

Equity Scorecard Project Findings

May 2007

Access Findings:

- Relative to the high school graduates from Wisconsin, African American, Native American, Asian American and Hispanic UW-L new freshman are underrepresented.
- High school graduates of color who have taken the ACT are not applying in equal proportion to White students.
- A disproportionate number of applications among students of color are incomplete.
- Students of color are likely to be successful in the admissions and matriculation process at UW-L once an application is completed.
- Initial findings indicate alignment to recommendations found in the University's Strategic Plan and Plan 2008.

Retention Findings:

- First to second year retention rates increased for all student groups except for Asian American students, and retention rates for all student groups were either at or approaching equity during the most recent three-year time frame.
- Six year graduation rates increased for all student groups except for Asian/Pacific Islander students, but graduation rates for students of color groups were below equity during the most recent three year time frame.
- Students of color admitted with ACT Composite scores less than 23 are all at or approaching equity in terms of first to second year retention rates.
- Students of color admitted with ACT Composite scores of 23 and above are not graduating at the same rates as white students.
- In regard to general education courses, students of color performed equally well to white students in literature and history course during the past three academic years; students of color did not perform as well in the social science, natural laboratory science, and mathematics courses during the same time frame.

Excellence Findings:

- Students of color are underrepresented in both University and departmental Honors programs, as well as in the group of students earning GPA's above 3.0.
- All students of color, except Asian/Pacific Islander students, work with a faculty member on a research project more frequently than Caucasian students.
- Native American and African American students are more likely to complete an independent study than Caucasian students.
- Native American students are more likely to complete an internship, practicum, or clinical-type experience than Caucasian students.
- All students of color, except Asian/Pacific Islander students are at least as likely to complete an international education experience as Caucasian students.

Institutional Receptivity Findings:

- African American and Hispanic/Latino(a) individuals are underrepresented among employees at UW-L, especially among administration, faculty, skilled crafts/service/maintenance, and clerical and secretarial staff.
- Hispanic/Latino(a) and Native American students do not perceive the curriculum to provide diverse perspectives at the same rate as other groups of students.
- African American and Native American students are more likely to discuss ideas from classes with faculty than other groups of students.
- Native American students tend to be more satisfied with advising than other groups of students.
- Students of color rate relationships with other students, faculty, and administration at levels equal to white students.
- Students of color report that UW-L provides the support they need to succeed academically at the same rate as white students.
- Students of color are as likely as white students to report that, if they could start over, they would still choose to attend UW-L.