

APPENDIX A

Building Capacity for Diversity Retreat Agenda

Building Capacity for Diversity Initiatives
One day retreat sponsored by the Campus Climate Council
Tentative Date: Tuesday, May 29, 2007 from 8:30 to 4:30 (?)
Location: Valhalla, Cartwright Center Gunning Addition

Who: All departments, units, committees, councils, programs, organizations, etc. who work on diversity initiatives will be invited to send representatives to the retreat.

Draft Outcomes:

- Review, verify, clarify, and reflect on the compiled list of diversity initiatives.
- Gain an in-depth understanding of the entirety of UW-L's diversity initiatives
- Recommend strategies for streamlining and building capacity for diversity initiatives.
- Identify and build consensus regarding short and long term goals (action plans)

Draft Agenda

8:00 Greetings and Coffee Share

Part 1 (8:30-9:30) Small group work

Outcome: Gathering information regarding who is doing what.

Process: Participants will be organized in teams of six. Each participant/representative will identify the work/goals/strengths/struggles of the group they represent. Work/goals/strengths/struggles will be recorded. Overview will be reported to the entire group at 9:30. Full report will be compiled and provided to entire group in June via an electronic report.

Part II (9:30 to 10:15) Brief debriefing to develop an overview of who is currently doing what!

Outcome: Gain a better understanding of who is currently doing what.

Process: Each team will give overview of who they represent and what is the WGSS of each committee, council, organization, unit, etc.

Part III (10:30 to 11:30) Taking a schematic approach to looking at who is doing what.

Outcome: In depth understanding of who is doing what. Opportunity to recognize themes in regards to strengths and struggles of our campus efforts.

Process: In different small groups, review, clarify, and react to a schematic view (document will be created prior to retreat) of who is doing what. Identify strengths and weaknesses of current structures. Begin to identify recommendations for streamlining.

Brown bag lunch and continued discussions

Part IV (timeframe TBA) What does this mean? How do we build capacity to move forward together?

Outcome: Identify goals and action plans for short term and long term diversity initiatives

APPENDIX B

Needs Assessment of Diversity Resources

Needs Assessment of Diversity Resources
at the
University of Wisconsin-La Crosse

Prepared by:
Paula Knudson, Dean of Student
Development & Academic Services
AJ Clauss, Graduate Student

Spring 2007

Needs Assessment of Diversity Resources

Executive Summary

Purpose:

The purpose of the qualitative assessment was to enhance the understanding of who/what each office/committee serves, the needs of their constituents, and other information that will lead to a better understanding of diversity resources at the University of Wisconsin-La Crosse. The study was designed to identify diversity efforts on campus, as well as opportunities to enhance our efforts.

Methodology:

In the spring of 2007, an email invitation was sent to 37 members of the faculty, staff, and administration at UW-La Crosse, who have roles or interests in promoting diversity across campus. AJ Clauss conducted 23 interviews, for an overall response and participation rate of 62%. The interviews were comprised of nine questions (see attached).

The sample was comprised of 7 faculty, 13 staff, and 3 administrators, of those 9 were men, 13 were women, and 1 transgender person. The sample self-identified their race/ethnicity/nation of origin; 15 identified as White/Caucasian, 3 identified as Mexican-American/Hispanic, 4 identified as African-American, and 1 identified as Mexican-American/African-American.

Process of Data Analysis

First, I familiarized myself with the data. After reading and re-reading the collected data, common themes began to emerge. The analysis of the interviews produced nine themes.

Themes:

1. What are the needs of our constituents?

The data revealed that 17% of responses expressed frustration with not being able to readily identify the needs of their constituents. Numerous people had difficulty generalizing individual needs onto a broader constituency. They perceive their work as meeting individual needs and not necessarily a group that consists of changing individuals.

2. Our Constituents Need a Welcoming Environment

The data also showed how the participants viewed the environment on campus, in relation to their constituents needs. It revealed that of the 23 responses, 30% concluded that their constituents need to feel respected, supported, and welcomed in their environment. They also expressed frustration with their ability to change or influence the environment. They believe they are doing their part, but that it is not bought into by the larger community.

3. What are the diversity goals of campus?

Another theme that emerged from the data is the confusion surrounding diversity goals of the campus. 35% of the participants were unable to identify the diversity goals of UW-L. They expressed concerns related to broader campus awareness of the goals, while some were unaware of existing plans, such as Plan 2008. They also expressed concerns for the direction of our diversity efforts with changing leadership, as well as a need for accountability.

4. What is diversity?

Responses expressed by 43% of the participants identified their struggle with how UW-L defines diversity on campus. The breadth of the definition is so wide-ranging and generalized that efforts become diluted.

5. Lack of Monetary and Human Resources

One of the major themes that emerged from the data is the overwhelming concern for the lack of resources. 70% of the participants discussed the lack of monetary resources available on campus for funding diversity initiatives. They also expressed a sense of futility with their efforts and feel that their efforts are unappreciated while also being asked to do more.

6. Lack of Assessment of Diversity Initiatives

Respondents were clamoring for a systematic way to assess diversity and progress toward identified goals. 43% of participants reported concerns with the lack of assessment occurring and the lack of availability of tools or a resource person for assessment on campus. On the other hand, 13% stated that it is unrealistic to assess diversity due to the nature of the topic, goals, and dependent on individual perceptions. Will assessment genuinely get to the heart of what we want to do?

7. Need to Come Together as a Collective

Another major theme that emerged was the vast need for people to come together to discuss what is being done across campus within the diversity resources. 52% of the participants expressed the need to come together and discuss diversity issues on campus. The researcher's interpretation of these comments is that the need goes beyond simply getting people together for dialogue, but rather a need for clear direction, communication, collaboration, and accountability once a direction is determined.

8. Administrative Support

Participants (43%) discussed their frustrations with the historical lack of support from leadership on campus in relation to diversity initiatives. On the other hand, 61% of the participants view the new administration [Chancellor Gow and Dean Paula] as an opportunity for change on campus around diversity initiatives. Support was generally defined by having a physical presence at events, emotional support for efforts, and resources.

9. Fragmentation/Lack of Focus on Collaboration

Responses (43%) suggested that our diversity efforts seem to be fragmented. Departments and people operate as individual silos and do not see opportunities to collaborate or share a common vision. This results in hard working people doing good things, yet operating in isolation and does not encourage collaboration.

Reflections:

After concluding the research and analysis, several additional needs and opportunities were surmised by the researcher.

- It became apparent that UW-L diversity resources are clearly divided between faculty and staff. The faculty members discussed resources that are sponsored or limited? by the faculty. Whereas, staff conversed about the resources overseen or sponsored by staff members. There was limited crossover between the two groups.
- Furthermore, the collaboration that occurs at UW-L between the diversity resources can be viewed as surface level. Many times, the collaboration described was “sharing monetary resources.” It was not presented as “a sharing of knowledge and mutual learning between two or more people working together toward a common goal typically creative in nature.’ The collaboration was communicated as, “to cooperate reasonably, as with an enemy occupation force in one's country.” Diversity advocates are often fighting for the same limited resources. On the other hand, there are clearly examples of shared resources for a common cause, yet collaboration equates to “sponsored by...”.
- Finally, an overarching theme that emerged was the lack of “seeing the big picture.” This theme relates directly to the surface level collaboration. It is difficult to see the big picture, when people are in a constant struggle to stay afloat. This relates with the history of budget cuts that have occurred thought the years. These cuts have left their imprint on the decentralization of offices and committees from one another.

Recommendations:

I believe this assessment is a step in uncovering the issues occurring within diversity resources occurring on campus.

1. Due to timing, students were not included in this assessment, yet they are clearly a key constituent in our diversity efforts. A study should be conducted analyzing student needs and perceptions of what direction to go. Dr. Margarita Refugia Olivas from the College of Liberal Studies has recently written a grant to fund a qualitative study that would explore and document the experiences of students of color on this campus.
2. A retreat with many of the stakeholders involved in this study scheduled for May 22. This provides an opportunity to collaboratively articulate a vision, define diversity, and develop an action plan to move the campus toward this vision. These should then be broadly shared with the campus community for dialogue. Once this has sufficiently occurred, then departments and individuals should identify how they will contribute to the vision and be held accountable to their defined plans.
3. If the campus truly wants to make this a priority, then support needs to be provided. This means a clear statement of support for the identified vision, a presence at events, and resources. It takes a whole University to create a campus that embraces diversity.

4. The University needs to consider whether efforts will focus on all diversity areas equally or whether there should be a prioritization of which areas of diversity to focus on first.
5. The University and all members of the community need to incorporate the vision into their routine dialogue and efforts. This means that routine messages from administration should identify successes and needs to promote diversity. It also means that actions, strategic plans, and evaluation processes be aligned to reinforce this message and vision.
6. The University must also recognize the dedication of individuals and offices to the diversity initiatives. Recognition is needed to rebuild the commitment to diversity and to welcome the potential of a new diverse community onto campus.
7. The structural organization of diversity efforts should be evaluated. This should include a review of pros and cons of aligning all efforts under one umbrella versus the current arrangement that disperses diversity efforts across the institution.
8. Finally, the University is at a point of leadership transition. Many people are optimistic about the possibilities. Not to diminish the optimism, but people need to understand that a vision is not reached over night or by some magic that an individual(s) bring to diversity efforts. People need to be patient and persistent. Cultural change takes time and community investment.

Needs Assessment of Diversity at the University of Wisconsin-La Crosse Spring 2007

***Purpose:** My name is AJ Clauss. I am second year, graduate student in the College Student Development and Administration program. This semester I am working with Dr. Paula Knudson, to assess diversity needs and opportunities on the UW-L campus. I will ask you the following questions, in order, to discover your view on the diversity resources at UW-L. You can choose to keep your identity confidential.*

My intention is to enhance the understanding of who/what each office/committee serves, what are the needs of their constituents, and other information that will lead to a better understanding of diversity at UW-L. When all interviews are completed, compiled, and analyzed, I will be sharing my findings with all the participants and members of administration. If you have any further questions, comments, or concerns feel free to contact me at clauss.abbi@students.uwlax.edu or 785-8874. You may also contact Dr. Knudson at knudson.paul@uwlax.edu or 785-8150. Thank you for your participation.

Interview Questions

1. Who do you consider your primary customer? Secondary customer? What diversity-related goals and objectives does your office/committee support at this time?
2. What are the needs and wants of your constituents?
3. How are you and your operation meeting the needs of your constituents? How is the university meeting their needs?
4. How is your office/committee collaborating with other resources to meet the needs of your constituents? What are some opportunities for collaboration between resources, in order, to be more effective in meeting the needs of your constituents?
5. Getting back to your constituents needs, how do you know if you are meeting their needs?
6. How do you see your goals working/fitting into the diversity goals of the campus?
7. What particular impediments and opportunities do you face in terms of meeting or developing diversity goals in your office/committee?
8. If you were Chancellor for a day, what do you see as the critical issues surrounding diversity and how should we address these issues?
9. Do you have any other thoughts surround this topic? Anything else I should know?

I'll be sharing the outcomes as the needs assessment is completed. Thank you very much for your time and efforts!

APPENDIX C

UW System Decision Item Narrative Request for Teacher Education

UNIVERSITY OF WISCONSIN SYSTEM (s20.285) 2007-09 Biennial Budget Proposal

Title Teacher Education (Multi-Campus)

No. _____

Activities Student Services, Institutional Support, Instruction

Numeric Appns. 101-106, 131

FISCAL SUMMARY

<u>SOURCE OF FUNDS</u>			<u>EXPENDITURE ITEMS</u>				
		%		2007-08	(FTE)	2008-09	(FTE)
GPR	\$ 1,902,700	65%	Unclassified Salaries	\$ 159,100	2.00	\$ 1,330,000	26.00
SEG			Graduate Assistants			12,300	.50
PRO	1,024,600	35%	Classified Salaries				
PRF			LTE Salaries			254,800	
			Student Help				
TOTAL	\$ 2,927,300	100%	Fringe Benefits	64,300		612,200	
			Supplies & Services			271,200	
			Permanent Property				
			Aids to Individuals & Organizations				
			Unallotted Reserve				
<u>BUDGET CHANGE CATEGORY</u>							
	Cost-to-Continue		ANNUAL TOTALS	\$ 223,400	2.00	\$ 2,480,500	26.50
	Workload Adjustment						
XX	Program Modifications		BIENNIAL TOTAL	\$ 2,927,300			
	One-time Financing		POSITION TOTAL BY 2008-09	28.50			

Request

The University of Wisconsin System is requesting funding to address the teacher education needs of the State of Wisconsin through:

- 1) Enhancing Cultural and Social Competencies for Teacher Education Students: Expanding the UW System Institute for Urban Education across the State and in to rural areas.
- 2) Recruiting and Retaining a Diverse Student Body in Teacher Education and Enhancing Program Capacity to Meet the Needs of the State: Enhancing campus efforts to recruit and retain students from diverse backgrounds into teacher education, as well as addressing the supply and demand issues for teachers across the State.
- 3) Assessment and Evaluation of UW System Teacher Education Programs: Developing a systemwide database and common process for collecting and disseminating data on how well teacher education programs are meeting the needs of the State and the impact of quality teachers on student learning.

Background/Justification

In order to meet the outstanding needs of both the State of Wisconsin and the UW System in the area of teacher education, the UW System is requesting funding for:

1. Enhancing Cultural and Social Competencies for Teacher Education Students

A major social issue to which Schools and Programs of Education have a responsibility to respond is the persistent minority student achievement gap, which has consequences throughout society. Although the structure of economic opportunities provides a major influence on the gap in performance, there are school related variables that also have an impact on the performance of culturally diverse youth. The presence of a qualified teacher who can serve the needs of culturally diverse youth in the classroom is essential to decreasing the student achievement gap for urban and rural students. Currently, a strength of the UW System is that all schools and programs have independent programs of teacher training and scholarship. There is a need, however, for campus programs to coordinate around providing quality educational preparation and scholarship opportunities for students and faculty throughout the system in the areas of urban and rural education.

This proposed initiative will focus on:

- Sustaining the UW-System Institute for Urban Education model across the State and, in 2009-10, expanding to rural areas in order to increase and improve the professional development opportunities for UW System students who want to be prepared to work in urban and/or rural education. This will serve to:
 - Improve the depth and quality of the applicant pool for the Wisconsin public schools.
 - Improve the ability of the UW System to place pre-service teachers in urban and rural settings during their training.
- Increasing the professional development opportunities for Certified Wisconsin Teachers who are working in urban and rural settings, want to work in urban and rural settings, or want to increase their competence in working with culturally and economically diverse students.
- Creating a program that facilitates the integration of theory and practice in the area of urban and rural education.
- Increasing and improving the collaborative teaching and research efforts of UW System schools and programs of education.

The GPR/Fees requested would provide funding for: a) a Program Director; b) a half-time Graduate Teaching Assistant to supervise student teachers; c) an Evaluator to coordinate the expansion of the Urban Education model into rural areas; and d) related supplies and expenses to reimburse school districts for teacher time, travel, and expenses related to the expansion of the model to rural areas of Wisconsin.

2. Recruiting and Retaining a Diverse Student Body in Teacher Education and Enhancing Program Capacity to Meet the Needs of the State

Using statewide data on teacher supply and demand and Plan 2008 as guides, additional funding is requested to enhance campus efforts to recruit and retain students from diverse backgrounds into teacher education. Under Chapter PI 34 (PI 34.14), Schools, Colleges, and Departments of Education are required to recruit, admit and retain a diverse student body.

In addition, UW System campuses are committed to expanding the capacity in programs for which the State of Wisconsin has or is projecting a high demand for teachers. According to the Wisconsin Department of Public Instruction's 2004 Supply and Demand study, mathematics, general science, technology education, and general special education are the State's top four critical shortage areas.

In order to enhance campus efforts to recruit and retain students from diverse backgrounds into teacher education, as well as recruit students to meet the State's K-12 educator needs, the UW System requests funding for: (a) a systemwide marketer for UW System Teacher Education programs that would work with each campus to support the marketing of teacher education and teacher shortage areas to students from diverse backgrounds; (b) a full-time recruiter / advisor for each teacher education program, in order to further assist each program with not only recruiting additional students from diverse backgrounds into teacher education, but also working to retain these students; (c) a full-time instructional staff member for each teacher education program in order to expand capacity in high demand subjects; and (d) related supplies and expenses for class materials, recruitment travel, and campus orientation / engagement activities to foster a positive experience for recruited students in teacher education program.

The requested funding and positions would be distributed amongst the UW System campuses. Each campus would be expected to work collaboratively with others in their region, including their K-12 colleagues, in order to work most efficiently to recruit and retain students from diverse backgrounds while also addressing the unique supply and demand issues consistent with various geographic areas of the State. It is estimated that with the requested funding, UW System Teacher Education programs would hope to be able to recruit approximately 200 additional students from diverse backgrounds and, additionally, approximately 180 additional students into high-demand areas.

3. Assessment and Evaluation of UW System Teacher Education Programs

State of Wisconsin teacher education rules (PI 34) require UW System education preparation programs to assess the proficiency of their graduates, including documenting the acquired knowledge, skills and dispositions that are aligned with state educational standards. In addition to these state requirements, national accrediting agencies such as the National Council for Accreditation of Teacher Education, and other national and federal initiatives, such as "No Child Left Behind", require states to generate more sophisticated data systems to assist state policy makers, preparation programs, and school districts in their efforts to improve the quality of educators.

Across the UW System, current documentation includes multiple assessments, conducted over time, as well as a state test (PRAXIS II). In addition, each campus is required to follow up with program completers in order to evaluate how well the educational program prepared graduates for their profession. Currently, UW System institutions are conducting these assessments on an individual campus basis. Graduate follow-up studies are limited to simple surveys that document the perceptions of graduates and their employers.

In order to assess how well teacher education programs are meeting the needs of the state and the impact of quality teachers on student learning, using valid and reliable measures, the UW System requests new State funding in order to develop a systemwide database and common process for collecting data. This coordinated assessment and evaluation database and process would not only aid the UW in assessing the success of its teacher education programs, but would also facilitate collaboration between UW System, private colleges and university, the Wisconsin Department of Public Instruction, and K-12 in order to improve education preparation and K-12 student learning.

The requested funding would support: (a) an Assessment and Evaluation Coordinator, with expertise in data collection, that would work to coordinate the collection and evaluation of teacher education data across the UW System; and (b) an LTE position at each UW System campus to oversee and maintain a database of the collected data.

APPENDIX D

Position Descriptions for Multicultural Recruiter/Advisor & Assistant or Associate professor in Multicultural Education

School of Education – DIN
Recruitment/Advisor Position
Student Services Coordinator
Associate at SR 3/ No prefix at SR4
Salary Range Minimums
Annual Year (12 months)- SR 3 -\$35,708/ SR 4 \$40,927
Academic Year (9 months) SR 3-\$29,216/SR 4 \$33,486

Reports to: Director of School of Education
Housed in School of Education/CDCR (Morris Hall)

Under the general of the Director of the School of Education, this position will recruit multi-cultural and disadvantaged students to the School of Education at UW-L, advocate for students in the School of Education to increase retention of targeted student groups and develop programs that illustrate the School of Education commitment to the teaching field, disseminating these programs through a variety of outreach opportunities on campus for current staff and campus programs.

Recruitment - 40%

- Participate in the development of the long term recruitment approaches that will be incorporated into the School of Educations strategic plan.
- Develop and implement recruitment strategies that are inline with long term recruitment plans of the School of Education.
- Be familiar with and able to navigate the cultural aspects of the multicultural community.
- Maintain competencies and knowledge of Pre-K – 12 education issues as it relates to recruitment and retention activities
- Develop and implement strategies to establish relationships multicultural organizations, groups, families and individuals that influence prospective students to the School of Education.
- In collaboration with the admissions office, implement the marketing and promotional plan of targeted recruitment of multicultural and disadvantaged students to interested in the teaching profession.

Retention - 40%

- Develop and implement mechanisms by which the needs and concerns of multicultural students are communicated to administration/faculty in the School of Education.
- Work collaboratively with Multicultural Student Services and advocate with departments campus wide to address obstacles for students interested in the teaching profession.
- Develop and implement specific targeted retention programs for teacher education candidates that can be implemented campus wide.
- Develop and monitor tutoring and academic assistance programs for teacher candidates to assist with the retention of students in the School of Ed.
- Develop and maintain collaboration a with the campus community cross the School of Education
- Develop an assessment process

Program Development - 20%

- Develop workshops and presentations for the campus to gain insight into and become more aware of “teaching experience”. Provide these outreach programs on a regular basis to the campus community
- Serve as a liaison for the pre college program specifically directed at middle and high schools students interested in the teaching profession.
- Develop a marketing and promotion plan to encourage multicultural individuals interested in the teaching profession to apply to UW-L.

Qualifications

- Bachelor’s degree
- Demonstrate a strong commitment to diversity and in creating inclusive, open, and respectful environments
- Experience working with diverse groups
- Ability to interact positively with a diverse student and faculty population
- Proficiency with computer skills including Microsoft office applications
- Excellent organizational skills
- Ability to work independently
- Ability to work well with community members and families
- Appreciation for issues of confidentiality
- Ability to remain composed and work well under pressure

Desirable Qualities

- Masters degree preferred
- Degree(s) in education or related field
- PeopleSoft experience
- Good knowledge of requirements of Wisconsin Department of Public Instruction requirements and department contact personnel or ability to gain such knowledge rapidly
- Working knowledge of PI 34 regulations or ability to gain such knowledge rapidly

Position Information

UNIVERSITY OF WISCONSIN-LA CROSSE: The Department of Educational Studies invites applications for a full-time tenure track Assistant/Associate Professor of Multicultural Education. Candidates should have an earned doctorate by start date with an outstanding record of research related to improving educational outcomes for students living in poverty and/or from culturally and linguistically diverse backgrounds in the United States.

We seek a colleague who is an engaging teacher and scholar with a strong commitment to educational equity, community collaboration, and undergraduate education. The ideal candidate will have an established research program and a record of external funding and at least three years of teaching experience in PK-12 schools. The successful candidate will teach an undergraduate general education course entitled Understanding Human Differences, encompassing lecture and discussion sections, and a graduate course on Human Relations in School and Society. In addition, the candidate will provide leadership and program support for teacher education initiatives and recruitment regarding multicultural, disadvantaged and underrepresented students in the teacher education program. The candidate will also be engaged in the advocacy and formation of culturally relevant pedagogy across the curriculum. Responsibilities include teaching 11-12 credit hours per semester, research and service.

Appointment Information

Starting Date: August 31, 2009

APPENDIX E

Center for Advancing Teaching and Learning Restructuring Proposal

Center for Advancing Teaching & Learning

A proposal to support instructional and course development, assessment and enhancement.

Introduction

This is a proposal to consolidate and expand the Center for Advancing Teaching & Learning (CATL). The overall aim is to provide more comprehensive, coordinated, and efficient support for instructional and curricular development at UW-La Crosse.

University support for teaching has been in existence at UW-L since 1991 when the Center for Effective Teaching & Learning (CETL) was founded to support campus wide initiatives in inquiry-based teaching and learning and writing emphasis. Since then there have been many campus wide projects and activities including, annual teaching conferences, new faculty orientation, the development of the Writing Emphasis and Writing-in-the-Major programs and a wide array of faculty seminars on critical thinking, teaching portfolios, assessment, lesson study, and instructional technology.

In 2003 the name Center for Advancing Teaching and Learning (www.uwlax.edu/catl) was adopted to give greater visibility to the wide array of campus instructional improvement activities. However, lack of funding, space and organizational structure has limited the kinds of support CATL can provide.

The current proposal is to bring together individuals who already work with faculty (e.g., CATL Director, Writing Programs Coordinator, Online Education Director), add additional forms of support (e.g., assessment, instructional design, multicultural infusion), and establish a physical place for the center.

Description of the proposed new structure

The mission of the Center for Advancing Teaching and Learning is to improve teaching effectiveness and student learning and to promote innovations in the creative and effective use of both new and traditional educational methods, tools, and technologies.

The expanded Center will:

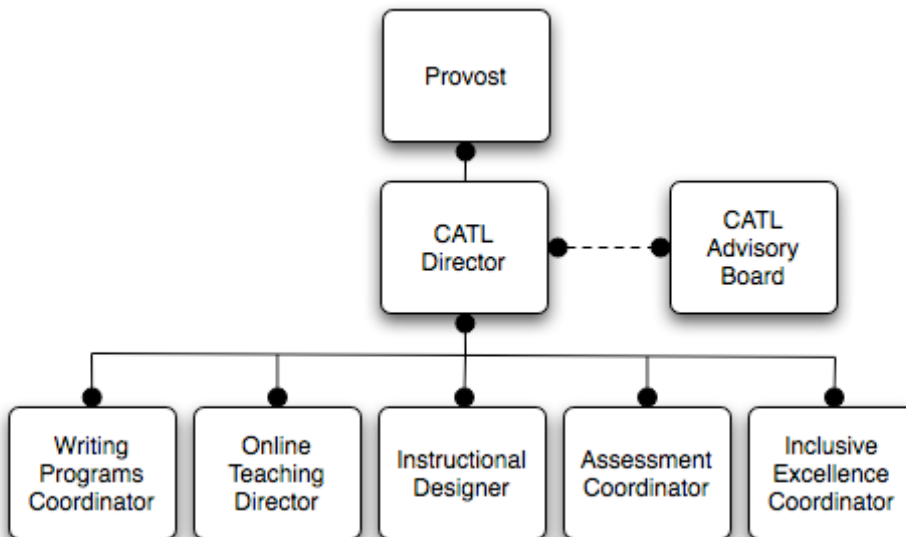
- Provide professional development opportunities, activities, events, consultation, and programs to support teaching and learning
- Coordinate support and services to provide "one-stop shopping" for instructional development
- Create a forum for faculty discussions, seminars and workshops on undergraduate education and teaching
- Assist faculty in the infusion of multi-cultural content into the curriculum
- Provide support for faculty to improve in all phases of the instructional process including course design, instructional materials, teaching practices, assessment and evaluation of student learning

- Promote and support cross-disciplinary innovations and cooperation across departments and colleges
- Support faculty to improve undergraduate education through the scholarship of teaching and learning
- Evaluate ongoing instructional technology efforts and provide examples of "best practices" in the use of technology to support student learning
- Assist faculty and departments in the development and use of tools, materials and practices for the assessment of student learning
- Assist faculty in the development and use of materials and practices intended to improve the quality of student writing and student learning through writing

The proposed Center is similar to other centers in the System. In fact, all of the comprehensive universities in the system have some form of teaching center, see <http://www.uwsa.edu/opid/centers.htm>. The Center will have an Advisory Board that will consist of faculty and instructional academic staff from each college and 1-2 undergraduate students. The Board will provide recommendations and suggestions about CATL programs, activities and services.

The personnel structure of the new center

The center will consist of a director and faculty and support staff who have appointments to support instructional development. Some of the faculty and staff are already serving the university (e.g., CATL Director, Writing Programs Coordinator, Online Education Director), and additional hires are planned. The goal is to provide the faculty with the resources (both personnel and funding) necessary to develop, assess and improve instruction, courses, programs and student learning.



