

UNIVERSITY OF WISCONSIN

OSHKOSH

EQUITY SCORECARD REPORT

Division of Academic Support of Inclusive Excellence
2015-2017

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EQUITY SCORECARD EXECUTIVE SUMMARY

In 2005, UW Oshkosh joined with five other University of Wisconsin campuses and the UW Colleges to participate in the Equity Scorecard process, the first such process ever engaged in by the UW System. In the summer of 2015, ten years after the original investigation into equity on campus began, UW Oshkosh returned to the Equity Scorecard process in order to evaluate the University's progress on achieving equity.

The UW Oshkosh Equity Scorecard team examined a wide range of disaggregated data on the achievements of students of color vis-à-vis their white majority peers as a means of determining both the University's successes and gaps in achieving equity. In its evaluation process, the team followed Dr. Estela Bensimon's work which identifies four key aspects of equity central to the Equity Scorecard process: access, retention, excellence and institutional receptivity. Therefore, the Equity Scorecard team analyzed disaggregated data on these four aspects of the institution.

In particular, the team examined disaggregated data for American Indians, African Americans and Blacks, Southeast Asian Americans and Hispanics and Latinos specifically. This focus follows Estela Bensimon's work in her emphasis on the historically marginalized groups of African Americans, American Indians and Hispanic and Latinos. However, it follows state models in its addition of Southeast Asians to the groups in need of analysis. Together, these student groups are considered underrepresented in higher education. Focusing on students from these four groups, the Equity Scorecard process aims to address historical inequities faced by members of the groups.

Overall, the report focuses on the years from 2008 to 2015 in order to track trends in the experience of underrepresented students of color over time. Since more data became available for 2016 and, in some cases, 2017 as the team's analysis was drawing to a close, data from these years was also included in the report to show whether 2016 and 2017 continued or broke with particular trends.

The main goals of the Equity Scorecard initiative are to identify the level of equity between the experiences of underrepresented students of color and their white majority peers on campus, recommend changes in policies and procedures to address inequities and facilitate dialogue across campus on how to best promote and achieve equity for students of color. Thus, for each of the four main aspects of equity evaluated on campus, the team has a number of recommendations by which to increase equity for students of color.

MAJOR FINDINGS

ACCESS

Progress

- From 2008-2017, UW Oshkosh has become a far more diverse campus. There was significant growth in the number of applications, admissions and enrollments of students of color.

Critical Issues

- Despite the raw numbers of applications, admits and enrollments being on the upswing, the equity gap is widening for underrepresented students of color when compared to their white majority peers. Overall, trends show that underrepresented students of color have a shrinking percentage of total applications, admits and enrollments.
- The growth in the percentage of applications and admissions of students of color is low in comparison to peer institutions in the UW System.
- The equity gap for African American students is significant in a range of courses critical to entrance into majors in STEM fields and Nursing.

Recommendations

- Increase the current training of instructors and departments across all four colleges to study the DFW rates and implement inclusive and equitable disciplinary-based pedagogical practices that increase inclusion of and equity for underrepresented students of color in the classroom;
- Set University and unit-level goals for achieving more equitable outcomes for underrepresented students of color in the application, admissions and enrollment process;

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- Implement University and unit-level action plans and assessment plans to achieve equity in the application, admissions and enrollment process;

RETENTION

Progress

- The success rate of students of color has increased dramatically in their first semester at the University and the equity gap has dropped for all but Southeast Asian students.
- In Fall of 2016, for the first time in nine years, students of color were retained from the first year to the second year at a rate that exceeded the rate at which white students were retained.

Critical Issues

- For Native American, African American and Latino and Hispanic students, about one in three students leave the University after their first year.
- Altogether, students of color rates of persistence are inequitable when compared to their white majority peers.
- The drastically low rates of students of color who graduate in four years reveal a crisis that needs to be addressed.

Recommendations

- Collaborate across offices, departments and programs to increase success for those students who have been identified by the UARC as having faced significant academic challenges in high school and placed in the Academic Achievement Program;

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- Create more consistency across degree requirements such that students changing their major does not impede their progress to degree;
- Raise money for small grants that would close the financial gap for underrepresented students with particular emphasis on the first year.

EXCELLENCE

Areas of Progress

- The implementation of the USP marked a dramatic rise in the average GPAs for underrepresented students of color and a reduction in the educational crisis for African American and Latino and Hispanic students in a number of gateway courses.
- Students of color in the Honors College are near or above equity in their average GPAs when compared to white students' GPAs.

Critical Issues

- The findings show that the benefit students derived from the many high impact practices of the first semester do not have an impact on their GPA past the third semester at the University for some underrepresented student groups.

Recommendations

- Develop collaboration between experts on equity and key committees in departments, programs and Colleges to identify and address challenges related to increasing the academic success of underrepresented students of color;
- Develop models from within departments and programs that have achieved GPAs, retention, graduation and DFW rates that are at or near equity and share those with other departments and programs;

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- Grow leaders from within departments, programs, offices and Colleges that are responsible on an on-going basis for analyzing disaggregated data and using this analysis to establish measurable goals and assessing progress toward these goals.

INSTITUTIONAL RECEPTIVITY

Progress

- Overall, UW Oshkosh is achieving equity or close to equity for employing academic leaders and administrators who are people of color for most ethnic groups.

Critical Issues

- The percentage of employees of color on campus has been small from 2008 to 2015.
- UW Oshkosh needs to make a concerted effort to attract, recruit and employ Asian and Asian Americans in positions of academic and administrative leadership across campus. Currently, our number of Asian leaders on campus in such positions is 0 and it has been at 0 for 7 years.
- In comparing UW Oshkosh's level of equitable hiring of faculty of color to comprehensive Universities within the UW System, UW Oshkosh did not grow its percentage of faculty of color at the average rate of peer institutions within the UW System.

Recommendations

- Increase employees of color to a total of 10% of the workforce in the next five years and, in the longer term, increase it to reflect the percentage of students of color on campus which will be greater than 10%;
- Provide direction for the campus on hiring faculty of color through the Provost's Office and four Dean's Offices developing a strategic plan for the hiring of faculty of color and implementing it as well as evaluating it;

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- Develop a strategic plan and policies through administrative leadership that promote the hiring of professional and instructional staff who are people of color;
- Provide mentoring and professional development opportunities to Asian employees who show leadership potential.

MAJOR RECOMMENDATIONS

General Recommendations for the Campus

- Require units at every level of the University to establish goals related to equity, inclusion and diversity for underrepresented students of color based on disaggregated data, an action plan to achieve those goals and an assessment plan by which to measure the achievement of those goals;
- Grow leaders through mentoring programs and professional development opportunities for specific areas of the University that need to increase equitable and inclusive outcomes for underrepresented students of color;
- Require professional development opportunities focused on how to implement equitable policies, procedures and practices for all departments and units;
- Implement through campus administrative leadership strategic hiring strategies that increase the employment of people of color on campus; and
- Charge the Equity Scorecard Team in collaboration with the Center for Equity and Diversity and the Office of Equal Opportunity and Access to be accountable for assessing equity, inclusion and diversity on campus on an annual basis and for providing recommendations to individual units regarding ways to achieve their equity goals related to the improvement of underrepresented students' experience on campus.

INTRODUCTION

Overview of Equity Scorecard Process

In 2005, UW Oshkosh joined with five other University of Wisconsin campuses and the UW Colleges to participate in the Equity Scorecard process, the first such process ever engaged in by the UW System. A UW Oshkosh Equity Scorecard Team, drawing from departments, programs and offices from across the University, undertook the task of analyzing disaggregated data on race and ethnicity to evaluate the campus' level of equity, diversity and inclusion for students of color in particular. This period was the first in which UW Oshkosh began disaggregating the majority of its student data. Over the course of the process, the team was guided by and collaborated with the University of California Center for Urban Education (CUE) in order to gain an informed perspective about the experience of students of color both in the application and recruitment process as well as in their pursuit of a degree on campus.

Dr. Estela Bensimon developed the Equity Scorecard and established the Center for Urban Education (CUE) as a means to administer it. Her work identifies four aspects of equity central to the Equity Scorecard process: access, retention, excellence and institutional receptivity. Therefore, the UW Oshkosh team focused their efforts on evaluating the campus on its achievement of equity for students of color around these four aspects of the institution.

Central to the Equity Scorecard project is the assessment of the achievements of students of color and, thus, of UW Oshkosh through interpretation of disaggregated data. At UW Oshkosh, the team examined disaggregated data for American Indians, African Americans and Blacks, Southeast Asian Americans and Hispanics and Latinos specifically. At times, when data on Southeast Asian students alone was not available, the Equity Scorecard team considered data on Asian American students as a group. However, whenever possible, the team looked solely at disaggregated data on Southeast Asian students. This decision stems from UW System's including only Southeast Asians in its list of underrepresented students. Through focusing on students from these four groups, the Equity Scorecard process aims to address historical inequities faced by members of the groups.

For clarification, in this report, "historical inequities" refers to long-standing systemic and institutional practices that result in significant gaps in achievement between students of color and white students. In the United States, as just one example, all four groups were targets of segregated

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education whether that took the form of boarding schools, Jim Crow segregation or English-only schools in which students who spoke languages other than English were segregated from traditional classrooms. In turn, the story of higher education in the United States reveals inequitable treatment of all four groups. From a history of not allowing people of color to attend college and Universities to a history of excluding students of color from such opportunities as internships, scholarships and leadership positions, people of color have faced historic injustices within the United States' educational systems. The Equity Scorecard process views current inequities for underrepresented students of color as direct outgrowths of such historical inequities.

The main goals of the Equity Scorecard initiative are to identify inequities between the experiences of students of color and their white majority peers on campus, recommend changes in policies and procedures to address them and facilitate dialogue across campus on how to best promote and achieve equity for students of color. The inquiry overall is data-driven; it involves a lengthy process of analyzing the disaggregated data on access, persistence and achievement for students from the application process through to graduation.

Current Equity Scorecard Initiative

In the summer of 2015, ten years after the original investigation into equity on campus began, UW Oshkosh returned to the Equity Scorecard process in order to evaluate the University's progress on these same four central markers of equity. The UW Oshkosh Equity Scorecard team again examined a wide range of disaggregated data on the achievements of students of color vis-à-vis their white majority peers as a means of determining both the University's successes and gaps in achieving equity. At the heart of the Equity Scorecard model is the examination of data disaggregated by race and ethnicity, the development of questions regarding any performance gaps between students of color and their white majority peers and an analysis of the data guided by these questions.

