

EQUITY SCORECARD

INTERIM REPORT: EXCELLENCE



DRAFT

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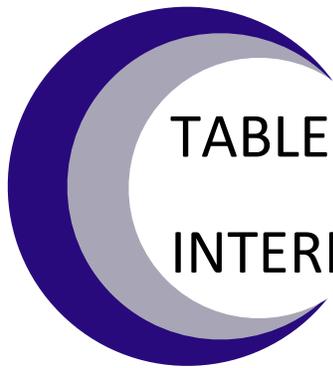


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INTRODUCTION



Beyond providing equitable access to matriculation for students of color, UW-Eau Claire should seek to ensure equitable access for enrolled students to the kinds of high-impact educational activities that lead to academic excellence. Doing so obliges us to make certain that students of color have an equal chance to participate in the distinct programs and affiliations that represent excellence in scholarly accomplishment. To analyze students' achievements in what we'll refer to as "excellence measures," the Equity Scorecard Team reviewed numerous data sets. We looked at graduates according to their overall grade-point averages, their shares of membership on Dean's Lists, and their enrollment in our Honors Program. We also considered how often students of color were engaged in prestigious and high-impact activities like the McNair Program, Blugold Fellowship, Study Abroad, Faculty-Student Collaborative Research, and so on. As in the earlier sections of this report, our goal is to identify university programs and activities in which students of color are proportionally under-represented. Full representation by these students is important because such activities and accomplishments play a large role in students' future success. We believe that students who distinguish themselves in these kinds of endeavors in college should find it easier to pursue additional education in graduate school and to land more highly-sought careers.



Section I: Student Achievement Measures



Measure 1: Grade point average (GPA)

In the Interim Report on Retention, we examined the effect of several factors on retention and persistence for students of color, including their grade-point averages (GPA). We return to the GPA in this section on Excellence as well, this time with an eye toward measuring any gaps that may exist between the cumulative GPA for students of color at graduation time when compared with those averages for all students. We analyzed the data for the four consecutive cohorts of students who entered as first-year students in the Fall semesters from 1998 through 2001. However, to maintain our focus on graduating students, we have included only the data for students who entered during those years and also graduated within six years. These data are summarized in **Table 1** below:

Table 1. GPA Shares for Graduates by Race, 1998-01

GPA	Af Am		Am Ind		SE As Am		As Am		Hisp/Lat		White		Total*	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total	29	100%	13	100%	50	100%	50	100%	44	100%	4698	100%	4884	100%
3.50 - 4.00	5	17.2%	0	0.0%	1	2.0%	7	14.0%	10	22.7%	1278	27.2%	1301	26.6%
3.00 - 3.49	8	27.6%	7	53.8%	16	32.0%	23	46.0%	15	34.1%	2055	43.7%	2124	43.5%
2.50 - 2.99	13	44.8%	6	46.2%	28	56.0%	17	34.0%	15	34.1%	1198	25.5%	1277	26.1%
2.00 - 2.49	3	10.3%	0	0.0%	5	10.0%	3	6.0%	4	9.1%	167	3.6%	182	3.7%

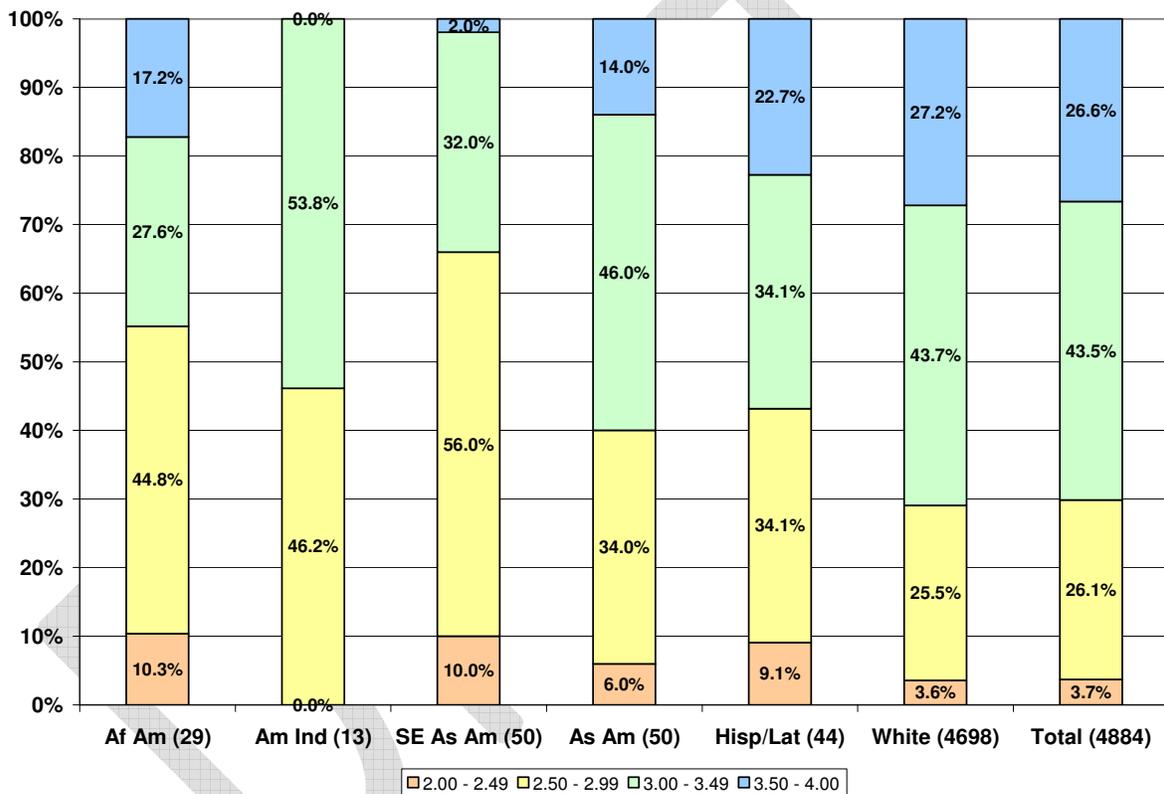
* Total excludes international and unknown students