- **CATL Director.** The Director works with CATL staff to coordinate opportunities for faculty and instructional academic staff to develop their teaching through conferences, workshops, colloquia, ongoing programs and consultation. The

Director is also a consultant to the UW-L Faculty Development Committee and the Administrative Representative to the UWS Office of Professional & Instructional Development (OPID). The Director supervises CATL staff members, conducts annual performance evaluations and documents the collective work of the Center. The Director reports to the Provost and Vice Chancellor for Academic Affairs.

- **Writing Programs Coordinator.** The Writing Programs Coordinator helps instructors develop teaching practices and materials intended to improve the quality of student writing and student learning through writing. The Coordinator provides instructor seminars and consultation, maintains online and multimedia resources and supports the Writing Emphasis Program and Writing in the Major Programs.
- **Online Teaching Director.** The Director of Online Education works with faculty who are interested in online education. The director oversees the online grant proposals and acts as a resource as the courses are developed. The Director also works closely with the UW-L online advisory group to determine priorities, policies and direction related to online programming.
- **Instructional Designer.** The Instructional Designer supports curricular development by providing individual consultations for faculty to help develop curricula and pedagogical strategies to enhance teaching and learning. Design and present faculty workshops focusing on best practices in instruction (including new technologies).
- **Assessment Coordinator.** The coordinator provides assistance to academic departments and programs, campus committees and groups, and to faculty and staff to plan, implement and use assessment of student learning to improve educational quality. Assessment of student learning outcomes in academic programs is faculty driven. The coordinator will help departments and programs develop solid, realistic and stream-lined assessment programs to improve student learning and educational quality. The coordinator may consult directly with departments and instructors in any phase of the assessment process (e.g., identify or develop assessment instruments, identify strategies to implement assessment, analysis of results, ways to use assessment results for improvement purposes). In addition, the coordinator will work with various campus groups to update and revise the university's plan to assess student learning in academic programs (accreditation, APR, NSSE, CLA, etc.).
- **Inclusive Excellence Coordinator.** The coordinator helps instructors improve their practice so that it is increasingly informed by diversity pedagogies and to infuse diversity content and perspectives into their courses. The coordinator organizes seminars and workshops events for instructors, consults with individuals, departments, curriculum committees, and project groups, and collaborates with other CATL staff to promote diversity in all aspects of teaching and learning in any venue.

Timeline for implementation

The Center for Advancing Teaching and Learning has been in existence on the UW-L campus since 2003. This proposal details a plan to increase the impact of this center by (1) bringing existing support people physically into one space (2) to increase the amount of curricular development support available to faculty.

Space will be identified for the Center and "centralized" operations will begin in Fall 2009. In preparation for this, the process of searching for the Instructional Designer and the Assessment Coordinator will begin in Spring 2009, with an expected employment start date of July 1, 2009. The Inclusive Excellence Coordinator will be selected from the existing faculty. The individual will be selected in Spring 2009 and will have release time to begin in Fall 2009. The other three positions (CATL Director, Writing Programs Director, and Online Teaching Director) currently exist. The planned increases in release time relating to these three positions will occur Summer and Fall of 2009, allowing for planning and for a smooth startup in the fall.

Committees that have endorsed proposed changes

- October 15, 2008: The Faculty Budget Review Committee passed a motion in support of the establishment of the Center for Advancing Teaching and Learning, inclusive of the proposed Assessment Coordinator position.
- October 29, 2008: The Faculty Development Committee passed a motion in support of establishing a teaching center at UW-La Crosse.
- November 10, 2008: The General Education Committee passed a motion in support of the proposed Assessment Coordinator position.
- November 11, 2008: The Senate Executive Committee passed a motion in support of the Assessment Coordinator position.
- December 4, 2008: The Faculty Senate supports the Assessment coordinator position.

Major reasons for initiating the proposed changes

UW-La Crosse provides a wide variety of faculty development activities intended to improve teaching and learning, but there has been little coordination among them. A major reason to establish a center is to bring staff and resources together in order to provide more efficient and better integrated support and services.

It is important to recognize that GQ&A which will bring new faculty to campus in the next two years. Many new faculty are inexperienced and can benefit from support for basic instructional practices.

Many faculty requests for assistance and for attention to specific teaching topics go unmet each year. Bringing staff together and adding staff in key areas such as inclusive excellence and assessment will result in broader and more comprehensive assistance. For example, cultural and ethnic diversity have been important areas of focus on campus. A resource expert in this area can help instructors modify and enhance their course activities and materials.

Many curricular changes would benefit from the expertise that would be provided by more than one individual in the center. Bringing together the people involved in the center will provide a "one-stop-shop" for faculty seeking help in developing or enhancing a course or program. Linking the skills of the various support personnel could enhance training and presentations.

Online course creation and development has grown in recent years and the technical support needs in this area require specialized skills.

Contributions to the Select Mission of the University

The campus is currently reviewing the Select Mission Statement, but teaching and learning will certainly remain at the heart of the mission. Currently, the select mission states that "The primary purpose of the University of Wisconsin-La Crosse is to provide education leading to baccalaureate and selected graduate degrees supplemented by appropriate research and public service activities as further detailed in the following set of goals:" and continues with a list of goals, the first of which is "The University shall emphasize excellence in educational programs and teaching."

Resource, staffing, and budgetary implications

The funding for CATL staff positions will come from several sources, but not from funds that support faculty and instructional academic staff positions.

- **CATL Director.** Currently, one half of Dr. Bill Cerbin's position deals with Center activities. Due to the increase in activities and added responsibilities, this position will be expanded to a full time position and will have a teaching component (one or two courses per year). The Provost will secure funding to expand the director position to full time.
- **Writing Programs Coordinator.** Until recently, the funding source and amount for this position was determined each year. The College of Liberal Studies or the Provost office would typically find replacement funding to support a one-course release. In the summer 2008, a budget line was established in the Provost office, making the funding more secure at the level of a quarter-time teaching release, providing replacement costs to the department. At this level of funding, the program can be continued at a "maintenance" level. A higher level of support is needed in this area, and the Provost has identified funds to increase the level to half-time. Currently, Dr. Bryan Kopp, English, is the Writing Programs Coordinator.
- **Online Teaching Director.** The number of courses and programs that are utilizing on-line components has been increasing on campus. The development and delivery of new online courses and programs requires logistical and technical support as well as a review of policies. Currently, the online director is supported by online fees, which provides a half-time teaching release for the director. The growth in online courses on campus has increased the workload of the director and will support the expansion of

the position to full time. The position will continue to have a teaching component (one to two courses per year). Currently, Dr. Brian Udermann, Exercise and Sport Science, is the Online Teaching Director.

- **Instructional Designer.** This is a new non-instructional position. The instructional designer will have the skills necessary to support the development of both traditional and on-line courses. Support for this position will come primarily from the online course fees.
- **Assessment Coordinator.** This is a new position. Currently, one half of Dr. Bill Cerbin's position consists of duties related to university assessment. Dr. Cerbin will no longer be directly involved in these duties. In addition to university assessment, the Assessment Coordinator will assist faculty and programs with the development of assessment tools and will coordinate university assessment in an attempt to integrate the various assessment activities. The Provost will work with the Vice Chancellor for Administration and Finance to secure funding to expand the position to full time.
- **Inclusive Excellence Coordinator.** This position will be modeled after the Writing Programs Coordinator. Replacement funds for the half-time teaching release will be funded by the Provost.

APPENDIX F

Inclusive Excellence Coordinator Position Description

Inclusive Excellence Coordinator

The Inclusive Excellence Coordinator helps instructors improve their practice so that it is increasingly informed by diversity pedagogies and to infuse diversity content and perspectives into their courses. The IE Coordinator organizes seminars and workshops events for instructors, consults with individuals, departments, curriculum committees, and project groups, and collaborates with other CATL staff to promote diversity in all aspects of teaching and learning in any venue.

1. Conducts and contributes to workshops and seminars on pedagogical issues related to various aspects of student and instructor diversity.
2. Serves as a consultant to individual instructors, curriculum committees in departments and programs, and to teaching and learning projects organized through CATL.
3. Develops library resources on pedagogical issues related to diversity.
4. Maintains a website guide to online resources on pedagogical issues related to diversity.
5. Provides leadership to encourage the development of new pedagogies aimed at inclusive excellence.
6. Works with the Assessment Coordinator to monitor inclusive excellence in teaching and learning and to evaluate and improve new pedagogies.
7. Keeps abreast of new research on pedagogy, curriculum, and other areas related to diversity issues in teaching and learning and connects with appropriate national, regional, and System organizations.

Qualifications:

- tenured faculty with rank of associate or full professor
- expertise on the social construction of inequalities based on gender, race, sexual orientation, social class, and disability status, and on the intersections between and among categories and systems
- familiarity with research and practice on diversity issues in teaching and learning and on the benefits of diversity in higher education
- experience with faculty development in higher education, and in working with faculty and staff across the disciplines

APPENDIX G

Equity Scorecard Final Report

UNIVERSITY OF WISCONSIN SYSTEM

Equity Scorecard Project

*A Collaborative Action Research Project with the
University of Wisconsin System Office of Academic Diversity and Development
and the
USC Center for Urban Education*

*Funded by
The University of Wisconsin System*



Report to the Chancellor Submitted by the University of Wisconsin-La Crosse Equity Scorecard Team

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December 2005 – October 2007

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Section I: Introduction

The importance of diversity in higher education is driven by a number of factors, including persistent inequities, shifting demographics, workforce imperatives, and legal imperatives. The under-representation and the persistent achievement gap for students of color in the University of Wisconsin System (UWS) demand strategic action that will result in equity and education for all. Greater access to all UWS institutions for Wisconsin students, especially students of color and disadvantaged students, is and must remain high on the UWS's educational agenda.

With the proportion of Wisconsin high school graduates of color projected to increase as the total number of graduates decreases, the UWS developed strategic plans to articulate its institutional values for diversity. *Plan 2008* is the second 10-year System-wide plan designed to increase both the number of U.S. students of color and improve the academic outcomes of U.S. students of color. *Plan 2008* is consistent with the University of Wisconsin-La Crosse's (UW-L) institutional values as articulated throughout our strategic planning document, *Building our Academic Community of Learning and Inquiry*, which was approved by Chancellor Doug Hastad in 2004.

History of EqS Development at UW-La Crosse

In the fall of 2004, UW-L's Joint Minority Affairs Council (JMAC) met weekly to complete the drafting of *Phase II of Plan 2008*. Members of JMAC attended the UWS sponsored conference, *Reflections on Best Practices: Closing the Gap*. From this conference, the members of JMAC heard about the Equity Scorecard Project as presented by Dr. Estela Mara Bensimon. After the presentation, JMAC, under the leadership of Dr. Enilda Delgado and Dr. Roger Haro, completed an equity scorecard focused on student enrollment at UW-L relative to the larger Wisconsin population and enrollment in each of UW-L's four colleges during the spring of 2005.

The actions of the Drs. Delgado and Haro led the UWS in introducing a pilot Equity Scorecard project in Fall 2005 to be conducted in collaboration with Dr. Bensimon and her colleagues from the Center for Urban Education (CUE) at the University of Southern California. Five four year UWS campuses volunteered to participate in the pilot project: University of Wisconsin-Whitewater, University of Wisconsin-Parkside, University of Wisconsin-Oshkosh, University of Wisconsin-Milwaukee, and University of Wisconsin-La Crosse. The thirteen 2-year University of Wisconsin Colleges are also participating in the pilot.

The Equity Scorecard (EqS) project is an 18-month pilot study that aims to assess progress toward the diversity goals stated in *Plan 2008* at the pilot institutions. The EqS process emphasizes the use of data in achieving goals. Existing data, disaggregated by ethnicity, was compiled and used to evaluate equity throughout the campus community. The purpose of the project is to identify where equity gaps exist and to understand the problems and obstacles that face the campus in bridging those gaps. Input and observations from the campus and the broader community was sought throughout the process to garner insights from multiple points of view.

Consistent with UW La Crosse *Plan 2008*, UW-L's Equity Scorecard Project addresses issues related to the following historically underrepresented racial/ethnic (synonymous to "minority") populations: African American, Native American, Hispanic/Latino(a) and Asian American (with an emphasis on Southeast Asian). These groups are often referred to as the "underrepresented populations" in this document

The purpose of this report is to describe the activities and findings of the University of Wisconsin-La Crosse's EqS campus evidence team. This report describes the formation of UWL's EqS campus evidence team and sets the institutional context at the time the EqS was created. The four primary EqS perspectives, Access, Retention, Excellence, and Institutional Receptivity, are reviewed and discussed. Data outcomes included in each perspective report are measured through "vital signs." The vital signs are organized sets of data serving as starting points from which to measure the status of equity for a given perspective. After discussing vital signs used to measure equity in academic pathways, we highlight significant gaps in performance that the vital signs revealed. The narrative of gaps is accompanied by charts and graphs, illustrating areas the team identified as needing further investigation. The report concludes with the team members' initial recommendations for future action.

Goals and Background of the University of Wisconsin Equity Scorecard Project*

**This section is largely reproduced from the University of Southern California's Center for Urban Education report.*

Higher education decision makers traditionally have favored interventions that look to *change the student* so that they are better able to adapt to the processes and structures that govern postsecondary institutions. The *Equity Scorecard* project (Bensimon, 2004) developed by researchers at the University of Southern California's Center for Urban Education seeks to reframe the discussion from *student responsibility* to *institutional accountability* and place the processes of higher education center-stage to bring about change at the institutional level. This is accomplished through the in-depth examination of existing institutional data, disaggregated by race and ethnicity. The purpose of such an examination is to investigate the effectiveness of individual institutions in promoting equity and excellence in the educational outcomes of historically underrepresented students.

The key principle of the *Equity Scorecard* project is that individuals at all levels of leadership, responsibility, and power are the ones who can illicit change and bring about equitable educational outcomes. The capacity of individuals to become agents of change can be facilitated by engagement in a collaborative process. This principle is implemented by the formation of teams of *practitioner-researchers* who convene on a regular basis to examine data on student outcomes and develop a scorecard that represents the "state of equity" for their campus. These teams are comprised of faculty, administrators and students who come together to critically examine and discuss collected data in order to reach a measure of understanding about what leads inequities to persist on their campuses. Participants in the *Equity Scorecard* teams enable various members of the college community to transform raw data (usually seen only by institutional researchers and stored in obscure reports) into simplified, yet compelling "stories" that are accessible to a wider audience. Organizational learning occurs when new knowledge is

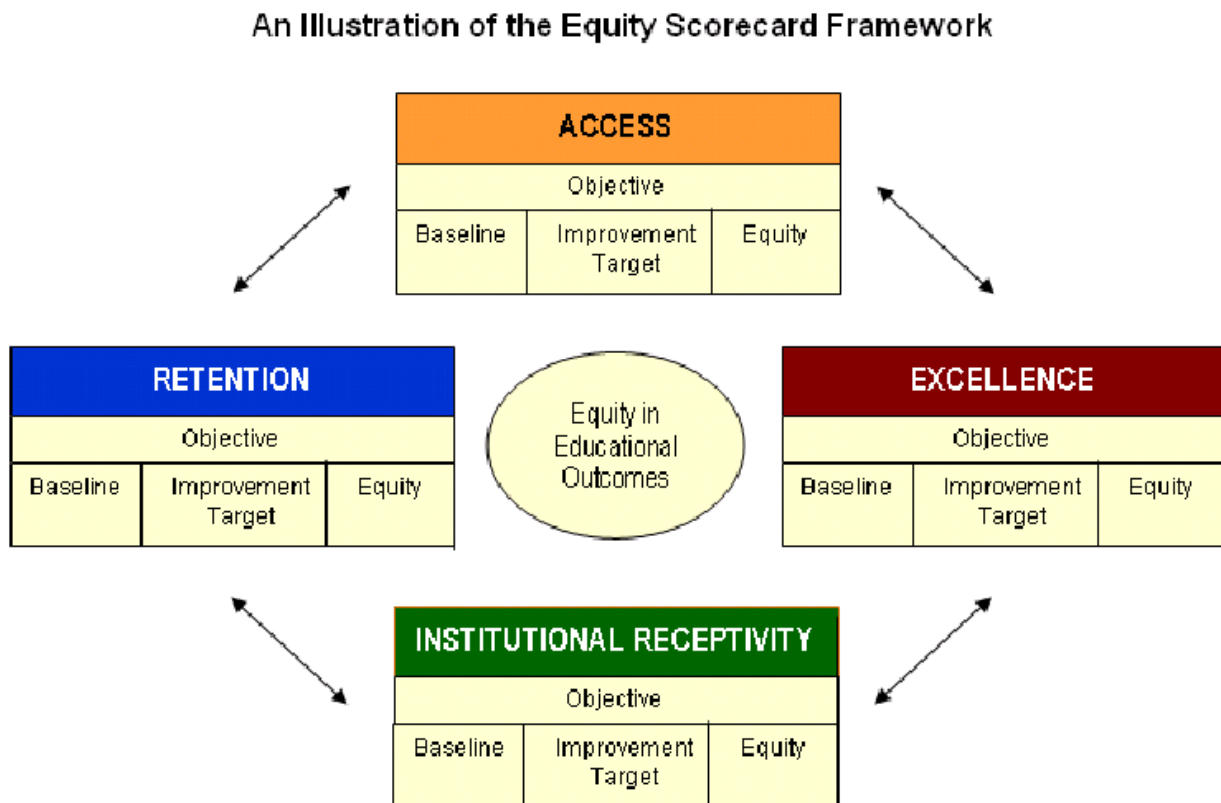
constructed by *Equity Scorecard* team members and is used to induce institutional change for the improvement of educational outcomes for underrepresented student groups.

Equity Scorecard team members begin by analyzing available data, disaggregated by race and ethnicity, across four perspectives: access, retention, excellence, and institutional receptivity. The initial analysis of the data leads *Equity Scorecard* team members to question and focus on specific educational outcomes by student groups for further analysis. These questions in turn become the goals and indicators by which institutional effectiveness will be evaluated by the *Equity Scorecard* team. The result is the creation of an “Equity Scorecard,” a self-assessment framework that evaluates the current status of equity within the institution. The scorecard highlights areas in need for further attention and establishes performance goals in the four perspectives as a means to attain equity.

The Equity Scorecard Framework

The Scorecard is a “living” accountability framework that needs to be monitored to assess to what extent inequalities are being eliminated for four perspectives. The Equity Scorecard contains a set of indicators that provides an institution’s leadership with a comprehensive view of how well historically underrepresented students are performing. As such, an institution’s Equity Scorecard should be modified and updated on a routine basis. Four perspectives make up the structure of the Scorecard (see Figure 1):

Figure 1. *Equity Scorecard Framework*



Access Perspective: This perspective refers to programs and resources that can significantly improve life opportunities for underserved students.

Retention Perspective: This perspective refers to continued attendance from one year to the next and/or to completion of degrees. Retention can also refer to continued progress toward degrees in competitive majors.

Excellence Perspective: While measures of retention may represent the fulfillment of minimal requirements for “academic survival”, excellence measures represent higher level academic accomplishments that can lead to majors in STEM fields, transfer to selective institutions, winning academic scholarships, etc. The excellence perspective calls attention to the importance of institutions focusing on producing “leaders” and not just “survivors” (Gandara & Maxwell-Jolly, 1999).

Institutional Receptivity Perspective: This perspective refers to goals and measures of institutional support that have been found to be influential in the creation of affirming campus environments for historically unrepresented students.

Section II: Institutional Context

The UW-L Equity Scorecard Campus Evidence Team

UW-L Equity Scorecard campus evidence team is comprised of four faculty members, four staff members and several students appointed by Al Thompson, the Assistant to the Chancellor for Affirmative Action and Diversity, who also serves as the team leader.

- Al Thompson, Assistant to the Chancellor, Affirmative Action and Diversity, Team Leader
- Enilda Delgado, Associate Professor, Sociology
- Amanda Goodenough, Communications and Assessment, Campus Climate Resource Center
- Roger Haro, Professor, Biology
- Beth Hartung, Campus Climate Coordinator
- Fred Ludwig, Student
- Sara Johnson, Student
- Carolyn Olson, Student
- Bruce Riley, Professor, Mathematics
- Jacob Sciammas, Student
- Barbara Stewart, Director, Multicultural Student Services
- Teri Thill, Institutional Researcher
- Carmen Wilson, Professor, Psychology, and Faculty Senate Chair

In addition to the EqS campus evidence team members, students, faculty and staff from across the UW-L campus were invited to participate in team meetings as observers. Observers provide valuable insight and perspective as the team examines and explores campus data. Dr. Elsa Macias from the Center for Urban Education and Christa Bruhn from UWS Office of Academic Diversity and Development have worked as consultants to the team throughout the EqS process.

The EqS campus evidence team met at least once, and most often twice, a month from March 2006 to August 2007, starting with a two-day orientation to the EqS process held in Madison, Wisconsin, and led by Dr. Estela Bensimon and her team from the Center for Urban Education at the University of Southern California. Following the orientation, the UW-L EqS campus evidence team began exploring available data related to the Access dimension, with the draft report being completed in July 2006.

Over the remaining summer months and into the fall, the EqS campus evidence team examined data related to student retention and progress toward degree completion. The draft Retention report was completed in January 2007. After exploring vital signs related to the Excellence perspective, the EqS campus evidence team completed the draft Excellence report in early February 2007, and the draft report for the final perspective – Institutional Receptivity - was completed by July 2007.

Defining Equity: The Equity Indicator

The EqS project is driven by disaggregated student data and determines equity on given measures by calculating a comparative ratio where the proportion of the target population in the numerator is divided by the proportion of the target population in the denominator. For instance,

if we wanted to determine whether African American new freshmen at UW-L were equitably represented relative to Wisconsin high school graduates, the proportion of the target population – African American students - among UW-L new freshmen is divided by the proportion of the target population among Wisconsin high school graduates. This complex bit of math is diagramed below:

Description	#	Proportion	Equity Indicator
# of African American UW-L new freshmen – Fall 2005	17	.010	
# of UW-L new freshmen – Fall 2005	1715		
# of African American Wisconsin high school graduates – graduating class 2005	3814	.063	.159
# of Wisconsin high school graduates – graduating class 2005	60998		

Interpreting the equity indicator can be a bit tricky; it’s not accurate to say that an equity indicator of 0.40 is “twice as equitable” as an indicator of 0.20. The indicator does not give a straight measure of magnitude, but rather one of proportional representation. The farther the indicator value is from 1.00, the more skewed the representation of the target population. Values below 1.00 indicate under-representation and values above 1.00 indicate over-representation. Generally speaking for the purposes of this report, equity indicators that are below .80 or above 1.20 are considered inequitable and those between .80 and .90 or 1.10 and 1.20 are considered approaching equity.

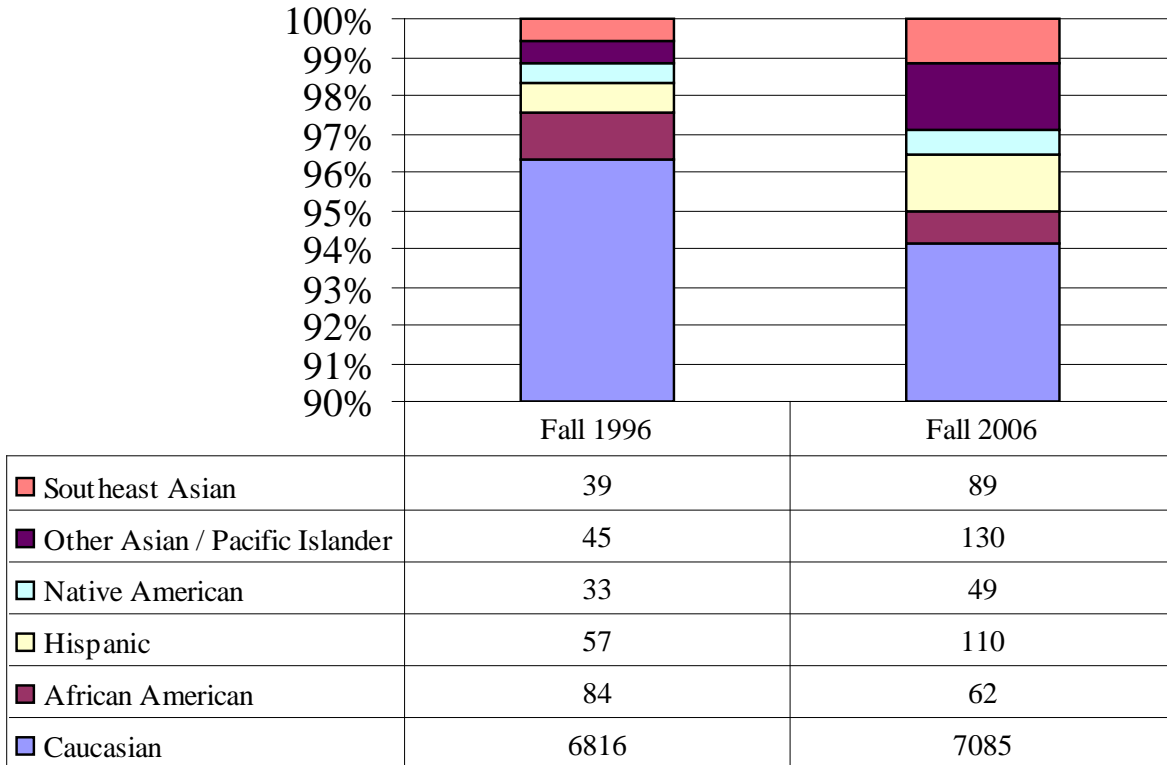
Past and Current Demographic Composition of UW-L

While the EqS project is forward-looking by design, the UW-L EqS campus evidence team has prepared some historical context regarding enrollment at UW-L that may help frame the discussion more clearly.

Total Undergraduate Enrollment by Race/Ethnicity

In Fall 1996, 7161 full-time undergraduate students were enrolled at UW-L, 87 of whom were either international students or students who elected not to disclose their race or ethnicity. Of the remaining 7074, 96% (6816 students) were Caucasian. In contrast, in Fall 2006, 7700 full-time undergraduate students were enrolled at UW-L. Of these, 175 were either international students or students who elected not to disclose their race or ethnicity and 94% (7085) of the remaining 7525 were Caucasian. See Figure 2.

Figure 2. Full-time Enrollment by Race



On the surface, the past ten years have resulted in little change in U.S. students of color representation within the full-time undergraduate student body at UW-L; however, in looking at the data disaggregated by individual racial categories, a different picture emerges. The number of students of Hispanic, Southeast Asian, Other Asian or Pacific Islander, and Native American increased by between 148% to 289% since 1996. African American students, in sharp contrast to this trend, have decreased by 26%.

This shift in representation within the underrepresented student population is precisely what the EqS process is designed to bring into focus. The UW-L EqS team started with this basic observation to begin exploring equity with a focus on examining institutional processes and systems which might be hindering efforts to build a more diverse environment.

A recurring theme through the EqS project at UW-L will be the initially low representation of racially diverse students. Because the number of students from underrepresented groups is small in aggregate, disaggregating the data by race and then further by various measures identified in each of the four EqS dimensions will often result in just a small handful of students occupying each category or cell. It is irresponsible to draw conclusions for an entire population based on only a small number of the population's members; we are, after all, looking at people – individuals – who each exist in their own personal set of circumstances, and it is unfair to expect an entire group to behave, on average, the same as only a small number of representatives. For this reason, many of the recommendations made through the EqS process may by necessity focus on an initial goal of increasing overall U.S. students of color representation with subsequent

goals to be monitored and addressed as the total population of students from underrepresented groups increases.