The Chancellor at the request of the Associate Vice Chancellor of the Academic Support of Inclusive Excellence charged a team representing a wide range of colleges, offices, departments and units across the University. The team includes faculty, instructional academic staff and professional staff drawn from the College of Nursing, the College of Business, the College of Letters and Science, the College of Education and Human Services, the Office of Equal Opportunity and Access, the Office of the Academic Support of Inclusive Excellence, the Women

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and Science Program, the Center for Excellence in Teaching and Learning (CETL), and the Office of Institutional Research. The team has been led by the Director of the Office of Equal Opportunity and Access and the Interim Director of CETL.

The current Chancellor's investment in the Equity Scorecard Report reflects a re-vitalized commitment to Inclusive Excellence at the University. UW Oshkosh has been committed to equity, inclusion and diversity over the last twelve years, having been one of the first institutions to participate in both the Campus Climate study and the Equity Scorecard Report and one of the institutions chosen by the American Association of Colleges and Universities (AAC&U) to engage in the collaboration with UW System in the Give Students a Compass initiative. Yet, UW Oshkosh's dedication to Inclusive Excellence has been enhanced by making it one of the four pillars of the University's new strategic plan which also includes Liberal Education, Sustainability and Shared Governance.

Thus, "Build a Supportive and Inclusive Environment" is now one of the four foundational elements central to the University's mission, values and priorities. The overall goal related to Inclusive Excellence in the strategic plan is to increase equity, diversity and inclusion across every level of the University. Specifically, this goal will be carried out through four key approaches:

1. Increase the recruitment and retention of historically underrepresented students, faculty and staff.
2. Close the student achievement gap for historically underrepresented students.
3. Develop an enrollment management plan that reflects a commitment to increased access and student success.
4. Coordinate collaborations around and support for increasing the culture of inclusivity and respect on campus.

UW Oshkosh's mission has been consistently linked to equity, inclusion and diversity. UW Oshkosh administration has shown on-going dedication to these principles through its promotion of Inclusive Excellence. It has put Inclusive Excellence at the center through implementing numerous initiatives centered on inclusion, hiring for strategic positions devoted to advancing Inclusive Excellence and growing leaders to provide direction on equity and inclusion for the campus. In the last four years alone, key hires have been made in the Office of the Academic

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Support of Inclusive Excellence and the Office of Equal Opportunity and Access in order to advance efforts in Inclusive Excellence across campus.

In recent years, the Division of the Academic Support of Inclusive Excellence has implemented many initiatives designed for underrepresented students specifically. These include the Lawton Undergraduate grant, the Titan Advantage Program (TAP), the Inclusive Excellence (IE) Tracker and the First Year Scholars program. The Lawton Undergraduate grant provides grants to academically successful underrepresented students of color with the goal of assisting them in staying at the University. The primary goal of the Titan Advantage Program, a summer bridge program for underrepresented students of color, is to close the growing achievement gap between students of color and their white majority peers as evidenced by DFW, retention and graduation rates. TAP's overall mission is to increase the academic success and, thus, the retention rate of underrepresented students, particularly students of color, in the first academic year and beyond.

The IE Tracker is a tool through which instructors can provide key information about underrepresented students' academic performance in their classrooms. In this way, early information about challenges students are experiencing can lead to effective interventions that provide students with the support necessary to achieve academic success. The First Year Scholars Program, which was sustained through Great Lakes grants that have now ended, worked to provide fundamental support, resources and skills to students that would assist them in persisting at the University such as intensive advising, time management skills and leadership experiences.

In this way, it is important to acknowledge the vision of UW Oshkosh's administrative leadership in devoting a significant amount of resources to improving both generally the experience of all students on this campus and specifically the experience of underrepresented students of color. As a result, an intersection of initiatives focused on Inclusive Excellence emerged as a corrective to the widening gap between underrepresented students and white students.

This Equity Scorecard process is just one aspect, then, of the larger UW Oshkosh strategic plan centered on the priority of Inclusive Excellence. Central to this process is the team's sharing of the data on equity, inclusion and diversity with the campus community. We seek first to inform members of the campus community about our findings. Next, we plan to offer workshops departments, programs, offices, units and individual instructors in order to arrive at solutions to the entrenched problem of inequity.

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Overall, the report focuses on the years from 2008 to 2015 in order to track trends in the experience of underrepresented students of color over time. The Equity Scorecard team discussed at length data over this eight-year span. As the team's analysis was drawing to a close, more data became available for 2016 and, in some cases, 2017. While the team did not have an opportunity to discuss this data fully, we are including this data in order to show whether 2016 and 2017 continued particular trends or broke with them. It is important to make clear though that, at this point, we are focusing our more intensive analysis predominantly on the years 2008 to 2015 and provide only observations about 2016 and 2017 data.

Definition of Concepts and Terms

Today, as ten years ago, the UW Oshkosh Equity Scorecard project distinguishes between equity and diversity, a hallmark of Dr. Bensimon's work (Bensimon, 2005). According to Bensimon, Universities and colleges across the nation have a tendency to evaluate only their achievements in increasing the diversity among their students without simultaneously increasing the level of equity among them. In essence, they focus on creating diverse campuses without simultaneously trying to build equitable ones.

The difference between the terms equity and diversity hinges on how campuses define and measure success. Diverse campuses only define success as and measure it through the increase in the number of underrepresented students on campus. In contrast, equitable campuses define success as the inclusion and success of underrepresented students of color at rates equal to that of their white majority peers. The means of assessing underrepresented students' inclusion and success are varied and include such measures as their rates of admission, enrollment and timely graduation, to name a few.

Across the nation, Bensimon's work has found that campuses predominantly bring more diverse students to campus without building an institutional structure that allows those students to stay and graduate. In contrast, a campus focused on equity ensures that diverse students on campus are here not simply to boost the diversity of the campus but to achieve academic success.

Of course, an understanding of equity is necessary in order to achieve it. One hamper to the achievement of equity on many campuses nationwide is the definition of it as the fair treatment of all students such that all students are treated in exactly the same way. When campuses privilege

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this misunderstanding of equity, inequitable outcomes persist. A campus model in which equity for students of color is defined as all students are treated in exactly the same way refuses to acknowledge the historical inequities that people of color have faced in terms of equal access to and success in education. It also remains unaware of the inequities between white students and students of color that continue currently as a result of this history. Thus, in order to achieve equality, institutions of higher education must first acknowledge the historical inequities within society as a whole that have led to limited equal opportunities for people of color within education.

Equity for people of color is the practice by which these historical inequities are addressed and equality is achieved. Those campuses which succeed in creating equitable outcomes for students place at the center of their work an understanding of equity as the development of policies, procedures and mindsets that provide the opportunities for students of color to achieve at the same rate as their white majority peers. Equitable practices bring about equality by ensuring that all students have the same chance of achieving academic success. In short, equality is the vision and equity is the practice of achieving that vision.

The Equity Scorecard model investigates the differences in equity between students of color and their white majority peers. It focuses on students of color specifically due to the historical inequities that faced people of color that continues to create considerable achievement gaps between white students and students of color.

The Equity Scorecard initiative insists on creating equity through three main goals. The first is to achieve equity between students of color and their white majority peers in terms of access to every academic opportunity that the University has to offer from admission to the institution through graduation. Such opportunities include equitable access to all majors, minors and certificate programs; to programs linked to academic excellence like the Honors College and Study Abroad; and to high impact practices associated with increased retention and engagement such as internships and collaborative research with instructors, to name just a few examples. The second goal is the allocation of resources such that students of color achieve the same level of success as white students at every point in their education from grades to persistence to involvement in high impact practices to graduation. The third goal is to create an institutional structure as well as mindset and response toward students of color that fosters a receptive environment for them.

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Another theory central to Dr. Bensimon's extensive research is equity-mindedness. According to Bensimon, equity-mindedness means that the institution at all levels takes responsibility for the gaps in equity between students of color and their white majority peers. Likewise, an institution's equity-mindedness is reflected in the willingness of all campus units and campus community members to reflect on the changes they will implement to address disparities in equity for students of color.

Deficit-mindedness sharply contrasts with equity-mindedness. If operating from a deficit mindset, the institution would simply blame an achievement gap between students of color and white students on poor academic preparation by students of color. In this way, students of color themselves are blamed for the institutions' poor outcomes on equity.

According to Bensimon's model, in an equity-minded approach, an institution at all levels takes responsibility for the gaps in equity between students of color and their white majority peers. It would investigate, identify and implement changes to policy and procedures that would address the achievement gap and provide opportunities for students of color to achieve at the same levels as their white majority peers. Ultimately, an institution's level of equity-mindedness is measured by its ability to take responsibility for the gaps in equity that students of color experience on campus and, then, take steps to address those gaps in ways that bring about academic success for students of color.

Historical Inequities in Wisconsin

In order to understand the current experience of underrepresented students of color, it is important to gain knowledge about their experience within the state's educational system historically. While efforts to de-segregate schools nationwide had an impact on the education of students in metropolitan areas in the 1970s, by the 1990s, segregation began to increase (Logan, Stowell & Oakley, 2002). In Wisconsin, the Milwaukee public school district became increasingly segregated between 1990 and 2010 (Logan, 2010). One reason for this segregation is white flight from Milwaukee. According to data, in 1968-1970, there were 52,811 white students in the Milwaukee school district representing 69% of the population (Logan, 2010). Yet, by 2010, there were only 6,548 white students, representing a mere 16% of the district's population (Logan, 2010).

Similarly, while segregation between Blacks and whites, as one example, was low in 1980, each new decade brought an increase in segregation between these groups with an overall 30% increase

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in segregation between the two groups by 2010, considered a "very high" level of segregation (Logan, 2010). By 2010, there was also a high likelihood that Black, Latino and Asian students were being educated in schools in which a vast majority of students were poor (Logan, 2010).

The impact of this history is evident in the contemporary experience of students in Wisconsin. According to the Center on Wisconsin Strategy (COWS), a UW Madison-based research and action group, "Wisconsin has the regrettable distinction of ranking among the worst states in the nation in terms of racial equality. . . . Still too few in Wisconsin understand the way that Wisconsin's racial inequality is, in fact, dramatically more pronounced than in other states" (Dresser & Rodriguez, 2017, p.1). The group found that Wisconsin ranked worst in the nation by having the largest gap between white and African American students on two measures: Math scores in the eighth grade and drop-out rates (Dresser & Rodriguez, 2017, p.5). Wisconsin had the second largest gap between African American and white students in the rate at which each completed high school, with only Minnesota having worst results (Dresser & Rodriguez, 2017, p.4). In turn, while Wisconsin schools graduate 96% of their White students, they only graduate 66% of their African American students (Dresser & Rodriguez, 2017, p.4).

