



EQUITY SCORECARD  
INTERIM REPORT: INSTITUTIONAL  
RECEPTIVITY



DRAFT

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# INTRODUCTION



Institutional Receptivity refers to goals and measures of institutional support that have been found to be influential in the creation of affirming campus environments for underserved students.

Section I presents an examination of 1) data on the racial diversity of our workforce, comparing it with UW System and other peer institutions; 2) longitudinal data with regard to the diversity of our workforce; and 3) faculty retention statistics disaggregated by race.

Section II presents an analysis of 1) National Student Engagement Survey data, 2) ACT Opinion Survey data, and 3) Survey data related to UW-Eau Claire's student retention plan.

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## SECTION 1: DIVERSITY OF WORKFORCE

A diverse workforce contributes to a receptive climate for students of color, and a diverse population of faculty, staff, and students yields a richer learning environment for students: “[t]he vitality, stimulation, and educational potential of an institution are directly related to the composition of its student body, faculty, and staff.” Milem, Chang, and Antonio, *Making diversity work on campus: A research-based perspective*, Washington, DC: Association of American Colleges & Universities, 2005 .

The Equity Scorecard Team compared UW-Eau Claire in number of employees (by race) to other UW campuses and to a group of national peers. Additionally, we looked at data on racial representation in our workforce from 1999-2008 and at faculty retention disaggregated by race and gender.



### **MEASURE 1: UW-Eau Claire Workforce Diversity Compared to UW System and National Peers**

Because there are many similarities among UW System institutions, including pay, governance structures, and location, we considered it relevant to compare our workforce diversity to that of other UW System Institutions. We looked at 2007 data for UW System 4-year institutions including UW-Eau Claire, and at a UW System comparison group that excluded UW-Eau Claire, UW-Madison, and UW-Milwaukee (hereinafter “UW System peers”).

In addition, we compared ourselves to a national peer group of 24 institutions that UW-LaCrosse identified and utilized in their Equity Scorecard analysis (hereinafter “national peers”). Those institutions were identified by a committee at UW-LaCrosse that did an extensive review of characteristics of other institutions in order to identify appropriate peers. The UW-Eau Claire Equity Scorecard Team considers UW-LaCrosse to be a similar institution to UW-Eau Claire and thus thought it appropriate to compare UW-Eau Claire to the UW-LaCrosse list of peers.<sup>1</sup> Figure 1 shows the racial breakdown of the workforces in each group.

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<sup>1</sup> The peer group includes College of Charleston, Kutztown University of Pennsylvania, Radford University, UW-LaCrosse, UW-Oshkosh, UW-Stevens Point, Western Washington University, Appalachian State University, Central Connecticut University, Eastern Illinois University, Humboldt State University, Murray State University, Northern Michigan University, Rowan University, Salisbury University, Sonoma State University, SUNY College at Cortland, SUNY College at Oswego, The College of New Jersey, Truman State University, University of Minnesota-Duluth, University of Northern Iowa, Western Illinois University, and Winona State University.

**Table 1: Workforce by Race/Ethnicity (in percentages)**

	UW-Eau Claire	UW System	UW System Peers	National Peers*
White	90.9	81.6	90	84.7
African American	1.3	3	2.2	5.2
Hispanic/Latino	1.3	3.2	1.9	2.2
Asian	3.4	9.2	4.1	2.8
American Indian	.9	0.6	.8	.7
Unknown	2.2	2.3	1	2.2

\*International employees are a separate category in our available data for national peers, but are not in our data for UW System institutions. This may account for the larger percentage of Asian and Hispanic/Latino employees at UW System institutions compared to the national peers.

Compared to our national peer group average of 84.7%, the UW System average of 81.6%, and the UW System comparison group average of 90%, UW-Eau Claire's workforce has the highest percentage of White employees at 90.9%.

UW-Eau Claire's share of African American employees, at 1.3% of the workforce, is only a quarter of the average of our national peers (5.2%) and less than half that of system institutions (3%). Even the UW System comparison group employs approximately 60% more African Americans (2.2%) than UW-Eau Claire.

UW-Eau Claire's workforce is 1.3% Hispanic/Latino. We employ fewer Hispanic/Latinos than all three comparison groups: 2.2% for our national peers, 3.2% for system institutions, and 1.9% for the system comparison group.

At 3.4%, UW-Eau Claire is slightly above the national peer group average of 2.8% for Asian employees, but lower than the system comparison group average of 4.1% and much lower than the UW System institutions' average of 9.2% Asian employees.

UW-Eau Claire employs a slightly higher percentage of American Indian employees, at .9%, than system institutions (.6%), our national peers, (.7%), and the system comparison group (.8%).

