



EQUITY SCORECARD
INTERIM REPORT: ACCESS



DRAFT

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INTRODUCTION



This report is the first in a series of four interim reports that will lead to the production of UW-Eau Claire’s “Equity Scorecard,” a comprehensive report that will assess how well our university is serving its students of color in four key areas: access, retention, excellence, and institutional receptivity. This report focuses on “Access,” which refers to the access that prospective and current students have to admission and enrollment to the institution as well as to its resources, majors, and programs.

The Equity Scorecard process was developed by Dr. Estela Mara Bensimon and is administered through the University of Southern California’s Center for Urban Education (CUE). Since its creation, the process has been implemented at a number of universities and colleges across the nation, including the UW System. In 2005, six UW institutions piloted the Equity Scorecard process: UW Colleges, UW-La Crosse, UW-Milwaukee, UW-Oshkosh, UW-Parkside, and UW-Whitewater. These institutions have completed the Equity Scorecard process, and the second cohort of UW institutions began the process in 2008. UW-Eau Claire belongs to this second cohort, which also includes UW-Platteville, UW-River Falls, UW-Stout, and UW-Superior.

Equity Scorecard is a process that examines data on admissions, graduation rates, grade-point average, and other fields to identify achievement gaps for African American, American Indian, Southeast Asian American, Asian American, and Hispanic/Latino(a) students, groups that have been historically underrepresented in higher education. An institution’s Equity Scorecard evidence team analyzes these data, disaggregated by race, to find “equity gaps”: instances of underrepresentation of students of color in specific “measures” such as university enrollment yields, academic major and retention, financial aid distribution, Dean’s List recognition, etc. The evidence team then attempts to understand why these gaps exist and how they may be perpetuated by campus culture and practice. The goal of the team is not to solve the “problem” of inequity; it is to define the problem of inequity. The Equity Scorecard is an organizational-learning tool intended to initiate self-assessment and dialogue; it can lead to organizational change by motivating institutional leaders to respond to known inequities with purposeful actions.

Equity at UW-Eau Claire

Participation in the Equity Scorecard process is part of UW-Eau Claire’s continuing mission to ensure equitable outcomes for its prospective and current students of color. The Equity Scorecard builds on the work of other ongoing campus initiatives that recognize the importance of diversity and equity to achieving the institution’s mission of excellence.

In 2007, six work groups were formed to research institutional needs for UW-Eau Claire's Strategic Plan. The "Fostering Equity and Diversity" work group presented a report recommending various actions, including an analysis of institutional data along the lines of the Equity Scorecard process (<http://www.uwec.edu/chancellor/stratplan/groupinfo.htm>).

The Equity Scorecard will help to guide the work of the Chancellor's Diversity Advisory Commission, also created in 2007. This commission issued a Diversity Statement (<http://www.uwec.edu/diversity/statement.htm>) and advocated for equitable treatment of diverse faculty, staff, and students over the course of the year.

Individual colleges, departments, and programs are also demonstrating their commitment to equitable outcomes on campus; the College of Arts and Sciences, for example, is beginning the "Dismantling Racism" process, a multiple-year anti-racism initiative funded by the Provost's office, UW System's Office of Academic Diversity and Development (OADD), and private donors.

The UW-Eau Claire Equity Scorecard evidence team is hopeful that university offices, departments, and programs will draw from and elaborate upon the findings of the Equity Scorecard in their ongoing efforts to promote equitable outcomes.

Definition of Equity and Equity Mindedness

In the Equity Scorecard process, equity is "achieving equal representation and/or rates of success for each racial/ethnic group in the outcome of interest at a given institution." When determining whether a specific group achieves equity in a particular measure, our evidence team will compare percentages called "rates" and "shares." Rate is the percentage of students within a particular group who meet a specific goal. For example, if 10 African American students make the Dean's List out of a total African American student population of 50, then the group's rate of success is 20% ($10 \div 50 \times 100\%$). A share measures how well a particular group meets a specific goal relative to all other groups. For example, if 2,000 students of all groups made the Dean's list, then the share of African American students is 0.5% ($10 \div 2,000 \times 100\%$). The sum of all shares is always 100%. In short, a rate perspective examines data within a particular group, and a share perspective examines data across all groups. Whenever possible, we will provide the raw numbers used to determine rates and shares.

The success of the Equity Scorecard process depends on team members and institutional allies being "equity minded" when analyzing data and student outcomes. Equity mindedness requires one to assume personal and institutional responsibility when working to improve student outcomes. It is different from "diversity mindedness," which privileges the outcomes of inclusion and representation but not necessarily those of success and excellence. Equity mindedness is usually contrasted with "deficit mindedness," which directs blame to the students themselves when explaining particular outcomes. Deficit-minded initiatives tend to attempt to "fix" the student rather than addressing institutional shortcomings. Equity mindedness recognizes the importance of institutional accountability in any meaningful process of organizational change.

Additional Suggestions

While the Equity Scorecard is not designed to dictate solutions, the process led us to several suggestions that we thought would be of use to UW-Eau Claire policymakers as they determine how to respond to the questions raised by the data. The suggestions are included at the end of each subsection of this report.

Team Membership and Progress

The Equity Scorecard takes a team-based approach to data analysis, in contrast to the typical centralized data collection and analysis model. The universitywide composition of the Equity Scorecard team facilitates organizational learning.

In March 2008, UW-Eau Claire administration worked with representatives from OADD to discuss the guidelines for composing an evidence team. Provost and Vice Chancellor for Academic Affairs Steven Tallant then invited selected faculty and staff to join the UW-Eau Claire Equity Scorecard team. Members of the UW-Eau Claire Equity Scorecard team represent all four colleges, the Academic Skills Center, the Office of Institutional Research, and the Affirmative Action Office. In addition to the members from the UW-Eau Claire community, two facilitators from UW System administration consult with the team and attend every team meeting. Equity Scorecard team members include:

- David Shih, Associate Professor, Department of English (Team Leader)
- Robin Beeman, Assistant Dean, Department of Nursing, Marshfield Site
- Scott Lester, Professor, Department of Management and Marketing
- Andy Nelson, Institutional Planner, Office of Institutional Research
- Teresa O'Halloran, Assistant to the Chancellor for Affirmative Action
- Gail Scukanec, Dean, College of Education and Human Sciences
- Patti See, Senior Student Services Coordinator, Educational Support Services, and Senior Lecturer, Women's Studies
- Marty Wood, Interim Provost and Vice Chancellor for Academic Affairs
- Salvador Carranza, Senior Institutional Planner, UW System Administration
- Christine Navia, Institutional Planner, UW System Administration

The team first met in April 2008 at a two-day, systemwide training session in Wisconsin Dells with representatives from CUE and OADD. Since then, the team has met once a month at UW-Eau Claire to discuss the data for the Access and Retention perspectives. The team will continue to meet once a month on campus through March 2009 and will attend two follow-up, systemwide meetings. We will present the completed Equity Scorecard to the UW-Eau Claire campus community in Spring 2009.

The University News Bureau issued a press release on the Equity Scorecard process in the June 9, 2008, Summer Bulletin (<http://www.uwec.edu/NewsBureau/SummerBulletin/2008/06-09-08/sbin.htm#equity>). Team reports will be disseminated via the UW-Eau Claire Equity

Scorecard Web site (<http://www.uwec.edu/diversity/eqs>).

Beginning with this interim report on Access, the evidence team will issue interim reports on the four perspectives of the Equity Scorecard process. Each perspective is listed below, along with sample measures that might be addressed in the interim reports.

- Access: Enrollment; financial aid; majors; departments/schools; internships; fellowships; courses; undergraduate, graduate, and professional schools
- Retention: Persistence; course-taking patterns; degree completion
- Excellence: Course grades; GPA, honors/awards; program participation (e.g., study abroad)
- Institutional Receptivity: Diversity of faculty, staff, and administrators; educational environment and climate

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ENROLLMENT



The number of students from minority groups applying to, admitted to, and enrolling at UW-Eau Claire is small and disappointing. We disaggregated and analyzed applications, admissions, and enrollment data by race for new freshmen and transfer students to look for patterns in the data that could lead to additional questions and potential solutions.

In this Enrollment section, we will discuss:

1. Applications: Who applies to UW-Eau Claire. We examine applicant availability by ACT and compare UW-Eau Claire performance with other UW System institutions.
2. Admission: Who is admitted to UW-Eau Claire. We examine incomplete applications.
3. Yield: Who enrolls at UW-Eau Claire. We examine source of entry.

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Measure 1: Applications

It was immediately evident to the team after reviewing the initial data that UW-Eau Claire does not receive significant numbers of applications for admission from minority students. To examine this issue further, we looked at data on availability of college-bound minority students and on our success relative to other UW System institutions in numbers of applications from minority students.