This assessment was echoed in the Annie E. Casey Foundation's 2014 report which found that African American children's outcomes were lowest in Wisconsin of all states reporting (Annie E. Casey, 2014). Of the twelve indicators considered to reach this conclusion, four were directly related to K-12 education: "[c]hildren ages 3 to 5 enrolled in nursery school, preschool or kindergarten," "[f]ourth graders who scored at or above proficient in reading," "[e]ighth graders who scored at or above proficient in math," and "[h]igh school students graduating on time" (Annie E. Casey, 2014, p. 9). In contrast, across these exact same indicators, of states reporting, Wisconsin is ranked 11th in the nation for the well-being of white children. It ranks 12th in the nation for American Indian children, 17th for Latino children and 37th for Asian American children (Annie E. Casey, 2014).

The Equity Scorecard team decided it was important to share this overview of the state of the state in terms of educational outcomes. Often, when discussions of academic inequities on campus unfold, underrepresented students themselves are blamed as being underprepared for college-level work (Bensimon, 2005). Yet, here in Wisconsin, it is clear, as outlined in the reports cited above, that historical inequities need to be understood to gain insight into the experience of undergraduate students of color. However, while it has determined the importance of outlining this complicated

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history at least briefly, the Equity Scorecard team is also concerned that this history as well as the current crisis in Wisconsin in educating students of color will only serve to re-enforce deficit-mindedness. For clarification, we lay out this history and current situation to invite you to consider the many challenges that underrepresented students who enroll here at UW Oshkosh face.

Through this report, we will also show how different approaches to this statewide challenge has led to different results for students of color right here on campus. For example, an equity-minded approach in the Department of Chemistry has led to lowering the gap in achievement between white and African American students in Chem 105 with only 25% of African American students receiving a D, F or W compared to 15% of white students. While of course this rate still could use improvement, compared to the majority of the gateway courses in STEM, this DFW rate, the rate at which students receive Ds, Fs or Ws in a course, is impressive and symbolizes the difference an equity-minded approach can make. Similarly, the coordinated effort to infuse inclusive practices into the University Studies Program (USP) led to a considerable increase in grade point averages for first-semester underrepresented students and in retention and graduation rates for underrepresented students generally.

The success of the USP and the Chemistry Department in lowering students DFW rates shows that, when a group of campus members implement an intentional and collaborative plan to increase academic success, the result can be a transformational impact on the academic success and persistence of underrepresented students of color.

Further, it is crucial to remember that, even when underrepresented students' ACT scores match those of white students, underrepresented students are far more likely than their white majority peers to leave the University or receive below a 2.0 GPA. Such disparate outcomes reinforce that the University cannot simply point to the inequities in state K-12 schools to explain achievement gaps. Instead, the data around ACT scores and performance suggests that there is also a climate issue that must be addressed.

The Equity Scorecard model investigates these differences in equity between students of color and their white majority peers. It focuses on students of color specifically due to the historical inequities that faced people of color that continue to create considerable achievement gaps between white students and students of color. The Equity Scorecard initiative insists on creating equity through the achievement of parity between students of color and their white majority peers. True

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equity would mean parity at every level of the University from access to the institution through to their access to careers after graduation. It would mean resources were allocated in such a way that students of color achieved the same level of success as white students at every point in their education from grades to persistence to involvement in high impact practices to graduation. It would mean that the institutional structure as well as mindset and response of campus community members toward students of color fostered a receptive environment for them.

Given the importance of equity-mindedness in Bensimon's model, the UW Oshkosh Equity Scorecard Team returned to this principle again and again throughout its work. The emphasis in the group's work was continually on what transformations might be made in institutional policies, procedures, initiatives, attitudes, approaches, and more that would close the achievement gap between students of color and whites. Discussions among team members highlighted opportunities for improvement across the University.

The team also held to a number of shared principles. These values included a strong sense of shared responsibility by all units across campus for the equity gaps rather than the responsibility being shouldered only by certain units; an attitude of looking forward to necessary action rather than backwards to unaddressed failures; an openness to perspective-taking rather than a close-mindedness about multiple points of views; a resistance to engaging in blame of any individuals or offices within the University rather than seeking to judge; and a recognition of the challenges facing Universities and colleges across the nation in achieving equity for students of color rather than assuming that these challenges are unique to our institution. Such shared principles put the challenge of achieving equity in perspective, foster collaboration rather than conflict and promote the development of contemporary answers rather than the entrenchment in past mistakes.

With these shared principles in mind, we believe that effective and sustainable change will happen only when every unit and the majority of individuals within each unit contributes to the creation of an equitable, inclusive and diverse campus community. This Equity Scorecard report focuses on the team's most significant findings from over the course of two years of investigating data on the rate of representation and success of students of color at UW Oshkosh. At times, data about a particular aspect of the University may appear to focus blame on a specific unit or department. It is important for all of us engaged in the Equity Scorecard process to set aside the temptation to blame one or more groups for data that points to negative outcomes for students of color.

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Instead, we encourage all campus community members to acknowledge that the achievement of equity, inclusion and diversity on our campus is a complicated and difficult project. In order to succeed, we need as many people on campus working toward common goals as possible. The Equity Scorecard team encourages a focus on taking shared responsibility for ways to improve both the campus climate and the success of students of color at the University. Overall, we recommend five broad-based changes that have the potential to create culture change at the University.

Macro Recommendations

- Require units at every level of the University to establish goals related to equity, inclusion and diversity for underrepresented students of color based on disaggregated data, an action plan to achieve those goals and an assessment plan by which to measure the achievement of those goals;
- Grow leaders through mentoring programs and professional development opportunities for specific areas of the University that need to increase equitable and inclusive outcomes for underrepresented students of color;
- Require professional development opportunities focused on how to implement equitable policies, procedures and practices for all departments and units;
- Implement through campus administrative leadership strategic hiring strategies that increase the employment of people of color on campus; and
- Charge the Equity Scorecard Team in collaboration with the Center for Equity and Diversity and the Office of Equal Opportunity and Access to be accountable for assessing equity, inclusion and diversity on campus on an annual basis and for providing recommendations to individual units regarding ways to achieve their equity goals related to the improvement of underrepresented students' experience on campus.

ACCESS

The Equity Scorecard Team evaluated the level of equitable access to the University for underrepresented students of color. Such equity was measured through an analysis of the disaggregated data on underrepresented students: 1) their applications to the University, 2) admissions by it and 3) enrollments at it. In addition to looking at points of access related to enrollment at the University, the team examined disaggregated data on DFW rates of underrepresented students of color to determine their level of success in gateway courses which provide access to certain majors and fundamental skills necessary for succeeding in majors across the University. The disaggregated data was used to pinpoint areas in which disparities existed both between specific underrepresented ethnic groups and their white majority peers and among different underrepresented ethnic groups themselves.

In this report, equitable access is determined based on equity of outcomes as opposed to equality of opportunities. This distinction ties back to the difference between equity and equality as defined in the introduction of this report. While all students might have equal opportunity, for example, to apply to the professional colleges, this equality of opportunity does not ensure in and of itself that students of color are accepted and succeed at equal rates as their white majority peers in these colleges. Understanding and acknowledging this difference, then, between the equity of outcomes and the equality of opportunities, is a central key to interpreting the data in this report.

In interpreting the numbers, graphs and tables provided in the report as a whole, it is important to pay attention to actual numbers of underrepresented students of color because, at times, percentages can be misleading. For example, from 2008 to 2015, the population of Native American students on campus was small. In 2013 and 2014 only 8 Native American students enrolled each year, while in 2015 that number dropped to 6 enrolled students. Therefore, the percentages listed could be dramatically changed by the addition of one or two students.

At the time that the Equity Scorecard team was preparing this report, no data disaggregated by specific ethnicities and races was available to consider from 2008-2015 on campus in regard to complete and incomplete student applications. Instead, there were only two groups on whom data was available to our team. In one group was all students of color. In the other was white students and “Other” students which referred to International students and students whose racial and/or ethnic identity was unknown.

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In turn, no data was available on campus that distinguished between what UW System unfortunately calls “Underrepresented Minorities” and “Minorities” generally. Typically, the Equity Scorecard investigative process focuses only on underrepresented students of color which includes African American and Black students, American Indian students, Southeast Asian students, Latino and Hispanic students and students who identify as two or more ethnicities at least one of which is an underrepresented ethnicity. However, given the unavailability on campus of disaggregated data on applications for the entire period from 2008-2015, the Equity Scorecard team focused predominantly on evaluating the level of equity between students of color generally and their white majority peers.

Such limited data made it impossible to draw any conclusions about the level of equity different underrepresented student groups were experiencing in admissions and enrollments as well over the course of this entire eight-year span. Because, in order to determine what percentage of specific ethnicities were admitted to the University or enrolled at it, UW Oshkosh would need to have disaggregated data on applications. Fortunately though, UW System had available data on admissions from 2012 to 2015. Thus, we could draw conclusions about this four-year span.

In the Spring of 2017, a positive change was made as the University addressed this limitation in the data. Now, disaggregated data will be available regarding specific student groups' experience of access in the admissions process. This shift will make it possible in the future to determine the level of equity in a more thorough and comprehensive way.

In addition, the new Enrollment Strategic plan will include an Inclusive Excellence component. This plan will be completed in June 2018, launched in Fall 2018 and data will be available in Fall 2019. The expectation is that this plan will provide new insight into strategies for increasing the enrollment of underrepresented students of color through closing the equity gaps in the areas of recruitment, admissions and enrollments.

As a note of clarification, because UW Oshkosh data reports typically follow UW System language in referring to specific ethnic groups, this report also employs that language even though it is not always the most accurate and/or current in terms of contemporary usage. For example, Latinx is gaining currency as an inclusive word for Latinos that recognizes transgender and non-binary identities. However, in this report, Latino is used as well as Hispanic. Similarly, while the ethnicity African American usually refers specifically to Black Americans whose ethnic origins connect to

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Africa, this report uses it to refer to both African American and Black people regardless of their ethnic origins. The purpose of using this language is to be consistent with UW Oshkosh and UW System language so that data can be read accurately and effectively in relation to other reports.

Applications

Working with existing data, the team found that the number of applications from students of color has gradually increased almost every year over a ten-year span. From 2008-2015, applications from students of color gradually increased every year except for a slight dip in applications in 2015. Strikingly, applications increased for students of color from 711 applications in 2008 to 1,334 in 2015. As the number of applications by students of color increased, so too did the percentage of the total number of applications submitted by students of color. Applications by students of color changed from a mere 12% of the total number of student applications to 24% of them between 2008 and 2015. This dramatic increase in the percentage of applications from students of color with a commensurate increase in the number of applications from them signals a positive change. Thus, from 2008-2015, UW Oshkosh has become a more diverse campus.

