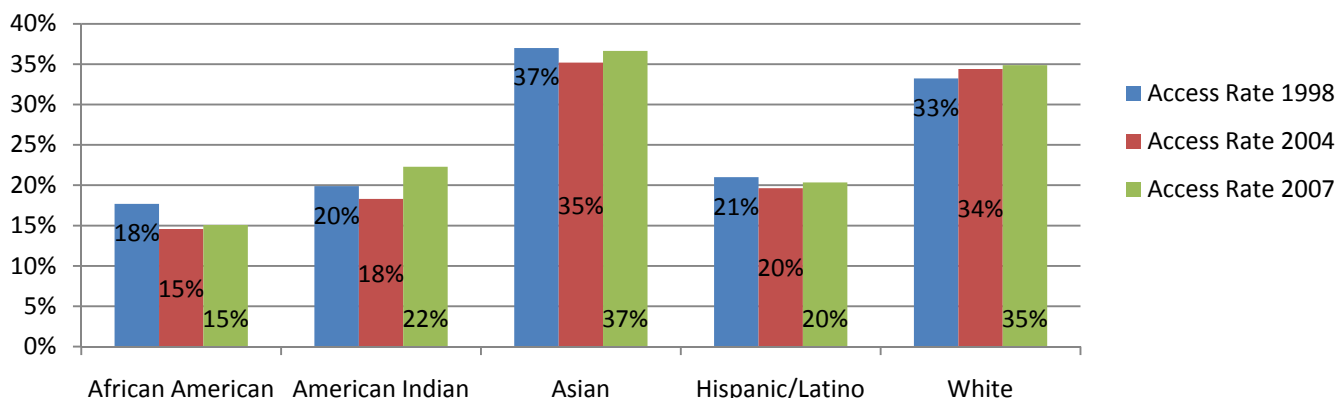
- Enrollments for every targeted group grew in absolute number over the course of *Plan 2008*. As before, however, these groups did not exhibit the same level of enrollment growth. Enrollment among Southeast Asians more than doubled, for example, increasing by 1,602 students overall. During the same period of time, the ranks of *American Indian* students grew by just 245 students, the lowest increase among all target groups. Hispanic/Latino students enjoyed the second highest increase in enrollment, growing by 1,371 students. Enrollment among African Americans grew by 1,035 students.
- In terms of percentage growth, the trend among target groups is as follows: Since 1998, Southeast Asians have grown by 139 percent; Hispanic/Latinos have grown by 47.4 percent; Asian Americans by 27.8 percent; African Americans by 24.7 percent; and *American Indians* by 23.4 percent.

UW System Service Rates for Students of Color

Service rates for students of color—the rate at which Wisconsin public high school graduates of color immediately enroll in the UW System—have fluctuated slightly over the course of the last decade. At the outset of *Plan 2008*, the UW System service rate for students of color approximated 23 percent. Today, the service rate stands one percentage point lower at 22 percent, a small uptick from the years between 2003 and 2007 when the overall service rate for students of color approximated 21 percent.

Figure 4 below shows the service rates for public high school graduates of color in comparison to their White peers at the start, middle, and end of *Plan 2008*.

Figure 4
UW System Service Rates for Immediate New Freshmen by
Race/Ethnicity
1998 - 2004 - 2007



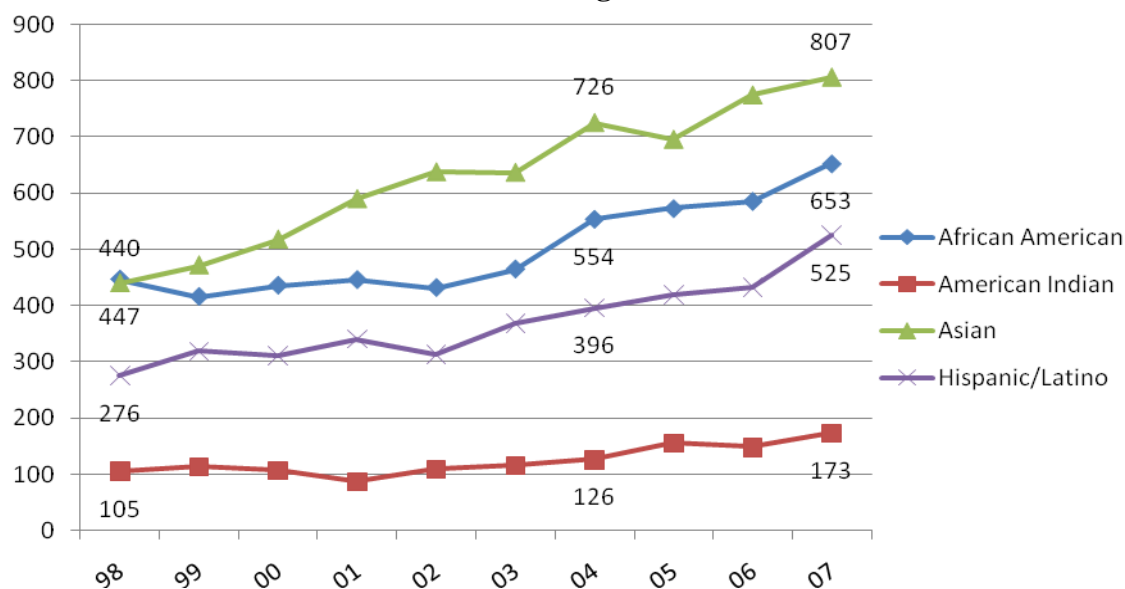
Based on the information provided in Figure 4, several observations can be made:

- When compared to their Asian and White peers, access to UW institutions as immediate new freshmen has not expanded significantly among target groups during *Plan 2008*. In fact, access to UW institutions has narrowed overall for African Americans and Hispanic/Latinos, two student populations whose service rates are now lower than they were in 1998. The only target group to show an increase under *Plan 2008* is that of American Indian students.
- Using the service rate for White students in 2007 as a benchmark, the gaps in service rates for target groups range from 20 percent (African American) to 13 percent (American Indian and Hispanic/Latino). Overall, the gap in service rates between students of color as a collective whole and White students has increased from 10 percent in 1998 to 13 percent in 2007.
- Among all groups, *Whites* are the only group whose service rate has grown steadily and consistently over the course of *Plan 2008*.

Given that, as a collective whole, students of color have increased their ranks as public high school graduates every year of the Plan, one would reasonably expect a corresponding increase in service rates for these students. This increase has not materialized over the course of *Plan 2008*. Overall, the number of public high school graduates of color has grown by 4,364 students, expanding from 5,527 in 1998, to 9,891 students in 2007. Among target groups, African Americans experienced the largest increase in public high school graduates growing by approximately 1,805 students. Latinos grew by nearly 1,298; Asian students by 1,013; and *American Indian* by 248 students. The decrease in service rates among high school graduates of color, then, cannot be attributed to a decrease in the overall pool of available students given that the size of that pool—across all target groups—has actually grown bigger over time.

Figure 5 provides in absolute numbers the immediate new freshmen enrollments that UW System service rates have engendered over the duration of *Plan 2008*.

Figure 5
UW System Wisconsin Immediate New Freshmen of Color by Race/Ethnicity
Fall 1998 through Fall 2007



Appendix C provides fall enrollments, high school graduate counts, and service rates *across* all ten years of *Plan 2008*. Examining that data from the perspective of annual yields, it can be noted that, the largest increase in the number of students of color enrolling in all UW institutions as immediate new freshmen amounted to 217 students. These leaps occurred between 2003 - 2004 and again 2006 - 2007. In terms of the lowest annual yield, the smallest number of public high school graduates of color who enrolled at a UW institution as immediate new freshmen was 29 students, occurring during the year 2001 -2002.

Enrollment by Level

Between 1998 and 2008, the number of undergraduates of color enrolled in UW institutions (including Wisconsin residents as well as non-residents) increased by approximately 5,500 students or 55.4 percent. Similar to their overall enrollments, each targeted group exhibited varying rates of growth. The racial/ethnic group that showed the greatest growth during *Plan 2008* was that comprised of Southeast Asian undergraduates; this group more than doubled its ranks growing from 1,058 to 2,563 students overall. Latino undergraduates had the second highest increase, growing by 55.4 percent over ten years' time. The enrollments of Asian American and *American Indian* undergraduates increased by 31 percent and 28 percent, respectively, while the population of African American undergraduates increased by 27 percent. In comparison, White undergraduates increased by 9.4 percent over the same span of time. See Appendix D for details.

Figure 6 shows the overall growth in absolute numbers among undergraduates of color during all ten years of *Plan 2008*.

Figure 6
UW System Undergraduates of Color by Race/Ethnicity
Fall 1998 to Fall 2008

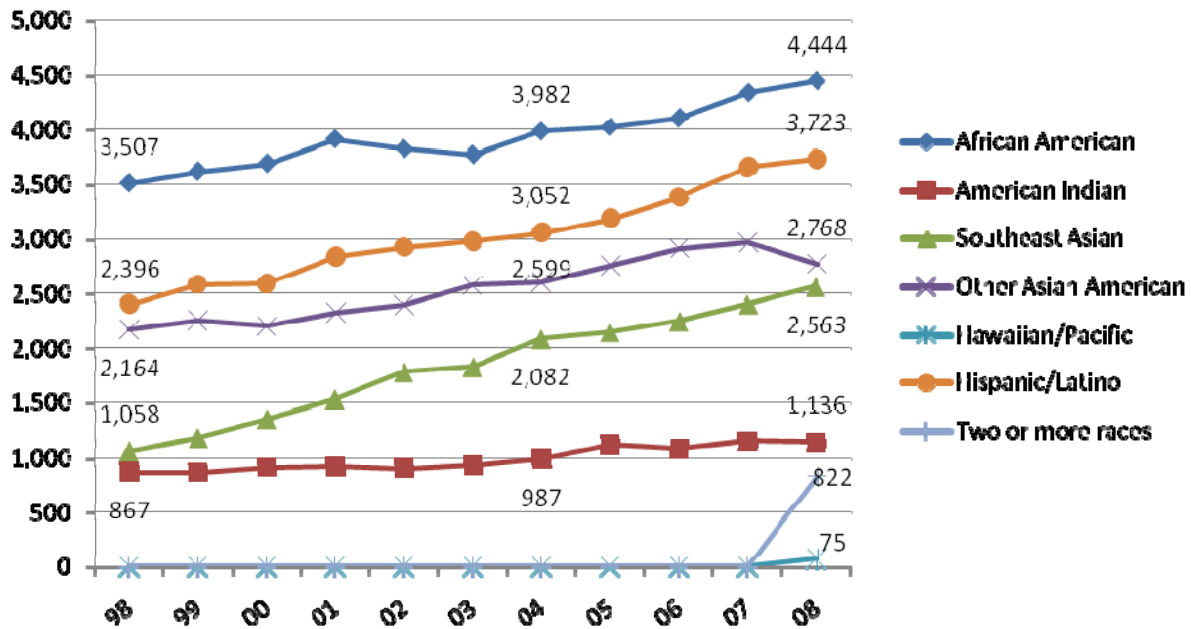
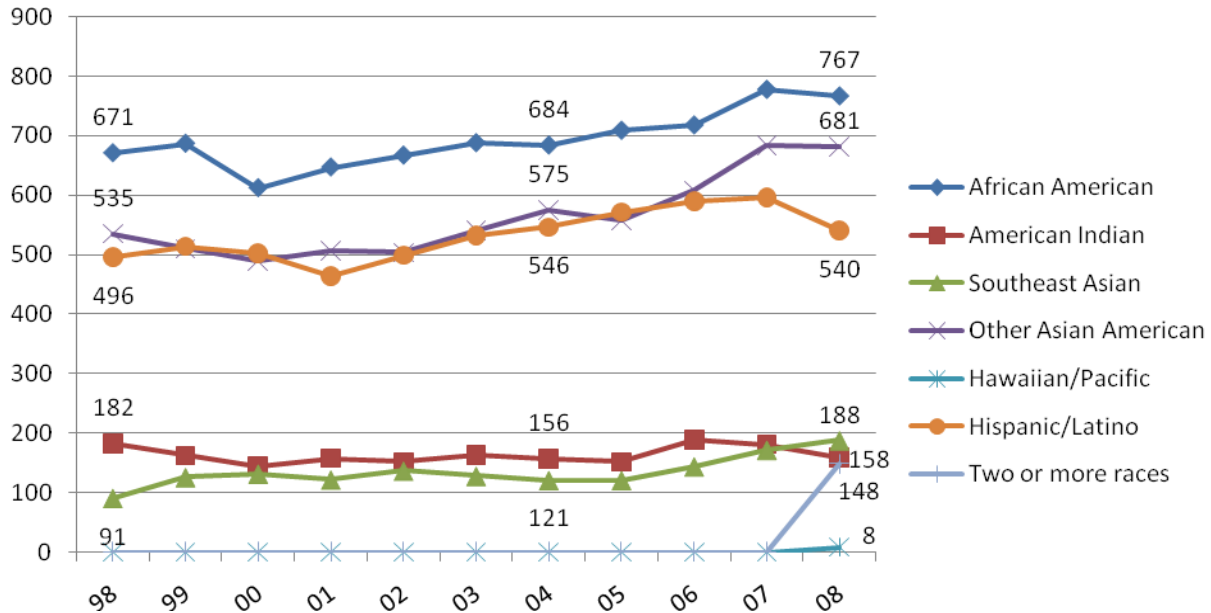


Figure 6, along with data presented in Appendix D, reveal several patterns:

- All targeted groups showed steady growth in terms of their undergraduate enrollment during *Plan 2008*. Growth among undergraduates of Southeast Asian and Latino descent, in particular, outpaced that of all others. By the end of *Plan 2008*, there were 2,563 Southeast Asian undergraduates and 3,723 Latino undergraduates enrolled in UW institutions, increases of 1,505 and 1,327 students, respectively.
- African American undergraduate enrollment increased by 937 students or 27 percent. *American Indian* undergraduate enrollment fluctuated throughout the tenure of *Plan 2008*, but eventually grew to 1,136, an overall increase of 269 undergraduates.
- The year between 2000 and 2001 saw the greatest increase in undergraduate enrollment among targeted groups. Approximately 527 additional students of color enrolled in UW institutions as undergraduates. The second greatest leap in enrollment occurred in the year between 2003 and 2004 when 385 additional students of color enrolled in UW institutions.
- Since 2005, undergraduate enrollment among students of color has steadily increased by roughly 250 students each year.

Figure 7 shows the growth in graduate/professional enrollment among students of color since the onset of *Plan 2008*. As a whole, the enrollment of students of color in UW graduate and professional programs has increased by 26 percentage points. In absolute numbers, this represents an overall increase of 515 graduate/professional students on a systemwide basis. See Appendix E for further information.

Figure 7
UW System Graduate and Professional Students of Color by Race/Ethnicity
Fall 1998 to Fall 2008



Much of what can be seen in Figure 7 is double-digit growth that did not consistently begin to unfold until 2003. Southeast Asians, once again, more than doubled their graduate/professional enrollments, growing from 91 to 188 students. The group with the second largest increase was not among those targeted by *Plan 2008* yet their presence expanded nonetheless: Asian American graduate/professional students grew by 27.3 percent for an overall increase of 146 additional students. African Americans increased their ranks by 14.3 percent for total of 96 students, while Latino students grew by 8.9 percent, an overall increase of 44 additional graduate/professional students. *American Indian* graduate/professional students fared the worst overall, closing out *Plan 2008* with a decline of 13.2 percent or approximately 24 less students.

Enrollment by Gender

Figure 8 on the following page presents the distribution of men and women within each of *Plan 2008*'s target groups. Overall, women have maintained a stronger presence among students in the UW System than their male counterparts. The representation of *American Indian* women, in particular, has outpaced both the representation of all other women of color as well as *American Indian* men. The gap between *American Indian* women and men has increased over time by 18 percentage points, the largest differential between men and women among all target groups. In addition to *American Indian* men, Southeast Asian men have also endured a decline in representation, falling from 54 percent in 1988 to 47 percent in 2008. See Appendix F for further details.

Figure 8
Percent Males and Females of UW System Enrollment by Race/Ethnicity
Fall 1998 Fall 2004 Fall 2008



GOAL #2: Encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age.

Precollege programs play a critical role in enhancing multicultural and disadvantaged (M/D) students’ access to higher education. At their best, these programs cultivate greater aspirations and expectations for a postsecondary education, augmenting students’ exposure to college life and strengthening their academic preparation so that they are more likely to apply, enroll, and succeed in college. In this regard, ensuring access to college through precollege programs encompasses a two-part mission. First, these programs strengthen academic skills and performance so that multicultural and disadvantaged students are retained from grade school through high school, graduated, and ultimately prepared to take on college-level work. Second, they provide the requisite knowledge and skills needed to successfully navigate the college-choice process, from the point of application, to final decision-making, to eventual enrollment in a UW institution.

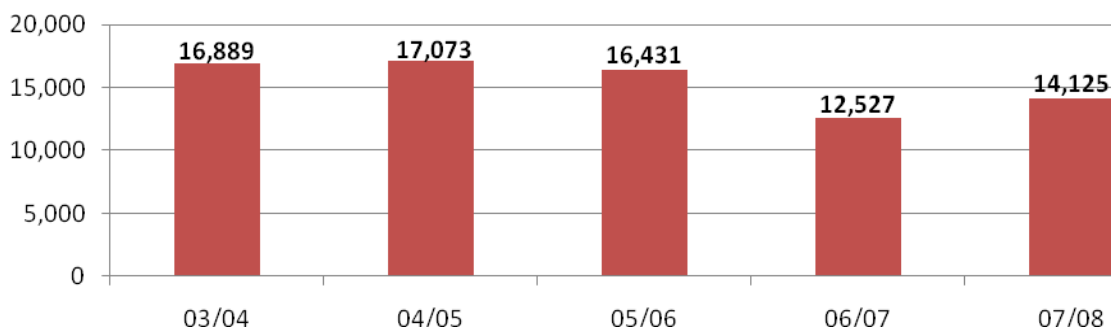
Because of their potential to influence the pipeline of students of color entering the System, UW System and its institutions have made concerted efforts to increase precollege opportunities for M/D students under *Plan 2008*. In comparison to the early years of *Plan 2008*, registration in precollege programs has grown considerably over time, the result of increased programming activity, improved marketing methods, and innovative outreach strategies undertaken by M/D Coordinators in particular. It is important to note here that precollege data collection and analyses were not done uniformly in the early years of *Plan 2008*. Thus, the figures presented in the pages ahead only account for precollege activity and participation from the midpoint of *Plan 2008* to its end.

M/D Precollege Enrollment

Figure 9 on the following page provides a snapshot of UW System M/D precollege program enrollments during this timeframe. Overall, participation in UW precollege programs

has been substantial through the course of *Plan 2008*; over twelve thousand grade school, middle school, and high school students have participated each year since 2003-04.

Figure 9
UW System M/D Precollege Enrollments Unduplicated Annual Headcount
2003 through 2008



As Figure 9 also reveals, however, precollege enrollments have fluctuated, most notably after 2004-05, a year in which these enrollments reached an all-time high of 17,073 students. The decline over time is partly the result of significant cutbacks in funds and student scholarship monies from two key sources: the federally-sponsored GEAR UP program and the Wisconsin Department of Public Instruction. See Appendix G for further details.

The decline looks even starker when one considers the growing numbers of students of color enrolled in Wisconsin public schools. Since 2003-04, the representation of students of color has increased from 21 percent to 30 percent of all Wisconsin public school students. In absolute numbers, the population of public school students of color has grown from 186,264 to 202,495 students in just five years' time (www.dpi.state.wi.us). At most, UW System precollege programs have been able to accommodate no more than 7.5 percent of these students in any given year. Table 2 summarizes the M/D service rate for students of color from the 2003-04 academic years through 2007-08.

Table 2
UW System M/D Precollege Service Rates for Students of
Color (SOC) Enrolled in Wisconsin Public Schools
2003-04 through 2007-08

Academic Year	Students of Color (SOC) Enrolled in WI Public Schools		UW System M/D Precollege Program Participant	M/D Precollege Service Rate
	Number	Percent of Total	Number	Percent of Total SOC
2003-04	186,264	21%	13,953	7.5%
2004-05	187,748	22%	14,023	7.5%
2005-06	194,414	22%	13,512	7.0%
2006-07	199,373	29%	10,043	5.0%
2007-08	202,495	30%	11,840	5.9%

Clearly, there is a substantial gap between the number of public school students of color that might be served by UW institutions, and the actual capacity of UW precollege programs to recruit and prepare them for college.

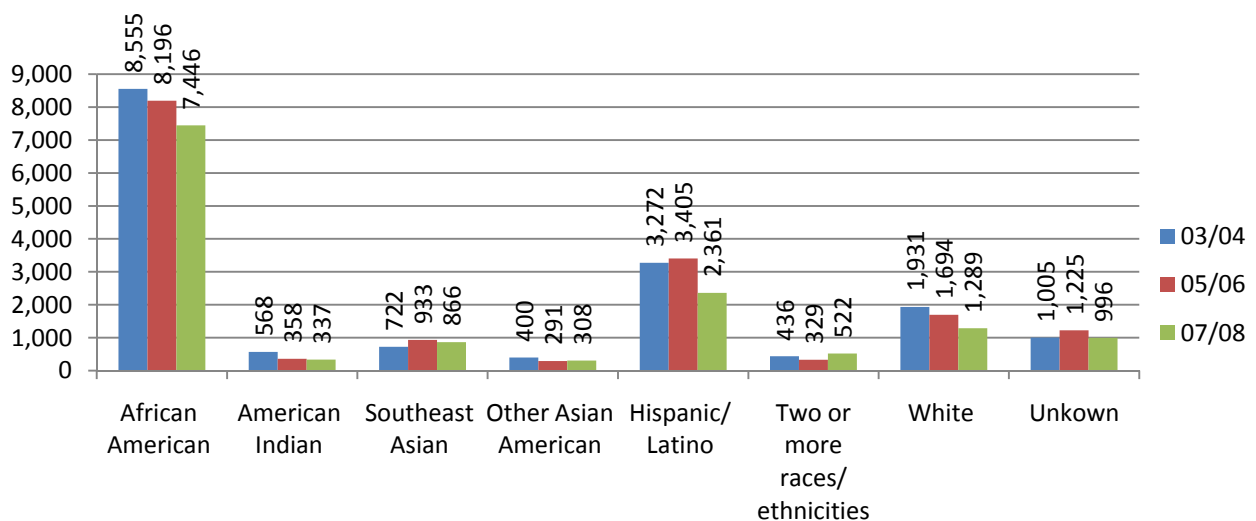
Precollege Participation by Race/Ethnicity

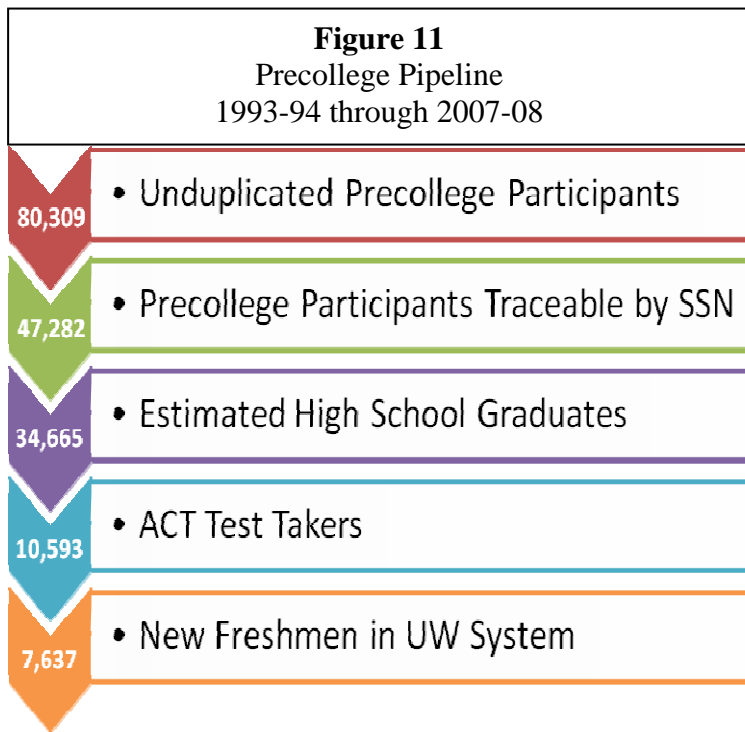
Who has taken part in UW precollege programs during *Plan 2008*? Figure 10 details the participation of students of color in UW precollege programs according to their specific racial/ethnic backgrounds. As the enrollment numbers reveal, there has been widespread distribution in terms of the racial/ethnic groups participating in precollege programs; students from all target groups have enrolled in a UW-sponsored precollege program over the course of the last five years.

Precollege enrollments have been dominated by African American and Hispanic/Latino public school students for much of that time. Overall, these two groups have the highest enrollments, averaging roughly 7,800 and 2,800 participants, respectively, over a five-year period. Southeast Asian students have the third-highest enrollment, with an average enrollment of approximately 800 students since 2003-04. American Indian students averaged roughly 400 students in the same time period, while the average enrollment for Asians came to about 300 students. In comparison, White students averaged approximately 1,100 enrollments in precollege programs in the same span of time.

As Figure 10 reveals, however, there has been a decrease in the number of overall precollege enrollments among almost every group except for Southeast Asians and individuals whose identities consist of two or more races/ethnicities. These groups experienced growth in precollege enrollments at exactly the same rate of 20 percent. The trend in diminishing enrollments is as follows: American Indians have decreased their precollege enrollments by 41 percent; Whites by 33 percent; Hispanic/Latinos by 28 percent; Other Asian Americans by 23 percent; and African Americans by 13 percent.

Figure 10
UW System M/D Precollege Enrollments by Race/Ethnicity
2003-04 through 2007-08





Precollege Pipeline

Since the academic year 1993-94, the UW System has maintained a database of public school students of color who formally register as participants in UW precollege programs. This database enables the UW System to track students of color as they move through the precollege pipeline into UW institutions. The tracking system is dependent upon the provision of a student's social security number, a form of identification not always provided. Figure 11 illustrates in graphic form how these initial precollege registrations are essentially reduced into new freshmen enrollments in

the UW System.

Of the 80,309 precollege participants in the database, only 47,282 are traceable by their social security numbers. An estimated 34,665 of these traceable students are to have graduated from high school. Of this pool of graduates, 10,593 have taken the ACT, a major indicator of their intent to attend college. Of those ACT test takers, 7,637 have enrolled as new freshmen in the UW System. To date, the UW System is still not able to determine how many precollege students attended non-UW institutions.

GOAL #3: Close the gap in educational achievement, by bringing retention and graduation rates for students of color in line with those of the student population as a whole.

Though they are often discussed in terms of numerical trends and patterns, retention and graduation rates represent processes that are altogether far more personal in nature. The degree to which students are able to navigate the complex transition from high school to college, and the extent to which they are determined to persist in the pursuit of a college degree, are major elements of the college-going process that retention and graduation rates help make understood

Retention and graduation rates are also critical indicators of how well colleges and universities meet the academic, social, and emotional needs of their students. The more robust these rates are, the more likely it is that institutions are providing the necessary resources and support their students need to achieve their educational aspirations.

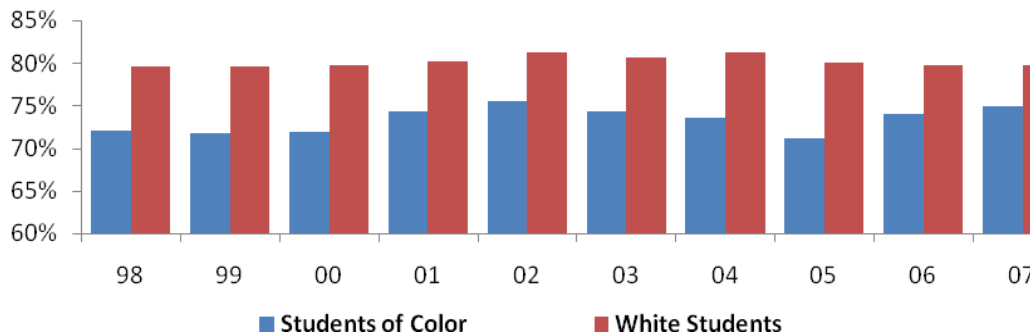
The UW System has made concerted efforts to increase the retention and graduation rates among students of color throughout *Plan 2008*'s tenure with the central aim of closing the achievement gap known to separate them from their white peers. As the data presented in the following pages will show, these rates have not improved substantially over time; the gaps in retention and graduation between students of color and white students still persist though not to

the same degree as they did at the start of *Plan 2008*. It should be noted that the UW System measures retention rates by determining the persistence of freshmen into the second year of college. Consistent with national practice, graduation rates are calculated based on full-time freshmen who graduate within six years. The graduation rates presented are for the cohort that entered in 1998 and matriculated in 2002.

Retention

Figure 12 reveals the overall retention patterns of UW freshmen of color as compared to that of their white peers within the same UW institution in which they first enrolled. See Appendix H for additional details.

Figure 12
UW New Freshmen Students of Color & White Students Returning to the Same Institution for the Second Year, by Entering Year 1998 to 2007

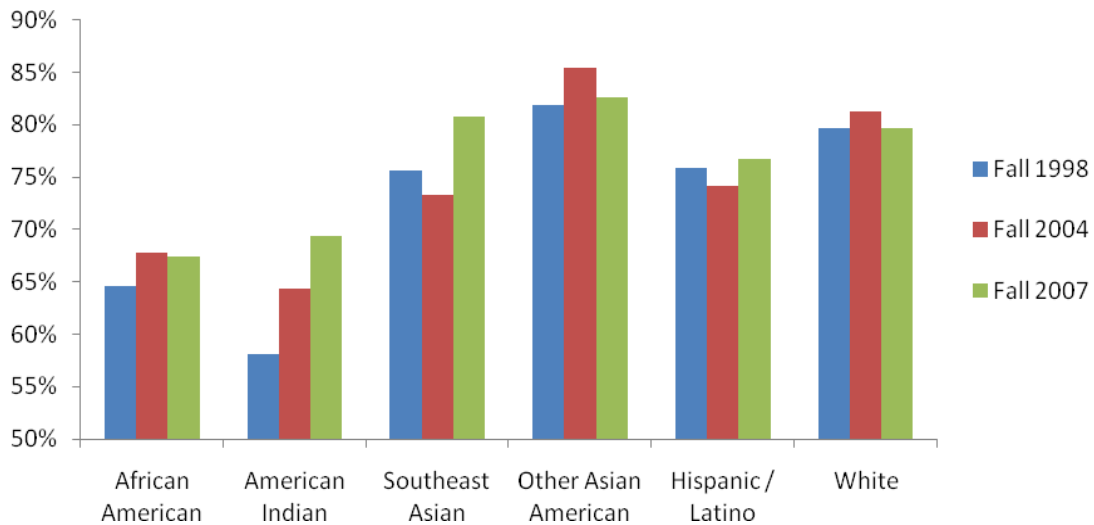


Several key patterns are worth noting:

- The retention rates for both groups have fluctuated unevenly over time. Neither group has grown consistently from one year to the next across the entire ten-year period of *Plan 2008*.
- Of the two groups, it is only among students of color that there has been any overall change in the rate at which they are retained. The retention rate of students of color increased from 72 percent to 75 percent while the retention rate for white students has showed no change. White students exhibited a retention rate of 80 percent in 1998; they did the same in 2008.
- The highest rates of retention to be achieved by both groups occurred in 2002, six years before the end of *Plan 2008*. At that time, the retention rate for students of color approximated 76 percent. For white students, the retention rate was calculated at 81 percent.
- The gap in rates between the two groups has narrowed since the start of *Plan 2008*. In 1998, there was an eight percentage point difference in retention rates between them. White students stood at 80 percent while students of color stood at 72 percent. In 2008, that difference was reduced further to a five-point difference. White students stood at 80 percent while students of color stood at 75 percent.

Figure 13 shows these retention rates among UW students further disaggregated by race/ethnicity.

Figure 13
UW New Freshmen Returning to the Same Institution for the Second Year, by Race/Ethnicity and Entering Year
Fall 1998, Fall 2004, Fall 2007



In examining the retention rates specifically among *Plan 2008* target groups, the following can be noted:

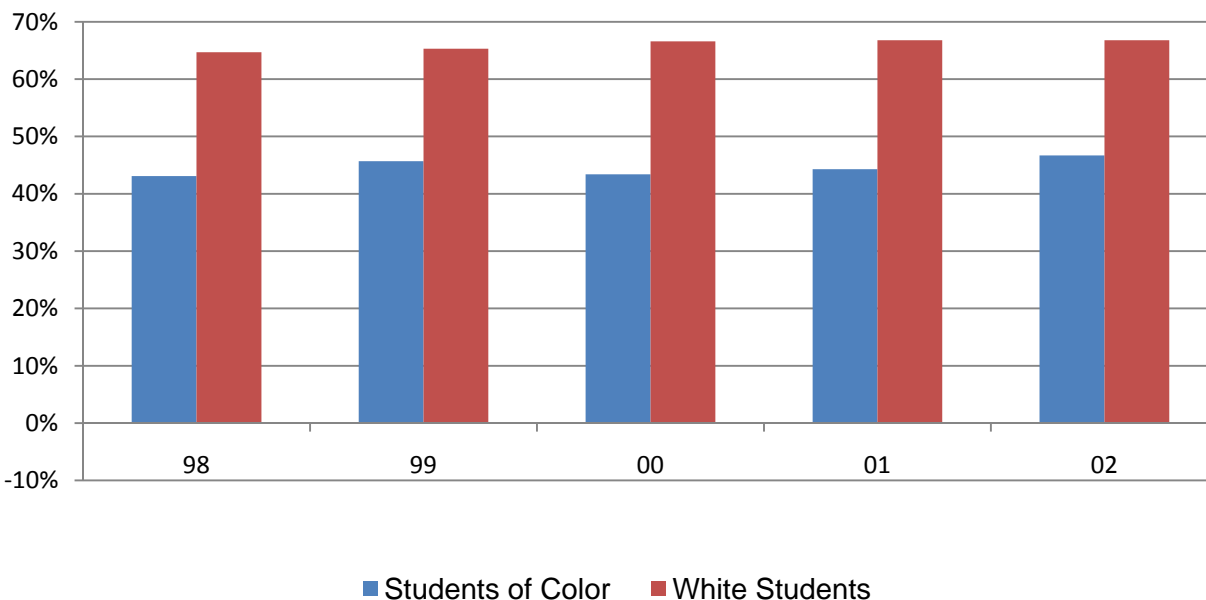
- Almost every target group has exhibited growth in the overall percentage of students who persist from the first year to the second year of college. The only exception is that of African American students whose rate of persistence has decreased by 4 percentage points in the course of *Plan 2008*, falling from 71 percent to 67 percent.
- The target group which has experienced the greatest growth in retention is that of Southeast Asians whose overall rate of persistence has increased by 8 percent. American Indians have the second highest retention rate among target groups, increasing by 6 percent over the course of the last ten years. Other Asian students follow with an increase in their overall retention rate of 2 percent while that of Hispanic/Latino students has grown by 1 percent.
- Only for American Indians, Southeast Asians, and Hispanic/Latinos are their 2008 retention rates the highest they have ever been. In all other cases, the retention rates for target groups were higher in years other than 2008. For African Americans, the highest retention rate they exhibited was 68 percent, a rate which held steady for the years 2002 through 2004. For Southeast Asians, the top year was 2002, a year in which they persisted at a rate of 83 percent. For Other Asian students, the year in which they persisted at a top rate of 85 percent came in 2004. To a certain degree, then, the increases reported for the end of *Plan 2008* are not true increases but ground that has been made up since these pinnacle years transpired.

Graduation

The gap in retention rates between students of color and white students carries over to the rates at which they graduate as well. Figure 14 depicts the overall graduation rate between these two groups within the cohort that entered in 1998 and through 2002.

Figure 14

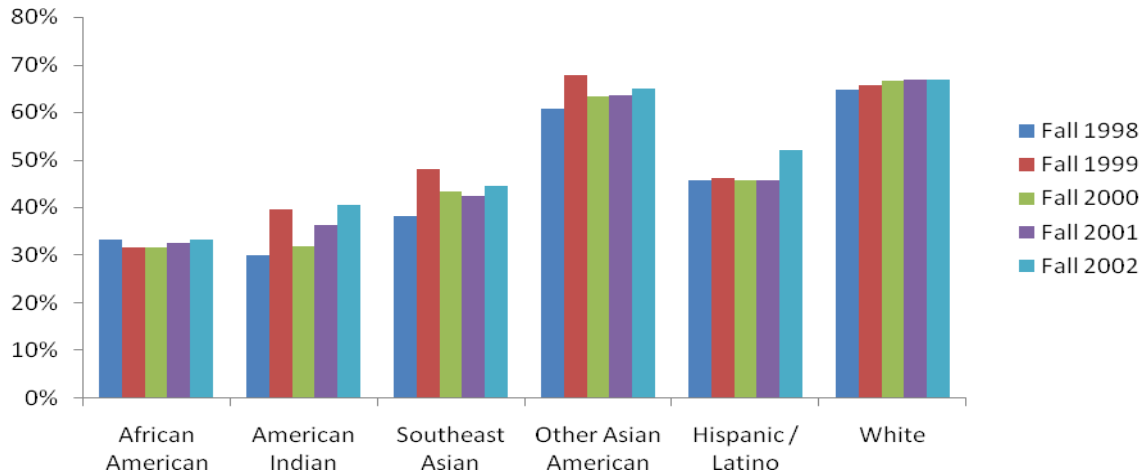
**UW New Freshmen Students of Color & White Students Graduating From
any UW Institution Within Six Years, by Entering Year
Entering 1998 and Through 2002**



The gap in degree completion between the students of color and white students in this cohort remains relatively constant over the course of six years. There is slight fluctuation downward from 1999 through 2000, a small trend that begins to reverse in 2001 and move upwards into the year 2002. In terms of percentages, that movement upward amounts to overall graduation rate gains of 4 and 2 percentage points among students of color and white students, respectively. In 1998, the graduation rate for students of color approximated 43 percent. In 2002, that rate had increased to 47 percent. The graduation rate for white students in 1998 was roughly 65 percent. In 2002, that rate had increased to 67 percent. See details in Appendix I.