First Generation Students by Race/Ethnicity

Familiarity with the college process is often associated with better higher educational outcomes. Students who come from families where at least one parent has earned a baccalaureate degree may be better prepared to work within the system and to understand the importance of particular milestones (e.g., completing the Free Application for Federal Student Aid in the spring before attending college, registering for classes early, etc.). It is often the case that U.S. students of color are believed to be first-generation college students in higher proportion than Caucasian students, and in some cases, it may be tempting to believe it is this co-linearity that drives certain areas of inequity.

As illustrated in Table 1, Native American and Southeast Asian students attending UW-L are more likely to also be first generation college students when compared to Caucasian students, but Other Asian or Pacific Islander students are less likely to also be first generation college students. African American and Hispanic students are about as likely as Caucasian students to be first generation. These data, when combined with data within each perspective report, may highlight areas where UW-L needs to be more proactive in approaching first generation students of color to ensure any potential lack of familiarity with the system is not adversely affecting their educational progress.

Table 1. UW-L Undergraduate First Generation Enrollment by Race/Ethnicity

	African American	Hispanic	Native American	Other Asian / Pacific Islander	Southeast Asian	Caucasian	Unknown	Total
Total	71	125	55	171	124	7593	140	8279
% of Total	0.9%	1.5%	0.7%	2.1%	1.5%	91.7%	1.7%	100.0%
First Generation	20	38	21	39	45	2128	42	2333
% of First Generation	0.9%	1.6%	0.9%	1.7%	1.9%	91.2%	1.8%	100.0%
% of Race	28.2%	30.4%	38.2%	22.8%	36.3%	28.0%	30.0%	28.2%
Equity Indicator*	1.00	1.08	1.35	0.81	1.29	0.99	1.06	1.00

*In Table 1, the Equity Indicator should be inversely interpreted as higher proportional representation for first generation status is a risk factor. Therefore, values above 1.20 should be considered inequitable and values between 1.20 and 1.10 are approaching equity.

New Freshmen Profile by Race/Ethnicity

The following tables provide both descriptive and equity measures for new freshmen entering in Fall 2003, Fall 2004, and Fall 2005 for high school percentile rank, ACT Composite, ACT

English, and ACT Math. The descriptives provide a median and interquartile range (25th percentile score and 75th percentile score) while the equity measures look at students with high school percentile rank in the top 25 percent of their class and ACT scores of 23 or higher.

Table 2: New Freshmen Profile - High School Percentile Rank & ACT Scores

Fall 2003, Fall 2004, Fall 2005		African American	Hispanic	Native American	Other Asian / Pacific Islander	Southeast Asian	All Others	Total
Cohort Total		43	82	29	91	63	4500	4808
High School Percentile Rank	Median	62.3%	69.0%	71.1%	73.2%	73.4%	84.8%	84.4%
	25th %ile	49.0%	54.1%	55.9%	63.1%	59.9%	77.9%	77.1%
	75th %ile	74.6%	80.9%	80.5%	85.2%	78.3%	91.8%	91.6%
ACT Composite Score	Median	22	22	23.5	23	19	25	25
	25th %ile	20	20	22	22	17	23	23
	75th %ile	24.5	24	25	26	21	27	27
ACT Math Score	Median	21	22	23	24	20	25	25
	25th %ile	19	19	20.5	22	17	23	23
	75th %ile	24	25	25	27	23	27	27
ACT English Score	Median	22	21	22.5	22	17	24	24
	25th %ile	20	19	20	21	15	22	22
	75th %ile	25	25	26	25	19	27	26

Table 3: New Freshmen ACT Scores

Fall 2003, Fall 2004, Fall 2005	African American	Hispanic	Native American	Other Asian / Pacific Islander	Southeast Asian	All Others	Total
Cohort Total	43	81	30	88	64	4463	4769
Share	0.9%	1.7%	0.6%	1.8%	1.3%	93.6%	100.0%
ACT Composite 23 and above	19	36	18	57	9	3679	3818
Share	0.5%	0.9%	0.5%	1.5%	0.2%	96.4%	100.0%
Equity Indicator	0.55	0.56	0.75	0.81	0.18	1.03	1.00
ACT Math 23 and above	15	38	18	60	20	3469	3620
Share	0.4%	1.0%	0.5%	1.7%	0.6%	95.8%	100.0%
Equity Indicator	0.46	0.62	0.79	0.90	0.41	1.02	1.00
ACT English 23 and above	18	27	16	36	2	2996	3095
Share	0.6%	0.9%	0.5%	1.2%	0.1%	96.8%	100.0%
Equity Indicator	0.65	0.51	0.82	0.63	0.05	1.03	1.00

Note: Cohort total includes students for which no ACT scores were reported.

Table 4: New Freshmen High School Percentile Rank

Fall 2003, Fall 2004, Fall 2005	African American	Hispanic	Native American	Other Asian / Pacific Islander	Southeast Asian	All Others	Total
Cohort Total	43	81	30	88	64	4463	4769
Share	0.9%	1.7%	0.6%	1.8%	1.3%	93.6%	100.0%
Top 25%	9	23	13	39	26	3548	3658
Share	0.2%	0.6%	0.4%	1.1%	0.7%	97.0%	100.0%
Equity Indicator	0.27	0.37	0.56	0.58	0.53	1.04	1.00

Note: Cohort total includes students for which no high school rank was reported.

Section III: Access

Access Defined

Access to higher education encompasses not only admissions and matriculation to a higher education institution, but also access to resources, majors and programs within the institution that support students in achieving success in their chosen field. The UW-L EqS team was interested in examining, to the extent feasible, both kinds of access; however, as previously mentioned, the low initial populations of non-majority students leads to an initial focus on admissions and matriculation.

The EqS team at UW-L examined a significant amount of data related to access to the University and within the University and decided for this initial report to focus on 6 equity measures, each of which is disaggregated by race / ethnicity:

- 1) The composition of UW-L new freshmen (Fall 2005) relative to the composition of Wisconsin high school graduates (graduating class 2005);
- 2) The composition of UW-L applicants (Fall 2005) relative to the Wisconsin ACT takers (graduating class 2005);
- 3) The composition of UW-L admitted students (Fall 2005) relative to all UW-L applicants
- 4) The composition of UW-L admitted students (Fall 2005) relative to UW-L completed applicants (Fall 2005);
- 5) The composition of incomplete applications to UW-L (Fall 2005) relative to all applications to UW-L (Fall 2005); and
- 6) The composition of enrolled students at UW-L (Fall 2005) relative to admitted students to UW-L (Fall 2005).

Academic Pathways Vital Signs

Prior to the first team meeting, Teri Thill, Director of Institutional Research, completed the “vital signs” worksheet for the Access perspective (see Appendix A) as recommended by the OADD team working in conjunction with David Blough, UW System Office of Policy Analysis and Research (OPAR). The purpose of the vital signs data is to provide a starting point for the team to begin a focused dialogue on a given perspective and a basis from which to ask additional questions pertaining to that perspective. The completed vital signs provided the team with the baseline data disaggregated into six racial/ethnic categories, plus international students and students who choose not to disclose their racial/ethnic background:

- 1) African American;
- 2) Southeast Asian;
- 3) Other Asian / Pacific Islander;
- 4) Hispanic;
- 5) Native American; and
- 6) White non-Hispanic.

From this initial data, the UW-L EqS team posed numerous additional questions and examined data that might help shed some light on those questions. After much discussion, the team decided

on the following elements as the most important to focus on for the initial Access dimension report:

- 1) How many students graduated from Wisconsin schools in the 2005 graduating class disaggregated by race/ethnicity?
- 2) How many Wisconsin high school students in the 2005 graduating class took the ACT exam by race/ethnicity?
- 3) In Fall 2005, how many students submitted admission applications to UW-La Crosse by race/ethnicity?
- 4) In Fall 2005, how many applicants were admitted, among those who applied and among those with completed applications by race/ethnicity?
- 5) In Fall 2005, how many new students enrolled at UW-La Crosse by race/ethnicity?

Admissions and Matriculation

In 2004, the state of Wisconsin graduated nearly 61,000 students¹. Of these graduates, roughly 86% were non-Hispanic Caucasian. A 2003 University of Wisconsin System report showed that while the “overall number of Wisconsin high school graduates is projected to decrease by 8%” over the next 15 years there are “projected increases in the number of Hispanic and Asian high school graduates” (Huhn, 2004:1). Due primarily to the “projected rapid growth in the number of Hispanic high school graduates, the class of 2018 will be more racially diverse than the class of 2003. By 2018, projections show that more than 1 in 5 Wisconsin high school graduates will be non-White” (p. 1).

The number of students of color at UW-L has not been representative of state demographics, nor has it kept up with shifts in demographics across the state. For example, while African Americans represent 6.3% of HS graduates, they represent 1% of the 2005 UW-L freshmen class. Likewise Native Americans, Latinos, and Asians² represent 1.1%, 3.3%, and 3.4% of Wisconsin high school graduates and .8%, 1.6%, and 3% of the 2005 UW-L freshmen class, respectively (See Table 5).

Table 5: Wisconsin Educational Pipeline from High School Graduation to enrollment at UW-L

	African American	Asian American / Pacific Islander	Native American	Hispanic / Latinos(as)	Caucasian	Other*	Total
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¹ Our analysis begins with WI HS graduates and those who take the ACT test. We are not addressing a critical mass of Wisconsin youth who drop out prior to attaining a high school diploma. While we believe the UW-System is a key stakeholder in finding solutions to improve retention and graduation of all PK-12 students in the state, this report will not address access from this perspective.

² One must exercise caution when interpreting these numbers, since the state of Wisconsin does not disaggregate Asian origin as is mandated for Plan 2008. Thus the Asian numbers represent all Asians, and not just post-1975 Southeast Asians, which is the targeted Plan 2008 population.

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WI HS Graduates, graduating class 2005	#	3814	2063	688	2024	52409	0	60998
	%	6.3%	3.4%	1.1%	3.3%	85.9%	0.0%	100.0%
WI ACT Takers, graduating class 2005	#	1876	1409	318	1061	37867	0	42531
	%	4.4%	3.3%	0.7%	2.5%	89.0%	0.0%	100.0%
# of Applications to UW-L, Fall 2005	#	83	123	35	90	5790	127	6248
	%	1.3%	2.0%	0.6%	1.4%	92.7%	2.0%	100.0%
# of Completed Applications to UW-L, Fall 2005	#	43	103	29	73	5559	110	5917
	%	0.7%	1.7%	0.5%	1.2%	93.9%	1.9%	100.0%
# Admitted to UW-L, Fall 2005	#	31	98	29	71	3920	83	4232
	%	0.7%	2.3%	0.7%	1.7%	92.6%	2.0%	100.0%
# New Freshmen Enrolled, Fall 2005	#	17	51	13	27	1580	27	1715
	%	1.0%	3.0%	0.8%	1.6%	92.1%	1.6%	100.0%

*Other category includes international students and students who have chosen not to identify their race or ethnicity.

Not surprisingly, the equity measure comparing UW-L new freshmen to WI high school graduates reflects this inequity. See Table 6.

Table 6: The composition of UW-L new freshmen (Fall 2005) relative to the composition of Wisconsin high school graduates (graduating class 2005)

	African American	Native American	Asian / Pacific Islander	Hispanic	Caucasian
UWL New Freshmen / WI HS Graduates	0.16	0.67	0.53	0.47	1.07

These data led the EqS Team to take a step back and look at the “pipeline” of students applying to UW-L in order to determine if there were possible institutional processes that may be acting as barriers to enrollment for students from underrepresented groups. Since the completion of a standardized test is required for admission as a new freshman at UW-L, we compared Wisconsin high school graduates who took the ACT to UW-L new freshmen. These students have a wide range of higher education choices both within the state of Wisconsin, in neighboring states, and across the nation.

Our comparison revealed that the popularity of UW-L varies by racial/ethnic group. Over 15 percent of all non-Hispanic White ACT takers in the state of Wisconsin applied for admissions to the University of Wisconsin-La Crosse.³ This figure is significantly lower among Native

³ This is assuming that all applicants to UW-L come from the state of Wisconsin.

Americans (11.0%), Asians (8.72%), Hispanics (8.48%), and African Americans (4.42%). Again, it is unsurprising given the above data that the equity measure comparing UW-L applicants to WI ACT takers shows inequity. See Table 7.

Table 7: The composition of UW-L applicants (Fall 2005) relative to the Wisconsin ACT takers (graduating class 2005)

	African American	Native American	Asian / Pacific Islander	Hispanic	Caucasian
UWL Applicants / WI ACT Takers	0.30	0.75	0.38	0.58	1.04

Because there is inequity in the number of applicants relative to the eligible pool, as defined by ACT takers, it is not surprising that there is further inequity in the enrollment of new freshmen relative to the same available pool. This raises a concern as to why eligible, as defined by taking of the ACT, high school graduates of color are not applying to UW-L in equal proportion to White students. Are we recruiting students from high schools that serve large numbers of African Americans, Hispanics, Asians, and Native Americans?

While there is a clear under-representation of racial and ethnic applicants and new freshmen relative to the pool of ACT takers, there is further disturbing news in that a disproportionate number of applications among students of color are incomplete. On average, 4 % of non-Hispanic White applications are considered incomplete. The percentage of all applications that were considered incomplete for African Americans, Asians, Native Americans and Hispanics were 48%, 16% 17% and 19%, respectively. These numbers are of grave concern and further investigation into determining the barriers that prevent potential students from completing the application process need to be considered.

It is important to recognize the patterns of inequity found in the educational pipeline from high school graduation through submission of application at UW-L. However, the data reflects that once an application is determined to be complete, there is equitable or above equitable likelihood of admissions. See Tables 8 and 9.

Table 8: The composition of UW-L admitted students (Fall 2005) relative to UW-L applicants (Fall 2005)

	African American	Native American	Southeast Asian	Other Asian / Pacific Islander	Hispanic	Caucasian
UWL Admitted / UWL Applicants	0.55	1.22	0.97	1.29	1.16	1.00

Table 9: The composition of UW-L admitted students (Fall 2005) relative to UW-L completed applicants (Fall 2005)

	African American	Native American	Southeast Asian	Other Asian / Pacific Islander	Hispanic	Caucasian
UWL Admitted / UWL Applicants	1.01	1.40	1.23	1.38	1.36	0.99

Furthermore, this pattern persists with matriculation. See Table 10.

Table 10: The composition of enrolled students at UW-L (Fall 2005) relative to admitted students to UW-L (Fall 2005)

	African American	Native American	Southeast Asian	Other Asian / Pacific Islander	Hispanic	Caucasian
UWL Enrolled / UWL Admitted	1.35	1.11	1.70	1.11	0.94	0.99

There is a proportional representation of White and Hispanic students that will enroll at UW-L relative to those who were admitted within that specific population. Moreover, African Americans, Asians, and Native Americans are disproportionately more likely to enroll at UW-L based on being admitted.

It is important to focus for a moment on the good news found in this data. Upon completion of the application, students of color are likely to be successful in the admissions and matriculation process at UW-L. However, one needs to be mindful of the caveat here, which is that UW-L does not appear to attract a proportionate number of non-White high school students or ACT takers. Further investigations needs to occur.

Internal Access to UW-L Colleges

As previously noted, UW-L has a low representation of racially diverse students. While the intent of the EqS project is to measure both external and internal access, this report will not look at internal access because disaggregating the data by race and then further by college results in only four of 24 cells with 5 or more students, thus making it statistically impossible to draw conclusions for this data.

Summary

- 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.
- The EqS team will be holding open forums with internal and external constituencies to receive feedback and develop recommendations for action.

References:

Bensimon, E.M., Hao,L, & Bustillos, L.T. 2003. "The State of Equity in California's Postsecondary Educational System."

Huhn, Clare. 2004. "Wisconsin's High School Graduating Class: Projections by Race to 2018." Academic Planning and Analysis Office of the Provost University of Wisconsin-Madison.

Section IV: Retention

Retention Defined

Retention refers to continued attendance from one year to the next and/or to completion of degrees. Retention can also refer to other measures of continued progress toward degrees (for example, completion rates for students in foundational/general education courses, retention rates for students according to program type, and profile of non-returning students).

The EqS team at UW-L began exploring the Retention perspective by examining first-to-second year retention and six-year graduation rate data. This led to further exploration to try to uncover what happens between the first year and graduation, which resulted in five equity measures, each disaggregated by race/ethnicity:

- 1) The composition of students returning in the Fall of their second year who started at UW-L as new freshmen (three groups of three cohorts combined, spanning cohorts starting Fall 1997/Fall 1998/Fall 1999, Fall 2000/Fall 2001/Fall 2002, and Fall 2003/Fall 2004/Fall 2005) relative to the starting cohort composition;
- 2) The composition of students graduating from UW-L within six years of their first term who started as new freshmen at UW-L (two groups of three cohorts combined, spanning cohorts starting Fall 1994/Fall 1995/Fall 1996 and Fall 1997/Fall 1998/Fall 1999) relative to the starting cohort composition;
- 3) The pre-college preparation (as measured by ACT Composite score) of students who are retained at UW-L from their first to second year of undergraduate study;
- 4) The pre-college preparation (as measured by ACT Composite score) of students who start their undergraduate study at UW-L and receive their degree within six years of their first term;
- 5) The composition of students receiving passing grades in several groupings of General Education (now University Core Curriculum) courses (Academic years 2003-04/2004-05/2005-06) relative to the composition of students who register for the courses (Academic years 2003-04/2004-05/2005-06);

Due to the low actual number of students of color who are enrolled at UW-L, it was necessary for the EqS team to combine data from multiple cohorts of students in order to maintain student confidentiality and privacy. Where there are significant trends in the data in the combined years, they will be noted in the text.

Retention Vital Signs

As with the Access Perspective, “vital signs” relative to the Retention perspective were completed according to the recommendations of the OADD team and David Blough. From this initial data, the UW-L EqS team posed numerous additional questions and examined data that might help bring out the story behind the data. After much discussion, the team decided on the following key elements related to the Retention perspective:

- 1) How many students started in several fall terms at UW-L as new freshmen disaggregated by race/ethnicity?
- 2) How many of those beginning new freshmen returned to UW-L the fall after their first fall disaggregated by race/ethnicity?
- 3) How many of those beginning new freshmen received their baccalaureate degree from UW-L within 6 years of their first fall term disaggregated by race/ethnicity?
- 4) Are students of similar pre-college preparation (as measured by ACT Composite score) as likely to be retained from their first to second year?
- 5) Are students of similar pre-college preparation (as measured by ACT Composite score) as likely to graduate from UW-L within 6 years of their first term?
- 6) Do students who are retained from their first to their second year receive better grades in General Education (now University Core Curriculum) courses than students of the same race/ethnicity who are not retained?
- 7) Do students who graduate from UW-L within 6 years of their first term receive better grades in General Education (now University Core Curriculum) courses than students of the same race/ethnicity who do not graduate from UW-L?

First-to-Second Year Retention

The University of Wisconsin-La Crosse enjoys high overall first-to-second year retention, but the EqS team was curious to see if students of color enjoyed the same high rates as their Caucasian counterparts. Table 11 displays average first-to-second year retention data for new freshmen first enrolling at the university during the falls of three three-year periods (Fall 1997, Fall 1998, & Fall 1999; Fall 2000, Fall 2001, & Fall 2002; Fall 2003, Fall 2004, & Fall 2005).

Table 11. Freshman to Sophomore Year Retention Rates

Cohorts Starting	African American	Hispanic	Native American	Other Asian / Pacific Islander	Southeast Asian	All Others	Total
Fall 1997, Fall 1998, Fall 1999	49	57	35	66	51	4885	5143
Original Share	1.0%	1.1%	0.7%	1.3%	1.0%	95.0%	100.0%
Retained	31	42	23	47	39	3973	4155
Retained Share	0.7%	1.0%	0.6%	1.1%	0.9%	95.6%	100.0%
Equity Indicator (Retained Share / Original Share)	0.78	0.91	0.81	0.88	0.95	1.01	1.00
Retention Rate	63.3%	73.7%	65.7%	71.2%	76.5%	81.3%	80.8%
Fall 2000, Fall 2001, Fall 2002	42	77	29	77	65	4514	4804
Original Share	0.9%	1.6%	0.6%	1.6%	1.4%	94.0%	100.0%
Retained	30	58	20	60	54	3788	4010
Retained Share	0.7%	1.4%	0.5%	1.5%	1.3%	94.5%	100.0%
Equity Indicator (Retained Share / Original Share)	0.86	0.90	0.83	0.93	1.00	1.01	1.00
Retention Rate	71.4%	75.3%	69.0%	77.9%	83.1%	83.9%	83.5%
Fall 2003, Fall 2004, Fall 2005	46	83	30	93	63	4581	4896
Original Share	0.9%	1.7%	0.6%	1.9%	1.3%	93.6%	100.0%
Retained	34	67	23	69	46	3882	4121
Retained Share	0.8%	1.6%	0.6%	1.7%	1.1%	94.2%	100.0%
Equity Indicator (Retained Share / Original Share)	0.88	0.96	0.91	0.88	0.87	1.01	1.00
Retention Rate	73.9%	80.7%	76.7%	74.2%	73.0%	84.7%	84.2%

Retention rates increased for all student groups over the three time periods except for Asian American students, and all students groups were either approaching or at equity in all three time frames. The increase in retention rates might be partially attributed to the increased academic profile of incoming freshman students during the nine-year period. In addition, academic support services for students have increased, especially for multicultural students, during the nine-year period.

It is heartening to note that the retention rate from the middle group of years to the most recent years for African American, Hispanic and Native American students increased more than the rate for Caucasian students (5.4, 5.4, 8.3, and 2.0 percentage points respectively), indicating a closing of the retention gap for those student groups. The dramatic drop in retention rate for Southeast Asian and Other Asian/Pacific Islander students (8.4 and 3.9 percentage points), however, is particularly troublesome as these two racial groups comprise a growing proportion of the area UW-L serves. All the same, this first piece of evidence shows promise for students of color who enroll at UW-L as they appear to be no more likely to leave within their first year of college than Caucasian students.

6-Year Graduation

Graduation from the institution a student started at within 150% of expected degree completion time is often considered the industry standard measure for student success. For example, UW-L undergraduates have an expected degree completion time of four years, therefore 150% of expected degree completion is six years. As with first-to-second year retention, UW-L enjoys relatively high overall six-year graduation rates. Table 12 displays average six-year graduation information for students first enrolling at the university during the falls of two three-year periods (Fall 1994, Fall 1995, & 1996 and Fall 1997, Fall 1998, & Fall 1999).

Table 12. 6-Year Graduation Rates

Cohorts Starting	African American	Hispanic	Native American	Other Asian / Pacific Islander	Southeast Asian	All Others	Total
Fall 1994, Fall 1995, Fall 1996	74	57	27	54	33	4973	5218
Original Share	1.4%	1.1%	0.5%	1.0%	0.6%	95.3%	100.0%
6-Year Graduates	21	13	10	18	9	2631	2702
Graduation Share	0.8%	0.5%	0.4%	0.7%	0.3%	97.4%	100.0%
Equity Indicator (Graduation Share / Original Share)	0.55	0.44	0.72	0.64	0.53	1.02	1.00
Graduation Rate	28.4%	22.8%	37.0%	33.3%	27.3%	52.9%	51.8%
Fall 1997, Fall 1998, Fall 1999	49	57	35	66	51	4885	5143
Original Share	1.0%	1.1%	0.7%	1.3%	1.0%	95.0%	100.0%
6-Year Graduates	19	26	15	25	25	2998	3108
Graduation Share	0.6%	0.8%	0.5%	0.8%	0.8%	96.5%	100.0%
Equity Indicator (Graduation Share / Original Share)	0.64	0.75	0.71	0.63	0.81	1.02	1.00
Graduation Rate	38.8%	45.6%	42.9%	37.9%	49.0%	61.4%	60.4%

Graduation rates for all student groups increased between the two time periods with the exception of the graduation rate for Asian/Pacific Islander students, however, all student of color groups are below equity. While the large increase in graduation rates for Hispanic students (24.8 percentage points), Southeast Asian students (21.3 percentage points), and African American students (10.4 percentage points) indicate movement in the right direction, there is very clearly something happening after a student's second year at UW-L that is causing students of color to leave – either for another institution or to drop out entirely – before completing their baccalaureate degree.

The EqS team began brainstorming potential areas to explore which might explain the sudden shift from equity in first-to-second year retention to inequity in graduation rates. The team postulated a variety of possible causes – many of which we were unable to locate existing data that could be used to measure⁴ – before deciding to focus on how students are advised. This

⁴ One of the tenets of the UWSA EqS Pilot Project is that participating institutions use only existing sources of data. While this tenet limits the ability of the existing campus evidence team to begin new data collection initiatives, the

direction is not meant to imply that academic advisors are the cause for student non-completion, but rather reflects an area where sufficient data is available to examine for potentially inequitable results.

Academic Preparation of Retained Students

One plausible explanation for why some students complete their baccalaureate studies at UW-L and others don't may be related to their pre-college academic preparation. In order to isolate the effect of different levels of pre-college preparation, the EqS team divided students into groups based on their ACT Composite score and compared outcomes by student race and ethnicity within each group. Table 13 contains data on the first-to-second year retention of students who started at UW-L as new freshmen in Fall 2003, Fall 2004, and Fall 2005 by ACT Composite score range and race/ethnicity.

Table 13. Retained Students by ACT Composite Range

Fall 2003, Fall 2004, Fall 2005		African American	Native American	Southeast Asian	Other Asian / Pacific Islander	Hispanic	All Others	Total
23 and above	Group Cohort	19	18	9	57	36	3679	3818
	Group Share	0.5%	0.5%	0.2%	1.5%	0.9%	96.4%	100.0%
	Retained	15	15	6	40	28	3194	3298
	Retention Rate	78.9%	83.3%	66.7%	70.2%	77.8%	86.8%	86.4%
	Retained Share	0.5%	0.5%	0.2%	1.2%	0.8%	96.8%	100.0%
	Equity Indicator (Retained Share / Group Share)	0.91	0.96	0.77	0.81	0.90	1.01	1.00
22 and below	Group Cohort	21	12	55	25	42	716	871
	Group Share	2.4%	1.4%	6.3%	2.9%	4.8%	82.2%	100.0%
	Retained	17	8	41	22	37	623	748
	Retention Rate	81.0%	66.7%	74.5%	88.0%	88.1%	87.0%	85.9%
	Retained Share	2.3%	1.1%	5.5%	2.9%	4.9%	83.3%	100.0%
	Equity Indicator (Retained Share / Group Share)	0.94	0.78	0.87	1.02	1.03	1.01	1.00

Note: Students with no reported ACT Composite score are not included.

Even with the imbalance mentioned in the Introduction in terms of enrolled students within each ACT Composite score group, students of color admitted with lower ACT Composite scores are almost all at or approaching equity in terms of first-to-second year retention. In fact, the retention rate for all U.S. students of color except Native Americans is higher for students enrolling with lower ACT Composite scores, which would seem to indicate that services and advising available to these students are successfully aiding their transition to college.