1.1 Availability

To compare the number of available applicants with the number of applications for admission we receive, we looked at the number of students taking the ACT in Wisconsin as an approximation of the number of college-bound students from Wisconsin.¹ The ACT is generally a requirement to apply to UW System schools. **Figure 1** (below) compiles ACT data from the Wisconsin Department of Public Instruction.

Figure 1. Gr. 12 enrollment and ACT data for Wisconsin students, 2006-07

	AfAm	AmInd	AsAm	His/Lat	White	No Resp
Gr. 12 enrollment	4969	949	2446	3151	58564	2963
# taking ACT	1718	267	1305	985	30855	*
% taking ACT	34.6	31.6	53.4	31.3	52.7	*
Avg score	17.1	20.4	19.9	19.9	22.6	22.2

* Data not available

Figure 1 (above) shows that the rates of African Americans, American Indians, and Hispanics/Latino(a)s taking the ACT are lower than those of whites and Asian Americans.

While our institution has no control over who takes the ACT, we do control how ACT scores are interpreted. The average composite ACT score of students admitted to UW-Eau Claire is over 24. For the minority students who took the ACT in Wisconsin, the average composite score is less than 20. We need to look closely at minority applicants to make sure we are not overly reliant on ACT scores as an indicator of future academic success.

We then compared the number of Wisconsin students taking the ACT from 2006-07 to the number of new student applications to UW-Eau Claire from 2007.²

¹ A limitation of using Wisconsin ACT data is that we receive significant numbers of applications from Minnesota. See **Figure 13**. Data similar to that in **Figure 1** was not available to the team.

² The comparison is rough because ACT takers in 2006-07 are not necessarily college applicants in 2007.

Figure 2 (below) shows varying gaps between the rates of students taking the ACT who then apply to UW-Eau Claire. The largest gap is that between African American and white rates: while 22% of all white ACT takers in Wisconsin apply to UW-Eau Claire, only 5% of all African American ACT takers in Wisconsin do so. Asian and Hispanic/Latino(a) students also applied to UW-Eau Claire at lower rates. Only white and American Indian ACT takers applied to UW-Eau Claire at a rate greater than 20%.

Figure 2. Comparison of 2006-07 ACT takers to 2007 UW-Eau Claire new student populations

	AfAm	AmInd	AsAm	His/Lat	White	Unkn ³	Intl	Total
# taking ACT	1718	267	1305	985	30855	*	*	*
# applied to UW-EC for 2007	92	58	248	109	6793	108	37	7445
% ACT takers applying to UW-EC	5%	21%	14%	11%	22%	*	*	*

We understand that a number of factors contribute to the existence of these gaps, many unknown to us. However, we notice a correlation between the two groups with the lowest average ACT scores and the two groups with the lowest rates of application to UW-Eau Claire: African American and Hispanic/Latino(a). If some from these two groups interpret their ACT scores as being too low to apply to UW-Eau Claire, they could be self-selecting out of the application process.

Improvement target: Increase the percentage of Wisconsin ACT takers applying to UW-Eau Claire to over 20% for all minority groups.



ADDITIONAL SUGGESTION: AVAILABILITY

In our attempts to increase our applicant pool and attract more students of color, UW-Eau Claire should review its promotional materials, including the admissions Web page, to make it clear that applications will be looked at closely and that the ACT is not our only or primary indicator of student success. These materials should explicitly emphasize UW-Eau Claire’s commitment to achieving a diverse student body.

³ Race is classified as “Unknown” if the applicant does not self-identify as belonging to a racial group or if the applicant identifies as belonging to an unrecognized racial group.

1.2 Comparison with UW System

We looked at UW System data on applicants to all system institutions. **Figure 3** (below) shows new freshman applications to UW-System institutions for fall 2008, as of July 11, 2008.⁴

Figure 3. New freshman applications to UW System institutions for fall 2008 (as of 7/11/08)

Ethnicity/ Citizenship	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WW	UWC	TOTAL
African American/Black	718	1,069	77	87	128	243	461	180	76	159	77	19		211	4,077
American Indian/Alaskan Native	67	65	26	45	19	70	6	11	7	35	49	26	38	86	550
Hispanic/Latino	680	480	85	64	124	155	141	40	50	107	59	8	209	174	2,376
SE Asian	270	319	139	96	109	162	33	33	90	108	102	3	81	207	1,752
Other Asian	1,316	196	86	23	93	67	36	18	21	51	22	10	77	45	2,061
Hawaiian/Pacific Islander	70	19	9	4	5		7	5	4	10	1		16	13	163
Two or more	590	414	125	65	136		130	56	58	140	29	7	73	21	1,844
White/Caucasian	17,959	8,713	7,319	3,188	6,991	5,152	1,393	3,131	2,898	4,618	3,480	774	5,511	5,397	76,524
Other Race	312	71	37	8	37		22	4	8	13			17		529
Unknown	815	184	105	20	107	70	28	51	50	75	52	15	93	94	1,759
International	2,659	175	51	21	101	42	40	30	28	105	24	103	51	5	3,435
TOTAL	25,456	11,705	8,059	3,621	7,850	5,961	2,297	3,559	3,290	5,421	3,895	965	6,738	6,253	95,070
% White applicants	73%	74%	90%	88%	89%	86%	61%	88%	88%	85%	89%	80%	82%	86%	81%

The data in **Figure 3** (above) show that UW-Eau Claire compares poorly to many of our sister institutions in numbers of applications from students of color, both absolutely and proportionally to total number of applications. In fact, UW-Eau Claire is the only institution whose new student applicant pool for 2008 (as of 7/11/08) is over 90% white.

Relative to the rest of the UW System, UW-Eau Claire struggles to attract African American applicants. The average number of African American applications from eight sister institutions (Green Bay, La Crosse, Oshkosh, Platteville, River Falls, Stevens Point, Stout, and Superior) is 121. (Data for African American applicants to Whitewater is unavailable.) Note that numbers from UW-Madison, UW-Milwaukee, and UW-Parkside were not included in this average. UW-Eau Claire received 77 African American applications, only 64% of the average number received by peer institutions, and would need to receive 44 additional African American applications to reach the average.

⁴ Beginning in 2008, the UW System changed how it reports race to include additional categories.

More specifically, UW-Eau Claire received four times as many African American applications as UW-Superior (77 to 19) but received over eight times as many applications overall (8,059 to 965). UW-Eau Claire received only one more African American application than UW-River Falls, yet UW-Eau Claire received almost two-and-a-half times as many applications overall (8,059 to 3,290). UW-Eau Claire received exactly the same number of African American applications as UW-Stout, yet UW-Stout received less than half the number of total applications as UW-Eau Claire (3,895 to 8,059). Every other campus attracted more African American applications than UW-Eau Claire, and with the exceptions of UW-Madison and UW-Milwaukee, *each of these campuses received fewer total applications than UW-Eau Claire*. Our team is greatly concerned by UW-Eau Claire’s inability to attract applications from African Americans, even compared to other system institutions.

One reason given for this deficit in attracting minority students is the assumption that UW-Eau Claire is located in a racially homogenous region of the state. However, based on enrollments within the Eau Claire Area School District, the Eau Claire area is becoming increasingly diverse. While 5.2% of UW-Eau Claire’s student body belong to the five historically underrepresented groups (see **Figure 15** on page 19 of this report), students in the Eau Claire Area School District are 14.9% racially diverse, and the area’s two high schools are 15.9% racially diverse (see **Figure 4** below).

Figure 4. Eau Claire Area School District student ethnicity report, 2007-08

	AfAm	Amlnd	AsAm	His/Lat	White	Total
Overall #	266	104	1026	185	9030	10611
Share	2.5%	1%	9.7%	1.7%	85.1%	100%
High Schools #	60	26	388	48	2753	3275
Share	1.8%	0.8%	11.8%	1.5%	84.1%	100%

Improvement target: Increase UW-Eau Claire’s applications from students of color to the UW System average of 13.5%. Specifically, increase the number of African American applications.



ADDITIONAL SUGGESTION: COMPARISON TO UW SYSTEM

UW-Eau Claire should consult with other institutions within the UW System as we seek out best practices for attracting minority applicants, particularly African Americans.