In terms of the overall gap in graduation rates, there remains a substantial difference in degree completion between the two groups. In 1998, the gap in graduation rates between students of color and white students came to 22 percent. In 2002, that gap had narrowed to 20 percent, a total of 2 percentage points in ten years' time. As Figure 15 on the following page reveals, when disaggregated by race/ethnicity, the graduation rates for students of color have not increased at a uniform pace, however. Thus the gains in completion are not equally shared by all target groups.

Figure 15
UW New Freshmen Graduating From any UW Institution Within
Six Years, by Entering Year and Race/Ethnicity
1998-2002



In terms of overall trends, Figure 15 reveals the following:

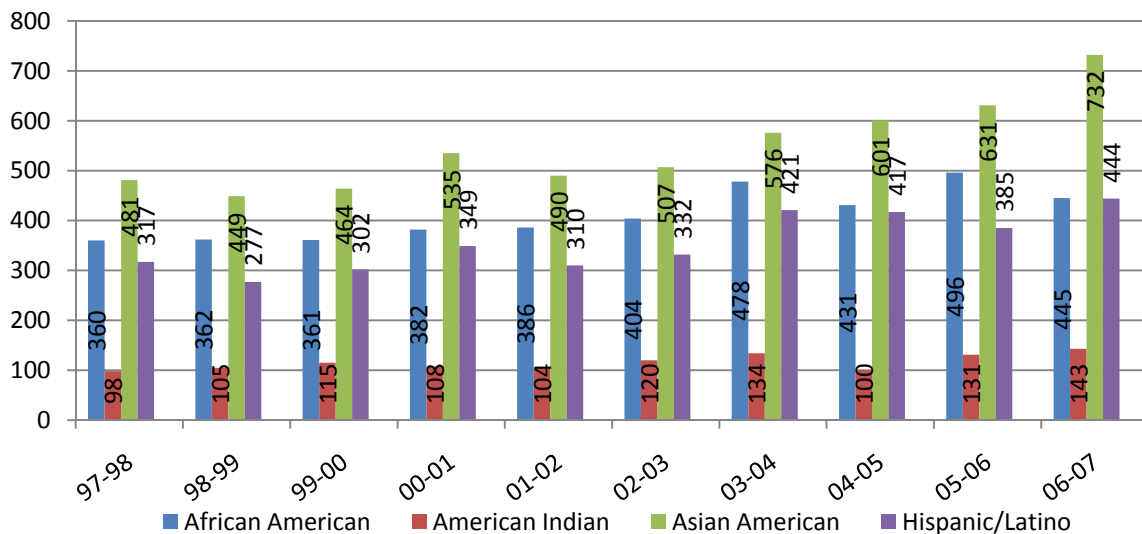
- Among all racial/ethnic groups, white students have shown nearly flat growth that is consistent and steady over time, averaging a 1 percent growth from Fall 1998 to Fall 2002. The range of growth during this time span ranged upwards from 65 percent to 67 percent.
- In contrast, African Americans have shown the smallest growth over time, effectively graduating no greater than 33 percent of their ranks at any point in the six-year time period. In terms of absolute numbers, this translates to 593 African American graduates in 1998 and 635 African American graduates in 2002.
- Across all target groups, African Americans have graduated at a lower rate every year except for Fall 1998. That year, American Indians held the dubious distinction of having graduated at a rate of 30 percent or 136 students. African Americans meanwhile graduated at a rate 33 percent or 593 students.
- With the exception of African Americans, every target group has experienced growth in their overall graduation rates. The trend in percentage growth is as follows: American Indians increased by 11 percent overall; Southeast Asian increased by 7 percent; Hispanic/Latinos by 6 percent; and Other Asian students by 4 percent.
- In terms of a banner year or the year in which a group exhibited the highest rate of growth in their graduation rates, Fall 1999 appears to be the critical time point for most target groups except African Americans and Hispanic Latinos. The graduation rates for American Indians, Southeast Asians, and Other Asians topped out at 40 percent, 48 percent, and 68 percent, respectively. Among Hispanic/Latinos, the banner year proved to be 2002 when their graduation rates rose to a high of 52 percent. A banner year has

yet to occur among African Americans, whose rates have yet to grow beyond 33 percent since *Plan 2008* began.

Degrees Conferred

Figure 16 presents the number of bachelor's degrees earned by UW students of color during *Plan 2008*'s implementation.

Figure 16
UW System Bachelor's Degrees Conferred to Students of Color
1997-98 to 2006-2007



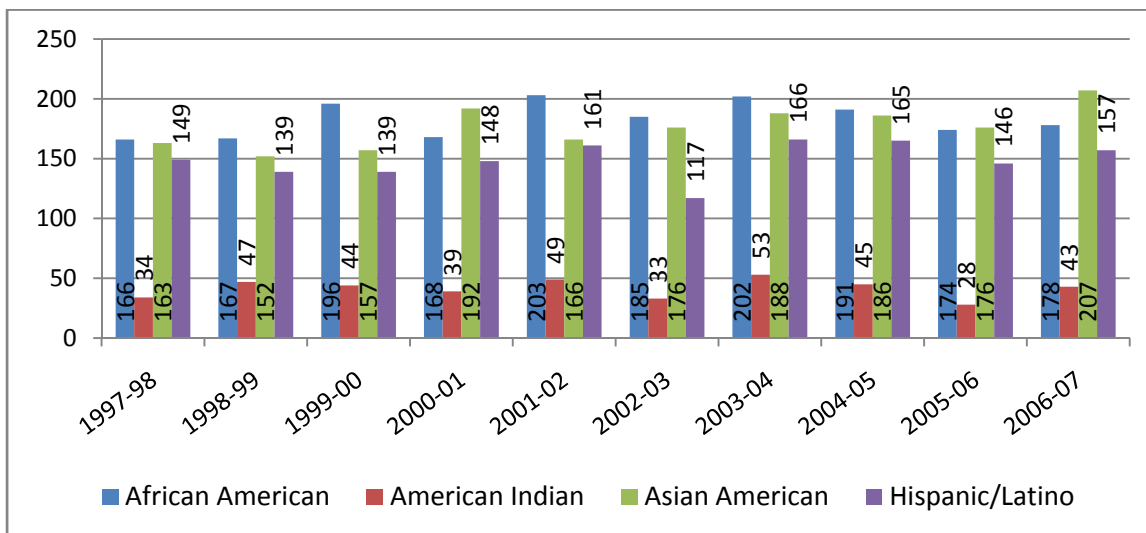
In comparing the starting point of *Plan 2008* to its endpoint, it is clear that there have been increases in the numbers of UW students of color earning bachelor's degrees. Every target group has grown, though that growth has not come in a steady or consistent pattern over time. Asian students showed the greatest growth in bachelor's degree-earners, increasing by 251 students or 52 percent. Hispanic/Latino degree-earners increased by 152 students or 40 percent. The number of African Americans earning a bachelor's degree increased over time by 85 students or 19 percent, while American Indians degree-holders increased by 45 students or 46 percent. Though not listed in Figure 16, the one racial group that has increased at a steadier pace over time is that of white students, whose ranks of bachelor's degree-recipients rose from 17,851 in 1997-1998, to 21,557 in 2006-2007, an increase of 21 percent. See Appendix J for further details.

In comparing the representation of these target groups in relation to one another, few differences are found from the start of *Plan 2008* to its end. American Indian and Hispanic/Latino degree-earners, for example, showed no growth in overall representation among target groups as a collective whole. American Indians comprised 8 percent of student-of-color degree-holders in 1997-1998; they remained at 8 percent in 2006-2007. Hispanic/Latinos constituted 25 percent of students of color earning bachelor's degrees at both time points as well. In contrast, the representation of Asian Americans among student-of-color degree-earners has grown from 38 percent to 41 percent. The representation of African Americans among student-

of-color bachelor degree-earners has actually decreased from the start of *Plan 2008* to its end, falling from 29 percent to 25 percent overall.

Figure 17 shows the numbers of graduate/professional students of color earning degrees over the course of *Plan 2008*.

Figure 17
UW System Graduate and Professional Degrees Conferred to Students of Color
1997-1998 to 2006-2007



In terms of master’s degrees earned by students of color, every target group has shown an increase from the starting point of *Plan 2008* compared to its endpoint. The overall growth of these groups has not been substantial, however. Only African Americans and Asians exhibited double-digit growth in the absolute number and percentage of students of color earning master’s degrees. For African American students, this increase amounted to 21 additional students or a 19 percentage point boost since the academic year 1997-1998. For Asian students, the increase constituted of an additional 22 students earning master’s degree or a 20 percentage point boost. In contrast, American Indian master’s degree-earners increased by 6 students or 27 percent, while Hispanic/Latinos increased by 5 students for an overall increase of 9 percent. See Appendix K for further details.

In terms of doctoral degrees earned among students of color, there is a similar pattern of growth, though the target groups showing growth differ. Among African American students earning doctorates, their ranks increased by 10 additional students over the course of *Plan 2008*, an increase of 83 percent. American Indians earning Ph.D.s also increased but just by 2 students overall, as did Asian students. Finally, Hispanic/Latinos earning doctorates increased overall by 6 students or 33 percent.

It is in the category of professional degrees that the pattern of growth is replaced by a pattern of loss over the course of *Plan 2008*, particularly among African American and Hispanic/Latino professional degree-earners. There were approximately 19 fewer African Americans and seven fewer Hispanic/Latinos earning professional degrees at the end of *Plan 2008*. American Indians increased by just one additional student in this timeframe, while Asian students increased by 20 students overall or 69 percent.

Among white students, a pattern of triple-digit growth occurs within master's degree recipients and professional degree-earners. White master's degree earners grew by 751 or 20 percent by the end of *Plan 2008*, and by 102 additional professional degree recipients or 24 percent. In the category of doctorate degree-earners, the number of *Whites* decreased dramatically by minus 13 percent or 73 students.

Goal #4: Increase the amount of financial aid available to needy students and reduce their reliance on loans.

The cost of a postsecondary education is a potential barrier to completing an undergraduate degree. Financial aid can help ease this burden. Since the 1970s, incomes and living standards have been persistently distributed according to educational attainment.⁴ Those with the most higher education have prospered and those with the least education have suffered. It used to be true that attaining middle class status could be accomplished by working hard and playing by society's rules. That is no longer the case and now one must have higher education too.

The question of who has access to higher education is a question most central to the identity and future of this country. Historically, higher education in this country was reserved for the elite, white social class. By and large higher education today still reflects those historic patterns of access as it remains largely affluent and white, and, according to the *Postsecondary Education Opportunity Newsletter*, the college admissions tests used today still reinforce this race and class structure in U.S. higher education.⁵

The affordability crisis is most profound for students from families in the bottom half of the parental income distribution, that is, income below \$62,240, and these students are disproportionately students of color. Thus the college affordability crisis is disproportionately a problem for students from racial/ethnic minority families—students from Black, Hispanic/Latino and American Indian families. It is much less a problem for students from white families because these families tend to be more affluent than persons of color.⁶

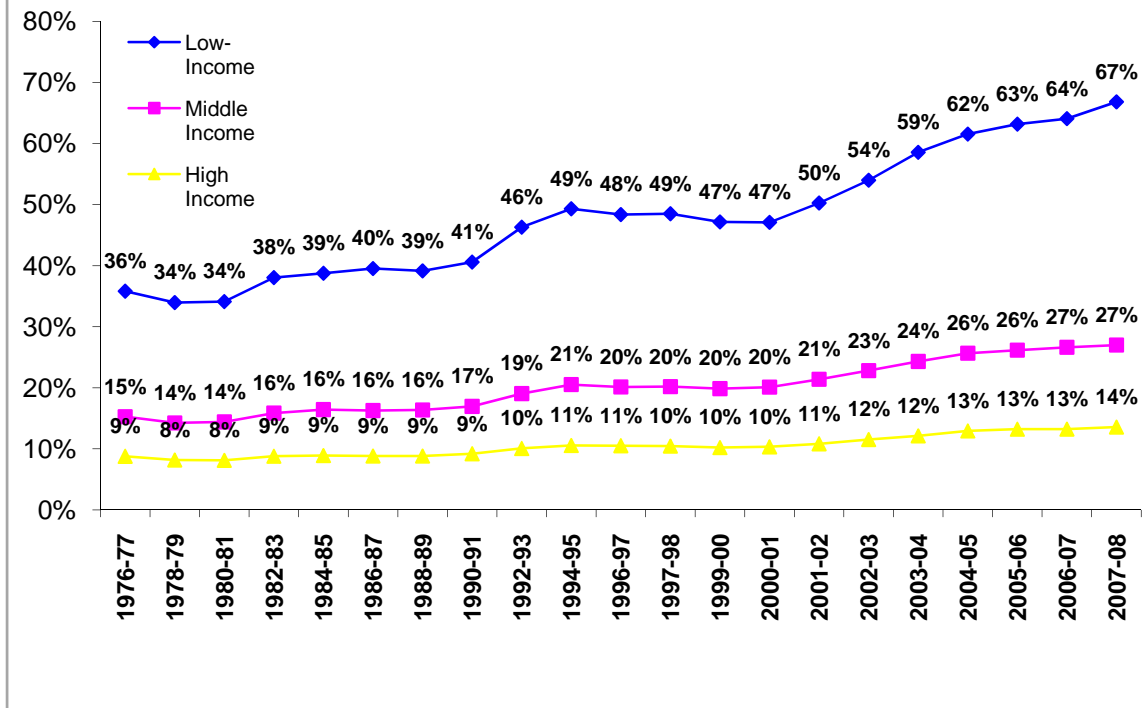
Nationally, over the past ten years, the portion of household income of middle-income families needed to pay the costs of higher education—tuition, fees, room and board—has increased from 20 percent to 27 percent. For high-income families the percentage increased from 10 percent to 14 percent. However, higher education costs have increased at a significantly greater rate than has income for low-income families. Total charges for four-year institutions now represent 67 percent of income for low-income families compared to 49 percent in the 1998-99 academic year. [See, Figure 18 on the following page]. Grants and financial aid, therefore, play a pivotal role in providing access to college for the economically disadvantaged.

⁴ Postsecondary Education Opportunity Newsletter Number 199, January 2009

⁵ Ibid.

⁶ Postsecondary Education Opportunity Newsletter, Number 172, October 2006

Figure 18
National Total Charges at Public Four-Year Institutions as a Share of Household Income, 1976-77 to 2007-08 (Enrollment Weighted)



Source: Annual Survey of Colleges, The College Board, New York, NY; pre-1987-88 tuition data are from Integrated Postsecondary Education Data System (IPEDS), U.S. Department of Education, National Center for Education Statistics, ; family income data from the U.S. Census Bureau, Current Population Survey. Lowest quintile (up to \$27,864 for 2007), median income (\$61,355 in 2007), and high income quintile range + \$112,638 or more in 2007.

In 2007, the median income for all families in Wisconsin was \$60,804. Consistent with national trends, except for Asians, families of color in Wisconsin typically have lower incomes than white families. In 1999, the end of the first year *Plan 2008* was in effect, the median income for African American families was 51 percent of the median for all families. During that same period, American Indian families earned 65 percent and Hispanic/Latino families earned 68 percent of the median income for all families.

**Median Family Income in Wisconsin
by Race and Ethnicity**

2007

	Median	% of All Families
All Families	\$60,804	100%
African American	\$30,246	50%
American Indian	\$35,135	56%
Asian	\$66,513	109%
White	\$65,294	107%
Hispanic/Latino (any race)	\$42,366	70%

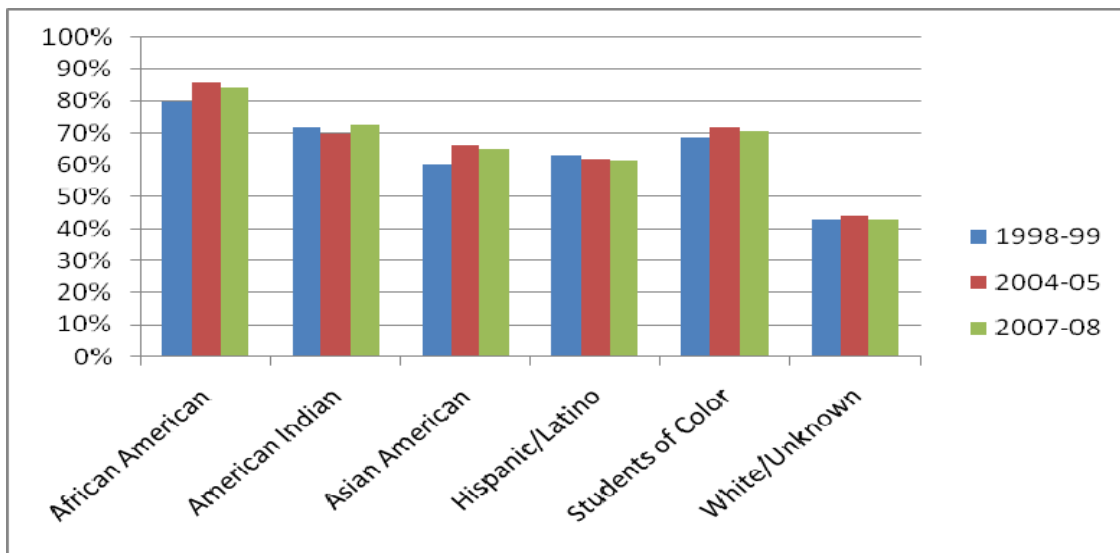
Overall a total of 110,112 UW System students, 64 percent of all students enrolled, received financial aid.⁷ Among UW System undergraduates, students of color are more likely to have financial need than white students. The majority of UW System undergraduates of color have financial need as defined by the Federal Needs Analysis methodology.

⁷ Office of Policy Analysis and Research, Informational Memorandum - Student Financial Aid: 2007-2008 Update, University of Wisconsin System

As shown in Figure 19 below, 71 percent of undergraduates of color had financial need in 2007-08, up from 69 percent in 1998-99, an increase of 2 percentage points. During that same period the percent of white students with financial need did not change. Forty-three percent of White undergraduates had financial need in 1998-99 and 2007-08. Among racial/ethnic groups, since the inception of *Plan 2008*, African American undergraduates are most likely to have financial need, with 84 percent having financial need in 2007-08. American Indian undergraduates follow with 73 percent having financial during this same period. Sixty-five percent of Asian American students have financial need, followed by Hispanic/Latino, with 62 percent of those undergraduates having financial need. See Appendix L for details.

Figure 19

**Percent of UW System Undergraduates with Financial Need
by Race/Ethnicity
1998-99 through 2007-08**



Lawton Undergraduate Retention and Advanced Opportunity Program Grants

- There are several sources of financial aid available to students in the UW System, including federal (e.g., Pell Grants) and state funding from the Higher Education Aids Board (HEAB), which includes the Wisconsin Higher Education Grant Program (WHEG). Two Wisconsin programs funded through the Legislature target students of color at UW institutions.

The Ben R. Lawton Undergraduate Grant Program for undergraduates and the Advanced Opportunity Program (AOP) for graduate students provide grants to students of color and the economically disadvantaged.

Lawton Undergraduate Grants provide supplementary financial aid to financially needy sophomore, junior, and senior students of color. The grants are a “last grant award,” made after all other state, federal, and scholarship aid has been granted; hence, only the neediest students receive a Lawton grant.

Since the 1997-99 budget years, the Lawton Undergraduate Grant increased by 91.8 percent and the Advanced Opportunity Programs increase 156.6 percent. The Lawton

Undergraduate Grant increased from \$400,000 in 1997-99 biennia to \$644,000 in the 2007-09 biennia. During those same budget years, the Advanced Opportunity Program increased from \$266,000 to \$708,000. See Figure 20 below.

Changes in Lawton and AOP Grants in the State Biennial Budget		
1997-99 and 2007-09		
	Lawton	AOP
1997-99 Biennial Budget		
Increase	\$400,000	\$266,700
Appropriation Total	\$2,406,900	\$4,065,500
2007-09 Biennial Budget		
Increase	\$644,400	\$708,700
Appropriation Total	\$ 6,175,800	\$7,799,500

Source: UW System Office of Budget and Planning

Increases in the Lawton and AOP Programs have been valuable; however, they have not kept pace with increases in tuition, fees, books or other costs of attendance at UW institutions. Nor have they kept pace with the increases in the number of financially needy undergraduate students of color attending UW institutions. See Figure 21 on the following page.

Figure 20

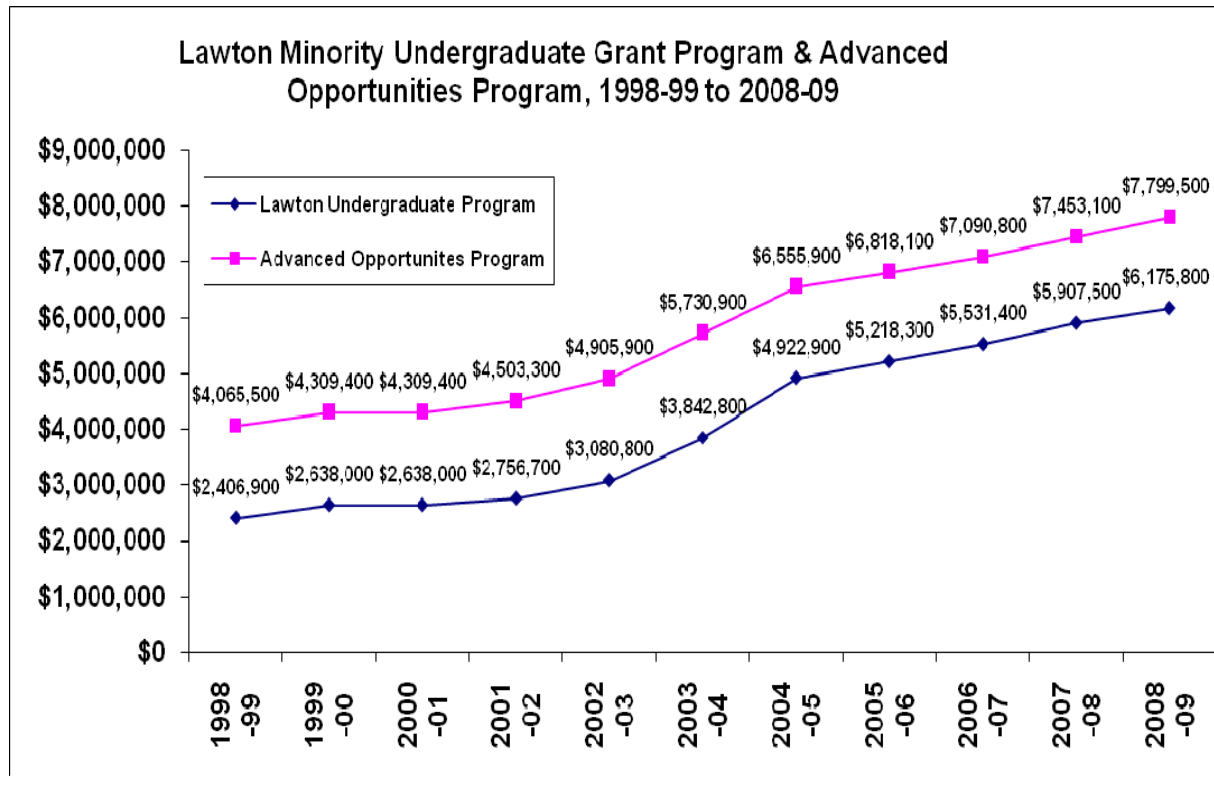
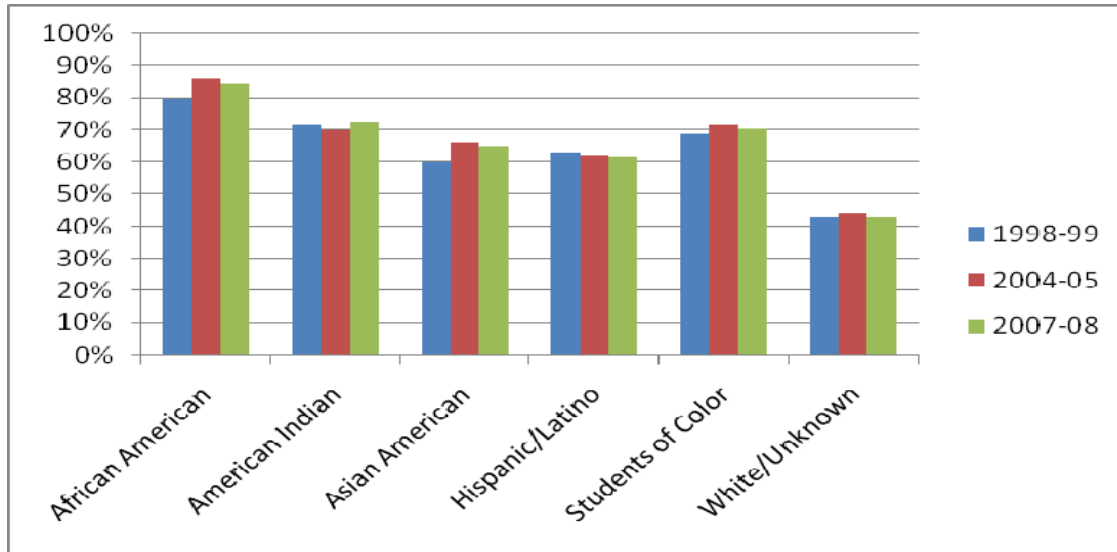


Figure 21
UW Undergraduates with Financial Need
By Race & Ethnicity
1998-99 through 2007-08

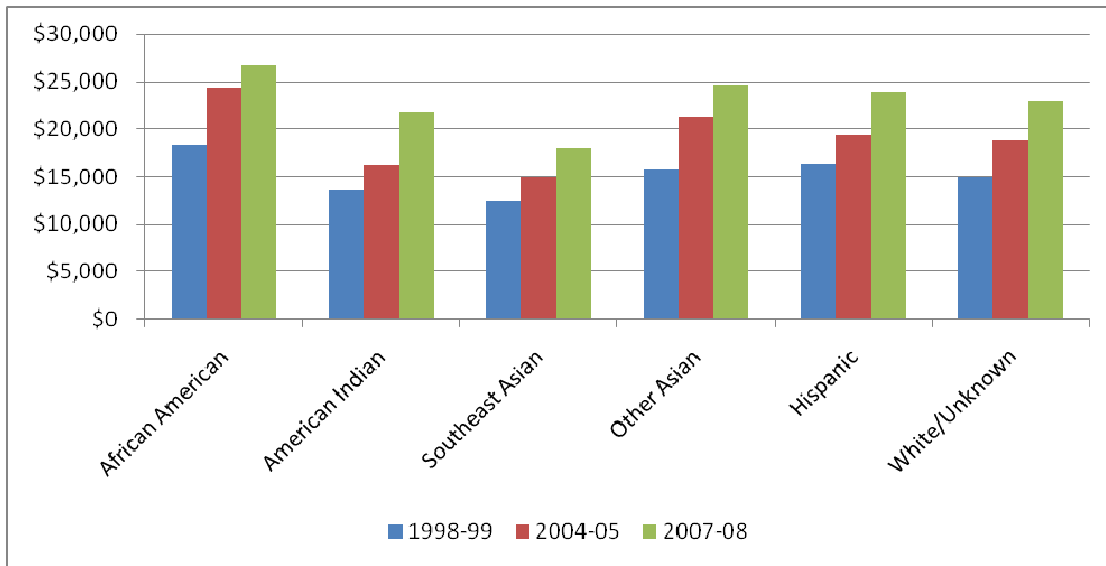


Student Debt

While there are grants and loans available to students, loan aid comprises the largest component of financial aid to UW students. This leads to significant student debt. Seventy percent of total financial aid dollars awarded are loans, 2 percentage points less than when last reported in 2007.

Except for American Indians and Asians, students of color graduate with higher levels of debt than white students, as shown in Figure 22 below. Consistently over the years since 1998, African American bachelor's degree recipients incurred the highest level of debt. Among those with debt in 2007-08, African American graduates incurred an average level of debt of \$26,751. Asian graduates incurred the next highest level of debt, an average of \$24,609, followed by Hispanic/Latinos with average debt of \$23,879. White graduates had the next highest level of loan debt at \$22,925. American Indian and Southeast Asian graduates at \$21,815 and \$18,016, respectively, incurred less loan debt than all other graduates. See Appendix M for further details.

Figure 22
Average Loan Debt of UW System Bachelor's Degree Recipients
With Debt, by Race/Ethnicity
1998-99 through 2007-08



Note: The numbers in the graph above are not adjusted for inflation.

To reduce the need for loans, many UW System institutions augment Lawton, AOP, and other forms of state and federally funded financial aid with privately funded scholarships and grants [See Appendix N Multicultural/Disadvantaged (M/D) Program Funding].

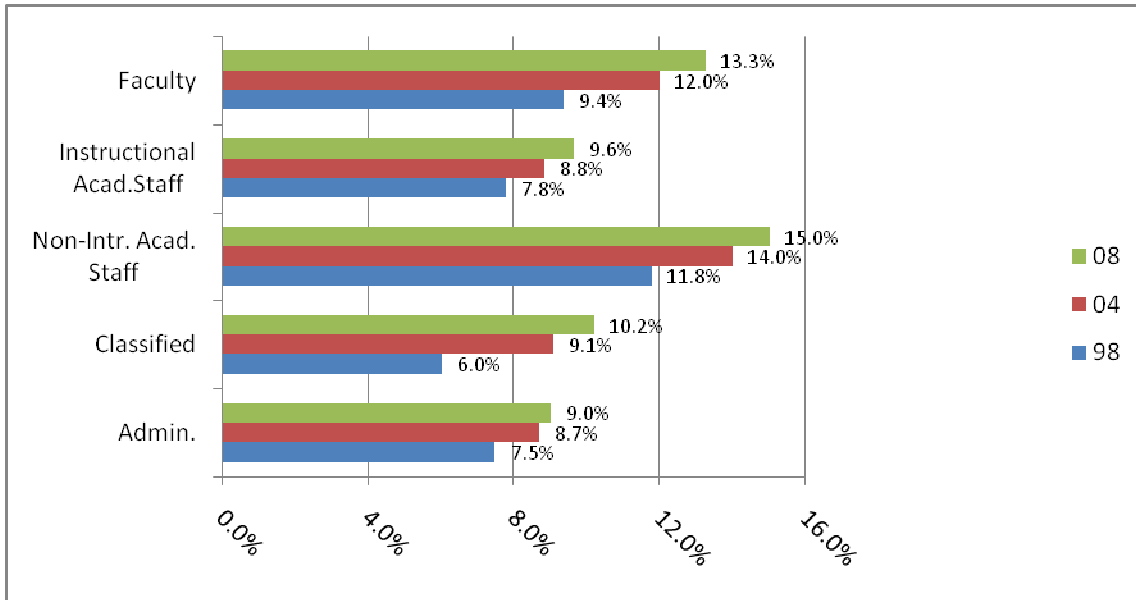
Goal #5: Increase the number of faculty, academic staff, classified staff, and administrators of color, so that they are represented in the UW System workforce in proportion to their current availability in relevant job pools. In addition, work to increase their future availability as potential employees.

Overall, the UW System workforce grew by 16 percent, or by 5,089 employees during the ten-year period that *Plan 2008* was in effect, that is, from 31,801 to 36,890 employees. During that same period, the total number of employees of color increased from 2,744 to 4,502, increasing from 8.6 percent to 12.2 percent of the workforce, an increase of 64 percent. When averaged over the 10-year period of *Plan 2008*, people of color were hired at a rate of approximately 175 employees per year, throughout the UW System.

Across the UW System employees of color increased in every employment category since the inception of *Plan 2008*, as illustrated in Figure 23 on the following page. Asians account for almost half of the increase among employees of color in the UW System, followed by Hispanics. During the span of *Plan 2008*, the numbers of faculty of color increased by 552, from 938 in 1998, to a total of 1,490 in 2008, a 59 percent increase. Instructional academic staff increased from 307 in 1998, to 488 in 2008, an increase of 59 percent. During the same period, non-instructional academic staff of color realized the greatest increase from 550 in 1998, to a total of 1,373 in 2008, an increase of 154 percent. Classified staff of color had the next greatest increase, from 573 in 1998, to 1,029 in 2008, an increase of 80 percent. Administrators of color had the smallest increase from 97 in 1998, to 122 in 2008, an increase 26 percent. The increases

were quite incremental, however, averaging only 1-2 percentage points per year over the ten-year period that *Plan 2008* was in effect. See details, Appendix O(a).

Figure 23
UW System Employees of Color by Employment Category and Year
1998 - 2008



Over the 10-year period *Plan 2008* was in effect, the total number and percent of Asian⁸ employees almost doubled, increasing from 3.7 percent to 6 percent of all employees. Asian employees increased from 1,185 in 1998, to 2,228 in 2008, an increase of 86 percent. From 1998 through 2008, tenured faculty who are Asians increased from 485 to 866, an increase of 78 percent. In the Instructional Academic Staff category, Asian employees increased from 139 employees in 1998, to 243 employees in 2008, a 75 percent increase. Asians experienced the greatest percentage increase in the Non-instructional Academic Staff category, increasing from 448 employees in 1998, to 810 employees in 2008, an increase of 83 percent. See details, Appendix O(b).

From 1998 through 2008, the number of Hispanics in the workforce almost doubled, increasing from 513 to 987 employees (from 1.6 percent of the workforce to 2.7 percent of the workforce), a 92 percentage point increase. Among the faculty, from 1998 to 2008, Hispanic employees increased from 172 to 275, a 60 percent increase. In the Instructional Academic Staff category, Hispanic employees increased from 61 to 102 employees, an increase of 67 percent. Hispanic employees in the Non-instructional Academic staff increased from 152 to 234 employees, an increase of 54 percent. Among Classified staff, the number of Hispanic employees more than doubled, increasing from 112 to 345 employees, an increase of 208 percent. While Hispanics have increased in all job classifications, they experienced the greatest rate of growth among classified staff, followed by Instructional Academic Staff and faculty.

As shown in Figure 24 on the following page, African Americans and American Indians experienced the least amount of growth in the UW System workforce. In 1998, the UW System

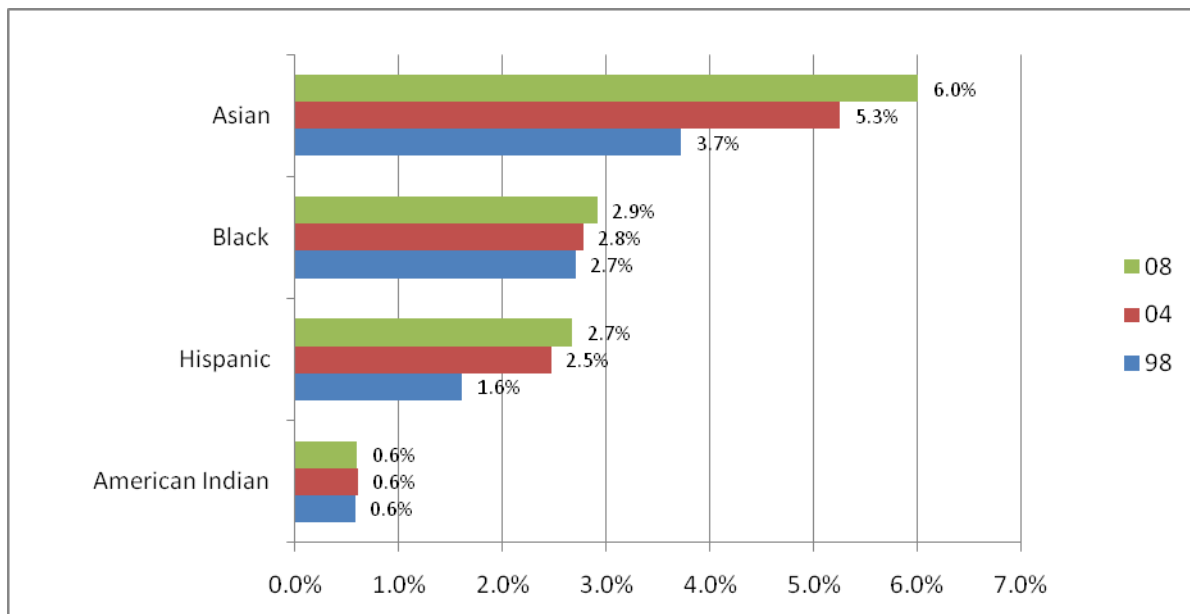
⁸ State and federal regulations that proscribe racial/ethnic definitions and data collection practices for purposes of equal employment opportunities and affirmative action do not distinguish various Asian racial/ethnic groups.

workforce included 185 American Indian employees, only 0.6 percent of the workforce. Although their numbers increased over time to 22, they still represented only 0.6 percent of the work force in 2008.