During the period under analysis, a total of 186 students of color entered as first-year students and graduated within six years. Of these students, the largest number were Southeast Asian Americans (50) and Asian Americans (50), followed closely by Hispanic/Latino(a) students (44), with far fewer African Americans (29) and even fewer American Indians (13). These students experienced varying levels of GPA achievement during their college careers, but as **Table 1** shows, no group registered as large a share of the highest level of GPAs (3.5-4.0) as did the White students. Closest were Hispanic/Latino(a) students, who lagged behind the White students in this level by almost 5 percentage points. Indeed, generally speaking, the higher the

GPA level, the more likely are the White students to be over-represented; the lower the GPA, the more likely are the students of color to be over-represented.

Figure 1 dramatically illustrates GPA inequities across racial/ethnic groups. For example, over 70% of White students from this cohort graduated with a GPA of 3.00 or higher, while 66% of Southeast Asian American students graduated with a GPA of 2.99 or lower. No American Indian students and only 2% of Southeast Asian American students graduated with a GPA of 3.50 or higher.

Figure 1. GPA Shares by Race, 1998-01



The consistency with which upper GPA shares are claimed disproportionately by White students, and with which lower GPA shares are claimed by students of color, reveals a failure of the institution to foster learning for students who differ in significant ways from those whom we have traditionally taught. It is worth noting that all of the students counted in these tables have graduated from UW-Eau Claire: all are capable of successfully completing college-level work. And yet we have consistently failed to witness equity shares for any of our students of color among the higher grade-point averages. In order for Southeast Asian American students to achieve equity, for example, we would need to see 70% of them attaining a 3.0 GPA or higher – a total of 35, more than double the current total of 17. We need to examine our

curriculum, pedagogy, academic support services, advising, and institutional climate to discover a source for this evident structural bias.

A similar pattern is observable in students who entered as transfer students and who graduated within six years. However, while we hope to increase the numbers of students of color in this category, they remain a very small contingent as of this writing.

Before drawing further conclusions about these findings, we also considered a measure of students at the higher end of the grade-point data: membership on the Dean's Lists, discussed in the next section.

Measure 2: Dean's List

Every semester, UW-Eau Claire identifies students with high grade point averages in two different distinctions: first, those achieving Academic Distinction, and second, those earning a spot on the Dean's List of their own college. The university-wide listing for Academic Distinction requires a lower minimum grade point average (3.2 or higher). For the purposes of the Equity Scorecard, we will measure academic excellence only according to the more rigorous Dean's List in each college. Students who meet this higher standard of achievement receive personal letters of congratulations from their Dean, and typically the lists are posted in local newspapers.

The criteria for achieving a spot on the Dean's list differ slightly by college. Students must already be in good academic standing and must have completed at least 12 credits of coursework at or above the 100 level, with no repeated courses, no "Incomplete" grades, and no registrations for Satisfactory/Unsatisfactory grading. Students must also have attained a high minimum GPA for the semester: 3.60 in the College of Business and 3.70 in all others.

As elsewhere in this report, we combined Dean's List data for all four colleges and across a number of years in order to arrive at statistically meaningful quantities among the students of color. Across the three years of this composite group (2005-07), enrollments of American Indian, Southeast Asian American, Asian American, and Hispanic/Latino(a) students have increased slightly; African American student enrollments have hardly budged. Total composite shares for each racial/ethnic group will be used for comparisons, but it seems worth noting that for several of the groups, the composite does not fully reflect an apparent upward trend and may in fact slightly understate the degree to which inequity has been reduced. Also, because the Dean's Lists are not currently open to part-time students, it is likely that shares of students of color are disproportionately small. A reconsideration of Dean's List eligibility for part-time students might be in order – not only for the benefits it might offer students of color, but also

for a whole generation of upcoming students who reportedly will bring a different mix of lifestyles and economic contexts with them in the future.

Table 2 below includes all Dean's List rate and share information for each racial/ethnic group. We use these data for **Figure 2** and **Figure 3**, also below.