EqS process can – and has – brought to light areas where we as University may need to focus more attention on collecting comparable assessment data for all students.

As the data above indicates, however, first-to-second year retention is only part of the story. Table 14 contains 6-year graduation data for students who started as new freshmen in Fall 1997, Fall 1998, or Fall 1999, again broken out by ACT Composite score.

Table 14. Graduation Rate by ACT Composite Range

Fall 1997, Fall 1998, Fall 1999		African American	Native American	Southeast Asian	Other Asian / Pacific Islander	Hispanic	All Others	Total
23 and above	Group Cohort	12	13	4	27	18	3067	3141
	Group Share	0.4%	0.4%	0.1%	0.9%	0.6%	97.6%	100.0%
	Graduated	6	8	2	11	7	1994	2028
	Graduation Rate	50.0%	61.5%	50.0%	40.7%	38.9%	65.0%	64.6%
	Graduation Share	0.3%	0.4%	0.1%	0.5%	0.3%	98.3%	100.0%
	Equity Indicator (Graduation Share / Group Share)	0.77	0.95	0.77	0.63	0.60	1.01	1.00
22 and below	Group Cohort	33	16	44	34	32	1618	1777
	Group Share	1.9%	0.9%	2.5%	1.9%	1.8%	91.1%	100.0%
	Graduated	12	7	21	13	17	999	1069
	Graduation Rate	36.4%	43.8%	47.7%	38.2%	53.1%	61.7%	60.2%
	Graduation Share	1.1%	0.7%	2.0%	1.2%	1.6%	93.5%	100.0%
	Equity Indicator (Graduation Share / Group Share)	0.60	0.73	0.79	0.64	0.88	1.03	1.00

Note: Students with no reported ACT Composite score are not included..

Even when students of color have ACT Composite scores above 23, they still are not graduating at same rates as White students. The impact of decreasing financial aid, a campus climate that may or may not be supportive of multicultural students (as evidenced by the student response to the campus climate survey), and lack of intensive academic support may explain the gap between White students and students of color in regard to their respective graduation rates. In addition, students of color that have a higher ACT Composite score may be less inclined to seek academic support and assistance which may ultimately affect graduation rates for students of color.

Grade Distributions for General Education Courses

Successful completion of the general education program is required for graduation, so poor student performance in or non-completion of general education courses at best delays student progress towards graduation and at worst stops it altogether. The strong retention and graduation rates at UW-L suggest that students are successfully completing their general education requirements. The disproportionate graduation rates for students of color, however, may be due to poor grades received in their general education courses.

Tables 15a and 15b display equity indicators for students who received a grade of C or higher in any of several courses included in six areas of general education compared to all students who enrolled for the same courses during academic years 2003-04, 2004-05, or 2005-06. Students who register for a course, but withdraw from the course after the first week are included in the total as the course is indicated on the student transcript as attempted but withdrawn. Areas of

inequity indicate clusters of courses where students of color are underrepresented in the group of students successfully completing the course.

Table 15a. Grade Distributions for Social Science & Humanities General Education Courses

English Literature ¹	African American	Hispanic	Native American	Other Asian / Pacific Islander	Southeast Asian	All Others	Total
Total	13	34	16	30	26	2510	2629
Share of Total	0.5%	1.3%	0.6%	1.1%	1.0%	95.5%	100.0%
ABC	12	30	14	24	23	2346	2449
Share of ABC	0.5%	1.2%	0.6%	1.0%	0.9%	95.8%	100.0%
Equity Indicator	0.99	0.95	0.94	0.86	0.95	1.00	1.00
History ²	African American	Hispanic	Native American	Other Asian / Pacific Islander	Southeast Asian	All Others	Total
Total	42	82	41	84	90	5193	5532
Share of Total	0.8%	1.5%	0.7%	1.5%	1.6%	93.9%	100.0%
ABC	33	70	34	71	66	4638	4912
Share of ABC	0.7%	1.4%	0.7%	1.4%	1.3%	94.4%	100.0%
Equity Indicator	0.88	0.96	0.93	0.95	0.83	1.01	1.00
Social Sciences ³	African American	Hispanic	Native American	Other Asian / Pacific Islander	Southeast Asian	All Others	Total
Total	50	80	43	79	75	4710	5037
Share of Total	1.0%	1.6%	0.9%	1.6%	1.5%	93.5%	100.0%
ABC	30	60	27	53	40	4057	4267
Share of ABC	0.7%	1.4%	0.6%	1.2%	0.9%	95.1%	100.0%
Equity Indicator	0.71	0.89	0.74	0.79	0.63	1.02	1.00

¹ Includes UW-L Courses ENG 201, 202, 203, 204, 205, & 206

² Includes UW-L Courses HIS 101, & 102.

³ Includes UW-L Courses SOC 110, ECO 110, & PSY 100.

Table 15b. Grade Distributions for Science & Math General Education Courses

Lab Sciences ¹	African American	Hispanic	Native American	Other Asian / Pacific Islander	Southeast Asian	All Others	Total
Total	52	91	58	98	81	5479	5859
Share of Total	0.9%	1.6%	1.0%	1.7%	1.4%	93.5%	100.0%
ABC	31	63	36	68	43	4574	4815
Share of ABC	0.6%	1.3%	0.7%	1.4%	0.9%	95.0%	100.0%
Equity Indicator	0.73	0.84	0.76	0.84	0.65	1.02	1.00
Math ²	African American	Hispanic	Native American	Other Asian / Pacific Islander	Southeast Asian	All Others	Total
Total	54	114	59	89	94	5485	5895
Share of Total	0.9%	1.9%	1.0%	1.5%	1.6%	93.0%	100.0%
ABC	22	54	21	55	47	3993	4192
Share of ABC	0.5%	1.3%	0.5%	1.3%	1.1%	95.3%	100.0%
Equity Indicator	0.57	0.67	0.50	0.87	0.70	1.02	1.00

¹ Includes UW-L Courses BIO 101, 105; CHM 103; PHY 103, 155; GEO 110; ANT 101; & MIC 100.

² Includes UW-L Courses MTH 145, 150, & 151.

While students of color are performing equally well to white students in literature and history, students of color do not perform as well in the social sciences, lab sciences, and math courses.

The data for the lab sciences seems sufficiently consistent to suspect something systemic may be preventing students of color from succeeding in these courses. The inequities shown in the lab sciences may be somewhat linked to similar inequities in mathematics courses, which are often pre-requisites or co-requisites for lab science courses. It may be the case that students, especially those students who are non-majors, are attempting to take multiple lab science and math courses at the same time. This rigorous course load may lead to poor performance or to students withdrawing from a course after the first week, both of which might be avoided with careful academic advising and proper course placement.

For students that have majors in the College of Science & Health, the curriculum is rigorous and students are expected to take the requisite courses each semester to matriculate through the major successfully. Perhaps some type of pre-evaluation of students (other than the ACT) regarding their aptitude in science would assist with the advising and academic support of science majors at UW-La Crosse.

It is in the best interest of the university to investigate ways to help all students be more successful in general education courses the first time they enroll in a course. Advising and proper course placements are two areas in which the university might most easily and effectively influence student success in general education courses. University faculty members have built (and continuously revise) their curricula with student success in mind. Advising for student success should be the standard at the university as well.

An example of how one department is working to ensure equitable results for all students comes from recent analysis completed by the Mathematics Department, where student performance in general education mathematics courses was explored. The results of this analysis identified three advising related issues that negatively impact student success in the courses:

- 1) Advising and placement information provided to students is sometimes is taken as just a recommendation when in fact, placement information should be given top priority by students and advisors as they make course selections
- 2) Enrollment in a required math can sometimes be delayed; and
- 3) Transfer students sometimes lack the appropriate guidance and advising as to which math course to take when they transfer to UW-La Crosse.

In light of these findings, the department is making several changes to student advising that they hope will result in better outcomes for all students.

Summary

- First to second year retention rates increased for ALL student groups except for Asian American students and all students were either at or approaching equity during the most recent three three-year time frames.
- While graduation rates increased during the two most recent three-year time frames for ALL groups, with the exception of Asian/Pacific Islander students, the graduation rates for students of color groups are BELOW equity.

- Students of color admitted with ACT Composite scores less than 23 are all at or approaching equity in terms of first to second retention. In fact, students of color with lower ACT scores appear to be more likely to return to UW-L for their second year of instruction than students of color with higher ACT Composite scores.
- Students of color admitted with ACT Composite scores of 23 or above are still not graduating at the same rate as White students.
- In regard to General Education courses, students of color are performing equally well to white students in literature and history; students of color do not perform as well in the social sciences, lab sciences, and math courses.

Section V: Excellence

Excellence Defined

Where Access refers to entrance into the University and Retention refers to progress toward and attainment of degrees, Excellence shifts the focus toward measuring how well the University is helping students not just attain their degree but experience and participate in additional educational experiences that add depth and value to their classroom experiences. Excellence exists in a myriad of programs through a variety of opportunities, however in order to assess how well the University as a whole is doing to promote excellence for all students, this report will focus on measures that can be considered, at least to some extent, to be available to all students regardless of their major field of study.

The EqS team at UW-L began exploring the Excellence perspective by examining student GPA, participation in University and program-based Honors programs, and participation in international opportunities provided through the University. Additionally, the team explored data available from the Spring 2003, 2004 and 2006 administrations of the National Survey of Student Engagement to capture student experiences that are too difficult to quantify through the use of central data systems.

National Survey of Student Engagement Data

The National Survey of Student Engagement (NSSE) assesses college students' involvement in curricular activities that are associated with academic achievement. The NSSE is based on extensive research that shows that the time and energy college students devote to educationally purposeful activities is an excellent predictor of learning and personal development. The survey includes items known to be related to important college outcomes and encompasses a broad range of activities from such things as the number of papers student write and participation in class discussions to their involvement in experiential learning and extracurricular activities. Since its development, over 1100 colleges and universities have participated in the NSSE; each year hundreds of thousands of undergraduate students complete the NSSE. Respondents are freshmen and seniors.

UW-L has participated in the NSSE every year since 1999, with the exception of 2005. During the most recent three years, response rates have ranged between 38% and 56%, yielding samples of between 774 and 1820 students. Research suggests that, contrary to intuition, non-responders actually tend to be more engaged than responders. Possibly, students who choose not to respond are busier than those who do respond. Due to limited numbers of students of color responding in any given year, we have combined NSSE data from the three most recent years that UW-L has participated in the survey (2003, 2004, and 2006); Table 16 displays the total eligible student population at UW-L for those three spring terms, as well as the distribution of UW-L respondents. Overall analyses from each year suggest that general results have remained relatively stable over those years.

Table 16: Spring 2003, Spring 2004, & Spring 2006 Enrolled Freshmen & Seniors and NSSE Respondents

		African American	Hispanic	Native American	Other Asian / Pacific Islander	All Others	Grand Total
Enrolled Freshmen & Seniors	#	99	171	93	312	11396	12071
	Share	0.8%	1.4%	0.8%	2.6%	94.4%	100.0%
NSSE Respondents	#	21	52	21	105	3757	3956
	Share	0.5%	1.3%	0.5%	2.7%	95.0%	100.0%

Excellence Vital Signs

After reviewing data from both the central student data warehouse and the NSSE respondents, the team decided on 5 equity measures, each disaggregated by race/ethnicity:

- 1) The composition of students enrolled in Fall 2006 who have officially declared either the University or a department-level Honors emphasis;
- 2) The composition of students enrolled in Fall 2006 who achieved Dean's List;
- 3) The composition of students enrolled in Fall 2006 who earned a term GPA of 3.0 or greater, between 2.0 and 3.0, and 2.0 and below;
- 4) The composition of NSSE respondents from Spring 2003, 2004, & 2006 who reported that they completed a practicum, internship, field experience, co-op, clinical experience, completed an independent study or self-designed major, and/or worked on a research project with a faculty member outside of the classroom; and
- 5) The composition of students enrolled in Fall 2006 who had completed an international education experience at any point up to and including that term.

Academic Achievement

Honors Programs

Table 17 displays student participation in University or department-level honors programs for all undergraduates enrolled in Fall 2006.

Table 17: Undergraduate Participation in Honors Programs, Fall 2006

		African American	Hispanic	Native American	Other Asian / Pacific Islander	Southeast Asian	All Others	Grand Total
Students	#	64	119	54	137	107	7400	7881
	Share	0.8%	1.5%	0.7%	1.7%	1.4%	93.9%	100.0%
Fall 2006 Honors	#	0	*	0	*	0	141	144
	Share	0.0%	0.7%	0.0%	1.4%	0.0%	97.9%	100.0%
	Equity Indicator	0.00	0.46	0.00	0.80	0.00	1.04	1.00

* Cell sizes less than five have been blanked out to protect student anonymity.

UW-L offers a University Honors program, as well as departmental based honors programs. Overall participation in formal Honors programs, both at the university and departmental levels,

is low (1.8% of undergraduate students); participation for students of color is even lower. For both the University and departmental programs, low levels of participation could result from a lack of awareness about honors programs. Additionally, there is an increased expectation of work, but no linked scholarships to support students in the program. An additional challenge specific to the University Honors program is course scheduling. Currently, 75% of University Honors students are science majors. Science majors, especially, have to adhere to a fairly rigid schedule to graduate on time. The University Honors program can only offer three classes each semester, and students must fit those courses into their already demanding course schedules around their other requirements.

While many departments offer some type of honors program, participation varies widely across departments. Of the department-based honors programs, the Psychology Honors Program routinely enrolls the largest number of students. All eligible students receive information about the program during the pre-registration advising period in the fall semester of their junior year. Students apply for and are admitted to the program during the fall semester of their junior year. In the spring semester, students take both an honors seminar and an advanced research methods class to specifically prepare them to conduct a program-required research project. During the seminar, students write a grant proposal which they submit for funding from the Undergraduate Research Committee. Grants provide students with money for supplies and equipment, as well as a small stipend. Students collect data during the following year, and present their research both at the UW-L Celebration of Student Research, as well as at the Midwestern Psychological Association Conference. Approximately 33% of UW-L psychology students attend graduate school, and many choose to participate in the honors program as a way to be more competitive graduate school applicants.

Dean's List & Term GPA

Dean's list for all colleges is based on term GPA; students with term GPA of 3.5 or higher are recognized as being on Dean's list. Table 18 displays student academic achievement as measured by term GPA for all undergraduates enrolled in Fall 2006.

Table 18: Undergraduate Participation in Dean's List, and Term GPA, Fall 2006

		African American	Hispanic	Native American	Other Asian / Pacific Islander	Southeast Asian	All Others	Grand Total	
Students	#	64	119	54	137	107	7400	7881	
	Share	0.8%	1.5%	0.7%	1.7%	1.4%	93.9%	100.0%	
Fall 2006 Dean's List	#	6	21	8	20	10	2561	2626	
	Share	0.2%	0.8%	0.3%	0.8%	0.4%	97.5%	100.0%	
	Equity Indicator	0.28	0.53	0.44	0.44	0.28	1.04	1.00	
Fall 2006 Term GPA	3.00 and above	#	23	51	25	60	31	4987	5177
		Share	0.4%	1.0%	0.5%	1.2%	0.6%	96.3%	100.0%
		Equity Indicator	0.55	0.65	0.70	0.67	0.44	1.03	1.00
	Between 2.00 & 3.00	#	26	47	22	51	37	1879	2062
		Share	1.3%	2.3%	1.1%	2.5%	1.8%	91.1%	100.0%
		Equity Indicator	1.55	1.51	1.56	1.42	1.32	0.97	1.00
	2.00 and below	#	15	21	7	26	39	534	642
		Share	2.3%	3.3%	1.1%	4.0%	6.1%	83.2%	100.0%
		Equity Indicator	2.88	2.17	1.59	2.33	4.47	0.89	1.00

Even when controlling for ACT scores all student of color groups are under equity for Dean's list. This inequity continues across all GPA ranges. Students of color with equally high ACT scores are under-represented at higher GPA ranges and over-represented at lower GPA ranges.

When combined with data from the Retention Perspective report showing inequity in student grades in several University Core Curriculum groupings, these data point to significant concerns regarding the support available to students of color to enable them not only to succeed but to excel as students at UW-L. UW-L is admitting these students and thereby conveying to them that we believe they can be successful at UW-L; however these data show that we are not doing enough to live up to that promise.

In order to rule out the possibility that student motivation to succeed is negatively impacting student GPA, the team explored items on the NSSE related to student reported level of academic challenge. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance. Table 19 reports data on NSSE respondents from Spring 2003, 2004, and 2006 who reported that they often or very often worked harder than they thought they could to meet an instructor's standards or expectations.

Table 19: NSSE Respondents from Spring 2003, 2004, and 2006 Indicating They Often or Very Often Worked Harder than They Thought They Could to Meet an Instructor's Standards or Expectations

	African American	Hispanic	Native American	Asian / Pacific Islander	All Others	Grand Total
NSSE Respondents, Spring 2003, 2004 & 2006	21	52	21	105	3757	3956
Respondent Share	0.5%	1.3%	0.5%	2.7%	95.0%	100.0%
Students indicating they often or very often worked harder than they thought they could to meet an instructor's standards or expectations	15	19	11	46	1882	1973
Share	0.8%	1.0%	0.6%	2.3%	95.4%	100.0%
Equity Indicator	1.43	0.73	1.05	0.88	1.00	1.00

Generally students of color report that they are challenged to work at or beyond their expectations in completing class assignments. The exception to this is Hispanic students, however additional research may be needed to determine how much of this is a cultural tendency to underreport effort.

Participation in enriching educational experiences

There are several more or less optional academic opportunities in which students can participate in to enhance or enrich their educational experience at UW-L. Many departments and programs on campus encourage students to complete field work, independent study courses, and/or undergraduate research projects in conjunction with faculty. See Table 20.

Table 20: NSSE Respondents from Spring 2003, 2004, and 2006 Reporting Participation in Extra-Curricular Academic Opportunities

	African American	Hispanic	Native American	Asian / Pacific Islander	All Others	Grand Total
NSSE Respondents, Spring 2003, 2004 & 2006	21	52	21	105	3757	3956
Respondent Share	0.5%	1.3%	0.5%	2.7%	95.0%	100.0%
Completed a practicum, internship, field experience, co-op, clinical	9	25	15	46	1974	2069
Share	0.4%	1.2%	0.7%	2.2%	95.4%	100.0%
Equity Indicator	0.82	0.92	1.37	0.84	1.00	1.00
Completed independent study or self-designed major	*	6	*	14	426	453
Share	0.7%	1.3%	0.9%	3.1%	94.0%	100.0%
Equity Indicator	1.25	1.01	1.66	1.16	0.99	1.00
Worked on a research project with a faculty member outside course	5	12	5	18	613	653
Share	0.8%	1.8%	0.8%	2.8%	93.9%	100.0%
Equity Indicator	1.44	1.40	1.44	1.04	0.99	1.00

* Cell sizes less than five have been blanked out to protect student anonymity.

The data show that students of color are usually at or above equity in terms of participation in enhanced educational opportunities. Specifically, Native American students are more likely to complete a practicum, or some similar field experience, to complete an independent study, or to engage in research with a faculty member than Caucasian students. African American students are more likely to complete an independent study or to engage in research with a faculty member than Caucasian students. Finally, Hispanic students also are more likely to engage in research with faculty than Caucasian students. This may point to a difference in cultural values for some student of color groups, such as Native American students, who may be more focused on the quality of their experiences and how they contribute to their growth and enrichment as students as opposed to the potential for current activities to enhance their future job prospects. These data support the data from the previous section regarding student motivation, and the need for additional institutional support to bring the measures of academic quality in line with a broader student experience and expectations.

In general, UW-L students participate in enriching educational experiences at equal or higher rates than students attending similar institutions, in part, perhaps, because UW-L emphasizes such activities more and offers more opportunities. For example, UW-L offers undergraduate students grants to complete research. UW-L also has the largest centralized internship program in the UW System, which allows those students in academic programs not requiring a fieldwork experience to obtain real-world experience in their area of study. Approximately 600 students participate in the program annually. Student Activities and Centers also provides students with many opportunities to become involved in the local and national community. One example is the Involvement Center, created over 10 years ago to promote on-campus and off-campus involvement of students. The Center is designed to help students find volunteer opportunities in the community in addition to encouraging on-campus involvement. UW-L continues as an active member in Seven Rivers Region Volunteer Coordinators.

Table 21: Enrolled Undergraduate Participation in International Experiences (a.k.a., Study Abroad) To-Date, Fall 2006

		African American	Hispanic	Native American	Other Asian / Pacific Islander	Southeast Asian	All Others	Grand Total
Students	#	64	119	54	137	107	7400	7881
	Share	0.8%	1.5%	0.7%	1.7%	1.4%	93.9%	100.0%
Study Abroad (at all thru Fall 2006)	#	5	9	5	5	*	520	547
	Share	0.9%	1.6%	0.9%	0.9%	0.5%	95.1%	100.0%
	Rate	7.8%	7.6%	9.3%	3.6%	2.8%	7.0%	6.9%
	Equity Indicator	1.13	1.09	1.33	0.53	0.40	1.01	1.00

* Cell sizes less than five have been blanked out to protect student anonymity.

International education has been the focus of significant promotion at UW-L for the past several years. UW-L students value international education to such an extent, that they voted in 2004 to include money for international education in the Academic Initiatives, which resulted in an increase in academic fees for all students. Specifically, any student who studies abroad is eligible for a \$750 scholarship for each semester they are abroad. The goal is to provide all students who study abroad with enough money to purchase a plane ticket to their international

site, thereby offsetting some of the financial burden. Generally, most student of color groups appear to participate in international education at or above equity, however, Asian students are under equity on this measure.

Additional data from the NSSE shows that Asian, Native American, and African American students are more likely to have additional family care responsibilities. Table 22 below shows students who report spending at least some time each week caring for dependents (children, parents, other relatives).

Table 22: NSSE Respondents from Spring 2003, 2004, and 2006 Reporting Some Hours-per-Week Caring for Dependents (Children, Parents, Other Relatives)

	African American	Hispanic	Native American	Asian / Pacific Islander	All Others	Grand Total
NSSE Respondents, Spring 2003, 2004 & 2006	21	52	21	105	3757	3956
Respondent Share	0.5%	1.3%	0.5%	2.7%	95.0%	100.0%
Students reporting some hours per week providing care for dependents (children, parents, other relatives)	5	6	4	43	507	565
Share	0.5%	1.3%	0.5%	2.7%	95.0%	100.0%
Equity Indicator	1.67	.81	1.33	2.87	.94	1.00

Summary

Generally, the data related to the Excellence perspective is somewhat mixed. While UW-L students of color are under-represented in University Honors and other GPA-based distinctions, they appear to participate at or above equity in what may be more substantive or career-progressing academically enriching programs. It may be that the University could explore using criteria other than GPA for recognition of high achieving students.

- Students of color who are equally well prepared for college, as measured by ACT scores, do not earn the same GPA’s as Caucasian students.
- Students of color are underrepresented in both University and departmental Honors programs.
- 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.

Section VI: Institutional Receptivity

Institutional Receptivity Defined

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 historically underrepresented students. Institutional receptivity measures how comfortable underrepresented students feel during their academic experiences at University of Wisconsin–La Crosse.

The measures of institutional receptivity are generally less quantitative than other measures included in earlier preliminary reports. While some hard data are available this bears on the question of campus climate, including the demographic make up of the faculty and results from specific items on the NSSE, and the voices or viewpoints from students of color.

The Equity Scorecard (EqS) team at UW-L began exploring the institutional receptivity perspective by examining diversity of faculty, staff, and administrators, evidence of campus climate from the NSSE, and the viewpoints of students participating in open forums at the beginning of the EqS process. The sources of data used for the institutional receptivity perspective are:

- 1) The racial and ethnic diversity of full time faculty, staff, and administrators who were employed at UW-L during Fall 2005. Data for these analyses came from the Integrated Postsecondary Education Data System (IPEDS) in which Southeast Asians are not disaggregated from other Asian Americans;
- 2) The campus climate as measured by the National Survey of Student Engagement (NSSE) in which students respond to questions regarding faculty receptivity, and the university’s perceived support for value of diversity initiatives; and
- 3) The tabulation and summation of student voices and thoughts about diversity issues and initiatives at UW-L, as collected at the beginning of the Equity Scorecard Project process on February 21, 2006.

As previously mentioned, the equity measure consists of a comparative ratio where the proportion of the target population in the numerator is divided by the proportion of the target population in the denominator. For instance, the proportion of Hispanic employees at UW-L is divided by the proportion of Hispanic employees working in our Peer Institution group for Fall 2005. This complex bit of math is diagramed below:

Description	#	Ratio	Equity Measure
# of Hispanic employees at UW-L	14	0.017	0.75
# of total employees at UW-L	804		
# of Hispanic employees at all Peer Institutions	664	0.023	
# of total employees at all Peer Institutions	4550		

Generally speaking, equity measures that are below .80 are considered inequitable and those between .80 and .90 are considered approaching equity.

Institutional Receptivity Vital Signs

As with the previous perspectives, “vital signs” relative to institutional receptivity perspective were completed after discussions by the UW-L Equity Scorecard Team. From the discussions, the team decided on the following key elements related to the Institutional Receptivity perspective:

- 1) Composition of UW-L Employees compared to our 24 Peer Institutions
 - a) Total Full-time Employees
 - b) Non-instructional Executives & Professionals
 - c) Full-time Faculty with 9 month Contracts
 - d) Part-time Instructional/Research Assistants
 - e) Skilled Crafts, Service & Maintenance Personnel
 - f) Full-time Clerical and Secretarial Personnel
- 2) Composition of NSSE respondents from Spring 2003, 2004, & 2006 evaluating on the following:
 - a) The Diversity of Perspectives in the Curriculum
 - b) Relationships with Faculty, Advisors, Administrative Offices, & Other Students
 - c) Overall Support Received from the University
- 3) Open responses to major concerns, issues, fears, and anticipated problems associated with UW-L by our students of color

UW-L’s Performance Peers

In early summer 2005, prompted by increasing requests for peer comparison data by campus leaders, a working group consisting of the Provost, three academic deans, the Dean of Student Development and Academic Services, one out-going interim academic dean, the Chief Information Officer and former Director of Institutional Research, the Special Assistant to the Provost on Assessment, and the Director of Institutional Research was convened for the purpose of compiling a list of preliminary performance peers.

The working group identified 15 factors on which they would like to select an initial list of potential peers, however due to time constraints and data limitations, only 12 of the initial factors were available for comparison. From an initial list of over 600 institutions, initial review of the data narrowed consideration to only a small handful of institutions (< 75) who were deemed to be most likely peers. The working group discussed each of the institutions on the “short list” in turn, gathering information on mission, reputation, size of the student body, program array and accreditation status. Additionally, some members brought in peer group lists from institutions they felt were similar to the University and the institutions on those lists were also discussed. The top regional institutions in the U.S. News rankings for the University’s Carnegie Classification were also included. From this discussion, 40 institutions were identified as those worthy of further investigation.