From 1998 to 2008, Blacks/African Americans increased by only 215, from 861 (2.7 percent) to 1,076 (2.9 percent of the UW System workforce). Among faculty, Blacks/African Americans increased by 48 from 227 to 275 employees, an increase of 21 percent. Blacks/African Americans realized the greatest increase in the Instructional Academic Staff category, from 87 to 116 employees, an increase of 33 percent. Among Non-instructional Academic Staff, African Americans increased from 181 to 234 employees, an increase of 29 percent.

During the period that *Plan 2008* was in effect, American Indians are the only group that experienced a net decrease in some job classifications despite a very small increase in number. Overall, American Indians increased by 19 percent, increasing by 36 employees, from 185 (0.6 percent) in 1998 to 221 (0.6 percent) in 2008. Despite the increase in number, American Indians still represented only 0.6 percent of the UW System workforce. American Indians realized the greatest increase in the faculty classification, increasing from 54 to 77 employees, an increase of 43 percent. The next highest increase for American Indians was in the Non-instructional Academic Staff classification, increasing from 48 to 62 employees, an increase of 29 percent.

Figure 24
UW System Employees by Race and Ethnicity
1998 - 2008



Goal #6: Foster institutional environments and course development that enhance learning and a respect for racial and ethnic diversity.

Higher education institutions are complex social systems defined by the relationships between faculty, staff, students, alumni, and the structures, policies and practices within. Climate significantly affects an individual's ability to succeed, as well as an institution's ability to create success and excellence for students as it carries out its teaching, learning, and research missions.

Having institutional missions, visions, and core values that foster appreciation for the myriad benefits of diversity for all students is critical to creating campus climates that support excellence and success for all members of an institutional community. Increasing the retention, persistence, and graduation of all students are widely recognized indicators of institutional success. The role of campus climate and curricula that are hospitable to diverse students and staff cannot be underestimated in supporting increased retention, persistence, and graduation. Learning, living, and socializing with students with varied backgrounds and perspectives greatly augments the preparation college graduates need to live, work, and lead in a global society.

Throughout the tenure of *Plan 2008*, the UW System and its institutions have worked to foster institutional environments in which the value and benefits of diversity are well comprehended. For example, UW institutions have: incorporated diversity into the academic program and review process; integrated multicultural content into courses and syllabi to deepen respect and understanding of racial and ethnic diversity among majority students; conducted climate surveys to understand how to create supportive working and learning environments for employees and students of color; and supported student programs and activities, as well as professional development programs for employees to deepen awareness and understanding.

Climate Assessment Survey

During 2007- 2008, the University of Wisconsin System supported implementation of the Climate Assessment Project at five institutions: the UW Colleges, UW-La Crosse, UW-Milwaukee, UW-Oshkosh, and UW-Stevens Point. The implementation of the Climate Survey emerged from a growing awareness at several UW institutions and System Administration of bias-related incidents at UW institutions, making campus climates hostile and unwelcoming for a number of students and staff

Each participating institution administered the survey and invited participation of all members of the campus community. A total of 13,469 surveys were returned for a 16.4 percent response rate. Seventy-one percent of the respondents were undergraduate or graduate students. Ten percent of the respondents were faculty, 8.9 percent were academic staff members, and 6.8 percent were classified staff members. 10.8 percent of the respondents identified as a person of color, and 5.4 percent identified as lesbian, gay, bisexual, transgender or questioning (LGBTQ). Analysis of survey respondents indicated that there were four major areas of challenge and concern emerging from traditional systems of power and privilege:

- Racial harassment;
- Institutional classism;
- Gender discrimination and harassment; and
- Institutional homophobia and heterosexism.

Analysis of survey responses generally revealed that: 1) institutional classism was a source of difficulty for staff, particularly for classified staff members; 2) both academic and classified staff reported having less status and privilege than faculty members; 3) members of sexual minorities reported higher incidents of institutional homophobia, heterosexism, and harassment based on sexual orientation and, therefore, were less satisfied with the progression of their academic careers; 4) women and respondents of color reported harassment due to gender and race; 5) women students reported experiencing greater rates of sexual assaults than men; and 6) students and employees of color reported higher incidents of offensive, hostile, exclusionary, and intimidating conduct and were less likely than *whites* to feel comfortable at their institutions, in their classes, and in their workplaces.

The UW System institutions that participated in the Climate Study are in the process of analyzing their Climate Survey results, many of them along with findings from their Equity Scorecard assessment, in order to define strategic actions and establish priorities to ameliorate the problems identified. In Fall 2009, the UW System will support Campus Climate Assessments at five additional institutions, UW-Eau Claire, UW-Parkside, UW-River Falls, UW-Stout, and UW-Whitewater.

UW System Board of Regent Diversity Awards

In response to a directive from the Board of Regents in 2005, the UW System established the Regents Diversity Awards to recognize institutional change agents who have fostered access and educational success for historically under-represented populations. Up to three awards will be made annually to individuals, programs, and/or initiatives in recognition of their exceptional impact on their institutions. The first awards will be given in March 2009.

Syllabi Bank - Institute on Race and Ethnicity

The Syllabi Bank, developed and housed at the UW System's Institute on Race and Ethnicity, contains 484 different courses taught by 329 faculty/instructors across the System. Though not a condition for inclusion, a significant number of the courses meet the three-credit, ethnic studies/cultural diversity graduation requirement. Many of the courses emanated from the Category "B" Curriculum Development grants offered by the Institute on Race and Ethnicity.

The history of the three-credit, cultural diversity/ethnic studies graduation requirement stems back to the UW System's *Design for Diversity* plan that was in effect from 1988 to 1998. In that document, seven UW System goals were listed, including the goal to "Educate all students for an increasingly multicultural society in Wisconsin, our nation and the world," with an emphasis on curricular infusion.

Only courses that include significant racial/ethnic studies content are included in the Syllabi Bank, and the course must have been offered within the past three academic years. Approximately 40-50 different departments or disciplines are represented, including in the social sciences, humanities, the professions (education, social work, medicine and nursing, law, engineering), as well as some of the natural sciences (biology and chemistry). Following is a list of the UW System institutions indicating the number of courses they have in the Syllabi Bank: Colleges-44; Eau Claire-69; Extension-16; Green Bay-34; La Crosse-11; Madison-62; Milwaukee-65; Oshkosh-37; Parkside-18; Platteville-5; River Falls-10; Stevens Point-27; Stout-9; Superior-21; and Whitewater-56.

IRE Faculty Retention/Workforce Development Information

Academic Program Review – UW System, Academic Affairs

As part of the UW System’s revised process for the approval of new academic programs, the Office of Academic Affairs now requires proposals for new academic programs to address: 1) how diversity is incorporated into the curriculum; and 2) how the proposed program plans to attract and retain diversity among its faculty, staff, and students. For purposes of this process “diversity” encompasses race, sex, gender identity or expression, religion, color, creed, disability, sexual orientation, national origin, ancestry, socioeconomic status, and age. This information is a part of every academic program proposal brought before the Board of Regents for its approval, and is evaluated as a part of the joint program review done by UW System and the institution five years after a program is approved.

Goal #7: Improve accountability of the UW System and its institutions.

Accountability, at all levels, is a hallmark of a well-managed institution. Accountability is a necessary, but not sufficient condition to ensure that the goals of the institution are being advanced. As mentioned above, in early 2005 the Board of Regents passed Resolution 8970, which called for greater accountability through a variety of measures to be implemented in the second half of *Plan 2008*. The Board directed UWSA and the institutions to adopt some kind of diversity accountability report card with measurable goals that would track the progress made in closing the achievement gap between UW students of color and white students. The Board also asked for the establishment of a systemwide diversity award recognizing excellence in diversity programming or achievement, and recommended that Chancellor evaluations include progress on *Plan 2008* goals. Progress has been made on each of these recommendations.

The Equity Scorecard Project

To focus efforts on eliminating unequal outcomes in education and closing gaps in achievement, two cohorts of UW institutions are participating in the Equity Scorecard Process. The first cohort included the following six UW institutions: Colleges, La Crosse, Oshkosh, Milwaukee, Parkside, and Whitewater. Five UW institutions are a part of the second cohort: Eau Claire, Platteville, River Falls, Stout, and Superior. The Scorecard, developed by Dr. Estela Bensimon of the Center for Urban Education at the University of Southern California, is a self-assessment process designed to improve institutional performance and accountability for achieving equity in educational outcomes for all students, particularly for underrepresented populations of students of color. The process enables UW institutions to identify unequal results in key areas related to institutional performance and educational outcomes for student success through four perspectives: Access, Retention, Institutional Receptivity and Excellence. Using student data disaggregated by race and ethnicity, “evidence” teams engage in a systematic process of practitioner inquiry to help them understand and pinpoint the underlying causes of student inequities in order to develop effective solutions that will eliminate the inequities.

UW System Chancellor Performance Review

The performance review process is one mechanism for assessing results and accountability. Currently, President Reilly asks Chancellors to “assess progress toward certain Regent and systemwide priorities for which they are accountable,” including, “enrollments, meeting retention/graduation goals, diversity and *Plan 2008* progress.”

The Chancellor evaluation process currently in effect was first revised and implemented during the 2007-08 evaluation period. The primary change introduced into the process was to include quantitative and qualitative measures, including equity, diversity, and campus climate, to assess the Chancellor’s progress toward mutually agreed upon goals and performance indicators. Last year, in a letter to Chancellors, President Reilly specifically outlined the evaluation process and stated: “Specifically, I want to assess progress made on diversity and *Plan 2008* as we complete that plan and take steps to further our diversity goals as part of the Growth Agenda for Wisconsin and the Advantage Wisconsin strategic planning structure now being developed.” He emphasized further, that the UW System’s diversity goals and the Growth Agenda are inextricably linked stressing that “one cannot be accomplished without the other.”

President Reilly also uses the annual evaluation when developing the pay plan request he makes to the Board of Regents for Chancellor salary increases. Performance across all of the measures is considered when making this request, including diversity and campus climate considerations and goals. Each of the quantitative and qualitative measures is considered in totality with emphasis added on one or more measures depending on the specific goals and priorities established for the Chancellor/institution.

Budget and Expenditures

The implementation of *Plan 2008* required significant budgetary commitment from the UW System and its institutions. The changing context of public higher education financing in Wisconsin has meant increased private funding of institutional programs in response to fewer GPR resources. Institutions have aggressively raised private funds and reallocated internal resources in order to fund the programs listed throughout this report. Since April 1992, the Legislature has required that the Board of Regents provide an annual report to the governor and legislature on the UW System’s precollege, recruitment, and retention plan for minority and disadvantaged students, and financial aid distributed to students. The changing context referred to above is documented over time in this annual report, known as the Minority and Disadvantaged Student Report. Summary information from this report can be found in Appendix N.

Conclusion: Lessons Learned, Remaining Challenges, and Recommendations for the Future

The Board of Regents took a bold step in 1998 when it adopted *Plan 2008*. The UW System has made some progress throughout the implementation of the Plan, confronted challenges, faced disappointments, and learned a great deal. Pride can be taken in the accomplishments, but energies must remain focused on the areas that present the most vexing challenges.

As the UW System reflects upon its achievements and anticipates new directions under the strategic framework of *Inclusive Excellence*, the unfinished goals of *Plan 2008* must remain front and center as priorities for the UW System. Insufficient progress under *Plan 2008*—the story told by the data above—makes clear that the UW System and its institutions have much work remaining when measured against *equity, inclusion*, and the attainment of *critical mass*. For, in the end, these must be the benchmarks by which meaningful progress under *Inclusive Excellence* will occur. Consequently, race and ethnicity have to remain key components of diversity under *Inclusive Excellence*.

Since the inception of *Plan 2008* ten years ago, the UW System and the state of Wisconsin have undergone many changes, politically and economically as well socially. Rapid shifts in the demographic composition of the state, forecasted high school graduation rates, and an uncertain economy are conditions that will undoubtedly affect how the UW System pursues its diversity goals for the foreseeable future. Recognizing and grappling with these factors deepens understanding of the significance that demographic realities have upon political, social, and economic opportunities and constraints.

In the past few years, moreover, the UW System has launched a series of allied initiatives that are intertwined with many of the goals of *Plan 2008*, most prominent among them the *Growth Agenda for Wisconsin*, the UW System's vision to help the state of Wisconsin and its citizens thrive in the 21st-century, innovation economy. The UW System's ability to further diversify its institutions greatly influences the degree of success with which the Growth Agenda and other initiatives will meet, including the *Making Opportunity Affordable* grant program and the System's work with AAC&U on *Liberal Education and America's Promise*.

Major Challenges for the Work Ahead

The challenges that remain fall into four major and interrelated areas: 1) Fiscal; 2) Assessment and Accountability; 3) Workforce Diversity and Climate, and 4) Institutional Excellence and Student Success.

A. Fiscal

- a. **Program Funding:** Renewing gifts and grants to support programming has become increasingly difficult in the current political and economic climates. This results in greater fundraising pressures at a time when the UW System is faced with declining human and financial resources available to support those efforts. Reductions in federal and state funding also causes increased competition among worthy projects, from high-profile educational programs to bricks and mortar projects.

- b. **Precollege Funding for Pipeline Programs:** Precollege programs at UW System institutions have been unable to keep pace with the growth in multicultural and disadvantaged student populations in K-12. Lack of sufficient state resources to mitigate this trend undercuts the University of Wisconsin System's capacity to maximize opportunities for the very student populations experiencing the largest rate of growth in this state. The UW System's ability to fully realize the central goals of its Growth Agenda's—i.e., more baccalaureate degrees in this State—is dependent upon the ability to greatly increase participation in postsecondary education among underrepresented multicultural and disadvantaged populations.
- c. **Financial Aid:** The Lawton and AOP grant programs have grown over the last five years, but neither program has kept pace with tuition increases. The cost of participating in higher education represents a significantly increasing portion of the income of low- and middle-income individuals and families, making financial aid critically important if higher education is to be accessible to lower income students. Increases in need-based financial aid will assist in lowering this burden for some families, and steps recently taken to hold harmless students from families with less than the median income in Wisconsin. Again, the Growth Agenda plays a critical role in enhancing the UW System's ability to address this challenge.
- d. **TRIO Funding:** TRIO funding—the federal program to support students from disadvantaged backgrounds—has remained relatively flat and is insufficient to serve all eligible students. In recent years, the federal government has either reduced funding, or more narrowly proscribed participant eligibility in ways that limit access for students who historically met TRIO requirements.
- e. **State Aid:** State budget cuts have reduced the resources available to recruit and retain students in general and students of color in particular. The city of Milwaukee and the surrounding area, for example, have the highest concentration of African Americans, Hispanic/Latinos, and urban American Indians in the state. However, precollege programs reach only a very small proportion of underserved students in Milwaukee County. UW institutions also have had to reduce the number of staff dedicated to outreach and recruitment for specific student of color populations

B. Assessment and Accountability

Assessment of programs that address the goals of *Plan 2008* has been a complex undertaking even under the best of circumstances. As this report makes clear, there are many variables that impact the success of students, the hiring of faculty and staff, and the achievement of educational outcomes. Determining which of those variables contribute to the success or lack thereof for any given program or student population requires a multi-faceted understanding of how systematic, sustained and effective evaluation should be done in ways that are both quantitative and qualitative. In order to be meaningful, assessment must be an institution-wide responsibility and not just that of individual program directors.

Generally, there has been a paucity of data derived from the assessment plans for institutional *Plan 2008* programs. There are several reasons for this. Many institutions changed course mid-way through *Plan 2008*, following their assessment of results for the mid-point review, and the Board of Regents move to refocus efforts on closing gaps in achievement. For

many of the new programs developed in Phase II, data is not yet available or is available for only one or two years. Real progress and institutional change must be measured over time.

While some institutions engaged in good program assessment practices, it is clear, however, that lack of rigorous program development and assessment practices systemwide — integrated as an essential component of a program’s implementation—impedes progress and success. Even in a period of constrained resources, UW System Administration must find ways to enable programmers to assess for sustained impact and to measure changes in practice and behavior over time.

With assessment woven into the very fabric of the project design and implementation, the Equity Scorecard Project and the Transfer Equity Study (just getting underway) show enormous potential as effective models for collecting and analyzing data. These two projects allow for program assessment that is formative and that can be used to improve student learning. They also will lead to increased institutional accountability. Evidence of student success must come from assessment of student learning, academic, and co-curricular programs. That evidence, in turn, must be used to hold programs and ultimately institutions accountable to a wide variety of constituents, including the Board of Regents, accreditors, legislators, taxpayers, and students and their families.

There are also data gaps that need to be filled, resulting from data collection limitations. For example, the UW System is still only able to track participants in its precollege programs for whom there are social security numbers. The UW System has limited ability to track precollege participants who enrolled in other, non-UW institutions, i.e., students who pursue technical college education, or enroll at private institutions or public institutions outside of the state. Several UW System institutions now subscribe to “Student Tracker,” a post-secondary student data tracking service offered by the National Student Clearinghouse, and may be able to better evaluate the numbers of precollege students who pursue postsecondary education.

C. Workforce Diversity and Climate

The number of employees of color in the UW System at the end of *Plan 2008* has increased. Almost all of the increase, however, is attributable to the doubling of the numbers of Asian and Hispanic/Latino employees over the decade that *Plan 2008* was in effect. UW System Human Resources and Affirmative Action Officers need to collaborate on an intensive assessment of recruitment and selection practices to uncover the reasons the continued underrepresentation of minorities in the workplace persists (especially among certain groups). Over-emphasis focused solely on the value of diversity in the educational environment can unintentionally mask or obscure the still unattained and much needed progress toward inclusion of underrepresented groups in the workplace. Diversity programs are not a substitute for affirmative action, nor a remedy for racial underrepresentation.

D. Climate

Research in higher education shows that creating a welcoming climate helps to maintain an institutional environment free from discrimination, with equal learning opportunities for all students and academic freedom for all faculty. In fact, numerous publications have confirmed the pedagogical value of a welcoming climate and a diverse student and faculty community on enhanced learning outcomes.

Assessment of climate helps institutions understand and account for variances in students' identities and experiences that contribute to or impede their experiences of a "welcoming" institution, such as race/ethnicity, sexual orientation, gender expression, socioeconomic background and first generation status.

Studies have shown that campus climate not only affects the creation of knowledge, but also impacts members of the academic community who, in turn, contribute to creating campus environment (Hurtado, 2003; Milem, Chang, & Antonio, 2005). In fact, numerous publications have confirmed the pedagogical value of a welcoming climate and a diverse student and faculty community on enhanced learning outcomes.

E. Institutional Excellence and Student Success

While pipeline issues remain critical to the success of the UW System's efforts to diversify its student body, it has often been said that if UW institutions could successfully retain and graduate all the minority and economically disadvantaged students they enroll, the UW System could have claimed success with many of the *Plan 2008* goals. Hence the thinking behind the Board of Regents' renewed focus on closing the achievement gap at the mid-point review for *Plan 2008*.

The Equity Scorecard Pilot was adopted to mitigate and interrupt UW institutions incremental progress on closing gaps in enrollments, retention, and graduation rates of underrepresented racial/ethnic minorities. Rigorous analysis of key institutional performance indicators using student data disaggregated by race/ethnicity and gender have led participating UW System institutions into deeper inquiries focused on the areas of access, retention, institutional receptivity, and excellence, thereby leading them to understand the "reasons" for inequities in student outcomes. Moreover, the Equity Scorecard process has helped institutions to relinquish typical deficit-model of assessing student achievement, (a model that often blames the student for "lack of adequate preparation,") and embrace a an institution-centered perspective of the underlying causes of inequities. Finally, built in to its structure is the recognition that equity is a condition for excellence, a recognition promised but not realized in the full title to *Plan 2008: Educational Quality through Racial and Ethnic Diversity*.

A number of other issues will require close examination in the coming years, including the access and opportunity for all high school students to take rigorous college preparatory and advanced placement courses. Limited to no access to advanced placement (AP) courses—particularly in the inner city, rural areas and tribal reservations—presents major obstacles to equity and access to higher education, particularly to the top tier institutions in this state and the nation. The UW System's inability to maximize precollege opportunities for those student populations has a direct bearing on its ability to increase the number of college-eligible high school graduates.

As the Growth Agenda recognizes, the State's economic vitality and growth is dependent upon the degree to which its multicultural and disadvantaged students successfully complete secondary and postsecondary education. Enhancing diversity must be a widely-shared responsibility fulfilling the goals of *Plan 2008* is central to the UW System's collective capacity to meet that responsibility. Future actions must address the lack of a critical mass of students from diverse backgrounds, including barriers to access, equity and excellence for underrepresented student populations, if the UW System is to be successful in preparing the next generation of citizens and leaders to serve the emerging needs of the state.

Recommendations for the Future

As the UW System proceeds with developing its next set of strategic actions to achieve equity, diversity and inclusion, the State, the Board of Regents, UW System Administration, and UW institutional leaders all have key roles to play in ensuring continued progress beyond 2008. Access, equity and excellence for multicultural/disadvantaged students from traditionally underrepresented populations must remain at the forefront of future efforts, if we are to ensure excellence and success for all the state's students and meet the state's needs for economic growth and development. This can only occur in an environment in which higher education is accessible to, and welcoming and supportive of all students, and - recognizes and effectively addresses the varied challenges and needs of students and staff.

As articulated above, the lessons learned upon the conclusion of *Plan 2008* might best be understood as a set of challenges that must be addressed when the UW System institutions define for themselves Inclusive Excellence, the framework from which future strategic actions to achieve diversity, inclusion, equity, and excellence will be developed. To be successful, those actions—along with accountability for their impacts and outcomes—must be effectively integrated throughout every major function, school or college in the UW System: by each Chancellor, Provost, academic or administrative unit, department, faculty and staff, as well as by UW System Administration.

UW System institutions and UW System Administration are already engaged in various forms of diversity-related work beyond that which is addressed in *Plan 2008*. All of these are efforts to be inclusive of difference and responsive to the perspectives of those who have been historically underrepresented, marginalized, or excluded. And yet, certain questions remain, which have not yet been adequately answered. For example, how can the UW System best respond to Wisconsin's rapidly changing demographics? How can UW System institutions better assess existing programs to ascertain what is really working, and what is not? How can the UW System collaborate with PK-12 to improve learning outcomes, strengthen academic preparation, and increase college readiness for all students?

How can the UW System work to ensure that institution-wide responsibility to achieve the objectives of diversity, inclusion, equity and excellence is integrated into every aspect of institutional operations? How can UWSA and the institutions continue to support the attainment of diversity, inclusion, equity and excellence for members of targeted, underrepresented racial/ethnic groups, and simultaneously embrace a wider understanding of other major dimensions of diversity (including, for example, ability, age, and sexual orientation)? How can the System widen and strengthen the precollege pipeline to accommodate the ever-increasing numbers of students of color and economically disadvantaged students? How can the UW System strengthen the academic and social development of precollege students and increase readiness for college?

Greater success for the UW System will come from integrating diversity into educational quality efforts, locating the work within the core purposes and functions of each UW institution, and anchoring it in the evidence of student achievement and excellence. Equity and excellence are foundational to the work.

The recommendations outlined below are prerequisites to improve equity and participation of underrepresented and underserved students in high impact practices as UW institutions strive toward making excellence inclusive:

- UW System and institutional resources need to follow the stated priorities of diversity, equity and inclusion.
- UW System and the institutions must develop concrete, well-defined actions to achieve workforce diversity.
- UW System and the institutions must develop concrete, well-defined actions to achieve a critical mass of underrepresented students.
- UW System and the institutions must engage in assessment that focuses on outputs/outcomes rather than inputs, building a culture of evidence in which data informs policy and practice.
- UW System and the institutions need to retain intentional, focused efforts on strategies and practices that close gaps in achievement, and ensure opportunity and excellence.
- UW System must practice active, engaged, and sustained leadership to advance the organizational change efforts resulting in equity, diversity and inclusion.
- UW System and the institutions must support well defined, broadly communicated, and clearly understood systems of incentives and rewards.

What was noted in the mid-point review of *Plan 2008* still holds true and bears repeating: *In the end, diversity must be viewed as a societal, indeed an American, imperative that plays a critical role in developing an educated citizenry dedicated to strengthening democracy and advancing equal opportunity for all people.* The UW System’s mission goes beyond servicing the individual entitlement to an education. The System exists to advance the public good and invest in the human resources that will lead Wisconsin and the nation into the future. Even though at the end of *Plan 2008* the UW System has attained mixed progress in its efforts to diversify its student and staff populations and to create a learning environment that is inclusive of all, Wisconsin’s commitment remains strong.

When President Reilly first presented the UW System’s Growth Agenda in February 2006, he observed that it was a defining moment in the UW System’s evolution. And he invoked the inspiration, aspiration, and vision that would be needed to move the UW System forward to fulfill its mission as the state's premier developer of advanced human potential, of the jobs that employ that potential, and of the communities that sustain it. As President Reilly has also emphasized, the UW System’s diversity goals and the Growth Agenda are inextricably linked: “one cannot be accomplished without the other.” In 2009, the UW System stands again at a defining moment. It is now time for the UW System and its institutions to heed the imperatives of demography, the knowledge economy, the globally connected world, and social justice. We owe it to our students, individually and collectively.

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Appendix A

Seven Goals of *Plan 2008*

- GOAL #1** Increase the number of Wisconsin high school graduates of color who apply, are accepted, and enroll at UW System institutions.
- GOAL #2** Encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age.
- GOAL #3** Close the gap in educational achievement, by bringing retention and graduation rates for students of color in line with those of the student body as a whole.
- GOAL #4** Increase the amount of financial aid available to needy students and reduce their reliance on loans.
- GOAL #5** Increase the number of faculty, academic staff, classified staff, and administrators of color, so that they are represented in the UW System workforce in proportion to their current availability in relevant job pools. In addition, work to increase their future availability as potential employees.
- GOAL #6** Foster institutional environments and course development that enhance learning and a respect for racial and ethnic diversity.
- GOAL #7** Improve accountability of the UW System and its institutions.

Appendix B

A Selection of Representative Examples of *PLAN 2008* Initiatives (Listed by Goal)

Appendix B

A Selection of Representative Examples of UW System *Plan 2008* Initiatives

Goal #1: Increase the number of Wisconsin high school graduates of color who apply, are accepted, and enroll at UW System institutions.

UW System institutions have taken a variety of approaches towards increasing the recruitment of Wisconsin high school graduates of color who apply, are accepted, and enroll at system institutions. Strategies have included increasing high school students' exposure to campus life through residential precollege camps, campus visits, and overnight programs for admitted students; developing targeted marketing campaigns instituted through the admissions office; and partnering with community-based organizations and schools serving communities of color in outreach efforts.

Recruitment Programs

UW-Green Bay NE Wisconsin Initiative

Established in 2003, this initiative seeks to increase the UW-Green Bay enrollment of students of color from the Green Bay metropolitan and NE Wisconsin regional schools. The project involves a series of highly focused programs, frequent visits, and follow-up activities to area high schools that specifically target local students of color. Programs offered are customized to the interests and needs of the prospective students. The total enrollment of students of color has increased each year from 320 or 7 percent of the student body in 2004, to 399 or 7 percent in 2006. (Note: Even though there was an increase in the absolute numbers of students of color enrollments, the percent representation of students of color did not change because of the overall increase in total enrollments.) The percentage enrollments of the total students of color coming from Green Bay public and other Brown County high schools has increased 44 percent in the past 3 years: in 2004 by 91 students or 16 percent; in 2005 by 112 students or 19 percent; and in 2006 by 131 students or 21 percent.

UW-Platteville Paths to Platteville

This recruitment program involves bringing students of color to UW-Platteville for campus visits. Students are recruited to visit, apply, and enroll at UW-Platteville. Since the inception of the program in 2002, the number of students participating has increased from 50 to 400 per year. Applications from African American students increased by 46 percent between Fall 2002 and Fall 2006: from 36 in 2002, to 221 in 2006-07. During that same period, the number of applications for Hispanic/Latino students increased from 31 to 51, doubled for American Indian students from 10 to 20, and declined slightly for Asian students from 52 to 50.

From 2002 to 2006-07, new freshman enrollments of African American students increased dramatically, from 9 to 54. Southeast Asian students realized the next largest increase among student of color groups, from 2 to 9 and then to 7. During that same period, enrollments for Hispanic/Latino students increased from 8 to 10, and American Indian enrollments fluctuated between 5 and 7 students.

The program is a collaborative effort involving the Multicultural Educational Resource Center, Admissions, Financial Aid, Student Success Center, the Pioneer Involvement Center, and Dining Services.

UW-Milwaukee – You @ UWM: A Multicultural Overnight Experience

This Overnight experience is designed to give students of color admitted to UW-Milwaukee the opportunity to “try the campus on” before finalizing their college selection. The program introduces students to support services, as well as providing the opportunity to meet with current students, faculty, and staff. In addition to the student component, there is an opportunity for parents to learn more about UW-Milwaukee at a banquet that concludes the program. In 2008, 36 students participated in the program, comprising 8 Latino/Hispanic, 15 African American, 5 Multi-ethnic, 4 Southeast Asian, and 4 Asian American students. Survey results indicated that 96 percent of students who participated in the program felt they learned something new about UW-Milwaukee, and 94 percent or 34 of the students who participated in the program have enrolled at UW-Milwaukee.

UW-Madison Academic Advancement

The Academic Advancement Program, housed in the College of Letters and Science, is a well-established program at UW-Madison that focuses on providing access to higher education for disadvantaged students who show high potential and who are academically at risk. The AAP program offers support services for students and is designed to increase access, retention, and graduation of multicultural and disadvantaged students. The Academic Advancement Program works closely with the Admissions Office to identify students of color for whom UW-Madison is a good match. In 2006, AAP welcomed 110 freshman and 4 transfer students. For the years 1996 through 2003, AAP student retention data from the first to third year ranged from 62.7 to 82 percent.

UW-Parkside Stepping Stones

Established in 1992, this is a comprehensive college preparation program that facilitates a smooth transition from high school to college for students in the 9th through 12th grades. Programs are held at each high school in Kenosha and Racine, and one high school in Milwaukee. Stepping Stones offers workshops on college selection and admissions, scholarship resources, financial aid, and ACT preparation. Students develop personal portfolios and practice writing competitive essays. This program is a collaborative effort involving multiple UW-Parkside offices—Admissions, Financial Aid, Career Center, OMSA, Student Support Services—and area high school districts. Over 150 high school students participate in this program. Ninety-five percent of the graduating seniors who have participated in the program enroll in college, and 47 percent of them have enrolled in UW institutions. This program is funded by the Wisconsin Department of Public Instruction, area businesses in Kenosha/Racine, and through in-kind donations.

UW-Stevens Point Multicultural Leadership Development Series

This recruitment program is a collaborative effort involving the Admissions and Student Advising Offices. It targets prospective students of color who meet the admissions criteria. The students participate in three events. The first event occurs during the summer months and is designed to foster team building and leadership development while exposing the students to the UW-Stevens Point campus and resources. The second event occurs during the fall and exposes the students to the academic programs and campus life at UW-Stevens Point. This event also allows the students to participate in a campus preview, and meet UW-Stevens Point students. The third event, a recruitment outreach event, occurs during the spring and involves the Admissions and Student Advising offices meeting with the prospective students to explain the admissions process, and provide additional details about opportunities and challenges facing new students.

Approximately 90 percent of the summer participants apply for admission to UW-Stevens Point. Since the inception of this program, the number of African American students has increased from 59 to 85 students, Southeast Asian students increased from 66 to 131, and Hispanic/Latino students increased from 63 to 87.

Goal #2: Encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age.

UW System institutions have engaged in numerous partnerships that have aided in building the educational pipeline. Partnerships include but are not limited to adopting elementary schools, year-round tutoring at middle and high schools as well as community centers, linking precollege programs with schools of education, as well as, various other academic departments to strengthen educational services, and connecting with the Department of Public Instruction and private funders to increase program capacity and expand services.

Precollege Pipeline Programs

UW-Madison PEOPLE

Established in 1999, the PEOPLE program is a year-round college pipeline program for middle and high school students. This program has established a 10-year pre-college infrastructure and built in-depth relationships with K-12 schools, community members, and others. This exemplary program is funded through state, foundation, and corporate sources. PEOPLE is a partnership between the UW-Madison School of Education and designated school districts to provide educational services to Wisconsin students in Madison, Milwaukee, Racine, and Waukesha, and from the Bad River, Ho-Chunk, Lac Courte Oreilles, Lac du Flambeau, and Menominee Indian Nations. The program requires substantial parent and teacher commitments. The same cohort of students participates in the program each summer until high school graduation.

To date, 99 percent of PEOPLE participants graduated from high school, and 94 percent have enrolled in higher education. Overall, 52 percent of the PEOPLE graduates have enrolled at UW-Madison, and 67 percent enrolled somewhere in the UW System. Ninety-five percent (95%) of the PEOPLE students who entered UW-Madison in fall 2005 were retained from the first to the second year. Ninety-two percent (92%) of the PEOPLE students who entered UW-Madison in fall 2004 were retained from the second to the third year.

Many UW-Madison academic programs and units collaborate with the School of Education towards the success of the program including: the Schools of Business, Human Ecology, Medicine and Public Health, Law, and Veterinary Science; the departments of Engineering, Chemistry, Limnology, Theatre, Music, Anthropology, Art, Journalism; and the Center for Biological Research, the Summer Science Institute, the Research Apprenticeship Program, Career Services, and Information Technology.

The core mission of the program is to increase enrollments and graduation of Wisconsin students who are members of racial/ethnic minorities and low-income students from UW-Madison or other institutions of higher learning. PEOPLE students participate in a rigorous year-round program to strengthen academic skills, explore and cultivate interest in potential college majors and career options, learn about college admissions, major requirements and campus resources, and to provide positive experiences with the UW-Madison campus. PEOPLE high school students work in internships during the summer months.

UW-Superior – High Contact Recruitment Program

This is a collaborative effort by the UW-Superior Admissions Office and Multicultural Affairs. The two offices host a number of activities and programs that involve a series of campus visits for students of color from area high schools. Each distinct race/ethnic group has a day when high school students in that group visit the campus. For the entire day, each high school student shadows a college student from the same racial/cultural background, attending classes, visiting the residence hall, and eating in the cafeteria. Following the visit, the Admissions and Multicultural Affairs Offices contact each student to help them with the application process. From the inception of the program in 1998 to 2008, applications of students of color increased by 129 percent. The number of admits from this group has also increased, although not in proportion to the number of applications. Since 1998, the numbers of students of color enrolled at UW Superior increased from 90 to 175 in 2008. The increases result from an increase in those admitted as new freshman, as well as increases resulting from transfer students from the Wisconsin Indianhead Technical College in Superior.

UW-Green Bay Phuture Phoenix

Phuture Phoenix is an early outreach/precollege program that targets 5th grade students in the neediest Title I schools in Northeastern Wisconsin. Initially, the program served 550 students in 10 target schools. Currently, it serves 1,500 students in 19 schools (elementary, middle, and secondary). Since its inception in 2002, the program has served over 4,600 5th grade students. The service array includes campus visits to the UW-Green Bay campus, intensive site-based follow-up activities (tutoring, mentoring, role modeling) by UW-Green Bay undergraduate education students and student volunteers, and grade-specific classroom programs on topics such as goal-setting, learning styles and organizational skills. The program is fully integrated into the education curriculum such that all education majors must complete 3 credits of field experience with Phuture Phoenix (~45 service hours). A fundraising campaign is simultaneously ongoing to create an endowment for scholarships. Over \$40,000 of scholarship funds has been raised to date. The program was the recipient of the Ann Lydecker Diversity Education Award, and has been publicly cited by Governor Doyle as an inspiration for the Wisconsin Covenant.

UW-Oshkosh *Project Estrella/ Adelante*

Project Estrella/Adelante, funded in 2000 by the U.S. Department of Education and developed by the College of Education and Human Services, was designed to help pre-service teachers, school districts, administrators, and classroom teachers learn effective practices to improve educational achievement for K-12 Limited English Proficiency students, and to improve preparation of pre-service teachers and graduate teachers. UW-Oshkosh collaborated with UW-Fox Valley, Fox Valley Technical College, and several area school districts (Oshkosh Area School District, Neenah School District, Menasha Schools and Appleton Schools) to create this program. The project aimed to train and license, over a five-year period, 160 new English as a Second Language (ESL) teachers for grades PK-12, and to train at least 100 school administrators and approximately 1,000 pre-service teachers enrolled in UW-Oshkosh's teacher education programs in ESL methods.