Table 2. Dean's List Rates and Shares, 2005-07

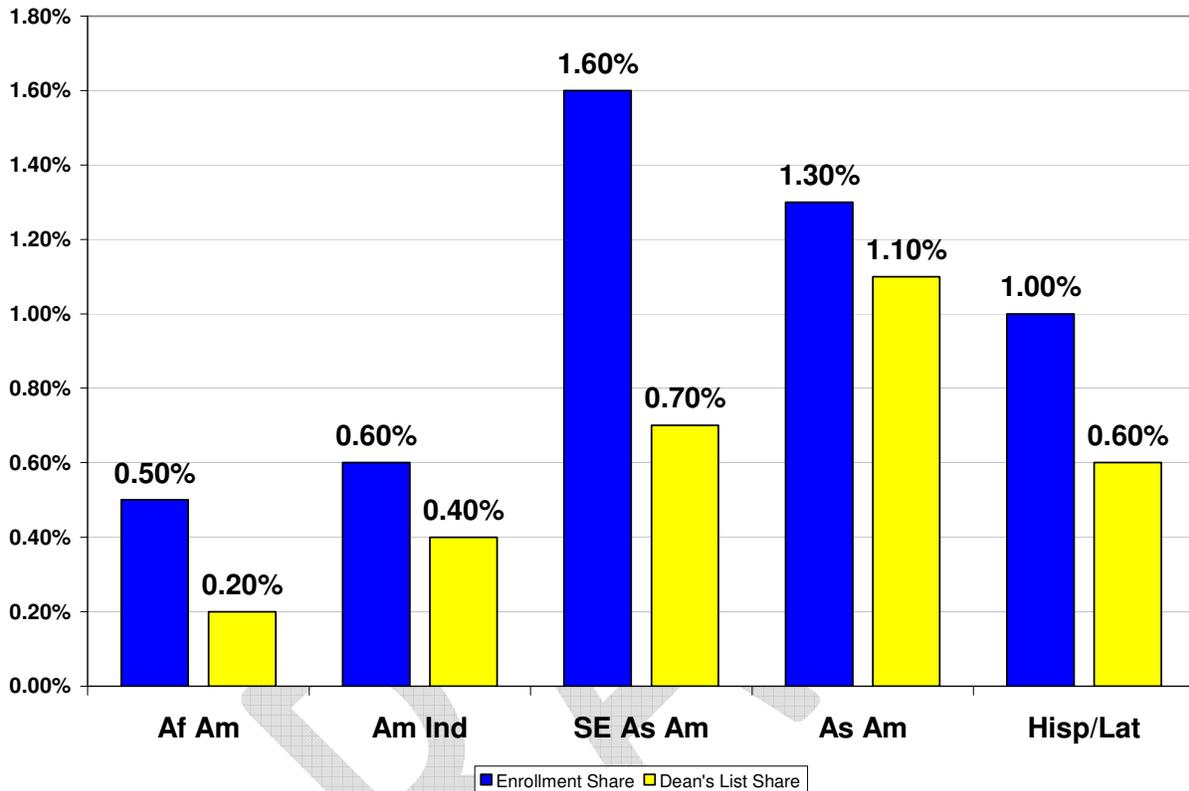
Race		Fall 2005	Fall 2006	Fall 2007	Total
African American	Enrolled	51	47	50	148
	Share	0.5%	0.5%	0.5%	0.5%
	Dean's List	4	4	3	11
	Rate	7.8%	8.5%	6.0%	7.4%
	Share	0.2%	0.2%	0.2%	0.2%
American Indian	Enrolled	56	59	65	180
	Share	0.6%	0.6%	0.7%	0.6%
	Dean's List	8	4	7	19
	Rate	14.3%	6.8%	10.8%	10.6%
	Share	0.5%	0.2%	0.4%	0.4%
Southeast Asian	Enrolled	147	148	165	460
	Share	1.5%	1.5%	1.7%	1.6%
	Dean's List	5	16	13	34
	Rate	3.4%	10.8%	7.9%	7.8%
	Share	0.3%	1.0%	0.8%	0.7%
Asian American	Enrolled	122	128	128	378
	Share	1.2%	1.3%	1.3%	1.3%
	Dean's List	18	21	15	54
	Rate	14.8%	16.4%	11.7%	14.3%
	Share	1.1%	1.3%	0.9%	1.1%
Hispanic/Latino(a)	Enrolled	84	100	112	296
	Share	0.9%	1.0%	1.1%	1.0%
	Dean's List	8	13	10	31
	Rate	9.5%	13.0%	8.9%	10.5%
	Share	0.5%	0.8%	0.6%	0.6%
White	Enrolled	9389	9322	9303	28014
	Share	95.3%	95.1%	94.7%	95.1%
	Dean's List	1558	1600	1591	4749
	Rate	16.6%	17.2%	17.1%	17.0%
	Share	97.3%	96.5%	97.1%	97.0%
Total	Enrolled	9849	9799	9823	29471
	Share	100.0%	100.0%	100.0%	100.0%
	Dean's List	1601	1658	1639	4898
	Rate	16.3%	16.9%	16.7%	16.6%
	Share	100.0%	100.0%	100.0%	100.0%

* Total excludes international and unknown students

Figure 2 below illustrates that for every minority racial/ethnic group, the Dean's list share is smaller than the enrollment share. The shares of White students are not included to preserve a

viewable aspect ratio, but for White students, the Dean's list share (97.0%) is greater than the enrollment share (95.1%).

