

**UW-Parkside**  
**PLAN 2008 FINAL REPORT**  
**December 2008**

**INTRODUCTION:**

This is the final report of a 10-year effort to address issues of racial and ethnic diversity at the University of Wisconsin-Parkside. In 1998, Plan 2008 identified seven goals as a framework for a comprehensive approach toward increased diversity and equity. Like all University of Wisconsin institutions, the results have been mixed; success in bringing awareness to the issues, frustration in the inability to make more tangible gains. This report consists of two sections: 1.) A narrative that tells the role that Plan 2008 played on our campus; how we have conceptualized the work, as well the obstacles that remain as we move into a new era, and 2.) Examples of initiatives that exemplify the efforts on our campus in each of the seven goals.

**NARRATIVE:**

Plan 2008 has provided a much-needed overarching vision of a more equitable and inclusive campus at UW-Parkside. Over time, Plan 2008 has become the central converging point for multiple programs and initiatives that intersect with the University's efforts at addressing access, retention and graduation of students of color. Closing the achievement gap has become all the more acute with evidential reports from the Equity Scorecard. Collectively, Plan 2008 and Equity Scorecard strengthen efforts to address specific problems in an intentional and strategic way. In this sense, Plan 2008 has functioned as a compass directing the University to a more equitable and inclusive future for students, faculty and staff of color.

Our challenge over the past few years has been to integrate diversity goals and ideas throughout the University. In the absence of a university strategic plan, Plan 2008 has sought to make connections with existing and new programs that share common goals to close the racial achievement gap among students. Prominent among these initiatives are: revised academic skills courses in English and mathematics; the hiring of three additional full-time instructors to teach academic skills courses typically taught by adjunct instructors; an intrusive intervention program for probationary students including the hiring of two new advisors; the strengthening the summer bridge program for

incoming first-year students, and the development of the Summer Institute: Infusing Diversity in the Curriculum, a teaching/learning community for faculty and instructors.

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UW-Parkside is often described as “the most diverse campus in the UW System,” suggesting an environment of enlightened inclusivity. Yet having a diverse population of students also increases the possibility of conflicts arising from clashing differences of race and ethnicity, intersecting with social class, gender, sexual orientation, religion, age, and ableness. Diversity, thus, necessitates an active campus leadership and an on-going commitment to working with and learning from such conflict. It is instructive to question why UW-Parkside is the most diverse campus in the UW System and what the consequences are for UW-Parkside as a university of higher learning. How is diversity defined? How is diversity valued? Is it respected, tolerated or feared? If diversity is a deliberate outcome of UW-Parkside’s mission, how does the University institutionalize policies to ensure high quality academic achievement among all students?

The previously mentioned efforts to improve the retention and graduation rates appear to be making a difference. There was a significant improvement in the retention rate of our first-year students. The rate for the Fall 2007 class, which are the latest statistics available for first-time, full-time freshmen, was 66.4 percent. The comparable rate for the Fall 2006 class was 60.1 percent.

While these figures clearly indicate some success, there continue to be major challenges in retention and graduation. If we are to continue what we hope is an upward trend in retention, we must identify what policies and practices can assist us in slowing the revolving door of students gaining entry into the University and then leaving during their first year or two. It has been an alarming pattern that disproportionately is affecting students of color. This revolving door raises important questions. Are we giving access to students who may not have the demonstrated potential for performing college-level work? Are we doing all we can to provide the appropriate course content, pedagogy and support services to maximize students’ opportunity to succeed? If UW-Parkside is truly deliberate and serious about being the most diverse campus in the UW System, shouldn’t its faculty/staff/administration and curriculum reflect the diversity of its students?

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## **Obstacles**

### ***Diversifying Faculty and Administration***

UW-Parkside's faculty and administrators do not mirror its student population in terms of race and ethnicity. Among approximately 5000 students, the largest minority group consists of African American students (11%), yet there are only *four* (3%) African Americans among 123 faculty. The second largest student-of-color group is Latino/a (7%); although we have had some success with recent tenure track Latino/a hires, the tenured Latino/a faculty remain *unrepresented*. Self-identified American Indian students comprise 1% of the student enrollment, and there are no self-identified American Indian faculty. While Asian American and Pacific Islander students make up 3% of the student population, 22 of the 34 faculty of color on campus are categorized as Asian, many originating from East and South Asia. These latter groups add an important element of international diversity to the campus, but can simultaneously distort the picture of domestic diversity of UW-Parkside faculty. Therefore, how we currently define faculty of color - combining international and U.S. American faculty - can be misleading.

During the past 10 years, efforts to retain faculty of color through tenure have included a mentoring program and summer research stipends, both initially supported by Plan 2008. Note that under the Goal #5 initiatives of this report, these efforts have had a positive effect on faculty retention. Still, a few junior faculty of color were dismissed from UW-Parkside under contentious and contested circumstances, involving contract non-renewal and tenure denials.

In the administration, UW-Parkside currently has four people of color (15%) and nine women (33%) out of the 23 total in Limited positions. Labor force pools indicate under-representation in both categories. Under-representation is even more acute at the Chancellor's Cabinet level.

To facilitate a more diversified faculty, Plan 2008 Executive Committee members have engaged in the search and screen process by assisting individual departments in the recruitment of new faculty. In addition, the Office of Equity & Diversity (OED) has at times had to intervene in faculty search and screen processes, occasionally triggering strong resistance over conflicting interpretations of faculty rights vs. the administrative

authority of the OED. In the summer of 2007, the faculty governance shared grievances with the Chancellor who subsequently formed an ad-hoc committee of select faculty to revise search and screen policies that reduced the OED's ability to fulfill the principles and goals of Plan 2008, particularly Goal 5 and Goal 7. The new interim Chancellor is working to revamp the process through a more collaborative effort that will restore the federal, state and UW System mandated role of Affirmative Action and Equal Employment Opportunity.

### ***Improving Campus Climate***

The climate on campus continues to be a concern that, because of its intangibility, is easily denied and ignored. Faculty, staff and students of color, however, are quite cognizant of the campus climate and ways that it needs to improve. In spring 2006, faculty and staff of color formed a non-governance group called Manitoulin. It has a council with elected representatives from academic staff, classified staff, and faculty of color. Working outside the governance system where faculty and staff of color would be outnumbered, Manitoulin serves as an advocacy group and resource not only for faculty and staff of color but also for UW-Parkside's administration. The primary concern for Manitoulin is campus climate and ensuring an environment of respect, collegiality and opportunity for all workers. With shared concerns and goals, including the recruitment, hiring and retention of faculty and staff of color, Manitoulin is developing a collegial and productive working relationship with the new interim Chancellor.

Campus climate is also of concern to other UW-Parkside groups. Some majority faculty and staff have formed a White Allies group in support of Manitoulin. The Office of Multicultural Student Affairs (OMSA) addresses campus climate by sponsoring Speak Outs that directly address race-related issues, such as Affirmative Action and racial stereotypes. Similar concerns are shared by student organizations, such as the Black Student Union, Latinos Unidos, the Parkside Asian Organization, and Sacred Circle. These groups represent historically underrepresented groups in the United States (African Americans, Latinos/as, Asian Americans and Native Americans) and have made significant contributions over the years to enriching the climate for diversity at the University. The vitality of student organizations can vary from year to year, and these groups currently have to defend their right to a representative seat on the Parkside

Student Government Association (PSGA) on an annual basis. This recent decision by the majority PSGA governance leadership potentially undermines significant gains made over the years by our historically underrepresented student groups and runs contrary to the spirit of diversity that has long been established on the campus

### ***Diversifying the Curriculum***

The Center for Ethnic Studies (CES) originated in 1989 when the UW System Board of Regents instituted a three-credit diversity course requirement for graduation. The CES Steering Committee is responsible for evaluating courses that fulfill the requirement of addressing one or more of the four historically underrepresented groups in the U.S. The number of DV course offerings has diminished over the years as a result of faculty attrition. Political Science, for example, formerly offered diversity courses on law with an emphasis on African Americans and Native Americans. With the retirement of its legal studies faculty, the courses are now suspended until a qualified instructor can be hired.

Monitoring DV courses has been a continual challenge, as some faculty members have not recognized the need for diversity courses in the curriculum. Moreover, some DV courses, although presumably fulfilling the DV requirement, receive evaluations by students indicating that course content and pedagogy require still further development in terms of meeting UW System and campus diversity goals. Through the years, the CES has been positioned as a “policing” unit of sorts, scrutinizing DV courses to ensure they are what they claim to be, as opposed to being a dynamic force in curricular development. Moving away from this policing role, the CES developed the Summer Institute: Infusing Diversity in the Curriculum, an intensive program to introduce faculty and instructors to curricular and pedagogical approaches that are inclusive particularly of race and ethnicity. More specifically, the Institute seeks to contribute to the closing of the achievement gap between minority and majority students. Plan 2008 was instrumental in the development of this program by providing administrative, conceptual and financial support. Currently the Summer Institute is releasing a Call for Participants for 2009; the Institute’s third year is funded by a \$55,900 UW System grant.