Within three years, 74 students acquired either initial- or professional-level ESL licensures through the alternative venue of the project; half of those students enrolled in or completed M.S. degrees. Since its inception, three-hundred teachers have been licensed in ESL and/or Bilingual education; 24 bilingual counselors, administrators, reading specialists enrolled, prepared and were licensed; 50 higher education faculty have revised curricula to be more inclusive of bilingual/bicultural issues; and 1,000 parents/caregivers of PK-12 bilingual students have attended workshops. Twelve school districts and two Head Start programs hired program

graduates, doubling in four years the licensed ESL teachers in the Fox Valley region. In response to PI 34 requirements, the College of Education and Human Services has since modified the program and shifted its focus in undergraduate teacher education.

UW-Parkside Always Reaching Upward Pre-Enrollment Mentoring Program

The Always Reaching Upward (ARU) Pre-enrollment Mentoring Program assists students in tier transition from high school to college. This program works with six local high schools in the neighboring communities of Kenosha and Racine. From 2003-2008, the ARU Program served 387 high school students. Of these 387 students, 219 or 57 percent enrolled at UW-Parkside.

At UW-Parkside, student mentors are selected and trained to facilitate monthly workshops providing direction to high school students to assist with their transition into college. The workshops include but are not limited to: how to complete the UW-System application, the FAFSA, the Residence Life Application, Scholarship applications, as well as information on the importance of student involvement and campus resources. The Office of Multicultural Student Affairs, the Office of Admissions, the Office of Scholarships, Student Activities, the Office of Residence Life, and the Career Center conduct trainings for mentors prior to their monthly workshops at the high schools. The program benefits are twofold: it provides high school students with guidance in college decision-making; and it connects entering freshmen to multiple resources on campus to enhance their opportunity for success. The ARU Program also works to develop the mentoring and leadership skills and potential of the student mentors.

Goal #3: Close the gap in educational achievement, by bringing retention and graduation rates for students of color in line with those of the student body as a whole.

UW System institutions have engaged in numerous initiatives focused on closing the educational achievement gap between students of color and their white counterparts. Across the system there are tutorial programs, mentoring programs, as well as learning communities, to name a few.

“Closing the Gap” Retention Programs

UW-Eau Claire Commanding English Program (CEP)

Established in 1994, the Commanding English Program (CEP) helps U.S. bicultural students (i.e. of Hispanic/Latino and Southeast Asian descent) to develop academic English, and learn strategies to help their successful transition into the campus. Several academic and administrative units collaborate to help the students, including a group of core faculty, academic staff and advisors. They use something comparable to the learning community model to jointly develop and coordinate curricula and guide the students’ academic experiences. In addition to the courses, students work together in extracurricular activities, tutoring and mentoring, and service-learning opportunities.

Evidence suggests that this program is having a positive impact upon efforts to close the achievement gap for CEP program participants at UW-Eau Claire. The average GPA for the 2005-06 cohort of CEP students was 2.63, as compared with the overall GPA for all 1st year students at 3.10; for non-CEP students the average GPA was 2.43. In English 110, the GPA for CEP students was 3.03, as compared with all students at 3.14; the average GPA for non-CEP students in English 099 (Developmental English) was 2.70. Moreover, 84.6 percent of CEP students were retained for 3 consecutive semesters as compared to 80.7 percent for UW-Eau Claire overall.

UW-Milwaukee Access to Success

Access to Success (A2S) is UWM's campus blueprint to enhance access to UWM while, at the same time, promoting greater student success. While it covers the range of recruitment to graduation, A2S was launched in fall 2005 with a series of deliberate initiatives that currently focus primarily on first-year students: their recruitment, admission, and enrollment; their academic performance during their first year; and their retention to the second year. A2S also places great emphasis on services for freshmen of color.

Access to Success includes, but is not limited to, the following initiatives: First Year Center/Peer Mentoring, First-Year Transition Courses/Freshman Seminars/Study Skills, Living and Learning Communities/Residence Halls, Math Pilot Courses/Course Redesign, Summer Bridge Programs, Tutoring, Supplemental Instruction, Honors/Undergraduate Research, and Early Warning System.

The most encouraging result to date of Access to Success is the increase in first-year retention of targeted freshmen of color and the improvement of their academic performance for each of the last three new freshman cohorts. The retention gap between targeted and non-targeted new freshmen has narrowed since three years ago, i.e., gap was decreased from 15.1 PP for the fall 2005 cohort and 13.1 PP for the fall 2006 cohort to 9.4 PP for the fall 2007 cohort. In fact, targeted students were retained at a higher rate than non-targeted students who participated in Supplemental Instruction, which resulted in a "negative gap" between these two populations.

UW-Milwaukee U-Pace Psych 101

The U-Pace Initiative, developed by the College of Letters and Science at UW-Milwaukee, was implemented in the large gateway course, Introduction to Psychology, in spring 2007. So far, over 900 students at UW-Milwaukee have experienced this highly successful teaching method, which is mastery-based, self-paced, and delivered online. In U-Pace Psych 101, students take quizzes only after they complete homework that includes interactive review activities and video clips reinforcing key concepts. Likewise, students are allowed to progress to new content only after they have mastered the material in a module and achieved a score of 90 percent or above on the corresponding quiz.

The teaching team, which consists of the instructor, teaching assistants, and undergraduate teaching interns serving as role models for success, provide online, phone, and/or face-to-face help with the materials, as well as extensive support and encouragement every step of the way. The course structure and time management module help students learn the level of study required to master materials at the college level, and develop and strengthen study skills and habits.

In addition to the undergraduate role models for success, there are video clips presenting first-generation college students and student-of-color role models for success that help maintain students' motivation, and develop and strengthen their academic self-concept. Over the past three years, an average 14.3 percent (2005-14.7 percent; 2006-13.8 percent; 2007-14.3 percent) of new freshmen enrolling at UW-Milwaukee have been from targeted populations (i.e., are of African American, Latino/a, American Indian, or Southeast Asian descent). U-Pace Introductory Psychology, by contrast, has succeeded in drawing a higher rate of enrollment for students of color (21.8 percent for Spring 2007, 22.5 percent for Fall 2007, and 19.3 percent for Spring 2008).

In Spring 2007, 20.5 percent of students of color earned an A or B in the conventionally-taught Psych 101 class, using the same textbook and exam questions as the U-Pace class. In contrast, 40 percent of students of color in the U-Pace Psych 101 course earned an A or B. Nearly five times the percentage of students of color earned an A in the U-Pace course as compared to the conventionally-taught course. Further, on a challenging, proctored, cumulative exam taken by targeted and non-targeted students alike, it was demonstrated that the increase in A's reflected greater learning ($M=68\%$ vs. $M=56\%$; $t(71)=2.441, p<.05$). The gains demonstrated for students of color were replicated the following fall, Fall 2007.

UW-Stout

In 2004, UW-Stout instituted "academic success plans," an intensive advising and tutoring initiative for multicultural/disadvantaged students on the campus. The plans involve an assessment of students' strengths and weaknesses, identification of potential barriers to academic success, discipline-specific tutoring, a course on academic skill development, and cultivation of relationships with the families of students of color. The purpose of this initiative is to ensure that students have the support needed to achieve success at UW-Stout.

Since the initiative was instituted in 2004, the retention rates for M/D students have increased, failure rates have decreased, and contacts with students and families have increased. One feature of the plan is discipline-specific tutoring in math and English. The introduction of the math lab approach, in particular, has resulted in a 55 percent reduction in the rate of withdrawals, failures, and drop rates in remedial math, and a 40 percent reduction in those rates for introductory college math. Minority students represent about 5 percent of UW-Stout students overall but comprise 15-20 percent of the enrollment in the remedial math course. After one year of the math lab, the gap in failure and withdrawal rates between students of color and white students decreased to less than 20 percent, from more than 40 percent. In the writing center, UW-Stout saw a marked increase in the number of ESL tutorials, from 8 percent of all tutorials in 2005-2006, to 25 percent in 2007-2008. Further, 39 percent of UW Stout ESL students were return clients.

This initiative is a collaborative effort involving the following offices or units at UW-Stout: the Dean of Students, Multicultural Student Services, Financial Aid Office, the Office of Admissions, and the Student Support Services ASPIRE program.

UW-Madison First Wave Program

First Wave, established in Fall 2007, is the nation's only spoken word and urban arts learning community and is a cutting-edge multicultural artistic program for incoming students at UW-Madison. Bringing together young artists and leaders from across the United States, First Wave offers students the opportunity to live, study, and create together in a close knit, dynamic campus community. Administered by the Office of Multicultural Arts Initiatives (OMAI), the First Wave Learning Community is the first university program in the country centered on spoken word and hip hop culture. OMAI's mission is to provide cutting-edge, culturally relevant, and transformative arts programming and outreach initiatives that promote positive social dialogue across perceived boundaries of race, class, gender, culture, and sexual orientation. OMAI's programs foster a greater awareness and appreciation of diverse art forms. Its youth-centered programs empower students and institutional partners to find, share and apply their voices through spoken word, hip hop, and diverse art forms while also developing them as artists, scholars and leaders.

First wave participants receive full tuition. The program is in the process of establishing a study-abroad program in Panama for its students. First wave has garnered international attention as an innovative diversity program. It has consistently drawn favorable media coverage and praise from highly regarded artists and scholars. The program has significantly improved campus climate and serves as a focal point for hip-hop culture. Students from throughout the Midwest routinely travel to Madison to attend events, and scholars in the program perform all across the region and the country. In its first two years, First Wave has demonstrated a 100% retention rate. The freshman cohort has an average GPA of 2.89 and the sophomore cohort has a GPA of 3.17.

UW System Grant Program: *Closing the Achievement Gap*

In 2008, the UW System Office of Equity, Diversity, and Inclusion initiated a pilot grant program called *Closing the Achievement Gap: Promoting Institutional Change to Foster Access and Excellence for Historically Underrepresented Populations*. Now in its second year, the program awards grants to develop and support efforts that are effective in promoting institutional change to foster access and excellence for historically underrepresented populations. A total of \$300,000 is available for academic year 2009-10 to fund projects in the following categories: Start-up Grants for Emerging Needs; Grants to Further Implement Existing Initiatives; and Evaluation Grants. The program seeks to fund initiatives that are replicable with explicitly documented activities and evidence-based outcomes. Particular attention is given to models, programs, and strategies with demonstrated success in closing gaps in achievement in the areas of access, retention and graduation.

UW Systemwide TRIO Programs

TRIO is the umbrella name for several programs established under the Higher Education Act of 1965 that allow low-income students, first-generation college students, and students with disabilities to begin and complete a post-secondary education.

There are currently six TRIO programs:

- Upward Bound – precollege programs that help eligible students and veterans prepare for higher education.
- Upward Bound Math & Science – precollege programs that help eligible students and veterans prepare for higher education.
- Talent Search – precollege program that serves young people in grades six through twelve by helping them better understand educational opportunities and options.
- Student Support Services – assistance for disadvantaged or disabled students.
- McNair Program – encourages eligible students to consider careers in college teaching, as well as prepare for doctoral study.
- Educational Opportunities Centers – programs that serve displaced or underemployed workers by helping them choose a college and a suitable financial aid program.

TRIO is an essential part of UW System institutional efforts to achieve *Plan 2008* goals, specifically, Goals 1, 2, 3, and 4. Without TRIO, UW System would experience a considerable decline in college participation rates for students of color and low-income students. In 2007-08, the following UW System institutions received TRIO funding – a total of \$11,871,324 in TRIO grants, with 8,746 participating students:

Institution	Students	Institution	Students
UW-Eau Claire	1,489	UW-Colleges	680
UW-Green Bay	117	UW-La Crosse	460
UW-Madison	303	UW-Parkside	210
UW-Milwaukee	2,200	UW-Oshkosh	325
UW-Platteville	300	UW-River Falls	296
UW-Stevens Point	290	UW-Stout	1,130
UW-Superior	235	UW System	95
UW-Whitewater	796	UW-Waukesha	450

TOTAL for UW System:

Funding: \$11,871,324

Students: 8,746

Funding for the McNair program increased because of two new programs, one at UW-Parkside and another at UW-Fox Valley. However, funding levels for other TRIO programs have remained relatively flat. In particular, as the UW System institutions focus efforts on increasing diversity across the sciences, *Upward Bound Math & Science* programs lag behind in funding when compared with general precollege programs. Most importantly, UW System has identified as a priority the improvement of retention and graduation rates of students of color and low-income students in the near future. Efforts in this area have been hampered by flat funding levels in *Student Support Services*.

Mentoring Programs

UW-Eau Claire Office of Research & Sponsored Programs (ORSP) Diversity Mentoring Program

Established in 2006, the ORSP developed this program to encourage M/D students to participate in faculty/student research collaborations. Research shows that students who develop a positive relationship with faculty mentors are more likely to succeed in college. The ORSP works with the Office of Multicultural Diversity and Office of Student Support Services to identify potential students and match them with faculty mentors to conduct research projects. During its first year (2005-06), the program served 8 students. One student received an award for his poster presentation at UW-Eau Claire's Research Day; another student presented her findings at a national disciplinary meeting.

UW-La Crosse College of Business Administration Student Mentor Program

Established in 2001, this program is designed to ensure that faculty mentors are assigned to all first-year students of color majoring in business administration. Each year, 12-15 faculty members serve as mentors in addition to their regular academic advising responsibilities. The Office of Multicultural Student Services conducts workshops about effective mentoring of students for faculty in the department. Faculty from each academic department in the College of Business—Accounting, Finance, Economics, Information Systems, Management, and Marketing—participate. In 2001, the first year of this initiative, 13 (92.8 percent) of the 14 students assigned mentors were retained to their fourth year, five of those students graduated (57.1 percent) and three students are still enrolled. Eight (80 percent) of the 10 students assigned mentors in 2003 have been retained through their third year.

UW-Stevens Point Peer Mentoring

Established in 1997, this program has demonstrated long-term success toward improving the overall retention rate for students of color at UW-Stevens Point. Three-year retention rates have improved from 46.5 to 51.6 percent, with African American students experiencing the largest gain from 39.3 to 63.1 percent. Assessment and evaluation data indicate that 80 percent of the students contacted by the peer mentors realize overall gains. This project is a collaborative effort of the Multicultural Resource Center, the *American Indian* Center, and the Peer Mentors.

Programs to Improve Graduation Rates

UW-Stevens Point Project Forward

Established and organized by the School of Education in 2000, this program is funded by the U.S. Department of Education. It is designed to increase the enrollment, retention, and graduation of Hmong students, and to help them become certified teachers in Wisconsin. To date, 20 graduates of the program are teaching in Wisconsin school districts, 15 students are still enrolled in the program, and their GPAs are above the UW-Stevens Point average.

UW-Superior Office of Multicultural Affairs

The Coordinator of the Multicultural Affairs Office established the improvement of UW-Superior's six-year graduation rate as a target for the campus. The initiative involved the collaborative efforts of the Provost and Multicultural Affairs Coordinator, using an integrated planning and strategic actions approach to support their work to close the gap in graduation rates between students of color and white students. They created a Multicultural Center to serve as a base of support and programming for multicultural/disadvantaged students on the campus. The Center houses the student of color organizations, the Office of Multicultural Affairs, and the

American Indian Studies program, as well as a computer lab and study tables. Various academic departments also use the Center for classes, study areas, meetings, and receptions. Since the Center opened, second-year retention rates, and graduation rates have increased for students of color. In 2003, the second-year retention rates for students of color were higher than for students as a whole, 73.3 percent as compared with 63.4 percent. When averaged over a 5-year period, the gap in second-year retention rates narrowed to a 4 percent difference, 63.4 percent for students of color, as compared with students as a whole at 67.8 percent.

University of Wisconsin System Alliant Energy/Erroll B. Davis Achievement Awards

In 2006, the Alliant Energy Foundation presented to the UW System a \$400,000 endowment fund to establish the ALLIANT ENERGY/ERROLL B. DAVIS, JR. ACHIEVEMENT AWARDS. The UW System Administration, UW-Madison, and UW-Platteville have collaborated with Alliant Energy to define and present the awards to eligible students. To date, 6 UW-Madison and 6 UW-Platteville students have received this award.

The awards honor outstanding scholarship and community service of undergraduate students from traditionally underrepresented minority groups pursuing a degree in Business or Engineering at UW-Madison and UW-Platteville. The awards provide an incentive for eligible students to engage in community service while attending college, and to graduate with high academic standing. Alliant Energy established the program to recognize and honor Erroll B Davis, Jr., former CEO of the Alliant Corporation, who was the first Black to head a "Business Week 1000" company and reportedly the only Black CEO of a major public power utility. From 1987 to 1994, Mr. Davis served as a member of the UW System Board of Regents.

Goal #4: Increase the amount of financial aid available to needy students and reduce their reliance on loans.

UW System institutions have implemented scholarship and award programs in an effort to increase the amount of financial aid available to needy students and reduce their reliance on loans.

UW-Whitewater

UW-Whitewater awarded more than \$106,000 in scholarships to students of color in 2007-2008, which represented nearly 16 percent of the total scholarship monies awarded to students at the University. In addition, the UW-Whitewater Foundation, Admissions Office, and Academic Support Services have worked to increase the number of King/Chavez Scholarships from 25 in 1999, to 62 in 2008. Additionally, development efforts by the UW-Whitewater Foundation have resulted in an increased number of multicultural alumni contributing to and endowing scholarships for students of color.

UW-Whitewater has leveraged its Lawton and AOP awards to provide incentives for students to complete undergraduate studies, and to pursue graduate studies. From 2001 through 2007, participation of the M/D students increased from 199 participants to 627, an increase of 215 percent. During that same period, the participation rate in AOP increased from 29 to 62 participants, an increase of 114 percent.

UW-Platteville Alliant Energy Paths to Platteville Scholarship

Established in 2006, this scholarship fund results from the collaborative efforts of the Multicultural Resource Center and the UW-Platteville Foundation Office. The program provides

5 students of color with a \$1,000 scholarship for 5 years. Each year, 5 new students come into the program. This scholarship program was created to positively influence retention, graduation, and reduce student reliance upon loans.

UW-River Falls USDA Multicultural Scholars Program

The College of Agriculture Food and Environmental Sciences (CAFES) received a \$120,000 grant to enhance collaborations with two high schools, one in Minnesota and the other in Milwaukee, to recruit and retain students of color. Students interested in receiving a scholarship must indicate an interest in pursuing a program in the CAFES. Five students of color in the CAFES received renewable scholarships.

UW-Eau Claire

The Financial Aid office works collaboratively with the Office of Multicultural Affairs to ensure that multicultural/disadvantaged students apply for and receive the maximum amount of financial aid they are qualified to receive. The aim is to leverage tuition waivers, scholarships, and other forms of financial aid—federal, state and private—to mitigate the impacts that loans have upon this population of students.

In addition, the UW-Eau Claire College of Business established three scholarship funds (Leinenkugel, Jacob Brewing Co. C.O.B. Diversity Scholarship, Wells Fargo Eau Claire Business Diversity Scholarship, and Xcel Energy Business Diversity Scholarship) to retain minority students who might otherwise drop out of the university or transfer to another university. Scholarships in the College of Business are awarded at the sophomore, junior, and senior levels, often after university scholarships have ended for a student.

UW-Green Bay

UW-Green Bay established a Multicultural/Disadvantaged Scholarship program in 1999 funded by the Founders Association with a \$10,000 initial endowment. The total annual fund has varied from \$5,000 to \$12,000 and has been distributed to a varying number of minority and disadvantaged students each year.

In addition, in 2001, UW-Green Bay applied for and received \$108,594 from the Refugee Teacher Training Grant to offset tuition, fee, and book expenses for refugee students enrolled in or intending to enroll in the Education program.

UW-Milwaukee Chancellor's Scholarship for Diversity and Leadership

This program was established in 2008 to provide renewable scholarships for up to \$20,000 to entering freshmen. The primary purpose of the scholarship program is to attract highly qualified, historically underrepresented students who demonstrate the potential for leadership and intellectual development, and are committed to becoming engaged citizens of the university and the broader community. Scholarship funds will be disbursed on a semester basis and are renewable annually for three additional years provided the student maintains the conditions of the award. UW-Milwaukee has provided the initial seed funds for this initiative and will be soliciting private gift support with a goal to fund 100 new entering students per year at full implementation.

For Fall 2008, eleven underrepresented new freshmen received the Chancellor's Scholarships. Nine received full and 2 received partial scholarships; 5 are African American, 1 is American Indian, 3 are Latino/as, and 2 are Southeast Asians. Eight are from the metropolitan Milwaukee area; 1 is from another city in Wisconsin; and 2 are from out of state (Minnesota and Illinois).

The students are part of a Leadership Development Program that is designed to foster leadership skills and personal growth. The program includes individualized assessment, employment responsibilities, and co-curricular activities or volunteer service.

UW-Oshkosh Project Alpha

In 2005, the Financial Aid office revamped its financial aid process to take a more “holistic” approach to several financial aid programs. In doing so, it concluded that there was a need to include program components that focused upon relationship- and community-building with an emphasis on integrating policy, marketing, development, and cultural considerations with the goal of improving all processes and practices related to financial aid. The changes resulted in better collaboration among the Financial Aid, Admissions, Academic Support and Diversity, Academic Advising, and the Registrars Offices, and better connections to business, civic, social, and other off-campus groups that support diversity. For 2005 – 2007, the financial aid office realized a 13-15 percent increase in on-time financial aid applications from multicultural/disadvantaged students.

UW-Stout

Established in 2008, the Multicultural Student Scholarship Program consists of eight annual awards in the amount of \$2,500 each year for four years, totaling \$10,000 per student. These awards are made through an application process and evaluated by a committee. Criteria include: being a member of an identified ethnic group, U.S. citizenship or legal residency, enrolling at UW-Stout full-time, high school GPA minimum of 3.3, and demonstrated leadership and involvement activities. For annual renewal (up to four years) students must maintain a 3.00 cumulative GPA, earning 12 credits each term. Seven scholarships were awarded in Fall 2008.

Goal #5: Increase the number of faculty, academic staff, classified staff, and administrators of color, so that they are represented in the UW System workforce in proportion to their current availability in relevant job pools. In addition, work to increase their future availability as potential employees.

UW System institutions have implemented various recruitment and retention programs in an effort to increase the number of faculty, academic staff, classified staff, and administrators of color represented in the UW System workforce. Some of the strategies taken include, but are not limited to, changing how job are posted and advertisement processes, providing diversity workshops for search and screen committees, faculty mentoring programs, and providing funding for faculty and staff success and advancement.

UW-La Crosse Recruiting for Diversity

In 2006, the Dean of the College of Business Administration hosted a workshop for chairs of search and screen committees for each academic department—Accounting Finance, Economics, Information Systems, Management and Marketing. Of the 22 finalists for eight different teaching and administrative positions, 10 (50 percent) were women and 7 (35 percent) were people of color. This is a promising practice.

UW-Parkside Support for Tenure Faculty of Color

Between 2002 and 2006, *Plan 2008* and the Provost’s Office provided support for a program to support the retention of tenure-track faculty of color. The program provided funding for research and creative activity for tenure-track assistant professors who made significant contributions to

the campus or community in attaining the goals of *Plan 2008*. All of those who participated were members of groups designated as underrepresented by *Plan 2008*.

Professors in these groups are typically in great demand for advising, committee responsibilities, and community service. These demands may conflict with the requirements of the research or creative activity programs needed for tenure, giving faculty of color a greater workload than that of other assistant professors. The Provost, Deans, and Department Chairs collaborated in this special retention program by making funds available to provide a variety of opportunities to support research and creative activity, including: student or LTE support for assistance with projects; summer support for research or creative activity; travel funds to present research papers and/or conduct research projects; and course release time, if appropriate for the department. Seven of the ten members (70 percent) who were in tenure-track positions and participated in the program received tenure at UW Parkside.

UW-Stout Recruitment and Retention

UW-Stout has successfully increased the number of minority faculty and staff at Stout – from 77 in 2006-07, to 90 in 2007-08, to 100 in 2008-09 – by providing additional coordination and support for the recruitment and retention of minority employees. This was a three-pronged effort that: 1) Established a Chief Diversity officer to direct and coordinate university diversity efforts that are currently housed in several different offices, to lead diversity planning efforts, and to promote recruitment of minority faculty and staff; 2) Established a Minority Faculty and Staff Network to promote recruitment and retention of minority faculty and staff. Any employee at Stout who is interested in diversity issues is invited to participate in the network, and the network has established mentoring groups for minority groups for minority faculty, academic staff, and classified staff; and 3) Established a half-time Assistant for Equal Opportunity Recruitment and Training position to provide additional support for training, recruitment, and retention of minority faculty and staff. This individual provides training to all search committees, monitors composition of search committees and applicant pools, and engages in direct recruitment of minority candidates.

UW-Superior Proactive Recruitment Efforts

UW-Superior set a goal to double the number of faculty and staff of color by 2008. Each department developed an action plan for diversity that included specific, proactive strategies, including the use of a diversity value-added statement on each position announcement. The campus achieved its hire goal in 2004. Since 1998, the number of faculty of color increased from 5 to 11; the number of academic staff of color increased from 6 to 17. The campus is in the process of identifying effective retention practices.

UW-Whitewater Recruitment and Retention Efforts

UW-Whitewater has made a strong commitment to support faculty and academic staff of color so that faculty can achieve tenure and promotion, and academic staff can achieve job success and promotion. Several ongoing university-wide initiatives have been put in place to emphasize the importance of diversity and equal opportunity for faculty and staff of color. The Assistant to the Chancellor for Affirmative Action, who co-chairs the UW-Whitewater Affirmative Action/EEO/Diversity Committee, and the campus's Equity Scorecard team members met with 40+ academic units during the spring of 2008 to present a summary of the UW-Whitewater Diversity Plan's goals and objectives, as well as the results of the Equity Scorecard report. That meeting included discussion of the importance of creating a supportive environment for faculty and staff of color.

In the past five years, departments have instituted or continued to provide support for all tenure-track faculty through mentoring programs or initiatives. Between 2003 -2008, the LEARN Center's First-Year Mentoring program reported that 25.3 percent of the First Year program faculty were individuals of color. Between 2000 and 2008, the number of faculty of color at UW-Whitewater who have attained promotion to Associate Professor with tenure is as follows: 3 African Americans (1 female and 2 males); 21 Asians (8 females and 13 males); and 3 Hispanics (2 females and 1 male). During the same period, 5 Asians (2 females and 3 males), 2 African American females, and 1 Hispanic male were promoted to full Professor. In addition, the Academic Staff Assembly is working with the LEARN Center to explore the feasibility of implementing a comparable set of programs for Instructional Academic Staff.

In 1998, UW-Whitewater's "Grow Our Own program" established a systematic means for grooming individuals for success (i.e., helping people move from staff to faculty positions, from classified to staff positions, and/or assume administrative responsibilities). The structure allows Academic Support Services, all Academic Affairs units, as well as the Office of Human Resources and Diversity to identify UW-Whitewater faculty, staff, and graduates with potential and provide opportunities and support for their advancement. The "Grow Our Own" program monitors the academic and professional development of those individuals with special attention paid to those who have participated in on-campus programs, including various precollege programs as well as such targeted programs as the McNair Post-Baccalaureate Achievement program.

In addition to setting up the structure for identifying promising individuals, a series of activities has been scheduled to nurture these individuals. In conjunction with the existing McNair seminars and the ongoing Undergraduate Research Seminars, a series of pre-doctoral lectures have been set up in which UW-Whitewater alumni currently enrolled in doctoral programs are invited to present their work.

UW System Institute on Race and Ethnicity Development Programs for Faculty and Graduate Students

The Institute on Race and Ethnicity *Faculty Diversity Research Awards* program is designed to provide release time and research support for targeted tenure-track faculty members on University of Wisconsin System campuses. The award frees the individuals from all teaching responsibilities and additional service responsibilities during the Fall or Spring semester, allowing them to focus solely on research and scholarly activities. The intent of the award program is to increase publishing opportunities for recipients, thereby aiding them in achieving tenure.

Since 1998-99, forty-three tenure track faculty from a wide variety of academic disciplines received a *Faculty Diversity Research Award*, including 28 females and 15 males. The award recipients included: 20 African Americans; 15 Hispanic/Latinas/os; 1 American Indian; 6 Asian Americans; and 1 White. The faculty came from the following UW institutions: 15 from UW-Madison; 11 from UW-Milwaukee; 6 from UW-Oshkosh; 3 each from UW-La Crosse and UW-Whitewater; 2 from the UW Colleges; 1 each from UW-Green Bay, UW-Parkside, and UW-Platteville. Twenty-eight of these recipients are currently tenured at a UW System campus, and a good many others are awaiting their tenure decisions.

The *Graduate Scholars Associates Program* provides financial support to graduate students from the UW System's two research campuses. These students may be in their last year as a dissertator, are close to completing their doctoral programs, or have completed their dissertations

and are teaching at universities or colleges both in and outside of Wisconsin. As a part of the program, the Scholars are obligated to attend periodic meetings with IRE staff and other graduate associates and are expected to present a paper at an IRE-sponsored “Works in Progress” symposium. To date, the program has served 16 Graduate Scholars in a variety of academic disciplines, 10 of whom have come from UW-Madison, and 6 from UW-Milwaukee. Of the program’s 11 women and 5 men, 5 have been African American, 6 have been Hispanics/Latinas/os, 5 have been white, and 1 has been Asian American.

Goal #6: Foster institutional environments and course development that enhance learning and a respect for racial and ethnic diversity.

UW System institutions have engaged in fostering institutional environments and course development that enhance learning and a respect for racial and ethnic diversity on many levels. Across the System, institutions have created ethnic studies departments and certificates, held events and dinners, organized poster contests, held button campaigns, hired chief diversity officers, established equity and diversity offices, held curriculum infusion seminars and summer institutes, and provided spaces for open, honest dialogue about difference.

Programs and Initiatives

UW-Parkside Summer Institute: Infusing Diversity in the Curriculum

Established in 2007, the Summer Institute is a year-long faculty development project designed to help faculty participants restructure and redesign their courses with the goal of closing the achievement gap between students of color and majority students. Curricular and pedagogical approaches to diversity are discussed in a learning community of faculty and instructors. The year begins with an intensive two-week Summer Institute in June, followed by a full-day August retreat, monthly meetings in the Fall semester, and follow-up meetings in Spring. In the context of the Summer Institute, “diversity” is defined in terms of race and ethnicity, although intersections with gender, sexual orientation, religion, nationality, social class, and disability are included. The Summer Institute uses an emergent process of intellectual and emotional engagement, informed by critical race theory, cultural studies, and the scholarship of teaching and learning.

Participants represent academic departments throughout the university from the College of Arts & Sciences and the School of Business & Technology. The project manager is the Center for Ethnic Studies with support from the Teaching & Learning Center, the Provost’s Office, *Plan 2008*, and the Office of Equity & Diversity. Some of the early outcomes of the program include the strengthening of existing diversity (DV) courses, including Jazz Appreciation, a Music course that has the largest enrollment of all DV courses (500+ students a year). Another outcome is the development of a new course, Multicultural Theatre in America, the first DV course offered in the Theatre Arts Department. Another new course is Multicultural Marketing, developed as the first DV course in the College of Business. A new Sociology course has been designed to give students of color experience in conducting research for community organizations and in response to the professor’s recognition that many students of color were unable to seek internships (many of them unpaid) and service-learning opportunities because of economic reasons. All of these courses can assist in closing the achievement gap between minority and majority students.

UW-Eau Claire’s Dismantling Racism Program

Dismantling Racism is a process created by the organization dRworks, a group of trainers, educators, and organizers working to build progressive anti-racist organizations and institutions. In 2007, the Arts and Sciences Diversity Advisory Committee (ASDAC) selected dRworks to work with the College of Arts and Sciences in its efforts to become an anti-racist organization. A multi-year process, *Dismantling Racism* helps groups and organizations deal with issues of racism, inclusion, and oppression. The work progresses in a series of phases, beginning with an assessment of organizational climate and culture (May 2008). At UW-Eau Claire, that assessment involved interviews with about 40 majority and minority faculty and staff, and the results guided ASDAC and the dRworks consultants in planning their work. The next stage was

a two-day workshop in September 2008 that included about 45 faculty and staff and several community members. The focus of that workshop was on building relationships; understanding racism in all its forms—individually, institutionally, and culturally; understanding how racism impacts people of color and white people, culturally and organizationally; experiencing and understanding the role of caucuses (where people of color spend time together and separately from white people to address issues of racism and internalized racist oppression and where white people spend time together and separately from people of color to address issues of white privilege and its internalization within the organization).

In November 2008, about 35 people who had taken part in the earlier training participated in the third phase of the process, an Anti-Racist Organizational Development and Assessment (AROD) workshop. At this workshop, participants assessed the state of the College of Arts and Sciences along a continuum from racist to anti-racist, and further explored the work of caucuses. As of this writing (November 2008), the caucuses are forming, and will meet separately over the coming weeks to discuss and determine what the College of Arts and Sciences would look like as an anti-racist organization (with regard to identified categories of decisions, budget, money, power and pay, accountability, culture, location, members, and programs). At a later date, the two caucuses will come together to form a joint vision for the College. This work will result in a plan of organizational change to be implemented by the caucuses and a “change team” that includes members of each caucus. This work will take place over a multi-year period. Over time, more and more members of the College will join the effort. A second two-day training session will occur in winter 2009 to broaden the knowledge about racism among College members, and additional members will join the caucuses as the work progresses. Because of the size and centrality of the College of Arts and Sciences, it is felt that changing the climate and culture within the College will naturally change that of the overall University. Nonetheless, as the work progresses, effort will be made to extend it to other units within the University.

This work is supported by a \$10,000 private gift from an anonymous donor, a successful grant proposal (funded for \$16,807 during 2008-2009) written by ASDAC members and the College of Arts and Sciences Dean to the UW System “Closing the Achievement Gap” program, modest funds from the College of Arts and Sciences budget, and commitment of modest foundation funds from UW-Eau Claire Academic Affairs.

UW-Fond du Lac Diversity Circles

Representatives from 11 community organizations,⁹ agencies, and government collaborated to organize and implement Diversity Circles, largely in response to survey results indicating that people of color did not feel welcome and accepted in the Fond du Lac community. Recognizing the impact and significance of the increased representation of African American, Hispanic/Latino, and Asian populations in the community, the group decided to implement proactive measures to facilitate discussions that would increase participants’ understanding of their and others’ attitudes and beliefs about race and racial issues. To date, 100 adults have participated in the Diversity Circles discussions. Eleven high school students and 9 elementary school students participated in a Diversity Study Circle at their respective schools. 67 percent of the participants said the workshops helped them to talk openly about issues related to race; 80 percent responded that the program increased an understanding of their own attitudes and beliefs

⁹ UW-Fond du Lac Continuing Education, Fond du Lac Council Extension, UW Fond du Lac Student Government, Moraine Park Technical College, Marian College, City of Fond du Lac, Mercury Marine, Safe and Stable Families, Fond du Lac School District/21st CCLC, Boys & Girls Club, Moraine Park Diversity Association, United for Diversity, Inc. , and Agnesian Health Care.

about race; 84 percent said the program increased their understanding of other's attitudes and beliefs about race; and 91 percent said their understanding of "racial issues" increased.

UW-Green Bay Diversity Programming and Outreach Education

Over 2,300 community members, educators, and students have participated in an extensive array of courses, workshops, and programs designed to foster dialogue and education about multiculturalism and diversity. The programs, offered by the UW-Green Bay Office of Outreach and Extension included: 1) the "American Indian Studies Summer Institute" (for tribal educators, leaders, and parents to focus on Menominee Indian student achievement); 2) the "Exploring Hmong Transitions: Enhancing Teaching and Learning for Hmong Students", to focus the attention of NE Wisconsin educators on strategies to positively impact Hmong student achievement; 3) Practical Strategies of Teaching English Language Learners (ELL), a program to assist NE Wisconsin educators to support ELL student achievement; 4) Spanish for Educators, to help NE Wisconsin educators better support Hispanic student achievement; 5) Brown County Diversity Circles, to foster dialogue and understanding about diversity; and 6) the Leadership Summit on Diversity, to bring together Community leaders, elected officials, and agency representatives to foster dialogue and positive changes across the community in support of diversity and inclusion.

Several university, community, and business entities collaborated to develop and implement the programs, including the UW-Green Bay Office of Outreach and Extension, the Modern Languages Department, the Green Bay Packers Organization, the Green Bay Chamber of Commerce, Brown County Extension and the YWCA of Green Bay-DePere.

UW-La Crosse Campus Climate Office

The Campus Climate Office at UW-La Crosse was established in 2005 to foster an inclusive, collaborative, social-justice approach to achieving equity across the entire campus. The Office works to build community and facilitate understanding through educational programming, the development of a hate response team, safe space and diversity center, work-life advocacy for faculty and staff, community outreach, and by providing diversity resources for students, faculty, and staff. Since its inception, the office has had over 1,500 contacts. Students fund this Office through fees gained from a tuition differential that they requested. A broad cross-section of campus offices and organizations collaborate and contribute to the success of this Office, including the Campus Climate Council, the Equity Scorecard Team, the Joint Minority Affairs Council, the Individual with Disabilities Council, and the Multicultural Recruitment Group.