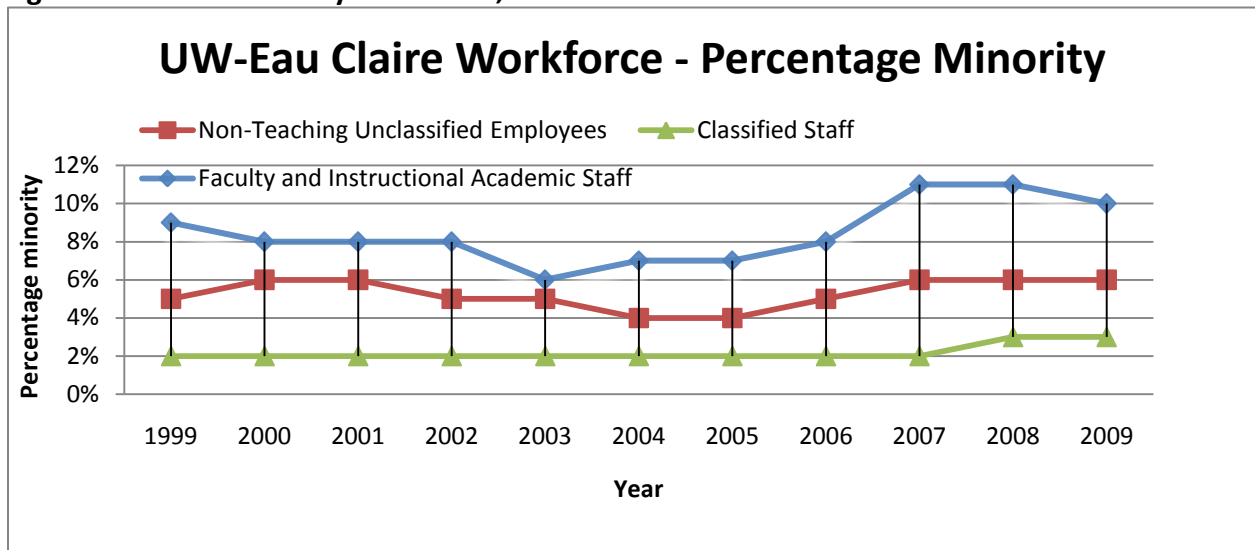
The data show that UW-Eau Claire lags behind several categories of peers in the diversity of its workforce and that perhaps our biggest inequity in the racial composition of our workforce is our small percentage of African American employees.



## MEASURE 2: UW-Eau Claire Workforce Longitudinal Data

UW-Eau Claire tracks its percentage of racial/ethnic minority employees. Figure 1 below shows the makeup of our workforce from 1999 – 2009.

**Figure 1. UW-EC Minority Workforce, 1999-2009**



These data show very static levels of minority representation in our workforce. Our racial/ethnic minority representation in all groups was just one percentage point higher in 2009 than it was in 1999.

A conventional reason for the lack of diversity in our workforce is that we live in a non-diverse community. However, the diversity in our recruiting areas exceeds that in our workforce.<sup>2</sup>

U.S. Census data show that in 2008, the population of Eau Claire was 92% white, the population of Wisconsin was 85.4% white, and the population of the United States was 66% white. Our searches for classified staff are local and statewide recruitments, our administrative academic staff searches tend to be statewide or national recruitments, and our faculty are national recruitments.

<sup>2</sup> For detailed analyses of availability of employees by race and gender in various job types, refer to our Affirmative Action Plan, available through the Affirmative Action Office.



### MEASURE 3: UW-Eau Claire Faculty Retention

UW-Eau Claire tracks faculty retention by race and gender. The team looked at a cohort of faculty hired between 1997 and 2001 to determine who was retained after a 7-year period, the typical timeframe in which tenure is secured.

Table 1 below shows that for all faculty hired between 1997 and 2001 at the assistant professor level, our overall 7-year retention rate is 62.4%. For men, the retention rate is significantly higher than the overall rate with 70.7% for White men and 70% for racial/ethnic minority men. The numbers take a significant dip for White women. We retained White women at a rate of 57.6%, with 50.8% of the group achieving tenure. Most dramatically, racial/ethnic minority women are retained at a rate of only 14.3%, which is just 1 person from this cohort hired between 1997 and 2001.

**Table 1. Employment Status after 7 years of Tenure-Track Faculty hired between 1997 and 2001**

	Total (n=141)	White Men (n=58)	R/E Minority Men (n=10)	White Women (n=59)	R/E Minority Women (n=7)
Tenured	59.6%	70.7%	70%	50.8%	14.3%
Continuing	62.4%	70.7%	70%	57.6%	14.3%
Left employment	37.6%	29.3%	30%	42.4%	85.7%

These numbers show at least three problems. First, we do not hire significant numbers of minority tenure-track faculty. Second, women of all races fare poorly in retention compared with men. Third, we are failing in both our hiring and in our retention efforts for minority women.