Figure 2. Enrollment and Dean's List Shares, 2005-07

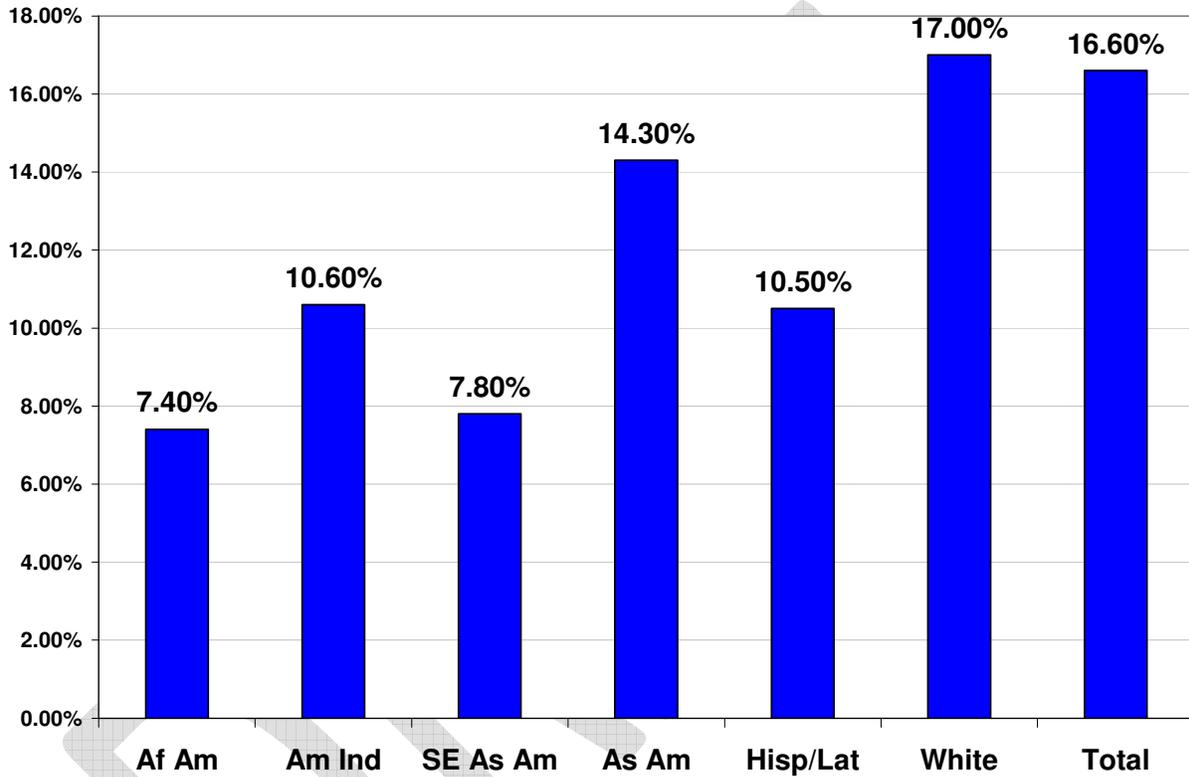


We see a familiar pattern in the shares claimed by each racial/ethnic group in this Excellence measure. While White students continue to be over-represented by their share, students of color consistently accrue about half the share that equity would demand. African American students do not claim even half of the equitable share of 0.5%. The racial/ethnic group that approaches equity most closely is Asian American.

The disparity is more vivid in terms of actual student numbers. Because these are 3-year composite figures, we cannot speak of the number of individual students involved, because some students presumably made the Dean's List more than once. However, it is meaningful to speak of the number of appearances by students of color on the Dean's list during that 3-year period. In terms of equity, we should have seen 24 African American appearances on the Dean's list instead of 11; 29 American Indian instead of 19, 78 Southeast Asian American instead of 34; 49 Hispanic/Latino(a) instead of 31. Asian Americans, who as noted above fared best in this measure, were still under-represented from an equity level of 64. In fact, they made only 54 appearances on the Dean's Lists.

Measuring this same composite group (2005-07) according to the rate at which members of each racial/ethnic group attain the Dean's list bears out the inequities illustrated by the shares data. **Figure 3** below graphs the rate data. One readily sees that the White students' rate stands above the rate for any group of students of color and in fact is more than double the rate for some groups.

Figure 3. Dean's List Rate by Race, 2005-07



Not adequately reflected in these three years is an explosive growth in total numbers of students attaining the Dean's List status from 2001 through 2005, a period during which the size of the Dean's Lists increased by 150%. See **Table 3** below:

Table 3. Growth of Students on Dean's List, 2001-07

RACE	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
African American	4	6	2	6	4	4	3
American Indian	4	5	4	5	8	4	7
Southeast Asian	1	2	4	6	5	16	13
Asian American	4	6	9	11	18	21	15
Hispanic/Latino(a)	4	9	13	11	8	13	10
White	636	1276	1332	1399	1558	1600	1591
Total	653	1304	1364	1438	1601	1658	1639

In spite of this overall increase, however, only the Southeast Asian American and Asian American groups came anywhere near enjoying its full effect themselves. All other minority racial/ethnic groups were not picked up by this apparently inflationary trend.

The question as to what to do with these data is another matter. The straightforward goal for achieving equity for students of color would be to add students to the Dean's list: 10 more American Indian appearances; 13 more African American; and so on. As noted earlier, reconsidering the exclusion of part-time students might more nearly approximate equity levels of representation by students of color. But the real issue is lower grades.

The Equity Scorecard Team is not advocating grade inflation. However, we believe these achievement gaps in GPA and Dean's List inclusion reflect institutional barriers to learning, not just poor high school preparation or a lack of motivation on the part of students. As noted in the Interim Reports on Access and Retention, individual academic units should investigate whether students are being properly advised into appropriate courses; whether their prerequisite and General Education courses truly represent essential learning and constitute the best preparation for any students in their related programs; whether each of these courses uses the kinds of pedagogies, learning outcomes, and classroom climates to enable all engaged students to succeed. And when any students struggle, we need to make sure that the institution has appropriate mechanisms ready to assist those students in learning how to learn more effectively.

Individual academic and support units are already making progress on this front. The department of psychology has begun researching the effects of "High-Impact Practices" on closing the learning gap between less-prepared students and their more advantaged peers. The College of Arts and Sciences Dean's office recently sponsored faculty discussions on "stereotype threat" and the retention of minority students. The Center for Excellence in Teaching and Learning offered a community of practice on rewriting syllabi for EDI. The Equity Scorecard Team recommends that all academic units create action plans for addressing achievement gaps in excellence.

Inequitable shares among Dean's Lists for students of color is a symptom of a lack of inclusive excellence; improving curriculum, advising, and pedagogy is the cure. More students of color named to the Dean's Lists will be the measure of our institutional success.

Improvement target: Achieve equity between enrollment shares and Dean's List shares for all racial/ethnic groups.



SUGGESTIONS: GPA AND DEAN'S LISTS

- Individual academic units (colleges, departments, and programs) should disaggregate GPA data by race to identify gaps across racial/ethnic groups.
- Colleges should consider opening the Dean's List to part-time students.
- Academic departments and programs should consider piloting courses that include relevant and appropriate High-Impact Practices.