Measure 2: Admissions

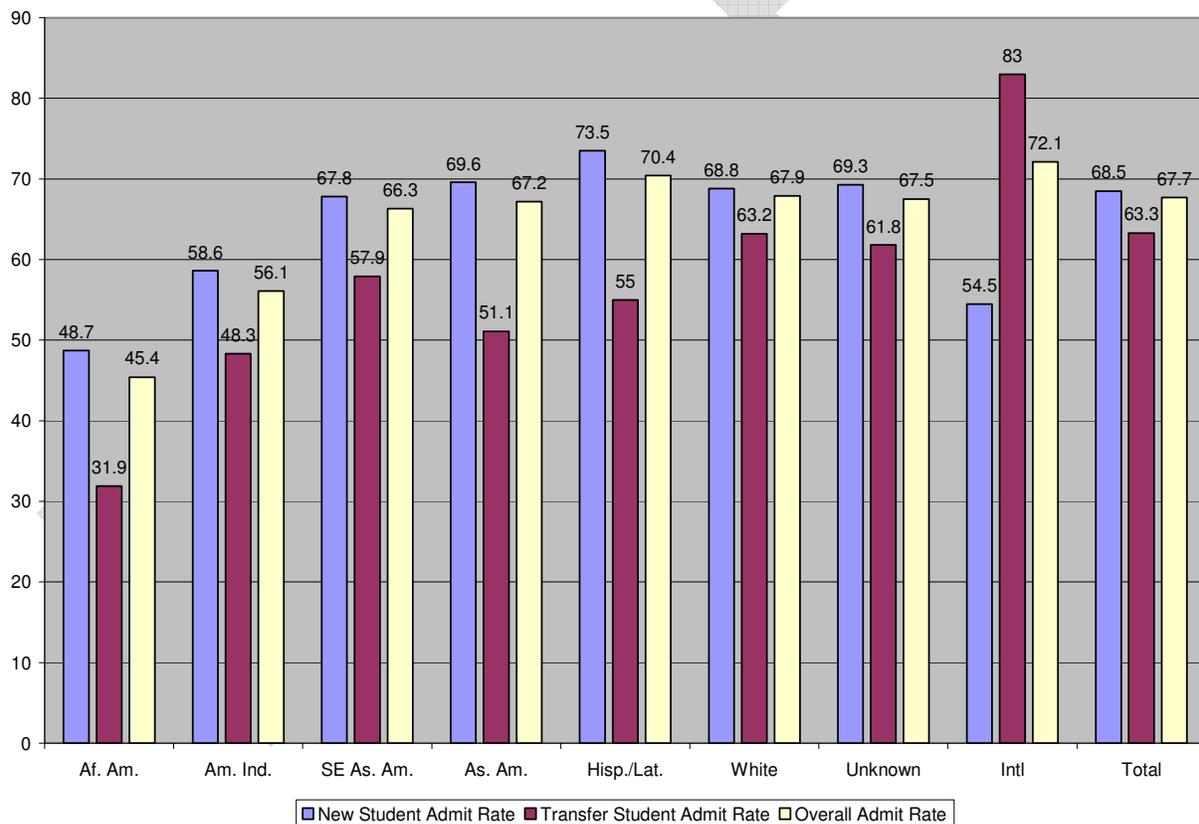
While we have improvement targets for attracting students of color to UW-Eau Claire, we must also equitably serve those students who are already applying for admission.

2.1 Admission Rates

We began our analysis of admissions by identifying gaps among those students who have applied to UW-Eau Claire. Our institution's data provides us with the admission rate for new freshmen and transfer students across all racial groups from 2004-07.

* Note that the data for Southeast Asian Americans includes only the years 2004, 2005, and 2007. Data for 2006 was not available.

Figure 5. Admit rate for new freshmen, transfer students, and overall, 2004-07



For new freshmen, we established a 68.5% admit rate (the total admit rate of all new freshmen) as the equitable rate. **Figure 5** (above) reveals that the admit rates for African American, American Indian, and Southeast Asian American new freshmen are all below 68.5%. The equity gap is especially large for African Americans, whose rate is almost 20% lower than that of the equitable rate. The rate of American Indians is almost 10% below the equitable rate.

Between 2004-07, to achieve a 68.5% admit rate for African American new freshmen applicants, we would have needed to admit 55 additional African Americans. Over the same period, for American Indian applicants, we would have needed to admit 18 additional students.

These numbers represent a four-year aggregate, so we arrived at yearly improvement targets by dividing each number by four, rounding down.

Improvement target: Admit an additional 13 African American new freshmen students per year; admit an additional 4 American Indian new freshmen students per year.

For transfer students, we established a 63.3% admit rate (the admit rate of all transfer students) as the equitable rate. Here, the situation is even more alarming. The admit rate for all transfer students of color is below the equitable rate, with only the Hispanic/Latino(a) group less than 10% below the equitable rate. African American applicants fare the worst, with an admit rate over 30% below the equitable rate.

Between 2004-07, to achieve a 63.3% admit rate for transfer students of all minority groups, we would have needed to admit an additional

- 21 African Americans,
- 8 American Indians,
- 3 Southeast Asian Americans (2004-05, 2007 only),
- 10 Asian Americans, and
- 6 Hispanics/Latino(a)s.

Improvement target: Per year, admit 5 additional African American transfer students, 2 additional American Indian transfer students, 1 additional Southeast Asian American transfer student, 2 additional Asian American transfer students, and 1 additional Hispanic/Latino(a) transfer student.

Figure 6 (below) includes the admit rate data contained in **Figure 5** (above), along with the number, applied share, and admit share for new freshmen, transfer students, and all students.

Figure 6. Number, rate and share of students applied and admitted new freshmen, transfer students, and all students, 2004-07

	AfAm	AmInd	SEAsAm	AsAm	His/Lat	White	Unkn	Intl	Total
New Freshmen									
Applied	279	186	311*	583	393	26795	472	176	29195
Admit	136	109	211*	406	289	18435	327	96	20009
Rate	48.7%	58.6%	67.8%*	69.6%	73.5%	68.8%	69.3%	54.5%	68.5%
App Share	1.0%	0.6%	1.1%*	2.0%	1.3%	91.8%	1.6%	0.6%	100%
Adm Share	0.7%	0.5%	1.1%*	2.0%	1.4%	92.1%	1.6%	0.5%	100%
Transfer Students									
Applied	69	60	57*	88	80	4856	144	282	5636
Admit	22	29	33*	45	44	3069	89	234	3565
Rate	31.9%	48.3%	57.9%*	51.1%	55.0%	63.2%	61.8%	83.0%	63.3%
App Share	1.2%	1.1%	1.0%*	1.6%	1.4%	86.2%	2.5%	5.0%	100%
Adm Share	0.6%	0.8%	0.9%*	1.3%	1.2%	86.1%	2.5%	6.6%	100%
All Students									
Applied	348	246	368*	671	473	31651	616	458	34831
Admit	158	138	244*	451	333	21504	416	330	23574
Rate	45.4%	56.1%	66.3%*	67.2%	70.4%	63.2%	67.5%	72.1%	67.7%
App Share	1.0%	0.7%	1.1%*	1.9%	1.4%	90.9%	1.7%	1.3%	100%
Adm Share	0.7%	0.6%	1.0%*	1.9%	1.4%	91.2%	1.8%	1.4%	100%

* Note that the data for Southeast Asian Americans includes only the years 2004, 2005, and 2007. Data for 2006 was not available.

Note how for many minority groups, the admit share is smaller than the applied share (these boxes are highlighted in pink). In fact, for transfer students, all minority groups have smaller admit shares than applied shares.



ADDITIONAL SUGGESTIONS: ADMISSION RATES

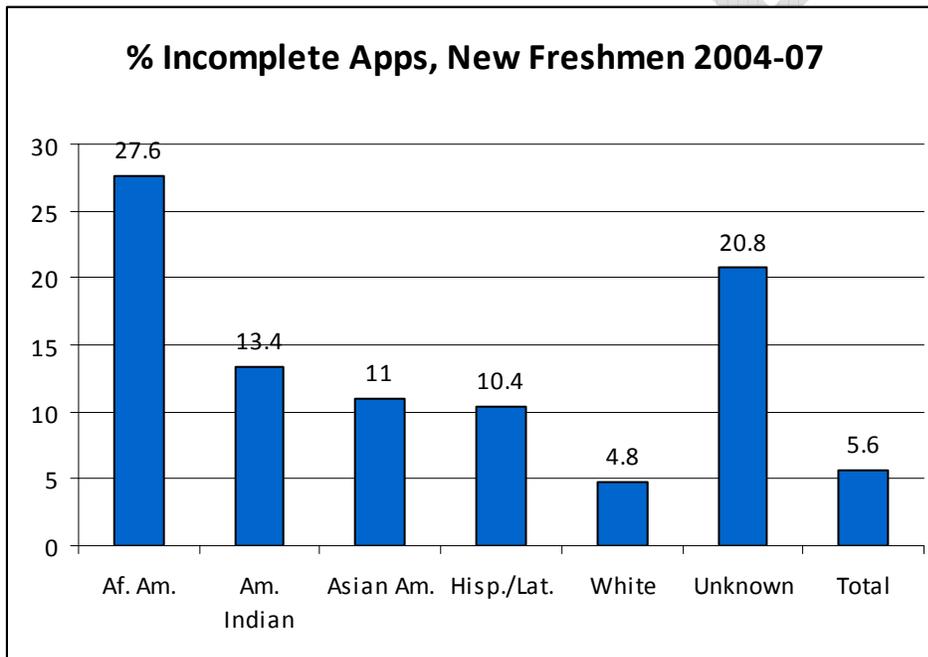
Since 2007, the UW System has used holistic criteria for admissions (<http://www.uwsa.edu/bor/policies/rpd/rpd7-3.htm>), one criterion being membership in a historically underrepresented racial or ethnic group. However, UW-Eau Claire denies admission to some students with low class rank and/or ACT scores before the holistic criteria are considered. We suggest that the Admissions office disaggregate this “routine deny” data by race to determine whether racial minorities are disproportionately affected by this policy.