Table 1. Comparison of Percentage of Applications by Race and Ethnicity, 2008-2017

| Race or Ethnicity | 2008 N % | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|-------------------|----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Students of Color | 711 12% | 744 13% | 911 16% | 1,219 20% | 1,238 20% | 1,268 21% | 1,347 23% | 1,334 24% | 1,520 27% | 1,880 29% |
| White and "Other" | 5,295 88% | 4,870 87% | 4,868 84% | 4,952 80% | 4,814 80% | 4,805 79% | 4,470 77% | 4,207 76% | 4,061 73% | 4,538 71% |

Note: This table includes both complete and incomplete applications. 2015 was the latest year for which the data was available at the time of analysis. Since then, 2016 and 2017 data has become available and was included in this table.

Of course, white students' and "other" students' applications simultaneously decreased over this same time from 88% in 2008 to 76% in 2015. Inverse to the data on students of color, the trend

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for white students and “other” students over time was a gradual fall in the number of applications, except for 2011 when it rose modestly, and a corresponding decrease each year in the percentage of applications submitted by white students.

In 2016 and 2017, the trend toward increased diversity on campus continued with positive growth in the number of applications from students of color and a commensurate growth in the percentage of the total number of applications submitted by students of color. Students of color submitted 27% of the total number of applications in 2016 and 29% in 2017. The percentage of white students applying took a downward turn, decreasing to 73% and 71% in 2016 and 2017 respectively.

UW System data on underrepresented students from 2012-2015 at UW Oshkosh provides additional insight into differences between specific groups of underrepresented students. It shows which groups of underrepresented student of color experienced growth in applications and which a decline in numbers. From 2012 to 2015, UW Oshkosh saw the following growth in applications: 7% for African American students, 28% for Latino and Hispanic students, and 23% for students who identify as two or more races at least one of which is an underrepresented group. Two groups experienced a decline: 44% for American Indian students and 8% for Southeast Asian students. Both of these declines, however, were slight numerically and might have resulted from more students identifying as two or more races.

Table 2. UW Oshkosh Percent of Applications by Race and Ethnicity, 2012-2015

| Race or Ethnicity | 2012 | 2013 | 2014 | 2015 | % of Increase or Decrease |
|-------------------|--------------|--------------|--------------|--------------|---------------------------|
| AA | 460 | 452 | 494 | 490 | +6.5% |
| HL | 314 | 349 | 349 | 402 | +28% |
| AI | 41 | 22 | 30 | 23 | -43.9% |
| SA | 200 | 201 | 211 | 185 | -7.5% |
| 2 or More Races | 142 | 144 | 164 | 175 | +22.2% |
| UR SOC | 1,157 | 1,168 | 1,248 | 1,275 | 10.2% |
| White | 4,749 | 4,771 | 4,424 | 4,216 | -11.22% |
| TOTAL | 6,092 | 6,104 | 5,852 | 5,670 | -6.9% |

Note: AA (African American), HL (Hispanic/Latino), AI (American Indian), SA (Southeast Asian), UR SOC (Underrepresented Students of Color).

Source: UW System reports on *The New Freshman Class* for years 2012-2015.

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At UW Oshkosh, the increase in applications from Latino students is consistent with patterns across UW System, the state and the nation. In turn, the decrease in white students also reflects UW System, state and national trends. Another national trend is a shift in the ways in which students self-identify in terms of race and ethnicity. As the younger generation of students have shifted to embracing such terms as bi-racial, multi-racial and mixed race, so too have the ways of gathering data on students' identity changed with them. Thus, while only a nominal number of student applicants identified themselves with the category of two or more races on their application in 2012, its use is now on the upswing among younger generations.

When UW Oshkosh's trends in the applications of students of color over the four years from 2012-2015 is compared to trends within UW System as a whole, with the exception of UW Madison and UW Milwaukee, UW Oshkosh growth in the applications of students of color is low in comparison to the majority of other UW System schools. In the UW System, with the exception of UW Parkside which posted losses of students of color, the growth of applications from underrepresented students of color from 2012-2015 in UW System ranged from 8% to 94%. UW Parkside registered a 6% loss of underrepresented students of color.

The low-end of growth among UW System institutions ranged from 8-10%. Four Universities are grouped at this end: UW Green Bay, UW La Crosse, UW Platteville and UW Oshkosh. Of these, UW Oshkosh had a growth of 10% in underrepresented students of color. At the high end were seven schools that experienced between 22% to 94% growth. UW Eau Claire, UW River Falls, UW Superior, UW Stout, UW Whitewater and the UW Colleges experienced between 22% to 48% growth. UW Stevens Point was an outlier as it almost doubled its numbers of underrepresented students of color with 94% growth.

Across all UW schools with the exclusion of UW Madison and UW Milwaukee, UW Oshkosh ranked among peer institutions on the low end of growth overall for African American students. For African American students, two institutions saw a decrease in the percentage of applications being submitted by African American students: UW Parkside and UW Platteville. Four Universities experienced growth in the single digits from 2% to 7%. These included UW Oshkosh, UW Green Bay, UW LaCrosse and UW Whitewater. UW Oshkosh experienced 7% growth. One University experienced a 12% growth: UW River Falls. Five institutions recorded the highest levels of growth from 46% to 151%: UW Stevens Point, UW Eau Claire, UW Superior, UW Stout

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and UW Colleges. UW Stevens Point was a major outlier, increasing its underrepresented student population by 151%.

For Latino and Hispanic students, UW Oshkosh was on the low-end of growth for Latino and Hispanic students at 28%. All institutions experienced growth in Latino and Hispanic students. Only one institution experienced growth in single digits: UW La Crosse with 8% growth. Four institutions saw growth increase between 20% and 30%: UW Oshkosh (28%), UW Eau Claire (28%), UW Green Bay (26%) and UW Platteville (30%). The remaining six Universities recorded the highest levels of growth from 36% to 124%.

Overall, UW Oshkosh's growth in applications for underrepresented students of color is low in comparison to its peer institutions. Therefore, we recommend that UW Oshkosh seek to increase its applications from underrepresented students of color. Given the growth in applications for African American students across the majority of UW System peer institutions and the rising numbers of Latino and Hispanic high school students across the state as shown through the extraordinary growth across the UW System in Latino and Hispanic students, we recommend that these two groups be looked at more closely as a potential means to increase our underrepresented students of color on campus.

Given the increase in raw numbers of applications over the eight-year span being considered, it may be difficult to understand why equity has not increased for underrepresented students of color in such areas as admissions and enrollments to the University over that same time period. It is important, then, to recognize that a rise in numbers of applications reflects the change in diversity rather than equity. Diversity can be measured by the number of students of color on campus. Equity is measured by comparing the experience of underrepresented students of color specifically to their white majority peers.

For example, returning to high school graduation rates for African American students in Wisconsin which were discussed in the introduction, the main reason that Wisconsin has the worst record nationally in this area is because white students are performing so high compared to underrepresented students. White students achieve a 96% graduation rate in comparison to African American students' rate of 66%. Thus, the equity gap between white and African American students is at 30%, marking an extreme disparity between the two groups. So, while the number

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of African American high school students reflect the diversity present in the state, their performance relative to white students reveals their experience as inequitable.

Incomplete Applications

For white students, the percentage of applications that remained incomplete grew incrementally and fairly consistently between 2008 and 2015. In 2008, only 7% of white students were denied admission due to an incomplete application. By 2015, 11% were denied for this reason. The average percentage of incomplete applications for white students over the eight-year span was 9%.

For students of color, incomplete applications fluctuated over the eight years from 2008 to 2015. 2008 brought the lowest number of incomplete applications with 18% being incomplete, while the highest came in 2011 with 26% incomplete. 2015 was above the average with 25% incomplete.

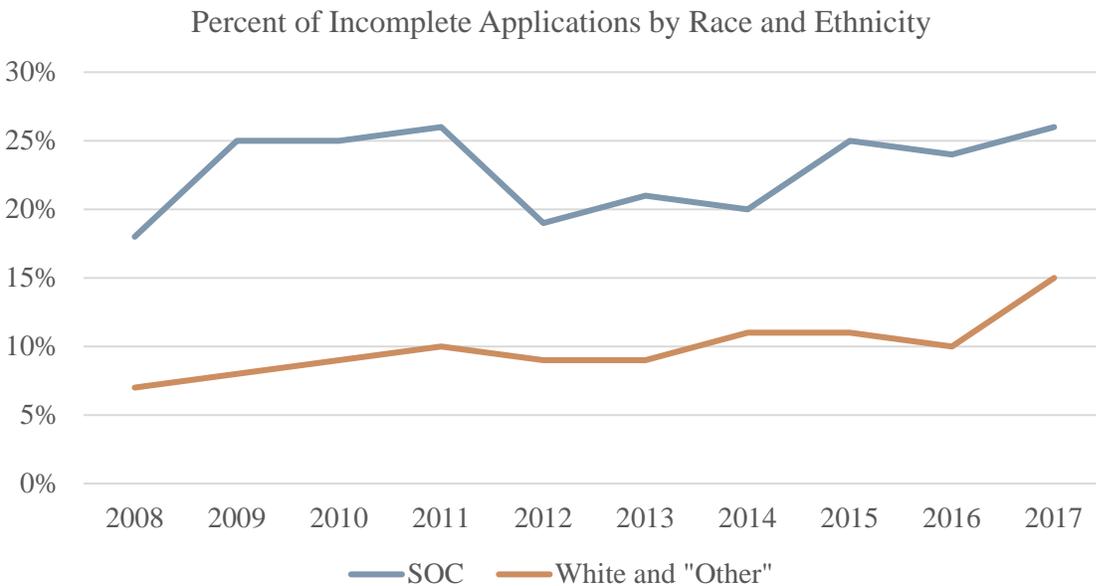
In 2016, while the percentage of incomplete applications for students of color declined by 1%, the equity gap remained the same. However, in 2017, the equity gap fell by 3% mostly because the number of incomplete applications by white students grew by a dramatic 5%, the highest in 10 years. This surge for white students offset the return, for students of color, to the highest percentage of incomplete applications over the 10-year span, matching the rate of 26% in 2011.

Table 3. Percent of Incomplete Applications by Race and Ethnicity, 2008-2017

| Race or Ethnicity | 2008 N % | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|--------------------------------|----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Students of Color (SOC) | 129 18% | 184 25% | 232 25% | 317 26% | 241 19% | 269 21% | 270 20% | 339 25% | 367 24% | 495 26% |
| White and "Other" | 362 7% | 382 8% | 449 9% | 491 10% | 422 9% | 432 9% | 492 11% | 477 11% | 394 10% | 672 15% |
| Equity Gap | 11% | 17% | 16% | 16% | 11% | 12% | 9% | 14% | 14% | 11% |

Note: 2015 was the latest year for which the data was available at the time of analysis. Since then, 2016 and 2017 data has become available and was included in this table.