Measure 3. The Honors Program

UW–Eau Claire's Honors Program enrolls high-achieving students who seem especially motivated to learn and excel. It aims to challenge them by offering enriched experiences in their overall curriculum, over which they have some individual control, and especially in their Honors Colloquia, small classes approved in advance by the Honors Committee and taught only by select professors. These small classes admit only students enrolled in the Honors Program in order to foster a challenging atmosphere of intellectual curiosity and risk-taking. According to the program's description, it "seeks to challenge exceptionally able students to perform at the highest level of which they are capable, to enhance their capacity for critical inquiry and for independent learning, and to develop their potential for leadership in their future vocations." Clearly, equal access to such an opportunity would be vital for students of color.

Enrollment in Honors also confers two distinct advantages upon students. First, Honors students alone are eligible to enroll in Honors Colloquia and Honors Electives; the former are special topics-focused courses typically taught by highly-experienced professors, while the latter are Honors-only sections of regular course offerings by any of the departments on

campus. In both kinds of courses, the distinct intellectual challenge presented to students offers an experience that students of color should not be excluded from simply for arbitrary or unintentionally discriminatory reasons. The positive effect of learning communities on student success is widely substantiated by current research, and the Honors Program is one of the most prestigious and effective learning communities on our campus. Second, Honors students are permitted to register for all courses sooner than non-Honors students. Needless to say, the privilege of enrolling in courses before they are closed confers a significant advantage for retention and timely graduation. It is important for the institution to exercise intense vigilance to make sure that students of color are not disproportionately denied admission to the program.

Current enrollments in the Honors program are not particularly encouraging in this regard. Recent data show that of the 392 students officially enrolled in the program, only 7 are known to be students of color: 4 Asian or Asian American students and 3 Hispanic/Latino(a) students. (Another 4 students are reported as "Not reported/Other.") No African American students and no American Indian students are reported at this time.

It seems likely that current admissions criteria for the Honors Program unfairly disadvantage students of color. The existing criteria specify that potential first-year students must meet two requirements: a composite ACT score of 28 or higher (1280 SAT) and a high school class rank in the top five percent. Students may also enter the program once they have completed at least 15 credits of course work at UW–Eau Claire with a grade point average of 3.67, providing that their composite ACT score upon admission was at least 26. Transfer students are also admitted if they have been enrolled in honors programs elsewhere.

These very high minimum ACT scores may prove a significant barrier to entry for students of color. According to the Wisconsin Department of Public Instruction, for 2007-08, 36.7% of racial/ethnic minority students took the ACT compared to 52.9% of White students. The average composite score was 18.9 for racial/ethnic minority students and 22.7 for White students. And because we know that no connection can be shown to exist between intellectual curiosity and any specific ACT score, it is not clear that this entry criterion serves as an adequate measure of students' suitability as Honors Program candidates, or as a predictor of their likely success in the program. Transfer students may be similarly disadvantaged, because often their ACT scores are not available, and so they cannot enroll even if they meet the 15-credit grade-point achievement minimum.

In comparative terms, White students constitute a 97% share of Honors program enrollees. The share of Asian or Asian American students is barely 1%, and Hispanic/Latino(a) students make up a scant three-quarters of 1% (.00765). According to data from the Interim Report on Access, enrollment shares for racial/ethnic groups are 0.5% African American, 0.6% American

Indian, 3.0% Asian (1.7% Southeast Asian plus 1.3% Asian American), 1.1% Hispanic, and 92.3% White. Clearly, White students are heavily over-represented among enrollees in the Honors Program at UW–Eau Claire. In order to reach equity levels, we would need to see the following increases in enrollments:

African American:	Increase by at least 2 students
American Indian:	Increase by at least 2 students
Asian:	Increase by at least 8 students
Hispanic:	Increase by at least 2 students

Students of color are seriously underrepresented in the Honors program. Yet achieving the actual number of students of color who should be added to the program in order to reach equity is not an insurmountable goal. Active, successful recruitment of students of color into the Honors program at UW–Eau Claire might best begin with a re-examination of its admission criteria, including an interrogation of the theoretical justification for the absolute cutoff represented by an ACT score. Surely it would seem an advantage for students of all races and ethnicities to experience enriched intellectual challenges in Honors classrooms – classrooms whose climates are even further enriched by greater racial and ethnic diversity.

Improvement target: Achieve equity between enrollment shares and Honors Program shares for all racial/ethnic groups.

SUGGESTIONS: THE HONORS PROGRAM

- Review rationale for ACT requirement for admission to the Honors Program.



Section II: Student Engagement Measures

In addition to participating in the Honors program and achieving high grade-point averages or other academic distinction, exceptional students at UW-Eau Claire also participate in especially challenging and stimulating programs. The participation share for students in these programs helps identify student excellence, so equity in these activities by students of color would mark an important achievement. By measuring participation shares in these groups and activities, the Equity Scorecard Team examined how students of color compare with White students at UW-Eau Claire.

Measure 4. The McNair Program

The Ronald E. McNair Postbaccalaureate Achievement Program is a federally funded project of the U. S. Department of Education (ED) designed to facilitate the education of students who desire to pursue graduate studies toward a research-based doctorate. The McNair Program has been active at UW-Eau Claire since 2000, with a total of 112 students either currently enrolled or graduated. The program currently provides money and other resources for 26 students from UW-Eau Claire to participate each year. At least two-thirds of the program participants must be low income/first-generation college students. The remaining participants can be admitted solely on the basis of membership in racial/ethnic groups underrepresented among American doctoral recipients: Black (non-Hispanic), Hispanic/Latino(a), and American Indian/Alaskan Native. Among and other Asian American students enrolled in the McNair Program qualify only under the low income/first-generation eligibility criterion.

McNair Program at UW-Eau Claire

Of the 112 participants, 85 have graduated from UW-Eau Claire, and 27 are currently enrolled. Of the 85 graduates, 73 have gone on to graduate school. Twenty-one of the 73 students (29%) who are attending or have attended graduate school are students of color. Thirty-four of the total 112 students (30%) in the McNair Program are students of color (see **Table 4**). Three additional students of color anticipate graduating in May of 2009, and all have been accepted to a graduate school.