2.2 Incomplete Applications

Presented with these data on admission yields, our team wondered why so many minority students are not being accepted to UW-Eau Claire at equitable rates. And why do minority transfer students have a more difficult time being accepted than do minority new freshmen?

The first question led us to inquire into reasons for the large gaps between the number of minority students applying and the number of them being accepted. Because the number of applications includes both complete and incomplete applications, there were some students who were counted as having applied but had no chance for admission because of an incomplete application. An application to UW-Eau Claire is considered complete if it includes the application fee, high school transcripts, and ACT scores. To examine incomplete applications, we asked for additional racially disaggregated data. (These data combine the Southeast Asian American and Asian American groups.)

Figure 7. Rate of incomplete applications (new freshmen), 2004-07



We discovered that equity gaps existed for all racial minority groups, some quite large. While only 4.8% of all applications from white students were denied because of incomplete status, 27.6% of applications from African Americans were denied because of incomplete status.

Figure 8. New freshmen applications and incomplete applications, 2004-07

New Freshmen	AfAm	AmInd	AsAm	His/Lat	White	Unkn	Total
Applied	279	186	947	393	26795	472	29072
Denied-Incomplete	77	25	104	41	1284	98	1629
% Incomplete	27.6	13.4	11	10.4	4.8	20.8	5.6
Complete Apps	202	161	843	352	25511	374	27443
Admitted	136	109	*	289	18435	327	20009
Admit Rate Comp Apps	67.3	67.7	*	82.1	72.2	87.4	72.9

* Data not available

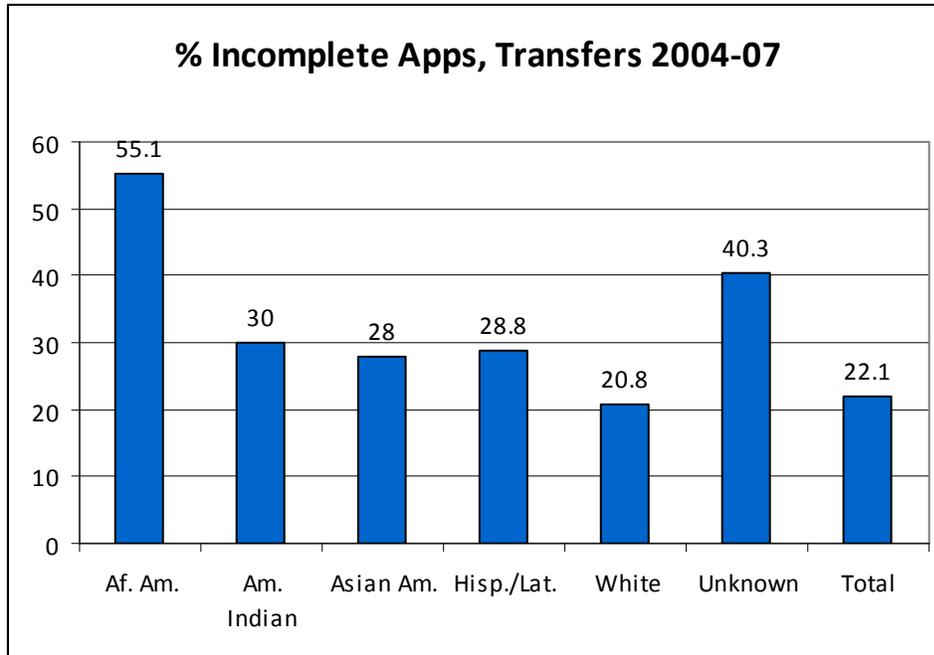
Our admit rate data counts incomplete applications as denied. We discovered that admit rate for all groups increase dramatically if only complete applications are considered. For example, considering complete applications only, rates for African American and American Indian groups rise to levels within 5% of the total rate, while the rate for the Hispanic/Latino(a) group exceeds the total rate.

Figure 8 (above) indicates that between 2004-07, 77 applications from African American new freshmen were denied because they were incomplete. If these applications were complete, and we were to apply the admit rate for complete applications for African American new freshmen of 67.3% (see **Figure 8** above), we would admit 51 additional African American new freshmen over this period, *only 4 short of the equity target established in Section 2.1.*

Among American Indian new freshmen applicants between 2004-07, 25 applications were incomplete. Again, if these applications were complete, and we were to apply the admit rate for complete applications for American Indian new freshmen of 67.7%, we would admit 16 additional American Indian new freshmen, *only 2 short of the equity target established in Section 2.1.*

Improvement target: Decrease the number of incomplete applications for new freshmen of all racial minority groups.

Figure 9. Rate of incomplete applications (transfer students), 2004-07



The rates for transfer students were just as provocative. Not only did the rate of incomplete applications increase for every group relative to the new freshmen cohort, but the gap between each minority group rate and the total rate increased as well. Compared to the rates of incomplete applications for new freshmen, those for transfer students may be higher because of the option students have to remain at their original institutions.

Like the new freshmen cohort, transfer students would achieve dramatically higher admit rates if only complete applications were considered. The percentage gap between minority group admit rates and the total admit rate either stays the same or shrinks considerably when compared to the admit rates for both complete and incomplete applications.

Figure 10. Transfer student applications and incomplete applications, 2004-07

Transfer Students	AfAm	Amlnd	AsAm	His/Lat	White	Unkn	Total
Applied	69	60	157	80	4856	144	5366
Denied-Incomplete	38	18	44	23	1008	58	1189
% Incomplete	55.1	30	28	28.8	20.8	40.3	22.1
Complete Apps	31	42	113	57	3848	86	4177
Admitted	22	29	*	44	3069	*	3565
Admit Rate Comp Apps	71.0	69.0	*	77.1	79.8	*	85.3

* Data not available

As we did for new freshmen, if we apply the admit rate for complete applications for each group of transfer students to the number of incomplete applications for the same group, we

would admit an additional 26 African Americans, 12 American Indians, and 17 Hispanics/Latino(a)s. (Missing data for the Asian American group prevents us from arriving at a number for this group.) All of these numbers exceed the equity targets established in Section 2.1.

Improvement target: Decrease the number of incomplete applications for transfer students of all racial minority groups.

Our research into incomplete applications reveals large equity gaps but also the potential for greater admission yields. We realize that not all incomplete applications can be converted to complete applications with additional institutional follow-up; to be sure, some applications are left incomplete because of reasons beyond our control. Even if only a small percentage of incomplete applications are completed as a result of follow-up, the result will be meaningful.



ADDITIONAL SUGGESTION: INCOMPLETE APPLICATIONS

In cooperation with the Admissions office, the Office of Multicultural Affairs should review its procedure for following up on minority applicants to determine whether UW-Eau Claire can offer them additional assistance (application fee waiver, placement test advising, etc.). To focus follow-up efforts, incomplete applications should be disaggregated by missing component.