Detailed information, including full data on each of the 12 initial factors plus 3 additional factors identified during the second discussion, was prepared from IPEDS data and routed to the working group members for additional review and comment. Sixteen institutions were, upon closer inspection, considered too dissimilar from the University on at least one key factor to be considered a peer by the working group; the remaining 24 institutions were established as UW-L's performance peer group. The 24 institutions are listed below, with those peers located in the upper Midwest bolded.

UW-L's Peer Institution Group

1. College of Charleston	Charleston, SC
2. Kutztown University of Pennsylvania	Kutztown, PA
3. Radford University	Radford, VA
4. University of Wisconsin-Eau Claire	Eau Claire, WI
5. University of Wisconsin-Oshkosh	Oshkosh, WI
6. University of Wisconsin-Stevens Point	Stevens Point, WI
7. Western Washington University	Bellingham, WA
8. Appalachian State University	Boone, NC
9. Central Connecticut State University	New Britain, CT
10. Eastern Illinois University	Charleston, IL
11. Humboldt State University	Arcata, CA
12. Murray State University	Murray, KY
13. Northern Michigan University	Marquette, MI
14. Rowan University	Glassboro, NJ
15. Salisbury University	Salisbury, MD
16. Sonoma State University	Rohnert Park, CA
17. SUNY College at Cortland	Cortland, NY
18. SUNY College at Oswego	Oswego, NY
19. The College of New Jersey	Ewing, NJ
20. Truman State University	Kirksville, MO
21. University of Minnesota-Duluth	Duluth, MN
22. University of Northern Iowa	Cedar Falls, IA
23. Western Illinois University	Macomb, IL
24. Winona State University	Winona, MN

Comparison of UW-L Employees to Peer Institutions' Employees

According to data maintained by the National Center for Education Statistics (NCES) in the Integrated Postsecondary Educational Data System (IPEDS), the University of Wisconsin-La Crosse had 1,185 total full-time and part-time employees as of October 31, 2005, an increase of 16 employees from the prior year. Males make up 49.11 % of the workforce at UW-L, an increase from 48.93% on October 31, 2004. Of the 1,185 UW-employees, 1,072 (90.46%) are white and 113 (9.54%) are employees of color, a proportional increase from 8.30% a year earlier.

Table 23 displays total full-time employees at University of Wisconsin-La Crosse and the twenty-four peer institution group. The "All Others" category consists primarily of Caucasians,

but also includes Non-Resident Aliens. The United States Department of Education does not disaggregate Southeast Asian Americans from others of Asian descent.

When comparing University of Wisconsin-La Crosse with our peer institutions, equity indicators (UW-L share/Total Share) shows that African American and Hispanic employees are underrepresented or underutilized within the UW-L workforce while Native American and Asian/Pacific Islander employees at UW-L were equitably represented within the workforce.

Table 23. Total Full-time Employees Fall 2005

	African American	Hispanic	Native American	Asian / Pacific Islander	All Others
Total Full-time Employees (UW-L + Peers)	1467	664	205	831	25027
Total Share	5.1%	2.3%	0.7%	2.9%	87.8%
UW-L Total Full-time Employees	13	14	12	37	728
UW-L Share	1.6%	1.7%	1.5%	4.6%	90.5%
Equity Indicator (UW-L Share / Total Share)	0.31	0.75	2.07	1.58	1.03

The EqS team also investigated the racial and ethnic composition of employees within major employee categories in order to better understand UW-L hiring patterns compared to the campuses within the peer institution group. As shown in Table 24, inequities exist for African American employees in every employee category except for part-time instructional positions. Additionally, there weren't any non-instructional executives and professionals or clerical support employees who were of Hispanic descent, although Hispanic employees were equitably represented within the full-time faculty and part time instructional academic staff categories. Native American and Asian/Pacific Islanders were above equity levels for all employee categories.

Table 24. Equity Indices for Major Employee Categories at UW-L Relative to Our Peer-Institution Group Fall 2005

Employee category	African American	Hispanic	Native American	Asian / Pacific Islander	All Others
Non-instructional Executives & Professionals	0.43	0.00	1.26	1.27	1.06
Full-time Faculty with 9 mo. Contracts	0.55	1.52	1.46	1.42	1.01
Part-Time Instructional/ Research Assistants	0.93	0.85	2.70	3.17	0.96
Skilled Crafts, Service & Maintenance	0.31	0.36	4.56	1.91	1.02
Full-time Clerical and Secretarial	0.00	0.00	4.02	1.56	1.05

Because there is a long standing “chicken and egg” discussion regarding whether a multicultural campus starts with a diverse faculty and staff population, or a diverse student population, the Equity Scorecard Team was curious about how the ratio of undergraduate students of color to full-time faculty of color at UW-L compares to our peer institutions. Table 25 indicates that

undergraduate student-to-full-time faculty ratios for African American, Hispanic, Native American and Asian students and faculty were below equity. The limited number of faculty of color multiplies the responsibilities for those faculty beyond academic scholarship and teaching by adding extended service expectations for advising and mentoring students of color and serving on diversity related committees.

Table 25. Undergraduate Student to Full-time Faculty Ratios Fall 2005

	African American	Hispanic	Native American	Asian / Pacific Islander	All Others
Total Undergraduates	83	90	35	123	5790
Undergraduate Share	1.4%	1.5%	0.6%	2.0%	93.9%
UW-L Full-time Faculty with 9 mo. Contracts	6	13	4	25	305
Faculty Share	1.7%	3.7%	1.1%	7.1%	86.2%
Equity Indicator (UW-L Share / Total Share)	0.79	0.40	0.50	0.28	1.09

National Survey of Student Engagement

The National Survey of Student Engagement (NSSE) assesses college students' involvement in curricular activities that are associated with academic achievement. Respondents are only freshmen and seniors. Additional information about the NSSE can be found in the Excellence Report. Due to the limited numbers of students of color responding in any given year, we have combined the NSSE data from the three most recent years. General results have remained relatively stable over those years.

In exploring student responses to several NSSE items that the team felt may be related to student perceptions of the receptivity of the campus climate, the EqS Team uncovered some results that challenged the practical experience and wisdom of many student services personnel on campus. It is impossible to explain this contradiction by simply examining existing data sources, however, which led to the Team to interpret equity measures from NSSE with some caution. That said, the EqS team believes that the NSSE data, in that they reflect the attitudes and experiences of at least a sub-set of UW-L students, are important to consider as one voice in what is undoubtedly a complex campus conversation regarding institutional receptivity.

Table 26 indicates that Hispanic and Native American NSSE respondents felt that the UW-L curriculum as a whole did not provide diverse perspectives, though in contrast African American respondents were more likely to respond that the UW-L curriculum often or very often represented diverse perspectives. This finding may point to questions of perspective in that what is considered "diverse perspective" differs among students. It should also be noted that the question does not specify diverse *racial and/or ethnic* perspectives, and that some students may be responding considering a broader definition of diversity than others.

Table 26. NSSE Respondents (Spring 2003, 2004, and 2006) Indicating if They Thought the Curriculum at UW-L (i.e., Classes/Assignments) Provided Diverse Perspectives

UW-L Monitoring Report on Diversity - Appendices
Submitted to the HLC, January 2009

	African American	Hispanic	Native American	Asian / Pacific Islander	All Others
Total Responding “often” & “very often”	14	19	7	56	2070
“often” & “very often” Share	0.6%	0.9%	0.3%	2.6%	95.6%
Total Responding	21	52	21	105	3757
Total Share	0.5%	1.3%	0.5%	2.7%	95.0%
Equity Indicator (“often” & “very often” / Total Share)	1.22	0.67	0.61	0.97	1.01

When it comes to interactions with UW-L faculty, staff and administrative offices, and other UW-L students, students of color responses are similar to responses of Caucasian students.

Table 27: NSSE Items Relating to Respondent Interactions with UW-L Faculty, Staff & Other Students

		African American	Hispanic	Native American	Asian / Pacific Islander	All Others
Total Responding		21	52	21	105	3757
Total Share		0.5%	1.3%	0.5%	2.7%	95.0%
“Often” or “Very Often” Discussed Ideas From Their Readings/Classes with Faculty Outside of Class	Total Responding	6	6	4	17	506
	Total Share	1.1%	1.1%	0.7%	3.2%	93.9%
	Equity Indicator	2.10	0.85	1.40	1.19	0.99
Established “Quality” – “Friendly, Supportive, Belonging” Relationships with Other UW-L Students	Total Responding	15	43	17	74	3252
	Total Share	0.4%	1.3%	0.5%	2.2%	95.6%
	Equity Indicator	0.83	0.96	0.94	0.82	1.01
Established “Quality” – “Friendly, Supportive, Belonging” Relationships with UW-L Faculty	Total Responding	15	41	19	78	2923
	Total Share	0.5%	1.3%	0.6%	2.5%	95.0%
	Equity Indicator	0.92	1.01	1.16	0.96	1.00
Established “Quality” – “Friendly, Supportive, Belonging” Relationships with UW-L Administrative Personnel & Offices	Total Responding	13	31	12	60	2174
	Total Share	0.6%	1.4%	0.5%	2.6%	94.9%
	Equity Indicator	1.07	1.03	0.99	0.99	1.00

Similarly, as shown in Table 28, students of color satisfaction with academic support and advising were comparable to their Caucasian counterparts. Native American students, however, rated the quality of academic advising they received at UW-L more highly than other students.

Table 28: NSSE Items Relating to Respondent Academic Support & Advising

		African American	Hispanic	Native American	Asian / Pacific Islander	All Others
Total Responding		21	52	21	105	3757
Total Share		0.5%	1.3%	0.5%	2.7%	95.0%
UW-L Provided the Support Respondents Needed to Succeed Academically "Quite a Bit" or "Very Much"	Total Responding	16	35	15	68	2614
	Total Share	0.6%	1.3%	0.5%	2.5%	95.1%
	Equity Indicator	1.10	0.97	1.03	0.93	1.00
"Good" or "Excellent" Quality Academic Advising	Total Responding	15	38	18	74	2508
	Total Share	0.6%	1.4%	0.7%	2.8%	94.5%
	Equity Indicator	1.07	1.09	1.28	1.05	1.00

With these results, it is not surprising then that when it came to rating the quality of their entire undergraduate experience at UW-L, students of color again responded similarly to Caucasian students (Table 29).

Table 29: NSSE Items Relating to Respondent Satisfaction with Entire Undergrad Experience at UW-L

		African American	Hispanic	Native American	Asian / Pacific Islander	All Others
Total Responding		21	52	21	105	3757
Total Share		0.5%	1.3%	0.5%	2.7%	95.0%
Entire Educational Experience at UW-L "good" or "excellent"	Total Responding	15	42	19	83	3316
	Total Share	0.4%	1.2%	0.5%	2.4%	95.4%
	Equity Indicator	0.81	0.92	1.03	0.90	1.00
"Probably" or "definitely" would go to UW-L again if they could start over	Total Responding	16	42	19	86	3201
	Total Share	0.5%	1.2%	0.6%	2.6%	95.2%
	Equity Indicator	0.90	0.95	1.06	0.96	1.00

The Voices of UW-L Students of Color

The Equity Scorecard Team heard the voices of the UW-L students in an open forum on February 21, 2006 in which there were viewpoints of hope and concerns about the university's diversity efforts overall. Students were cautiously optimistic about whether the EqS Project would insure accountability. Students had seen the same pattern of initial celebration and lauding of diversity initiatives before with Plan 2008, only to see the project reduced to a hefty report

that eventually lands on a bookshelf, unread. The following outline provides an overview of the students' voices:

- Assessment and Improvement of Plan 2008
 - Outcomes of Equity Scorecard will produce tangible realistic results
 - Equity Scorecard will give the UWL administration, faculty, staff a solid perspective on specific issues/areas where they need to improve upon and also where they are doing well
 - Better understanding of where we are as a campus and identify strategies for achieving the goals of Plan 2008
- Accountability
 - Holding the university accountable for diversity in faculty and staff along with students
 - Increase visibility to equity/lack of equity to LAX community and campus
- Leadership
 - Continuity of leadership – both at the highest level and at the team level
 - Also expanding expectation of “leadership” to include governance group leaders, deans, dept. chairs, and student leaders
- General reluctance
 - General reluctance to put effort behind “yet another initiative” – initial push will be hard; people are tired of working on initiatives that don't result in any change
 - Stop talking and act. ACTION!!!

As the students continued to voice their concerns about the project, the EqS team recognized the magnitude the students' concerns. Throughout the following months of reviewing data and drafting reports, these concerns repeatedly resurfaced to remind us of the importance of insuring the actionability of our findings.

Summary of 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.

Section VII: Summary

The University of Wisconsin-La Crosse's Equity Scorecard Team started to meet in February 2006. Throughout the process, the team's main focus was to honor the students' request to have the Equity Scorecard Project make a positive and significant change within the University's academic culture. The last thing the team wanted was to create another lengthy report only to reside on someone's shelf or computer desktop. After eighteen months of deliberations on the four perspectives: Access, Retention, Excellence, and Institutional Receptivity, the Equity Scorecard Team is forwarding its findings to Chancellor Gow and the University of Wisconsin – La Crosse's community.

The report will be disseminated by informing the campus community through *Campus Connections* and the *Racquet*. Other possible avenues of communication will be attending departmental, college and divisional meetings to discuss the Equity Scorecard Project's findings. The findings should assist the university community to determine through dialogue how to proceed with ensuring UW-L is an inviting community for all students.

The next steps are (1) a team meeting with Chancellor Gow, (2) sending the team report out to the campus, (3) starting the process of meetings with offices and departments to review findings, (4) creating an accountability structure that will continue the Equity Scorecard Project, and (5) partnering with Joint Minority Affairs Council (JMAC) to implement the goals and objectives of *Plan 2008*.

APPENDIX H

Campus Climate Survey Executive Summary

Executive Summary

College campuses are complex social systems. They are defined by relationships between faculty, staff, students, and alumni; bureaucratic procedures embodied by institutional policies; structural frameworks; institutional missions, visions, and core values; institutional history and traditions; and larger social contexts (Hurtado, Milem, Clayton-Pederson, Alma, & Allen, 1998). Institutional missions suggest that higher education values multicultural awareness and understanding within an environment of mutual respect and cooperation. Academic communities expend a great deal of effort fostering a climate to nurture their missions with the understanding that climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship. Institutional strategic plans advocate creating welcoming and inclusive climates that are grounded in respect, nurtured by dialogue, and evidenced by a pattern of civil interaction.

The climate on college campuses not only affects the creation of knowledge, but also affects members of the academic community who, in turn, contribute to the creation of the campus climate. Several national education association reports and higher education researchers advocate creating a more inclusive, welcoming climate on college campuses (AAC&U, 1995; Boyer, 1990; Harper & Hurtado, 2007; Ingle, 2005; Milem, Chang, & antonio, 2005). Because of the inherent complexity of the topic of diversity, it is crucial to examine the multiple dimensions of diversity in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002). The University of Wisconsin System (UWS) has a long history of supporting diversity initiatives as evidenced by the system's support and commitment to this climate assessment project. In 2005 a taskforce committee was formed to search for consulting firms who conduct climate assessments in higher education and Rankin & Associates (R&A) was identified as a leader in conducting multiple identity studies in higher education. In 2006, R&A presented a proposal to the UWS Provosts and various constituent groups which resulted in the formation of the *Climate Study Working Group* (CSWG) by UWS administrators and subsequent contracting with R&A to facilitate a system-wide climate assessment. Fact-finding groups were held in September 2007 to discuss with University of Wisconsin System students, staff, and faculty their perceptions of the system climate. Informed by these fact-finding groups and by previous R&A work, the CSWG developed the final survey instrument template that was administered to the five participating UW campuses in spring 2008.

UW-La Crosse was one of the five UWS institutions that participated in the initial climate project in 2007-2008. A Diversity Leadership Committee (DLC) was created at UW-La Crosse to assist in coordinating the survey effort on campus. The DLC reviewed the survey template and revised the instrument to better match the context at UW-La Crosse. The final survey contained 91 questions including several open-ended questions for respondents to provide commentary. This report provides an overview of the findings of the internal assessment, including the results of the campus-wide survey and a thematic analysis of comments provided by survey respondents. All members of the campus community (e.g., students, faculty, academic staff, and

classified staff) were invited to participate in the survey. The survey was designed for respondents to provide information about their personal experiences with regard to climate issues, their perceptions of the campus climate, employees' work-life issues, and respondents' perceptions of institutional actions, including administrative policies and academic initiatives regarding climate issues and concerns on campus. A summary of the findings, presented in bullet form below, suggests that while the UW-La Crosse has several challenges with regard to diversity issues, these challenges are found in many other institutions of higher education across the country.

Sample Demographics

2,576 surveys were returned representing the following:

- 23 percent response rate
- 1,877 undergraduate students, 152 graduate students, 200 faculty, 172 academic staff, and 132 classified staff
- 228 people of color; 2,297 White respondents
- 42 people who identified as having a physical disability
- 24 people who identified as having a learning disability
- 71 people who identified as having a psychological condition
- 115 people who identified as lesbian, gay, bisexual, or queer; and 30 who were questioning their sexuality
- 1,790 women; 770 men; 4 transgender persons
- 754 people who identified their spiritual affiliation as other than Christian (including those with no affiliation)

Quantitative Findings

Personal Experiences with Campus Climate⁴

• **A percentage of respondents reported that they personally experienced offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus on campus (hereafter referred to as harassment). Gender was most often cited as the reason given for the perceived harassment. People of color and sexual minorities⁶ perceived such harassment more often than White people, and many of them felt it was due to their race or sexual orientation.**

Perceived harassment largely went unreported.

- 17 percent of respondents believed that they had personally experienced offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus.
- The perceived conduct was most often based on the respondents' gender (36%), UW-L status (22%), age (21%), political views (17%), and religious/spiritual status (17%).
- Compared with 15 percent of White people, 34 percent of people of color believed they had personally experienced such conduct.
- Of respondents of color who reported experiencing this conduct, 56 percent stated it was because of their race.
- Compared with 18 percent of men, 17 percent of women believed they had personally experienced such conduct.

- Of the women who experienced this conduct, 45 percent stated it was because of their gender.
- Compared with 16 percent of heterosexual respondents, 38 percent of sexual minority respondents believed they had personally experienced such conduct.
- Of sexual minority respondents who experienced this conduct, 61 percent stated it was because of their sexual orientation.
- 19 percent of participants made complaints to UW-L officials, while 13 percent did not know who to go to, and 13 percent did not report the incident for fear of retaliation.

• **A small percentage of respondents believed that they had been sexually harassed or sexually assaulted.**

- 12 percent believed that they had been touched in a sexual manner that made them feel uncomfortable or fearful while at UW-La Crosse.
- 96 respondents believed that they had been sexually assaulted during their time at UW-La Crosse.
- Women, lesbians, and people who identified as queer were more likely than other groups to believe that they had been sexually assaulted.
- Most of the respondents who believed that they had been sexually assaulted were students (86 people), female (91 people), heterosexual (84 people), and White (86 people).
- The alleged perpetrator of the perceived sexual assault was most often a student, an acquaintance, a friend, or a stranger.

Perceptions of Campus Climate

• **Most respondents indicated that they were “comfortable” or “very comfortable” with the overall climate at UW-La Crosse (85%), in their departments or work units (84%), and in their classes (85%). The figures in the narrative demonstrate some disparities based on race.**

- Compared with 86 percent of White people, 74 percent of people of color were “comfortable” or “very comfortable” with the overall climate at UW-L.
- Compared with 86 percent of White people, 77 percent of people of color were “comfortable” or “very comfortable” with the climate in their departments or work units.
- Compared with 97 percent of White people, 69 percent of people of color were “comfortable” or “very comfortable” with the climate in their classes.

• **Slightly more than one-third of all respondents indicated that they were aware of or believed they had observed harassment on campus. The perceived harassment was most often based on sexual orientation, ethnicity, gender, and race. People of color and sexual minorities were more aware of perceived harassment.**

- 34 percent of the participants believed that they had observed or personally been made aware of conduct on campus that created an offensive, hostile, or intimidating working or learning environment.

- Most of the observed harassment was based on sexual orientation (48%), ethnicity (37%), gender (37%), or race (36%).
- Compared with 32 percent of White respondents, 45 percent of respondents of color believed they had observed or personally been made aware of such conduct.
- Compared with 32 percent of heterosexuals, 64 percent of sexual minorities believed they had observed or personally been made aware of such conduct.
- Compared with 32 percent of students and 33 percent of classified staff, 49 percent of faculty and 42 percent of academic staff believed they had observed such conduct.
- These incidences were reported to an employer or official only 10 percent of the time.

• Some employee respondents believed that they had observed discriminatory employment practices, and indicated that these practices were most often based on gender.

- 31 percent of employee respondents believed that they had observed discriminatory hiring.
- 13 percent believed that they had observed discriminatory employment-related disciplinary actions at UW-L (up to and including dismissal).
- 29 percent believed that they had observed discriminatory promotion practices.

• With regard to campus accessibility for people with mobility and visual impairment, campus walkways/pathways (66%), and University websites (60%), were considered the most accessible (rated “very accessible” or “accessible”) areas of campus.

- 25 percent ranked the residence halls as “very inaccessible.”

Satisfaction with UW-La Crosse

• 79 percent of UW-L employees were “highly satisfied” or “satisfied” with their jobs at UW-L. 62 percent were “highly satisfied” or “satisfied” with the way their careers have progressed at UW-La Crosse.

- Faculty were slightly less satisfied with their jobs than were other employees.
- Men were most satisfied with the way their careers have progressed at UW-La Crosse.

• 89 percent of percent of students were “highly satisfied” or “satisfied” with their education at UW-L, while 77 percent were “highly satisfied” or “satisfied” with the way their academic careers have progressed at UW-La Crosse.

- A slightly lower percentage of students of color were satisfied with their educations and with the way their academic careers have progressed at UW-La Crosse than were other students.
- Higher percentages of women students, White students, and heterosexual students were satisfied with the way their academic careers have progressed than were men students, students of color, and sexual minority students.

• 39 percent of all respondents have seriously considered leaving UW-La Crosse.

- Among employees, 65 percent of men and 62 percent of women thought of leaving UW-L.

- 61 percent of employees of color, in comparison with 63 percent of White employees, have seriously considered leaving UW-L. Additionally, 68 percent of sexual minority employees, compared to 63 percent of heterosexual respondents, have seriously thought of leaving the institution.
- Among students, 33 percent of women and 34 percent of men considered leaving the University.
- 47 percent of students of color and 32 percent of White students thought of leaving UW-L, as did 36 percent of LGB students and 33 percent of heterosexual students.

Institutional Actions

- More than half of the respondents “strongly agreed” or “agreed” that the Chancellor, Deans and Directors, and Campus Climate Coordinator provided visible leadership that fosters inclusion of diverse members of the campus community.
- 90 percent of all respondents believed the Chancellor’s Office has visible leadership that fosters inclusion of diverse members of the campus community.
- 41 percent of all respondents believed the Provost’s Office has visible leadership that fosters inclusion of diverse members of the campus community.
- 58 percent of all respondents believed that diversity initiatives are relevant to their work.
- 67 percent felt welcome at campus diversity events.
- 53 percent of employee respondents thought providing tenure clock options with more flexibility for promotion/tenure for faculty/staff with families would positively affect the climate.
- 70 percent thought it would be a good idea to train mentors and leaders within departments to model positive climate behavior.
- 63 percent thought offering diversity training/programs as community outreach would positively affect the climate.
- Less than half of all employees thought providing recognition and rewards for including diversity in course objectives throughout the curriculum and rewarding research efforts that evaluate outcomes of diversity training would positively affect the climate.
- 74 percent of employees felt providing on-campus child care services would positively affect the climate.
- More than three-quarters of all employees thought the following initiatives would also positively affect the climate on campus: improving, and promoting access to quality services for those individuals who experience sexual abuse (79%), providing mentors for minority faculty/students/staff new to campus (75%), and providing a clear protocol for responding to hate/hostile incidents at the campus level (83%) and departmental level (83%).

Qualitative Findings

Out of the 2,576 surveys received at UW-La Crosse, 1,840 respondents contributed remarks to the four open-ended questions. Respondents included undergraduate and graduate students, as well as faculty, academic staff, and classified staff. The four open-ended questions asked whether their campus experiences differed from experiences in the surrounding community, for general elaboration of personal experiences and thoughts,⁷ and to name three things the

respondent would like to see changed on campus and three things they would like to see remain the same. The qualitative comments give “voice” to the quantitative findings and also parallel those findings.

Of the 756 respondents who commented on whether their experiences on campus differed from their experiences in the surrounding community, most of the remarks indicated that the campus climate was more diverse, more accepting of difference, and felt to students more comfortable and safe. Some individuals said there was little difference between the community and the campus, and some commented that the surrounding community was more accepting of people regardless of their educational background and more respectful of those in the military than were people on campus. In addition, people of color and sexual minority respondents felt more comfortable on campus than off campus.

Eight hundred forty-seven respondents provided examples of things they would like to see changed at UW-L and things they would like to see the same. Several respondents wanted to see more diversity and more diversity-related events on campus, while others were content with the number and frequency of diversity-related events and exchanges. Those respondents that wanted to see more diversity suggested the University create additional programs, integrated course offerings, and readily accessible information about ethnic issues, sexual orientation, and sexual assault. Respondents wanted ethnic issues to focus not just on Black-White issues, but issues faced by Asians, Native Americans, and Latinos. They advised the University to recruit more inner-city minority students, and hire more RAs of color and women leaders. Several respondents said UW-L ought to focus some attention on making buildings (especially residence halls) and grounds more accessible for people with disabilities. A number of students wanted to see the cost reduced for dining at Whitney, tuition reduced, and increased financial aid. Staff wanted their salaries to be comparable to private sector, and classified staff wanted more respect, more formal opportunities for professional growth, responsibility, and pay raises. Several respondents wanted to end the disparate system that exists among faculty and staff.

Respondents liked the size of UW-L campus community, felt the community was very friendly, and wanted it to remain the same. In addition, several respondents commented that they wanted the Chancellor and the relationships Dr. Gow has with campus community members to stay the same. Respondents believed in the excellence of the UW-L education and hope the University would continue to attract quality teachers and scholars. Some respondents wanted to keep the EFN classes, and suggested the structure of the classes change. Several individuals liked the Campus Climate Office and the Chancellor’s Open Forums.

Two hundred seventy-eight (278) respondents offered suggestions for how to improve the climate at UW-La Crosse. A number of respondents praised Chancellor Gow’s efforts in regard to diversity and asked for continued attention to and leadership on the issues. Some respondents wanted to see more people from underrepresented populations in the faculty and administrative ranks. Others despised minority quotas and wanted to make sure that jobs always go to the most

qualified applicants. Likewise, a few respondents asked that the University divert dollars away from diversity initiatives and spend money only on educating students. Several respondents described bullying that goes on in their departments and asked for ways to monitor/reprimand co-workers and supervisors who are known bullies. Many people asked that UW-L continue to communicate with all constituents, employees, and students about all aspects of University life.

Lastly, a few respondents commented on the survey and process itself. Some applauded the University's participation in the study and wanted to make certain that the results of the survey were made public and used to better UW-L. Others had suggestions for wording certain survey items.