Table 4. McNair Program at UW-EC

	African American	Native American	Hispanic	Southeast Asian**	Asian**	White**	Total
#-in McNair Program	2	15	7	7	3	78	112
#Graduated From UWEC	2	11	4	5	3	60	85
# Attended Graduate School	2 (100%)	9 (82%) 1 recently accepted	3 (75%) 1 recently accepted	5 (100%) 1 recently accepted	2 (67%)	52 (87%) 5 recently accepted	73 (86%) 8 recently accepted
Verified Doctorates	1		1			9	11*
Anticipated May 2009 Doctorates		1	1	1		5	8
<p>* It is important to note that the 1st cohort of McNair Scholars graduated from UWEC in 2001; hence the 11 recipients of doctorates completed these degrees well ahead of the average national completion rate of 9.9 years. Eight more students will graduate in May 2009.</p> <p>** Southeast Asian, Asian, and White students admitted through only low income/first generation criterion.</p>							

Overall, UW-Eau Claire has done well recruiting students of color to the McNair Program and mentoring these students through the process of graduating from the university to applying and enrolling in graduate school. The McNair Program has had this success despite rigid federal guidelines that require our two largest racial/ethnic minority groups—Southeast Asian American and Asian American—to be admitted only as low income/first generation students, not as racial/ethnic minority students. (Other federally-funded TRIO programs do not specify race as a criterion, allowing more flexibility to those programs committed to racial/ethnic diversity.) UW-Eau Claire’s McNair Program has shown a true commitment to racial/ethnic diversity and equity, with comparable rates of participation, graduation, and graduate school matriculation across the multicultural and White groups. Because the program was established here only eight years ago, we are just now starting to see the first of its graduates earning their verified completed doctorates. Thus, it will be important to continue to follow our students of color through the process and track their success rates in graduate schools.

Measure 5. Blugold Fellowship

In addition to the financial-aid packages discussed in the Interim Report on Access, UW–Eau Claire offers a number of scholarship programs aimed primarily at students of color. The

Diversity Scholars program, for example, was established to recruit and retain students of color as well as economically-disadvantaged students who have achieved academic excellence. It offers several scholarships each year that can amount to as much as \$6,000. They are renewable, and only new students (African American, Hispanic/Latino(a), American Indian/Alaskan Native, or Southeast Asian American) are eligible. However, these students must also rank in the top 25% of their graduating class and have an ACT composite score of 25/1700 SAT. The ACT provision raises the same issues as discussed above regarding the Honors Program. Students who do not meet the ACT or class-rank requirements are eligible to apply for a Diversity Achievement (\$1,000) or Diversity Incentive scholarship (\$200 to \$500). UW-Eau Claire awards 10 of the Achievement scholarships and 15-20 Incentive gifts. Clearly, these awards are less attractive than the one with the ACT requirement. However, taken together, they constitute a fairly high number of awards as a function of the number of students of color whom we serve.

In this context, the Blugold Fellowship is having some success attracting students of color, whose other options include the scholarships mentioned above. Students selected for this fellowship receive a \$1,000 scholarship and a \$1,200 stipend for their work as faculty assistants. This is renewable in the sophomore year, yielding a total award of \$4,400. While the Blugold Fellowship is not designed only for students of color, over the life of the program thus far, 4.1% of all recipients have been students of color (8 out of 193). See **Table 5** below:

Table 5. Blugold Fellows by Race

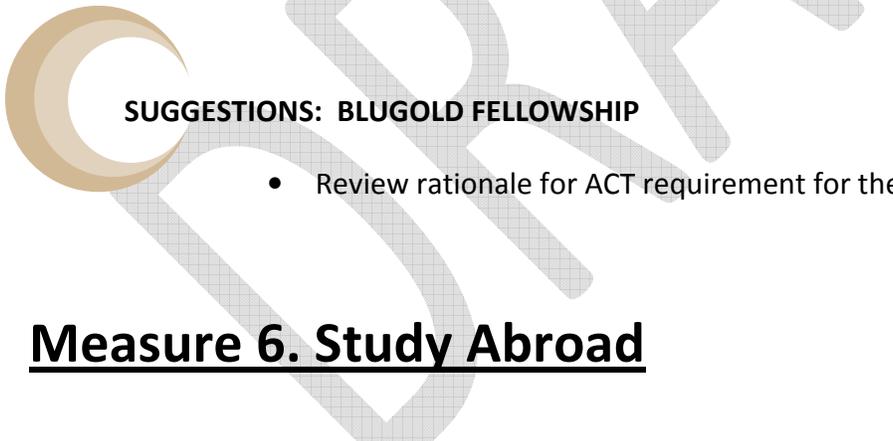
Race	Number	Percentage
African American	1	0.5%
American Indian	1	0.5%
Asian American	4	2.1%
Hispanic/Latino(a)	2	1.0%
White	185	95.9%
Total	193	100.0%

Again, we are using an approximate value of 5.2% to represent the share that students of color make up in our overall enrollment. Thus the Blugold Fellowship is not quite reaching equity levels for these populations. And unfortunately, this award too has a problematic selection criterion. Potential Fellows are selected from the incoming students who have been accepted to the university by mid-November, who rank in the top 25 percent of their high school graduating class, and who have an ACT of 25 / SAT of 1700 or greater. Once again the ACT problem arises. But that's not all. Our Admissions office reports that, for most students of color, the difference in numbers of applicants before and after the Blugold Fellowship deadline date of mid-November is relatively small. However, that difference is fairly dramatic for

African American students. According to the Admissions office, just over 20% of all African American students who are eventually admitted have completed their applications and received their acceptances between September and November (i.e., in time for the Blugold Fellowship consideration). This compares to a nearly 60% timely application rate for all eventually-admitted White students. Clearly, African American students are at a distinct disadvantage in the competition for Blugold Fellowships. We suggest that UW-Eau Claire consider modifications to these requirements.