#### **Suggestions:**

- **Campus leadership should analyze the results of the 2009-10 climate study and utilize other resources to understand and mitigate negative climate issues that are affecting our racial/ethnic minority faculty recruitment and retention.**
- **UW-Eau Claire should implement best practices in recruitment in order to diversify the workforce, including marketing, pipeline strategies, advertisement venues and language, and interviewing and hiring processes.**
- **Academic colleges and departments should further investigate the low rate of retention among racial/ethnic minority faculty (e.g. via surveys or focus groups).**
- **Discover what is under our control as an institution to make UW-Eau Claire a more attractive place to work.**

- Although the gender issue is beyond the scope of the Equity Scorecard Team's charge, the team recommends further study of the gender gap in retention numbers among tenure-track faculty.

**Improvement target:**

- Hire and retain people of color at rates at least on a par with our UW System and national peers.

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## SECTION 2: SURVEY INSTRUMENTS



### MEASURE 4: National Survey of Student Engagement (NSSE)

UW-Eau Claire is one of the hundreds of four-year colleges and universities in the U.S. and Canada using the National Survey of Student Engagement, or NSSE. According to the NSSE website, the survey measures “student participation in programs and activities that institutions provide for their learning and personal development.” Institutions use the information “to identify aspects of the undergraduate experience inside and outside of the classroom that can be improved through changes in policies and practices more consistent with good practices in undergraduate education.” Toward this end, NSSE allows UW-Eau Claire to compare its students’ experiences with those from selected peer groups and of all NSSE-participating institutions.

UW-Eau Claire has administered the survey in 2001, 2004, 2006, and 2008 to freshmen and seniors in the spring semester. Students are selected randomly and are asked to take the survey online. Our Equity Scorecard Team combined the data from the 2004, 2006, and 2008 surveys, focusing on the questions related to “institutional receptivity.” We have also included student comments from the NSSE survey pertaining to race/ethnicity.

Table 2 below compares enrollment share and NSSE-participation share data.<sup>4</sup> From this comparison, we can see that some racial/ethnic groups such as African American, American Indian, and Asian American are underrepresented when taking the NSSE.

**Table 2. Enrollment and NSSE Response Shares and “N” by Race/Ethnicity**

	Af Am	Am Ind	SEAsAm	As Am	Hisp/Lat	White	Total
<b>Enrollment Share, 07-08</b>	0.5%	0.6%	1.6%	1.3%	1.1%	93.6%	98.7%
<b>NSSE Response Share</b>	0.4%	0.4%	1.8%	1.1%	1.0%	95.2%	100%
<b>N</b>	17	14	70	44	39	3648	3832

<sup>4</sup> Because enrollment data from 2008-09 includes new racial/ethnic categories (including “two or more races”), we have used enrollment data from 2007-08 to better correlate with our disaggregated NSSE data.

## NSSE Closed-ended Questions Analysis

We began our analysis with selected closed-ended questions from the NSSE survey, which includes 14 Likert-scale- and numerical-type questions, some with additional sub-questions. Table 3 below illustrates responses to questions measuring frequency of engagement, disaggregated by race/ethnicity. Students can answer on a four-point scale, “Never,” “Sometimes,” “Often,” or “Very Often.” If students do not mark a response, “No Response” is recorded.

In preface to all of our findings in this section, we acknowledge that the small “N” for some groups does not allow us to perform traditional statistical analysis. For this reason, we have decided not to disaggregate the data by freshmen and senior respondents, which would make for extremely small samples for some racial/ethnic groups.

**Table 3. Questions 1e, 1p, 1u from NSSE 2004-08**

		Af Am	Amlnd	SEAsAm	As Am	Hisp/Lat	White	Total
1e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	# Responding “Often” or “Very Often”	8	8	49	28	26	2312	2431
	% Responding “Often” or “Very Often”	47%	57.1%	70%	63.6%	66.6%	63.4%	63.4%
	# not responding	1	0	0	0	0	29	30
1p. Discussed ideas from your readings or classes with faculty members outside of class	# Responding “Often” or “Very Often”	1	4	12	11	6	676	710
	% Responding “Often” or “Very Often”	5.9%	28.6%	17.1%	25%	15.4%	18.6%	18.5%
	# not responding	2	2	3	3	1	149	160
1u. Had serious conversations with students of a different race or ethnicity than your own	# Responding “Often” or “Very Often”	10	7	32	30	20	1011	1110
	% Responding “Often” or “Very Often”	58.8%	50.0%	45.7%	68.2%	51.2%	27.7%	29.0%
	# not responding	4	2	4	4	2	182	198

The most meaningful data point comes from Question 1u. Slightly more than a quarter of White students regularly had conversations with students of color. Not shown in Table 3 is that 23.1% of White students (N=860) answered “Never” to Question 1u (freshmen rate = 27.2%; senior rate = 18.9%). This statistic may speak to how the structure of our curriculum and co-curriculum are not optimized to create opportunities for diverse interactions.