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In turn, while the equity gap dropped considerably in 2012, it rose considerably in 2015. In fact, the 22% growth in the number of incomplete applications from 279 in 2014 to 339 in 2015 among students of color led to a 5% increase in the equity gap between students of color and white students in incomplete applications. Yet, in comparison, a similar increase in the growth of the number of applications from 2010 to 2011 did not result in a dramatic increase in inequity in incomplete applications but rather the equity gap remained the same. While the dramatic rise in the equity gap in 2015 might be an anomaly, it will be important to monitor incomplete applications to guard against a significant rise in the equity gap as seen in earlier years.

Data available from UW System between 2012 to 2015 reveals that an average of 25% of underrepresented students of color had incomplete applications. Thus, one in every four underrepresented students never completed the application for UW Oshkosh. This disparity reveals a 12-point equity gap between underrepresented students of color and their white majority peers.

The group with the largest percentage of incomplete applications was African American students with a 31% average. Thus, almost one in every three African American students did not complete their UW Oshkosh application. In turn, with white students having a mere 13% non-completion rate, an 18-point gap in equity was revealed between African American students and white students. Both Latino students and underrepresented students who identify as two or more races

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had a non-completion rate of 23% for applications. Southeast Asians were more likely to finish the application process, with only 18% not completing it. While 22% of American Indian students did not finish their application, their numbers were low, making conclusions hard to draw. For incomplete applications, the equity gap for Latino and Hispanic as well as underrepresented students who identify as two or more races was 10%. For Southeast Asians, it was 5%.

Table 4. Percent of Incomplete Applications by Race and Ethnicity, 2012-2015

| Race or Ethnicity | N | % | Equity Gap |
|---------------------|--------------|------------|------------|
| African American | 596 | 31% | 18% |
| Hispanic/Latino | 323 | 23% | 10% |
| American Indian | 25 | 22% | 9% |
| Southeast Asian | 147 | 18% | 5% |
| 2 or More Races | 143 | 23% | 10% |
| Total UR SOC | 1,234 | 25% | 12% |
| White | 2290 | 13% | |

Source: UW System reports on *The New Freshman Class* for years 2012-2015

Since the Equity Scorecard team recognizes that considerable efforts are already being made to minimize incomplete applications, it recommends that a team develop and implement a plan to collect data on the obstacles students of color are experiencing and decisions they are making in relation to completing their application. Then, the team should make recommendations on action steps to take to close the equity gap.

Admissions

There was a dramatic increase from 2008 to 2015 in the percentage of underrepresented students of color admitted to the University. While underrepresented students made up only 9% of the total number of students admitted in 2008, they comprised 16% of admits by 2015, an increase of 7%. In contrast, while white students made up 90% of admitted students in 2008, this percentage fell gradually and fairly consistently over the 8 years to end at 82% of total admits.

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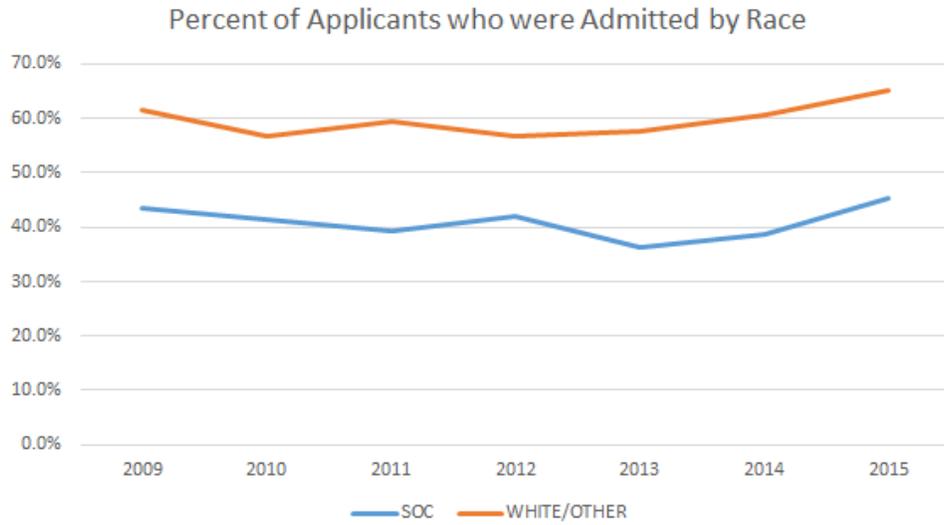


Figure 2. Percent of applicants who were admitted disaggregated by Student of Color (SOC) and White/Other from 2009-2015.

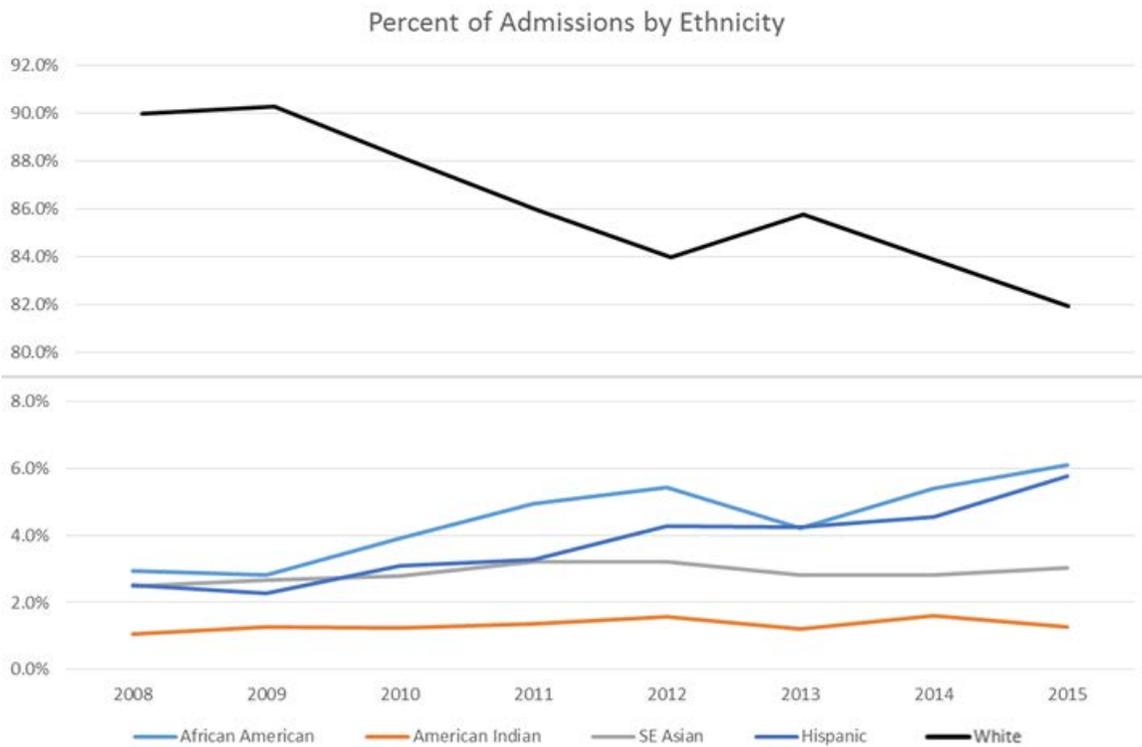


Figure 3. Percent of applicants admitted by race/ethnicity from 2008-2015.

Yet, despite the rising percentage of applications from students of color and the falling percentage of applications from white students, the equity gap increased from 2008 to 2015. Thus, as

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applications for white students declined from 88% to 76% of the total number of applications and ones for students of color increased from 12% to 24%, inequity grew. Whereas in 2008 there was only an 8% gap in equity between white students and students of color in terms of their admission to the University, by 2011, that gap had grown to 20% and would stay at or near that level through 2015 with the exception of 2012. Indeed, in looking at the numbers, despite the dramatic drop in applications from white students over the eight-year span, a larger number of white students was admitted in 2015 than in 2008.

In 2016, the equity gap for admissions between underrepresented students of color and white students again increased from 20% to 23%. However, in 2017, it shrunk back down to 21%. Crucially, the 31% admissions rate of students of color in 2017 was a historic low: the lowest rate of admissions in the ten-year span from 2008 to 2017.

Table 5. Percent of Applicants Admitted by Race and Ethnicity, 2008-2017

| Race or Ethnicity | 2008 N % | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|--------------------------------|----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Students of Color (SOC) | 289 41% | 324 44% | 376 41% | 480 39% | 520 42% | 460 36% | 521 39% | 604 45% | 607 40% | 575 31% |
| White and "Other" | 2,598 49% | 3,003 62% | 2,769 57% | 2,938 59% | 2,726 57% | 2,773 58% | 2,706 61% | 2,745 65% | 2,566 63% | 2,364 52% |
| Equity Gap | 8% | 18% | 16% | 20% | 15% | 22% | 22% | 20% | 23% | 21% |

In comparing our admission rates of underrepresented students specifically with peer institutions, UW Oshkosh has one of the lowest admission rates in the UW System. As usual, in considering this data, UW Madison and UW Milwaukee were excluded from consideration. In addition, the UW Colleges were also omitted because their admissions rate is above 96% for underrepresented students of color which is not typical among the comprehensive Universities such as UW Oshkosh.

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Native students are not considered in this comparison because, across the UW System, including UW Oshkosh, the number of Native students are too low to make a significant comparison.

From 2012 to 2015, UW Oshkosh consistently had one of the lowest rates of admission for underrepresented students of color. In both 2012 and 2015, only one peer institution had a lower rate of admission of underrepresented students of color than UW Oshkosh, UW Parkside in 2012 and UW Whitewater in 2015. In 2013 and 2014, UW Oshkosh had the lowest rate of all peer institutions, although in 2014 UW Whitewater matched it. In 2013, the nearest institution to UW Oshkosh's low admission rate of underrepresented students of color was still 6 percentage points higher than ours at 65%.

In 2012, UW Oshkosh's low rate of admission was predominantly a result of having the lowest admission rate of Latino and Hispanic students (70%) of all UW peer institutions because this group is also consistently our largest group of admitted students. From 2013 to 2015, the low rate of admission can be attributed to lower-than-average admission rates for both African American and Latino and Hispanic students. In 2013, with the exception of UW Eau Claire, which matched our rates, we had the lowest rates of admissions for both African American and Latino and Hispanic students at 39% and 68% respectively.

This data comparing UW Oshkosh to UW System shows there is considerable work to be done to make gains in admitting underrepresented students of color, particularly African American and Latino students.