The Blugold Fellowship is included in this “Engagement” section because the program represents a form of high-impact practice considered especially effective in retaining underserved students and helping them to succeed. Under this program, twenty incoming freshmen plan to work about five hours each week as assistants to university faculty members on special projects or collaborative research. This kind of program should yield many benefits for the students of color who might be enrolled in it, for their mentoring professors, and for the institution as a whole. It would seem well worth the effort to explore modifications in the requirements.

Improvement target: Increase numbers of racial/ethnic minority students awarded the Blugold Fellowship so that all racial/ethnic groups are represented in each incoming freshmen cohort.



SUGGESTIONS: BLUGOLD FELLOWSHIP

- Review rationale for ACT requirement for the Blugold Fellowship.

Measure 6. Study Abroad

The Equity Scorecard Team believes that study abroad is another method for measuring achievement in excellence because international travel strengthens students’ educational program and broadens their perspectives. In addition, graduates who have international study on their resumes are considered more desirable by many future employers. The global perspective and individual growth that such students have acquired are among the reasons that they appeal to many progressive organizations. Indeed, our Study Abroad program is widely considered a hallmark of undergraduate excellence at UW-Eau Claire.

Table 6 below depicts the number of students from UW-Eau Claire who studied abroad during the years 2003-2007. While the share of Asian American students who study abroad is greater than their enrollment share, the other groups claim a smaller share than equity would demand.

Table 6. Study Abroad Participation by Race, 2003-07

	Af Am	Am Ind	SE As Am	As Am	Hisp/Lat	White	Total
#	7	6	25	48	25	1916	2027
Enrollment Share	0.5%	0.6%	1.6%	1.3%	1.0%	95.1%	100.0%
Study Abroad Share	0.3%	0.3%	1.2%	2.4%	1.2%	94.5%	100.0%

From an equity perspective, the Study Abroad program seems to show mixed success. Asian American students take advantage of the study abroad opportunity, while African American and American Indian students tend not to do so in numbers that reflect equity. As is the case with our analysis of other measures, our low overall numbers of racial/ethnic minority students make it difficult to gauge outcomes as definitively as we would like. However, these findings can help to set reasonable goals, such as bringing each group’s participation in line with its respective enrollment share. Further investigation is warranted to learn why some groups are not participating in Study Abroad programs at the level of others.

Improvement target: Achieve equity between enrollment share and Study Abroad share for all racial/ethnic groups.



SUGGESTIONS: STUDY ABROAD

- Administer student surveys and convene student focus groups to define how barriers such as financial need, time to degree concern, and distance from home vary by racial/ethnic group.

Measure 7. Faculty-Student Collaborative Research

One of the most distinctive features of the liberal education experience offered by UW–Eau Claire is our engagement of faculty with undergraduate students in collaborative research. We

have been identified as a distinct leader institution in this endeavor. However, as in other measures where students can participate in and demonstrate excellence, we need to make sure that we are striving for equity of access among all student racial/ethnic groups.

Table 7 below shows shares of students of color among those being served by various programs from the Office of Research and Sponsored Programs (ORSP) promoting faculty-student collaborative research. The data are not disaggregated by specific race/ethnicity, but they do show an increasing number of students participating in these activities – indeed, a significant increase with each passing year.

Table 7. ORSP Faculty-Student Collaborative Research, 2004-07

Year	Minority Students	Total Students	Share of Minority Students
2004-05	5	367	1.4%
2005-06	12	527	2.3%
2006-07	18	436	4.1%
2007-08	25	426	5.9%
4-Year Average	15	439	3.4%

The result for the most recent year (2007-08) indicates that the share of students of color engaging in collaborative research projects (5.9%) exceeds their enrollment share (5.2%). However, we should not be satisfied with equity targets that merely match our low enrollment share for students of color, particularly when a single program such as the McNair Program contributes so much to the overall number of students of color participating in faculty-student collaborative research.



SUGGESTIONS: FACULTY-STUDENT COLLABORATIVE RESEARCH

- Administrative units should disaggregate faculty-student collaborative research data by racial/ethnic group.

Measure 8. Leadership Positions

Another category by which to measure student achievement at UW-Eau Claire is student participation in leadership positions. While there are many organizations and student-led activities on campus that are considered to be student leadership positions, the Equity

Scorecard Team could select only a few to examine for this report. Our operating assumption is that students who participate in student-led organizations will develop leadership skills that will serve them well in their careers.

Student Organization Presidents: There are 242 active student organizations on campus. Nineteen presidents of these organizations are identified as students of color: 3 African American (1.2%), 12 Asian American (5%), 2 American Indian (0.8%), 2 Hispanic/Latino(a) (0.8%), and no Southeast Asian American. It is unclear whether Southeast Asian American students are tracked under a separate category. African American, Asian American, and American Indian groups are well represented as presidents of student organizations. While it is likely that there are a number of other students who are involved in these organizations at some other level of leadership other than president, president is the only office that can be readily tracked.

Student Senate: For academic year 2008-2009, there are 45 students on the Student Senate. Five of these are students of color: 1 Asian American (2.2%), 1 African American (2.2%), 2 American Indian (4.4%), and 1 Hispanic (2.2%). Three students did not report their race. In academic year 2007-2008, 26 students participated in Senate. Two of these 26 were Asian American (7.7%), and 3 did not report a race. Finally in year 2006-2007, there were 41 students on Senate, with 2 of them identifying as Asian American (4.9%) and 1 with no report.