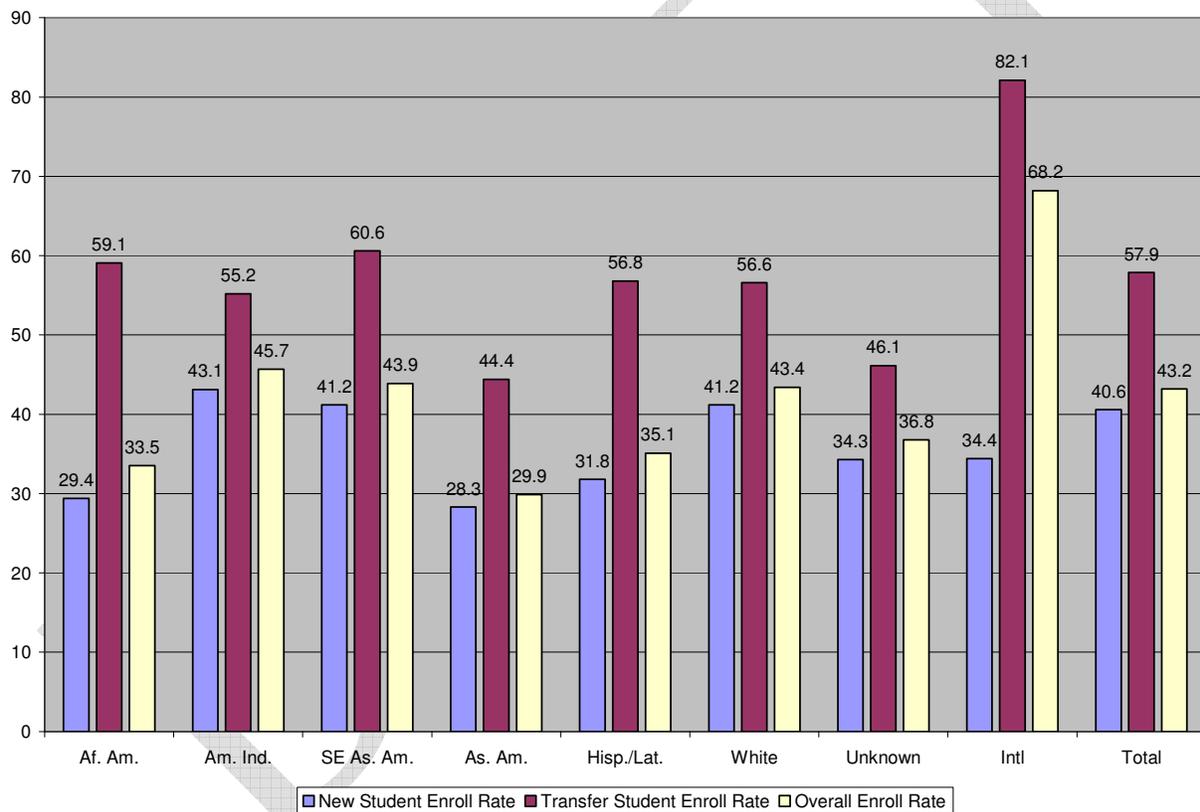
Measure 3: Yield

Our analysis of yield data shows that UW-Eau Claire struggles to move minority students from the acceptance stage to the enrollment stage.

3.1 Yield Rates

Following our analysis of admissions, we turned to the enrollment yields measure: how well we were getting those students accepted at UW-Eau Claire to enroll at UW-Eau Claire. The yield rate is the ratio of enrolled students to accepted students at UW-Eau Claire.

Figure 11. Yield rate for new freshmen, transfer students, and overall, 2004-07



For new freshmen, we established a 40.6% yield rate (the yield rate of all new freshmen) as the equitable rate. **Figure 11** (above) reveals that significant equity gaps exist for African American, Asian American, and Hispanic/Latino(a) new freshmen. The Asian American yield rate (28.3%) is particularly conspicuous given its admission rate of 69.6% (see **Figure 5** on page 6 of this report).

Between 2004-07, to achieve a yield rate of 40.6% for African American, Asian American, and Hispanic/Latino(a) new freshmen, we would have needed to enroll

- 15 additional African Americans,
- 49 additional Asian Americans, and
- 25 additional Hispanics/Latino(a)s.

These numbers represent a four-year aggregate, so we arrived at yearly improvement targets by dividing each number by four, rounding down.

Improvement target: Enroll an additional 3 African American new freshmen per year; enroll an additional 12 Asian American new freshmen per year; enroll an additional 6 Hispanic/Latino(a) new freshmen per year.

For transfer students, we established a 57.9% yield rate (the yield rate of all transfer students) as the equitable rate. Unlike yield rates for minority new freshmen, yield rates for minority transfer students were close to or above the equitable rate, with one exception. The largest gap belongs to the Asian American group, and between 2004-07, we would have needed to enroll 6 additional Asian Americans to bring this group to the equitable rate.

Improvement target: Enroll an additional Asian American transfer student per year.

Why are yield rates for minority transfer students closer to or higher than the equitable rate than the yield rates of minority new freshmen? We assume that new freshmen apply to multiple schools while transfer students target only one or two. UW-Eau Claire should take advantage of the situation of relatively high yield rates for transfer students of most minority groups. By applying to transfer, these students signal a strong desire to enroll at UW-Eau Claire, but their low admit rates do not give them the opportunity to do so.

Given these high yield rates for minority transfer students, the low admit rates for minority transfer students (see **Figure 5** on page 6) become even more noteworthy. Consider African American transfer students between 2004-07. If applications from this group were admitted at the equitable admit rate of 63.3% (instead of at the actual rate for African Americans of 31.9%), we would have admitted 21 additional students. And if we apply the 59.1% yield rate of African Americans to these 21 students, we would have yielded an additional 12 African American transfer students, or an additional 3 per year over the four-year period.

While we have represented certain numbers of enrolled students as “equitable” numbers, we would remind our readers that all of our computations of equitable admits and yields are based on the actual number of applications from each group. That is, these enrollment targets are “equitable” only insofar as these actual application numbers are “equitable.” Because we believe that UW-Eau Claire should receive a significantly higher number of applications from racial minority new freshmen and transfer students, true “equitable” target numbers for admits and yield also should be significantly higher.

Figure 12. Number, rate, and share of students admitted and enrolled for new freshmen, transfer students, and all students, 2004-07

	AfAm	AmInd	SEAsAm*	AsAm	His/Lat	White	Unkn	Intl	Total
New Freshmen									
Admit	136	109	211*	406	289	18435	327	96	20009
Enroll	40	47	87*	115	92	7599	112	33	8125
Rate	29.4%	43.1%	41.2%*	28.3%	31.8	41.2%	34.3%	34.4%	40.6%
Enr Share	0.5%	0.6%	1.1%*	1.4%	1.1%	93.5%	1.4%	0.4%	100%
Transfer Students									
Admit	22	29	33*	45	44	3069	89	234	3565
Enroll	13	16	20*	20	25	1738	41	192	2065
Rate	59.1%	55.2%	60.6%*	44.4%	56.8%	56.6%	46.1%	83.0%	57.9%
Enr Share	0.6%	0.8%	0.95%*	0.95%	1.2%	84.2%	2.0%	9.3%	100%
All Students									
Admit	158	138	244*	451	333	21504	416	330	23574
Enroll	53	63	107*	135	117	9337	153	225	10190
Rate	33.5%	45.7%	43.9%*	29.9%	35.1%	43.4%	36.8%	68.2%	43.2%
Enr Share	0.5%	0.6%	1.1%*	1.3%	1.2%	91.6%	1.5%	2.2%	100%

* Note that the data for Southeast Asian Americans includes only the years 2004, 2005, and 2007. Data for 2006 was not available.

The obvious question that arose from our analysis of these data: “Once minority students have been accepted, why are they not enrolling at equitable rates?” In most cases, admitted students choose to attend another institution. This answer sometimes leads to deficit thinking (see Introduction, p. ii): “Minority students just don’t want to come to UW-Eau Claire.” However, we should see below-equitable enroll rates as an issue of institutional accountability. What could we do better to increase our enrollment yield for minority students?



ADDITIONAL SUGGESTIONS: YIELD RATES

Currently, students who choose to attend another institution are sent a follow-up survey asking them to explain their rationale. The Admissions office should cooperate with the Office of Multicultural Affairs so that these students might be surveyed in a more direct and personal manner, such as in a phone call.

Capitalize on the high yield rates for minority transfer students by reviewing causes for their low admit rates.

UW-Eau Claire should follow up on why Asian American students enroll at the lowest rate of all groups.

3.2 Source of Entry

The Equity Scorecard team was interested in where our students come from, so we looked at data showing students enrolling at UW-Eau Claire for 2008-09 by source of entry as of July 3, 2008.

Figure 13 (below) shows that UW-Eau Claire attracts a proportionally large number of students from Minnesota. Among all enrolling new freshmen for 2008, 23.1% come from Minnesota.

Figure 13. New freshmen enrollments by source of entry for the period ending 7/03/08

	AfAm	AmInd	AsAm	His/Lat	White	No Resp	Total
Wisconsin	13	13	60	16	1473	15	1590
Minnesota	4	1	5	9	463	4	486
Other Non	0	1	2	1	18	4	26
Total	17	15	67	26	1954	23	2102

There may be a misconception that recruiting from Minnesota increases the racial diversity of our student body; in fact, the opposite is true. For 2008, of those new students coming from Wisconsin, 92.6% are white. Of those coming from Minnesota, 95.2% are white. If the share of white students from Minnesota matched the share of white students from Wisconsin, we would enroll an additional 13 new minority freshmen per year from Minnesota alone. Recall that the improvement target in Section 3.1 recommends enrolling an additional 21 minority new freshmen per year overall.

Specifically, our yields of American Indian and Asian American new freshmen from Minnesota lag behind those of those groups from Wisconsin. We would need to enroll 3 additional American Indian new freshmen from Minnesota and 14 additional Asian American new freshmen from Minnesota for Minnesota's share for those groups (0.2% and 1.0%, respectively) to equal Wisconsin's share for those groups (0.8% and 3.8%).