APPENDIX I

Summary of Multicultural Student Recruitment Activities

UW - La Crosse: Multicultural Recruitment

Description and history of the recruitment program

The Admissions Office historically has had a Coordinator of Multicultural Student Recruitment whose responsibilities consisted of representing the University of Wisconsin – La Crosse at college fairs, high schools, building relationships to promote the institution, and organizing/coordinating program(s) to bring students to campus. During the recruitment planning process for the academic year 2007-2008 there was a noticeable change in the multicultural recruitment initiative. UW-L was taking their recruitment strategy to the next level by increasing visits and contact with targeted high schools, and by increasing collaboration efforts for special visit programs. The executive administration at UW-L was also changing institutional goals by prioritizing the Growth, Quality and Access Plan. Diversifying on campus is now a top priority. The Admissions Office was awarded the Academic Initiative Grant for \$16,000, which is a student-sponsored grant, helping to fund diversity recruitment for 2007-2008. The support of advancing our recruitment strategy continued throughout campus and into the Chancellor's Office.

Chancellor Joe Gow believed in the advancement of our recruitment efforts and to prove his commitment to diversity, he agreed to do recruiting in Milwaukee high schools. Chancellor Gow broke new ground by representing the university not just as a Chancellor but also as a recruiter. During the two day recruitment initiative, the Chancellor and the Coordinator of Multicultural Student Recruitment visited six high schools in the Milwaukee Public School System. Once Chancellor Gow returned, he spoke of his experiences and shared the challenges recruitment brings. He inspired other administrators to join the initiative and offer to be a "recruiter" for the next academic year. In addition to increasing our visibility in the high schools, we also increased our efforts to bringing students to campus.

Historically, various visitation programs were held such as Student Recruitment Weekend, Multicultural Overnight Visit, to what has evolved into a recruitment visit program called the Multicultural Student Visit Day (MSVD). A program needed to be developed to address the increasing popularity of UW-L with college-bound students of color, who normally are drawn to schools nearer their homes and institutions that are more familiar to them. MSVD started as a once a year event and has now branched into six visit days, with three events each semester. Students from both Minnesota and Wisconsin have been targeted to attend the MSVD program.

We have three different types of MSVDs. The first works to maintain our established relationship with Admission Possible, a college access program that serves promising and motivated low-income students in Minneapolis/St. Paul high schools. Admission Possible is a growing non-profit college prep program that has established relationships with institutions within the state of Wisconsin and is in the working stages of developing a program in Milwaukee. The second is Rufus King High School, a high school with the highest rate of college-bound students in the Milwaukee Public School system. Third, we offer a visit day for students from La Crosse, Milwaukee, Madison, Kenosha, Racine, and the surrounding area high schools. UW-L understands many students of color do not get an opportunity to visit campuses due to the cost of visiting and therefore we provide round trip transportation and meals for all who participate/volunteer for MSVDs. The recruitment program gives a comprehensive view of the university which includes an information session about UW-L, meeting/luncheon with

academic deans, faculty and staff, presentations on student services (i.e. Office of Multicultural Student Services, Student Support Services, and Financial Aid), campus tour, and student panel. We not only want to emphasize the importance of higher education, but showcase what UW-L has to offer students. Multicultural students are responding by those we have met through the recruitment process and by word of mouth.

Statistics in the last five years show UW-L's multicultural student growth. In 2003-2004, 367 new multicultural student applications represented 4.6% of the total new student applications ($n=7983$). The number of students enrolled for 2003-2004 was 129 new multicultural students, representing 5.9% of the total new student population ($n=2166$). For 2007-2008, multicultural student applications grew to 669 new multicultural student applications representing 7.64% of the total new student applications ($n=8758$). Of the 669 applications, 164 enrolled and represented 7.2% of the total new student population ($n=2265$) in 2007-2008 (the academic year includes fall and spring semester starts, and counts new freshmen and transfer students).

For fall 2008 UW-L is estimating a total of 782 new multicultural student applications and 186 enrolled students. UW-L received over 7,800 new freshmen applications which is a record number this includes 697 new multicultural freshmen student applications. We estimate that we will have 172 new freshmen, as compared to 106 in fall 2007. We are proud of the progress UW-L has achieved and hope for continued success in our multicultural recruitment efforts.

Additional Recruitment Strategies

Since multicultural recruitment extends to areas more than the primary recruiter can visit assistance from another Admissions Counselor is needed in other areas. The Admissions Counselor whose main territory is Iowa, has helped recruit in multicultural areas such as Wausau, Green Bay, Appleton, and Sheboygan by representing UW-La Crosse through high school visits and various college fairs. The Admissions Office sponsors a committee for key University stakeholders involved in the recruitment strategies and retention benchmarks called the Multicultural Student Recruitment Group (MSRG). The goal of MSRG is to discuss the works done by various offices to promote recruitment and retention strategies, and establish an outlet for collaborative initiatives to take place. Members of this committee represent different offices across campus, includes: Vice Chancellor for Academic Affairs, Assistant Chancellor and Dean of Students, Assistant Dean of Students, Director of Admissions, Athletics, Research Center for Cultural Diversity and Community Renewal (CDCR), Financial Aid, Upward Bound; staff members of the Office of Multicultural Students Services, Financial Aid, and Campus Climate Office.

Goals & objectives

Our goal is to increase the critical mass of ethnically diverse students by recruiting high-achieving, college-bound multicultural students as part of the Plan 2008 Initiative and Growth, Quality and Access Plan. Our objective, which is well defined by UW-L's Campus Climate Office mission statement, is "To foster an inclusive, collaborative, social justice approach to achieving equity across the entire campus. We champion intellectual and personal growth, intercultural understanding, and respect within the greater La Crosse community and beyond." We begin this process by creating a more diverse student/faculty population.

Positive impact upon diversity at UW-L

Everyone on campus is affected by the impact of diversity. The more diverse a campus is, the more ability there is to create awareness, and to prepare and develop students' readiness for society's global economy. In the classroom, a higher quality of discussion will be produced by sharing knowledge and giving a different point of view. This will help establish problem solving and critical thinking skills for participants and those leading the discussions.

Academic Year 2007-2008 Activities

The Coordinator of Multicultural Student Recruitment represented UW-L at invited college fairs and high school visits. The recruitment efforts took place throughout the Midwest, such as in Illinois, Kansas, Michigan, Minnesota, Missouri, and Wisconsin.

UW-L Represented At:

54 College Fairs	Students Contacted:	1900
62 High Schools	Students Contacted:	468
<i>Grand Total Students Contacted:</i>		<i>2368</i>

Multicultural Student Visit Days

Admission Possible-Fall	10/18/07	33
Admission Possible-Spring	03/27/08	32
Multicultural Visit Day-Fall	11/02/07	15
Multicultural Visit Day-Spring	02/28/08	32
Rufus King High School-Fall	10/12/07	28
Rufus King High School-Spring	03/04/08	36
Grand Total of Student Visitors		162

Multicultural Recruitment Travel Report
Academic Fiscal Year 2007-2008

Prepared by Vickie Sanchez

<u>Special Group Visits</u> (arranged by Admissions Office)		
Admission Possible-Fall	10/18	33
Admission Possible-Spring	03/27	32
Multicultural Visit Day-Fall	11/02	15
Multicultural Visit Day-Spring	02/28	32
Rufus King High School-Fall	10/12	28
<u>Rufus King High School-Spring</u>	<u>03/04</u>	<u>36</u>
Grand Total of Student Visitors		162

TOTALS FOR FALL 2007 TRAVEL SEASON

Michigan

5 College Fairs Students Contacted: 227

Total Michigan Students Contacted: 227

Minnesota

14 College Fairs Students Contacted: 338 (2 College Fair figures lost)

3 High Schools Students Contacted: 4

Total Minnesota Students Contacted: 342

Missouri

2 College Fairs Students Contacted: 142

5 High Schools Students Contacted: 5

Total Missouri Students Contacted: 147

Illinois

4 College Fairs Students Contacted: 330 (includes Chicago Nat'l Fair)

Total Illinois Students Contacted: 330

Wisconsin

5 College Fairs Students Contacted: 295

32 High Schools Students Contacted: 350

Total Wisconsin Students Contacted: 645

Sub Total Student Contact Fall 2007

31 College Fairs Students Contacted: 1332
40 High Schools Students Contacted: 359
Sub Total Students Contacted: 1691

TOTALS FOR SPRING 2008 TRAVEL SEASON

Illinois

1 College Fairs Students Contacted: 46

Total Michigan Students Contacted: 46

Michigan

5 College Fairs Students Contacted: 139

Total Michigan Students Contacted: 139

Minnesota

14 College Fairs Students Contacted: 383
2 High Schools Students Contacted: 11

Total Minnesota Students Contacted: 394

Wisconsin

3 College Fairs Students Contacted: 11
21 High Schools Students Contacted: 98

Total Wisconsin Students Contacted: 109

Sub Total Student Contact Spring 2008

23 College Fairs Students Contacted: 568
22 High Schools Students Contacted: 109
Sub Total Students Contacted: 677

GRAND TOTALS FOR ACADEMIC FISCAL YEAR
TRAVEL SEASON 2007-2008

54 College Fairs Students Contacted: 1900
62 High Schools Students Contacted: 468
Sub Total Students Contacted: 2368

Recruitment Travel Report
 Academic Fiscal Year 2006-2007

Prepared by Vickie Sanchez

FALL SEASON HIGH SCHOOL / COLLEGE	DATE	TIME	STUDENTS
<i>NSSFNS- Kansas City Fair</i>	09/19	8:30-1:00 pm	68
J.C. Harmon High School (KCKS)	09/20	8:30 am	14
Lincoln College Prep HS	09/20	10:30 am	1
<i>NSSFNS- St. Louis Fair</i>	09/21	8:30-1:00 pm	81
Kirkwood High School	09/22	10:00 am	1
University City High School	09/22	11:30 am	0
Hazelwood High School	09/22	1:00 pm	0
<i>Riverside/Rufus King IB Fair</i>	09/26	6-8:00 pm	62
Milw. School of Languages	09/27	9:30	20
Regan College Prep HS	09/27	11:00 am	2
Alliance High School	09/27	1:00 pm	1
<i>MSAN (Green Bay) Fair</i>	09/28	12-3 & 7-8:30pm	57
Appleton West HS	09/29	9:40 am	1
Appleton North HS	09/29	11:00 am	2
Appleton East HS	09/29	1:00 pm	0
Rufus King High School	10/02	9:30	10 (3 JR)
Riverside University HS	10/02	11:00 am	2 (1 JR)
Messmer High School	10/02	1 pm	14
Casimir Pulaski High School	10/03	8:30 am	32
Hamilton High School	10/03	10:00 am	12 (11 JR)

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Bay View High School	10/03	11:20 am	9
South Milwaukee HS	10/03	1:00 pm	12
Washington High School	10/04	9:30 am	29
St. Joan Antida High School	10/04	11:00 am	5 (1 SR, 2 JR, 2 SO)
Brown Deer HS	10/04	1:00 pm	4
Jerome I. Case High School	10/05	7:58 am	8 (1 JR)
Washington Park High School	10/05	10:00 am	7 (all JRs)
Mary D. Bradford High School	10/05	11:30 am	8 (3 JR)
Tremper High School	10/05	1:00 pm	0
<i>MATC Asian Youth Fair</i>	<i>10/06</i>	<i>9-12:00 pm</i>	<i>54</i>
Logan High School	10/10	9:00 am	12
Central High School	10/10	10:40 am	1
Onalaska High School	10/10	1:00 pm	1
<i>Hispanic Youth Fair</i>	<i>10/13</i>	<i>8-11:00 am</i>	<i>54</i>
West Allis Central HS	10/13	1:00 pm	2 (1 JR)
<i>NACAC Fair -Chicago</i>	<i>10/14</i>	<i>10-3 pm</i>	<i>166</i>
<i>National Hispanic -Milwaukee</i>	<i>10/16</i>	<i>9:30-12:30 pm</i>	<i>110</i>
<i>National Hispanic -Chicago</i>	<i>10/17</i>	<i>9:30-12:30 pm</i>	<i>75</i>
<i>National Hispanic -Rockford</i>	<i>10/18</i>	<i>9:30-12:30 pm</i>	<i>98</i>
<i>National Hispanic -Aurora</i>	<i>10/19</i>	<i>9:30-12:30 pm</i>	<i>78</i>
Highland Park High School	10/24	1:00 pm	1
Minneapolis South High School	10/25	8:00 am	0
Park Center High School	10/25	1:00 pm	6

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Madison East High School	11/01	11:00 am	6
James Madison Memorial HS	11/01	1:00 pm	1 (1 JR)
Parker High School	11/02	8:00 am	0
Beloit Memorial High School	11/02	10:30 am	2
Turner High School	11/02	1:00 pm	2
Cass Tech High School	11/06	10:00 am	2 (1 JR)
<i>NSSFNS-Detroit (Grace) Fair</i>	<i>11/06</i>	<i>6-8:00 pm</i>	<i>63</i>
<i>NSSFNS-Auburn HillsFair</i>	<i>11/07</i>	<i>8:30-1:00 pm</i>	<i>18</i>
<i>NSSFNS- Detroit (Cobo 1) Fair</i>	<i>11/08</i>	<i>9-1:00 pm</i>	<i>30</i>
<i>NSSFNS-Ann Arbor Fair</i>	<i>11/08</i>	<i>4:30-7:00 pm</i>	<i>58</i>
<i>NSSFNS- Detroit (Cobo 2) Fair</i>	<i>11/09</i>	<i>9-1:00 pm</i>	<i>60</i>
<i>MnACC Fair –Harding</i>	<i>11/13</i>	<i>8:15-11:00 am</i>	<i>27</i>
<i>MnACC Fair –Kennedy</i>	<i>11/13</i>	<i>12-2:30 pm</i>	<i>27</i>
<i>MnACC Fair -Humboldt</i>	<i>11/14</i>	<i>8:00-10:30 am</i>	<i>14</i>
<i>MnACC Fair –Edison</i>	<i>11/14</i>	<i>12:30-3:00 pm</i>	<i>21</i>
<i>MnACC Fair –Arlington</i>	<i>11/14</i>	<i>4:30-7:00 pm</i>	<i>10</i>
<i>MnACC Fair -Johnson</i>	<i>11/15</i>	<i>8-10:00 am</i>	<i>37</i>
Patrick Henry High School	11/15	1:25 pm	1
<i>MnACC Fair –South Mpls.</i>	<i>11/16</i>	<i>8:00-10:30 am</i>	<i>38</i>
<i>MnACC Fair -Roosevelt</i>	<i>11/16</i>	<i>11:30-2:00 pm</i>	<i>33</i>
<i>MnACC Fair -Washburn</i>	<i>11/17</i>	<i>8:00-10:30 am</i>	<i>6</i>
<i>MnACC Fair –Metro State</i>	<i>11/17</i>	<i>11:30-2:00 pm</i>	<i>28</i>
<i>MnACC Fair –Highland Park</i>	<i>11/20</i>	<i>7:30-10:30 am</i>	<i>57</i>

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<i>MnACC Fair –Central</i>	11/20	11:30-2:00 pm	33
Holmen High School	11/21	11:00 am	0
Brookwood High School	11/21	1:00 pm	3 (1 JR)
<i>Compass Guide College Fair</i>	11/29	8 -12:00 pm	63
<i>South Division College Fair</i>	12/06	8:30-11:30 am	# number missing
Bradley Tech High School	12/06	12:15-2:00 pm	7 (2 SO, 3 JR, 2 SR)
<i>WEASSP College Fair</i>	12/06&07	5pm & 9:30-12 pm	# number missing
Vincent High School	12/08	9:45 am	7
WI Conserv. Of Life Long Learning	12/08	11:30 am	25
SPRING SEASON			
HIGH SCHOOL / COLLEGE	DATE	TIME	STUDENTS
<i>“I’m Going to College”-Augsburg</i>	02/10	11-1:00 pm	19
<i>National Hispanic-Milwaukee</i>	02/27	8-12:30 pm	63
<i>National Hispanic-Bolingbrook, IL</i>	02/28	8-12:30 pm	83
<i>National Hispanic-Chicago</i>	03/01	8-12:30 pm	40
<i>National Hispanic-Chicago</i>	03/02	8-12:30 pm	58
<i>NACAC Fair: Grand Rapids</i>	03/06	8:30-11:30 am 6-8:00 pm	# number missing
<i>Ann Arbor School District</i>	03/07	5-8:00 pm	# number missing
<i>NACAC Fair: Detroit</i>	03/08	9-11:30 am 6:30-8:30 pm	# number missing
<i>MnACC Fair –North Community</i>	03/12	8-11:30 pm	13
<i>MnACC Fair -Hopkins</i>	03/12	12-3:00 pm	25
<i>MnACC Fair –Arlington</i>	03/13	7:45-11:00 am	6
<i>MnACC Fair –Metro State U.</i>	03/13	12-3:00 pm	3

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<i>MnACC Fair –Osseo</i>	03/14	8-10:30 am	21
<i>MnACC Fair -Southwest</i>	03/14	12:30-3:00 pm	41
<i>MnACC Fair –Como Park</i>	03/15	8-10:00 pm	8
<i>MnACC Fair –Patrick Henry</i>	03/15	12:30-3:00 pm	9
<i>MnACC Fair –Harding</i>	03/16	8-11:00 am	41
<i>MnACC Fair –St. Agnes</i>	03/16	12-2:00 pm	14
<i>“I’m Going to College”-RCTC</i>	03/24	10-1:00 pm	8
Park High School	03/26	8:00 am	0
South St. Paul High School	03/26	10:00 am	0
Harding High School	03/26	1:10 pm	2 (2 JR)
Park Center High School	03/27	8:00 am	2 (1 JR)
North Community High School	03/27	10:00 am	1 (1 JR)
Patrick Henry High School	03/27	1:00 pm	0
Johnson Senior High School	03/28	8:30 am	6 (2 SO)
Mounds View High School	03/28	12:30	10 (9 JR)
Jerome I. Case High School	04/05	7:58 am	9 (7 JR)
Washington Park High School	04/05	10:00 am	6 (4 JR)
Mary D. Bradford High School	04/05	11:30 am	6 (4 JR)
Tremper High School	04/05	1:00 pm	2 (1 JR)
DC Everest High School	04/11	8:00 am	5 (5 JR)
Wausau West High School	04/11	10:00 am	3
Wausau East High School	04/11	1:00 pm	2 (2 JR)
Lincoln High School (Manitowoc)	04/12	8:00 am	0

North Senior High School	04/12	10:55 am	3 (2 JR)
South Senior High School	04/12	1:15 pm	2 (1 SO & 1FR)
Middleton High School	04/13	8:00 am	0
James Madison Memorial HS	04/13	10:00 am	1 (1 JR)
Madison West High School	04/13	1:00 pm	0
Rufus King High School	05/14	9:00 am	0
Messmer High School	05/14	1:15 pm	4 (4 JR)
<i>Summer Youth Internship</i>	<i>08/03</i>	<i>9:30-12:00 pm</i>	<i>38</i>

TOTALS FOR FALL 2006 TRAVEL SEASON

Michigan

5 College Fairs	Students Contacted:	229
1 High Schools	Students Contacted:	2
<i>Total Michigan Students Contacted:</i>		<i>231</i>

Minnesota

12 College Fairs	Students Contacted:	331
4 High Schools	Students Contacted:	8
<i>Total Minnesota Students Contacted:</i>		<i>339</i>

Missouri

2 College Fairs	Students Contacted:	149
5 High Schools	Students Contacted:	16
<i>Total Missouri Students Contacted:</i>		<i>165</i>

Illinois

4 College Fairs	Students Contacted:	417
<i>Total Illinois Students Contacted:</i>		<i>417</i>

Wisconsin

8 College Fairs	Students Contacted:	400 (2 fairs are missing numbers)
34 High Schools	Students Contacted:	247
<i>Total Wisconsin Students Contacted:</i>		<i>647</i>

Sub Total Student Contact Fall 2006		
31 College Fairs	Students Contacted:	1,526
44 High Schools	Students Contacted:	273
<i>Sub Total Students Contacted:</i>		<i>1,799</i>

TOTALS FOR SPRING 2007 TRAVEL SEASON

Illinois

3 College Fairs	Students Contacted:	181
<i>Total Illinois Students Contacted:</i>		<i>181</i>

Michigan

3 College Fairs	Students Contacted:	<i>numbers are missing</i>
<i>Total Michigan Students Contacted:</i>		<i>#</i>

Minnesota

12 College Fairs	Students Contacted:	208
8 High Schools	Students Contacted:	21
<i>Total Minnesota Students Contacted:</i>		<i>229</i>

Wisconsin

2 College Fairs	Students Contacted:	101
15 High Schools	Students Contacted:	43
<i>Total Wisconsin Students Contacted:</i>		<i>144</i>

Sub Total Student Contact Spring 2007		
23 College Fairs	Students Contacted:	490
22 High Schools	Students Contacted:	64
<i>Sub Total Students Contacted:</i>		<i>554</i>

GRAND TOTALS FOR ACADEMIC FISCAL YEAR TRAVEL SEASON 2006-2007

54 College Fairs	Students Contacted:	2,016
64 High Schools	Students Contacted:	337
<i>Grand Total Students Contacted:</i>		<i>2,353</i>

APPENDIX J

Sample Multicultural Student Visit Day Agenda

Multicultural Student Visitation Day
Thursday, October 23, 2008
Cartwright Center
UW-La Crosse

8:00 a.m. Departure from Milwaukee
9:00 a.m. Departure from Madison

11:30 a.m. Welcome Students
Ward Room -Folder and Agenda Overview
-Meet the Crowd

12:00 p.m. Academic Luncheon

1:00 p.m. Campus Tour - Vanguard

2:10 - 2:50 p.m. Session I - Admissions Info Session
CC339

2:50 - 3:20 p.m. UW-L Class
CC339 *Featuring Professor ??*

BREAK IN LEVEE LOUNGE

3:30 3:45 p.m. Session II- Financial Aid Office
CC332

3:45 - 4:00 p.m. Session III- Office of Multicultural Student Services (OMSS)
CC332

4:00-5:00 p.m. Student Panel *featuring UW-L Vanguard*
CC339

5:00 6:00 p.m. Appreciation Dinner
Ward Room

6:00 p.m. Farwell UW-L departing for home

**Please remember before you leave to turn in the evaluation form found in your UWL folder.*

Thank you for visiting the University of Wisconsin - La Crosse!

APPENDIX K

Sample La Crosse Middle School Student Visit Day Agenda

La Crosse Middle School Visit Day
Wednesday, October 22, 2008
Cartwright Center
UW-La Crosse

10:30 a.m. Students arrive
259 Cartwright Center

11:00 Welcome to campus and Admissions information session

11:40 Office of Multicultural Student Services presentation

Noon Luncheon (Lunch Tickets Provided through OMSS)
Ward Room, Cartwright Center

12:30 Student Panel – *Vanguards & OMSS Students*

1:00 Campus tour – *Vanguards*

2:00 Departure

Thank you for visiting the UW – La Crosse!

APPENDIX L

Office of Multicultural Student Services 2007-2008 Year End Report

Office of Multicultural Student Services End of Year Report 2007-2008

OMSS MISSION STATEMENT

The office of Multicultural Student Services (OMSS) promotes intercultural learning and understanding. In particular, OMSS honors, respects, and serves American students of color from all cultural and economic backgrounds. We affirm every student's cultural tradition and we seek to challenge and prepare all students to become cultural and academic leaders in the own communities as well as in our diverse world. OMSS supports UW-La Crosse's academic mission and is committed to the development of a campus community that values and promotes diversity of thought and experience.

OMSS HIGHLIGHTS FOR 2007-08

- Hiring a new University Assistant – Ms. Carmen Boortz
- Introduction of the ASI section of the UW-L 100, Fall 2007
- Co-sponsorship of the Hispanic Student Recruitment – Audio Conference
- Realignment and restructuring of the OMSS budget
- Securing a GQA position – to be aligned predominately with OMSS pre college program
- Hosting 3 successful retention events for the STEPs Program
- Successful implementation of the MSO Presidents Roundtable Discussion/Training
- Receipt of additional DPI funds for 2007-08 pre college programming

OMSS STAFF FOR 2007-08

Barbara E. Stewart – Director
Mr. Thomas Harris – Assistant Director/Student Leadership Programs
Dr. Ned Reese – Coordinator – OMSS Pre college Programs
Ms. Telitha Bean-Thompson – Retention Services Coordinator
Ms. Kate Oganowski- Pre College Outreach Specialist
Ms. Connie Vanderhyden- ASI Program Director
Mr. Guy Wolf – Financial and Academic Retention Specialist
Ms. Carmen Boortz – University Assistant/Office Manager
Ms. Becky Smith-Graduate Assistant
Ms. Alison Gerland-Fall semester Practicum Student
Mr. Caiden Marcus- Spring semester Practicum Student

ACADEMIC SUCCESS INSTITUTE – Ms. Connie Vanderhyden – Program Director

Overall Program Summary

There were 18 students in the summer bridge program and all of them continued into the fall. Our staff, Julie Vue, David Scales, and Xiong Vang, worked particularly well with the faculty and assisted the students with their course work throughout the program. The faculty members this year were: Charlene Holler (Reading Development), Abdulaziz Elfessi (Math workshop), Amy Sullivan (W-S 100), and Elizabeth Hayes (ENG 050). They all did an excellent job and the collaboration was very good.

The addition of UWL 100 during fall semester has provided an excellent opportunity to keep the group more connected with one another and with our office. I thoroughly enjoyed team teaching the course with Barbara Stewart and look forward to keeping it as part of the ASI experience over the upcoming years as well. Amanda Goodenough will co-teach with me fall of 2008.

PRE COLLEGE PROGRAMS – *Summary by program*

Academic Year Tutoring and Enrichment Program

The Pre-college Academic Year Tutoring Program provide extensive tutoring and enrichment opportunities for multicultural students in the communities surrounding

UW-La Crosse. Many UW-L students from diverse ethnic backgrounds participate as tutors and role models in these outreach efforts.

African American Tutoring Program

During the fall of 1998 the OMSS pre-college staff instituted a program to specifically address the needs of local biracial students and students of African American descent. Initially, students in grades 3 through 12 were invited to participate. Students were recruited by word of mouth and community contacts provided by several university students working in the community. Tutoring this year occurred at Emerson Elementary School. By far the hallmark of this program is the relationships that have been built and the longevity of those relationships. ACT Prep is needed for a few of the high school students. **Site Supervisor (s): - Ms. Kate Oganowski**

Holmen Tutoring Program

Kate Oganowski has assisted in giving this program a great deal of stability and organization. The Holmen school administrators are seemingly more cooperative this year and that has made the program easier to administer. Experienced tutors as well as excellent administrative organization gave this program a needed boost and the number of students participating increased this year. The staff at Holmen Middle School has become much more accepting of this program. The students have really responded well to the consistency of staff as the consistency of the program.

Site Supervisor (s): Ms. Kate Oganowski

Hmong Tutoring Program

The number of participants has remained steady this year, in particular with female pre college students. There is a very LOW participation among the male pre college students. More outreach will need to occur to address this issue. There was very consistent tutor participation with the program, with many tutors returning year after year. Indeed one of the hallmarks of this program is its longevity as well its relationship with the La Crosse community. Wimberly Hall continues to be the site for this program which works for the short term, but more space for enrichment activities is needed.