UW-Oshkosh Workforce Diversity and Infusion of *American Indian* Culture into Nursing Curriculum and Practice

Established in 2003, this program is a collaborative effort involving UW Oshkosh and its College of Nursing, the College of Menominee Nation, area high schools, and health care clinics and institutions. The overall purpose of this program is to increase the number of culturally diverse baccalaureate-prepared nursing students through educational collaboration and supportive activities designed to: (1) increase the awareness of health professional careers among middle and high school students who are *American Indians*, students of color generally, and disadvantaged students; (2) establish a collaborative baccalaureate outreach nursing program in a format relevant to and accessible by *American Indians*; (3) increase the retention rates of students in the pre-professional and professional phases; and (4) prepare culturally competent nurses. Twenty-four nursing students were involved in the program; 15 are still in the program with only two lost to attrition. The program resulted in curricular changes, a curriculum review

that includes a cultural competence assessment, and the establishment of a local chapter of the *American Indian Association*.

UW System Office of Academic Affairs Academic Program Approval and Review Process

As part of the UW System's process for the approval of new academic programs, the Office of Academic and Student Services, requires academic departments to address: 1) how diversity is incorporated into the curriculum; and 2) how the programs plan to attract and retain diversity among its faculty, staff and students. Proposals for new programs are expected to include information describing how the program will address diversity in the curriculum, and to address the degree to which the program will attract and retain diverse students, faculty, and staff. The Office also requires institutions to include their diversity enhancement plans in program authorization requests to the Board of Regents.

UW System Administration Inclusive Excellence Leadership Team

In 2008, the Inclusive Excellence Leadership Team was created to enhance the capacity of the Office of Academic Affairs to provide leadership statewide and within the UW System in its emerging Inclusive Excellence (IE) efforts. The team-building and learning will bolster the ability of Academic Affairs to provide leadership for the Inclusive Excellence work that will be forged at UW System institutions.

Members of the Inclusive Excellence Leadership Team participated in a 3 ½-day training presented by Visions, Inc. In this training, participants were introduced to a research-based model which facilitates and supports individuals and organizations as they create collaborative working environments that promote creativity, innovation, productivity, and social justice. The training provided important tools and strategies to assist in the understanding of multicultural processes of change that will help the team members facilitate the desired changes across the UW System.

In addition, UW System Multicultural/Disadvantaged Coordinators participated in a similar 2 ½-day training in an effort to equip these individuals and their institutions with the knowledge, tools, and confidence to recognize, understand, appreciate, and leverage differences for positive transformative outcomes and become effective change partners in the organizational transformation process.

UW System Climate Assessment Study

Beginning in 2007 and continuing through 2009, the University of Wisconsin System has been supporting implementation of the Climate Assessment Project at ten institutions: the UW Colleges, UW-La Crosse, UW-Milwaukee, UW-Oshkosh, UW-Stevens Point, UW-Eau Claire, UW-Parkside, UW-River Falls, UW-Stout and UW-Whitewater. The UW System implemented the climate survey in response to growing awareness of bias-related incidents and reported incidents of harassment at UW institutions. Each institution administering the survey invites participation from all members of its campus community. As the results come in, UW System institutions analyze the results and work to define strategic actions and establish priorities with which to ameliorate the problems identified.

Goal #7: Improve accountability of the UW System and its institutions.

Extensive data is emerging from the UW System institutions that have participated in the Equity Scorecard Project. Undertaken initially in response to a Board of Regents directive to improve accountability, the Scorecard has become the UW System's primary initiative to foster

educational excellence through closing the achievement gap for historically underrepresented students. .

Annual Accountability Report -Reporting Progress on Plan 2008 Goals

A variety of UW System reports include information related to Plan 2008 goals, including the annual systemwide and institutional accountability reports. The systemwide accountability report includes data by race/ethnicity on access, enrollments, retention, graduation, employee diversity, and other topics. Each institutional report provides additional detail by race/ethnicity on enrollments, retention, and graduation, as well as information on particular areas of inequity identified through the Equity Scorecard process.

UW System Equity Scorecard Project

Two cohorts of UW institutions are participating in the Equity Scorecard Process. The Scorecard, developed by Dr. Estela Bensimon of the Center for Urban Education at the University of Southern California, is a self-assessment process designed to improve institutional performance and accountability for achieving equity in educational outcomes for all students, particularly for underrepresented populations of students of color. The process enables UW institutions to identify unequal results in key areas related to institutional performance and educational outcomes for student success through four perspectives: Access, Retention, Institutional Receptivity and Excellence. Using student data disaggregated by race and ethnicity, “evidence” teams engage in a systematic process of practitioner inquiry to help them understand and pinpoint the underlying causes and meaning of the student inequities in order to develop effective solutions to eliminate them.

The first cohort included the following six UW institutions: the Colleges, La Crosse, Oshkosh, Milwaukee, Parkside and Whitewater. Five UW institutions have formed the second cohort: Eau Claire, Platteville, River Falls, Stout and Superior.

Appendix C
UW System Service Rates for Wisconsin Immediate New Freshmen by Race/Ethnicity
1998 - 2007

		1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
African American	UW System Fall Enrollment	447	416	436	446	432	465	554	573	586	653
	WI Public HS Graduates	2,528	2,581	2,573	2,835	3,148	3,196	3,815	3,751	4,040	4,333
	Service Rate	18%	16%	17%	16%	14%	15%	15%	15%	15%	15%
American Indian	UW System Fall Enrollment	105	113	107	87	109	115	126	156	148	173
	WI Public HS Graduates	528	538	532	547	623	668	688	700	776	776
	Service Rate	19%	20%	20%	16%	17%	17%	18%	22%	19%	22%
Asian	UW System Fall Enrollment	440	472	518	590	638	637	726	696	775	807
	WI Public HS Graduates	1,189	1,373	1,520	1,567	1,757	1,859	2,063	2,011	2,150	2,202
	Service Rate	36%	34%	34%	38%	36%	34%	35%	35%	36%	37%
Hispanic/ Latino	UW System Fall Enrollment	276	319	312	341	314	368	396	419	432	525
	WI Public HS Graduates	1,282	1,405	1,446	1,557	1,792	1,870	2,023	2,201	2,430	2,580
	Service Rate	21%	22%	22%	22%	18%	20%	20%	19%	18%	20%
Students of Color	UW System Fall Enrollment	1,268	1,320	1,373	1,464	1,493	1,585	1,802	1,844	1,941	2,158
	WI Public HS Graduates	5,527	5,897	6,071	6,506	7,320	7,593	8,589	8,663	9,396	9,891
	Service Rate	23%	22%	23%	23%	20%	21%	21%	21%	21%	22%
White/ Unknown	UW System Fall Enrollment	17,296	17,524	17,214	17,493	17,483	18,352	18,023	18,364	18,392	18,857
	WI Public HS Graduates	52,042	52,415	52,474	52,835	53,255	55,677	52,390	54,566	53,610	54,071
	Service Rate	33%	33%	33%	33%	33%	33%	34%	34%	34%	35%
International	UW System Fall Enrollment	6	8	8	8	21	7	15	15	10	11
	WI Public HS Graduates	dna	dna	dna	dna	dna	dna	dna	dna	dna	dna
	Service Rate	dna	dna	dna	dna	dna	dna	dna	dna	dna	dna
Public High School Total	UW System Fall Enrollment*	18,570	18,852	18,595	18,965	18,997	19,944	19,840	20,223	20,343	21,026
	WI Public HS Graduates	57,569	58,312	58,545	59,341	60,575	63,270	60,979	63,229	63,006	63,962
	Service Rate	32%	32%	32%	32%	31%	32%	33%	32%	32%	33%

*Total UW System Fall Enrollments includes a small number of International students who graduated from Wisconsin public high schools.

Sources: Wisconsin Department of Public Instruction and University of Wisconsin System.

Appendix D
UW System Students of Color (SOC), Number and Percent of All Students,
by Institution, Student Level and Fall Term
1998 through 2008

			1998	1999	2000	2001	2002	2003	2004	2005	2006
UW System Total	Undergrad SOC	#	9,992	10,483	10,730	11,504	11,803	12,060	12,702	13,209	13,713
		% of Total	7.5%	7.7%	7.8%	8.2%	8.3%	8.5%	8.9%	9.1%	9.4%
	Grad./Prof. SOC	#	1,975	1,999	1,879	1,897	1,957	2,052	2,082	2,110	2,249
		% of Total	8.9%	9.0%	8.5%	8.4%	8.3%	8.6%	8.8%	9.0%	9.4%
UW-Eau Claire	Undergrad SOC	#	439	463	458	519	488	495	482	462	475
		% of Total	4.3%	4.6%	4.5%	5.0%	4.7%	4.9%	4.8%	4.5%	4.7%
	Grad./Prof. SOC	#	15	10	18	18	15	14	19	23	28
		% of Total	2.4%	1.9%	3.7%	3.5%	2.8%	2.5%	3.5%	4.3%	4.6%
UW-Green Bay	Undergrad SOC	#	286	273	291	299	293	310	316	370	381
		% of Total	5.1%	5.1%	5.3%	5.3%	5.5%	5.6%	5.8%	6.6%	6.9%
	Grad./Prof. SOC	#	19	12	9	19	8	16	11	7	8
		% of Total	7.5%	4.2%	2.9%	5.2%	3.1%	5.7%	4.6%	3.5%	5.1%
UW-La Crosse	Undergrad SOC	#	363	392	418	421	421	457	451	459	524
		% of Total	4.2%	4.5%	4.9%	4.9%	5.2%	5.6%	5.7%	5.6%	6.3%
	Grad./Prof. SOC	#	23	37	42	48	44	41	34	39	49
		% of Total	2.7%	4.2%	4.4%	4.1%	3.0%	2.8%	2.9%	3.1%	3.2%
UW-Madison	Undergrad SOC	#	2,570	2,677	2,628	2,724	2,882	2,985	3,129	3,330	3,551
		% of Total	8.8%	9.1%	8.8%	9.1%	9.6%	10.0%	10.7%	11.2%	12.0%
	Grad./Prof. SOC	#	1,138	1,147	1,050	1,020	1,036	1,090	1,101	1,121	1,227
		% of Total	10.8%	10.6%	9.6%	9.2%	9.3%	9.6%	9.7%	9.9%	10.8%
UW-Milwaukee	Undergrad SOC	#	3,233	3,332	3,432	3,636	3,547	3,484	3,698	3,701	3,755
		% of Total	17.6%	17.5%	17.5%	17.8%	17.2%	16.3%	16.3%	15.9%	15.9%
	Grad./Prof. SOC	#	540	547	520	522	557	544	564	573	583
		% of Total	12.0%	12.2%	12.0%	12.2%	12.6%	12.3%	12.3%	12.3%	12.4%
UW-Oshkosh	Undergrad SOC	#	380	388	381	435	486	549	568	683	734
		% of Total	3.8%	3.9%	3.8%	4.2%	4.5%	5.0%	5.2%	6.2%	6.7%
	Grad./Prof. SOC	#	61	58	57	66	63	77	83	76	76
		% of Total	3.3%	3.6%	3.5%	4.0%	3.6%	4.9%	5.2%	5.0%	5.0%
UW-Parkside	Undergrad SOC	#	708	796	843	898	892	886	932	982	993
		% of Total	15.8%	16.5%	17.4%	18.2%	18.5%	17.9%	18.8%	20.0%	20.4%
	Grad./Prof. SOC	#	13	14	13	14	13	17	11	11	14
		% of Total	7.6%	10.0%	8.7%	10.4%	8.3%	10.8%	10.3%	10.7%	10.4%

			1998	1999	2000	2001	2002	2003	2004	2005	2006
UW-Platteville	Undergrad SOC	#	167	153	163	160	186	163	185	186	247
		% of Total	3.4%	2.9%	3.1%	3.0%	3.3%	2.9%	3.3%	3.2%	4.0%
	Grad./Prof. SOC	#	12	19	16	17	32	52	58	58	53
		% of Total	5.0%	7.5%	6.2%	7.1%	7.3%	9.4%	10.1%	8.6%	7.8%
UW-River Falls	Undergrad SOC	#	184	215	242	273	287	329	329	347	346
		% of Total	3.5%	4.0%	4.4%	5.0%	5.5%	6.1%	6.0%	6.1%	6.0%
	Grad./Prof. SOC	#	15	13	10	10	13	15	13	24	19
		% of Total	3.9%	3.8%	2.4%	2.3%	3.2%	3.1%	2.9%	5.4%	4.0%
UW-Stevens Point	Undergrad SOC	#	250	264	258	276	327	388	423	426	437
		% of Total	3.0%	3.2%	3.1%	3.3%	3.9%	4.6%	5.0%	5.0%	5.1%
	Grad./Prof. SOC	#	10	10	11	10	14	15	9	9	12
		% of Total	1.7%	1.7%	2.3%	2.3%	2.8%	2.8%	1.9%	2.4%	3.0%
UW-Stout	Undergrad SOC	#	239	259	265	257	303	291	309	339	377
		% of Total	3.4%	3.7%	3.7%	3.5%	4.1%	4.0%	4.4%	4.6%	5.0%
	Grad./Prof. SOC	#	48	52	33	47	42	52	49	47	50
		% of Total	6.8%	6.5%	5.2%	6.4%	5.2%	6.3%	6.7%	5.9%	5.8%
UW-Superior	Undergrad SOC	#	83	95	82	111	119	106	142	157	155
		% of Total	3.7%	4.0%	3.3%	4.5%	4.7%	4.2%	5.6%	6.1%	5.9%
	Grad./Prof. SOC	#	15	12	16	18	13	8	14	12	11
		% of Total	3.8%	3.1%	4.3%	4.4%	3.5%	2.3%	4.5%	4.2%	3.7%
UW-Whitewater	Undergrad SOC	#	627	651	684	724	741	806	942	914	849
		% of Total	6.5%	6.8%	7.2%	7.7%	7.8%	8.5%	9.9%	9.7%	9.2%
	Grad./Prof. SOC	#	66	68	84	88	107	111	116	110	119
		% of Total	5.7%	5.6%	6.9%	7.3%	8.3%	8.0%	8.3%	8.1%	9.2%
UW Colleges	Undergrad SOC	#	463	525	585	771	831	811	796	853	889
		% of Total	4.7%	4.8%	5.1%	6.2%	6.6%	6.4%	6.4%	6.8%	7.0%

Appendix E
UW System Graduate and Professional Enrollments
by Institution & Race / Ethnicity
Fall 1998 through Fall 2008

		98	99	00	01	02	03	04	05	06	07	08
UW System Total	African American	671	687	612	647	667	688	684	709	718	778	767
UW System Total	American Indian	182	162	143	157	151	163	156	151	189	181	158
UW System Total	Southeast Asian	91	126	132	122	137	128	121	121	144	172	188
UW System Total	Other Asian American	535	510	489	507	503	541	575	558	608	684	681
UW System Total	Hawaiian/Pacific	0	0	0	0	0	0	0	0	0	0	8
UW System Total	Hispanic/Latino	496	514	503	464	499	532	546	571	590	596	540
UW System Total	Two or more races	0	0	0	0	0	0	0	0	0	0	148
UW System Total	White/Unknown	17,679	17,461	17,416	17,690	18,474	18,709	18,426	18,442	18,869	19,239	18,864
UW System Total	International	2,653	2,833	2,923	3,031	3,140	3,184	3,056	3,017	2,930	2,899	2,933
UW-Eau Claire	African American	4	1	5	2	0	4	4	6	6	5	3
UW-Eau Claire	American Indian	5	4	7	8	7	2	1	3	11	6	9
UW-Eau Claire	SE Asian American	1	2	0	0	0	0	1	1	0	3	5
UW-Eau Claire	Other Asian American	2	2	2	6	5	4	7	10	3	14	9
UW-Eau Claire	Hawaiian/Pacific	0	0	0	0	0	0	0	0	0	0	0
UW-Eau Claire	Hispanic/Latino	3	1	4	2	3	4	6	3	8	8	3
UW-Eau Claire	Two or more races	0	0	0	0	0	0	0	0	0	0	1
UW-Eau Claire	White/Unknown	612	518	453	491	510	526	510	497	567	614	644
UW-Eau Claire	International	7	9	12	12	13	15	17	16	19	15	9
UW-Green Bay	African American	2	0	2	1	1	1	1	3	1	1	2
UW-Green Bay	American Indian	16	8	4	14	5	8	5	3	7	8	12
UW-Green Bay	SE Asian American	0	0	0	0	0	0	1	0	0	4	8
UW-Green Bay	Other Asian American	1	3	3	3	1	4	1	0	0	1	1
UW-Green Bay	Hawaiian/Pacific	0	0	0	0	0	0	0	0	0	0	0
UW-Green Bay	Hispanic/Latino	0	1	0	1	1	3	3	1	0	1	2
UW-Green Bay	Two or more races	0	0	0	0	0	0	0	0	0	0	0
UW-Green Bay	White/Unknown	225	267	293	342	242	258	219	187	144	179	170
UW-Green Bay	International	9	5	6	6	6	7	7	4	4	5	3
UW-La Crosse	African American	4	10	13	12	5	4	7	11	12	10	7
UW-La Crosse	American Indian	5	4	2	5	8	9	5	3	8	7	5
UW-La Crosse	SE Asian American	4	3	6	10	8	6	2	6	12	16	6

UW-La Crosse	Other Asian American	7	9	13	13	12	7	12	7	9	10	4
UW-La Crosse	Hawaiian/Pacific	0	0	0	0	0	0	0	0	0	0	0
UW-La Crosse	Hispanic/Latino	3	11	8	8	11	15	8	12	8	11	10
UW-La Crosse	Two or more races	0	0	0	0	0	0	0	0	0	0	0
UW-La Crosse	White/Unknown	810	819	874	1080	1407	1400	1125	1182	1399	1312	1124
UW-La Crosse	International	22	20	34	37	27	27	32	40	60	81	83
UW-Madison	African American	288	288	253	261	265	272	278	288	315	339	333
UW-Madison	American Indian	94	83	62	70	75	72	64	65	84	90	71
UW-Madison	SE Asian American	42	71	70	55	60	53	49	60	80	95	98
UW-Madison	Other Asian American	373	364	347	338	344	374	388	376	402	423	407
UW-Madison	Hawaiian/Pacific	0	0	0	0	0	0	0	0	0	0	1
UW-Madison	Hispanic/Latino	341	341	318	296	292	319	322	332	346	349	301
UW-Madison	Two or more races	0	0	0	0	0	0	0	0	0	0	130
UW-Madison	White/Unknown	7394	7425	7606	7647	7675	7853	8002	8005	7999	7976	7782
UW-Madison	International	2053	2201	2306	2395	2467	2391	2275	2229	2163	2125	2135
UW-Milwaukee	African American	283	291	254	278	293	273	257	269	263	288	282
UW-Milwaukee	American Indian	24	30	34	27	23	29	29	35	41	32	28
UW-Milwaukee	SE Asian American	22	25	34	31	47	43	46	30	30	28	42
UW-Milwaukee	Other Asian American	100	86	70	83	78	80	93	97	113	122	106
UW-Milwaukee	Hawaiian/Pacific	0	0	0	0	0	0	0	0	0	0	3
UW-Milwaukee	Hispanic/Latino	111	115	128	103	116	119	139	142	136	136	142
UW-Milwaukee	Two or more races	0	0	0	0	0	0	0	0	0	0	16
UW-Milwaukee	White/Unknown	3530	3505	3399	3318	3389	3373	3468	3527	3594	3800	3771
UW-Milwaukee	International	427	445	426	432	458	515	543	552	537	537	526
UW-Oshkosh	African American	13	14	12	11	17	17	16	13	11	11	6
UW-Oshkosh	American Indian	14	10	6	6	8	20	28	19	17	14	12
UW-Oshkosh	SE Asian American	3	7	6	10	8	7	8	12	3	4	10
UW-Oshkosh	Other Asian American	23	15	24	26	20	24	22	21	25	23	23
UW-Oshkosh	Hawaiian/Pacific	0	0	0	0	0	0	0	0	0	0	0
UW-Oshkosh	Hispanic/Latino	8	12	9	13	10	9	9	11	20	10	17
UW-Oshkosh	Two or more races	0	0	0	0	0	0	0	0	0	0	0
UW-Oshkosh	White/Unknown	1745	1521	1565	1556	1660	1481	1480	1425	1425	1535	1262
UW-Oshkosh	International	31	23	19	21	20	29	30	24	27	29	30
UW-Parkside	African American	4	6	7	7	3	7	5	5	5	3	10
UW-Parkside	American Indian	0	1	1	1	0	0	0	0	0	1	1
UW-Parkside	SE Asian American	1	1	1	1	0	0	0	0	0	0	0

UW-Parkside	Other Asian American	5	3	1	1	5	4	3	2	3	5	6
UW-Parkside	Hawaiian/Pacific	0	0	0	0	0	0	0	0	0	0	0
UW-Parkside	Hispanic/Latino	3	3	3	4	5	6	3	4	6	8	4
UW-Parkside	Two or more races	0	0	0	0	0	0	0	0	0	0	0
UW-Parkside	White/Unknown	154	120	131	112	137	129	91	86	107	90	76
UW-Parkside	International	5	6	5	8	7	12	5	6	13	13	25
UW-Platteville	African American	8	13	8	12	19	28	31	40	38	39	41
UW-Platteville	American Indian	0	0	0	0	3	4	2	1	1	3	4
UW-Platteville	SE Asian American	1	0	1	0	0	0	0	0	1	1	1
UW-Platteville	Other Asian American	1	2	4	3	6	13	17	8	6	15	51
UW-Platteville	Hawaiian/Pacific	0	0	0	0	0	0	0	0	0	0	1
UW-Platteville	Hispanic/Latino	2	4	3	2	4	7	8	9	7	16	14
UW-Platteville	Two or more races	0	0	0	0	0	0	0	0	0	0	0
UW-Platteville	White/Unknown	228	235	229	211	395	448	474	568	615	691	775
UW-Platteville	International	1	0	12	10	13	56	42	52	12	10	13
UW-River Falls	African American	7	6	5	4	4	3	4	7	6	5	8
UW-River Falls	American Indian	0	1	1	0	0	2	1	3	1	0	1
UW-River Falls	SE Asian American	1	0	1	2	2	3	1	1	1	1	1
UW-River Falls	Other Asian American	6	5	2	2	4	3	3	7	6	4	3
UW-River Falls	Hawaiian/Pacific	0	0	0	0	0	0	0	0	0	0	0
UW-River Falls	Hispanic/Latino	1	1	1	2	3	4	4	6	5	3	3
UW-River Falls	Two or more races	0	0	0	0	0	0	0	0	0	0	0
UW-River Falls	White/Unknown	371	329	403	426	394	464	430	420	455	430	476
UW-River Falls	International	3	3	4	4	4	3	5	4	2	2	13
UW-Stevens Point	African American	0	3	0	1	2	1	0	1	2	4	6
UW-Stevens Point	American Indian	3	1	3	1	2	3	2	2	2	3	5
UW-Stevens Point	SE Asian American	1	2	5	4	3	4	1	1	3	8	1
UW-Stevens Point	Other Asian American	5	3	1	0	2	4	3	3	2	1	0
UW-Stevens Point	Hawaiian/Pacific	0	0	0	0	0	0	0	0	0	0	0
UW-Stevens Point	Hispanic/Latino	1	1	2	4	5	3	3	2	3	3	4
UW-Stevens Point	Two or more races	0	0	0	0	0	0	0	0	0	0	0
UW-Stevens Point	White/Unknown	561	556	467	420	476	512	458	356	384	394	423
UW-Stevens Point	International	4	7	3	4	5	4	3	5	8	8	7
UW-Stout	African American	19	16	13	16	9	17	19	19	17	20	18
UW-Stout	American Indian	8	10	4	7	10	7	6	7	10	7	4
UW-Stout	SE Asian American	13	12	4	5	2	7	5	4	5	3	8

UW-Stout	Other Asian American	3	8	8	10	8	9	8	6	4	5	15
UW-Stout	Hawaiian/Pacific	0	0	0	0	0	0	0	0	0	0	1
UW-Stout	Hispanic/Latino	5	6	4	9	13	12	11	11	14	12	11
UW-Stout	Two or more races	0	0	0	0	0	0	0	0	0	0	0
UW-Stout	White/Unknown	615	691	557	644	728	732	644	705	764	829	937
UW-Stout	International	46	60	47	42	42	44	37	38	41	50	76
UW-Superior	African American	3	3	1	1	4	3	3	2	2	4	3
UW-Superior	American Indian	7	5	10	11	5	4	8	6	5	8	4
UW-Superior	SE Asian American	0	0	1	1	1	0	0	0	0	0	0
UW-Superior	Other Asian American	2	2	3	5	3	1	2	1	1	1	0
UW-Superior	Hawaiian/Pacific	0	0	0	0	0	0	0	0	0	0	0
UW-Superior	Hispanic/Latino	3	2	1	0	0	0	1	3	3	1	1
UW-Superior	Two or more races	0	0	0	0	0	0	0	0	0	0	0
UW-Superior	White/Unknown	376	369	355	384	354	326	291	275	286	240	241
UW-Superior	International	5	5	5	6	8	10	5	2	1	2	0
UW-Superior	African American	36	36	39	41	45	58	59	45	40	49	48
UW-Whitewater	American Indian	6	5	9	7	5	3	5	4	2	2	2
UW-Whitewater	SE Asian American	2	3	3	3	6	5	7	6	9	9	8
UW-Whitewater	Other Asian American	7	8	11	17	15	14	16	20	34	60	56
UW-Whitewater	Hawaiian/Pacific	0	0	0	0	0	0	0	0	0	0	2
UW-Whitewater	Hispanic/Latino	15	16	22	20	36	31	29	35	34	38	28
UW-Whitewater	Two or more races	0	0	0	0	0	0	0	0	0	0	1
UW-Whitewater	White/Unknown	1058	1106	1084	1059	1107	1207	1234	1209	1130	1149	1183
UW-Whitewater	International	40	49	44	54	70	71	55	45	43	22	13

Appendix F
UW Systemwide Enrollment by Race/Ethnicity and Gender
Fall 1998 through Fall 2008

		1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
African American	# Female	2,376	2,488	2,525	2,694	2,572	2,593	2,702	2,768	2,788	2,894	2,934
	# Male	1,802	1,813	1,772	1,862	1,914	1,860	1,964	1,960	2,035	2,220	2,277
	Total	4,178	4,301	4,297	4,556	4,486	4,453	4,666	4,728	4,823	5,114	5,211
	% Female	57%	58%	59%	59%	57%	58%	58%	59%	58%	57%	56%
	% Male	43%	42%	41%	41%	43%	42%	42%	41%	42%	43%	44%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
American Indian	# Female	595	589	621	659	626	652	694	765	737	782	760
	# Male	454	437	434	414	428	439	449	503	529	545	534
	Total	1,049	1,026	1,055	1,073	1,054	1,091	1,143	1,268	1,266	1,327	1,294
	% Female	57%	57%	59%	61%	59%	60%	61%	60%	58%	59%	59%
	% Male	43%	43%	41%	39%	41%	40%	39%	40%	42%	41%	41%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Southeast Asian	# Female	523	633	732	842	980	1,020	1,177	1,210	1,267	1,372	1,479
	# Male	626	671	748	807	933	932	1,026	1,057	1,122	1,201	1,272
	Total	1,149	1,304	1,480	1,649	1,913	1,952	2,203	2,267	2,389	2,573	2,751
	% Female	46%	49%	49%	51%	51%	52%	53%	53%	53%	53%	54%
	% Male	54%	51%	51%	49%	49%	48%	47%	47%	47%	47%	46%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Other Asian	# Female	1,429	1,450	1,432	1,497	1,566	1,656	1,677	1,737	1,865	1,919	1,814
	# Male	1,270	1,309	1,253	1,329	1,325	1,455	1,497	1,568	1,653	1,728	1,635
	Total	2,699	2,759	2,685	2,826	2,891	3,111	3,174	3,305	3,518	3,647	3,449
	% Female	53%	53%	53%	53%	54%	53%	53%	53%	53%	53%	53%
	% Male	47%	47%	47%	47%	46%	47%	47%	47%	47%	47%	47%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Hawaiian/ Pacific	# Female											43
	# Male											40
	Total											83
	% Female											52%
	% Male											48%
	Total											100%

		1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Hispanic/ Latino	# Female	1,553	1,711	1,713	1,843	1,916	1,955	1,961	2,057	2,127	2,270	2,326
	# Male	1,339	1,381	1,379	1,454	1,500	1,550	1,637	1,694	1,839	1,978	1,937
	Total	2,892	3,092	3,092	3,297	3,416	3,505	3,598	3,751	3,966	4,248	4,263
	% Female	54%	55%	55%	56%	56%	56%	55%	55%	54%	53%	55%
	% Male	46%	45%	45%	44%	44%	44%	45%	45%	46%	47%	45%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Two or more races	# Female											556
	# Male											414
	Total											970
	% Female											57%
	% Male											43%
	Total											100%
White/ Unknown	# Female	77,251	78,985	79,968	81,355	82,243	82,399	81,670	82,515	82,032	82,731	82,158
	# Male	61,321	61,934	62,490	63,228	63,475	64,137	64,422	65,381	66,482	68,242	68,959
	Total	138,572	140,919	142,458	144,583	145,718	146,536	146,092	147,896	148,514	150,973	151,117
	% Female	56%	56%	56%	56%	56%	56%	56%	56%	55%	55%	54%
	% Male	44%	44%	44%	44%	44%	44%	44%	44%	45%	45%	46%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
International	# Female	2,123	2,171	2,207	2,272	2,325	2,335	2,321	2,322	2,260	2,419	2,632
	# Male	3,172	3,272	3,293	3,401	3,252	3,198	3,048	2,967	2,970	3,092	3,286
	Total	5,295	5,443	5,500	5,673	5,577	5,533	5,369	5,289	5,230	5,511	5,918
	% Female	40%	40%	40%	40%	42%	42%	43%	44%	43%	44%	44%
	% Male	60%	60%	60%	60%	58%	58%	57%	56%	57%	56%	56%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Grand Total	# Female	85,850	88,027	89,198	91,162	92,228	92,610	92,202	93,374	93,076	94,387	94,702
	# Male	69,984	70,817	71,369	72,495	72,827	73,571	74,043	75,130	76,630	79,006	80,354
	Total	155,834	158,844	160,567	163,657	165,055	166,181	166,245	168,504	169,706	173,393	175,056
	% Female	55%	55%	56%	56%	56%	56%	55%	55%	55%	54%	54%
	% Male	45%	45%	44%	44%	44%	44%	45%	45%	45%	46%	46%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Appendix G
UW System M/D Precollege Enrollments by Race/Ethnicity, Unduplicated Annual Headcount
2003-04 through 2007-08

	Year	African American alone	American Indian alone	Southeast Asian alone	Other Asian American alone	Hispanic/Latino alone	Two or more races/ethnicities	White alone	Unkown	Total
UW System	03/04	8,555	568	722	400	3,272	436	1,931	1,005	16,889
UW System	04/05	8,882	505	725	317	3,251	343	1,560	1,490	17,073
UW System	05/06	8,196	358	933	291	3,405	329	1,694	1,225	16,431
UW System	06/07	6,369	312	912	218	1,802	430	1,656	828	12,527
UW System	07/08	7,446	337	866	308	2,361	522	1,289	996	14,125
UW-Madison	03/04	282	12	48	60	186	135	387	146	1,256
UW-Madison	04/05	222	36	77	22	113	46	20	41	577
UW-Madison	05/06	333	56	135	47	161	99	243	243	1,317
UW-Madison	06/07	392	60	139	70	164	213	381	181	1,600
UW-Madison	07/08	509	81	143	68	240	203	256	457	1,957
UW-Milwaukee	03/04	6,549	101	177	170	2,433	124	547	543	10,644
UW-Milwaukee	04/05	7,117	56	145	126	2,576	125	572	899	11,616
UW-Milwaukee	05/06	6,512	50	92	166	2,579	103	554	781	10,837
UW-Milwaukee	06/07	4,565	29	80	89	1,090	114	408	328	6,703
UW-Milwaukee	07/08	5,747	74	63	163	1,650	144	479	324	8,644
UW-Eau Claire	03/04	38	48	34	45	10	0	601	8	784
UW-Eau Claire	04/05	73	44	15	19	24	12	610	51	848
UW-Eau Claire	05/06	40	20	64	17	22	4	381	87	635
UW-Eau Claire	06/07	70	36	60	19	23	8	396	3	615
UW-Eau Claire	07/08	21	9	81	1	20	9	30	0	171
UW-Green Bay	03/04	92	45	49	21	54	5	68	22	356
UW-Green Bay	04/05	67	45	53	20	69	1	60	15	330
UW-Green Bay	05/06	62	51	70	0	87	1	63	28	362
UW-Green Bay	06/07	45	41	46	9	60	4	67	22	294
UW-Green Bay	07/08	43	26	53	14	59	17	81	7	300
UW-La Crosse	03/04	53	42	65	31	41	122	19	16	389
UW-La Crosse	04/05	57	5	145	0	44	8	0	26	285
UW-La Crosse	05/06	40	0	139	0	60	10	3	23	275
UW-La Crosse	06/07	31	3	134	0	106	7	8	18	307
UW-La Crosse	07/08	21	4	150	0	79	8	8	2	272
UW-Oshkosh	03/04	123	11	0	29	10	3	3	6	185
UW-Oshkosh	04/05	108	0	0	5	37	1	0	3	154
UW-Oshkosh	05/06	89	1	20	0	33	1	8	0	152
UW-Oshkosh	06/07	79	0	11	3	24	1	9	1	128
UW-Oshkosh	07/08	80	13	11	0	16	13	16	7	156
UW-Parkside	03/04	254	4	6	16	68	5	41	68	462
UW-Parkside	04/05	182	2	1	13	70	36	49	50	403
UW-Parkside	05/06	195	5	2	11	24	24	32	20	313
UW-Parkside	06/07	192	5	3	6	17	23	29	17	292
UW-Parkside	07/08	80	1	1	2	12	8	11	7	122
UW-Platteville	03/04	74	0	1	0	2	0	0	1	78
UW-Platteville	04/05	58	0	4	1	0	4	0	1	68
UW-Platteville	05/06	100	0	2	1	8	8	4	0	123
UW-Platteville	06/07	80	0	3	0	1	3	6	2	95
UW-Platteville	07/08	50	0	4	0	3	9	0	3	69

Appendix G
UW System M/D Precollege Enrollments by Race/Ethnicity, Unduplicated Annual Headcount
2003-04 through 2007-08

UW-River Falls	03/04	24	10	31	1	15	1	3	11	96
UW-River Falls	04/05	110	45	0	11	6	2	8	140	322
UW-River Falls	05/06	94	5	10	27	11	3	88	15	253
UW-River Falls	06/07	106	1	2	0	28	14	9	3	163
UW-River Falls	07/08	36	1	3	13	7	5	5	0	70
UW-Stevens Point	03/04	75	86	88	10	101	3	38	0	401
UW-Stevens Point	04/05	100	94	44	86	53	2	42	19	440
UW-Stevens Point	05/06	56	43	114	8	115	9	39	3	387
UW-Stevens Point	06/07	119	12	124	7	108	2	72	15	459
UW-Stevens Point	07/08	49	55	122	2	36	12	52	83	411
UW-Stout	03/04	94	27	51	0	0	3	6	0	181
UW-Stout	04/05	56	21	69	2	3	10	4	4	169
UW-Stout	05/06	42	6	57	1	1	10	9	1	127
UW-Stout	06/07	34	15	40	0	0	0	11	1	101
UW-Stout	07/08	32	21	38	39	1	0	15	1	147
UW-Superior	03/04	134	10	10	0	0	13	9	0	176
UW-Superior	04/05	73	0	43	2	0	6	4	0	128
UW-Superior	05/06	17	0	30	0	0	0	0	0	47
UW-Superior	06/07	4	0	40	0	0	0	4	0	48
UW-Superior	07/08	51	0	0	0	3	3	12	2	71
UW-Whitewater	03/04	708	27	52	1	247	9	87	24	1,155
UW-Whitewater	04/05	573	47	36	3	200	78	82	24	1,043
UW-Whitewater	05/06	522	39	40	2	230	39	108	9	989
UW-Whitewater	06/07	564	47	65	4	104	29	88	214	1,115
UW-Whitewater	07/08	601	18	66	3	130	73	98	93	1,082
UW Colleges	03/04	55	145	110	16	105	13	122	160	726
UW Colleges	04/05	86	110	93	7	56	12	109	217	690
UW Colleges	05/06	94	82	158	11	74	18	162	15	614
UW Colleges	06/07	88	63	165	11	77	12	168	23	607
UW Colleges	07/08	126	34	131	3	105	18	226	10	653

Appendix H
UNIVERSITY OF WISCONSIN SYSTEM
NEW FRESHMEN ENTERING FULL TIME -- EXCLUDING UW COLLEGES
By Institution, and Race/Ethnicity
Fall 1997 through 2007

INSTITUTION			RACE / ETHNICITY							
			Total	African American	American Indian	Southeast Asian	Other Asian	Hispanic / Latino	Students of Color	White
System Total	Fall 1997	Cohort #	22,438	553	134	166	394	397	1,644	20,518
		Rate (%)	78.8	71.4	62.7	72.9	80.7	76.3	74.3	79.4
		Rate (%)	78.8	64.6	58.1	75.6	81.9	75.8	72.1	79.6
		Rate (%)	79	65.1	65.1	74.9	85.7	69.6	71.8	79.6
		Rate (%)	79.1	66	58	76.6	82	72.8	71.9	79.8
		Rate (%)	79.7	69.3	65.3	77	84	72.8	74.3	80.2
System Total	Fall 2002	Cohort #	22,924	635	123	417	426	457	2,058	20,649
		Rate (%)	80.7	68.3	66.7	83.2	83.1	73.7	75.5	81.2
System Total	Fall 2003	Cohort #	23,494	670	148	389	451	523	2,181	21,014
		Rate (%)	80.2	65.4	73.6	77.1	83.6	75.7	74.3	80.7
System Total	Fall 2004	Cohort #	23,720	761	160	453	486	563	2,423	21,061
		Rate (%)	80.5	67.8	64.4	73.3	85.4	74.1	73.6	81.3
System Total	Fall 2005	Cohort #	25,125	784	189	459	511	588	2,531	22,272
		Rate (%)	79.2	64.8	64	72.1	79.6	73.6	71.1	80
System Total	Fall 2006	Cohort #	24,836	777	181	466	551	605	2,580	21,893
		Rate (%)	79.2	65.9	61.3	80.5	82.4	75.9	74.1	79.8
System Total	Fall 2007	Cohort #	25,997	867	216	459	518	712	2,772	22,713
		Rate (%)	79.2	67.4	69.4	80.8	82.6	76.7	75	79.7

First to Second Year Retention Rates at Institution Where Started

*Indicated five or fewer students were retained to the second year.