UW-Eau Claire is well positioned to recruit students from Minnesota. Although we do not currently yield a large number of minority students from Minnesota, our admissions office may have an opportunity to work on initiatives to recruit more students of color from Minnesota, especially given the size and relative diversity of the Minneapolis/St. Paul metropolitan region, its proximity to Eau Claire, and the availability of tuition reciprocity.

Improvement target: Increase UW-Eau Claire's admissions of students of color from Minnesota so that shares of all minority groups from Minnesota are equal to or greater than the shares of all minority groups from Wisconsin.

Figure 14 (below) shows that transfer students are a significant portion of the student population at UW-Eau Claire. Among all enrolling students for 2008, 26.7% are transfer students.

Figure 14. Transfer student admissions by source of entry for the period ending 07/03/08

	AfAm	AmInd	AsAm	His/Lat	White	No Resp	Total
UW Colleges	2	1	6	2	141	7	159
Other UW schools	1	1	2	3	139	8	154
All other	6	1	25	9	376	34	451
Total	9	3	33	14	656	49	764

Figure 14 (above) shows that 59 out of 764 transfer students, or 7.7%, are racial minorities. This group includes a significant number of international students who identify as a racial minority. When measuring student diversity, UW-Eau Claire should not conflate international transfer students with American ethnic minority students given each group’s specific history with access to higher education.

For 2008, UW-Eau Claire has more success recruiting transfer students of color from UW Colleges than from 4-year UW institutions. Because our yield of minority transfer students from UW Colleges (6.9%, or 11 of 159) is approximately 50% greater than our yield of minority transfer students from 4-year UW institutions (4.5%, or 7 of 154) and our overall yield of minority transfer students between 2004-07 (4.6%; see **Figure 12** on page 15), we should concentrate greater effort in recruiting minority transfer students from UW Colleges, particularly because many students at UW Colleges already intend to transfer to a 4-year institution.

Although we do not have the racially disaggregated data at this time, we know that 66 students transferred from Chippewa Valley Technical College, *the feeder school with the largest number of transfer students*. CVTC may be an important site on which to focus our recruitment of minority transfer students.

Improvement target: Increase UW-Eau Claire’s applications from students of color from UW Colleges.



ADDITIONAL SUGGESTIONS: SOURCE OF ENTRY

The Office of Multicultural Affairs and the Admissions office should develop relationships in Minnesota and with high-volume transfer institutions to increase interest in UW-Eau Claire among minority students.

The Admissions office should disaggregate international transfer students from American ethnic minority students to arrive at a more realistic portrait of our student-of-color population.



ADMISSION TO COLLEGES



In this Admission to Colleges section, we will discuss:

1. Individual College Enrollment Shares
2. Students with an Undecided Major
3. Gatekeeper Courses

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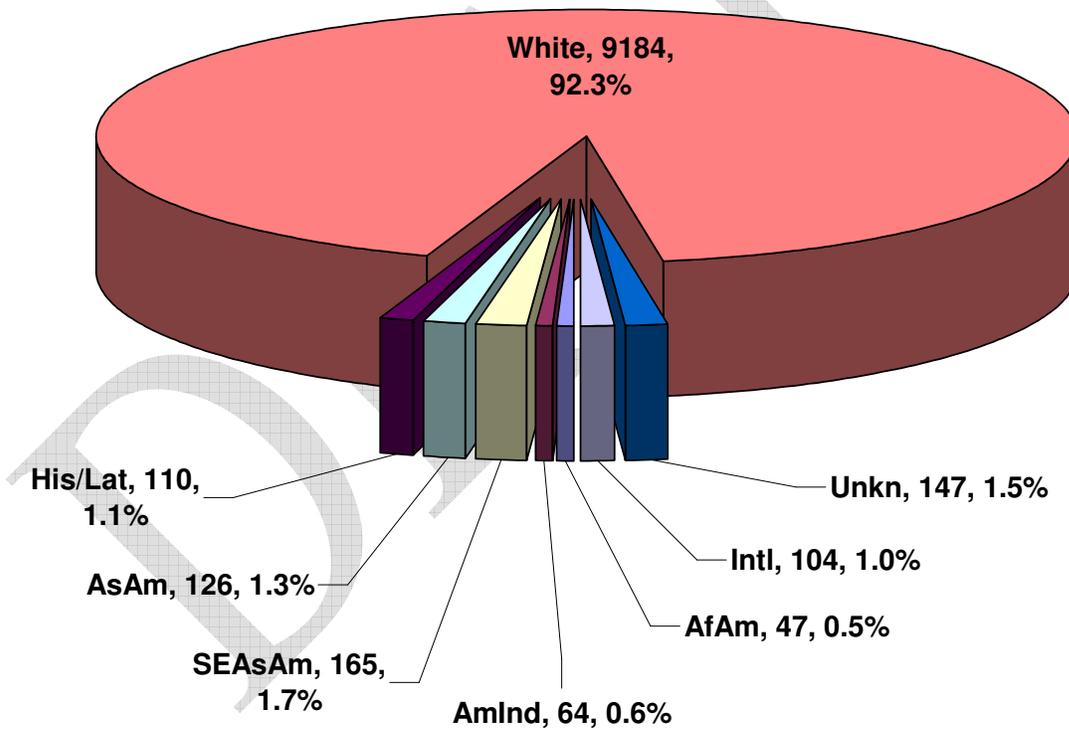
Measure 4: College Admission Yields

4.1 Individual College Enrollment Shares

Our next major area of study within the Access perspective is enrollment shares for the four separate colleges at UW-Eau Claire. Our analysis of the data revealed that many racial groups are underrepresented in particular fields of study.

Our work with enrollment data involved comparing shares—that is, a group’s representation within a particular community, expressed as a percentage. Our baseline share is the university-wide enrollment share from fall 2007. **Figure 15** (below) illustrates the enrollment share of each racial group.

Figure 15. Enrollment number and share, fall 2007



We disaggregated by race the enrollment in the College of Business, the College of Education and Human Sciences, the College of Nursing and Health Sciences, and the College of Arts and Sciences from 2001-07. Because of its size, the College of Arts and Sciences was split into three smaller areas of major concentration: Humanities/Fine Arts, Natural Science/Math, and Social Science.

The data revealed that the share of some minority groups within certain colleges was smaller than their share of the overall university population. For example, **Figure 16** (below) shows that in fall 2007, Southeast Asian Americans made up 1.7% of the overall student population, but they made up only 1.0% of the College of Nursing and Health Sciences student population. If a group's share of representation within a college is less than its share of representation within the university, we considered that group to be below equity for enrollment in the college. Boxes of those group cohorts falling below equity are shaded pink.

Figure 16. University enrollment share and enrollment shares by college, fall 2007 (N in parentheses)

	AfAm	AmInd	SEAsAm	AsAm	His/Lat	White	Unkn	Intl	Total
ALL	0.5% (47)	0.6% (64)	1.7% (165)	1.3% (126)	1.1% (110)	92.3% (9184)	1.5% (147)	1.0% (104)	100% (9947)
COB	0.5% (10)	0.4% (8)	1.5% (29)	1.2% (24)	0.8% (15)	92.7% (1807)	1.3% (25)	1.6% (32)	100% (1950)
EHS	0.3% (7)	0.7% (17)	1.1% (26)	0.9% (22)	0.7% (17)	94.7% (2312)	1.3% (31)	0.4% (10)	100% (2442)
NHS	0.3% (2)	0.6% (4)	1.0% (7)	1.3% (9)	1.4% (10)	94.1% (673)	1.0% (7)	0.4% (3)	100% (715)
UND	0.9% (9)	0.5% (5)	4.2% (42)	1.7% (17)	1.3% (13)	89.7% (896)	1.2% (12)	0.5% (5)	100% (999)
A&S	0.5% (19)	0.8% (30)	1.6% (61)	1.4% (54)	1.4% (55)	91.0% (3496)	1.9% (72)	1.4% (54)	100% (3841)
HU/FA	0.4% (5)	0.9% (12)	1.4% (19)	1.5% (20)	1.7% (23)	91.1% (1247)	2.0% (28)	1.1% (15)	100% (1369)
SCI/M	0.5% (6)	0.6% (8)	1.7% (23)	1.7% (22)	1.1% (14)	91.1% (1204)	1.5% (20)	1.9% (25)	100% (1322)
SOC S	0.7% (8)	0.9% (10)	1.7% (19)	1.0% (12)	1.6% (18)	90.9% (1045)	2.1% (24)	1.2% (14)	100% (1150)

Figure 16 (above) reveals that the College of Business and the College of Education and Human Sciences are below equity for four out of five racial minority groups. However, within the College of Business, the N is so small for Asian Americans that a single additional student would have brought that group cohort to equity. Other gaps were more pronounced and not erased by the addition of one or two additional students:

- The College of Business would need to add 3 American Indians and 6 Hispanics/Latino(a)s to reach equity.
- The College of Education and Human Sciences would need to add 15 Southeast Asian Americans, 8 Asian Americans, and 9 Hispanics/Latino(a)s to reach equity.
- The College of Nursing and Health Sciences would need to add 5 Southeast Asian Americans to reach equity.
- The College of Arts and Sciences (Humanities/Fine Arts) would need to add 4 Southeast Asian Americans to reach equity, and CAS (Social Sciences) would need to add 3 Asian

Americans to reach equity.