During the past year, the Center for Ethnic Studies has supported the development of new diversity courses, such as Astronomy in Non-Western Cultures, Multicultural

Theatre, Young Adult Literature, Multicultural Marketing, and Understanding White Privilege. The last course is particularly significant because it addresses a little-understood concept that helps to explain the perpetuation of racism in the 21<sup>st</sup> century. Interestingly, the majority of students enrolled in the course are students of color, many of whom have found the study of white privilege illuminating in understanding their own oppression. White students, as well, have had significant learning experiences when confronting their unearned privilege that is often mythologized as meritocracy. Understanding White Privilege is co-taught by Community Dialogues Director Roseann Mason (who created the course) and Damian Evans, Director of the Office of Multicultural Student Affairs. This interracial collaboration (Mason is white, Evans is black) and the deep classroom dialogues demonstrate the rich possibilities of teaching and learning at “the most diverse campus in the UW System.” It is because of classes like Understanding White Privilege that UW-Parkside students, more so than at any other UW campus, have engaged in meaningful conversation with someone from a different race or ethnic background. The ability to communicate respectfully with *anyone* is an important learning outcome for our increasingly diverse and global society.

### ***Evidence-based Decisions***

Under the umbrella of Plan 2008, the Equity Scorecard attempts to bring an evidentiary based process of decision making to higher education. Based on a model of organizational learning and development, it emphasizes the initial use of quantitative, descriptive data to identify areas of inequity. Once identified, the racial gaps in access and achievement are examined in greater detail. Mining the data in this way presumably provides context to the student’s lives; for those who are succeeding as well as those who are not, and offers reasons that are at times rooted in social identity categories of race, class and gender. Once contextualized in this way, and augmented with qualitative data on student’s experiences, the information is used as evidence to design interventions to assist students to succeed.

The process described here holds great promise to move institutions in the direction of increased equity. The Equity Scorecard also points to the crucial importance of an adequately staffed and effective Office of Institutional Research. Additionally, it is clear that a cultural shift is often necessary to begin to think differently about how we

make decisions and how we prioritize our work. The initiatives highlighted in this Plan 2008 Report point to this need. For a number of the initiatives, it was either not possible to gather the data in the time allotted or it was the first time such information was calculated and analyzed.

This need for a change in institutional priorities can be a significant obstacle to reaching our Plan 2008 goals. UW-Parkside is in the early stages of developing this cultural shift toward data-based decision making. The impediments remain significant, but the potential is full of hope.

With 2009 on the horizon, we are mindful that although ten-year increments are useful in setting goals and assessing achievements, efforts to move toward a more equitable and inclusive university is an on-going process. Plan 2008, then, extends into the next 10 years and beyond with a new name - *Inclusive Excellence* - but with the same focus, fervor and struggle. In addition, as UW- Parkside moves toward adopting the UW System's LEAP (Liberal Education and America's Promise) initiative as a framework for rethinking UW-Parkside's "liberal and liberating education," as well as implementing a campus climate survey instrument, Plan 2008 / *Inclusive Excellence* must also resituate itself to address more effectively diversity issues in the 21<sup>st</sup> century

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Prepared by:

Fay Akindes, Associate Professor in Communication; Director of the Center for Ethnic Studies

Damian Evans, Director of the Office of Multicultural Student Affairs

Eugene Fujimoto, Assistant to the Chancellor for Equity and Diversity

(On behalf of the Plan 2008 Executive Committee)

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**Plan 2008 Goals: Final Report**  
**Highlighted Initiatives (details to follow)**

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

**Always Reaching Upward (Office of Multicultural Student Affairs)**  
**Open houses, ethnic specific (Admissions)**

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

**Doctors of the Community (Pre-college)**  
**Upward Bound (Provost's office)**

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.*

**Hiring of new full-time instructors (Learning Assistance)**  
**Ranger Read (First year programs)**  
**Math 111 (Mathematics Department)**

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

**Lawton Undergraduate Minority Retention Grants (Financial Aid)**  
**Minority Scholarships (University Relations & Advancement)**

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

**Affirmative Action/EEO efforts (Equity/Diversity; hiring departments)**  
**Tenure support for faculty of color (Provost's office; faculty)**

6. *Foster institutional environments and development of courses that enhance learning and a respect for racial and ethnic diversity.*

**Summer Institute for Diversity Infusion into the Curriculum (Ethnic Studies; Provost's Office; Equity and Diversity)**  
**Diversity Courses (Ethnic Studies)**

7. *Improve accountability of the UW System and its institutions.*  
**Equity Scorecard (Provost; Equity and Diversity)**

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

**Always Reaching Upward (Office of Multicultural Student Affairs)**

**Plan 2008 Phase II Programs & Initiatives  
Final Outcomes Reporting Form  
July 2008**

<b>Your Institution:</b> UW-Parkside	
<b>Program/Initiative:</b> Always Reaching Upward Pre-Enrollment Mentoring Program <b>Year Established:</b> 2002	
<b>Target Audience (check all that apply):</b> Administration: <input type="checkbox"/> Faculty: <input type="checkbox"/> Academic Staff: <input type="checkbox"/> Classified Staff: <input type="checkbox"/> Students: x Campus Community: <input type="checkbox"/> Other: <input type="checkbox"/> If other, please specify:	
<b>Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):</b> African American/Black: x American Indian: x Latino/Hispanic: x Southeast Asian: x Other Asian: <input type="checkbox"/> European American: <input type="checkbox"/> Other: <input type="checkbox"/> If other, please specify:	
<b>Cost of Program/Initiative:</b> \$2000.00	<b>Funding Sources:</b> 128 funds
<b>Description:</b> The ARU Pre enrollment mentoring program assists students in their transition from high school to college. This program consists of six local high schools in the neighboring communities of Kenosha and Racine. The UW-Parkside student mentors are selected and trained to facilitate monthly workshops providing direction to high school students in efforts to assist with their transition. 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.	
<b>Point Person(s):</b> Damian Evans	<b>Department/Unit(s):</b> Office of Multicultural Student Affairs
<b>Departments/Units/Groups Involved:</b> Office of Multicultural Student Affairs, These offices conduct training of mentors prior to them presenting monthly workshops: Office of Admission, Office of Scholarships, Student Activities, Office of Residence Life, Career Center.	
<b>Goals &amp; Expected Outcomes:</b> The goal and expected outcome of this program is to increase the number of students, with particular focus on students of color, who enroll in higher education and UW-Parkside in particular. This will be accomplished by providing students with guidance in decision making as they are approaching the time to make decisions regarding their academic future. This is completed by walking students through many of the processes required to enter an institution of higher education. In addition, to connect 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.	

**Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof.** From 2003-2008, the ARU Program served 387 high school students. Of these 387 students, 219 or 57%, enrolled at UW-Parkside; 80 or 21% were admitted to UW-Parkside but did not enroll; 88 or 23% were not admitted to UW-Parkside. The Program targets students of color, but serves all students. The specific racial/ethnic breakdown of these numbers was not available at the time of this report.

From 2003-2008, 39 UW-Parkside students served as mentors in the Program. 3 or 8% of these 39 students are currently enrolled in or have completed a Masters degree program; 14 or 36% have graduated from UW-Parkside; 19 or 49% are currently undergraduate students at UW-Parkside; 3 or 8% are not currently enrolled at UW-Parkside. The majority of these mentors are students of color, although specific racial/ethnic data is not available at this time.

**Intersections Across Plan 2008 Goals:** 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.

**Assessment Practices and Program Changes in Response to Challenges:** Change of personnel at the local high schools presents challenges. The Office of Multicultural Student Affairs is making the effort to develop necessary relationships with key individuals that can share the benefits of the program with current members of the historically underrepresented populations attending their high schools. There are structural challenges that can inhibit effective coordination with Office of Admissions, Precollege and Upward Bound programs. We need to improve the consistent collection of data to effectively assess the Program's effectiveness.