Enrollments

The rising number of applications among students of color led to an increase in enrollment of underrepresented students of color. From 2008 to 2012, enrollment gradually increased. The year 2013 was an anomaly in which African American students in particular enrolled at historically low rates. Even with the exception of this year, the number of students of color fell in 2014 and remained there in 2015. Even so, comparing 2015 enrollments with 2008 shows a 36% increase in the enrollment of underrepresented students of color.

Impressively, in 2016, the numbers of enrolled underrepresented students increased sharply and remained near that number in 2017. This trend is a positive and promising one. The Equity

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Scorecard team is hopeful that the current numbers mark a move to more growth in the diversity on campus.

Unfortunately, while enrollments have risen for this population, there has not been a commensurate consistent lowering of the gap in equity between underrepresented students of color and their white majority peers over the majority of the eight-year span from 2008 to 2015. In fact, the data shows that, among students of color, the percentage of admitted students who enrolled fell over most of the eight-year span from 2008 to 2015. Starting in 2008, the percentage of admitted students of color who enrolled dipped between 4 and 6 percentage points each year with the exception of 2010 when it stayed the same and 2014 when it rose by 1%. At the same time, the equity gap between students of color and their white majority peers grew over most of that timespan. It is important to remember that 2013 was an anomaly in which the admission of students of color fell by 22% from 2012. If we exclude this year from consideration, then, the equity gap grew slowly and steadily from 2008 to 2015, with the exception of 2011 when it fell by 1% from the previous year.

The data overall, then, reveals a rising equity gap even as applications, admits and enrollments of underrepresented students of color are on the upswing. Therefore, in terms of diversity, UW Oshkosh is trending upwards. Yet simultaneously, the equity gap is widening as more diverse students enter the University.

In 2016, the University made a positive move toward closing the equity gap by 6% as it fell from 10% to 4%. This percentage had not been achieved since 2011. However, in 2017, the gap increased again by 5% to end at 9%. Even so, the Equity Scorecard team is optimistic about the potential of the new Student Success Gateway to create lasting positive change in the equity gap as indicated by the falling rate in 2016. However, at this point, it is unclear whether 2016 was an anomaly or not in the rising equity gap.

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Table 6. Percentage of Yield in Enrollments by Race and Ethnicity, 2009-2017

| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|------------------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Apps: Students of Color | 711 | 744 | 911 | 1,219 | 1,238 | 1,268 | 1,347 | 1,334 | 1,520 | 1,880 |
| White Students | 5,295 | 4,870 | 4,868 | 4,952 | 4,814 | 4,805 | 4,470 | 4,207 | 4,061 | 4,538 |
| Admits: Students of Color | 289 | 324 | 376 | 480 | 520 | 460 | 521 | 604 | 607 | 575 |
| White Students | 2,598 | 3,003 | 2,769 | 2,938 | 2,726 | 2,773 | 2,706 | 2,745 | 2,566 | 2,364 |
| Enroll: Students of Color | 173 | 177 | 205 | 243 | 258 | 202 | 235 | 235 | 267 | 260 |
| White Students | 1,618 | 1,680 | 1,649 | 1,619 | 1,567 | 1,540 | 1,464 | 1,337 | 1,234 | 1,280 |
| % of Admits who enrolled: Students of Color | 60% | 55% | 55% | 51% | 50% | 44% | 45% | 39% | 44% | 45% |
| White Students | 62% | 56% | 60% | 55% | 58% | 56% | 54% | 49% | 48% | 54% |
| Equity Gap | 2% | 1% | 5% | 4% | 8% | 12% | 9% | 10% | 4% | 9% |

From 2012 through 2015, excluding UW Madison and UW Milwaukee, data available through UW System shows that UW Oshkosh has fluctuated in its enrollment rates relative to other peer institutions. For all of the following data, UW Madison and UW Milwaukee were excluded from consideration. In 2012, UW Oshkosh had a rate of 41% of converting admitted underrepresented students of color to enrolled students. This average was competitive with other schools in the UW System.

In 2013, with a 35% enrollment rate, we had the lowest rate of enrollment of underrepresented students of all institutions in the UW System. In 2014, UW Oshkosh's 37% enrollment was on the low end with only UW Superior (32%) and UW Stevens Point (32%) lower, while UW Platteville matched our rate. In 2015, UW Oshkosh enrolled the lowest percentage (35%) of underrepresented students of color of any school except for UW Superior (29%) and UW Platteville (34%). We had the same rate as UW River Falls. Moreover, the enrollment of the next highest schools was 3% points above that of UW Oshkosh.

From 2012-2015, the equity gap fluctuated each year. From the high of 41% conversion rate of underrepresented students of color in 2012, the average percentage of admitted underrepresented students who enrolled has dropped to between 35% and 37% in the years 2013-2015.

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In addition, from 2012 to 2015, according to data available from UW System, there has been a consistent and significant gap for particular ethnic groups on campus. Latino and Hispanic students have fared the worst. The average yield rate of Latino and Hispanic students has been 33% of admitted students enrolling at UW Oshkosh. This yield rate reflects an 11% equity gap between Latino and Hispanic students and white ones. Like African American students, Latino and Hispanic students' enrollments declined from 2012 to 2014 but recovered in 2015.

On average, the yield rate of African American students as enrolled students to admits has lagged behind white students. Their admissions have yielded enrollment at a 35% rate in comparison to white students' 44% conversion rate. This gap represents a 9% difference between African American students and their white majority peers. The enrollment rate of African Americans students has been slightly higher (2%) than Latino and Hispanic students. For Southeast Asian students, yield rates averaged 39% over the four-year span from 2012 to 2015. This average represented a 5% equity gap.

Table 7. Percent of Admits Who Enrolled at UW Oshkosh by Race and Ethnicity, 2012-2015

| Enrollments | 2012 | % | Gap | 2013 | % | Gap | 2014 | % | Gap | 2015 | % | Gap | Avg. | Gap |
|---------------------------|-------------|----------|------------|-------------|----------|------------|-------------|----------|------------|-------------|----------|------------|-------------|------------|
| AA | 69 | 41% | -4% | 30 | 25% | -20% | 61 | 39% | -6% | 58 | 34% | -8% | 35% | -9% |
| HL | 68 | 38% | -6% | 63 | 36% | -11% | 48 | 25% | -20% | 78 | 35% | -7% | 33% | -11% |
| AI | 14 | 64% | 19% | 8 | 57% | 12% | 8 | 47% | 2% | 6 | 58% | 16% | 55% | 11% |
| SA | 56 | 44% | -1% | 39 | 33% | -12% | 54 | 44% | -1% | 39 | 35% | -7% | 39% | -5% |
| 2 or + Races | 31 | 37% | -18% | 39 | 51% | 6% | 39 | 45% | 0% | 33 | 38% | -4% | 42% | -2% |
| Total UR SOC | 238 | 41% | -3% | 179 | 35% | -10% | 214 | 37% | -12% | 214 | 35% | -7% | 37% | -7% |
| White | 1,559 | 45% | | 1,555 | 45% | | 1,473 | 45% | | 1,323 | 42% | | 44% | |
| Total All Students | 1,831 | 44% | | 1,751 | 43% | | 1,706 | 43% | | 1,589 | 41% | | 43% | |

Source: UW System reports on *The New Freshman Class* for years 2012-2015.

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DFW Rates

The Equity Scorecard Team examined the DFW rates for courses which are gateways to major courses and ones which are crucial for students' persistence at the University and, thereby, to entrance into a major. The data reveals that the equity gap for African American students is significant in a range of courses critical to entrance into majors in STEM fields and Nursing. About 1 in every 2 African American students will receive a D, F or withdraw from Biology 105, Math 100, Math 103 and Psychology 101. Of these, the equity gap for Biology 105, Math 100 and Psychology 101 is at or over 25% and the equity gap for Math 103 is 21% for African American students.

For Latino and Hispanic students along with Southeast Asians, the equity gap for Biology 105 is over 10%, with about one in every three students in these two groups receiving a D, F, or a withdrawal. Similarly, Psychology 101 also poses challenges for Southeast Asian students, where the equity gap exceeds 10%.

Table 8. Average Disaggregated DFW Rates by Race and Ethnicity from 2008-2015

| COURSE | AA | N | GAP | HL | N | GAP | SA | N | GAP | WT | N |
|---------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| BIO 105 | 55% | 176 | 33 | 35% | 94 | 13 | 36% | 134 | 14 | 22% | 1,836 |
| CHEM 105 | 36% | 26 | 18 | 23% | 19 | 5 | 29% | 50 | 11 | 18% | 461 |
| COMM 111 | 30% | 140 | 20 | 18% | 67 | 8 | 15% | 62 | 5 | 10% | 1,230 |
| ENG 101 WBIS 188 | 24% | 104 | 15 | 17% | 53 | 8 | 12% | 38 | 3 | 9% | 852 |
| MATH 100 | 58% | 202 | 29 | 37% | 39 | 8 | 20% | 17 | 9 | 29% | 529 |
| MATH 103 | 55% | 238 | 21 | 41% | 135 | 7 | 35% | 108 | 1 | 34% | 2,512 |
| MATH 204 | 45% | 39 | 17 | 32% | 37 | 4 | 32% | 34 | 4 | 28% | 1,147 |
| PSYCH 101 | 43% | 163 | 25 | 27% | 75 | 9 | 36% | 131 | 18 | 18% | 1,456 |

Note: Pink = 10-15% above equity gap, Yellow = 15%-24% above equity gap, Lavender = 25% + above equity gap

The Equity Scorecard Team recommends creating a leadership team drawn from STEM departments that works with instructors in STEM gateway courses to address the DFW rates specifically. It also suggests increasing the current training of instructors in inclusive and equitable pedagogical practices through concentration on department-level trainings in which instructors

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analyze the DFW rates, develop a specific department-level action plan and implement disciplinary-based practices for inclusion and equity into the gateway courses. Again, a STEM leadership team would lead these trainings. We also recommend incentivizing the leadership component by providing stipends to members willing to train STEM instructors.

Recommendations

- Collect data to determine the obstacles students of color are experiencing in completing their application and what choices they are making in regards to their pursuit of higher education;
- Create a leadership team drawn from STEM departments that works with instructors in STEM gateway courses to address the DFW rates specifically;
- Incentivize participation on a STEM leadership team through providing stipends to participants;
- Increase the current training of instructors and departments across all four colleges to study the DFW rates and implement inclusive and equitable disciplinary-based pedagogical practices that increase inclusion of and equity for underrepresented students of color in the classroom;
- Set University and unit-level goals for achieving more equitable outcomes for underrepresented students of color in the application, admissions and enrollment process;
- Implement University and unit-level action plans to achieve equity in the application, admissions and enrollment process;
- Implement University and unit-level assessment plans to evaluate the level of equity for students of color in the application, admissions and enrollment process; and
- Charge a team of investigators to determine what institutional best practices are yielding higher yield rates for enrollment among underrepresented students of color at institutions across UW System.