Table 4 below illustrates disaggregated responses to three questions measuring quality of relationships. Students can answer on a seven-point scale, with the high end being “7.” We will refer to relationships ranked “6” or “7” as “high-quality” relationships. We recognize that by basing our analysis on responses at the “positive” end of the Likert-scale, we effectively “count” no responses as “non-positive” responses. Basing our analysis on responses at the

“negative” end of the Likert-scale would paint a different—perhaps more rosy—picture of institutional receptivity.

**Table 4. Questions 8a, 8b, 8c from NSSE 2004-08**

		Af Am	Amlnd	SEAsAm	As Am	Hisp/Lat	White	Total
<b>8a. Quality of your relationships with other students. (“7” = “Friendly, Supportive, Sense of Belonging”)</b>	# Responding “6” or “7”	5	6	28	27	24	2225	2315
	% Responding “6” or “7”	29.4%	42.9%	40.0%	61.4%	61.6%	61.0%	60.4%
	# not responding	5	2	9	6	3	269	294
<b>8b. Quality of your relationships with faculty members. (“7” = “Available, Helpful, Sympathetic”)</b>	# Responding “6” or “7”	8	8	27	21	19	1636	1719
	% Responding “6” or “7”	47.0%	57.2%	38.5%	47.7%	48.7%	44.8%	44.8%
	# not responding	5	2	9	6	3	269	294
<b>8c. Quality of your relationships with administrative personnel and offices. (“7” = “Helpful, Considerate, Flexible”)</b>	# Responding “6” or “7”	4	4	19	17	17	936	997
	% Responding “6” or “7”	23.6%	28.5%	27.1%	38.6%	43.6%	25.7%	26.0%
	# not responding	5	2	9	6	3	271	296

A couple of data points appear to bear further investigation:

- For Question 8a, three minority racial/ethnic groups reported lower rates of high-quality relationships with other students than does the White group. In fact, African American students reported a rate (29.4%) that is less than half that of White students (61.0%). American Indian and Southeast Asian American students report rates at least 17 percentage points below the rate of White students.
- For Question 8b, Southeast Asian American students indicated a lower rate of high-quality relationships with faculty than all other racial/ethnic groups. Other racial/ethnic minority groups claimed rates higher than that of the White group.
- For Question 8c, the African American group reported the lowest rate of high-quality relationships with administrative personnel.

With this set of questions, we began to notice more instances of “No response.” For example, 5 of the 17 African American students (29%) declined to respond to all three questions. In fact, only the Hispanic/Latino(a) group registers a lower share of “No Response” than does the White group. Again, it is difficult to infer why some students decided not to respond to these questions about quality of relationships.

Table 5 below illustrates disaggregated responses to two questions measuring where an institution places its emphasis. Students can answer on a four-point scale: “Very Little,”

“Some,” “Quite a Bit,” or “Very Much.” We will refer to the responses from these latter two groups as “positive” responses.

**Table 5. Questions 10b, 10c, 11c from NSSE 2004-08**

		Af Am	Amlnd	SEAsAm	As Am	Hisp/Lat	White	Total
<b>10b. [To what extent does your institution emphasize each of the following?] Providing the support you need to help you succeed academically?</b>	# Responding “Very Much” or “Quite a Bit”	9	7	42	29	25	2552	2664
	% Responding “Very Much” or “Quite a Bit”	52.9%	50.0%	60.0%	65.9%	64.1%	69.9%	69.6%
	# not responding	6	2	11	6	3	315	343
<b>10c. [To what extent does your institution emphasize each of the following?] Encouraging contact among students from different economic, social, and racial or ethnic backgrounds?</b>	# Responding “Very Much” or “Quite a Bit”	6	4	28	19	14	1373	1444
	% Responding “Very Much” or “Quite a Bit”	35.3%	28.6%	40.0%	43.2%	35.9%	37.6%	37.6%
	# not responding	6	2	9	7	4	319	347
<b>11c. [To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?] Understanding people of other racial and ethnic backgrounds?</b>	# Responding “Very Much” or “Quite a Bit”	5	3	35	19	21	1608	1691
	% Responding “Very Much” or “Quite a Bit”	29.4%	21.4%	50.0%	43.2%	53.8%	44.1%	44.2%
	# not responding	6	2	13	7	3	380	411

In this data set we see a pattern of the African American and American Indian groups lagging the other racial/ethnic groups in positive responses to institutional support and emphasis. For Question 11c, the rates of positive responses from these two groups fall far below the rates of other groups and of all groups. All of the other groups return a higher rate of positive responses than their White peers for at least one question.