**Prepared by:** Damian Evans

**Contact Info:** 262-595-2540

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

**Open houses, ethnic specific (Admissions)**

**Plan 2008 Phase II Programs & Initiatives  
Final Outcomes Reporting Form  
July 2008**

<b>Your Institution:</b> UW-Parkside	
<b>Program/Initiative:</b> Student of Color Open Houses <b>Year Established:</b> 1996	
<b>Target Audience (check all that apply):</b> Administration: <input type="checkbox"/> Faculty: <input type="checkbox"/> Academic Staff: <input type="checkbox"/> Classified Staff: <input type="checkbox"/> Students: X Campus Community: <input type="checkbox"/> Other: <input type="checkbox"/> If other, please specify:	
<b>Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):</b> African American/Black: X American Indian: <input type="checkbox"/> Latino/Hispanic: X Southeast Asian: X Other Asian: X European American: <input type="checkbox"/> Other: <input type="checkbox"/> If other, please specify:	
<b>Cost of Program/Initiative:</b> 10,000	<b>Funding Sources:</b> Admissions
<b>Description:</b> The Office of Admissions holds 6 Student of Color Open Houses. We hold 3 in the fall for seniors (1 African American, 1 Latino and 1 Asian) and 3 in the spring for Juniors (same racial/ethnic groups). These events invite approximately 200 students to each open house. In addition to Admissions, we involve the ethnic student organizations on campus, the Office of Multicultural Student Affairs, Financial Aid and other relevant groups to participate or present. The student organizations assist with breakout sessions and organizing a student panel. Presentations include academic areas of interest, paying for college, transitioning from H.S. to college and college admission. Lunch, a campus tour, and transportation for the students to UW-Parkside and back to their H.S. are included. We also offer on-site admissions during the programs for seniors. Instead of open houses targeting American Indian students, we have always recruited at the POW WOW hosted on campus and also set up individual group visits with these students. This was done because of the small number of students in our area.	
<b>Point Person(s):</b> Admission Counselors	<b>Department/Unit(s):</b> Admissions
<b>Departments/Units/Groups Involved:</b> Admissions, Office of Multicultural Student Affairs, Financial Aid, Student Life, Student Organizations and Career Center.	
<b>Goals &amp; Expected Outcomes:</b> The goal is to expose more students of color to the college campus and hopefully have more apply, be accepted and enroll at the university. For the Open Houses for seniors, we set a target of 25% that will apply, 70% of those that apply will be accepted and 40% will enroll. Our Senior Open Houses draw anywhere from 160-200 students. We have had anywhere from 80 to 140 juniors attend our spring open houses	

**Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof.** The past 2 years we have come close to meeting our targets above for students that have applied and been accepted from the Open Houses but we have fallen short on those students that enroll. In 2007 we had 30 Asian students apply 22 were admitted and 2 enrolled. For Latino, it was 34 applied, 25 admitted and 4 enrolled. For African American, it was 44 applied, 23 admitted and 6 enrolled. In 2008 we had 26 Asian students apply, 19 were admitted and 2 enrolled. For Latino, it was 31 applied, 19 admitted and 4 enrolled. For African American, it was 37 applied, 19 admitted and 3 enrolled. A secondary benefit of the Open Houses is that it exposes these students to a college campus and lets them know that college is attainable. This effect will hopefully get them to enroll in college somewhere even if not at UW-Parkside.

**Intersections Across Plan 2008 Goals:** Goal 1. Increase the number of Wisconsin high school graduates of color who apply, are accepted, and enroll at UW System institutions.

**Assessment Practices and Program Changes in Response to Challenges:** We continually look to improve the program through feedback from the schools as well as feedback from the students themselves. We also ask for input from the other areas that participate. One challenge we have been facing the last 2 years is that schools are granting less and less release time for students to participate in these events and we have been working closely with the schools to explain the value to them and their students.

**Prepared by:** Matthew Jensen

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

**Doctors of the Community (Pre-college)**

**Plan 2008 Phase II Programs & Initiatives  
Final Outcomes Reporting Form**

<b>Your Institution:</b> University of Wisconsin-Parkside		
<b>Program/Initiative:</b>	<b>Doctors of Our Community</b>	<b>Year</b>
<b>Established:</b> 1992		
<b>Target Audience (check all that apply):</b>		
Administration: <input type="checkbox"/> Faculty: <input type="checkbox"/> Academic Staff: <input type="checkbox"/> Classified Staff: <input type="checkbox"/> Students: <input checked="" type="checkbox"/> Campus Community: <input type="checkbox"/> Other: <input type="checkbox"/> If other, please specify:		
<b>Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):</b>		
African American/Black: <input checked="" type="checkbox"/> American Indian: <input checked="" type="checkbox"/> Latino/Hispanic: <input checked="" type="checkbox"/> Southeast Asian: <input checked="" type="checkbox"/> Other Asian: <input checked="" type="checkbox"/> European American: <input checked="" type="checkbox"/> Other: <input checked="" type="checkbox"/> If other, please specify: Students meeting federal free or reduced lunch eligibility per DPI's requirement.		
<b>Cost of Program/Initiative:</b> \$11,000		<b>Funding Sources:</b> 402, DPI,
<b>Description:</b> DOC is a ten day residential program on the UW-Parkside campus designed to introduce students to opportunities in health careers by exposure to professional schools and practitioners in Optometry, Dentistry, Pharmacy, Veterinary Medicine, Allopathic Medicine, Medical Research, Nursing, and other medical careers. DOC is designed to increase the number of students of color who are underrepresented in these healthcare fields. This program includes field trips to medical facilities and medical schools throughout Wisconsin and Illinois. Students participate in clinical observation at various medical sites. Students must research a medical career of their own selection, write an essay, and prepare a powerpoint presentation to be presented at the DOC graduation. DOC offers students simulation of the college application process, course selection and test taking strategies. After completing the program, students will be more aware of careers and opportunities in the health care field, have increased interest in completing advanced math and science courses in high school, understand the medical school entrance process by participating in medical school admission exercises and taking MCAT and DAT practice tests. Additional educational outcomes of the program include increased skill in preparing college research papers through research writing exercises, increased knowledge of anatomy through Q&A discussions and increased familiarity with life on a college campus. Students are CPR and First Aid certified by the Red Cross of Racine. Students are awarded a .5 elective credit for high school.		
<b>Point Person(s):</b> Mary Day Programs		<b>Department/Unit(s):</b> Precollege

**Departments/Units/Groups Involved:** Representatives from UW-Parkside Biology department, Nursing department, Admission, Career Center, Library, Student Health Center, Residential Life, UW-Madison Medical School personnel, Marquette University Dental School, University of Wisconsin Hospital in Madison, Aurora Hospital in Kenosha, Wheaton Franciscan Hospital of Racine, Red Cross of Racine, Rosalind University Dr. Scholl School of Podiatry, University of Chicago School of Optometry, and numerous area medical practitioners.

**Goals & Expected Outcomes:** Increase in the number of students of color who desire to acquire medical careers in fields where students of color are underrepresented. Increase in the number of students who have participated in both college readiness and medical exposure training.

**Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof.** Our records indicate that 90% of the 43 high school juniors and seniors who participated in DOC during the summers 1998, 1999, and 2000 acquired medical degrees by 2004. This means 38 of the 43 participants received a degree in the healthcare field. A breakdown of this number shows that seven (7) students received a two-year degree from technical institutions in careers such as nursing, radiology technician, and emergency medicine. Thirty-one (31) students attained degrees from four year colleges/universities receiving medical or pre-med degrees in areas such as allopathic medicine, dentistry, nursing, pharmacy, and veterinary medicine. It should be noted that the remaining five (5) students who participated in DOC changed their major to other fields of study i.e. business, law enforcement, and education.

While records could not be found on all the students who participated in DOC prior to 1999, it should be noted that two of the 1992 DOC students were located. One individual is currently employed as a registered nurse at a hospital in Racine and the other person is a family practitioner at a Milwaukee hospital.

A total of 40 juniors and seniors attended DOC during 2001, 2002, 2003 and, 2004. Upon graduation, The 40 students enrolled in four-year college/universities in pursuit of medical degrees. The office has been able to maintain contact with 32 of the 40 students. Twenty-three students have obtained medical and pre-med degrees in areas such as cardiology, nursing, molecular biology, medical research, occupational therapy, and pharmacy and working to advance their education in masters programs or higher level degrees. Two students are still in school endeavoring to complete nursing degrees. Five students changed their major and received degrees in education, social science, political science, and business. Two students are still in school seeking degrees in education.

Finally, on going contact is being maintained with the 36 students who participated in DOC during 2005, 2006, 2007, and 2008.

**Intersections Across Plan 2008 Goals:**

1. Increase the number of Wisconsin high school graduates of color who apply, are accepted and enroll at UW System institutions
2. Encourage partnerships that build the educational pipeline by reaching children and their parents at an early age.
3. Close the gap in educational attainment by bringing retention and graduation rates for students of color in line with those of the student body as a whole.

**Assessment Practices and Program Changes in Response to Challenges:** Expanded the program to include students being afforded the opportunity to be CPR and First Aid Certified by Red Cross of Racine. Fewer students accepted into the program due to budget restraints. Expand the program curriculum to include the medical component of firefighters. One challenge has been reducing number of student participation from 16 students to 10 students due to budget constraints.