RETENTION

In this report, retention refers to persistence at the University in terms of enrolling at the University from one academic semester to the next, from one academic year to the next and continuing through to graduation. Our previous campus Equity Scorecard report in 2008 showed that African American and American Indian students were far less likely to reach graduation at UW Oshkosh than are white students. In contrast, Southeast Asian and Hispanic student retention rates were nearly the same as white students' rates. In our current report, there continues to be a significant equity gap between white students and Native American and African American students. In addition, the Equity Scorecard team has concerns about equity gaps between white students and both Southeast Asian students and Latino and Hispanic students in a number of areas.

The team acknowledges that the Student Success Gateway will provide new ways of assessing retention, persistence and graduation in terms of equity. This mode of analysis has the potential to address many of the issues raised in the report and provide new insights into the experience of underrepresented students of color on campus.

Grade Point Average and Persistence

Students' GPA at the end of the first semester of their first academic year is an important indicator of whether or not students will persist at the University. Therefore, the Equity Scorecard team began its investigation into underrepresented students' persistence at the University by examining data on the percentage of students with a GPA below 2.0 at the end of their first academic semester. Ending the first semester with a GPA below 2.0 is an indicator that students are likely to leave the University and not be retained.

Over the eight-year span from 2008 to 2015, the percentage of underrepresented students of color receiving a GPA below 2.0 was significantly higher than the percentage of white students (shown in Table 11). African American students fared the worst with approximately 45% of students ending the first semester of their academic career with a GPA below 2.0. This outcome reveals an achievement gap of 32 points. The percentage of first-year American Indians students with a GPA below 2.0 was 29%, for Latino students 27% and for Southeast Asian students 23%. The equity gap for these same groups was approximately 16 points, 14 points and 10 points respectively.

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The positive findings were that, since the implementation of the University Studies Program in 2013, the success rate of underrepresented students has increased in their first semester at the University (Table 10). For all but Southeast Asian students, the percentage of underrepresented students achieving below a GPA of 2.0 has dropped at such a significant rate that the equity gap has decreased to historic lows. From 2013 to 2016 alone, African American students in their first year ended their first semester with 30% having a GPA below 2.0, representing an equity gap of 18 points between African American students and white students. This percentage is down dramatically from 52% of African American students who ended their first semester with a GPA below 2.0, a 38 point equity gap in the pre-USP years from 2009 to 2012.

Similarly, from 2013 to 2016, for American Indian students, 27% had a GPA below 2.0, a 15-point gap, and, for Latino and Hispanic students, 20% ended up with a GPA below 2.0, an 8-point gap. The equity gap dropped for American Indian students by 4 points and for Latino and Hispanic students by 10 points.

While underrepresented students' academic success is trending in the right direction, it is important to recognize that there is still a pressing need to close the achievement gap as all three groups are at or above 9 points higher than white students in the percentage of students with a 2.0 after only one semester at the University.

Unfortunately, over this same time period, the percentage of Southeast Asian students with a GPA below 2.0 after their first semester increased. Whereas an average of 24% of Southeast Asian students received a GPA below 2.0 from 2009 to 2012, the years from 2013 to 2016 are slightly above that average at 27%. To be clear, this result is not because of the implementation of the USP. However, it is an unexpected development, when all other underrepresented students decreased the percentage of students with a GPA below 2.0 and decreased the equity gap. For Southeast Asian students, the equity gap grew in the years from 2013 to 2016 by 4 points when compared to the pre-USP years of 2009 to 2012.

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Table 9. Percent of UW Oshkosh Students Receiving Below a 2.00 GPA by Race and Ethnicity in First Semester of their First Year from 2008-2015

| Race or Ethnicity | Avg % of Students below 2.00 GPA in Fall of First Year | | |
|---------------------------|--------------------------------------------------------|-------|------------|
| | % | N | Equity Gap |
| African American | 44.6% | 235 | 31.6 |
| American Indian | 28.8% | 61 | 15.8 |
| SE Asian | 22.9% | 93 | 9.9 |
| Latino & Hispanic | 26.8% | 122 | 13.8 |
| Total UR SOC Only* | 31.9% | 511 | 18.9 |
| White | 13.0% | 1,610 | - |
| Total** | 15.2% | 2,162 | |

Note: *UR SOC refers to Underrepresented Students of Color.
 **Total includes additional student groups not listed here.

Table 10. Percent of 1st Year Students with GPA below 2.00 by Race and Ethnicity comparing Pre-USP with Post-USP Implementation

| Student Group | Pre-USP Years 2009-2012 | | | USP Years 2013-2016 | | |
|-------------------|----------------------------|-------|------------|------------------------|-----|------------|
| | % | N | Equity Gap | % | N | Equity Gap |
| African American | 52.6% | 144 | 38 | 30.0% | 85 | 18.3 |
| American Indian | 33.3% | 36 | 19.3 | 26.9% | 29 | 15.2 |
| SE Asian | 23.6% | 53 | 9.5 | 27.4% | 51 | 15.7 |
| Latino & Hispanic | 25.0% | 73 | 18.5 | 20.0% | 56 | 8.3 |
| UR SOC* | 35.3% | 316 | 21.2 | 25.0% | 236 | 13.3 |
| White | 14.1% | 914 | | 11.7% | 639 | |
| Total | 16.6% | 1,237 | | 13.7% | 884 | |

Note: *UR SOC stands for underrepresented students of color.

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Retention Rates to Second Year

The retention rates for students of color from the first year to the second is approximately 69% on average over the seven-year span from 2007 to 2014. During this same time period, white students were retained at an average of 77%, which is significantly higher than students of color. Overall, the average equity gap for retention to the second year for students of color is 8%.

Table 11. Retention Rates from 2007-2017

| Students of Color | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 |
|---------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Initial cohort size | 127 | 173 | 177 | 200 | 238 | 254 | 200 | 230 | 230 | 265 | 245 |
| Retention to Yr 2 | 78.7% | 73.4% | 72.9% | 64.5% | 64.7% | 66.5% | 69.5% | 71.3% | 73.0% | 79.2% | |
| Retention to Yr 3 | 60.6% | 61.8% | 48.6% | 50.5% | 51.7% | 53.1% | 62.0% | 63.0% | 59.6% | | |
| Retention to Yr 4 | 61.4% | 59.5% | 40.1% | 43.0% | 46.6% | 45.7% | 57.0% | 51.7% | | | |

| White | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 |
|---------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Initial cohort size | 1,576 | 1,618 | 1,680 | 1,610 | 1,587 | 1,543 | 1,527 | 1,449 | 1,311 | 1,212 | 1,261 |
| Retention to Yr 2 | 76.8% | 76.1% | 78.3% | 75.5% | 77.1% | 76.5% | 79.3% | 78.7% | 76.4% | 76.4% | |
| Retention to Yr 3 | 65.9% | 67.5% | 67.8% | 66.6% | 66.2% | 67.7% | 72.0% | 68.5% | 66.4% | | |
| Retention to Yr 4 | 61.4% | 62.9% | 62.0% | 61.9% | 61.8% | 62.0% | 66.6% | 62.1% | | | |

Table 12. Average Retention Rates by Race and Ethnicity from 2007-2014

| Race/Ethnicity | Retention to Yr 2 | Retention to Yr 3 | Retention to Yr 4 |
|------------------|-------------------|-------------------|-------------------|
| African American | 64.4% | 46.1% | 38.9% |
| American Indian | 59.5% | 45.6% | 42.3% |
| SE Asian | 76.3% | 63.7% | 53.0% |
| Hispanic | 68.3% | 54.9% | 48.1% |
| Total SOC | 69.3% | 55.8% | 48.4% |
| White | 77.2% | 68.0% | 62.8% |