Note: Total includes international students. Data are insufficient to report separate rates for international students.

Appendix H
UNIVERSITY OF WISCONSIN SYSTEM
NEW FRESHMEN ENTERING FULL TIME -- EXCLUDING UW COLLEGES
By Institution, and Race/Ethnicity
Fall 1997 through 2007

INSTITUTION			RACE / ETHNICITY =							
			Total	African American	American Indian	South-East Asian	Other Asian	Hispanic / Latino	Students of Color	White
Eau Claire	Fall 1997	Cohort #	2,160	17	12	40	16	28	113	2,031
		Rate (%)	78.2	70.6	75	72.5	56.3	75	70.8	78.8
Eau Claire	Fall 1998	Cohort #	2,139	23	11	22	27	16	99	2,025
		Rate (%)	80.7	69.6	*	81.8	88.9	81.3	76.8	80.9
Eau Claire	Fall 1999	Cohort #	2,006	17	10	35	19	24	105	1,900
		Rate (%)	80.5	76.5	70	77.1	73.7	91.7	79	80.6
Eau Claire	Fall 2000	Cohort #	2,079	6	10	27	20	13	76	1,984
		Rate (%)	79.6	*	60	81.5	80	69.2	73.7	79.7
Eau Claire	Fall 2001	Cohort #	2,125	18	9	35	24	20	106	2,009
		Rate (%)	81.3	61.1	88.9	80	87.5	90	81.1	81.4
Eau Claire	Fall 2002	Cohort #	2,050	8	11	22	30	13	84	1,957
		Rate (%)	82.9	75	*	90.9	90	69.2	79.8	83.1
Eau Claire	Fall 2003	Cohort #	1,869	7	7	31	28	14	87	1,772
		Rate (%)	81.3	100	85.7	71	82.1	71.4	78.2	81.7
Eau Claire	Fall 2004	Cohort #	2,026	7	8	23	23	20	81	1,934
		Rate (%)	83.7	*	87.5	87	91.3	75	84	83.7
Eau Claire	Fall 2005	Cohort #	2,063	10	11	29	30	15	95	1,956
		Rate (%)	83.7	100	100	79.3	70	86.7	82.1	83.7
Eau Claire	Fall 2006	Cohort #	2,020	8	13	34	35	26	116	1,899
		Rate (%)	82.4	100	61.5	88.2	85.7	76.9	82.8	82.3
Eau Claire	Fall 2007	Cohort #	2,026	14	15	33	26	29	117	1,900
		Rate (%)	84.7	92.9	60	97	73.1	75.9	81.2	85.1

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UNIVERSITY OF WISCONSIN SYSTEM
NEW FRESHMEN ENTERING FULL TIME -- EXCLUDING UW COLLEGES
By Institution, and Race/Ethnicity
Fall 1997 through 2007

INSTITUTION			RACE / ETHNICITY =							
			Total	African American	American Indian	South-East Asian	Other Asian	Hispanic / Latino	Students of Color	White
Green Bay	Fall 1997	Cohort #	895	4	8	8	6	4	30	859
		Rate (%)	69.7	*	*	*	*	*	56.7	70.5
Green Bay	Fall 1998	Cohort #	947	6	14	6	5	6	37	907
		Rate (%)	69.1	*	50	*	*	*	51.4	69.9
Green Bay	Fall 1999	Cohort #	880	6	14	9	5	2	36	829
		Rate (%)	73.2	*	50	66.7	*	*	61.1	73.9
Green Bay	Fall 2000	Cohort #	929	4	12	8	5	2	31	890
		Rate (%)	74.2	*	50	*	*	*	58.1	74.7
Green Bay	Fall 2001	Cohort #	866	6	9	8	6	6	35	824
		Rate (%)	74.1	*	*	*	*	*	60	74.8
Green Bay	Fall 2002	Cohort #	896	11	5	22	8	8	54	825
		Rate (%)	81.4	63.6	*	72.7	*	87.5	70.4	83
Green Bay	Fall 2003	Cohort #	960	8	7	23	8	9	55	903
		Rate (%)	74.9	*	*	82.6	*	88.9	70.9	75.2
Green Bay	Fall 2004	Cohort #	989	11	10	22	12	11	66	920
		Rate (%)	75.7	63.6	*	72.7	66.7	81.8	65.2	76.5
Green Bay	Fall 2005	Cohort #	904	6	12	14	8	11	51	844
		Rate (%)	76.2	*	66.7	64.3	*	54.5	60.8	77.1
Green Bay	Fall 2006	Cohort #	1,019	11	13	25	16	15	80	934
		Rate (%)	75.1	54.5	61.5	76	81.3	73.3	71.3	75.4
Green Bay	Fall 2007	Cohort #	987	12	10	19	8	14	63	914
		Rate (%)	72.4	66.7	70	78.9	87.5	85.7	77.8	72

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Fall 1997 through 2007

INSTITUTION			RACE / ETHNICITY =							
			Total	African American	American Indian	South-East Asian	Other Asian	Hispanic / Latino	Students of Color	White
La Crosse	Fall 1997	Cohort #	1,700	13	12	5	27	21	78	1,620
		Rate (%)	81.9	69.2	75	*	59.3	71.4	66.7	82.8
La Crosse	Fall 1998	Cohort #	1,740	11	8	21	27	17	84	1,649
		Rate (%)	82.1	54.5	*	71.4	88.9	88.2	77.4	82.6
La Crosse	Fall 1999	Cohort #	1,631	21	11	18	15	15	80	1,544
		Rate (%)	82.5	71.4	63.6	88.9	73.3	80	76.3	82.8
La Crosse	Fall 2000	Cohort #	1,609	16	11	18	24	32	101	1,501
		Rate (%)	84.5	75	*	83.3	91.7	81.3	78.2	84.9
La Crosse	Fall 2001	Cohort #	1,596	14	9	21	21	18	83	1,504
		Rate (%)	85.2	71.4	100	85.7	71.4	72.2	78.3	85.6
La Crosse	Fall 2002	Cohort #	1,555	9	9	24	27	27	96	1,456
		Rate (%)	84.8	77.8	66.7	91.7	81.5	74.1	80.2	85.2
La Crosse	Fall 2003	Cohort #	1,506	11	13	16	25	29	94	1,401
		Rate (%)	86.5	72.7	76.9	87.5	76	96.6	84	86.5
La Crosse	Fall 2004	Cohort #	1,539	14	3	24	33	21	95	1,435
		Rate (%)	87.7	78.6	*	62.5	69.7	95.2	75.8	88.4
La Crosse	Fall 2005	Cohort #	1,755	18	13	22	33	31	117	1,626
		Rate (%)	85.6	88.9	84.6	81.8	84.8	61.3	78.6	86.1
La Crosse	Fall 2006	Cohort #	1,751	12	9	29	45	27	122	1,615
		Rate (%)	87	100	88.9	86.2	82.2	81.5	85.2	87.2
La Crosse	Fall 2007	Cohort #	1,750	19	12	36	32	25	124	1,579
		Rate (%)	86.2	78.9	75	77.8	84.4	96	83.1	86.6

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NEW FRESHMEN ENTERING FULL TIME -- EXCLUDING UW COLLEGES
By Institution, and Race/Ethnicity
Fall 1997 through 2007

INSTITUTION			RACE / ETHNICITY =							
			Total	African American	American Indian	South-East Asian	Other Asian	Hispanic / Latino	Students of Color	White
Madison	Fall 1997	Cohort #	5,864	119	17	34	224	127	521	5,183
		Rate (%)	91	86.6	94.1	88.2	91.1	89	89.4	91.7
Madison	Fall 1998	Cohort #	5,578	112	38	43	213	155	561	4,878
		Rate (%)	91.6	85.7	68.4	81.4	90.1	84.5	85.6	93
Madison	Fall 1999	Cohort #	5,580	129	35	43	201	142	550	4,887
		Rate (%)	91.8	86.8	80	81.4	91.5	82.4	86.5	92.3
Madison	Fall 2000	Cohort #	5,713	126	29	79	178	126	538	5,053
		Rate (%)	91.2	86.5	72.4	78.5	91	82.5	85.1	91.9
Madison	Fall 2001	Cohort #	6,050	143	24	73	235	141	616	5,223
		Rate (%)	92	86.7	75	78.1	90.6	84.4	86.2	92.7
Madison	Fall 2002	Cohort #	5,488	139	26	113	206	150	634	4,742
		Rate (%)	92.8	84.2	88.5	90.3	93.7	90	89.9	93.1
Madison	Fall 2003	Cohort #	5,553	149	34	85	209	148	625	4,715
		Rate (%)	92.9	85.9	91.2	92.9	91.9	91.9	90.6	93.1
Madison	Fall 2004	Cohort #	5,617	153	45	107	222	182	709	4,770
		Rate (%)	94	91.5	80	90.7	95	86.3	90.4	94.6
Madison	Fall 2005	Cohort #	6,118	173	35	116	248	207	779	5,137
		Rate (%)	93	89.6	77.1	88.8	92.7	91.8	90.5	93.6
Madison	Fall 2006	Cohort #	5,633	185	36	114	260	206	801	4,603
		Rate (%)	93.2	89.2	77.8	92.1	93.1	90.3	90.6	93.9
Madison	Fall 2007	Cohort #	5,980	181	55	130	243	220	829	4,848
		Rate (%)	93.6	93.9	94.5	90.8	88.9	93.6	91.9	94.2

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NEW FRESHMEN ENTERING FULL TIME -- EXCLUDING UW COLLEGES
By Institution, and Race/Ethnicity
Fall 1997 through 2007

INSTITUTION			RACE / ETHNICITY =							
			Total	African American	American Indian	South-East Asian	Other Asian	Hispanic / Latino	Students of Color	White
Milwaukee	Fall 1997	Cohort #	2,272	194	17	41	54	87	393	1,866
		Rate (%)	72.4	62.9	76.5	68.3	74.1	66.7	66.4	73.7
Milwaukee	Fall 1998	Cohort #	2,527	224	26	71	56	105	482	2,031
		Rate (%)	69.8	51.8	57.7	77.5	69.6	71.4	62.2	71.6
Milwaukee	Fall 1999	Cohort #	2,759	193	18	72	49	117	449	2,295
		Rate (%)	71.1	56.5	72.2	72.2	79.6	61.5	63.5	72.6
Milwaukee	Fall 2000	Cohort #	2,815	224	32	68	57	112	493	2,307
		Rate (%)	73.9	64.3	62.5	76.5	75.4	65.2	67.3	75.2
Milwaukee	Fall 2001	Cohort #	2,884	225	16	90	67	135	533	2,335
		Rate (%)	72.2	60.9	56.3	76.7	70.1	67.4	66.2	73.9
Milwaukee	Fall 2002	Cohort #	3,178	255	15	103	52	105	530	2,633
		Rate (%)	71.6	58.8	60	80.6	71.2	61	64.7	72.9
Milwaukee	Fall 2003	Cohort #	3,716	238	31	81	79	145	574	3,131
		Rate (%)	72.6	55.5	71	65.4	78.5	69.7	64.5	74.1
Milwaukee	Fall 2004	Cohort #	3,714	240	30	123	68	124	585	3,121
		Rate (%)	71.8	55	56.7	62.6	82.4	71	63.2	73.3
Milwaukee	Fall 2005	Cohort #	4,218	282	37	138	75	155	687	3,518
		Rate (%)	69.3	53.9	48.6	62.3	66.7	61.3	58.4	71.4
Milwaukee	Fall 2006	Cohort #	3,977	244	33	113	89	141	620	3,339
		Rate (%)	71.8	57	57.6	69	69.7	67.4	63.4	73.3
Milwaukee	Fall 2007	Cohort #	4,465	270	38	108	102	205	723	3,701
		Rate (%)	69.2	58.1	50	70.4	78.4	63.9	64	70.1

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UNIVERSITY OF WISCONSIN SYSTEM
NEW FRESHMEN ENTERING FULL TIME -- EXCLUDING UW COLLEGES
By Institution, and Race/Ethnicity
Fall 1997 through 2007

INSTITUTION			RACE / ETHNICITY							
			Total	African American	American Indian	Southeast Asian	Other Asian	Hispanic / Latino	Students of Color	White
Oshkosh	Fall 1997	Cohort #	1,719	16	9	11	6	13	55	1,656
		Rate (%)	72.9	62.5	*	72.7	*	84.6	63.6	73.2
Oshkosh	Fall 1998	Cohort #	1,894	19	7	13	10	19	68	1,820
		Rate (%)	73.5	68.4	*	76.9	60	73.7	69.1	73.7
Oshkosh	Fall 1999	Cohort #	1,834	19	12	11	10	18	70	1,750
		Rate (%)	71.2	68.4	58.3	72.7	80	61.1	67.1	71.2
Oshkosh	Fall 2000	Cohort #	1,624	12	9	11	14	22	68	1,550
		Rate (%)	72.2	75	66.7	81.8	64.3	63.6	69.1	72.3
Oshkosh	Fall 2001	Cohort #	1,822	23	13	19	12	20	87	1,726
		Rate (%)	72.1	78.3	46.2	63.2	100	70	71.3	72.1
Oshkosh	Fall 2002	Cohort #	1,775	17	18	24	17	25	101	1,669
		Rate (%)	75.8	64.7	50	87.5	58.8	56	64.4	76.4
Oshkosh	Fall 2003	Cohort #	1,765	31	8	21	19	31	110	1,647
		Rate (%)	76.4	51.6	*	66.7	73.7	71	64.5	77.1
Oshkosh	Fall 2004	Cohort #	1,708	14	13	41	18	23	109	1,588
		Rate (%)	76.9	71.4	61.5	73.2	77.8	78.3	73.4	77
Oshkosh	Fall 2005	Cohort #	1,617	19	22	42	18	24	125	1,489
		Rate (%)	74.4	52.6	59.1	73.8	55.6	62.5	63.2	75.4
Oshkosh	Fall 2006	Cohort #	1,726	23	25	44	13	27	132	1,583
		Rate (%)	73.5	56.5	48	72.7	46.2	74.1	62.9	74.5
Oshkosh	Fall 2007	Cohort #	1,723	22	21	36	15	33	127	1,586
		Rate (%)	76.8	72.7	66.7	83.3	80	84.8	78.7	76.6

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NEW FRESHMEN ENTERING FULL TIME -- EXCLUDING UW COLLEGES
By Institution, and Race/Ethnicity
Fall 1997 through 2007

INSTITUTION			RACE / ETHNICITY							
			Total	African American	American Indian	Southeast Asian	Other Asian	Hispanic / Latino	Students of Color	White
Parkside	Fall 1997	Cohort #	726	78	5	2	9	47	141	583
		Rate (%)	65.3	76.9	*	*	88.9	72.3	75.2	63
Parkside	Fall 1998	Cohort #	790	80	3	2	16	40	141	644
		Rate (%)	61.4	53.8	*	*	62.5	65	58.9	61.8
Parkside	Fall 1999	Cohort #	811	84	5	3	14	58	164	644
		Rate (%)	62.4	61.9	*	*	85.7	67.2	65.2	62
Parkside	Fall 2000	Cohort #	747	77	7	5	16	52	157	578
		Rate (%)	60.8	42.9	*	*	68.8	73.1	54.8	62.5
Parkside	Fall 2001	Cohort #	854	87	5	9	8	59	168	678
		Rate (%)	63.3	65.5	*	66.7	75	66.1	65.5	63
Parkside	Fall 2002	Cohort #	760	65	2	9	12	42	130	627
		Rate (%)	67	66.2	*	77.8	66.7	71.4	68.5	66.5
Parkside	Fall 2003	Cohort #	863	78	4	8	12	45	147	713
		Rate (%)	61.5	65.4	*	75	66.7	48.9	59.9	61.9
Parkside	Fall 2004	Cohort #	890	119	6	*	26	63	214	674
		Rate (%)	64.7	63	*	*	84.6	55.6	63.1	65.3
Parkside	Fall 2005	Cohort #	783	126	4	*	15	48	193	585
		Rate (%)	63.1	59.5	*	*	60	58.3	59.6	63.9
Parkside	Fall 2006	Cohort #	814	123	6	10	17	59	215	591
		Rate (%)	60.1	48	*	70	76.5	57.6	53	62.3
Parkside	Fall 2007	Cohort #	833	128	6	5	17	53	209	614
		Rate (%)	66.4	57	*	*	88.2	64.2	61.7	68.2

Appendix H
UNIVERSITY OF WISCONSIN SYSTEM
NEW FRESHMEN ENTERING FULL TIME -- EXCLUDING UW COLLEGES
By Institution, and Race/Ethnicity
Fall 1997 through 2007

INSTITUTION			RACE / ETHNICITY							
			Total	African American	American Indian	Southeast Asian	Other Asian	Hispanic / Latino	Students of Color	White
Platteville	Fall 1997	Cohort #	978	8	6	2	9	11	36	940
		Rate (%)	75.1	75	*	*	*	72.7	66.7	75.4
Platteville	Fall 1998	Cohort #	1,118	18	7	1	8	10	44	1,070
		Rate (%)	78.8	77.8	*	*	75	*	65.9	79.5
Platteville	Fall 1999	Cohort #	1,094	11	3	2	11	6	33	1,060
		Rate (%)	77	*	*	*	90.9	*	60.6	77.5
Platteville	Fall 2000	Cohort #	958	7	1	1	10	7	26	925
		Rate (%)	74.9	*	*	*	80	85.7	76.9	74.8
Platteville	Fall 2001	Cohort #	1,039	6	1	2	7	9	25	1,010
		Rate (%)	76.4	*	*	*	85.7	*	72	76.5
Platteville	Fall 2002	Cohort #	1,120	9	7	2	12	10	40	1,076
		Rate (%)	81.2	66.7	*	*	66.7	60	62.5	81.9
Platteville	Fall 2003	Cohort #	1,116	4	5	2	10	10	31	1,084
		Rate (%)	77.4	*	*	*	80	60	64.5	77.9
Platteville	Fall 2004	Cohort #	1,164	11	5	5	6	12	39	1,123
		Rate (%)	76	*	*	*	*	50	48.7	77
Platteville	Fall 2005	Cohort #	1,218	15	5	9	6	9	44	1,172
		Rate (%)	76.8	66.7	*	77.8	*	77.8	68.2	77
Platteville	Fall 2006	Cohort #	1,387	49	5	7	5	15	81	1,305
		Rate (%)	75.2	57.1	*	85.7	*	60	59.3	76.2
Platteville	Fall 2007	Cohort #	1,466	27	10	4	10	23	74	1,390
		Rate (%)	74.8	48.1	60	*	*	60.9	56.8	75.7

Appendix H
UNIVERSITY OF WISCONSIN SYSTEM
NEW FRESHMEN ENTERING FULL TIME -- EXCLUDING UW COLLEGES
By Institution, and Race/Ethnicity
Fall 1997 through 2007

INSTITUTION			RACE / ETHNICITY							
			Total	African American	American Indian	Southeast Asian	Other Asian	Hispanic / Latino	Students of Color	White
River Falls	Fall 1997	Cohort #	1,144	3	7	8	11	13	42	1,100
		Rate (%)	76.2	*	*	*	81.8	69.2	66.7	76.7
River Falls	Fall 1998	Cohort #	1,199	8	5	7	16	8	44	1,149
		Rate (%)	77.6	75	*	100	68.8	75	77.3	77.5
River Falls	Fall 1999	Cohort #	1,118	11	8	15	11	11	56	1,051
		Rate (%)	75.8	*	*	60	72.7	*	46.4	77.3
River Falls	Fall 2000	Cohort #	1,119	14	7	25	10	17	73	1,040
		Rate (%)	73.1	57.1	*	64	70	58.8	61.6	74
River Falls	Fall 2001	Cohort #	1,108	22	4	19	13	19	77	1,028
		Rate (%)	70.4	59.1	*	63.2	46.2	63.2	58.4	71.3
River Falls	Fall 2002	Cohort #	1,045	16	3	30	9	11	69	971
		Rate (%)	76.1	62.5	*	70	77.8	81.8	68.1	77
River Falls	Fall 2003	Cohort #	1,220	20	8	37	18	15	98	1,118
		Rate (%)	77.2	50	87.5	51.4	77.8	66.7	61.2	78.7
River Falls	Fall 2004	Cohort #	1,197	16	5	39	14	21	95	1,100
		Rate (%)	76.1	81.3	*	69.2	64.3	61.9	67.4	77
River Falls	Fall 2005	Cohort #	1,192	13	7	28	26	9	83	1,106
		Rate (%)	71.4	53.8	*	46.4	61.5	*	50.6	72.9
River Falls	Fall 2006	Cohort #	1,289	18	6	31	20	11	86	1,191
		Rate (%)	75	83.3	*	67.7	70	72.7	70.9	75.5
River Falls	Fall 2007	Cohort #	1,276	23	10	16	14	13	76	1,193
		Rate (%)	73.5	52.2	70	37.5	71.4	69.2	57.9	74.6

Appendix H
UNIVERSITY OF WISCONSIN SYSTEM
NEW FRESHMEN ENTERING FULL TIME -- EXCLUDING UW COLLEGES
By Institution, and Race/Ethnicity
Fall 1997 through 2007

INSTITUTION			RACE / ETHNICITY							
			Total	African American	American Indian	Southeast Asian	Other Asian	Hispanic / Latino	Students of Color	White
Stevens Point	Fall 1997	Cohort #	1,527	8	15	5	9	7	44	1,445
		Rate (%)	72.1	*	66.7	*	*	*	63.6	73.7
Stevens Point	Fall 1998	Cohort #	1,503	12	6	8	7	7	40	1,442
		Rate (%)	76.4	58.3	*	*	*	*	57.5	77.6
Stevens Point	Fall 1999	Cohort #	1,490	12	11	5	14	13	55	1,409
		Rate (%)	75.8	66.7	72.7	*	64.3	46.2	61.8	77.3
Stevens Point	Fall 2000	Cohort #	1,518	9	8	15	8	15	55	1,438
		Rate (%)	76.9	100	*	86.7	*	46.7	69.1	78.1
Stevens Point	Fall 2001	Cohort #	1,505	11	11	13	9	12	56	1,424
		Rate (%)	77.7	72.7	72.7	100	88.9	83.3	83.9	78
Stevens Point	Fall 2002	Cohort #	1,464	15	9	16	13	19	72	1,369
		Rate (%)	76.2	66.7	77.8	68.8	69.2	68.4	69.4	76.6
Stevens Point	Fall 2003	Cohort #	1,498	8	11	33	7	20	79	1,403
		Rate (%)	79.5	*	63.6	87.9	85.7	80	79.7	79.9
Stevens Point	Fall 2004	Cohort #	1,525	17	11	20	8	18	74	1,436
		Rate (%)	76.2	82.4	63.6	80	87.5	55.6	73	76.6
Stevens Point	Fall 2005	Cohort #	1,521	12	11	19	11	10	63	1,439
		Rate (%)	77.3	66.7	72.7	73.7	*	60	63.5	77.9
Stevens Point	Fall 2006	Cohort #	1,640	16	9	12	11	25	73	1,544
		Rate (%)	76	68.8	66.7	75	63.6	64	67.1	76.6
Stevens Point	Fall 2007	Cohort #	1,611	33	6	23	16	35	113	1,470
		Rate (%)	75.3	72.7	*	87	75	74.3	77	75.1

Appendix H
UNIVERSITY OF WISCONSIN SYSTEM
NEW FRESHMEN ENTERING FULL TIME -- EXCLUDING UW COLLEGES
By Institution, and Race/Ethnicity
Fall 1997 through 2007

INSTITUTION			RACE / ETHNICITY							
			Total	African American	American Indian	Southeast Asian	Other Asian	Hispanic / Latino	Students of Color	White
Stout	Fall 1997	Cohort #	1,241	12	9	8	8	9	46	1,185
		Rate (%)	74.4	58.3	*	75	*	*	58.7	75.1
Stout	Fall 1998	Cohort #	1,333	6	3	12	13	5	39	1,287
		Rate (%)	73.7	*	*	58.3	69.2	*	64.1	73.9
Stout	Fall 1999	Cohort #	1,317	10	5	14	14	11	54	1,259
		Rate (%)	77.4	90	*	57.1	92.9	63.6	75.9	77.4
Stout	Fall 2000	Cohort #	1,307	9	8	9	11	9	46	1,258
		Rate (%)	75.1	66.7	*	66.7	54.5	*	56.5	75.8
Stout	Fall 2001	Cohort #	1,272	11	3	9	10	11	44	1,225
		Rate (%)	73.8	63.6	*	77.8	90	*	63.6	74.2
Stout	Fall 2002	Cohort #	1,303	10	4	21	11	12	58	1,243
		Rate (%)	72.7	80	*	66.7	81.8	50	70.7	72.8
Stout	Fall 2003	Cohort #	1,267	13	4	14	7	8	46	1,220
		Rate (%)	73.4	*	*	71.4	85.7	*	58.7	73.9
Stout	Fall 2004	Cohort #	1,277	15	8	18	23	11	75	1,187
		Rate (%)	73.5	53.3	*	50	78.3	54.5	58.7	74.6
Stout	Fall 2005	Cohort #	1,699	24	15	28	16	17	100	1,590
		Rate (%)	71.5	50	66.7	57.1	75	58.8	60	72.1
Stout	Fall 2006	Cohort #	1,507	17	14	27	19	14	91	1,407
		Rate (%)	69.6	41.2	64.3	88.9	63.2	50	64.8	69.7
Stout	Fall 2007	Cohort #	1,489	11	12	32	14	16	85	1,394
		Rate (%)	71.8	72.7	*	87.5	78.6	56.3	70.6	71.9

Appendix H
UNIVERSITY OF WISCONSIN SYSTEM
NEW FRESHMEN ENTERING FULL TIME -- EXCLUDING UW COLLEGES
By Institution, and Race/Ethnicity
Fall 1997 through 2007

INSTITUTION			RACE / ETHNICITY							
			Total	African American	American Indian	Southeast Asian	Other Asian	Hispanic / Latino	Students of Color	White
Superior	Fall 1997	Cohort #	330	4	13	*	3	2	22	304
		Rate (%)	63	*	*	*	*	*	31.8	65.5
Superior	Fall 1998	Cohort #	377	*	2	*	1	1	4	357
		Rate (%)	61.8	*	*	*	*	*	*	62.7
Superior	Fall 1999	Cohort #	412	3	5	*	1	1	10	393
		Rate (%)	67	*	*	*	*	*	*	67.4
Superior	Fall 2000	Cohort #	406	1	7	*	3	*	11	378
		Rate (%)	65.5	*	*	*	*	*	63.6	64.8
Superior	Fall 2001	Cohort #	339	3	11	*	5	2	21	297
		Rate (%)	70.2	*	63.6	*	*	*	66.7	69.7
Superior	Fall 2002	Cohort #	286	3	6	1	4	3	17	254
		Rate (%)	66.4	*	*	*	*	*	47.1	66.5
Superior	Fall 2003	Cohort #	336	1	8	2	4	*	15	303
		Rate (%)	67	*	*	*	*	*	73.3	65.3
Superior	Fall 2004	Cohort #	329	6	6	*	2	2	16	299
		Rate (%)	71.7	*	*	*	*	*	68.8	71.6
Superior	Fall 2005	Cohort #	336	2	7	*	8	1	18	297
		Rate (%)	69	*	*	*	75	*	61.1	68.7
Superior	Fall 2006	Cohort #	293	5	4	4	*	*	13	260
		Rate (%)	62.5	*	*	*	*	*	53.8	63.5
Superior	Fall 2007	Cohort #	343	6	7	*	2	1	16	309
		Rate (%)	65.9	*	*	*	*	*	56.3	67

Appendix H
UNIVERSITY OF WISCONSIN SYSTEM
NEW FRESHMEN ENTERING FULL TIME -- EXCLUDING UW COLLEGES
By Institution, and Race/Ethnicity
Fall 1997 through 2007

INSTITUTION			RACE / ETHNICITY							
			Total	African American	American Indian	Southeast Asian	Other Asian	Hispanic / Latino	Students of Color	White
Whitewater	Fall 1997	Cohort #	1,882	77	4	2	12	28	123	1,746
		Rate (%)	76.1	75.3	*	*	50	75	73.2	76.5
Whitewater	Fall 1998	Cohort #	1,902	74	6	3	22	28	133	1,756
		Rate (%)	75.6	77	*	*	77.3	71.4	73.7	75.9
Whitewater	Fall 1999	Cohort #	1,877	71	9	12	13	42	147	1,718
		Rate (%)	74.4	54.9	66.7	100	76.9	59.5	62.6	75.3
Whitewater	Fall 2000	Cohort #	2,052	100	9	25	28	52	214	1,829
		Rate (%)	74.6	58	77.8	80	71.4	78.8	68.2	75.2
Whitewater	Fall 2001	Cohort #	1,857	79	6	20	20	44	169	1,681
		Rate (%)	77.3	67.1	100	80	75	70.5	71.6	78
Whitewater	Fall 2002	Cohort #	2,004	78	8	30	25	32	173	1,827
		Rate (%)	78.3	74.4	87.5	90	76	71.9	77.5	78.4
Whitewater	Fall 2003	Cohort #	1,825	102	8	36	25	49	220	1,604
		Rate (%)	76.9	69.6	*	88.9	68	67.3	71.8	77.6
Whitewater	Fall 2004	Cohort #	1,745	138	10	31	31	55	265	1,474
		Rate (%)	77	66.7	70	74.2	64.5	72.7	68.7	78.4
Whitewater	Fall 2005	Cohort #	1,701	84	10	14	17	51	176	1,513
		Rate (%)	74.6	57.1	60	78.6	76.5	74.5	65.9	75.5
Whitewater	Fall 2006	Cohort #	1,780	66	8	16	21	39	150	1,622
		Rate (%)	77	71.2	*	93.8	76.2	79.5	76	77.2
Whitewater	Fall 2007	Cohort #	2,048	121	14	17	19	45	216	1,815
		Rate (%)	76.1	59.5	85.7	58.8	63.2	66.7	63	77.7

Appendix I
UW New Freshmen Students of Color and White Students
Number Entering and Percent Graduating From Any UW Institution Within Six Years,
by Entering Fall Term

INSTITUTION=			RACE / ETHNICITY =							
			Total	African American	American Indian	Southeast Asian	Other Asian	Hispanic /Latino	Students of Color	White
System Total	Fall 1997	Cohort #	22,438	553	134	166	394	397	1,644	20,518
		Rate (%)	62.2	32.9	32.8	39.8	60.2	43.1	42.6	64.3
System Total	Fall 1998	Cohort #	23,047	593	136	209	421	417	1,776	21,015
		Rate (%)	62.5	33.2	30.1	38.3	60.8	45.8	43.1	64.7
System Total	Fall 1999	Cohort #	22,809	587	146	239	377	460	1,809	20,739
		Rate (%)	63.9	31.7	39.7	48.1	67.9	46.1	45.7	65.6
System Total	Fall 2000	Cohort #	22,876	605	150	291	384	459	1,889	20,731
		Rate (%)	64.5	31.7	32	43.3	63.3	45.8	43.4	66.6
System Total	Fall 2001	Cohort #	23,317	648	121	318	437	496	2,020	20,964
		Rate (%)	64.8	32.6	36.4	42.5	63.6	45.8	44.3	66.8
System Total	Fall 2002	Cohort #	22,924	635	123	417	426	457	2,058	20,649
		Rate (%)	64.9	33.2	40.7	44.6	65	52.1	46.7	66.8
Eau Claire	Fall 1997	Cohort #	2,160	17	12	40	16	28	113	2,031
		Rate (%)	64.9	58.8	50	42.5	37.5	57.1	48.7	66.1
Eau Claire	Fall 1998	Cohort #	2,139	23	11	22	27	16	99	2,025
		Rate (%)	67.4	39.1	*	45.5	63	62.5	48.5	68.5
Eau Claire	Fall 1999	Cohort #	2,006	17	10	35	19	24	105	1,900

INSTITUTION=			RACE / ETHNICITY =							
			Total	African American	American Indian	Southeast Asian	Other Asian	Hispanic /Latino	Students of Color	White
		Rate (%)	69.6	76.5	*	48.6	47.4	70.8	58.1	70.3
Eau Claire	Fall 2000	Cohort #	2,079	6	10	27	20	13	76	1,984
		Rate (%)	68.7	*	*	44.4	65	61.5	52.6	69.7
Eau Claire	Fall 2001	Cohort #	2,125	18	9	35	24	20	106	2,009
		Rate (%)	67.5	38.9	*	42.9	70.8	60	50.9	68.7
Eau Claire	Fall 2002	Cohort #	2,050	8	11	22	30	13	84	1,957
		Rate (%)	69	*	*	45.5	60	*	48.8	70.1
Green Bay	Fall 1997	Cohort #	895	4	8	8	6	4	30	859
		Rate (%)	57.2	*	*	*	*	*	26.7	58.6
Green Bay	Fall 1998	Cohort #	947	6	14	6	5	6	37	907
		Rate (%)	57.9	*	*	*	*	*	24.3	59.3
Green Bay	Fall 1999	Cohort #	880	6	14	9	5	2	36	829
		Rate (%)	57.4	*	*	66.7	*	*	38.9	58.5
Green Bay	Fall 2000	Cohort #	929	4	12	8	5	2	31	890
		Rate (%)	64.3	*	*	*	*	*	35.5	65.4
Green Bay	Fall 2001	Cohort #	866	6	9	8	6	6	35	824
		Rate (%)	64.2	*	*	*	*	*	40	65.4
Green Bay	Fall 2002	Cohort #	896	11	5	22	8	8	54	825
		Rate (%)	61.8	*	*	50	*	*	48.1	63.6
La Crosse	Fall 1997	Cohort #	1,700	13	12	5	27	21	78	1,620

INSTITUTION=			RACE / ETHNICITY =							
			Total	African American	American Indian	Southeast Asian	Other Asian	Hispanic /Latino	Students of Color	White
		Rate (%)	68.4	*	*	*	40.7	47.6	42.3	69.7
La Crosse	Fall 1998	Cohort #	1,740	11	8	21	27	17	84	1,649
		Rate (%)	71	*	*	38.1	48.1	58.8	44	72.7
La Crosse	Fall 1999	Cohort #	1,631	21	11	18	15	15	80	1,544
		Rate (%)	72.7	47.6	63.6	66.7	53.3	53.3	56.3	73.8
La Crosse	Fall 2000	Cohort #	1,609	16	11	18	24	32	101	1,501
		Rate (%)	72.9	43.8	*	38.9	62.5	75	54.5	74.4
La Crosse	Fall 2001	Cohort #	1,596	14	9	21	21	18	83	1,504
		Rate (%)	76.4	50	*	52.4	52.4	55.6	53	78
La Crosse	Fall 2002	Cohort #	1,555	9	9	24	27	27	96	1,456
		Rate (%)	75.2	*	*	25	48.1	44.4	40.6	77.5
Madison	Fall 1997	Cohort #	5,864	119	17	34	224	127	521	5,183
		Rate (%)	78.2	59.7	41.2	50	70.5	63	63.9	81.5
Madison	Fall 1998	Cohort #	5,578	112	38	43	213	155	561	4,878
		Rate (%)	79	55.4	47.4	48.8	73.7	61.3	62.9	82.9
Madison	Fall 1999	Cohort #	5,580	129	35	43	201	142	550	4,887
		Rate (%)	80.4	58.1	48.6	46.5	77.1	64.1	65.1	82.4
Madison	Fall 2000	Cohort #	5,713	126	29	79	178	126	538	5,053
		Rate (%)	81.5	58.7	51.7	57	81.5	63.5	66.7	83.2
Madison	Fall 2001	Cohort #	6,050	143	24	73	235	141	616	5,223