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

**Upward Bound (Provost's office)**

**Plan 2008 Phase II Programs & Initiatives  
Final Outcomes Reporting Form  
July 2008**

<b>Your Institution:</b> University of Wisconsin Parkside
<b>Program/Initiative:</b> Upward Bound <b>Year Established:</b> 2008
<b>Target Audience (check all that apply):</b> Administration: <input type="checkbox"/> Faculty: <input type="checkbox"/> Academic Staff: <input type="checkbox"/> Classified Staff: <input type="checkbox"/> Students: <input checked="" type="checkbox"/> Campus Community: <input type="checkbox"/> Other: <input checked="" type="checkbox"/> This is a Pre-College Program in which our target audience is students in grades 9-10.
<b>Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):</b> African American/Black: <input checked="" type="checkbox"/> American Indian: <input checked="" type="checkbox"/> Latino/Hispanic: <input checked="" type="checkbox"/> Southeast Asian: <input checked="" type="checkbox"/> Other Asian: <input checked="" type="checkbox"/> European American: <input checked="" type="checkbox"/> Other: <input type="checkbox"/> If other, please specify:
<b>Cost of Program/Initiative:</b> \$249,00 annually <b>Funding Sources:</b> U.S. Department of Education
<b>Description:</b> Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves: high school students from low-income families; high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.
<b>Point Person(s):</b> Stacia Thompson <b>Department/Unit(s):</b> Upward Bound
<b>Departments/Units/Groups Involved:</b> Pre-College, First Year Experience, Student Support Services, Office of Learning Assistance, Office of Multicultural Student Affairs, Tutoring Services, Office of Disability Services, Equity Scorecard Project
<b>Goals &amp; Expected Outcomes:</b> 85% of all participants will have achieved at the proficient level during high school on state assessments in reading/language arts and math. 90% will enroll in a program of post secondary education by the fall term immediately following the expected graduation date from high school. 87%who enrolled in a program of post secondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year
<b>Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof:</b> The grant was just received in 2008, thus we do not have actual measurable outcomes as of yet. There are 50 student participants that have been recruited into the program thus far.

**Intersections Across Plan 2008 Goals:** We intersect with the following Plan 2008 Goals:

1. Increase the number of Wisconsin high school graduates of color who apply, are accepted and enroll at UW System institutions
2. Encourage partnerships that build the educational pipeline by reaching children and their parents at an early age.
3. Close the gap in educational attainment by bringing retention and graduation rates for students of color in line with those of the student body as a whole.

**Assessment Practices and Program Changes in Response to Challenges:** Upward Bound will be evaluated by an evaluation team to examine the effectiveness of the implementation strategies, procedures and operations of the program. Data collected will be used to inform improvements needed in programs and program administration. The evaluation team will conduct a summative evaluation at the end of each program year to determine the extent to which program goals and objectives are achieved. Data will be collected throughout the year, culmination in an overall assessment of program accomplishments and how well UWP is moving toward project success.

**Prepared by:** Stacia Thompson

**Contact Info:**

[stacia.thompson@uwp.edu](mailto:stacia.thompson@uwp.edu), 262-595-2072

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.*

**Hiring of new full-time instructors (Learning Assistance)**

**Plan 2008 Phase II Programs & Initiatives  
Final Outcomes Reporting Form  
July 2008**

<b>Your Institution:</b> UW-Parkside	
<b>Program/Initiative:</b> Addition of full time instructors in developmental education	
<b>Year Established:</b> 2007	
<b>Target Audience (check all that apply):</b> Administration: <input type="checkbox"/> Faculty: <input type="checkbox"/> Academic Staff: <input type="checkbox"/> Classified Staff: <input type="checkbox"/> Students: <input checked="" type="checkbox"/> Campus Community: <input type="checkbox"/> Other: <input type="checkbox"/> If other, please specify:	
<b>Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):</b> African American/Black: <input checked="" type="checkbox"/> American Indian: <input type="checkbox"/> Latino/Hispanic: <input type="checkbox"/> Southeast Asian: <input type="checkbox"/> Other Asian: <input checked="" type="checkbox"/> European American: <input type="checkbox"/> Other: <input type="checkbox"/> If other, please specify:	
<b>Cost of Program/Initiative:</b> 3 FTE academic staff positions	<b>Funding Sources:</b> 102
<b>Description:</b> With approximately 65% of UW-Parkside students placing at the developmental level in math, reading and/or English, this area is of particular importance to student success. The large number of part-time instructors can limit our effectiveness. This initiative is meant to address that by the hiring of three full-time personnel in the area of developmental education (college preparatory courses: two to work full time (mathematics/reading and writing) and one to work half time as an instructor (reading, writing, and critical thinking) and half time on curricular and program development.	
<b>Point Person(s):</b> Christine Tutlewski	<b>Department/Unit(s):</b> Learning Assistance
<b>Departments/Units/Groups Involved:</b> Learning Assistance; Office of the Provost	
<b>Goals &amp; Expected Outcomes:</b> Research finds that the interests of the students are best served when taught by full-time staff when possible: 1) Part-time staff persons are less integrated into departmental and institutional affairs. 2) Part-time staff persons have less access to professional development activities ( <i>Research in Developmental Education</i> , 94, 11:5). 3) Academic Skills courses are an integral part of campus student success initiatives. It is difficult to find part-time staff persons who are qualified and able to take on the responsibility for such initiatives. 4) Access to qualified part-time developmental instructors is limited. 5) Full-time experts in developmental mathematics, reading, and writing will be able to teach and to be a resource in these areas to the university.	
<b>Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof-</b> Developmental skills courses were identified by the Equity Scorecard data to be a primary area in need of attention. Student success in this area is part of our key indicators for student equity. We	

will be tracking the subsequent success of this initiative annually through our Equity Scorecard indicators.

**Intersections Across Plan 2008 Goals:**

**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.* Disproportionately, the majority of students enrolled in academic skills/developmental courses are students of color. Historically, students who succeed in these courses have equal or higher success rates in subsequent courses than those who do not take them. Higher success rates lead to higher retention and graduation rates.

**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.* We were successful in hiring academic staff of color. Not only does this hire help us to better reflect relevant job pools, this also helps us to provide a better representation of diversity to our students in the classroom.

**Goal 6** *Foster institutional environments and course development that enhance learning and a respect for racial and ethnic diversity.* The hire who will be working on curricular and program development is an academic staff of color. This person will be able to work with both our full-time and part-time staff to develop curriculum and programs that will enhance respect for racial and ethnic diversity both in the classroom and in the department while enhancing learning for students. Additionally, as an instructor, this staff person provides a visible role model for students and communities of color.

**Assessment Practices and Program Changes in Response to Challenges:** More than fifty percent of academic skills/developmental courses are still taught by part-time instructors. While there is great effort to work with these instructors to enhance teaching and learning, especially as they relate to racial and ethnic diversity through ongoing professional development activities, part-time staff will never be as invested or available as full-time staff. Thus, further efforts to hire full-time staff, especially staff of color would be to the advantage of not only students and staff of color but to the University as a whole.

**Prepared by:** Christine Tutlewski

**Contact Info:** tutlewski@uwp.edu

*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.*

**Ranger Read (First year programs)**

**Plan 2008 Phase II Programs & Initiatives  
Final Outcomes Reporting Form  
July 2008**

<b>Your Institution:</b> UW-Parkside	
<b>Program/Initiative:</b> Ranger Read Program	<b>Year Established:</b> 2006
<b>Target Audience (check all that apply):</b> Administration: <input type="checkbox"/> Faculty: <input type="checkbox"/> Academic Staff: <input type="checkbox"/> Classified Staff: <input type="checkbox"/> Students: <input checked="" type="checkbox"/> Campus Community: <input type="checkbox"/> Other: <input type="checkbox"/> If other, please specify:	
<b>Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):</b> African American/Black: <input checked="" type="checkbox"/> American Indian: <input checked="" type="checkbox"/> Latino/Hispanic: <input checked="" type="checkbox"/> Southeast Asian: <input checked="" type="checkbox"/> Other Asian: <input checked="" type="checkbox"/> European American: <input checked="" type="checkbox"/> Other: <input type="checkbox"/> If other, please specify:	
<b>Cost of Program/Initiative:</b> \$9,460	<b>Funding Sources:</b> 102
<b>Description:</b> The Ranger Read program is part of the First Year Experience Program. Newly admitted freshman students are asked to participate in the second phase of the freshmen orientation process. This program consisted of a variety of different activities designed to introduce new students to the UW-Parkside community. For this portion of the orientation program students are given a copy of a popular book to read and discuss. In the three years of the program, the books have been <u>The House on Mango Street</u> ; “ <u>The Laramie Project</u> ”, and <u>The Pact</u> . This writing focuses on year two of the project.	
<b>Point Person(s):</b> Mary Louise Edwards Experience	<b>Department/Unit(s):</b> First Year
<b>Departments/Units/Groups Involved:</b> Office of the Provost, First Year Experience, volunteer faculty and staff facilitators	
<b>Goals &amp; Expected Outcomes:</b> The goals of the program are to: <ul style="list-style-type: none"> <li>• Build community and develop relationships in a small group setting,</li> <li>• Share a common experience that could serve as a catalyst for developing relationships with peers, faculty, and staff,</li> <li>• Hear “messages” on issues important to students and to the university’s mission of diversity, and community,</li> <li>• Understand the importance of being engaged in the entire college experience</li> </ul>	

**Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof.** (For year two only of project)

**Demographic Information**

Out of the 900 students that were invited 584 participated in the Ranger Read program evaluation. The following report will reflect the survey results of the 584 students that participated.