Also interesting about this data set is the apparent disconnect between diversity and academic success. That is, while 69.6% strongly believed that the institution provided the support necessary for academic success (Question 10b), only 44.2% strongly believed that UW-Eau Claire gave them the “knowledge, skills, and personal development” for racial/ethnic understanding (Question 11c). For these students, it is still possible to conceptualize academic excellence without diversity knowledge and skills.

Table 6 below illustrates disaggregated responses to two questions measuring overall experience at UW-Eau Claire. Students can answer on a four-point scale: “Poor,” “Fair,” “Good,” or “Excellent” for Questions 12 and 13, and “Definitely No,” “Probably No,” “Probably Yes,” and “Definitely Yes” for Question 14.

**Table 6. Questions 12, 13, 14 from NSSE 2004-08**

		Af Am	Amlnd	SEAsAm	As Am	Hisp/Lat	White	Total
12. Overall, how would you evaluate the quality of academic advising you have received at your institution?	# Responding "Good" or "Excellent"	8	8	49	31	24	2366	2486
	% Responding "Good" or "Excellent"	47.1%	57.2%	70.0%	70.5%	61.6%	64.9%	64.8%
	# not responding	6	2	11	6	3	363	391
13. How would you evaluate your entire educational experience at this institution?	# Responding "Good" or "Excellent"	11	10	58	33	33	3009	3154
	% Responding "Good" or "Excellent"	64.7%	71.4%	82.9%	75.0%	84.6%	82.5%	82.3%
	# not responding	6	2	11	6	3	361	389
14. If you could start over again, would you go to the same institution you are now attending?	# Responding "Probably Yes" or "Definitely Yes"	9	9	52	31	29	2874	3004
	% Responding "Probably Yes" or "Definitely Yes"	52.9%	64.3%	74.3%	70.5%	74.4%	78.8%	78.4%
	# not responding	6	2	11	6	3	361	389

We will again emphasize that only the African American and American Indian groups trail the other racial/ethnic groups in rate of satisfaction with the overall experience at UW-Eau Claire. The low "N" for each group means that only 2 or 3 students in each group are not responding positively to these questions. However, we believe that these data are enough to warrant further inquiry, particularly when the rates of non response for these groups are higher than the overall rate. Every other racial/ethnic minority group returns rates comparable to their White peers and even a higher rate for at least one question.

UW-Eau Claire is part of a consortium of UW System comprehensive universities that created a set of additional NSSE questions specific to our type of institution. The number and type of questions have varied across the last three implementations of the NSSE survey. In 2008, the UW Comprehensives Consortium added 18 additional questions. The two questions in Table 7 below are common to the 2006 and 2008 NSSE surveys, so the number of respondents is smaller than that from the tables above.

**Table 7. UW Comprehensives Consortium (UWCC) Questions 2, 5 from NSSE 2006-08**

		Af Am	Amlnd	SEAsAm	As Am	Hisp/Lat	White	Total
<b>Total respondents</b>		12	12	53	33	34	2810	2954
<b>2. My institution fosters an environment where racial and ethnic diversity is respected.</b>	# Responding "Agree" or "Strongly Agree"	5	6	35	24	27	2232	2329
	% Responding "Agree" or "Strongly Agree"	41.7%	50.0%	66.0%	72.8%	79.4%	79.4%	78.8%
	# not responding	6	4	12	7	3	434	466
<b>5. I feel "connected" to this institution and to its faculty, staff, and students.</b>	# Responding "Agree" or "Strongly Agree"	6	5	31	22	25	2002	2091
	% Responding "Agree" or "Strongly Agree"	50.0%	41.7%	58.5%	66.7%	73.5%	71.3%	70.7%
	# not responding	6	4	12	6	3	437	468

Although the student sample for these questions is even smaller than that for our other analyses, our Equity Scorecard Team still believes these findings to be relevant. Again, positive responses from the African American and American Indian groups lag behind those of the other racial/ethnic groups, and now the gap for Southeast Asian Americans—the largest minority racial/ethnic group—is sizeable as well. Even when all students of color in this sample are considered as a single group (n=144), their positive response rate to Question 2 (67.4%) and Question 5 (61.8%) are well below those of White students (79.4% and 71.3%, respectively). Perhaps better than any other question in the NSSE survey, Question 5 speaks most directly to the concept of institutional receptivity: how “connected” does a student feel to UW-Eau Claire, its faculty, staff, and fellow students?