**ADDITIONAL SUGGESTION: INDIVIDUAL COLLEGE
ENROLLMENT SHARES**

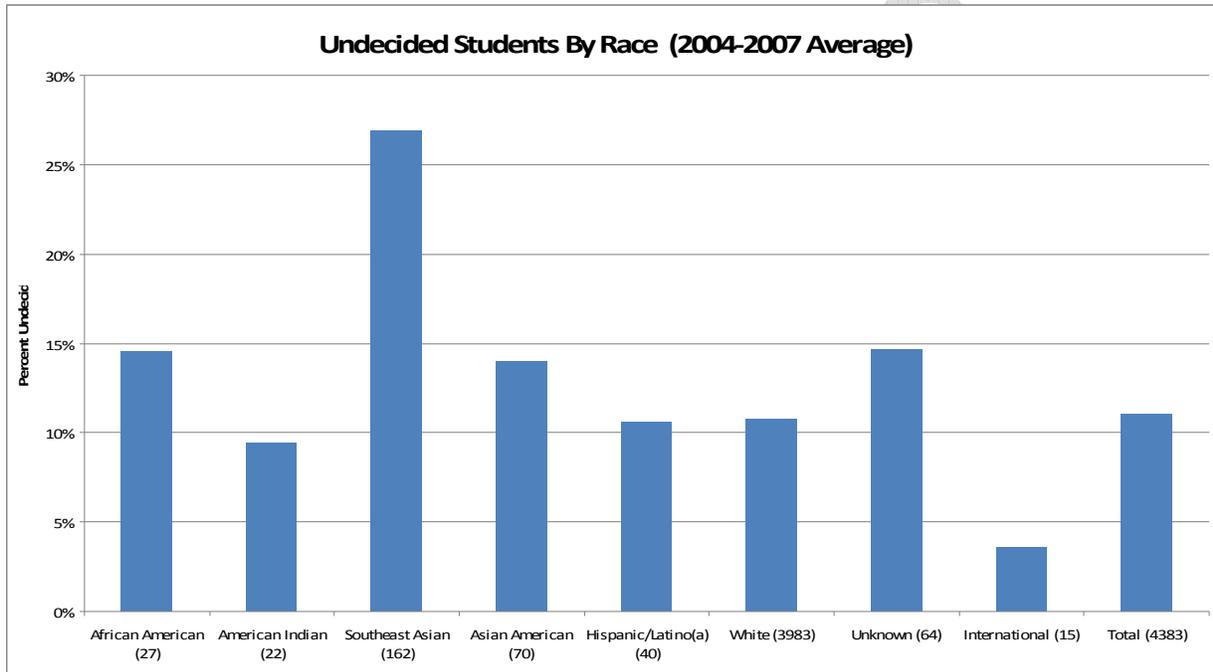
Each college should disaggregate admission rates by race based on applications for official admission (1) to the college as a whole and (2) to individual departments or programs.

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4.2 Undecided Major

The team noticed an equity gap in the disproportionately large number of Southeast Asian American students with an undecided major. As **Figure 17** (below) illustrates, for 2004-07, the percentage of Southeast Asian American students with an undecided major is 27% (compared to 11% for all students).

Figure 17. Percentage of students with undecided major, 2004-07 (average N in parentheses)



We believe that so many Southeast Asian American students without a declared major contributes to access-to-major problems for them. Students with declared majors benefit from, among other advantages, a permanent advisor, consistent peer cohorts, and a sense of purpose and belonging.

Improvement target: Decrease the number of Southeast Asian Americans with an undecided major.



ADDITIONAL SUGGESTION: UNDECIDED MAJOR

UW-Eau Claire should ensure that Southeast Asian American students receive sufficient guidance from advisors and mentors. The Commanding English Program should review its advising policies to the students it serves.

4.3 Gatekeeper Courses

Our question about the college enrollment data was simple: “Why are some colleges below equity level for certain racial minority groups?” Another question followed naturally from our first: “To what extent does student performance in certain ‘gatekeeper’ courses determine their representation within a particular college?” We suspected that entrance requirements played a large role in whether minority students had access to particular majors and programs. Students may not meet GPA requirements or may not have completed the required coursework for admission to a major.

We focused on those courses commonly known as “gatekeeper” courses, those prerequisites to beginning a major sequence. We calculated the percentage of students receiving a grade of “C-” or better, disaggregating by race from 2005-07. (Withdrawals are counted as failing grades.) **Figure 18** (below) shades selected courses required by specific majors and university competency.

Figure 18. “Gatekeeper” courses for major sequences

	UNIV. REQ.	COB	EHS	NHS	A&S
CHEM 103					
ECON 103					
ENGL 110					
MATH 020*					
MATH 109					
MATH 246					
POLS 110					
PSYC 100					

* MATH 020 is the prerequisite course for those courses needed to demonstrate university competency in math (MATH 104, 106, 108, 109, 246). Because those math competency courses are required to begin major sequences or are prerequisites to courses required to begin major sequences, we have decided to include data for MATH 020.

Figure 19 shows the rate of each group receiving a “C-” or better. Many of these courses require a grade of “C” to demonstrate competency, so the actual passing grade rates for those courses will be lower. We chose “C-” as the benchmark grade to allow for comparisons across a wide range of courses, and we established the passing grade rate for all students as the equitable rate.

We identified significant negative equity gaps for particular groups within certain courses. Boxes of groups falling 10 or more percentage points below the equitable rate are shaded pink.

Figure 19. Passing grade (C- or better) rate for selected courses (N in parentheses), 2005-07

	Af Am	Am Ind	SE As Am	As Am	His/Lat	White	Total*
CHEM 103	71% (7)	86% (7)	62% (21)	77% (17)	84% (19)	88% (1408)	87% (1510)
ECON 103	100% (8)	88% (8)	71% (42)	91% (35)	93% (15)	90% (1933)	90% (2084)
ENGL 110	95% (19)	84% (19)	91% (67)	87% (45)	95% (39)	93% (2821)	93% (3081)
MATH 020	50% (6)	44% (9)	77% (30)	100% (12)	67% (9)	83% (637)	81% (726)
MATH 109	57% (7)	57% (14)	77% (43)	88% (17)	55% (20)	87% (1543)	86% (1677)
MATH 246	86% (7)	71% (7)	65% (37)	81% (21)	81% (21)	83% (1693)	82% (1830)
POLS 110	63% (8)	56% (9)	54% (24)	69% (16)	100% (3)	83% (1374)	82% (1462)
PSYC 100	79% (14)	73% (15)	77% (65)	80% (35)	80% (35)	92% (2274)	91% (2496)

* Total column includes data for Unknown and International categories, not shown

Based on the data in **Figure 19**, certain patterns emerge:

- African Americans and American Indians fall far below the equitable rate in math competency courses, except for Math 246.
- All minority groups except Hispanic/Latino(a) fall 10 or more points below the equitable rate in POLS 110. Note the very small N (3) for Hispanic/Latino(a).
- All minority groups fall 10 or more points below the equitable rate in PSYC 100.

The college enrollment equity gaps identified in **Figure 16** (above) correlate with these findings.

- The College of Education and Human Sciences is significantly below equity enrollment for Southeast Asian Americans, Asian Americans, and Hispanics/Latino(a)s. Southeast Asian Americans and Asian Americans have below-equity passing rates for both POLS 110 and PSYC 100: prerequisites to admission to the College of Education and Human Sciences.
- Hispanics/Latino(a)s are represented at a below-equity level in the College of Business and perform below equity in MATH 020 and 109: prerequisites to admission to the College of Business.
- Southeast Asian Americans are represented at a below-equity level in the College of Nursing and Health Sciences and perform below equity in CHEM 103 and PSYC 100: prerequisites to admission to the College of Nursing and Health Sciences.

Our team believes that the equity gaps in these courses are serious enough to warrant further attention from their respective departments.

Improvement targets: Raise the passing grade rate for African Americans in MATH 020 and MATH 109; raise the passing grade rate for all racial minority groups except Hispanics/Latino(a)s in POLS 110; raise the passing grade rate for all racial minority groups in PSYC 100.