- Out of the 584 students who participated in the Ranger Read evaluation, 54.3% were female students and 44.3% were males students
- Most of the students 80.1% were between the ages of 17 – 18, 12.7% of the students were between the ages of 19 – 21, 1.9% were between the ages of 22 – 25, only .9% of the students were between 26 - 35 years of age. 4.3% of the students didn't indicate their age on the survey.
- Students were asked to indicate their ethnicity on the survey; 70% indicated they were Caucasian, 14.4% were African American, 2.2% were Asian , 4.6% were Hispanic, 5.0% were multi-racial, .9% were Native American, .2% were middle eastern, and 2.7% didn't specify their ethnicity.

**Decoding the TEXT**

During Ranger Days Summer Orientation, the co-chair of the UW-Parkside English Department engaged about 400 students in a pre-reading exercise to determine if a pre-reading activity would positively impact the number of students who read the Laramie Project.

- Out of the 584 students who completed the survey, 45.4% participated in the pre reading activity, 49.7% indicated they didn't participate, and 5% had no response.
- The students who indicated they participated in the Decoding the Text activity, were asked if participating in the activity increased their desire to read the book". 29.4% did not respond to the question, 40.4% indicated the Decoding the Text activity increased their desire to read the book, and 30.2% indicated the activity did not increase their desire to read the book.

**Institutional Values**

Students were asked to identify two institutional values or themes related to the Ranger Read.

- 47.3% of the students indicated "Community" was a value or theme related to the Ranger Read and 52.7% did not.
- 81.2% of the students indicated "Diversity" was a value or theme related to Ranger Read and 18.8% did not.
- 14.4% of the students indicated "Inclusion" was a value or theme related to Ranger Read and 85.6% did not.
- 6.3% of the students indicated "Reading is important" was a value or theme related to the Ranger Read and 93.5% did not.
- 3.6% of the students indicated "faculty/staff care was a value or theme related to the Ranger Read and 96.4% did not.
- 42% of the students indicated "Exploring New Perspectives " was a value or

<p>theme related to the Ranger Read and 58% did not.</p> <ul style="list-style-type: none"> <li>• 1.7% of the students indicated another value or theme related to the Ranger Read: the values included tolerance, acceptance, and respect.</li> </ul> <p>Students were asked “Did the Ranger Read program help them understand that reading the book and actively participating in class discussion contributes to college success; 5.1% didn’t respond, 10.1% said no, and 84.8% said yes.</p>
<p><b>Intersections Across Plan 2008 Goals:</b></p> <p><b>Goal 3:</b> 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.</p> <p><b>Goal 6:</b> Foster institutional environments and course development that enhance learning and a respect for racial and ethnic diversity.</p>
<p><b>Assessment Practices and Program Changes in Response to Challenges:</b></p> <p>Assessment Method and Tools: Surveys were distributed to the following groups.</p> <ul style="list-style-type: none"> <li>○ New students directly at the conclusion of the discussion.</li> <li>○ Discussion Leaders (Faculty, Staff, and Students) were sent on electronic surveys one week after the Ranger Read discussion</li> </ul>
<p><b>Prepared by:</b> Mary Louise Edwards (E. Fujimoto) <b>Contact Info:</b> 262 595-2395</p>

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.*

**Math 111 (Mathematics Department)**

**Plan 2008 Phase II Programs & Initiatives  
Final Outcomes Reporting Form  
July 2008**

<b>Your Institution:</b> UW Parkside	
<b>Program/Initiative:</b> College Algebra (Math 111) initiative <b>Year Established:</b> 2007	
<b>Target Audience (check all that apply):</b> Administration: <input type="checkbox"/> Faculty: <input type="checkbox"/> Academic Staff: <input type="checkbox"/> Classified Staff: <input type="checkbox"/> Students: <input checked="" type="checkbox"/> Campus Community: <input type="checkbox"/> Other: <input type="checkbox"/> If other, please specify:	
<b>Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):</b> African American/Black: <input checked="" type="checkbox"/> American Indian: <input checked="" type="checkbox"/> Latino/Hispanic: <input checked="" type="checkbox"/> Southeast Asian: <input checked="" type="checkbox"/> Other Asian: <input checked="" type="checkbox"/> European American: <input checked="" type="checkbox"/> Other: <input type="checkbox"/> If other, please specify:	
<b>Cost of Program/Initiative:</b>	<b>Funding Sources:</b> 102
<b>Description:</b> A MATH 111 (College Algebra I) student's overall goal is to achieve a semester grade of C- or better in the course, thus fulfilling UW-Parkside's mathematics competency requirement for graduation. In recent semesters 45% of students enrolled in MATH 111 sections have either earned a semester grade of D or F in the course or have received a W upon dropping it. In an effort to address this D/F/W rate, the enrollment cap for two sections of MATH 111 was decreased from 45 to 30, and the number of weekly meetings for each was increased from four to five. This additional mandatory weekly meeting was designed essentially as a discussion section in which students could pose questions more consistently and practice the course content more thoroughly. To assist in this program, a student-tutor was linked to each of these augmented sections to provide instructional support during the discussion meeting and to hold two weekly office hours per section to complement the instructors' office hours.	
<b>Point Person(s):</b> Richard Karwatka	<b>Department/Unit(s):</b> Mathematics
<b>Departments/Units/Groups Involved:</b> Mathematics	
<b>Goals &amp; Expected Outcomes:</b> Would the reduction in class size, the addition of a mandatory weekly discussion section, and the addition of a student-tutor increase the success rate for students in College Algebra?	

**Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof.**

**Standard MATH 111**

**Augmented MATH 111**

A 10	A 10
A- 0	A- 0
B+ 0	B+ 0
B 7	B 9
B- 0	B- 0
C+ 0	C+ 0
C 10	C 5
C- 1	C- 0
D+ 0	D+ 0
D 2	D 0
D- 0	D- 0
F 6	F 0
FN 1	FN 3
W 3	W 3
High: 96.4%	High: 99.1%
Low: 22.2%	Low: 18.7%
Mean: 74.7%	Mean: 79.8%

(70.0% at competency)

(80.0% at competency)

**Intersections Across Plan 2008 Goals:**

**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.

**Assessment Practices and Program Changes in Response to Challenges:** Assessment of attendance, office hour contact; quiz performance; test performance; daily attendance; homework completion and final grade and competency level (see above) were tracked for two classes; one augmented class and one regular class. The results are promising. Replication of the effort is necessary as is the need to track student success by race/ethnicity, gender and PELL Grant status.

**Prepared by:** E. Fujimoto for Richard Karwatka    **Contact Info:** karwatka@uwp.edu

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

**Lawton Undergraduate Minority Retention Grants (Financial Aid)**

**Plan 2008 Phase II Programs & Initiatives  
Final Outcomes Reporting Form  
July 2008**

<b>Your Institution:</b> UW-Parkside
<b>Program/Initiative:</b> Lawton Undergraduate Minority Retention Grant <b>Year Established:</b> 2006-08 for this report
<b>Target Audience (check all that apply):</b> Administration: <input type="checkbox"/> Faculty: <input type="checkbox"/> Academic Staff: <input type="checkbox"/> Classified Staff: <input type="checkbox"/> Students: x Campus Community: <input type="checkbox"/> Other: <input type="checkbox"/> If other, please specify:
<b>Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):</b> African American/Black: x American Indian: x Latino/Hispanic: x Southeast Asian: x Other Asian: x European American: <input type="checkbox"/> Other: <input type="checkbox"/> If other, please specify:
<b>Cost of Program/Initiative:</b> Allocations vary year to year <b>Funding Sources:</b> Lawton Grant Program
<b>Description:</b> The Lawton Undergraduate Minority Retention Grant Program awarding was automated at UW-Parkside in the 2004-05 academic year as an effort to better distribute limited funds to students. Specifically, recipients living in residence halls receive a higher amount award to assist with direct costs from the University. Also, awardees with higher family contributions (EFC) would receive a higher dollar award than students with lower EFCs to help off-set the smaller federal and state grant awards they would receive due to less grant eligibility from the PELL and WHEG programs.
<b>Point Person(s):</b> Randall L. McCreedy, Ph.D. <b>Department/Unit(s):</b> Financial Aid
<b>Departments/Units/Groups Involved:</b> Financial Aid, Office of Multicultural Student Affairs
<b>Goals &amp; Expected Outcomes:</b> To maximize the effective use of the Lawton Grant program. To help Lawton grant recipients cover more of their direct costs through grants instead of student loans. One goal was to get this money to the students who really need it instead of distributing it to those who have received big refunds already.
<b>Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof.</b> Below are the figures for the last 3 years of the Lawton Grant allocations:  <b>2008:</b> Total amount disbursed: \$455,286. Mean average award: \$1751. 260 total students received Lawton grants; 177 females (68%), 83 males (32%); Recipients by racial/ethnic group by gender:

7 American Indians (5 females, 2 males);  
13 Southeast Asians (3 females, 10 males);  
140 African Americans, (104 females, 36 males);  
100 Latinos, (64 females, 36 males);  
Percentage of recipients by racial/ethnic group: 3% Am Indian; 5% SE Asian; 54% African America; 38% Latinos

**2007:** Total amount disbursed: \$446,986. Mean average award: \$1824.  
245 total students received Lawton grants. 158 females (65%), 87 males (35%).  
Recipients by racial/ethnic group by gender:  
1 American Indian (female);  
23 SE Asians (5 females, 18 males);  
139 African Americans (100 females, 39 males);  
82 Latinos (52 females, 30 males).  
Percentage of recipients by racial/ethnic group: 0% Am Indian; 9% SE Asian; 57% African American; 34% Latinos

**2006:** Total amount disbursed: \$432,026. Mean average award: \$1749.  
247 total students received Lawton grants. 162 females (66%), 85 males (34%).  
Recipients by racial/ethnic group by gender:  
9 American Indians (1 female, 8 males);  
13 SE Asians (5 females, 8 males);  
141 African Americans (105 females, 36 males);  
84 Latinos (51 females, 33 males).  
Percentage of recipients by racial/ethnic group: 4% American Indian; 5% SE Asian; 57% African Americans; 34% Latinos.

The disbursement of the award has been fairly consistent across race/ethnicity and gender. Retention and graduation data on Lawton Grant recipients was not available at the time of the report.

**Intersections Across Plan 2008 Goals:** Goal #4: Increase the amount of financial aid available to needy students and reduce their reliance on loans.

**Assessment Practices and Program Changes in Response to Challenges:** There is a need to more closely track the retention and graduation rates of Lawton Grant recipients as well as the degree of unmet financial need that continues to exist and its effect on student retention.

**Prepared by:** Randy McCreedy (E. Fujimoto)      **Contact Info:** mccreedy@uwp.edu

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

**Minority Scholarships (University Relations & Advancement)**

**Plan 2008 Phase II Programs & Initiatives  
Final Outcomes Reporting Form  
July 2008**

<b>Your Institution:</b> UW-Parkside
<b>Program/Initiative:</b> Scholarships <b>Year Established:</b> 2000-08
<b>Target Audience (check all that apply):</b> Administration: <input type="checkbox"/> Faculty: <input type="checkbox"/> Academic Staff: <input type="checkbox"/> Classified Staff: <input type="checkbox"/> Students: <input checked="" type="checkbox"/> Campus Community: <input type="checkbox"/> Other: <input type="checkbox"/> If other, please specify:
<b>Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):</b> African American/Black: <input checked="" type="checkbox"/> American Indian: <input checked="" type="checkbox"/> Latino/Hispanic: <input checked="" type="checkbox"/> Southeast Asian: <input checked="" type="checkbox"/> Other Asian: <input checked="" type="checkbox"/> European American: <input type="checkbox"/> Other: <input type="checkbox"/> If other, please specify:
<b>Cost of Program/Initiative:</b> Allocations vary year to year <b>Funding Sources:</b> Foundation funds
<b>Description:</b> The original intention was to develop scholarships for non-traditional minority/disadvantaged students. Through corporate and individual donor solicitation, scholarships would be developed that are restricted to minority/disadvantaged students. However, as a result of circumstances described in Actual Measurable Outcomes section below, goals were altered to fit the changing economic situation.
<b>Point Person(s):</b> Cynthia Jensen <b>Department/Unit(s):</b> Director of Student Scholarships & Annual Fund
<b>Departments/Units/Groups Involved:</b> University Relations/Advancement
<b>Goals &amp; Expected Outcomes:</b> To maximize the effective use of the scholarships to ensure that students of color with financial need are aware of and accessing the scholarship funds.
<b>Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof-</b> There are fewer scholarships specifically designated for students of color today than there was eight years ago, due to a number of circumstances including the following: <ul style="list-style-type: none"> <li>• A major contributor, SC Johnson, decided to begin to put financial support toward the middle school level around 2002 and did not renew their support of scholarships with UW-P. That resulted in a significant decrease in those scholarships specifically designated for students of color.</li> <li>• Endowed scholarships that were established a decade ago were at significantly</li> </ul>

lower dollar amounts. The result is that they (including some minority scholarships) are awarded only when enough interest has accumulated on the endowment. Today, a \$5K account could take 4 years to accumulate enough interest to award.

- Even though "minority" scholarships have seemed to diminish, the total scholarship dollars awarded to UW-P students of color is on the rise. During the last reported year, scholarships awarded to students of color reached approximately 25% of total awards made.

Scholarships Awarded to Students of Color

<u>Academic Year</u>	<u>No. of Designated Minority Scholarships</u>	<u>Award Amounts</u>	<u>Total Awards to Minority</u>	<u>Total Award Amounts</u>
2000-2001	23	\$19,750	40	\$41,142
2001-2002	19	\$24,750	32	\$33,725
2002-2003	16	\$16,875	38	\$36,358
2003-2004	8	\$6,750	40	\$44,005
2004-2005	7	\$7,250	44	\$42,249
2005-2006	6	\$6,750	40	\$42,652
2006-2007	7	\$7,750	36	\$31,980
2007-2008	5	\$5,750	43	\$46,650

**Intersections Across Plan 2008 Goals:** Goal #4: Increase the amount of financial aid available to needy students and reduce their reliance on loans.

**Assessment Practices and Program Changes in Response to Challenges:** We have determined that in light of the range and desires of donors, it offers greater utility to provide scholarships to minority/disadvantaged students through advocating to the University's Scholarship and Awards Committee the need to offer scholarships to minority/disadvantaged students even when a scholarship is not specifically designated as such. Given the need levels of a wide variety of individuals applying for scholarships, of which minority/disadvantaged students comprise significant numbers, a great deal of flexibility in the selection of scholarship recipients is considered. It is our belief that this is very important to being able to offer a range of scholarships to meet need while considering the desire and need to increase the scholarship awards to minority/disadvantaged students. Thus, our approach has been to increase the number of scholarship awards in this manner.

**Prepared by:** Cynthia Jensen (E. Fujimoto)

**Contact Info:** cynthia.jensen@uwp.edu

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

**Affirmative Action/EEO efforts (Equity/Diversity; hiring departments)**

**Plan 2008 Phase II Programs & Initiatives  
Final Outcomes Reporting Form  
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<b>Your Institution:</b> UW-Parkside	
<b>Program/Initiative:</b> Affirmative Action in hiring	<b>Year Established:</b> 2005
<b>Target Audience (check all that apply):</b> Administration: <input checked="" type="checkbox"/> Faculty: <input checked="" type="checkbox"/> Academic Staff: <input checked="" type="checkbox"/> Classified Staff: <input type="checkbox"/> Students: <input type="checkbox"/> Campus Community: <input type="checkbox"/> Other: <input type="checkbox"/> If other, please specify:	
<b>Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):</b> African American/Black: <input checked="" type="checkbox"/> American Indian: <input checked="" type="checkbox"/> Latino/Hispanic: <input checked="" type="checkbox"/> Southeast Asian: <input checked="" type="checkbox"/> Other Asian: <input checked="" type="checkbox"/> European American: (indirectly) Other: <input type="checkbox"/> If other, please specify:	
<b>Cost of Program/Initiative:</b>	<b>Funding Sources:</b> 102 and 402 funds
<b>Description:</b> All limited and faculty positions advertised in Chronicle of Higher Education; Hispanic Outlook; Diverse Issues; Asian Pages; Tribal College Journal; HigherEdJobs.com; discipline specific sources and caucuses (if available). Infusion of diversity into position descriptions and screening criteria as appropriate; diversifying of search committees; training and collaborating with search committees to ensure diversity in interview questions and diversity of interview pools as appropriate.	
<b>Point Person(s):</b> Eugene Fujimoto/Jerry Greenfield/Steve McLaughlin <b>Department/Unit(s):</b> Office of Equity and Diversity/Provost/Vice Chancellor of Student Services	
<b>Departments/Units/Groups Involved:</b> All departments hiring new employees	
<b>Goals &amp; Expected Outcomes:</b> To hire and maintain a workforce that is reflective of the labor force in the reasonable recruitment area for each position and also reflective of the student population that we serve.	
<b>Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof:</b> As of September, 2008, the total workforce at UWP is 19% people of color and 53% women. People of color in the respective job groups are as follows: Limited employees 14%; faculty 28%; Instructional academic staff 14%; non-instructional academic staff 23%; classified staff	

17% (this last group is not included in the described efforts above). These figures can be compared with a student population of 22% students of color (the largest student group are African Americans at approximately 12%). Comparison of this workforce data with labor force figures is favorable with the exception of the need for increased racial/ethnic diversity in our Limited and instructional academic staff ranks. Additionally, the faculty of color numbers are somewhat inflated due to large number of International hires, with significant numbers from East and South Asia. These hires increase important international and cultural diversity, but do not help in growing opportunities for people of color from the U.S.