### **Closed-ended Questions for Students of Color in Aggregate**

Although positive responses for African American and American Indian groups consistently lag those of all other racial/ethnic groups, students of color as a whole and White students responded positively to many questions at equivalent rates: 1e, 1p, 8b, 10c, 11c, 12. However, sizeable gaps exist between responses from all students of color and White students for other questions. Compared to White students, students of color proportionately

- have fewer high-quality relationships with other students;
- have more high-quality relationships with administrative personnel and offices;
- feel less institutional support for their academic success;
- feel less positively about their overall educational experience;
- are less certain about choosing to attend UW-Eau Claire again;
- believe less strongly that UW-Eau Claire fosters a respectful environment for racial/ethnic diversity;
- feel less strongly “connected” to UW-Eau Claire.

## NSSE Open-ended Question Analysis

Also included in the NSSE 2008 is an open-ended question for individual student comments: “If you have any additional comments or feedback that you’d like to share on the quality of your educational experience, please type them below.” These comments are anonymous, categorized only by freshmen or senior status. Rather than include only select comments, we have decided to include every comment pertaining to race/ethnicity and institutional receptivity. We have removed the parts of comments unrelated to these topics, but we have not corrected the spelling, punctuation, grammar, or mechanics of any of the comments. One hundred and sixty two students chose to write a comment of any kind (not necessarily about diversity).

### Freshmen Comments:

1. I hope that this school becomes more diverse
2. This university tires to make Diversity a major part of the university's goals, yet the campus is rediculously white, middle class. I was in D.C. for two years doing service and I know what diversity means. It is not putting up fliers, posters and leafletts about race and how it doesn't exist. biologically it doesnt, but when you get a whole lot of white people together who havent seen anything but other white people race seems foreign. when someone argues a racial topic or tries to lean on the "race is a social construct, and that is bad" without trying to get them to do anything about it, you mire yourself into not adressing racism within white people. they are quick to refute any type of criticizm regarding employment rates, wage rates and incarceration rates as the problem of the race. these are symptomatic of something much larger within our society. by isolating white people within themselves, spattering a few people of color here and there the university puts on the fascade of being diverse.
3. This survey is wrong to ask if people have socialized with a minority. Also wrong to consider if the person taking the person taking the survey is a minority, or what they think of minorities on campus. We are all just humans, theres no need to divide us.

Analysis: These comments represent common responses to climate for race/ethnicity in higher education. The first student (#1) is disappointed that the reality of diversity at UW-Eau Claire does not match his/her expectations of this institution or perhaps of college in general. The two other students have widely varied levels of race consciousness. The second (#2) sees efforts to deny the existence of race as ineffective for organizational change and understandings that diversity without equity will be ephemeral and disingenuous. The third (#3) supports a “colorblind” approach to race. To decide not to focus on race is a privilege of belonging to the majority race; racial minorities do not have the realistic option of forgetting about their race, particularly at a Predominantly White Institution. Our Equity Scorecard Team sees the consciousness behind this last comment as a barrier to institutional equity. How do we address racial/ethnic achievement gaps if we do not see race/ethnicity?

Senior Comments:

4. The quality of my education at UWEC was very high. However, most of my positive experiences and experiences with diversity lie within my music therapy classes, not GE. I am disappointed that the University has decided to close the program, as it will prevent many students from experiencing diversity within the Eau Claire Community, not to mention the loss it brings to the entire Eau Claire area.
5. Diversity is a very big problem on this campus, it is not respected, promoted or embraced. The small efforts have been good; but the student attitudes are revolting, especially the "student leaders" on this campus. Contact among students from different economic, social, and racial or ethnic backgrounds is highly discouraged which leaves minorities (such as me) feel alienated and disconnected from the average student. I wish I would have attended a college where I feel included and desired, not just a number that counts towards the lack of diversity on this campus. If this university would like to pursue and have a successful strategic plan, the students attitudes towards diversity MUST be reevaluated.
6. Although I feel that we have a great campus and with excellent faculty, there needs to be more awareness about diversity from all aspects - ethnicity, gender, disability, experience, sexual preference, and religion - which includes students, faculty, and staff. I feel there is too much ignorance on campus. Something needs to be done, but I don't know where to start.
7. Dealing with the questions on diversity, I believe our institution tries hard to be diverse, but we are in WI and it's hard to learn about diversity when you're a school of many Caucasians. Currently I'm studying abroad in Sweden, I am meeting many different people from many different countries - it is nothing like I learned in my classes at UWEC - I think UWEC needs to stop pressuring the students with diversity issues and just let it happen because it slowly will.
8. UW - Eau Claire needs to do more to foster a better environment to attract a diverse set of faculty/staff and students. UW - Eau Claire does not have a minority recruitment program. They have the Office of Multicultural Affairs, but the funding for that office is given primarily for retention programs. Either the Office of Multicultural Affairs gets further funding to do more recruitment programs or the admissions office needs to do a better job. Furthermore, I do not see a very diverse staff in the Admissions office? If not for the Office of Multicultural Affairs funneling a portion of their funding for recruitment programs, there would be very little diversity on campus. I am ashamed and appalled that no one realizes the depth of this deficiency.
9. The lack of diversity on campus seems to be an issue and several of the questions pertained to that issue. It seems like the University has taken measures to make the campus more diverse by offering scholarships and pro-diversity literature around campus. The only problem with this is that it is not working. Walking around campus all I ever see is people from the same white, middle-class background. Although this is not a "bad" thing, I think it only furthers the closed-mindedness and conservative, ethnocentric attitude held by many of the students here on campus.