INSTITUTION=			RACE / ETHNICITY =							
			Total	African American	American Indian	Southeast Asian	Other Asian	Hispanic /Latino	Students of Color	White
		Rate (%)	82.1	59.4	58.3	57.5	77	70.2	68.3	84
Madison	Fall 2002	Cohort #	5,488	139	26	113	206	150	2,058	4,742
		Rate (%)	84	59.7	57.7	65.5	82.5	78	46.7	85.6
Milwaukee	Fall 1997	Cohort #	2,272	194	17	41	54	87	393	1,866
		Rate (%)	43.1	14.9	35.3	22	44.4	25.3	22.9	47.6
Milwaukee	Fall 1998	Cohort #	2,527	224	26	71	56	105	482	2,031
		Rate (%)	41.3	18.8	*	28.2	42.9	24.8	24.1	45.4
Milwaukee	Fall 1999	Cohort #	2,759	193	18	72	49	117	449	2,295
		Rate (%)	46.5	20.2	38.9	38.9	55.1	30.8	30.5	49.8
Milwaukee	Fall 2000	Cohort #	2,815	224	32	68	57	112	493	2,307
		Rate (%)	47.6	21.9	21.9	32.4	45.6	22.3	26.2	52.4
Milwaukee	Fall 2001	Cohort #	2,884	225	16	90	67	135	533	2,335
		Rate (%)	47.5	16	*	26.7	31.3	29.6	23.5	53.2
Milwaukee	Fall 2002	Cohort #	3,178	255	15	103	52	105	530	2,633
		Rate (%)	47.9	17.6	40	22.3	42.3	29.5	24	52.7
Oshkosh	Fall 1997	Cohort #	1,719	16	9	11	6	13	55	1,656
		Rate (%)	54	*	*	*	*	53.8	32.7	54.7
Oshkosh	Fall 1998	Cohort #	1,894	19	7	13	10	19	68	1,820
		Rate (%)	53.2	*	*	*	*	42.1	32.4	53.9
Oshkosh	Fall 1999	Cohort #	1,834	19	12	11	10	18	70	1,750

INSTITUTION=			RACE / ETHNICITY =							
			Total	African American	American Indian	Southeast Asian	Other Asian	Hispanic /Latino	Students of Color	White
		Rate (%)	57.6	47.4	*	63.6	*	55.6	50	57.8
Oshkosh	Fall 2000	Cohort #	1,624	12	9	11	14	22	68	1,550
		Rate (%)	55	*	*	*	*	36.4	35.3	55.9
Oshkosh	Fall 2001	Cohort #	1,822	23	13	19	12	20	87	1,726
		Rate (%)	52.7	39.1	*	*	75	*	34.5	53.5
Oshkosh	Fall 2002	Cohort #	1,775	17	18	24	17	25	101	1,669
		Rate (%)	54.2	35.3	*	62.5	58.8	36	41.6	54.9
Parkside	Fall 1997	Cohort #	726	78	5	2	9	47	141	583
		Rate (%)	38.8	29.5	*	*	66.7	27.7	31.9	40.3
Parkside	Fall 1998	Cohort #	790	80	3	2	16	40	141	644
		Rate (%)	37.5	25	*	*	43.8	32.5	29.8	39.1
Parkside	Fall 1999	Cohort #	811	84	5	3	14	58	164	644
		Rate (%)	37.7	15.5	*	*	57.1	31	24.4	41.3
Parkside	Fall 2000	Cohort #	747	77	7	5	16	52	157	578
		Rate (%)	37.2	18.2	*	*	37.5	28.8	22.9	41.3
Parkside	Fall 2001	Cohort #	854	87	5	9	8	59	168	678
		Rate (%)	38.2	23	*	*	*	35.6	27.4	41
Parkside	Fall 2002	Cohort #	760	65	2	9	12	42	130	627
		Rate (%)	38.4	18.5	*	66.7	*	38.1	27.7	40.7
Platteville	Fall 1997	Cohort #	978	8	6	2	9	11	36	940

INSTITUTION=			RACE / ETHNICITY =							
			Total	African American	American Indian	Southeast Asian	Other Asian	Hispanic /Latino	Students of Color	White
		Rate (%)	56.4	*	*	*	*	*	41.7	57.1
Platteville	Fall 1998	Cohort #	1,118	18	7	1	8	10	44	1,070
		Rate (%)	55.2	*	*	*	*	*	25	56.6
Platteville	Fall 1999	Cohort #	1,094	11	3	2	11	6	33	1,060
		Rate (%)	60	*	*	*	63.6	*	33.3	60.8
Platteville	Fall 2000	Cohort #	958	7	1	1	10	7	26	925
		Rate (%)	57.1	*	*	*	70	*	46.2	57.6
Platteville	Fall 2001	Cohort #	1,039	6	1	2	7	9	25	1,010
		Rate (%)	59.3	*	*	*	*	*	40	59.9
Platteville	Fall 2002	Cohort #	1,120	9	7	2	12	10	40	1,076
		Rate (%)	60.7	*	*	*	*	*	35	61.8
River Falls	Fall 1997	Cohort #	1,144	3	7	8	11	13	42	1,100
		Rate (%)	60.4	*	*	*	63.6	*	40.5	61.3
River Falls	Fall 1998	Cohort #	1,199	8	5	7	16	8	44	1,149
		Rate (%)	62	*	*	*	50	*	56.8	62.4
River Falls	Fall 1999	Cohort #	1,118	11	8	15	11	11	56	1,051
		Rate (%)	61.6	*	*	60	63.6	*	41.1	62.8
River Falls	Fall 2000	Cohort #	1,119	14	7	25	10	17	73	1,040
		Rate (%)	60.6	*	*	44	60	35.3	42.5	62.2
River Falls	Fall 2001	Cohort #	1,108	22	4	19	13	19	77	1,028

INSTITUTION=			RACE / ETHNICITY =							
			Total	African American	American Indian	Southeast Asian	Other Asian	Hispanic /Latino	Students of Color	White
		Rate (%)	56.3	27.3	*	42.1	*	*	31.2	58.4
River Falls	Fall 2002	Cohort #	1,045	16	3	30	9	11	69	971
		Rate (%)	58.3	*	*	23.3	*	63.6	33.3	60.4
Stevens Point	Fall 1997	Cohort #	1,527	8	15	5	9	7	44	1,445
		Rate (%)	63.9	*	40	*	*	*	47.7	65.6
Stevens Point	Fall 1998	Cohort #	1,503	12	6	8	7	7	40	1,442
		Rate (%)	67.1	*	*	*	*	*	52.5	68.4
Stevens Point	Fall 1999	Cohort #	1,490	12	11	5	14	13	55	1,409
		Rate (%)	67.2	50	54.5	*	64.3	*	49.1	68.7
Stevens Point	Fall 2000	Cohort #	1,518	9	8	15	8	15	55	1,438
		Rate (%)	67.5	66.7	*	66.7	*	40	49.1	69.1
Stevens Point	Fall 2001	Cohort #	1,505	11	11	13	9	12	56	1,424
		Rate (%)	66.7	54.5	*	76.9	77.8	58.3	60.7	67.7
Stevens Point	Fall 2002	Cohort #	1,464	15	9	16	13	19	72	1,369
		Rate (%)	66.7	60	*	62.5	61.5	57.9	59.7	67.8
Stout	Fall 1997	Cohort #	1,241	12	9	8	8	9	46	1,185
		Rate (%)	53.5	*	*	*	*	*	32.6	54.3
Stout	Fall 1998	Cohort #	1,333	6	3	12	13	5	39	1,287
		Rate (%)	56.4	*	*	*	46.2	*	41	56.9
Stout	Fall 1999	Cohort #	1,317	10	5	14	14	11	54	1,259

INSTITUTION=			RACE / ETHNICITY =							
			Total	African American	American Indian	Southeast Asian	Other Asian	Hispanic /Latino	Students of Color	White
		Rate (%)	57.8	*	*	42.9	64.3	*	46.3	58.2
Stout	Fall 2000	Cohort #	1,307	9	8	9	11	9	46	1,258
		Rate (%)	58.5	*	*	*	*	*	17.4	59.9
Stout	Fall 2001	Cohort #	1,272	11	3	9	10	11	44	1,225
		Rate (%)	58.9	*	*	*	70	*	38.6	59.7
Stout	Fall 2002	Cohort #	1,303	10	4	21	11	12	58	1,243
		Rate (%)	55.9	*	*	28.6	*	*	39.7	56.7
Superior	Fall 1997	Cohort #	330	4	13	*	3	2	22	304
		Rate (%)	37	*	*	*	*	*	*	38.5
Superior	Fall 1998	Cohort #	377	*	2	*	1	1	4	357
		Rate (%)	38.7	*	*	*	*	*	*	39.2
Superior	Fall 1999	Cohort #	412	3	5	*	1	1	10	393
		Rate (%)	40.8	*	*	*	*	*	*	41
Superior	Fall 2000	Cohort #	406	1	7	*	3	*	11	378
		Rate (%)	39.9	*	*	*	*	*	*	39.7
Superior	Fall 2001	Cohort #	339	3	11	*	5	2	21	297
		Rate (%)	43.1	*	*	*	*	*	*	42.4
Superior	Fall 2002	Cohort #	286	3	6	1	4	3	17	254
		Rate (%)	39.9	*	*	*	*	*	*	40.2
Whitewater	Fall 1997	Cohort #	1,882	77	4	2	12	28	123	1,746

INSTITUTION=			RACE / ETHNICITY =							
			Total	African American	American Indian	Southeast Asian	Other Asian	Hispanic /Latino	Students of Color	White
		Rate (%)	58.8	36.4	*	*	*	28.6	37.4	60.4
Whitewater	Fall 1998	Cohort #	1,902	74	6	3	22	28	133	1,756
		Rate (%)	60.8	48.6	*	*	59.1	50	48.9	61.8
Whitewater	Fall 1999	Cohort #	1,877	71	9	12	13	42	147	1,718
		Rate (%)	57.8	21.1	*	58.3	61.5	40.5	33.3	59.7
Whitewater	Fall 2000	Cohort #	2,052	100	9	25	28	52	214	1,829
		Rate (%)	59.4	25	*	52	28.6	63.5	38.8	61.7
Whitewater	Fall 2001	Cohort #	1,857	79	6	20	20	44	169	1,681
		Rate (%)	60.9	31.6	*	60	55	40.9	42	62.9
Whitewater	Fall 2002	Cohort #	2,004	78	8	30	25	32	173	1,827
		Rate (%)	62.2	38.5	75	60	64	43.8	48.6	63.6

Appendix J
UW System Degrees Conferred to Students of Color (SOC),
in Number and as Percent of Total, by Degree Level

			1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
UW System Total	Bachelor's Degrees	#	1,193	1,242	1,374	1,290	1,363	1,604	1,543	1,641
		% of Total	6.0%	6.2%	6.6%	6.1%	6.4%	6.9%	6.8%	7.2%
	Grad./Prof. Degrees	#	505	536	547	579	511	609	586	524
		% of Total	8.1%	8.9%	8.7%	9.0%	7.9%	8.5%	8.6%	7.9%
UW-Eau Claire	Bachelor's Degrees	#	54	61	55	65	85	75	82	81
		% of Total	3.2%	3.7%	3.4%	3.8%	4.8%	4.1%	4.4%	4.4%
	Grad./Prof. Degrees	#	6	5	2	5	2	10	0	1
		% of Total	3.6%	2.9%	1.1%	4.1%	1.6%	7.5%	0.0%	0.8%
UW-Green Bay	Bachelor's Degrees	#	33	35	35	33	41	45	32	48
		% of Total	4.3%	4.4%	4.3%	3.9%	4.3%	4.9%	3.4%	5.2%
	Grad./Prof. Degrees	#	1	0	0	4	3	5	1	4
		% of Total	3.8%	0.0%	0.0%	6.9%	7.0%	10.4%	1.8%	7.5%
UW-La Crosse	Bachelor's Degrees	#	39	43	56	53	48	67	71	55
		% of Total	3.0%	2.8%	3.8%	3.3%	3.1%	4.1%	4.6%	3.8%
	Grad./Prof. Degrees	#	6	9	16	18	21	19	17	12
		% of Total	1.6%	2.8%	3.8%	4.3%	3.3%	2.7%	3.1%	2.6%
UW-Madison	Bachelor's Degrees	#	418	401	483	431	491	499	508	570
		% of Total	7.5%	7.2%	7.8%	7.3%	8.0%	7.9%	8.0%	8.9%
	Grad./Prof. Degrees	#	305	323	315	292	278	292	303	262
		% of Total	10.1%	10.8%	9.9%	9.5%	8.4%	9.0%	9.2%	8.6%
UW-Milwaukee	Bachelor's Degrees	#	340	364	397	351	314	484	435	417
		% of Total	13.1%	14.4%	14.6%	12.9%	13.7%	13.1%	13.7%	12.9%
	Grad./Prof. Degrees	#	126	150	150	179	154	198	169	161
		% of Total	10.2%	12.0%	12.5%	14.2%	15.1%	13.8%	12.7%	11.6%
UW-Oshkosh	Bachelor's Degrees	#	51	56	56	45	51	55	59	69
		% of Total	3.7%	4.1%	4.2%	3.3%	3.3%	3.4%	3.8%	4.1%
	Grad./Prof. Degrees	#	12	13	11	12	10	17	19	13
		% of Total	3.5%	3.8%	3.2%	3.5%	3.2%	5.2%	6.3%	3.9%
UW-Parkside	Bachelor's Degrees	#	62	81	64	82	85	106	104	98
		% of Total	12.7%	15.4%	11.9%	15.1%	14.3%	17.3%	17.9%	16.9%
	Grad./Prof. Degrees	#	4	2	4	8	1	3	2	3
		% of Total	8.2%	9.5%	11.1%	24.2%	3.3%	7.3%	6.5%	13.0%
UW-Platteville	Bachelor's Degrees	#	23	17	27	13	26	18	20	24
		% of Total	3.0%	2.3%	3.3%	1.7%	3.1%	2.1%	2.3%	2.7%
	Grad./Prof. Degrees	#	8	4	7	4	2	13	16	13
		% of Total	10.0%	5.6%	13.5%	6.0%	2.9%	10.0%	10.7%	7.0%
UW-River Falls	Bachelor's Degrees	#	30	22	23	38	41	36	41	41
		% of Total	3.7%	2.5%	2.4%	3.6%	3.9%	3.5%	4.1%	4.4%
	Grad./Prof. Degrees	#	3	2	4	3	1	4	2	5
		% of Total	2.3%	2.0%	2.4%	3.1%	0.9%	3.0%	1.6%	3.2%
UW-Stevens Point	Bachelor's Degrees	#	40	38	48	49	41	51	45	56
	% of Total		2.8%	2.7%	3.3%	3.1%	2.7%	3.1%	3.0%	3.7%

	Grad./Prof. Degrees	#	2	2	2	6	2	3	5	4
		% of Total	1.3%	1.0%	1.5%	3.2%	1.5%	1.9%	3.7%	2.6%
UW-Stout	Bachelor's Degrees	#	36	31	35	27	36	46	35	40
		% of Total	3.4%	3.2%	3.3%	2.4%	3.2%	3.8%	2.8%	3.5%
	Grad./Prof. Degrees	#	9	13	14	19	11	14	16	11
		% of Total	3.9%	9.6%	6.9%	7.4%	4.7%	5.2%	6.5%	5.3%
UW-Superior	Bachelor's Degrees	#	12	15	9	19	8	12	10	24
		% of Total	3.3%	4.6%	2.7%	5.5%	2.2%	3.0%	2.2%	5.9%
	Grad./Prof. Degrees	#	4	2	6	6	3	3	3	5
		% of Total	3.7%	2.0%	5.2%	6.4%	2.7%	2.6%	3.0%	5.9%
UW-Whitewater	Bachelor's Degrees	#	55	78	86	84	96	110	101	118
		% of Total	3.6%	4.7%	5.5%	4.7%	5.7%	6.7%	5.9%	6.9%
	Grad./Prof. Degrees	#	19	11	16	23	23	28	33	30
		% of Total	6.5%	4.0%	6.0%	5.7%	6.1%	6.9%	8.7%	7.8%

UW-Eau Claire	Master's	African American	1	3	0	1	2	0	1	0	0	1
UW-Eau Claire	Master's	American Indian	1	2	4	0	1	1	3	0	0	3
UW-Eau Claire	Master's	Asian American	2	1	0	0	2	1	3	0	1	1
UW-Eau Claire	Master's	Hispanic/Latino	0	0	1	1	0	0	3	0	0	2
UW-Eau Claire	Master's	International	5	1	3	7	2	4	5	8	4	8
UW-Eau Claire	Master's	White/Unknown	123	161	162	178	116	118	119	130	125	134
UW-Green Bay	Master's	African American	1	0	0	0	1	3	0	0	0	1
UW-Green Bay	Master's	American Indian	1	1	0	0	3	0	5	1	2	4
UW-Green Bay	Master's	Asian American	0	0	0	0	0	0	0	0	0	0
UW-Green Bay	Master's	Hispanic/Latino	0	0	0	0	0	0	0	0	2	0
UW-Green Bay	Master's	International	1	2	5	2	3	1	1	0	4	2
UW-Green Bay	Master's	White/Unknown	31	23	6	25	51	39	42	55	45	51
UW-La Crosse	Master's	African American	3	3	2	4	7	4	5	2	3	6
UW-La Crosse	Master's	American Indian	0	1	2	4	0	3	4	3	0	0
UW-La Crosse	Master's	Asian American	3	1	4	5	7	10	6	5	4	3
UW-La Crosse	Master's	Hispanic/Latino	3	1	1	3	4	4	4	7	5	3
UW-La Crosse	Master's	International	18	9	12	10	10	9	12	9	13	27
UW-La Crosse	Master's	White/Unknown	204	363	306	393	393	600	674	519	428	518
UW-Oshkosh	Master's	African American	2	4	5	3	3	2	4	3	2	1
UW-Oshkosh	Master's	American Indian	3	3	3	2	1	0	2	6	4	4
UW-Oshkosh	Master's	Asian American	6	3	3	5	8	3	9	6	6	6
UW-Oshkosh	Master's	Hispanic/Latino	1	2	2	1	0	5	2	4	1	2
UW-Oshkosh	Master's	International	6	3	12	6	3	6	6	11	4	6
UW-Oshkosh	Master's	White/Unknown	310	326	319	322	331	295	307	273	315	327
UW-Parkside	Master's	African American	2	1	1	2	3	1	0	2	1	2
UW-Parkside	Master's	American Indian	0	0	0	0	1	0	0	0	0	0
UW-Parkside	Master's	Asian American	0	2	1	1	2	0	2	0	2	0
UW-Parkside	Master's	Hispanic/Latino	0	1	0	1	2	0	1	0	0	1
UW-Parkside	Master's	International	1	4	0	3	3	2	4	1	1	3
UW-Parkside	Master's	White/Unknown	20	41	19	29	22	27	34	28	19	22
UW-Platteville	Master's	African American	2	3	4	6	2	2	5	7	8	8
UW-Platteville	Master's	American Indian	0	0	0	0	0	0	1	2	1	0
UW-Platteville	Master's	Asian American	1	2	0	1	1	0	7	1	3	2
UW-Platteville	Master's	Hispanic/Latino	0	3	0	0	1	0	0	6	1	1
UW-Platteville	Master's	International	1	1	0	0	4	2	33	9	39	5

UW-Platteville	Master's	White/Unknown	64	71	67	45	59	65	84	125	133	138
UW-River Falls	Master's	African American	1	2	2	0	1	1	0	0	1	2
UW-River Falls	Master's	American Indian	0	0	0	1	0	0	0	0	0	2
UW-River Falls	Master's	Asian American	1	1	0	3	1	0	3	1	3	5
UW-River Falls	Master's	Hispanic/Latino	1	0	0	0	1	0	1	1	1	3
UW-River Falls	Master's	International	4	3	1	2	0	3	0	2	2	1
UW-River Falls	Master's	White/Unknown	98	126	99	159	95	106	128	121	147	171
UW-Stevens Point	Master's	African American	1	1	0	0	0	0	0	0	0	2
UW-Stevens Point	Master's	American Indian	0	1	1	1	1	1	0	2	0	1
UW-Stevens Point	Master's	Asian American	0	0	0	1	4	1	1	3	3	2
UW-Stevens Point	Master's	Hispanic/Latino	1	0	1	0	1	0	2	0	1	1
UW-Stevens Point	Master's	International	1	2	1	4	1	2	1	2	1	3
UW-Stevens Point	Master's	White/Unknown	142	156	202	128	178	133	151	127	146	111
UW-Stout	Master's	African American	3	1	5	8	9	3	3	7	4	8
UW-Stout	Master's	American Indian	2	1	3	1	1	1	1	4	0	2
UW-Stout	Master's	Asian American	6	6	3	2	6	6	5	2	6	2
UW-Stout	Master's	Hispanic/Latino	3	1	2	3	3	1	5	4	1	1
UW-Stout	Master's	International	33	24	11	21	19	18	26	18	14	21
UW-Stout	Master's	White/Unknown	218	200	111	169	220	203	235	214	187	228
UW-Superior	Master's	African American	2	1	1	2	0	0	2	2	1	0
UW-Superior	Master's	American Indian	2	1	0	1	5	2	1	0	3	1
UW-Superior	Master's	Asian American	2	2	1	1	1	1	0	1	0	1
UW-Superior	Master's	Hispanic/Latino	1	0	0	2	0	0	0	0	1	0
UW-Superior	Master's	International	5	4	1	2	1	3	5	4	0	0
UW-Superior	Master's	White/Unknown	106	100	97	107	87	106	106	93	80	77
UW-Whitewater	Master's	African American	8	12	4	9	14	8	13	13	14	14
UW-Whitewater	Master's	American Indian	1	0	1	0	3	3	3	0	1	1
UW-Whitewater	Master's	Asian American	0	4	2	4	1	9	5	8	7	10
UW-Whitewater	Master's	Hispanic/Latino	4	3	4	3	5	3	7	12	8	13
UW-Whitewater	Master's	International	30	16	16	19	20	27	30	25	19	24
UW-Whitewater	Master's	White/Unknown	262	256	250	230	360	330	348	322	336	312
UW System	Master's	African American	113	124	153	124	159	142	175	152	130	134
UW System	Master's	American Indian	22	27	24	25	38	22	40	37	22	28
UW System	Master's	Asian American	112	108	107	121	112	112	127	129	121	134

UW System	Master's	Hispanic/Latino	96	89	94	99	109	90	125	111	103	105
UW System	Master's	International	652	584	609	693	539	690	732	655	629	578
UW System	Master's	White/Unknown	3703	3930	3692	3890	4126	4092	4653	4359	4236	4454
UW System	Doctorate	African American	12	7	11	14	16	24	12	12	17	22
UW System	Doctorate	American Indian	3	5	6	2	1	5	2	0	1	5
UW System	Doctorate	Asian American	22	20	19	28	21	21	21	24	23	24
UW System	Doctorate	Hispanic/Latino	18	17	21	22	25	11	19	19	16	24
UW System	Doctorate	International	249	226	225	213	237	236	212	251	247	317
UW System	Doctorate	White/Unknown	557	525	525	480	436	429	437	450	442	484
UW System	Professional	African American	41	36	32	30	28	19	15	27	27	22
UW System	Professional	American Indian	9	15	14	12	10	6	11	8	5	10
UW System	Professional	Asian American	29	24	31	43	33	43	40	33	32	49
UW System	Professional	Hispanic/Latino	35	33	24	27	27	16	22	35	27	28
UW System	Professional	International	14	18	17	14	14	15	15	13	18	13
UW System	Professional	White/Unknown	426	429	392	484	495	519	482	532	504	528

Appendix L
Undergraduate Students with Financial Need, by Race and Ethnicity

Race/Ethnicity		1998-99	2004-05	2007-08
African American	# with Financial Need	2,784	3,305	3,657
	% of Enrolled Undergrads	80%	86%	84%
American Indian	# with Financial Need	622	672	832
	% of Enrolled Undergrads	72%	70%	73%
Asian American	# with Financial Need	1,930	3,068	3,490
	% of Enrolled Undergrads	60%	66%	65%
Hispanic/Latino	# with Financial Need	1,510	1,859	2,252
	% of Enrolled Undergrads	63%	62%	62%
Students of Color	# with Financial Need	6,846	8,904	10,231
	% of Enrolled Undergrads	69%	72%	71%

Appendix M
Cumulative Student Loan Debt of UW System Bachelor's Degree Recipients
With Debt, by Race/Ethnicity

		1998-99	2004-05	2007-08
African American	Loan Recipients	301	353	390
	Average Debt	\$18,307	\$24,265	\$26,751
American Indian	Loan Recipients	87	76	102
	Average Debt	\$13,580	\$16,208	\$21,815
Southeast Asian	Loan Recipients	275	381	462
	Average Debt	\$14,522	\$17,840	\$21,541
Other Asian	Loan Recipients			
	Average Debt			
Hispanic	Loan Recipients	188	304	330
	Average Debt	\$16,286	\$19,267	\$23,879
Students of Color	Loan Recipients	851	1,114	1,284
	Average Debt	\$16,154	\$20,154	\$23,746
White/Unknown	Loan Recipients	10,558	12,840	14,394
	Average Debt	\$14,897	\$18,854	\$22,925
Total*	Loan Recipients	11,409	13,954	15,678
	Average Debt	\$14,991	\$18,958	\$22,992

Appendix N
Multicultural/Disadvantaged (M/D) Program Funding

Since April 1992, the Legislature has required that the Board of Regents provide an annual report to the governor and legislature on the UW System’s precollege, recruitment, and retention plan for minority and disadvantaged students, and financial aid distributed to students. This annual report is known as the Minority and Disadvantaged Student Report, and its results over the ten-year period of *Plan 2008* are summarized below.

Since 1998, total funding for multicultural/disadvantaged programs and scholarships has increased 134% percent, from \$22.6 million to \$52.9 million. Much of the funding increase is attributable to the successful, state-funded 1999-2001 UW System budget initiative of \$1.7 million for *Plan 2008*, and efforts to hold harmless M/D program funds through several cycles of state budget cuts. Institutional detail follows in Tables C and D.

Table A

UW System Multicultural/Disadvantaged Program Funding (a)
All Fund Expenditures, 1998-99 and 2005-08¹

	Total Program	Fund 402	Other State	Extramural	Total M/D	Institutional
	Funds & Scholarships	M/D Appropriation Expenditures	Funds Reallocated to M/D Programs	Funds	Program Funds	Scholarships (Non-Government Sources)
1998-99	\$22,583,567	\$5,939,563	\$5,635,578	\$7,907,964	\$19,483,105	\$3,100,459
2003-04	\$42,162,295	\$8,053,840	\$9,757,942	\$15,660,782	\$33,472,564	\$8,689,731
2007-08	\$52,926,978	\$8,726,829	\$10,966,176	\$22,578,719	\$42,271,724	\$10,655,254
\$ Change from 1998-99 to 2007-08	\$30,343,411	\$2,787,266	\$5,330,598	\$14,670,755	\$22,788,619	\$7,554,795
% Change from 1998-99 to 2007-08	134%	47%	95%	186%	117%	244%

Source: UW System Office of Budget and Planning.

Extramural funds comprised 48 percent of total M/D funding in 2007-08 and increased at a much higher rate than other funding sources, constituting a 186 percent increase since 1998. Increases in extramural and institutional (privately financed) scholarships indicate that the largest investment in diversity is from non-state sources, a trend that is also reflective of funding for the UW System as a whole. It is unclear whether this upward trend will continue given the severity of the current budget and economic declines.

Since 1998-99, institutional (non-government) scholarships more than tripled, from \$3.1 million to almost \$10.6 million, indicating the ever-increasing need and support for financial aid and scholarship assistance. Extramural funds almost tripled since 1998-99, increasing from \$7,907,964 to \$22,578,719, an increase of 186%. By comparison, Fund 402, the legislatively earmarked state funds for Wisconsin multicultural/disadvantage programs, saw an increase of only 47 percent since 1998-99, from \$5.9 million to \$8.7 million in 2007- 08. Institutional scholarships (non-government sources) increased 244 percent, from \$3,100,459 in 1998-99, to \$10,655,254 in 2007-08.

Precollege, Recruitment, and Retention as a Percentage of All M/D Funds

Reflecting a shift in UW System institutional priorities, precollege program expenditures almost tripled, increasing from \$ 4.6 million in 1998-99, to \$11.4 million in 2003-04. In 2007-08, UW Institutions served 11,840 precollege students and expended more than \$11.2 million in state Fund 402 dollars, a decline of \$190,000 from 2003-04 (Table 8), despite steady increases in students eligible to participate in the M/D precollege programs. Those expenditures represent an increase of \$6.6 million, or a 143.4 percent increase over the amounts expended in 1998-99.

Table B

Precollege, Recruitment and Retention as a Percentage of All M/D Funds 1998-99 through 2007-08

	Pre- College	% of Total	Recruitment	% of Total	Retention	% of Total	Total
1998-99	\$4,614,987	26.1%	\$2,462,292	13.9%	\$10,587,621	59.9%	\$17,664,900
2003-04	\$11,424,925	35.3%	\$3,805,825	11.7%	\$17,176,191	53.0%	\$32,406,941
2007-08	\$11,234,115	27.3%	\$3,528,659	8.6%	\$26,397,400	64.1%	\$41,160,173
\$ Change from 1998-99 to 2007-08	\$6,619,128		\$1,066,367		\$15,809,779		\$23,495,273
% Change from 1998-99 to 2007-08	143.4%		43.3%		149.3%		133.0%

Source: UW System Office of Budget and Planning.

With only small annual increases in state funding for precollege programs, UW institutions have not been able to keep pace with the rate of increases in multicultural and disadvantaged students in Wisconsin's public schools. Even though 83 percent of M/D precollege participants are students of color, at present funding levels, UW institutions are able to serve only 5.9 percent of students of color in Wisconsin public schools, down from 7.5 percent in 2005-06.

In 2007-08, almost \$30 million or 72 percent of all M/D funds were expended on retention programs and activities. Recruitment expenditures were 8.5 percent of the expenditures in M/D funds, or \$3.5 million, \$277,166 less than in 2003-04.

Table C
UW System Minority/Disadvantaged Program Funding ^(a)
All Fund Expenditures
1998-99

Institution	1997-98	1998-99					
	Total Program Funds & Scholarships	Total Program Funds & Scholarships	Fund 402 M/D Appropriation 20.285(4)(a) Expenditures	Other State Funds Reallocated to M/D Programs	Extramural Funds	Total M/D Program Funds ^(b)	Institutional Scholarships ^(c)
Madison	\$5,961,794	\$6,530,945	\$1,287,698	\$2,361,766	\$915,158	\$4,564,622	\$1,966,323
Milwaukee	\$4,920,678	\$5,354,016	\$1,877,300	\$1,279,622	\$1,361,506	\$4,518,428	\$835,588
Eau Claire	\$1,170,005	\$1,306,450	\$114,869	\$344,260	\$717,144	\$1,176,273	\$130,177
Green Bay	\$785,039	\$886,317	\$79,875	\$54,657	\$669,599	\$804,131	\$82,186
La Crosse	\$1,233,743	\$1,427,708	\$106,262	\$528,785	\$770,161	\$1,405,208	\$22,500
Oshkosh	\$760,927	\$769,870	\$380,828	\$24,959	\$349,982	\$755,769	\$14,110
Parkside	\$506,946	\$536,327	\$232,147	\$11,944	\$250,861	\$494,952	\$41,375
Platteville	\$354,222	\$376,626	\$89,453	\$55,119	\$231,854	\$376,426	\$200
River Falls	\$398,203	\$387,864	\$140,634	\$8,383	\$238,847	\$387,864	\$0
Stevens Point	\$899,476	\$865,650	\$202,258	\$150,995	\$512,397	\$865,650	\$0
Stout	\$740,304	\$633,727	\$218,843	\$108,040	\$298,844	\$625,727	\$8,000
Superior	\$396,354	\$509,496	\$87,029	\$197,647	\$224,820	\$509,496	\$0
Whitewater	\$1,556,414	\$1,621,016	\$671,740	\$84,204	\$865,072	\$1,621,016	\$0
Colleges	\$662,282	\$704,211	\$160,502	\$41,990	\$501,719	\$704,211	\$0
Extension	\$112,045	\$124,604	\$75,782	\$48,822	\$0	\$124,604	\$0
WCWC ^(d)	\$39,670	\$43,968	\$43,968	\$0	\$0	\$43,968	\$0
Systemwide	\$452,900	\$504,760	\$170,375	\$334,385	\$0	\$504,760	\$0
Total	\$20,951,002	\$22,583,564	\$5,939,563	\$5,635,578	\$7,907,964	\$19,483,105	\$3,100,459

(a) Does not include fringe benefits. Also excludes Advanced Opportunity Program, Lawton Undergraduate Minority Retention Grants, and other financial aid allocated by UW

System to the institutions. Includes precollege and institutional scholarships.

(b) Includes program revenue funds from auxiliaries and special courses.

(c) Reflects institution awarded scholarships that go through institutional accounts. Does not reflect scholarships administered by foundations.

(d) WCWC expenditures are as follows: UW-Eau Claire, \$13,824; UW-River Falls, \$5,000; UW-Stout, \$5,055; and UW-Superior, \$20,089.

Source: UW System Office of Budget and Planning.

Table 8
Minority and Disadvantaged Program Funding (a)
All Fund Expenditures
2007-08

Institutions	2006-07		2007-08			
	Total Program Funds & Scholarships	Total Program Funds & Scholarships	Fund 402 M/D Appropriation 20.285 (4) (a) Expenditures	Other State Funds Reallocated to M/D Programs	Extramural Funds	Total M/D Program Funds (b)
Madison	\$22,580,196	\$28,335,064	\$1,824,591	\$6,792,104	\$10,527,694	\$19,144,389
Milwaukee	\$8,934,545	\$9,042,623	\$2,359,646	\$1,942,359	\$4,029,245	\$8,331,250
						\$0
Eau Claire	\$2,067,429	\$2,060,717	\$238,803	\$388,705	\$1,279,669	\$1,907,177
Green Bay	\$1,101,770	\$1,189,847	\$155,232	\$106,748	\$513,898	\$775,878
La Crosse	\$2,280,735	\$1,945,314	\$239,741	\$595,225	\$1,045,505	\$1,880,471
Oshkosh	\$1,040,606	\$1,072,484	\$564,761	\$49,850	\$427,419	\$1,042,030
Parkside	\$900,576	\$984,356	\$368,937	\$113,853	\$454,916	\$937,706
Platteville	\$602,406	\$587,148	\$172,347	\$124,390	\$290,411	\$587,148
River Falls	\$1,027,996	\$1,028,995	\$181,434	\$116,165	\$731,396	\$1,028,995
Stevens Point	\$864,748	\$1,040,348	\$300,190	\$196,956	\$540,252	\$1,037,398
Stout	\$1,211,358	\$1,297,713	\$327,509	\$112,582	\$821,522	\$1,261,613
Superior	\$942,805	\$962,057	\$160,086	\$169,498	\$632,473	\$962,057
Whitewater	\$1,593,386	\$1,450,525	\$916,071	\$43,442	\$491,012	\$1,450,525
Colleges	\$1,096,636	\$1,104,497	\$298,299	\$35,857	\$765,641	\$1,099,797
Extension	\$129,262	\$140,532	\$116,843	\$23,689	\$0	\$140,532
Systemwide	\$650,014	\$684,758	\$502,339	\$154,753	\$27,666	\$684,758
Total	\$47,024,467	\$52,926,978	\$8,726,829	\$10,966,176	\$22,578,719	\$42,271,724

(a) Does not include fringe benefits. Also excludes Advanced Opportunity Program, Lawton Undergraduate Minority Retention Grants, and other financial aid allocated by UW System

to the

institutions. Includes precollege and institutional scholarships.

(b) Includes program revenue funds from auxiliaries and special courses.

(c) Reflects institution awarded scholarships that go through institutional accounts. Does not reflect scholarships administered by foundations.