For the years 2006-2007 and 2007-2008, students identifying themselves as Asian American were the only students of color serving on the Student Senate. However, for the academic year 2008-2009, all racial/ethnic groups are represented on Senate with the exception of Southeast Asian American, although the data available did not distinguish between Southeast Asian American and Asian American.

Resident Assistants (RAs): Throughout the fall of 2008, there were 120 Resident Assistants. Two of these 120 were Hispanic/Latino(a), and the others were White. It is not clear why other racial/ethnic minority students are not currently serving as Resident Assistants. Perhaps students of color disproportionately move off campus after their freshman year. It might be interesting to track the numbers of students of color who live in the residence halls during their freshman year and then remain in the residence halls after their first year. Having students of color as Resident Assistants is important for facilitating understanding of different cultures for all students living in resident halls and for promoting visible student leaders of color.

The university does much better in terms of student of color representation on Hall Council, which provides an avenue for students to share ideas about how to improve the residence hall environment. One to two representatives are selected from each resident hall wing. There are about 45 students who serve on Hall Council. Five are African American (11%), 3 are

Hispanic/Latino(a) (7%), and 2 are Asian American (4%). For all 3 of these racial/ethnic groups, participation on Hall Council is above their respective enrollment shares. It is interesting to note that the share of African Americans serving on Hall Council is significantly higher than their enrollment share on campus (0.5%). American Indian and Southeast Asian American students are not currently represented on Hall Council.

Orientation Assistants: Each summer there are 18 Orientation Assistants. These students are often an incoming freshman’s first exposure to UW-Eau Claire. **Table 8** below shows the number of students of color serving as Orientation Assistants for the years 2004-09.

Table 8. Orientation Assistants by Race, 2004-09

Year	Af Am	Am Ind	SE As Am	As Am	Hisp/Lat	White	% SOC
2004	1	1	0	0	0	16	11.1
2005	0	0	0	1	0	17	5.5
2006	0	0	0	1	0	17	5.5
2007	0	0	0	0	3	15	16.7
2008	0	0	0	0	2	17	11.1
2009	0	1	0	1	0	16	11.1

For each year, the share of each racial/ethnic minority group serving as Orientation Assistants is larger than its respective enrollment share. However, one student can make a big difference one way or the other. Overall student of color share may not be the best way to measure equity, especially since there have been no African American Orientation Assistants since 2005 and no Southeast Asian Americans since 2004. A desirable goal would be to have all racial/ethnic groups represented as Orientation Assistants every year. The Office of Advising and New Student Initiatives may want to expand its outreach efforts toward a greater diversification of the Orientation Assistant ranks.

Sport Club Leadership: There are 23 sports clubs at UW-Eau Claire. Sixty-six students serve on the Executive Boards of these clubs. Of these 66 students, 2 are Asian American (3.0%), and 1 is Hispanic/Latino(a) (1.5%). For the Asian American and Hispanic/Latino(a) populations, representation on the Executive Boards exceeds enrollment share (1.3% and 1.2% respectively). Again, the presence of a single student can make a big difference when comparing shares; equity may be better measured by representation of all racial/ethnic groups. In this case, more focused recruitment of African American, American Indian, and Southeast Asian American students is needed to diversify representation on the sport club executive boards.

Campus Ambassadors: Campus Ambassadors are frequently the first contact prospective students and their families have with UW-Eau Claire. These students have an important role in projecting a positive image of the university. The degree to which Campus Ambassadors can be

candid, yet professional, sets the tone for the on-campus experience for student visitors and their families. Currently, UW-Eau Claire does not record the race/ethnicity of campus ambassadors in a database. The following data is based on “visible” tracking of students of color.

May 2006: 10 of 64 ambassadors were of color (15%)
June 2007: 7 of 65 ambassadors were of color (10%)
July 2008: 9 of 72 ambassadors were of color (12%)
August 2008: 12 of 74 ambassadors were of color (16%)

As an aggregate, students of color are apparently well-represented in the Campus Ambassador group. Our Equity Scorecard Team recommends recording the race/ethnicity of Campus Ambassadors to promote inclusive representation of all racial/ethnic groups.

Conclusion: Overall, student of color representation in various student leadership positions is inconsistent. Southeast Asian Americans are poorly represented across all of the positions we surveyed. There is very little racial/ethnic diversity among the Resident Assistant ranks, and we recommend more intentional outreach to diverse candidates.

Improvement target: Have all racial/ethnic groups represented within each student leadership category.



SUGGESTIONS: LEADERSHIP POSITIONS

- Units administering and supervising student leadership positions should routinely disaggregate student data by race/ethnicity and set goals for diversity.



Conclusion



This Interim Report on Excellence augments the narrative begun by the Interim Reports on Access and Retention. Not only does UW-Eau Claire admit students of color at below equitable rates, but students of color who do matriculate do not succeed at the levels of their White peers. These same groups persist and graduate at lower rates than do White students.

Our Equity Scorecard Team believes that student excellence comes from a healthy relationship between student engagement and student achievement. Together, they create a sense of academic purpose and belonging that is crucial to retention and timely graduation. Fostering student success is a delicate calculus. Intentionality is key. If a program is not diverse and equitable, it should directly address the issue and routinely evaluate its efforts to know whether they are working.

Perhaps more than any other perspective, “Excellence” asks us to change how we think about achievement gaps. Deficit thinking is a common default response: “As a group, students of color arrive less well-prepared than White students.” Yet if poor grades are attributable to barriers to learning, then it is incumbent upon our institution to review our practices and engage those that have been shown to foster the best learning. This review needs to happen inside and outside of the classroom. Achievement gaps in GPA across race, year in and year out, testify to our lack of intentionality in this regard. This does not mean lowering high standards of achievement, but it might mean rethinking which outcomes constitute achievement and how we measure achievement. Our high expectations for our students will be based on the promise of equitable practices at all levels of the university.