Analysis: These comments represent a wide range of opinions pertaining to why UW-Eau Claire is not a racially-diverse or racially-inclusive campus. A common observation is that students themselves remain “ignorant,” “closed-minded,” “conservative,” and “ethnocentric” when it comes to the importance of racial diversity on campus (#5, #6, #9). One student (#5) self-identified as a racial minority student and described student attitudes toward racial diversity (particularly those of student leaders) as “revolting.” Two students (#5, #8) used words such as “alienated,” “disconnected,” “ashamed,” and “appalled” to describe how they feel about the state of diversity and inclusion at UW-Eau Claire. Three students (#4, #8, #9) cited the ineffectiveness of institutional responses to creating a diverse and inclusive campus. In contrast, one student (#7) expressed an opinion that comes from “deficit thinking”: our campus is predominantly White because we live in Wisconsin. This assumption can discourage any kind of institutional response to a lack of diversity.

### **Final Remarks on NSSE Data**

The closed-ended questions of the NSSE survey provide us with a longitudinal study of student experience at UW-Eau Claire. By combining the data of the last three implementations of the survey, we have gained some insight into the experiences of all racial/ethnic groups. As a group, students of color generally responded less positively than their White peers to multiple questions regarding institutional receptivity. The student comment section of the NSSE survey adds an important qualitative dimension to the quantitative research in which our Team has engaged. These comments voice important perspectives unknowable through discussions of rates and shares. It is important to note that all students submitting a comment about racial/ethnic diversity notice the lack of it on campus, but they do not share the same awareness of its causes or importance.

Our Equity Scorecard Team recognizes that the low number of respondents, particularly among African American, American Indian, and Asian American students, is a serious challenge to making any definitive recommendations. We recommend reviewing how the NSSE survey is administered at UW-Eau Claire and whether the student sample accurately represents our enrollment shares. We also recognize that the NSSE survey may not be the best available instrument to assess student experience, particularly when it comes to measuring for institutional receptivity and climate as they pertain to race/ethnicity. The multiple variables embedded within some of the questions make it difficult to come to firm conclusions about institutional receptivity for racial/ethnic groups. Nevertheless, UW-Eau Claire should consider these findings from our NSSE analysis as an actionable, baseline assessment of institutional receptivity for racial/ethnic inclusivity.



## MEASURE 5: MULTICULTURAL STUDENTS AT UW-EAU CLAIRE

Our report benefits from research recently completed by Dr. Jesse Dixon, Director of the Office of Multicultural Affairs at UW-Eau Claire. Dr. Dixon’s doctoral dissertation, *Evaluation of the Retention Plan for Multicultural Students at a Midwestern University*, evaluated the Office of Multicultural Affairs’ Eight-Step Retention Plan. As part of his research, Dr. Dixon administered a survey whose focus “became student engagement and students’ perceptions of services provided by OMA and the institution as a whole. [. . .] The population for this study was 437 multicultural students who were enrolled full time during the spring 2007 semester, as well as 351 multicultural alumni who graduated from the university within the last 5 years.” Ninety-nine student surveys were received, from 51 enrolled students and 48 alumni, a return rate of 12.5%.

While Dr. Dixon’s survey ranges across the many factors related to multicultural student retention, our Equity Scorecard Team focused on responses to questions most related to fostering a sense of “connectedness” to UW-Eau Claire.

Table 8 below is based on a series of quality of relationship questions. Respondents can answer on a five-point scale, with the top two responses being “Very Friendly” and “Friendly.”