Appendix O (a)
UW System Employees by Employment Category and Race/Ethnicity

2008-percent	Faculty	Instructional Acad. Staff	Noninstructional. Academic Staff	Administrators.	Classified	Total
Asian	7.7%	4.8%	8.9%	1.5%	2.8%	6.0%
Black	2.4%	2.3%	2.9%	4.7%	3.5%	2.9%
Hispanic	2.4%	2.0%	2.6%	2.3%	3.4%	2.7%
American Indian	0.7%	0.5%	0.7%	0.5%	0.5%	0.6%
Employees of color	13.3%	9.6%	15.0%	9.0%	10.2%	12.2%
White/Unknown	86.7%	90.4%	85.0%	91.0%	89.8%	87.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
2004-percent						
Asian	6.7%	4.4%	8.1%	1.4%	2.2%	5.3%
Black	2.2%	1.8%	2.7%	5.1%	3.6%	2.8%
Hispanic	2.4%	2.1%	2.6%	1.8%	2.7%	2.5%
American Indian	0.7%	0.6%	0.6%	0.4%	0.5%	0.6%
Employees of color	12.0%	8.8%	14.0%	8.7%	9.1%	11.1%
White/Unknown	88.0%	91.2%	86.0%	91.3%	90.9%	88.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1998-percent						
Asian	4.8%	3.5%	6.4%	1.6%	1.0%	3.7%
Black	2.3%	2.2%	2.6%	3.9%	3.3%	2.7%
Hispanic	1.7%	1.5%	2.2%	1.2%	1.2%	1.6%
American Indian	0.5%	0.5%	0.7%	0.7%	0.6%	0.6%
Employees of color	9.4%	7.8%	11.8%	7.5%	6.0%	8.6%
White/Unknown	90.6%	92.2%	88.2%	92.5%	94.0%	91.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

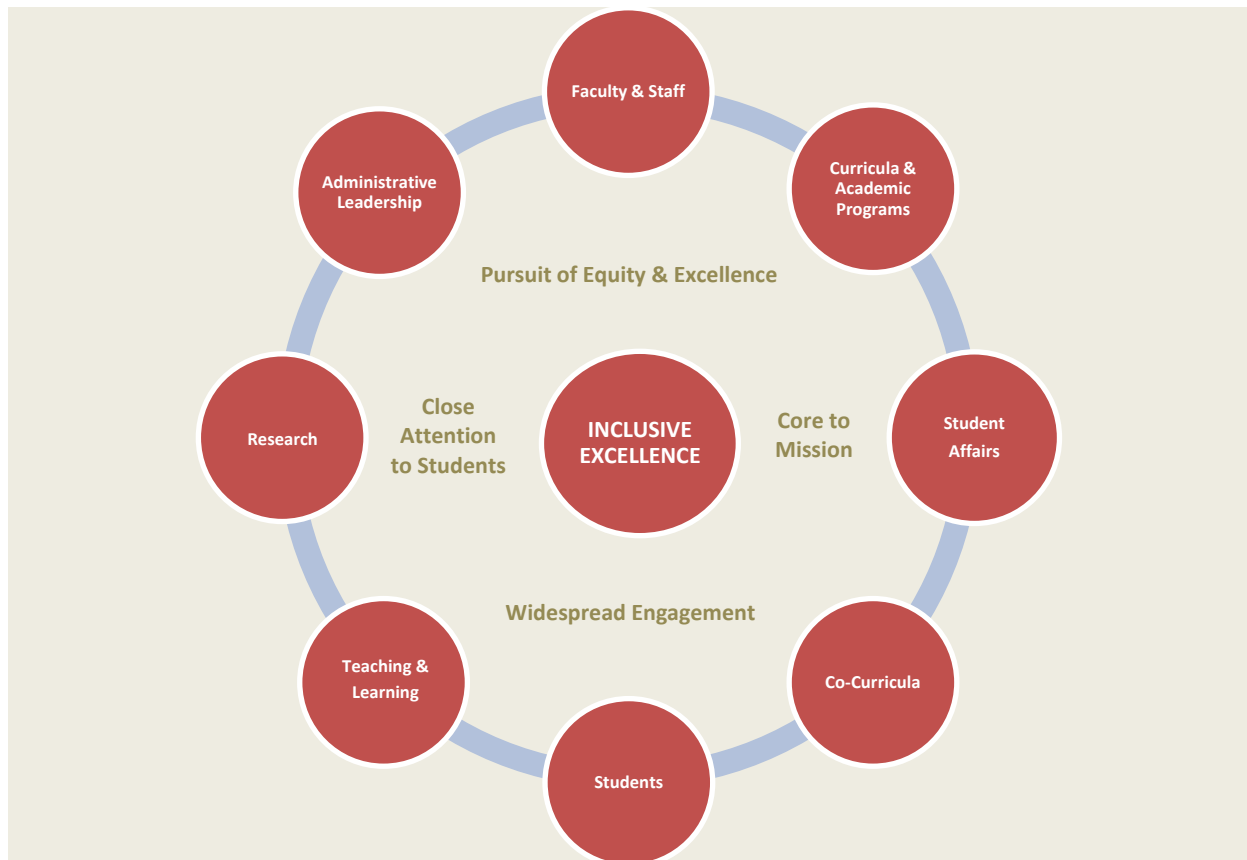
Appendix O (b)

**UW System Employees by Employment Category and Race/Ethnicity
1998 - 2008**

		Faculty	Instructional Academic Staff	Non-Instructional Academic Staff	Administrato₁	Classified	Total
African American	1998	227	87	181	51	315	861
	2004	228	74	231	70	361	964
	2008	275	116	267	64	354	1,076
American Indian	1998	54	20	48	9	54	185
	2004	71	26	53	6	54	210
	2008	77	27	62	7	48	221
Asian American	1998	485	139	448	21	92	1,185
	2004	698	185	698	19	221	1,821
	2008	863	243	810	20	282	2,218
Hispanic/ Latino	1998	172	61	152	16	112	513
	2004	247	88	222	24	276	857
	2008	275	102	234	31	345	987
Employees of Color	1998	938	307	829	97	573	2,744
	2004	1,244	373	1,204	119	912	3,852
	2008	1,490	488	1,373	122	1,029	4,502
White/Unknown	1998	9,087	3,639	6,204	1,198	8,929	29,057
	2004	9,132	3,847	7,399	1,248	9,138	30,764
	2008	9,745	4,573	7,776	1,233	9,061	32,388
Total	1998	10,025	3,946	7,033	1,295	9,502	31,801
	2004	10,376	4,220	8,603	1,367	10,050	34,616
	2008	11,235	5,061	9,149	1,355	10,090	36,890

INCLUSIVE EXCELLENCE

- **Inclusive Excellence** is the umbrella framework under which the UW System and its institutions will move forward in coming years to strategically address equity, diversity and inclusion beyond *Plan 2008*.
- The central premise of Inclusive Excellence holds that UW System colleges and universities need to intentionally integrate their diversity efforts into the core aspects of their institutions—including academic priorities, leadership, quality improvement initiatives, decision-making, day-to-day operations, and organizational cultures—in order to maximize their success.
- **The following documents provide an introduction to Inclusive Excellence:**
 1. Inclusive Excellence FAQ
 2. Table of the Benefits of Diversity
 3. Inclusive Excellence Timeline
 4. *Making Excellence Inclusive: A Framework for Embedding Diversity and Inclusion into Colleges and Universities' Academic Excellence Mission* – a working paper from AAC&U



INCLUSIVE EXCELLENCE FAQ (SHORT VERSION)

WHAT IS INCLUSIVE EXCELLENCE?

Inclusive Excellence is a planning process intended to help each UW System institution establish a comprehensive and well-coordinated set of systemic actions that focus specifically on fostering greater diversity, equity, inclusion, and accountability at every level of university life. The central premise of Inclusive Excellence holds that UW System colleges and universities need to intentionally integrate their diversity efforts into the core aspects of their institutions—such as their academic priorities, leadership, quality improvement initiatives, decision-making, day-to-day operations, and organizational cultures—in order to maximize their success.

HOW DOES INCLUSIVE EXCELLENCE WORK?

Inclusive Excellence offers an approach for organizing our work in a deliberate, intentional and coordinated manner. This approach:

- ◆ Employs a dual focus in diversity efforts, concentrating on both increasing compositional diversity, and creating learning environments in which students of all backgrounds can thrive;
- ◆ Requires a more comprehensive, widespread level of engagement and commitment ensuring that every student fulfills their educational potential;
- ◆ Places the mission of diversity at the center of institutional life so that it becomes a core organizing principle, around which institutional decisions are made;
- ◆ Calls for a close attentiveness to the student experience itself, including the impact of race and ethnicity, and the influence of physical ability, sexual orientation, gender expression, socioeconomic background, and first-generation status on their learning experiences; and
- ◆ Demands that the ideals of diversity and excellence be pursued as the interconnected and interdependent goals they are.

WHY INCLUSIVE EXCELLENCE?

In many respects, Inclusive Excellence represents the next necessary step in our evolution as a System committed to creating those diverse learning environments that we know are so vital to our students' growth, learning, and achievement. Our recruitment and retention efforts as well as our engagement in such initiatives as the Campus Climate Study and the Equity Scorecard Project have taught us that our pursuit of diversity has to be a far more multidimensional, integrative, and student-centered process if it is to produce the kinds of individual and System-wide transformation we have been seeking. Inclusive Excellence is a change-oriented planning process that encourages us to continue in our diversification efforts albeit with a greater intentionality and attentiveness of how they serve the needs of our students. Informed by a well-established body of empirical research as to the institutional contexts, practices, and cultures that contribute to the establishment of a diverse learning environment, Inclusive Excellence represents a shift not in the essence of our work but how we approach it and carry it out. Above all, Inclusive Excellence asks us to actively manage diversity as a vital and necessary asset of collegiate life rather than as an external problem.

Working Definitions for Inclusive Excellence

Inclusive Excellence brings together a comprehensive knowledge base – research and theory— from a variety of sources. Within this framework there are some concepts and terms that are fundamentally linked to the educational mission and institutional practice, and thus deserve to be highlighted. The definitions have been categorized by four essential pillars of Inclusive Excellence— Diversity, Equity, Inclusion and Excellence.

DIVERSITY

DIVERSITY: Individual differences (e.g. personality, learning styles, and life experiences) and group/social differences (e.g. race/ethnicity, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning.

COMPOSITIONAL DIVERSITY: The numerical and proportional representation of various racial and ethnic groups on a campus. (Milem, Chang and Antonio).

CRITICAL MASS: Meaningful representation. Refers to a number that encourages underrepresented minority students to participate in the classroom and not feel isolated.

INCLUSION

INCLUSION: The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

EQUITY

EQUITY MINDEDNESS: Refers to the outlook, perspective or mode of thinking exhibited by practitioners and others who call attention to patterns of inequity in student outcomes, and are willing to assume personal and institutional responsibility for the elimination of inequity. This includes being “color conscious,” noticing differences in experience among racial-ethnic groups, and being willing to talk about race and ethnicity as an aspect of equity. Equity perspectives are evident in actions, language, problem-framing, problem-solving, and cultural practices. (Bensimon, 2008)

DEFICIT MINDEDNESS: Deficit thinking “posits that students who fail in school do so because of alleged internal deficits (such as cognitive and/or motivational limitations) or shortcomings socially linked to the youngster—such as familiar deficits and dysfunctions” (Valencia, 1997). In other words, deficit thinking “blames the student” for unequal outcomes.

REPRESENTATIONAL EQUITY: Proportional participation of historically underrepresented racial-ethnic groups at all levels of an institution, including high status special programs, high-demand majors, and in the distribution of grades. (Bensimon, 2008)

EXCELLENCE

EXCELLENCE: The quality of being excellent; state of possessing good qualities in an eminent degree; exalted merit; superiority in virtue.

**WHY NOT
IMPLEMENT
ANOTHER TEN-
YEAR PLAN?**

Despite its twenty-year history of strategic plans for diversity, success on the widespread scale the UW System intended remains frustratingly out of reach, with only modest gains in key areas. Though Plan 2008 provided a bold, progressive vision for transforming the UW System, it did not—and could not—fully anticipate the myriad of practices and processes that its institutions would need in order to cultivate truly diverse and equitable learning environments. Moving forward, we as a system of higher education institutions intend to focus our efforts on driving diversity deep into our everyday cultures, daily practices, and organizational patterns where it can take root and eventually blossom.

**WHAT ABOUT
THE GOALS OF
PLAN 2008
WHICH WE
HAVE YET TO
REACH?**

Establishing a critical mass of faculty, staff, and students from historically underrepresented groups will remain a top priority for UW campuses under Inclusive Excellence. As institutions of learning, as a collective system of higher education, and as a state, our futures depend heavily on our ability to educate and hire those who will soon constitute the new majority in this country. We shall maintain our support of efforts aimed at diversifying our institutions, including our multicultural/disadvantaged initiatives, pre-college programs, and efforts such as the Equity Scorecard Project to enhance access, retention, and graduation rates for students of color as well as to ensure their full and successful participation at all levels of institutional life.

**WHAT DOES
SUCCESS
ACCORDING TO
INCLUSIVE
EXCELLENCE
LOOK LIKE?**

Success will be recognized by numerous hallmarks, some of which include:

- ◆ Thorough institutionalization of equity and diversity where they are embraced as core values and used to inform campus decision-making, educational practices, and policy-making;
- ◆ Greater compositional and equitable representation diversity of among faculty, students, staff, and other university personnel;
- ◆ Steady and significant rates of retention and upward mobility for faculty and staff who are members of underrepresented populations;
- ◆ Steady and significant increases in the retention and graduation rates for all UW students;
- ◆ Proportional representation of students from underrepresented and underserved populations in competitive academic programs and co-curricular activities that are indices of excellence;
- ◆ Improved campus climates that provide a strong, abiding sense of belonging and community for all UW students;
- ◆ Better alignment and cohesiveness between diversity efforts and other institutional initiatives, particularly those that focus on excellence in undergraduate education;
- ◆ Greater numbers of UW students who possess the requisite multicultural competencies they need to navigate an increasingly diverse democracy; and
- ◆ The enhanced capacity of UW System institutions to meet the ever-emerging and complex needs of its students, the state, and society, now and in the future.

**WHAT KINDS OF
BENCHMARKS
WILL WE HOLD
OURSELVES TO
UNDER
INCLUSIVE
EXCELLENCE?**

UW System Administration and UW institutions will likely engage in collaboration with one another to identify which reliable measures will be used to assess how they are doing in their Inclusive Excellence-related efforts.

**HOW LONG
WILL WE HAVE
TO IMPLEMENT
INCLUSIVE
EXCELLENCE
ON OUR
CAMPUSES?**

The Inclusive Excellence process is an iterative one, something that unfolds and develops over time, according to each institution's mission, culture, identity, and demographics. If institutions work diligently and steadily to incorporate their diversity work into the larger institutional culture, Inclusive Excellence and diversity more generally will simply become integrated into the larger fabric of the institution.

**WHAT KINDS
OF RESOURCES
DOES
INCLUSIVE
EXCELLENCE
REQUIRE?**

Inclusive Excellence is not a free-standing initiative to be treated as separate or distinct from other institutional planning efforts. Therefore, its implementation should not require any additional resources of either the financial or human kind. It will require the leveraging of institutional resources so that they are distributed according to a campus' most pressing diversity needs.

The Individual, Institutional, Private Business, and Societal Benefits of Diversity¹

TYPE OF BENEFIT			
INDIVIDUAL	INSTITUTIONAL	PRIVATE BUSINESS ²	SOCIETAL
The critical ways in which college students grow and mature cognitively, affectively, and interpersonally as result of living and learning in campus environments that have been constructed to include some measure of diversity according to race, ethnicity, gender or sexual orientation.	The significant ways that a diverse faculty—in terms of race, gender or sexual orientation—serve and enhance the core institutional missions of teaching, learning, research, and service.	The ways in which a carefully, deliberately managed diverse workforce enhances the overall efficacy and performance of private sector businesses and corporations.	The key ways in which diversity positively impacts democracy, citizenship, and American public life.
<ul style="list-style-type: none"> ▪ Enhanced critical and complex thinking skills 	<ul style="list-style-type: none"> ▪ More student-centered organizational cultures 	<ul style="list-style-type: none"> ▪ Increased flexibility 	<ul style="list-style-type: none"> ▪ Less ethnocentrism or stereotyping
<ul style="list-style-type: none"> ▪ Stronger leadership skills 	<ul style="list-style-type: none"> ▪ More inclusive and diverse course offerings 	<ul style="list-style-type: none"> ▪ Higher levels of creativity 	<ul style="list-style-type: none"> ▪ Less occupational and residential segregation
<ul style="list-style-type: none"> ▪ Greater racial and cultural awareness 	<ul style="list-style-type: none"> ▪ Greater use of student-centered teaching and learning approaches 	<ul style="list-style-type: none"> ▪ Improved problem-solving abilities 	<ul style="list-style-type: none"> ▪ Greater engagement in social and political issues
<ul style="list-style-type: none"> ▪ A keener ability to understand diverse perspectives 	<ul style="list-style-type: none"> ▪ More institutional support for lines of research related to race, ethnicity, and gender 	<ul style="list-style-type: none"> ▪ An increased ability to attract the best available talent in the search for new employees 	<ul style="list-style-type: none"> ▪ Higher levels of participation in community and civic organizations
<ul style="list-style-type: none"> ▪ A heightened openness to diversity 		<ul style="list-style-type: none"> ▪ Greater cross-cultural competence 	<ul style="list-style-type: none"> ▪ A more informed citizenry
<ul style="list-style-type: none"> ▪ Higher rates of educational persistence 			<ul style="list-style-type: none"> ▪ Greater overall equity in society
<ul style="list-style-type: none"> ▪ Greater satisfaction with overall college experience 			

¹This table is a composite of several others initially presented in Milem, 2003. The UW System has decided to include the category of sexual orientation in its definition of diversity though the research this table is derived from defines the term specifically on the basis of race/ethnicity. As studies of diversity and its benefits continue to emerge, we expect new findings to substantiate the positive impacts that environments which support sexual orientation have as well. ² This term has been adapted from the term “private sector” presented in Milem, 2003.

Inclusive Excellence Roll-Out Schedule

October 2008

- IE Presentation Detailed Description of the Model
 - IE Leadership Team -- October 9 & 16, 2008
 - President's Cabinet – October 14, 2008
 - Provosts Videoconference Meeting – October 17, 2008
 - Chancellor's Administrative Staff Meeting – October 24, 2008
 - UWSA Academic Affairs Council -- October 27, 2008
 - Faculty/Academic Staff Reps – October 31, 2008

November – December 2008

- Establish/appoint UW Systemwide Feedback Group (Development, Planning & Review)
- Stakeholder/Constituency Groups Identified – November - December 2008
 - Governance Groups
 - Multicultural/Disadvantage Coordinators
 - Precollege Directors
 - Equity Scorecard Team Leaders
 - Inclusivity Initiative
 - Affirmative Action Directors
 - Human Resources Directors
 - Women's Studies Directors
 - Status of Women Coordinators
 - Disabilities Coordinators (Employees and Students)

February – May 2009

- Systemwide Group for Feedback (2 representatives per campus; 2-4 student representatives)
 - Reactions, Input About the Model
 - Implementation Planning & Development
 - Professional Development & Skill Building
 - Begin Campus Visits
 - Draft Framework
 - Circulate Drafts for Review
 - IE Advisory Group Meeting
 - President's Council on Diversity
 - BOR Presentation

April – August 2009

- Constituency Group Meeting
- Synthesize Data, Integrate Feedback
- Circulate Rough Draft of the Framework (internal, institutions, governance, faculty, staff, students, stakeholders & constituency groups, President's Council on Diversity, etc.) – April, 2008

September- November 2009

- Circulate Final Draft (UWSA, Institutions, Governance, Constituency/Stakeholder Groups, President's Council on Diversity, etc.)
- Present to BOR
- Planning - Statewide IE Professional Development Conference followed by a series of IE Institutes (Spring/Fall 2010)
- Topics/Tracks – IE Theory & Practice, IE Strategic Planning, Facilitating/Leading Institutional and Cultural Change, Faculty Development, Workforce Equity & Diversity, Program Planning & Assessment Tools (Scorecard, etc.)

Making Excellence Inclusive

***A Framework for Embedding Diversity and Inclusion into
Colleges and Universities' Academic Excellence Mission***

Alma R. Clayton-Pedersen
Nancy O'Neill
Caryn McTighe Musil

This paper and the accompanying chart are intended to be used as a guiding framework for the next generation of campus work. We welcome your feedback as the definitions and guidelines for this important initiative evolve to reflect new conceptions of diversity and inclusion, and new campus efforts to make excellence inclusive. Contact Nakia Bell at bell@aacu.org

Introduction

Over time, campus leaders have begun to understand that incorporating more diverse student populations, diversity in the curriculum, and other such efforts into campus life raises profound questions about higher education's mission and purpose and necessitates a new approach to the work of doing higher education. Although many leaders agree on the need for systemic change, current institutional engagement with diversity more often consists of scores of isolated initiatives that have been insufficiently linked to the core academic mission and inadequately coordinated across different parts of the academic enterprise.

The Supreme Court decisions regarding the University of Michigan in June 2003 signaled colleges and universities to connect their diversity efforts to their educational mission and practices more fundamentally and comprehensively than ever before. Business and community leaders echoed what educational researchers had documented—that learning in an environment that engages rich diversity provides all students with the cognitive skills, intercultural competencies, and civic understanding to help them thrive in work and citizenship. Yet the Court did not leave campuses to conduct business-as-usual in creating compositionally diverse learning environments. In effect, the justices challenged higher education to address diversity as a core dimension of educational excellence.

Responding to a critical need for guidance in doing this work, AAC&U designed *Inclusive Excellence: Diversity, Inclusion, and Institutional Renewal*—a project that explored how colleges and universities can fully utilize diversity as a resource to achieve academic excellence for all students. The Ford Foundation provided a grant in October 2003 for AAC&U to support this work. This initial Inclusive Excellence work sought to understand and then demonstrate how campuses can coherently and comprehensively link their diversity, inclusion, and equity initiatives to their central work of achieving academic excellence. It also sought to provide guidance for how institutions can use their commitment and progress already made to broaden, deepen, align, and sustain their efforts to connect inclusion and excellence. The Inclusive Excellence grant culminated in October 2005 with the online publication of three substantive research syntheses, the print publication of one of these three reports, and the launching of a major new initiative, *Making Excellence Inclusive*, for which we now seek funding.

Under the leadership of the Office of Education and Institutional Renewal and the Office of Diversity, Equity, and Global Initiatives, this initiative draws upon more than a fifteen years of earlier AAC&U work with several hundred colleges and universities that participated

in *American Commitments: Diversity, Democracy, and Liberal Education*. It is also shaped by AAC&U's reports—*Greater Expectations* and *College Learning for a New Global Century*, the foundational report of the Liberal Education and America's Promise campaign—and by AAC&U's work as partner in the Pathways to College Network, a national coalition focused on college access and success for students from underserved communities. *Making Excellence Inclusive* continues to be informed by the work of campuses that have participated in the Greater Expectations Institute: Campus Leadership for Student Engagement, Inclusion, and Achievement each summer since 2004. The work continues to be informed by the work of several colleges and universities that have adopted it as a framework for achieving their educational goals for diversity.

Re-envisioning Excellence, Diversity and Inclusion

Many people define diversity solely in terms of racial/ethnic differences, which is not surprising given the particular historical legacies of race in the U.S. Others define diversity in terms of multiple social identity dimensions, including race/ethnicity, gender, class, sexual orientation, religion, and so on. We recognize the importance of these differences, and we define *diversity* to include these and other important dimensions that individuals and groups bring to the educational experience (see figure 1). Yet this definition of diversity, while necessary, is not sufficient for a campus to engage all of its diversity in the service of learning. Therefore, we define *inclusion* as the engagement with diversity in the service of learning and knowledge development, throughout the educational experience and by all members of the campus community (see figure 1).

Figure 1. Defining Diversity and Inclusion in a Campus Context

Diversity: Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning.

Inclusion: The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Many campus leaders recognize that they are ill equipped to connect their diversity and educational quality efforts and so feel pressure to abandon their efforts to create diverse communities of learners. Through *Making Excellence Inclusive*, AAC&U aims to help campuses: (a) establish diversity and inclusion as hallmarks of academic excellence and institutional effectiveness, (b) operationalize inclusion in all spheres and at all levels of campus functioning, (c) ensure academic freedom and corollary responsibilities are understood and practiced by students and faculty alike, and (d) create a reinvigorated, 21st century educational process that has diversity and inclusion at the center, through which all

Figure 2. The Essential Learning Outcomes

Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first century challenges by gaining

Knowledge of Human Cultures and the Natural and Physical World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages and the arts **Focused** by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills

- Inquiry and analysis
- Critical, and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Individual and Social Responsibilities

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

Integrative Learning

- Synthesis and advanced accomplishment across general and specialized studies
- Demonstrated** through the application of knowledge, skills, and responsibilities to new settings and complex problems

from College Learning for the New Global Century (2007)

This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002), *Taking Responsibility for the Quality of the Baccalaureate Degree* (2004), and *Liberal Educations Outcomes: A Preliminary Report on Achievement in College* (2005).

AAC&U affirms, and evidence is beginning to show, that engagement with diversity—*inclusion*—is an essential element in achieving every one of these outcome categories. In other words, one cannot achieve excellence in these outcomes without engaging diversity as content; as a set of intercultural interaction skills; as an element of civic responsibility; and as a necessary component in the integration of learning.

students advance in cognitive, affective, and interpersonal sophistication and in a set of knowledge, skills, and abilities that are vital for participation in the workforce and in society (see figure 2).

Our notion of Inclusive Excellence re-envisioned both quality and diversity. It reflects a striving for excellence in higher education that has been made more inclusive by decades of work to infuse diversity into recruiting, admissions, and hiring; into the curriculum and co-curriculum; and into administrative structures and practices. It also embraces newer forms of excellence, and expanded ways to measure excellence, that take into account research on learning and brain functioning, the assessment movement, and more nuanced accountability structures. In the same way, diversity efforts move beyond numbers of students or numbers of programs as end goals. Instead, diversity and inclusion, together, become a multilayered

process through which we achieve excellence in learning; research and teaching; student development; institutional functioning; local and global community engagement; workforce development; and more.

We are at a turning point in higher education where traditional indicators of student success—and educational quality—are under intense examination, both inside and outside the academy. AAC&U recognizes this as a period of transition. There have been significant developments in robust new assessment mechanisms—particularly direct measures of student learning, whether course-based or over students’ educational careers. At the same time, there have been considerable advances in ways of reporting student engagement and student satisfaction. We find great value in measures such as NSSE, since engagement and satisfaction significantly influence all aspects of the student experience, from campus climate to retention, and ultimately, success in college.

Still, as Williams, Berger and McClendon (2005) point out, in higher education as in other realms, excellence is often conceived of in terms of “inputs” with little accounting for “value-added organizational processes.” They further note that:

[T]his narrow notion of excellence limits both the expansion of student educational opportunities and the transformation of educational environments. As a result, too few people from historically underrepresented groups enter into higher education, and those who do may be pressed to assimilate into the dominant organizational cultures of colleges and universities (Ibarra 2001). Another consequence of this model is the continued investment of social capital in these traditional indicators, resulting in an American postsecondary system that reproduces dominant patterns of social stratification (p. 9).

The following chart illuminates some of the ways in which new forms of excellence will play out in familiar parts of campus functioning. We think this chart provides guidance in achieving part of the Greater Expectations vision—that of developing intentional institutions. The goal is to illustrate the kinds of “value-added organizational processes” that contribute to inclusive excellence, and ultimately to the level and kinds of learning all students will need to be the next generation of leaders, workers, and citizens in an increasingly diverse democracy.

Traditional Notions Of Excellence**Inclusive Notions Of Excellence ALSO Include:****Attaining Inclusive Excellence – Institutional Hallmarks**

Students		
<p>Entering students:</p> <ul style="list-style-type: none"> • Possess high average SAT score and high average high school GPA • Have taken high number of AP courses • Are evaluated based on quality of high schools¹ • Receive significant amounts of “merit” aid <p>Current students:</p> <ul style="list-style-type: none"> • Possess high overall GPAs in the aggregate and within majors • Regularly attain national/competitive scholarships and internships • Enter honor societies and appear on dean’s lists • Enroll in post-baccalaureate studies² • Are recruited by high-profile companies 	<p>Entering class:</p> <ul style="list-style-type: none"> • Demonstrate their interest in and/or experience with engaging diversity in the curriculum and in interpersonal relationships • Are resilient in pursuing academic endeavors and in the face of academic and personal challenges <p>Current students:</p> <ul style="list-style-type: none"> • Share responsibility for their learning with faculty and other campus educators³ • Are encouraged to explore their identities as scholars, leaders, and citizens through curricular and co-curricular experiences • Strengthen intercultural competencies and the ability to work in diverse groups over time • Build an increasingly sophisticated and coherent educational experience from both curricular and co-curricular sources • Move through a career development process that incorporates curricular and co-curricular experiences over time, charts experiential learning opportunities, and helps clarify and prepare for post-graduate plans 	<ul style="list-style-type: none"> • Engage with diversity as part of broader learning outcomes, in ways specific to institutional mission and type • Apply knowledge to real-world problems in ways that engage differences among stakeholders • Undertake significant research experience or other capstone project in their field of study and analyze how aspects of diversity relate to findings • Are assessed for key learning outcomes through capstone experiences or other cumulative projects, including outcomes that demonstrate engagement with diversity in ways specific to the students’ major field(s) • Demonstrate that they are prepared to: <ul style="list-style-type: none"> ○ excel in a diverse and challenging work environment ○ communicate effectively in a variety of contexts and formats, including interculturality ○ be responsible citizens in a diverse democracy ○ take on graduate level coursework in one or more domains
Faculty Members		
<ul style="list-style-type: none"> • Work within accepted norms and practices of a particular discipline • Conduct discipline-specific research • Produce publications in refereed journals • Present papers at national disciplinary conferences • Receive positive teaching evaluations • Raise significant funds for research 	<ul style="list-style-type: none"> • Adapt pedagogies to students’ varied learning styles (e.g., visual, experiential, cerebral learners) • Provide a challenging learning environment throughout the undergraduate experience that encourages all students to consider post-baccalaureate studies • Engage racial/ethnic and other differences in the context of disciplinary and interdisciplinary scholarship and teaching • Understand how to positively influence classroom climate for all students • Are able to teach broadly within their own discipline and help students make connections other disciplines • Value: <ul style="list-style-type: none"> ○ multiplicity of thought within the discipline, including emerging scholarship and knowledge creation ○ service to the institution to the same degree as research and teaching, particularly as relates to inclusive excellence ○ emerging pedagogy shown to be effective in achieving key student learning outcomes ○ scholarship of teaching and learning alongside traditional disciplinary scholarship ○ interdisciplinary learning and collegial relationships across campus that enhance self and student learning 	<ul style="list-style-type: none"> • Articulate key learning outcomes for all students and embed these outcomes in the goals for the curriculum • Communicate high expectations for learning to all students • Challenge and support all students in ways that enhance their learning of key outcomes • Utilize engaging pedagogical practices to foster gains in learning, including intercultural learning • Ensure that general education and the majors work together to foster intended outcomes, including intercultural learning • Use sound assessment methods to determine teaching effectiveness⁴ • Model inclusive excellence in scholarship and teaching practices • Practice life-long learning and ongoing professional development

¹ Most give a ranking to the HS based on the # of AP courses available, rather than a ranking to students based on the ratio of AP offerings to AP courses taken.

² Here we mean graduate education in humanities, science, social sciences, mathematics, as well as professional programs such as law, medicine, business, education, etc.

³ Other educators include those focused on students’ social, emotional, spiritual, as well as their cognitive and intellectual development both on and off campus.

⁴ AAC&U is not advocating a particular assessment instrument, but rather calls on institutions to review those available and adopt one/s that help them know if the learning outcomes they desire are linked to the curriculum and teaching methods

Traditional Notions Of Excellence	Inclusive Notions Of Excellence ALSO Include:	Attaining Inclusive Excellence – Institutional Hallmarks
<p>Administrators and Staff Members</p> <ul style="list-style-type: none"> • Work to create a sense of institutional purpose and community • Address issues or problems when they arise • Are rewarded for serving students within the confines of their particular functional area or unit • View diversity as the province of one or a few designated people or office(s) • Measure quality by speed of service in a unit or quantity of students served 	<ul style="list-style-type: none"> • Recognize that individuals experience environments differently based on position in the organization, background, and identity • Establish policies, structures, and practices that engage differences for learning (i.e., be explicit about undertaking coherent and comprehensive efforts to engage diversity to achieve key learning outcomes) • Offer and partake in regular professional development about how to engage diversity for learning and build leadership skills to make excellence inclusive • Highlight contributions to student learning as well as quantity of students served • Form written goals and actions as units that contribute to inclusive excellence, and are supported in these efforts • Support a proactive, comprehensive, and collaborative approach to making excellence inclusive • Articulate, motivate, and guide action to achieve inclusive excellence at each level of the organization 	<ul style="list-style-type: none"> • Proactively establish environments that foster engagement with diversity • Align faculty/staff hiring, promotion, duties, and rewards with the work of inclusive excellence in ways specific to institutional mission and type • Hold units accountable for their progress in making excellence inclusive • Direct resources toward the individual <i>faculty and departments</i> that outline how they will integrate diversity into their day-to-day practices and demonstrate progress in doing so • Direct resources toward individual <i>staff and units</i> that outline how they will integrate diversity into their day-to-day practices and demonstrate progress in doing so • Establish communication channels to share successes as well as setbacks in the movement toward inclusive excellence
<p>The Curriculum⁵</p> <ul style="list-style-type: none"> • Conveys well-established knowledge within the confines of the classroom • Emphasizes specialization in a discipline • Focuses on majority Western cultures, perspectives, and issues • Assesses mastery of knowledge at discrete points in time rather than cumulatively, over time • Values learning for learning's sake • Emphasizes individual work • Promotes analysis and objectivity • Emphasizes what an educated person should know 	<ul style="list-style-type: none"> • Facilitates learning through in and out of class experiences • Fosters informed probing of ideas and values • Emphasizes cultural complexity, a range of cultures and identities, and global issues • Values practical knowledge and experiential learning as well as the integration and application of knowledge over time • Values collaborative construction of knowledge and learning, particularly in equal status diverse groups • Draws on relevant personal experience of students and others alongside third-person sources • Emphasizes where to find needed information, how to evaluate its accuracy, and how to put knowledge into action • Assesses students' learning directly, over time, and with tools that reflect and engage different learning styles and strengths 	<ul style="list-style-type: none"> • Articulates aims and outcomes for student learning that make engagement with diversity central rather than peripheral or optional • Links to advising to help students understand intended outcomes for learning and charts a curricular and co-curricular plan for a coherent course of study • Engages diversity in ways specific to institutional mission and type • Helps foster an environment that ensures the educational benefits of diversity are derived through the learning process • Fosters knowledge application to real-life problems in ways that consider how context, history, and different values and experiences shape the solutions derived and the insights developed

⁵ The curriculum section is adapted from the chart, "Organizing Educational Principles," in *Greater Expectations* (2002).

Traditional Notions Of Excellence	Inclusive Notions Of Excellence ALSO Include:	Attaining Inclusive Excellence – Institutional Hallmarks
<p>The Institutional Environment</p> <ul style="list-style-type: none"> • Has low faculty/student ratio • Has selective student application/admittance ratio • Attains high retention and graduation rates • Possesses extensive laboratory and library resources and state-of-the-art facilities • Houses “signature programs,” such as living/learning programs, that serve subsets of students • Involves board and alumni in enacting institutional goals/mission • Receives support from legislators and general public regarding institutional mission • Has designated office(s) collect data for internal and external reporting purposes 	<ul style="list-style-type: none"> • Fosters a campus culture where diversity is essential to intellectual and social development • Works to create coherence among the institutional mission and vision, policies, and practices in the curriculum and co-curriculum • Uses facilities strategically and intentionally to support student learning and development • Receives support from external constituencies⁶ in achieving inclusive excellence • Recognizes historical legacy with regard to discrimination and seeks to teach about it and redress lingering effects⁷ • Makes signature programs and experiences available to all students and demonstrates that they foster desired learning outcomes • Ensures that students from all racial/ethnic groups fare well in traditional markers of excellence • Ensures that historically underrepresented students are, at minimum, proportionately represented in competitive scholarships, honor societies, and other “honors” activities • Constituents across campus and at all institutional levels collect, analyze, and use data for educational and institutional improvement 	<ul style="list-style-type: none"> • Has leadership that is strong, consistent, and clear about sustaining efforts to engage diversity for learning and knowledge development • Engenders campus-wide discussion of what inclusive excellence means in that specific context and how it can be enacted by different programs and units • Places diversity and inclusion at the center of the institution’s mission, curriculum, and articulated student learning outcomes • Connects with larger communities in ways that engage diversity in ways specific to institutional mission and type • Promotes goals for inclusive excellence in measurable terms so as to track and reward progress and provide training and development where needed • Supports training and development based on assessed needs • Collects and uses data disaggregated by relevant social identity dimensions as part of robust assessment of student learning • Directs resources to ensure achievement of key learning outcomes in ways that engage diversity throughout students’ educational experiences • Has developed capacity to engage diversity in the service of student achievement of learning outcomes, in the service of scholarship, and in contributions to the campus community

Reference

Williams, D. A., J. B. Berger, & S. A. McClendon. 2005. *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions*. Washington, DC: Association of American Colleges and Universities. www.aacu.org/inclusive_excellence/pdfs/Williams_Final.pdf

Association of American Colleges and Universities. 2007. *College Learning for the New Global Century*

⁶ Alumni, business and local communities are among these constituencies.

⁷ The historical legacy dimension described here builds on the work of Hurtado, Milem, Clayton-Pedersen and, Allen (1998, 1999).