**Intersections Across Plan 2008 Goals:** Primarily Goal #5: *Increase the number of faculty, academic staff, classified staff and administrators of color so that they are represented in the UW System work force in proportion to their current availability in relevant job pools. In addition, work to increase their future availability as potential employees.* We expect meeting goal #5 intersects with Goal #6: *Foster institutional environments and development of courses that enhance learning and a respect for racial and ethnic diversity.*

**Assessment Practices and Program Changes in Response to Challenges:** New administrative leadership has renewed our commitment to Affirmative Action and diversity and this commitment is being reflected in hiring policies and procedures. Challenges include the gender and racial/ethnic diversification of our limited positions; increase the hiring of African Americans and American Indians in our faculty and instructional academic staff. Racial/ethnic diversity in the faculty also appears to be clustered within a few departments, with other departments reflecting little or no racial/ethnic diversity. Changes include efforts to increase collaboration within the administration and between the administration and faculty toward commonly identified goals in this area.

**Prepared by:** Eugene Fujimoto  
fujimoto@uwp.edu

**Contact Info:** 262 595-2369

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

**Tenure support for faculty of color (Provost’s office; faculty)**

**Plan 2008 Phase II Programs & Initiatives  
Final Outcomes Reporting Form  
July 2008**

<b>Your Institution:</b> UW-Parkside	
<b>Program/Initiative:</b> Support for Tenure Track faculty of color	
<b>Year Established:</b> 2002-2006	
<b>Target Audience (check all that apply):</b> Administration: <input checked="" type="checkbox"/> Faculty: <input checked="" type="checkbox"/> Academic Staff: <input type="checkbox"/> Classified Staff: <input type="checkbox"/> Students: <input type="checkbox"/> Campus Community: <input type="checkbox"/> Other: <input type="checkbox"/> If other, please specify:	
<b>Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):</b> African American/Black: <input checked="" type="checkbox"/> American Indian: <input checked="" type="checkbox"/> Latino/Hispanic: <input checked="" type="checkbox"/> Southeast Asian: <input checked="" type="checkbox"/> Other Asian: <input checked="" type="checkbox"/> European American: (indirectly) <input type="checkbox"/> Other: <input type="checkbox"/> If other, please specify:	
<b>Cost of Program/Initiative:</b>	<b>Funding Sources:</b> 102 and 402 funds
<p><b>Description:</b> Between 2002 and 2006, Plan 2008 and the Provost Office provided support for a program administered by James Kinchen and Mary Kay Schleiter 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.</p> <p>Professors in these groups are typically in great demand for advising, committee responsibilities, and community service. These demands may conflict with the needs of their research or creative activity programs required for tenure, giving them 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. These funds provided a variety of opportunities for support for research and creative activity, including:</p> <ul style="list-style-type: none"> <li>• Student or LTE support for assistance with projects;</li> <li>• Summer support for research or creative activity;</li> <li>• Travel funds to present research papers and/or conduct research projects; and</li> <li>• Course release time, if appropriate for the department.</li> </ul> <p>Improving faculty retention remains quite challenging. Establishing a secure and productive record of scholarship or creative activity is the main barrier to tenure for junior faculty who face multiple demands and challenges. Faculty retention was an important part of Plan 2008, Goal 5. Before the original proposal for this project, James Kinchen and Mary Kay Schleiter spoke with the majority of tenure-track assistant professors of color</p>	

individually to identify concerns, and to determine effective strategies for retention. We identified problems of morale and job stress in this group. Perhaps stress is a natural condition for assistant professors, but this group seems to have a higher level of stress than normal. This seemed to come from feeling overloaded with teaching, advising, and committee work, and not feeling supported by their departments. A common theme was feeling isolated from colleagues. Research and creative activity are highly valued by this group. Continued productivity in research or creative activity required extraordinary effort in the face of heavy demands for service and teaching. Our discussions with assistant professors of color also revealed a potential for non-retention. We were surprised when we heard that the faculty we spoke with asked that we not design a mentoring program. They felt that they had been "mentored to death" and they wanted funding that could translate into time for research and creative activity. Assistant professors from under represented groups often feel that they are in a Catch-22: although they are judged heavily on their research and creative activity during the tenure process, as one of a few members of their ethnic group on campus, service demands are great. Higher status members of the university community, including chairs and deans, often make these service demands on assistant professors of color. Further, their own values are added motivation to provide service, and the campus greatly benefits from these contributions. However, these forms of service do not replace the need for research productivity during the tenure process. In some cases, teaching is an additional source of stress, and working to find effective strategies to bridge cultural differences causes an added workload.

**Point Person(s):** Mary Kay Schleiter, James Kinchen

**Department/Unit(s):** Office of the Provost

**Departments/Units/Groups Involved:** Office of the Provost and all departments who have hired people of color on tenure track during this time period.

**Goals & Expected Outcomes**

An assessment plan was a part of the original proposal. The measure of success described the retention and tenure rate of assistant professors of color who participated in the program. Of the eight assistant professors of color who were hired into tenure-track positions in the School of Liberal Arts, the School of Science and Technology, and the School of Education in the years 1989-1990, 1990-1991, and 1991-1992, only TWO or 25% went on to receive tenure. In those same years, seven European-American assistant professors were hired into tenure track positions in the same schools. Five of this group, or 71.4%, were retained and were awarded tenure. Our goal for the program for the tenure track assistant professors from the targeted racial and ethnic groups was to receive tenure at the 71.4% rate or higher.

**Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof.** Seven of the ten members of the targeted groups who were in tenure track positions since the program began and who participated in the program ultimately did receive tenure at UW-Parkside. (One other assistant professor who was a member of a targeted group did not participate because she had more than adequate grant support. She went on to receive tenure.) This 70% rate of tenure success is very close to the original goal. One of the three who did not receive tenure seemed on the road to successful tenure when she left UW-Parkside for family reasons. We do not have more than anecdotal data regarding the degree to which the program contributed to this level of success. Perhaps those who have been recruited since 2006 who did not have the benefit of this program could serve as a control group to test this question.

**Intersections Across Plan 2008 Goals:** Primarily Goal #5: *Increase the number of faculty, academic staff, classified staff and administrators of color so that they are represented in the UW System work force in proportion to their current availability in relevant job pools. In addition, work to increase their future availability as potential employees.* We expect meeting goal #5 intersects with Goal #6: *Foster institutional environments and development of courses that enhance learning and a respect for racial and ethnic diversity.*

**Assessment Practices and Program Changes in Response to Challenges:** Changes in administrative leadership has disrupted the continuation of this promising effort at increasing the retention of faculty of color.

**Prepared by:** Mary Kay Schleiter (E. Fujimoto) **Contact Info:** [MaryKay.Schleiter@uwp.edu](mailto:MaryKay.Schleiter@uwp.edu)

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

**Diversity Courses (Ethnic Studies)**

**Plan 2008 Phase II Programs & Initiatives  
Final Outcomes Reporting Form  
July 2008**

<b>Your Institution:</b> UW Parkside	
<b>Program/Initiative:</b> Diversity Courses; Center for Ethnic Studies <b>Year Established:</b> 1989	
<b>Target Audience (check all that apply):</b> Administration: <input type="checkbox"/> Faculty: x <input checked="" type="checkbox"/> Academic Staff: x <input checked="" type="checkbox"/> Classified Staff: <input type="checkbox"/> Students: x <input checked="" type="checkbox"/> Campus Community: x <input checked="" type="checkbox"/> Other: <input type="checkbox"/> If other, please specify:	
<b>Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):</b> African American/Black: x <input checked="" type="checkbox"/> American Indian: x <input checked="" type="checkbox"/> Latino/Hispanic: x <input checked="" type="checkbox"/> Southeast Asian: x <input checked="" type="checkbox"/> Other Asian: x <input checked="" type="checkbox"/> European American: x <input checked="" type="checkbox"/> Other: <input type="checkbox"/> If other, please specify: Mixed Races	
<b>Cost of Program/Initiative:</b> \$ 2500.00 <b>Funding Sources:</b> College of Arts & Sciences Funding includes supplies & expenses and LTE support. In addition the CES Director receives a stipend and one course release per semester.	
<b>Description:</b> The Center for Ethnic Studies is a curriculum-centered academic unit at UW-Parkside. It was founded in 1989 when the UW System’s Board of Regents instituted a 3-credit diversity course requirement for graduation. The CES reviews courses that fulfill the DV requirement, specifically courses that address one or more of the historically under-represented groups in the United States: American Indians, African Americans, Latinos/as, and Asian Americans. The CES supports faculty and instructors in developing new DV courses and offers a Minor in Ethnic Studies, sponsors race/ethnic-related lectures, conferences and performances, and manages the Summer Institute: Infusing Diversity in the Curriculum. The CES also functions as a community for faculty and instructors engaged in race and ethnicity diversity work in teaching, research and service.	
<b>Point Person(s):</b> Fay Yokomizo Akindes	<b>Department/Unit(s):</b> Center for Ethnic Studies
<b>Departments/Units/Groups Involved:</b> The Center for Ethnic Studies Steering Committee consists of faculty and staff from a variety of departments/units/groups in the College of Arts & Sciences and the School of Business & Technology: Departments of psychology, economics, music, teacher education, history, sociology and anthropology, communication, criminal justice, and accounting; Office of Multicultural Student Affairs, First-Year Experience, Center for Community Partnerships – Community Dialogues, and the Office of Equity & Diversity. There are also linkages to the Center for International Studies and the Women’s and Gender Studies.	