**Table 8. Quality of Relationship questions**

Mark the box that best represents the quality of your relationship with people at your institution:	% answering “Very Friendly” or “Friendly”
Other students	91%
Faculty members	88%
Administrative personnel and offices	75%

Rates of “friendly” relationships for all three groups are very high, particularly when compared to the rates from comparable questions from the NSSE (see Table 4 above). This disparity between the two instruments tells us that the seven-point Likert scale of the NSSE (for Questions 8a-8c) will return widely different results depending on how much of the scale is designated as “positive” (e.g., we considered responses of “6” or “7”; others may have used “5,” “6,” or “7”). While results from Dr. Dixon’s research are more optimistic for these questions than those from the NSSE, what remains the same between both sets of results is the ranking of rates by group. Respondents have the highest rate of friendly relationships with other students, then faculty, then administrators.

Table 9 below highlights connections to the university through curricular and co-curricular activities.

**Table 9. Curricular and Co-curricular Activities questions**

	Yes	No
did you volunteer to work on a campus committee, student organization, project publication, student government, or special events, etc.?	58%	42%
did you work with a faculty or staff member on a research project?	22%	78%
did you meet with other students at some campus location to socialize (campus center, study lounge, etc.)?	76%	24%
did you attend a cultural or social event sponsored by the Office of Multicultural Affairs?	65%	35%
did you attend a lecture or panel discussion?	63%	37%

Here we see that the majority of respondents engaged in co-curricular activities, whether they entailed working on student committees or simply socializing with other students through a university-sponsored event or on their own. Twenty-two percent of respondents worked on a research project with a faculty or staff member. This rate is roughly equivalent to that of all seniors responding to a similar question (7d) in the NSSE 2008 (25%).

Table 10 below shows overall satisfaction with the university and multicultural programming. Respondents can answer on a five-point scale, with the top two responses being “Strongly agree” and “Agree.”

**Table 10. Satisfaction and multicultural programming questions**

Please indicate the extent to which you agree or disagree with the following statements:	Strongly agree or agree (N)	Neutral (N)	Disagree or strongly disagree (N)
I enjoy college.	92	6	1
I am/was actively involved in multicultural student organizations.	36	44	19
I am/was familiar with the multicultural program center.	51	18	6
I am/was satisfied with the racial climate at the university.	46	42	11

Clearly, the vast majority of respondents (N=92) enjoyed or are enjoying their time in college, some or all of it at UW-Eau Claire. College is an enjoyable endeavor for 93% of respondents despite their apparent ambivalence about the racial climate at the university. This disconnect resembles that between questions related to academic support and diversity knowledge/skills in Table X above. Indeed, the responses to the last question, “I am satisfied with the racial climate at the university,” were, in our opinion, the least positive in the survey: 42 students

reported feeling neutral and 11 disagreed, some strongly. Fifty-three students (54%), a majority of all respondents, did not agree that they were satisfied by the racial climate at UW-Eau Claire. Dr. Dixon's instrument did not ask respondents for a specific reason for their responses to this last question, and we believe that the results warrant continued and expanded outreach to current and past students of color in order to determine whether their levels of satisfaction are comparable with those of this sample.

While there is some overlap of questions between the NSSE and Dr. Dixon's survey instrument, the latter generated a much higher rate of response than did the NSSE. To be sure, this disparity may have to do with how the survey is administered, but we also considered the importance of who administers the survey. That is, the Office of Multicultural Affairs and its staff may generate more trust from present and past students of color and may, therefore, elicit more honest and useful feedback from survey respondents.

**Suggestion:**

- **Student Affairs should collaborate with academic units to develop an action plan to address the high level of ambivalence about the racial climate among students of color at UW-Eau Claire.**



## CONCLUSION



In response to these findings and to the body of research concluding that a diverse student body and curriculum/co-curriculum contribute to enhanced educational outcomes for all students, our Equity Scorecard Team recommends that UW-Eau Claire strengthen its commitment to Inclusive Excellence and its understanding of diversity as essential to excellent learning. Perceptions of a satisfactory climate for racial/ethnic diversity clearly vary by race/ethnicity, and campus leadership should take seriously these perceptions without denying or minimizing their importance or relevance. Achieving a critical mass of employees of color in line with our System and national peers can play a vital role in changing this climate, and it is important for all decision makers to identify the structural barriers and disabling assumptions that have helped to maintain our demographics over the past decade. However, departments and units should not be satisfied with “compositional” diversity only (headcounts) but should conceive of diversity as a process that is institutionalized throughout its culture and practice. While the NSSE instrument is useful in providing a basic climate assessment of racial/ethnic inclusivity, assessment more finely-tuned for diversity will require supplemental instruments such as the recent Campus Climate Survey. Regular assessment of climate and culture for diversity will accelerate the successful implementation of Inclusive Excellence at UW-Eau Claire.

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