Site Supervisor (s) - Ms. Kate Oganowski

Ho Chunk Tutoring Program

The tutoring program in Tomah (formerly referred to as Bluewing) is the oldest OMSS pre-college initiative. The program began in 1973. Participating students are of Native American descent; however children of all ethnicities have participated in the program. We saw again the resurgence of interest in tutoring students at Tomah. Additional tutors may be added for Tomah next year.

Site Supervisor – Dr. Ned Reese

Norwalk/Ontario Tutoring and Enrichment Program

The program overall had around an 85% attendance rate. There was a large attendance of first and second grade students. The older students usually brought homework, while the younger students worked with their tutor on work brought in for them. Enrichment activities were limited to games outside, which is always a challenge as the colder weather set in. Tutors were consistent with this program; however some struggled with the large student enrollment.

Ms. Becky Smith-Site Supervisor

OMSS Summer Reading Program – Summer 2007

The OMSS Summer Reading Program is a 4-week program that matches children with college-aged tutors for a one-on-one reading experience. Reading programs were held in La Crosse and Norwalk/Ontario. The children choose books according to their interest level and ability. The tutors guided them in reading, comprehension and vocabulary expansion. The program utilizes the La Crosse Public Library and Emerson Elementary School Library. There were 45 students enrolled in the program in summer 2007 with an 85% attendance rate. There were 19 staff members (college students and professional staff) that worked with the program. **Kate**

Oganowski-Program Coordinator

Mississippi River Adventure Camp -2007

The Mississippi River Summer Adventure 2007 included two offerings:

Planning for the Summer Camp Program logistics went well. Teachers were recruited, including 4 women (between the Introductory and Advanced Camps); counselors were interviewed, selected, and attended a training session before the end of May. A total of 67 students attended the Introductory and Advanced camps respectively.

Dr. Ned Reese and Mr. Guy Wolf - Coordinators

Overall Pre College Tutors and Volunteers – 2007-08

Summer Reading Program Mississippi River Adventure and Academic Year-round Tutoring Program had a grand total of 285 tutors. There were several tutors that tutored voluntarily. Tutors that were employed either through work-study or student help averaged between 6.00 to 6.50 per hour, depending on the type of work performed. Many of our paid tutors worked at least 2 tutoring programs/evenings per week.

RETENTION PROGRAMS

EARLY INTERVENTION

Post cards and the spring/summer PRISM were sent to all accepted freshmen for the fall in April/May 2008. The services of the office were described and the importance of attending summer freshmen registration days was stressed.

Prior to arrival on campus all new students, freshmen and transfers, were sent a mailing which included an invitation to attend the Beginning Year Picnic, Survive and Thrive, Chicken Que information, Student organizational information card and personal contact card. Returning multicultural students were also sent a postcard inviting them to the Beginning Year Picnic, Chicken Que information and student organization information card. This fall mailing seemed a great alternative in contacting returning students; it will be repeated next August. If we use the mid August mailing with student organization information this may help the office to connect faster and will also help the membership drive of the organizations. Myrick Park was the setting for the beginning year picnic. The picnic was catered by Famous Dave's.

The strength of our fall programming is the Welcome Back Picnic; it really gives us an opportunity to reconnect with faculty/staff and our students. The mailing in mid-august too appears to be the way to go in getting out office information and student organizational information.

GRADE PROGRESS REVIEW

This project can be very time consuming, with the help of the graduate student we both were able to complete this project this year. Carmen and Telitha will do some training with this project over the summer to get her familiar with the process, we did not include her on the spring grade progress review. I had several requests from faculty to send forms to them through email. Again over the summer Telitha plans on exploring how to go more electronic and I hope to pilot a small amount of faculty or even chose classes to go electronic.

PEER TUTORING PROGRAM

This program provides specific class tutoring to multi-ethnic (African American, Latin American, Naive American, Southeast Asian, and other Asians who are U.S. citizens or refugees) UW-L undergraduate students upon request. The tutoring sessions are designed to meet the students' needs with flexible hours and individual or small group sessions. This service is free to multicultural students and is designed to support and complement tutoring offered by the various departments on campus. This is still a program that needs much help. We need to try to convey to the students that are seeking assistance that they need to be accountable. There were had 20 students the spring semester that sought help. At least 12 were assigned someone to help them and a couple of them decided they did not need assistance after all. Five of them were not assigned a tutor, lack of tutor or lack of follow through. Of those that were assigned, 8 passed the class, 3 failed. Again there are more tutors than students asking for help.

STEPS (Students Transitioning from Education to Professions) PROGRAM

The OMSS retention team consists of Telitha Bean Thompson, Connie Vanderhyden, Guy Wolf and Barbara Stewart. Together this team came up with the notion of the STEPs Program, based in part on findings from the Equity Scorecard which indicated that UW-L is not retaining juniors

and seniors at the same rate as freshmen and sophomores. STEPs is a program to promote graduate school, internships, career exploration, etc. We hosted a Dean's reception for our students (approximately 70) and encouraged students to attend a host of activities to prepare them for graduate school and career advancement.

FINANCIAL RETENTION CONCERNS

Guy Wolf met with individual staff from the Financial Aid Office on a weekly basis. He also served on the University Foundation Scholarship Committee and reviewed files for the Equitable Life Scholarship, the Judith Kuipers Scholarship, and UWL Diversity Scholarship funds.

He also worked with graduate student, Allison Gerland to update and make accessible Access files that contain more than 300 scholarships and internships available to UWL students. This file will be linked to the OMSS Homepage. Guy has also been working on this on strategies to help make our UW-L Foundation scholarships more accessible to multicultural students. We secured a national Tribal database working with John Jax (Murphy Library) on Tribal Education Departments and Education/Financial Aid requirements

The majority of Guy's time is dedicated to financial aid retention. This included many students with severe financial aid compounded by difficult familial problems. Often, these are students w/o parents or parents who create special problems for their students. He has contributed articles to the PRISM on financial aid, sent "hundreds" of Emails and many calls to students regarding jobs, scholarships, work-study, and tax questions.

MULTICULTURAL STUDENT LEADERSHIP

Multicultural Student Organization's Leadership Development Weekend

Thomas organized and facilitated the Leadership Development Weekend held on (Friday – Sunday) October 5th – 7th 2007 at Beaver Creek Reserve located in Fall Creek, WI. Like in recent years, a large group of students sign-up to attend, then only half actually go. As I reviewed the participants that went to this over the years, about 90% have resulted in strong participants and leaders in OMSS programs as well as throughout UW-L. In addition, the more students who attend this leadership weekend from particular student groups, the more consistent participation and stability from these student organizations. Thomas' challenge is to figure a way to get more students to actually attend on an annual basis because it helps students establish relationships early during the school year, helps the organizations, and has a long-range positive influence on retention.

We will hard at promoting and creating a buy-in for our Leadership Conference scheduled for late September 2008 – at Camp Ehawee.

AMSLC 2007 – American Student Leadership Conference – UW-Whitewater

For AMSLC 2007, Thomas Harris worked hard to assemble a great delegation from UW-La Crosse. Due a prior scheduled commitment, Kate Oganowski and Lynette Prier Lo went as delegation chaperones. Eight UW-L students attended AMSLC 2007. I am currently arranging the logistics for a UW-L delegation to attend AMSLC 2008 hosted by UW-Oshkosh at the end of October.

The President's Roundtable

After a few years of trying to provide leadership training and activities for all officers and members of the multicultural student organizations at once, I began to focus on the Presidents. The thought is if we can at least get the presidents to be on board, they will help organizations cultivate other members in the future. They will want to build teams and want their members to have the necessary training and development to make the school year much easier than before. We also hope that the other officers and members will notice the special attention given to the presidents and want something similar meaning they too will come aboard and reap the benefits of training and leadership development. The President's Roundtable is a time for presidents to share what's on their minds about almost anything. It is a time to interact, support, learn and teach one another. The presidents now also provide their group reflections and recommendations to bring to OMSS and the advisors. A good example of one recommendation was the Proposal for External Entities to Request co-sponsorship which will help streamline campus requests to the MSOs for financial support.

OMSS EVENTS AND COLLABORATIONS

September 13th 2007 – OMSS Welcome Back Picnic, Myrick Park

Tuesday, October 04, 2007 Conversations about Graduate School, Ward Room, CC

(Friday – Sunday) October 19th – 20th, 2007 – National Hispanic Student Leadership Conference in Downtown Chicago, IL advisor w/ Latin American Student Organization (Roberto Delariva, Brooke Sanchez, Ibrahim Baalbaki, Terrence Rowe, and Janelli Valdez went from UW-L)

Tuesday, February 12th 2008 – Black Student Panel sponsored by Black Student Unity, 339 Cartwright Center

Wednesday, February 13th 2008 –Dr. Darnell Bradley's African American Transgender Issues presentation sponsored by Black Student Unity, Port O' Call

Tuesday, February 19th 2008 –Harlem Gospel Choir, Valhalla Gunning Addition – co sponsored by Black Student Unity and CAB

Friday, February 22nd 2008 –Native American Potential Recruits, Diversity Center

Thursday, February 28th 2008 – Hmong Tutoring Program visitation w/ Bob Hetzel & Paula Knudson & Al Thompson

Friday, February 29th 2008 – EAST Meets WEST sponsored by the South Asian Student Organization

Wednesday, March 26, 2008 – John Palmer – Speaker – Various campus co-sponsorships

Friday, March 28, 2008-LASO Fiesta-Cartwright Center

April 11 and 12 – NASA/School of Education - ACT 31 Conference – Cleary Center

April 12 and 13- La Crosse Community Pow Wow – Mitchell Hall

Thursday, May 08, 2008- OMSS Celebration of Accomplishments-Myrick Park Shelter

**OMSS DIRECTOR
COMMITTEE AND PROJECT PARTICIPATION**

SAA Graduate Program-Thesis Committees for Nhia Yang and Emily Salava
CCWG Campus Climate Study Co-Chair with Beth Hartung
MUFASO member
Multicultural Student Recruitment Group Meeting – Co-convenor
Enrollment Management Committee –member
Campus Climate Council
ATP – Cultural Guide
OPID/IRE Conference – Presenter/Attendee
SDAS Out of State Travel – subcommittee
Mentoring Students of Color- subcommittee
Centennial Special Events committee member
UW-L Capital Campaign Leadership Team member
MEPD Assistant to Director – Chair of Search and Screen
School of Education Recruiter/Advisor position – Chair (suspended)
UW-La Crosse MC Alumni Selection Committee
Joint Minority Affairs Committee- (JMAC)
Multicultural Disadvantaged Coordinator Meetings – participant
Equity Scorecard Team member
Presented various lectures/sessions on diversity for faculty

FINAL THOUGHTS/CONCERNS FOR OMSS FOR 2008-09

As always, there are concerns about the budget and the sustainability of our programs as we move forward. We will continue to write for grants and support others that are writing grants on behalf of diversity. Others concerns relate to the search process for 2 positions in OMSS. It is a concern, but also a cause for cautious optimism, because it gives us the chance to hire some new talented energetic staff to fill these positions. I am also concerned about Thomas Harris's health and the hope that he recovers completely for his surgery. Finally, I think that OMSS has come a long way and we are poised to enter the second century of UW-La Crosse in very good standing. There are many challenges ahead but I believe that we in OMSS can meet and surpass those challenges with great success.

Respectfully submitted,

Barbara Stewart,
Director
Multicultural Student Services

Enrollment Numbers & Breakdown of Ethnicities

2007-2008

May Term/Summer 2007 Enrollment

Undergraduates 137

Graduates 16

Total 153

May Term/Summer 2008 Enrollment

Undergraduates 142

Graduates 16

Total 158

Total Enrollment 2007-2008

614-Fall

As of 9-17-07

565-Spring

As of 2-11-08

Fall		Spring	Fall		Spring
127	New Freshmen	1	28	New Transfer	10
20	African-American	0	11	African-American	2
25	Hispanic	0	5	Hispanic	1
12	Native American	0	3	Native American	3
32	Other Asian	1	3	Other Asian	2
38	Southeast Asian	0	6	Southeast Asian	2

<u>384</u>	<u>Undergraduate</u>	<u>487</u>	<u>56</u>	<u>Graduate</u>	<u>52</u>
58	African-American	85	11	African-American	8
91	Hispanic	107	9	Hispanic	9
41	Native American	48	7	Native American	9
108	Other Asian	130	13	Other Asian	12
86	Southeast Asian	117	16	Southeast Asian	14

19 Re-Entry/High School 17

15	Re-Entry	14
4	High School	3

Deans List 2007-2008

Ethnicity	78-Fall	73-Spring
BLK	12	14
HIS	18	32
NAM	7	5
OAN	29	14
SEA	12	8

J-Term 2008 Enrollment	
Undergraduates	63
Graduates	6
Total	69

GRADUATION NUMBERS

December 2007 Graduates - 26
 May 2008 Graduates - 56
 August 2008 Graduates - 9

GRADUATION COLLEGE BREAKDOWN

College	December 2007	May 2008	August 2008
GEPC	2	5	0
GSDA	0	1	0
GPAS	0	0	1
GBNA	0	0	1
GDPT	0	1	0
GPED	0	1	0
GSAA	0	2	0
GSEN	1	1	0
GCEP	1	0	0
GEPD	1	0	0
GMBA	1	0	0
GMPH	1	0	0
JA	0	1	0
CBA	3	7	1
CLS	8	16	0
Education	3	1	0
Arts	1	5	3
SAH	3	9	0
Health, Exercise Sports, etc.	1	6	3
Total	26	56	9

Undergraduate Graduation Ethnic Breakdown
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Ethnicity	December-19	May-44	August-7
BLK	2	5	2
NAM	2	6	2
OAN	6	12	0
HIS	3	14	3
SEA	6	7	0

Graduate Graduation Ethnic Breakdown

Ethnicity	December-7	May- 12	August- 2
BLK	1	2	0
NAM	0	0	1
OAN	2	3	0
HIS	2	1	0
SEA	2	6	1

APPENDIX M

Community Resources for Diverse Faculty & Staff

LA CROSSE AREA ASSETS FOR DIVERSE AND INCLUSIVE COMMUNITIES

AFRICAN AMERICAN	Address/Location	Email/Telephone	Contact Name	Description/Schedule
Community:				
Margaret's Hip Hop Fashion	1134 Gillette St La Crosse, WI 54603	(608)782-3610		
NAACP La Crosse Chapter	P.O. Box 1312 La Crosse, WI 54603	askingroberta@aol.com		Meetings-3 rd Thursday of every month-7pm Franciscan Spirituality Center, 920 Market Street
Rosemary's Home Cooking	George & Gillette St. La Crosse, WI 54603			
Martin Luther King Observance	Jubilee Center 1703 Main St #122 La Crosse, WI 54601	(608)782-1394 Jubileecenter@gmail.com		Community planning committee
LaX School District:			Dempsey Miller	
▪ African American Forum				
▪ African American Drums				
▪ Boyz II Gentlemen				
▪ Reconnecting the Village				
▪ ROSEBUDS				

HMONG AMERICAN (also see: Asian American)	Address/Location	Email/Telephone	Contact Name	Description/Schedule
Community:				
Direct Income Tax Service	Onalaska, WI 54650	(608)385-6443	Allen Chong Yang (Owner)	
Hmong Adult Day Services, Inc.	1100 Kane St Suite 120 La Crosse, WI 54603	(608)782-5603	Shoua BT. Lee (Manager)	
Chia's Transportation Services	1310 Red Cedar Court Onalaska, WI 54650	(608)397-9650	Xao Chia's Lee (Manager)	
La Crosse Natural Health	Onalaska, WI 54560	(608)779-4137	Dr. Bee Lo	

Southeast Asia Grocery Store	1400 Liberty St La Crosse, WI 54603	(608)785-7707		
Hmong Mutual Assistance Association	1815 Ward Ave La Crosse, WI 54601	(608)781-5744 www.lacrossehmaa.org	Thai Vue (executive director)	
Hmong Faith Alliance Church	2127 Pine St La Crosse, WI 54601	(608)784-8711	Cher Fue Yang (Pastor)	
Agape Asian Ministry ELCA	St. Paul Lutheran Church 420 West Ave S La Crosse, WI 54601	(608)385-3642 agapeasian@aol.com	Houa C. Moua (Pastor)	
Hmong Professional Networking	1837 Franklin St Onalaska, WI 54650	(608)386-4438	Tony Yang (Coordinator)	
Hmong New Year Celebration-Veterans Memorial Park	N4668 Cty Rd VP West Salem, WI 54669			
LaX School District: ▪ Cultural and Family Connections Programs		Toyang@sdlax.k12.wi.us	Tony Yang	

ASIAN AMERICAN (also see: Hmong American)	Address/Location	Email/Telephone	Contact Name	Description/Schedule
Community:				
Indochinese Grocery Store	704 La Crosse St La Crosse, WI 54601	(608)785-1566		
Asian Market	510 Lang Dr La Crosse, WI 54603	(608)784-0534		
Southeast Asia Grocery Store	1400 Liberty St La Crosse, WI 54603	(608)785-7707		
Looks Unlimited	516 Cass St La Crosse, WI 54601	(608)784-5577		
JC Penney Beauty Salon	3700 State Rd 16 La Crosse, WI 54601	(608)781-8180		
Onalaska United Methodist Church	212 4 th Ave N P.O. Box 37 Onalaska, WI 54650	(608)783-3380 ext. 23 www.onalaskaumc.org	Pastor Hyun-Suk Kim	Youth programs for Korean students
Agape Asian Ministry	420 West Ave S La Crosse, WI 54601	(608)385-3642 agapeasian@aol.com		

LaX School District: <ul style="list-style-type: none"> Central High School-Chinese Club 		Toyang@sdflax.k12.wi.us	Tony Yang	
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NATIVE AMERICAN	Address/Location	Email/Telephone	Contact Name	Description/Schedule
Community:				
Ho Chunk Learning Center	724 Main St La Crosse, WI 54601	(608)785-7473	Rikki Blair	
Three Rivers House	724 Main St La Crosse, WI 54601	(608)783-6025	Perry Carrimon	Center for Ho Chunk affairs
Annual Pow-wow				

LATINO/A & HISPANIC	Address/Location	Email/Telephone	Contact Name	Description/Schedule
Community:				
Mary, Mother of the Church Parish	2006 Weston St La Crosse, WI 54601	(608)788-5485		Spanish Masses-1 st Sunday of every month-12:30 pm
Viterbo University: <ul style="list-style-type: none"> Spanish Club 		jejambrina@viterbo.ed	Jesus Jambrina	

MIDDLE-EASTERN	Address/Location	Email/Telephone	Contact Name	Description/Schedule
Community:				
Festival of Lights-Diwali				
Islamic Society Othman Bin	1722 State St La Crosse, WI 54601	(608)784-7167	Daoud Jandal, Imman	
UW-La Crosse: <ul style="list-style-type: none"> Muslim Student Organization 		(608)785-6862 khandker.wahh@uwlax.edu	Wahhab Khandker	

LGBT	Address/Location	Email/Telephone	Contact Name	Description/Schedule
Community:				
LGBT Resource Center for the Seven Rivers, Inc	303 Pearl St La Crosse, WI 54601	(608)784-0452		
Pride Fest				
YWCA GALAXY (Gay Alliance of La Crosse Area Youth)	3219 Commerce St La Crosse, WI 54603	(608)781-2783 lseidel@ywcax.org		
LaX School District: Central HS – Gay and Straight Alliance		(608)789-7980 dhunter@mail.sdlax.k12.wi.us	Dirk Hunter	
PERSONS WITH DISABILITIES	Address/Location	Email/Telephone	Contact Name	Description/Schedule
Community:				
Special Olympics WI- South Central Area		(608)789-7596	Kerry Gloede	
Gundersen Clinic, Ltd. Adult Learning Disabilities Section	1836 South Avenue La Crosse, WI 54601	(608)782-7300 ext. 2635 (800)362-9567		
Catholic Charities of the Diocese of La Crosse	3710 East Ave S P.O. Box 266 La Crosse, WI 54601	(608)782-0710 1-888-212-HELP (toll free) www.cclse.org		Support Services
Independent Living Resources (ILR)	4439 Mormon Coulee Rd La Crosse, WI 54601	(608)787-1111 (608)787-1148 TTY www.ILResources.org		
American Society on Aging	1910 South Ave. La Crosse, WI 54601	(608)775-3697 www.gundluth.org	Lori Van Lin	
Ageing & Disability Resource Center of La Crosse County	300 4 th St N La Crosse, WI 54601	(608)785-5700 (800)500-3910 (608)785-9787 TTY adrcntr@co.la-crosse.wi.us		
ARC La Crosse, Inc	1035 Green Bay St #4 La Crosse, WI 54601	(608)782-4799 (608)782-4760 Citizen Advocacy		Promotes quality of life for people with disabilities
La Crosse County Aging Unit	400 4 th St N #2260 La Crosse, WI 54601	(608)785-9710		Elderly Benefit Specialists

NAMI Wisconsin (National Alliance on Mental Illness) La Crosse Chapter		(608)784-7532 (608)788-3241 (800)236-2988		
Neighbors In Action-Healthy Community Partnership	703 S 11 th St La Crescent, MN 55947	(507)895-5155	Sandy Graves	
YWCA A-PRO (Adaptive Physical Recreation Opportunities)	3219 Commerce St La Crosse, WI 54603	(608)781-2783 lseidel@ywcax.org		
Roncalli Newman Center-signed mass	1732 State St La Crosse, WI 54601	(608)784-4994 www.lacrossedeanery.com/signed (for schedule)		Every other weekend 9:00 am mass (alternating with Mary, Mother of the Church Parish)
Mary, Mother of the Church-signed mass	2006 Weston St La Crosse, WI 54601	(608)788-5483 www.lacrossedeanery.com/signed (for schedule)		Every other weekend 8:00 am mass (alternating with Roncalli Newman Center Parish)
Viterbo University: ▪ Disability Services	Murphy Center 332	(608)796-3194	Jane Eddy	
Wisconsin Technical College (WTC): ▪ Disability Services	Academic Resource Center Room 154	(608)785-9875	Kristina Puent	

WOMEN'S RESOURCES				
Community:				
Domestic Violence Project		(608)785-7670		
New Horizons Domestic Abuse Shelter	P.O. Box 2031 La Crosse, WI 54601	(608)791-2607 (888)231-0066	Sharon Radford	
YWCA La Crosse	3219 Commerce St La Crosse, WI 54603	(608)781-2783 lseidel@ywcax.org		
Catholic Charities of the Diocese of La Crosse	3710 East Ave S P.O. Box 266 La Crosse, WI 54601	(608)782-0710 1-888-212-HELP (toll free) www.cclse.org		Domestic Abuse Services
League of Women Voters of the	P.O. Box 363	(608)791-1191	Nancy Hill	

La Crosse Area	La Crosse, WI 54602	www.lwvlacrosse.org	(president)	
CLOVER-Colleges of La Crosse Opposing Violence through Education and Outreach	Western Technical College (WTC)	(608)386-1895	Sylvia O'Brien	Mao Kong (Clover Diversity Coordinator and Advocate) (608)789-8033
	Viterbo University	(608)796-3809 www.viterbo.edu/ interpersonalviolence.aspx	Jessica Woods	
	UW-La Crosse	(608)785-5126 www.uwlax.edu/clover	Ingrid Peterson	

LOW INCOME				
Community:				
Habitat ReStore	434 3 rd St S La Crosse, WI 54601	(608)785-2375 www.habitatlacrosse.org/restore		
Hunger Task Force of La Crosse, Inc.	403 Causeway Blvd La Crosse, WI 54601	(608)792-1002 www.lacrossehtf.org	Joanne Richmond	
Salvation Army Thrift Store	728 Copeland Ave La Crosse, WI 54603	(608)784-1421		
Good Will Retail Store and Training Center	2334 Rose St La Crosse, WI 54603	(608)783-2710		
La Crosse County Human Services	300 4 th St N La Crosse, WI 54601	(608)785-6001		Energy Assistance, Food Share, Medicaid

OTHER ETHNICITIES	Address/Location	Email/Telephone	Contact Name	Description/Schedule
Community:				
Irish Fest	P.O. Box 215 La Crosse, WI 54602	www.irishfestlax.org		Annual festival in August
Norskadalen's Midsummer Fest	Coon Valley, WI	(608)452-3424 www.norskadalen.org		Scandinavian celebration of the longest day of the year
Oktoberfest	1 Oktoberfest Strasse La Crosse, WI 54601	(608)784-3378 www.oktoberfestusa.com		Late September/Early October

NON-DOMINANT FAITH COMMUNITIES	Address/Location	Email/Telephone	Contact Name	Description/Schedule
Community:				
St. Elias Eastern Orthodox	716 Copeland Ave La Crosse, WI 54601	(608)782-8641		
Sons of Abraham Congregation	1820 Main St La Crosse, WI 54601	(608)784-2708		
Islamic Society Othman Bin	1722 State St La Crosse, WI 54601	(608)784-7167		
Baha'i of La Crosse	1303 Green Bay St La Crosse, WI 54601	(608)784-7024		
Diamond Way Buddhist Center	1620 South 16 th St La Crosse, WI 54601	(608)784-1566 lacrosse@diamondway.org http://www.diamondway.org/lacrosse/index.htm		
Hope United Church-nondenominational, social justice emphasis, open and affirming, multicultural (Christian)	901 Caledonia St La Crosse, WI 54601 (3 Rivers School)	(608)526-6993	Rev. LeRoy Sua	Sunday services at 10:00
Blavikas-Hindu (Winona)				

INTERNATIONAL/GLOBAL	Address/Location	Email/Telephone	Contact Name	Description/Schedule
Community:				
Woodman's Food Market	9515 State Rd 16 Onalaska, WI 54650	(608)783-2233		
Amnesty International #581, La Crosse Chapter	1138 Cliffwood Lane La Crosse, WI 54601	(608)787-0639	Joan Schoenfeld	Meetings-1 st Wed of every month 7:30 pm
Catholic Charities of the Diocese of La Crosse	3710 East Ave S P.O. Box 266 La Crosse, WI 54601	(608)782-0710 1-888-212-HELP (toll free) www.cclse.org		Immigration/Refugee Resettlement
International Women			Lisbeth	

			Reynertson	
LFIS (La Crosse Friends of International Students)			Burt Altman	
United Nations			Steve Simpson	
Viterbo University: <ul style="list-style-type: none"> ▪ Global Education Office 	900 Viterbo Dr La Crosse, WI 54601	(608)796-3050 gloaled@viterbo.edu		
<ul style="list-style-type: none"> ▪ SOAHR (Student Org. Advocating for Human Rights) 		(608)796-3491 mvbird@viterbo.edu	Maribel Bird	

INTERCULTURAL RESOURCES	Address/Location	Email/Telephone	Contact Name	Description/Schedule
Community:				
Great Rivers 2-1-1		2-1-1 (toll-free, voice/TTY) (608)775-6335 mmreckas@gundluth.org www.firstcallforhelp.com	Mary Mundt Reckase	Access point for people to obtain complete and current information on over 3,500 community and human service programs
Chamber of Commerce of Greater La Crosse Intercultural Network	712 Main St La Crosse, WI 54601	(608)784-4880		
School District of La Crosse Cultural and Family Connection programs		Toyang@sdlax.k12.wi.us	Tony Yang	
International Women's Club				
7Rivers Diversity Collaboration Initiative	P.O. Box 353 La Crosse, WI 54602	(608)780-7153	Thomas Harris (president)	
Multicultural Advocates				
Jubilee Center	1703 Main St #122 La Crosse, WI 54601	(608)782-1394 jubileecenter@gmail.com		Resource center for community justice and organizing projects
Women of Color Support Group for	Hokah, MN	(507)894-2676 business		

UW-L Monitoring Report on Diversity - Appendices
 Submitted to the HLC, January 2009

Survivors of Domestic violence – Houston Co Women’s Resource Center		line (866)367-4297 crisis line		
City Neighborhood Church – Evangelical Free (Christian)	514 South 8 th St La Crosse, WI 54602	(608)782-4494 www.citychurchlax.com	Pastor Chris Crye	Ethnically diverse Christian worship
Hope United Church- nondenominational, social justice emphasis, open and affirming, multicultural (Christian)	901 Caledonia St La Crosse, WI 54601 (3 Rivers School)	(608)526-6993	Rev. LeRoy Sua	Sunday services at 10:00

APPENDIX N

Plan 2008 Final Report

University of Wisconsin – La Crosse

PLAN 2008:

Educational Quality through Racial and Ethnic Diversity

FINAL REPORT

December 2008

Background: Design for Diversity Plan 1988-1995

In 1988-95, UW System and each campus developed a comprehensive ten-year diversity plan. This was implemented during the 1989-93 academic years. The document titled, "*Design for Diversity: University of Wisconsin – La Crosse’s Plan*" detailed a series of diversity initiatives, some university-wide, and others at the college and departmental level.