ADDITIONAL SUGGESTIONS: GATEKEEPER COURSES

Department chairs and course instructors should review course curriculum and pedagogy. Seemingly “impartial” instructional methods (heavy reading requirements, computer-aided instruction, peer-group cooperation) may, in fact, disadvantage certain groups of students.

Departments should determine whether those students not passing with a C- or better persist to the end of the course or withdraw from the course.

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FINANCIAL AID



In this Financial Aid section, we will discuss the amount of financial need met by scholarships/grants and self-help.

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Measure 5: Financial Aid

The Equity Scorecard team investigated whether racial minority students encountered access barriers to financial aid.

5.1 Financial Need Met by Grants

Upon review of the racially disaggregated financial aid data, our team sought to determine how much aid came in the form of scholarships/grants (federal, state, institutional, external) and how much came in the form of self-help (student loans, work study).

Figure 20 (below) shows that all minority groups are above average in the level to which their financial need is met by grants. Moreover, UW-Eau Claire is above the UW System average for need met by total grants for all racial minority groups.

However, there is a notable difference in the level of need met among particular groups. African American and Hispanic/Latino(a) students have approximately 50% of their need met by grants, while Asian Americans and American Indians have 62% and 68% of their need met by grants, respectively. (American Indian students are much more likely to receive grant funds targeted to them to replace loans—BIA, WIA, and other tribal assistance). These levels are roughly consistent with those of previous years back to 1997-98.

Figure 20. Financial need met by grants, 2005-06

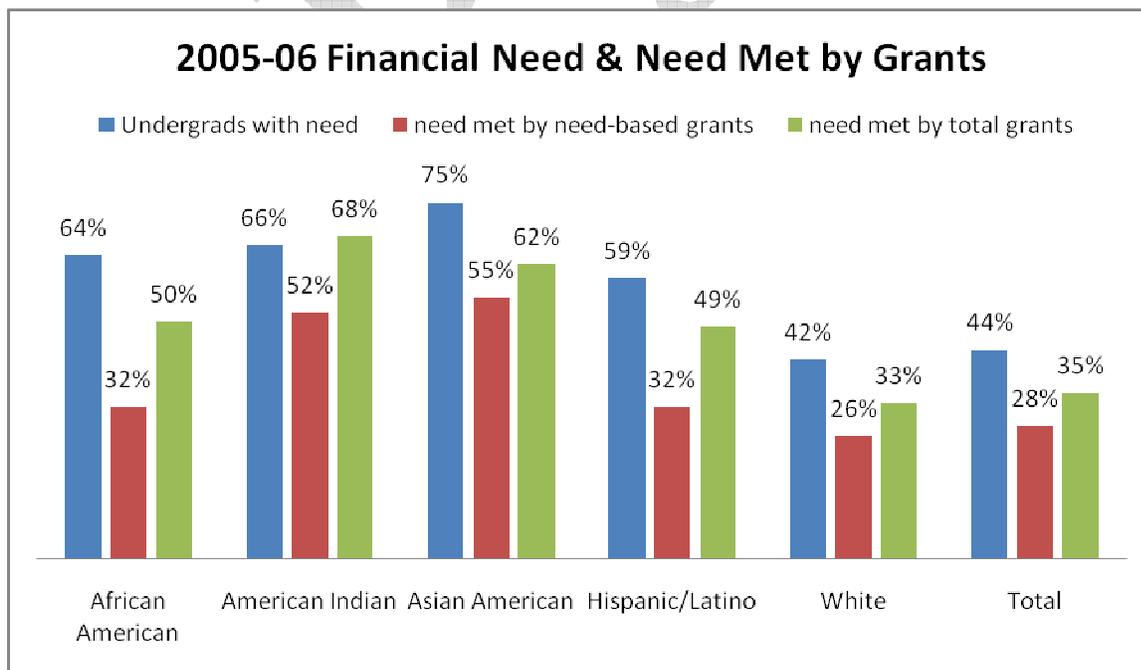


Figure 21 (below) shows that the African American and Hispanic/Latino(a) groups lag behind

other racial minority groups in the average amount of need-based grants. The Asian American group lags behind other racial minority groups in the area of average non-need-based grants. A non-need-based grant is defined as any grant received by a student without any need. Although the Hispanic/Latino(a) group has the smallest proportion of its need covered by grants (49%) among minority groups, it also has less average need per student than the average need for all students.

Figure 21. Undergraduate financial need and need met by grants, 2005-06

	AfAm	AmInd	AsAm	His/Lat	White/Unk	Total
Undergrads with need	32	37	199	49	4031	4348
Avg need (\$)	9453	8059	9215	6883	7012	7138
Avg need-based grant (\$)	3001	4208	5036	2236	1817	1998
Avg non need-based grant (\$)	1696	1307	638	1141	466	497
Avg total grants (\$)	4697	5515	5674	3377	2283	2495

These data on grants led us to examine data on student loans. **Figure 22** (below) shows the average loan debt of bachelor's degree recipients with loans.

Figure 22. Average loan debt of bachelor's degree recipients with loans, 2005-06

	AfAm	AmInd	AsAm	His/Lat	White/Unk	Total
N	11	13	31	11	1162	1228
Avg Loan Debt (\$)	24179	18261	17334	24579	18271	18357

As expected, African American and Hispanic/Latino(a) students carry higher-than-average loan debt. Moreover, some are taking out non-need-based private "alternative" loans, the least advantageous type of loan available. Because of the small N for these groups, we recommend that the Financial Aid office further disaggregate these data by individual student. The Office of Multicultural Affairs should consider targeted intervention with those students opting to take non-need-based private loans.



ADDITIONAL SUGGESTIONS: FINANCIAL AID

The Admissions office, Financial Aid office, and the Office of Multicultural Affairs should determine why African American and

Hispanic/Latino(a) students have less of their need met by grants and whether this has any effect on recruitment and retention.

The Admissions office should review its criteria for merit-based scholarships, including its “Freshmen Honors Guarantee” award. All of these awards require an ACT score of 25 or higher, thereby eliminating a higher proportion of racial minorities from consideration.

Many merit scholarships have a separate application process, while incoming freshmen may submit a single application form for multiple merit scholarships. The Foundation, along with the Financial Aid office, should consider how it can streamline the application process for as many scholarships as possible.

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CONCLUSION



The Equity Scorecard team concludes that UW-Eau Claire has much room for improvement in the areas of Access to Enrollment and Access to Admission to Colleges. Above all, we believe that a more coordinated partnership between the Office of Multicultural Affairs and the Admissions office will lead to more equity-minded recruitment activities, promotional materials, admissions guidelines, advising practices, etc. Increasing access to all dimensions of our institution will require their concerted efforts in recruiting and following up with prospective students. Both offices should receive consistent and common guidance from upper-level administration.

It is within our institution's control to achieve more equitable enrollment numbers. We found that when minority student applications are complete, the admission rate is much closer to the equitable rate. While improving within this one measure will shrink equity gaps in enrollment numbers, we must improve our recruitment efforts among college-bound students in Wisconsin and Minnesota to generate larger pools of diverse applicants. Relying on familiar recruitment pipelines will only replicate the racial composition of the incoming class of 2008. UW-Eau Claire does not want to lead the UW System in fewest number of applications from students of color.

At times, we have presented the actual number of minority students needed to bring UW-Eau Claire to equity within a particular measure. We do so with the belief that setting specific goals will inspire discussion of the specific actions needed to achieve them. The Equity Scorecard team hopes that our observations will initiate these intentional dialogues among the faculty, staff, and administration of UW-Eau Claire. With sufficient institutional motivation, such cooperation will lead to improved practices that will close our institution's equity gaps.



APPENDIX: TERMS



From “Glossary of Frequently Used Terms,” *Equity Scorecard Process Team Handbook*, Center for Urban Education, University of Southern California.

Equity: Achieving equal representation and/or rates of success for each racial/ethnic group in the outcome of interest at a given institution.

Equity Gap: The under-representation of a student group (usually based upon ethnic or racial distinctions) in a given measure, such as graduation or matriculation. Equity gaps are determined by subtracting a student group’s outcome figure from the baseline figure in a given measure.

Measure: A measure illustrates areas of equity or inequity of educational outcomes among ethnic/racial groups of students.

Rate: Data that represents the number of students in a specific racial or ethnic group who succeed out of the total number of students from the same racial or ethnic group who start out in a given measure. Or as in a Share (see below) perspective you can examine data **across** groups in a measure, in a Rate perspective you can examine data **within** groups in the measure.

Share: Data that shows a racial or ethnic group’s performance or representation relative to other groups’ performance or representation for a given measure of student success. We can think of data organized into shares as a pie. The pie represents the whole number of students in a given measure. Each piece of the pie represents the share of students in a particular ethnic group for that measure. The pieces of the pie, or shares, sum to 100%. Whereas, in a **Rate** perspective you can examine data within groups in a measure, in a **Share** perspective you can examine data across groups in a measure.