**Goals & Expected Outcomes:** To increase the number of diversity courses offered at UW-Parkside, to increase the number of departments that offer diversity courses, to increase the number of students that minor in ethnic studies, to contribute to a more positive campus climate.

**Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof:** Over the past year alone, the CES has worked with individual faculty and instructors in developing five new DV courses. Two were developed by Summer Institute participants (Multicultural Theatre in America and Multicultural Marketing). Two courses were developed by non-SI participants. Physics senior lecturer David Bruning, for example, initiated the development of a new DV course, Astronomy in Non-Western Cultures, a course that explores astronomy from the point-of-view of American Indians and Native Hawaiians, as well as other non-Western cultures around the world. Dave met with the CES Steering Committee twice while developing his course syllabus. The Steering Committee provided feedback that Dave integrated into his course. The other new DV course developed this year is Young Adult Literature by English instructor David Glaub. The course focuses on adult literature written by American Indian, African American, Latino/a, and Asian American writers. In addition, CES member Roseann Mason initiated and developed a new course, Understanding White Privilege, which examines unearned white privilege in relation to historically underrepresented groups in the U.S. It is now a permanent DV course offering.

**Intersections Across Plan 2008 Goals:** Goals 3, 5, and 6.

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.
5. Increase the number of faculty, academic staff, classified staff and administrators of color so that they are represented in the UW System work force in proportion to their current availability in relevant job pools. In addition, work to increase their future availability as potential employees.
6. Foster institutional environments and development of courses that enhance learning and a respect for racial and ethnic diversity.

**Assessment Practices and Program Changes in Response to Challenges:** Student evaluations, review of course syllabi, and evaluation of CES-sponsored public forums provide continual assessment of the CES.

**Prepared by:** Fay Yokomizo Akindes  
595-2561

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

**Summer Institute for Diversity Infusion into the Curriculum (Ethnic Studies; Provost’s Office; Equity and Diversity)**

**Plan 2008 Phase II Programs & Initiatives  
Final Outcomes Reporting Form  
July 2008**

<b>Your Institution:</b> UW-Parkside	
<b>Program/Initiative:</b> Summer Institute: Infusing Diversity in the Curriculum <b>Year Established:</b> 2007	
<b>Target Audience (check all that apply):</b> Administration: <input type="checkbox"/> Faculty: <input checked="" type="checkbox"/> Academic Staff: <input checked="" type="checkbox"/> Classified Staff: <input type="checkbox"/> Students: <input type="checkbox"/> Campus Community: <input type="checkbox"/> Other: <input type="checkbox"/> If other, please specify:	
<b>Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):</b> African American/Black: <input checked="" type="checkbox"/> American Indian: <input checked="" type="checkbox"/> Latino/Hispanic: <input checked="" type="checkbox"/> Southeast Asian: <input checked="" type="checkbox"/> Other Asian: <input checked="" type="checkbox"/> European American: <input type="checkbox"/> Other: <input type="checkbox"/> If other, please specify:	
<b>Cost of Program/Initiative:</b> \$40,000	<b>Funding Sources:</b> Plan 2008; Provost’s Office; Office of Equity & Diversity
<b>Description:</b> The Summer Institute is a year-long faculty development project designed to close 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 also 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.	
<b>Point Person(s):</b> Fay Yokomizo Akindes	<b>Department/Unit(s):</b> Center for Ethnic Studies
<b>Departments/Units/Groups Involved:</b> 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 Office of Equity & Diversity.	
<b>Goals &amp; Expected Outcomes:</b> The goal of the Summer Institute is to close the achievement gap between students of color and majority students by focusing on teaching/learning practices in the classroom. Specifically curricular and pedagogical practices are addressed to improve the academic performance of all students, including students of color.	

**Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof.** Retention of students of color beyond the first year. Continued engagement of faculty and instructors in teaching diversity courses. 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). Instructor James Sodke selected a new textbook and revised the syllabus for all three sections of the course after completing the Summer Institute. Another outcome is Multicultural Theatre in America, a new DV course taught by Prof. Dean Yohnk, a 2007 Summer Institute participant. This is the first DV course offered in the Theatre Arts Department. In addition Prof. Peter Knight, a 2008 Summer Institute participant, is developing a new DV course, Multicultural Marketing, for the Business School. Currently there are no DV courses offered in the College of Business. Another 2008 Summer Institute participant, Prof. Mary Kay Schleiter, has developed a Sociology course designed to give students of color experience in conducting research for community organizations. This course provides important integrative and communication skills that many employers expect from employees. Prof. Schleiter recognized that many students of color were unable to seek internships (many of them unpaid) and service-learning opportunities because of economic reasons. Her course development can assist in closing the achievement gap between minority and majority students.

**Intersections Across Plan 2008 Goals:** Goals 3 and 6.

4. 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.
  
6. Foster institutional environments and development of courses that enhance learning and a respect for racial and ethnic diversity.

**Assessment Practices and Program Changes in Response to Challenges:** Evaluation before, during and after the Summer Institute. Programs changes are emergent.

**Prepared by:** Fay Yokomizo Akindes  
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Goal #7: Improve accountability of the UW System and its institutions.

**Equity Scorecard (Provost; Equity and Diversity)**

**Plan 2008 Phase II Programs & Initiatives  
Final Outcomes Reporting Form  
July 2008**

<b>Your Institution:</b> UW-Parkside	
<b>Program/Initiative:</b> Equity Scorecard <b>Year Established:</b> 2006	
<b>Target Audience (check all that apply):</b> Administration: x Faculty: x Academic Staff: x Classified Staff: x Students: x Campus Community: x Other: <input type="checkbox"/> If other, please specify:	
<b>Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):</b> African American/Black: x American Indian: x Latino/Hispanic: x Southeast Asian: x Other Asian: x European American: x Other: <input type="checkbox"/> If other, please specify:	
<b>Cost of Program/Initiative:</b>	<b>Funding Sources:</b>
<b>Description:</b> The instituting of the Equity Scorecard has provided a focus on racial/ethnic access and achievement gaps in the four comprehensive areas of access, retention, excellence and institutional receptivity. The initial report provided a baseline from which to compare progress. We are currently finalizing the key indicators from the initial report that will be collected annually to ensure accountability toward progress in these areas.	
<b>Point Person(s):</b> Eugene Fujimoto/Jerry Greenfield <b>Department/Unit(s):</b> Office of Equity and Diversity/Office of the Provost	
<b>Departments/Units/Groups Involved:</b> The Committee on Inclusive Excellence (formerly Plan 2008) is made up of administrators, faculty and staff and is charged with reviewing and coordinating campus efforts toward the closing of the identified gaps. Relevant departments are invited to meetings as appropriate.	
<b>Goals &amp; Expected Outcomes:</b> Increase enrollment of Latino/a and African American male students to approximate feeder high school demographics. Increase retention and graduation rates of all students with attention to closing gaps. Increase the racial/ethnic and gender diversity of the administration.	
<b>Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof:</b> Outcomes are being measured based on key indicators mentioned above. Equity Scorecard called for attention to the Learning Assistance Department (developmental skills courses) and First Year Experience to effect retention and graduation rates. Need for increased coordination between precollege, upward bound, admissions, and other recruitment efforts. Need for strategy to diversify administrative ranks by working with Affirmative Action Council.	

**Intersections Across Plan 2008 Goals:** Goal #7: Improve accountability of the UW System and its institutions. This goal intersects with accountability for all six other goals

**Assessment Practices and Program Changes in Response to Challenges:** Identification of substantial number of students on probation at the end of their first semester on campus led to the hiring of two advisors with specific responsibility toward these students. An "intrusive" advising model was instituted. Additional full time staff were also hired in the Learning Assistance area which offers developmental level courses. Retention rates rose 6% this year over last year. We are in process of attempting to identify the intervention(s) that appear to have had a positive effect.

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