The Design for Diversity Plan: University of Wisconsin –La Crosse’s Plan made progress during the decade 1987-1997 and the following results were obtained:

- Enrollment of students of color from 1987 to 1997 increased from 179 students to 328 students. The largest increase was among Asian American students who went from 49 in 1987 to 133 in 1997. Hispanic/Latino students increased from 34 to 72 students in ten years. American Indian students also increased from 22 in 1987 to 44 in 1997. African American students increased in the ten-year period, from 74 to only 79.
- Faculty of color at UW-La Crosse increased from 22 faculty members in 1987 to 32 in 1997. Hispanic faculty members increased by four, from 2 in 1987 to 6 in 1997. American Indian faculty increased from 1 to 3 in 1997 and Asian faculty increased from 14 in 1987 to 17 in 1997. African American faculty increased by only 1 from 5 in 1987 to 6 in 1997.
- UW-La Crosse made strides in recruiting academic staff of color. The number of academic staff of color increased from 8.4 FTE in 1987 to 23.9 FTE in 1997. American Indian staff also increased from 3.48 FTE to 10.25 FTE in 1997. African American academic staff also had an increase, from 3.92 FTE in 1987 to 8.08 FTE in 1997. The growth of Hispanic/Latino staff was the lowest increase from 1 FTE in 1987 to only 1.8 FTE in 1997.

During the 1995 spring semester, the Provost charged an ad hoc committee to provide recommendations on the process and format an effective *Design for Diversity* Report for UW-L. The recommendations were to result in an annual process that fairly represented the conditions for multicultural faculty, staff, and students on campus. The plan was to provide action steps and indicate results of the previous academic year. The Joint Minority Affairs Committee developed campus recommendations deemed appropriate to fulfill the intent of the *Design for Diversity* initiative.

This self-study included an external review during the 1995-96 academic year that assessed accomplishments and analyzed initiatives that did not meet expectations. Changing the title of the campus response from the UW System’s Design for Diversity to the University of Wisconsin-La Crosse’s Design for Racial Equity better described the actual target of the document, “race and ethnicity,” as intended by UW System in 1995. The new title avoided confusion by the stakeholders regarding the intentions of the diversity plan. The ad hoc committee believed that without clarification, racial equity efforts would only be diluted and the campus might not address the legitimate needs of other diverse groups.

Upon review of the 1996 – 97 Minority/Disadvantaged Annual Report, UW System noticed noteworthy diversity initiatives contained in the report, among them:

- The 2% increase in enrollment of students of color from 353 in 1996 to 360 in fall of 1997. Almost all targeted groups, Hispanic/Latino (8%, from 73 to 79), Native American (11%, from 45 to 50) and Asian American (14%, from 128 to 146), increased their percent representation.
- The 36% increase in the number of degrees conferred to students of color. Degrees conferred increased from 44 in 1996 to 60 in 1997. The number of degrees conferred to Hispanic/Latino students increased from 8 to 12. Degrees awarded to African American students increased from 16 to 18. Those conferred to Native American students increased from 7 to 9 and degrees awarded to Asian American students increased from 13 to 21.
- 14.8% increase in faculty and staff of color, from 5 in 1996 to 12 in 1997.
- Eight Hundred La Crosse area middle school students participated in the tribute to Dr. Martin Luther King Jr.
- University of Wisconsin – La Crosse has developed an eight-step approach at attacking the factors that contribute to attrition. Examples of such programs that assist with reducing attrition are the Academic Summer Institute, the Multicultural Student Orientation, and the Annual American Multicultural Student Leadership Conference
- 426 students or 35% of the students of color population in the La Crosse area were served by precollege programs in 1996.

There were also some areas of concern which included:

- While the percentage enrollment of most targeted ethnic/racial groups increased in the fall of 1997, the number of African American students enrolled decreased by 20.5% from 107 in 1996 to 85 in 1997.
- The six year graduation rates for targeted students of color were only 31% (17 out of 55 students in the cohort group). This compared to the graduation rate for white students, which was 50.7% (793 out of 1565 students in the cohort group).

Plan 2008: Educational Quality through Diversity 1999-2008

In 1998, UW System and each campus developed a comprehensive five year diversity plan to be implemented during the 1999-2004 academic years. The document titled, *Plan 2008: Educational Quality through Diversity*, detailed a series of diversity initiatives, some university-wide, and others at the college and departmental level. The Joint Minority Affairs Committee developed UW-La Crosse's plan over the 1998 academic year and submitted it to the three governance groups: Faculty Senate, Student Senate, and Academic Staff Council. Each governance group approved the *Plan 2008: Phase I*.

Context for the Plan

The University of Wisconsin-La Crosse is deeply committed to preparing all of its students for an information-based, rapidly changing, and high technology world. The ability to adapt easily to rapid economic, social, and cultural changes is an imperative. Skills and competencies to deal with diverse cultures and societies have literally become survival skills to function in tomorrow's workplaces, in addition to increasing capacities to enrich one's life.

The University of Wisconsin-La Crosse shares a belief in the following assumptions with other institutions and associations that provide a foundation for its *Plan 2008*:

- **Diversity enriches the educational experience.** We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment.
- **It prompts personal growth – and a healthy society.** Diversity challenges stereotyped preconceptions; it encourages critical thinking; and it helps students learn to communicate effectively with people of varied backgrounds.
- **It strengthens communities and the workplace.** Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork; and it helps build communities whose members are judged by the quality of their character and their contributions.
- **It enhances America's economic competitiveness.** Sustaining the nation's prosperity in the 21st century will require us to make effective use of the talents and abilities of all our citizens, in work settings that bring together individuals from diverse backgrounds and cultures. *

* - *Modification of AASCU statement, February 1999.*

Plan 2008: Phase I (1999-2004)

The goals, strategies, and action steps set forth in *Plan 2008* were designed to provide the University of Wisconsin–La Crosse with a framework to better fulfill its mission. By diversifying campus populations and curriculum, the University of Wisconsin–La Crosse would be better positioned for success in the next decade. The Joint Minority Affairs Committee developed the diversity strategic plan, which advanced the eight following strategic goals and initiatives for the next five years, 1999–2004.

- Goal 1: Create a campus environment that values and respects differences.
- Goal 2: Increase the number of high school graduates of color who apply, are accepted and who enroll at UW- La Crosse.
- Goal 3: Improve the graduation and retention rates of targeted racial/ethnic students so those rates will be comparable to the student population of the campus as a whole.
- Goal 4: Increase the number of faculty, academic staff, classified staff and administrators of color so that they are represented in the UW La Crosse workforce in proportion to their current availability in relevant job pools. In addition, work to increase their availability as employees.
- Goal 5: Foster institutional environments and development of courses that enhances learning and a respect for racial and ethnic diversity.
- Goal 6: Encourage Partnerships that build the educational pipeline by reaching children and their parents at an earlier age.
- Goal 7: Increase the amount of Financial Aid available to needy students and reduce their reliance on loans.
- Goal 8: Improve accountability of the implementation of University of Wisconsin – La Crosse's *Plan 2008*.

The responsibilities for implementing the goals of *Plan 2008* were shared by all members of the university community. Its success would have an impact upon the educational and economic prosperity of Western Wisconsin and the State of Wisconsin in the new millennium and beyond. Achieving these goals required faculty, staff, administrators, and students to examine themselves and the operations of the University of Wisconsin-La Crosse to formulate and implement specific strategies and action steps.

Under *Plan 2008: Phase I*, the University of Wisconsin-La Crosse continued to build on the progress made under *Design for Racial Equity*. Following are actions and results reported in 2003 reflecting gains made over the past seven years. The action steps that are bolded have been sustained and maintained through both Phases of *Plan 2008* to the present. It is important to indicate those projects, programs and initiatives because they have provided the foundation for the ongoing success of *Plan 2008* and additionally they provide impetus as we look as a System and campus at the unveiling of *Inclusive Excellence*. For clarity's sake we have taken action steps generated from Phase I and grouped them according to the goals of Phase II. This will assist the reader to make a smoother transition as *Plan 2008-Phase II* is reviewed.

*Progress Reported on Goals Pertaining to: **Campus Climate***

- **Designated a Multicultural Librarian in the fall of 1999.**
- **Developed a Visiting Diversity Scholar Program through the Provost's Office.**
- **Approved an Ethnic Studies minor in the fall of 2000 and recruiting another faculty member to teach in the Institute of Ethnic and Racial Studies.**
- **Established the UW-L Foundation Diversity Scholarships Endowment Fund.**
- **Assessed and distributed data from the faculty and staff campus climate survey to the campus community. Discussions have occurred with the Chancellor's Staff and College Deans. Data from the students' campus climate survey is being assessed during first quarter of 2005.**
- **Hired a Campus Climate Coordinator.**
- English Department conducted a conference entitled "Race in the Humanities" in 2004.
- Initiated the process of developing credit-bearing internships for multicultural programming.
- The Affirmative Action and Diversity Council, working with the Women's Advisory Council and the College of Liberal Studies, developed a campus climate survey for staff and students that was distributed in spring 2004 and fall 2004.
- **Participated actively with the City of La Crosse Chamber of Commerce's Council of Racial and Ethnic Diversity.**

*Progress Reported on Goals Pertaining to: **Recruitment and Retention***

- **Assessed precollege program efforts.**
- **Expanded the Norwalk precollege program to meet the educational and career needs of migrant Hispanic population.**
- Created a "Community Outreach in Science" summer program for students of color.
- Hosted over 750 4th graders on campus to learn about Native American culture.
- **Developed a new recruitment plan to increase students of color applications.**
- Each year there has been an increase of multicultural student applications from 4.3% in 1998 to 6.0% in 2004.
- Multicultural student enrollment data filed by the Office of Institutional Research indicated that 481 students of color represented 5.5% of the student population in 2004.
- **Active recruitment of the Admissions staff working with the Office of Multicultural Student Services to increase ethnic diversity within the Vanguard.**
- Established and awarded six \$1000 science scholarships from designated gifts to the College of Science and Allied Health to first-year students of color.
- **Physical Therapy Department launched a number of initiatives to recruit students of color. They include working collaboratively with Black River Falls High School and following up with students identified at recruitment fairs that have indicated an interest in the PT department. Biology has established a scholarship fund for graduate students from traditionally underrepresented groups.**

- Assistant to the Chancellor for Affirmative Action and Diversity has developed and implemented fund raising efforts targeting diversity giving to increase the number of multicultural/disadvantaged scholarships.
- A strategic plan to increase retention and graduation of students of color has been developed.
- Created a Multicultural Alumni Advisory Board.
- **Expanded the Academic Success Institute to a year round program. This program has been further enhanced by the incorporation of a UW-L 100 class for ASI participants. This class affords the opportunity to continue to support the retention of these students.**
- A plan has been developed to track the academic progress of students of color by contacting their instructors for feedback at mid-semester.
- **The College of Business has established a rudimentary mentoring program, which has been in place since 2001.**
- **Developed an exit interview program for departing students of color leaving UW-L without a degree.**
- Collected data on recruiting, retention, and promoting faculty and staff of color to identify any adverse impact and assisted departments and units to address such issues in their policies or programs.
- **Improved the exit interview process to increase the number of departing faculty and staff that respond formally.**
- **Created a web-based diversity directory with diversity recruitment resources available on the Internet- in progress**
- **The formation of the Multicultural University Faculty and Academic Staff Organization (MUFASO) in Sept. 2003.**

Progress Reported on Goals Pertaining to: Structure

- Student and administrative assessment efforts completed, including restructuring of OMSS mission statement.
- The commitment to *Plan 2008* is discussed in the Chancellor's opening address for the academic year as well as during the spring term address.
- In meetings and discussions throughout the Coulee region and the state, *Plan 2008* has been a topic of discussion from the Chancellor.

Plan 2008: Phase II (2004-2008)

Encouraged by this progress, in the spring of 2003, Joint Minority Affairs Committee began work on *Plan 2008: Phase II*, re-working goals and developing new reporting structures. The committee decided, based on the results from *Plan 2008: Phase I*, to focus on three major areas: **Campus Climate, Recruitment and Retention**, and **Structure**. In the fall of 2003, Joint Minority Affairs Committee started the work of ranking the new priorities for *Plan 2008*.

In the spring 2004, Joint Minority Affairs Committee met with Chancellor Hastad and presented three main recommendations and the action steps necessary to accomplish the recommendations. These recommendations included:

- Developing an enrollment management plan that increased student applications in all underrepresented racial/ethnic population. Joint Minority Affairs Committee recommended hiring a multicultural recruiter and focusing on African American and American Indian populations because no progress has been shown for these two populations.
- Assigning of an academic mentor from their particular college to all incoming first-year students from underrepresented racial/ethnic populations.
- Developing greater scholarship opportunities for underrepresented racial/ethnic undergraduate and graduate students.

These recommendations along with recommendations from the UW-La Crosse Strategic Plan laid the foundation for the creation of *Plan 2008: Phase II*. Following is the Mission Statement used to guide the campus in its next step:

Mission Statement

Plan 2008 is consistent with the University of Wisconsin-La Crosse's (UW-L) institutional values as articulated throughout our strategic planning document, *Building our Academic Community of Learning and Inquiry* that was approved in 2004.

A basic premise of the *Building our Academic Community of Learning and Inquiry* is consistent with the very essence of *Plan 2008*. The community, in collaboration with the larger 7 Rivers Region, acknowledges the importance of maintaining academic excellence and preparing students for the next millennium. This will require a strong and sustained commitment to diversity. Similarities and differences among different nationalities, languages, races, and ancestries need to be valued in order to better prepare our students.

In addition to the University of Wisconsin System and Core Missions, UW-L has the following goal within the select mission:

The University shall provide a broad base of liberal education as a foundation for the intellectual, cultural, and professional development of the students.

This particular goal links to *Plan 2008*. It is further evidenced in UW-L's strategic plan entitled: *Building our Academic Community of Learning and Inquiry* that diversity is an important element for building an academic community. As the campus community imagined the future for UW-L, several items were listed in regards to diversity:

- *Builds upon a global educational environment that fosters the exploration of issues from multiple perspectives and nurtures a community of invested, life-long learners.*
- *Embraces diversity and creativity in people, ideas and opportunities.*
- *Creates a multidisciplinary, culturally relevant curriculum that is accessible and responsive to a diverse community of learners.*

UW-L is committed to ensuring an intellectually challenging and welcoming learning environment for all members of the campus community. Students, administrators, faculty, staff and community members learn and work in a physically and psychologically safe environment where they are valued for their similarities and their differences. Differences have been recognized as valued resources for the academic, cultural, and personal development that has occurred in our country and our world; therefore, they are viewed as essential to an intellectually stimulating environment. An atmosphere that fosters the exploration of issues from multiple perspectives will be commonplace for academic exploration and growth. Because diversity is an integral part of UW-L, students graduate with a commitment to being culturally knowledgeable world citizens.

The goals listed in the UW-L's *Building our Academic Community of Learning and Inquiry* were part of the planning process for *Plan 2008: Phase II*. The diversity goals of the UW-L's strategic plan are as follows:

- Build a campus culture that fosters recruitment and retention of a diverse administration, faculty, staff and students;
- Infuse diversity throughout the curriculum;
- Develop a structure for faculty and staff that includes and values diversity;
- Centralize and coordinate diversity resources and programs to optimize impact and efficiency and foster the mutual expansion of diversity through reciprocal relationships between the campus and the community.

In the fall of 2004, Joint Minority Affairs Committee met weekly and finished writing *Plan 2008: Phase II* to be implemented academic years 2004-2008. New Goals (accompanied by Action Steps and Accountability) were developed for each of three identified areas of focus: **Campus Climate, Recruitment and Retention**, and **Structure** as follows:

Campus Climate

- Goal 1: Formally & systemically integrate racial and ethnic diversity into teaching curricula across campus
- Goal 2: Bring the campus climate experiences of students of color to the same positive level as that of white students
- Goal 3: Provide a physical campus conducive to an environment that is rich in racial and ethnic activities and programming.

Recruitment and Retention

- Goal 1: Increase current pre-college participation of students of color and disadvantaged students by 150 students over the next five years.
- Goal 2: Increase the number of applications for admissions of students of color each year for the next five years (2005-2010).
- Goal 3: Generate \$100,000 for Multicultural/Disadvantaged scholarships through UW-L Foundation.
- Goal 4: Improve the graduation and retention of targeted racial/ethnic students so those rates will be comparable to the student population of the campus as a whole.
- Goal 5: Increase the recruitment and retention of faculty, academic staff, classified staff and administrators of color, so that they are represented in the UW-La Crosse workforce in proportion to their current availability in relevant job pools

Structure

- Goal 1: Examine, with the purpose of advancing, the various goals, staffing, physical facilities, and funding levels of all campus entities whose primary mission are related to racial and ethnic diversity.
- Goal 2: Create structural entities and mechanisms that help in the design, delivery, and assessment of Plan 2008.
- Goal 3: Establish a mechanism that recognizes and encourages faculty/staff participation in diversity-related activities.

Following is a summary of initiatives and accomplishments resulting from strategic Goals and Action Steps developed by the Joint Minority Affairs Committee for *Plan 2008: Phase II* (2004-2008).

In the first area of focus for *Plan 2008-Phase II, Campus Climate*, several initiatives occurred to directly impact UW-La Crosse's campus climate. In fall of 2005, a Campus Climate Coordinator was hired and the Office of Campus Climate was established. The majority of the responsibilities for this position were taken directly from Plan 2008. This position was granted through Academic Initiatives which is funded by student tuition dollars. A new position, Associate Dean for Campus Climate and Diversity, was created in fall 2008 as a result of institutional restructuring in the areas of diversity. Finally, as a way to gauge UW-La Crosse's campus climate, a Campus Climate Survey was completed in spring of 2008.

Following are the goals and initiatives developed for *Plan 2008-Phase II* focusing on *Campus Climate*:

CAMPUS CLIMATE

- Goal 1: Formally & systemically integrate racial and ethnic diversity into teaching curricula across campus
- Goal 2: Bring the campus climate experiences of students of color to the same positive level as that of white students
- Goal 3: Provide a physical campus conducive to an environment that is rich in racial and ethnic activities and programming.

- Continuing Education & Extension offered Hmong parenting workshops in the Hmong language free of charge in 2003, 2004 and 2005 made possible by a UW-Extension Diversity Program Development Initiative grant and in collaboration with community agencies and schools. A total of 307 parents and teens attended.
- The College of Business Administration initiated a series of annual multicultural lunch discussions focusing on student experiences and culture considerations. These discussions are open to all faculty and staff in the CBA, including support staff. Students and other staff and faculty from UWL have been the guest presenters and panelists. The intent of these experiences is to improve the climate for learning through better understanding of various issues which may affect the experience of multicultural students.
- Faculty from the biomolecular sciences submitted an NSF REU grant to support multicultural or first generation college students who engage in undergraduate research during the summer at UW-L. Participants in the program include both UW-L students and students who apply to the program from other campuses. This program began in summer 2007 and continued this past summer.

In the second area of focus, **Recruitment and Retention**, UW-La Crosse has made several gains. The Admissions Office reports that as the total number of new student applications has risen sharply, there has also been an increase in the number of students of color applying for admission. For the 2007-08 academic year, we received 669 applications for new students of color, which was 7.64% of the total number of new student applications. In fact, according to the Joint Minority Affairs (JMAC) report for 2007-08, the numbers for multicultural student recruitment are up. New "Minority (Domestic) Student" applications increased from 361 for fall 2007 to 527 for fall 2008.

Acceptances increased from 273 to 294 for the same years. We also note that while the overall admissions rate for UW-L applicants was 60.38% in fall 2007, the admissions rate for Minority (Domestic) students for the same period was 75.62%. Furthermore, according to the Admissions Office, 54.93% of Minority (Domestic) students currently accepted have ACT scores *higher* than the overall average ACT score for the fall 2008 accepted students. This indicates that we are indeed making progress towards greater equity in regard to access to UW-La Crosse for students of color.

Following are the goals and initiatives developed for **Plan 2008-Phase II** focusing on **Recruitment and Retention**:

RECRUITMENT AND RETENTION

- Goal 1: Increase current pre-college participation of students of color and disadvantaged students by 150 students over the next five years.
- Goal 2: Increase the number of applications for admissions of students of color each year for the next five years (2005-2010).
- Goal 3: Generate \$100,000 for Multicultural/Disadvantaged scholarships through UW-L Foundation.
- Goal 4: Improve the graduation and retention of targeted racial/ethnic students so those rates will be comparable to the student population of the campus as a whole.
- Goal 5: Increase the recruitment and retention of faculty, academic staff, classified staff and administrators of color, so that they are represented in the UW-La Crosse workforce in proportion to their current availability in relevant job pools.
- In 2001, Continuing Education & Extension offered a Community Outreach in Science program providing minority students the opportunity to participate in a university experience. It provided classes in the sciences to increase students' understanding and interest in the area. The program is no longer being held.
 - Continuing Education & Extension offered an ACT Prep Course for Hmong Youth and Parents - ACT Together. It was a six-week ACT preparatory program for Hmong youth from three area school districts and included parents/guardians for an evening event and campus visit.
 - The College of Business Administration is committed and strives to recruit more multicultural students. Each year for the past four-five years, the Dean's office communicates with students of color who have applied to UWL, and who have expressed an interest in majoring in business. The Dean sends a letter to each student, encouraging their enrollment and providing information about our programs. This is followed up by a phone call, and later an email, to encourage the interest and answer questions or provide more information.
 - The Division of Student Development and Academic Services developed a division-wide committee to address the general issues of retention. This committee has developed a campus-wide exit survey administered electronically to students with special emphasis on getting feedback from students of color.
 - The Office of Multicultural Student Services secured a precollege outreach coordinator position to assist in increasing our precollege program enrollment. In particular this position allows a more focused approach to promoting precollege and UW-La Crosse to local students in the La Crosse and Seven Rivers region. This position is funded through new dollars generated by Growth, Quality and Access funds.
 - The Office of Financial Aid reports an increase in the amount of Lawton Grant and AOP funding available for awarding to students of color:

LAWTON –	05-06	\$205,986
	06-07	\$207,806
	07-08	\$215,016
	08-09	\$227,100

AOP –	05-06	\$89,980
	06-07	\$98,391
	07-08	\$128,193
	08-09	\$166,756

- *Establishment of a funding source and process to award a “Regents Scholarship” to students of color who qualify based on need and academic achievement.*
- *Student Activities & Centers supports the Office of Multicultural Student Services Multicultural Dinner Program. This program has been revised making it easier for student organizations to do the dinners. They now have the option of cooking on their own or having it catered by Chartwells. The catering aspect is growing in popularity. Ethnic dinners that are supported include: International Student Food Tasting, Latino Student Organization Dinner, Black Student Unity Soul Food event, Southeast Asian Student Organization Dinner, and the International Student Organization Banquet.*

The third and final focus of **Plan 2008- Phase II** is related to **Structure**. There have been many recent changes affecting the structure of UW-La Crosse’s campus including a new Chancellor and administrative team and the addition of new faculty and staff funded through Growth, Quality and Access dollars. Students have led the way with financial support generated through Academic Initiatives which has directly funded positions in the offices of Campus Climate and Admissions, as well as increased the funding for multicultural programs.

Following are the goals and initiatives developed for **Plan 2008-Phase II** focusing on **Structure**:

STRUCTURE

- Goal 1: Examine, with the purpose of advancing, the various goals, staffing, physical facilities, and funding levels of all campus entities whose primary mission are related to racial and ethnic diversity.
 - Goal 2: Create structural entities and mechanisms that help in the design, delivery, and assessment of Plan 2008.
 - Goal 3: Establish a mechanism that recognizes and encourages faculty/staff participation in diversity-related activities.
- The Office of Multicultural Student Services will be residing in the new Academic Services building with an anticipated opening of 2011. The office suite will afford more space for their growing precollege program, a “gathering space” to host families of prospective students and a dedicated work space for members of student organizations to meet and

work with advisors. In addition, tutoring space will be available for personal and group tutoring sessions.

- Workforce Diversity (2007-2008). Provides support, leadership, and learning resources to an emerging collaborative of administrators and human resource professionals within county and city governments, three institutions of higher education, including UW-L, school districts, and two medical centers. Current projects include: Multicultural Resource Guide to the La Crosse Area; Welcome Circle; Circles of practice for HR professionals working on diversity initiatives; and creating relationships between employers.
- The Office of Multicultural Student Services secured a precollege outreach coordinator position funded through new dollars generated by Growth, Quality and Access funds. This position will assist in increasing our precollege program enrollment and allows a more focused approach to promoting precollege and UW-La Crosse to local students in the La Crosse and Seven Rivers region.
- The creation of the Office of Campus Climate, funded by student academic initiatives, has been instrumental in bringing to light issues that impact students of color. Projects that have impacted the campus community include the development of the hate response form that allows students to report incidents of hateful or hostile behavior directed at them or others and the creation of the student group Awareness through Performance (ATP) which first debuted in March 2006. Since the initial performance of ATP, an additional sixteen performances have been offered to the UW-La Crosse community. In the last year alone, 2,400 students, faculty and staff have been touched by their performances.

Summary

As we look back on *Plan 2008*, in the final analysis many gains have been made. Additional funding has been made available to students and additional staff of color have been hired to focus on pre college, recruitment, and retention of students of color.

Plan 2008 brought a great deal of awareness and focus on issues of race and ethnicity. As we look to the future, standing on the precipice of a new initiative, ***Inclusive Excellence***, *Plan 2008* has helped UW-La Crosse develop and maintain a very strong and solid foundation from which to move forward.