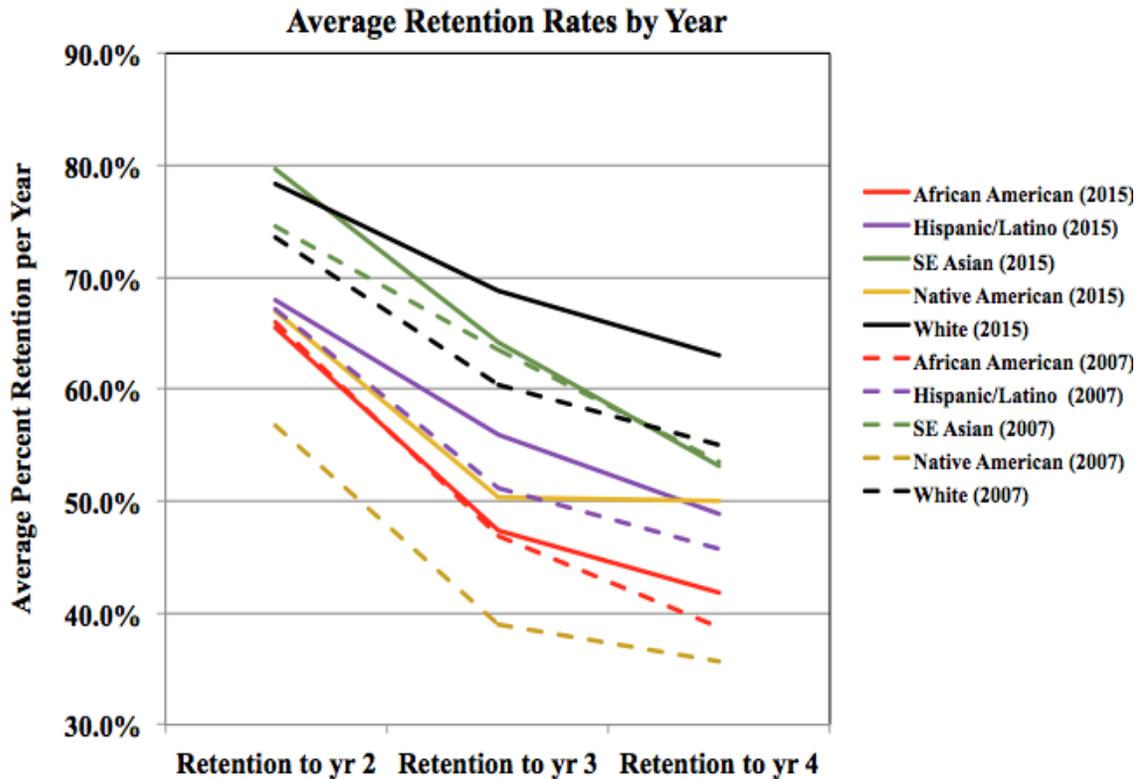
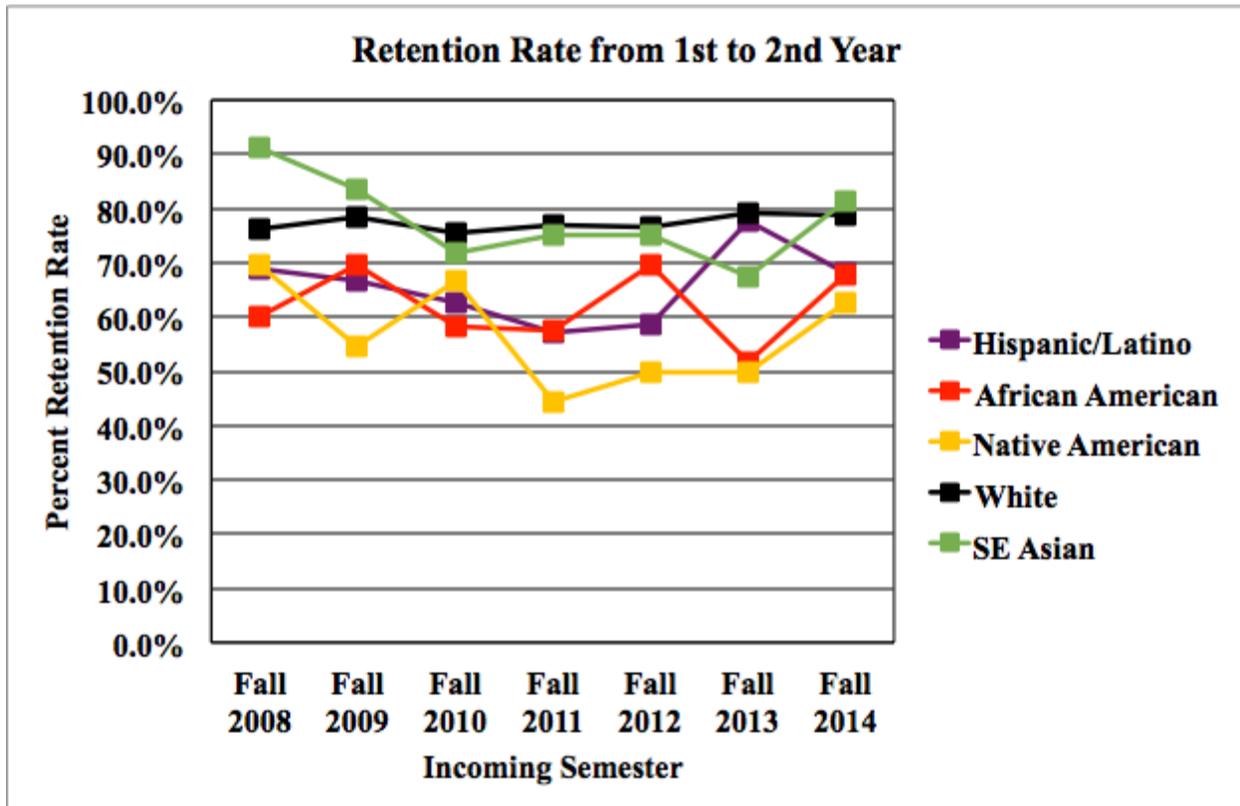


Figure 4. Average retention rates were calculated from the period of 2000-2007 (noted by 2007 in legend, dotted lines) and from 2008-2015 (noted by 2015 in legend, solid lines) were calculated and disaggregated by race and ethnicity. As can be seen, the retention rates for each group of students decreases as a function of time at the university though the number of students retained has increased or remained similar to the previous equity scorecard report.

Moreover, for specific student groups, the equity gap for retention to the second year is significantly higher than the average for students of color as a group. The lowest rate of retention was for Native American students at an average of 57%, an equity gap of 20%. African American students persisted at 62% to the second year, an equity gap of 15%. For Latino and Hispanic students, who persisted at a rate of 66% on average, the equity gap was 11%. For Southeast Asian students, their retention rate was 1% greater than white students at 78%. Thus, three of the four underrepresented student groups have a significant equity gap in terms of retention to the second year, with 43% of Native American students, 38% of African American students and 34% of Latino and Hispanic students leaving the University after their first academic year. To put this in raw numbers, for Native American, African American and Latino and Hispanic students, more than one in three students leave the University after their first year.

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It is worth noting that a common suggestion for increasing the retention rate for underrepresented students of color is to decrease the number of students of color being brought into the University. Yet, in 2013, the reduction of both Southeast Asian and African American students resulted in the lowest retention rate for both groups since 2003. Native American students, whose numbers remained consistently low, had rates consistent with earlier years.

In turn, the University Studies Program was implemented in 2013 which was the same year that a significant decrease in these populations happened. The expectation was that, with the implementation of the University Studies Program, all students would benefit from a rise in retention rates to the second year. Yet, instead, in 2013, only white and Latino and Hispanic students benefitted in terms of retention, with white students having the highest-ever retention rate and Latino and Hispanic students having the highest rate since 2007.

While, obviously, for Southeast Asian and African American students, the retention rates for 2013 are an anomaly, they provide an example of why we might want to question our assumptions about the impact decreasing our admissions of students of color will have on retention rates. While one

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year's data makes it difficult to make a strong argument, the results hint that a smaller cohort size for both African American and Southeast Asian students might have had a deleterious impact on these students' persistence at the University.

In turn, it is heartening to know that, in 2014, with a return to the higher numbers of admissions in earlier years, African American and Southeast Asian students too benefitted from the University Studies Program with both these student groups enjoying a higher than average retention rate. Overall, there are two major trends in the data. For African American, Southeast Asian and Latino and Hispanic groups, there were two downward turns in the retention rate between 2009 and 2015. Yet, the second dip in retention rates for all three student groups was smaller than the first and the recovery was more dramatic with the achievement of the highest retention rates for all three student groups. The one exception is Southeast Asian students who had their lowest level of retention rates of all seven years in 2015. Hopefully, this trend downward for Southeast Asian students is an anomaly that will be corrected quickly.

Retention Rates to Third Year

In examining the disaggregated data for retention to the 3rd year, the Equity Scorecard team found that there was an overall equity gap of 8% between students of color and white students. In turn, as for retention of students to the second year, there was also specific student groups who were significantly below the persistence rates of white students.

The persistence for African American and Native American students from the second to the third year was similar, with the rate of retention for African American students averaging 44% and Native American students 43%. These percentages reveal an equity gap of 24 points for African American students and 25 points for Native American when compared to white students who persisted at 68%. Latino and Hispanic students had a slightly higher persistence rate, averaging 53%. Yet, the equity gap was again significant at 15 points. Southeast Asian students persisted at 62%, an equity gap of 6 points.

In turn, there was a precipitous decrease in persistence for African American students from the second to the third year as compared to their persistence rates from the first to the second year. Whereas white students experienced a 9% drop in their retention rate when comparing their persistence to the second year with their persistence to the third, African American students' drop

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in the persistence rate was double that rate at 18%. Southeast Asian students' persistence rate dropped by 16 points, Native American students' by 13 points, and Latino and Hispanic students' by 12 points.

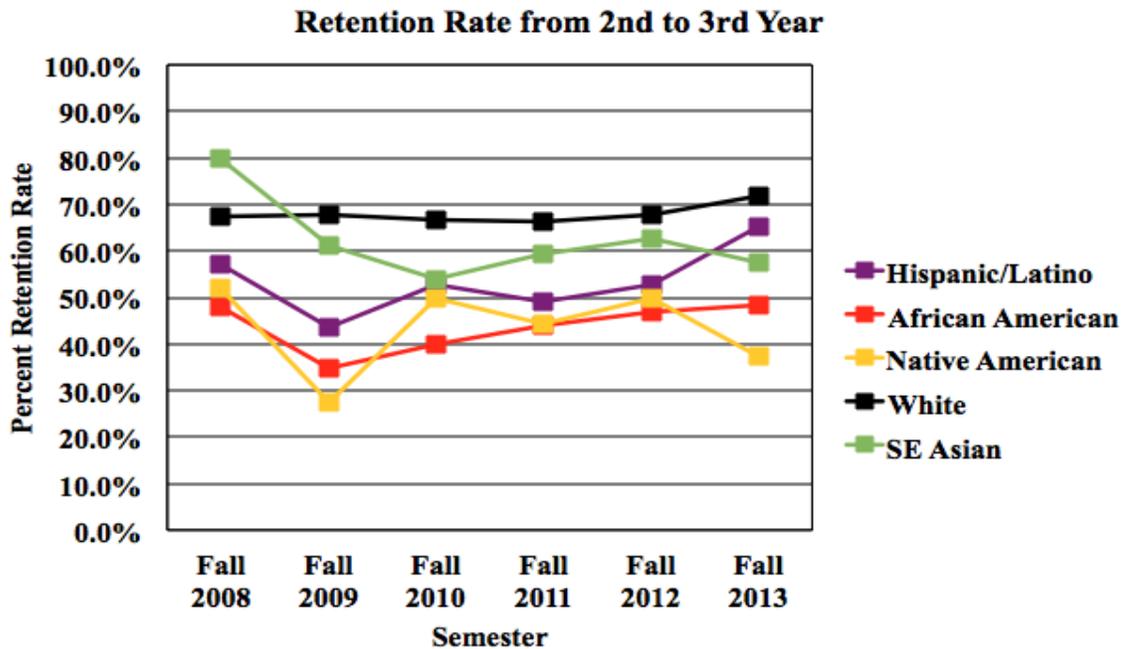


Figure 6. Retention rates (%) for students from the second year to the third year by race and ethnicity from 2008-2015. Data was collected and calculated mid-semester of the 3rd year. Note the percent retention rate has dropped from Figure 2, especially for the students of color.

Retention Rates to Fourth Year

Overall, students of color are not retained at the same rates as our white students. African American students have the lowest retention rate, dropping to 38% by year four. The equity gap for African American students is staggering with a 24-point gap when compared with white students who are retained to their 4th year at around 62%. Native American students do not fare much better with a 42% retention rate to the 4th year, representing a 20-point equity gap with white students. Latino and Hispanic students have retention rates of 46%, a 16-point equity gap. And, Southeast Asian students have a 53% retention rate, representing a 9-point gap. Altogether, students of color rates of persistence are inequitable when compared to their white majority peers.

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Yet, the USP shows the promise of reversing a downward trend in the retention of students of color. Therefore, the USP should be studied closely to understand its impact on retention.

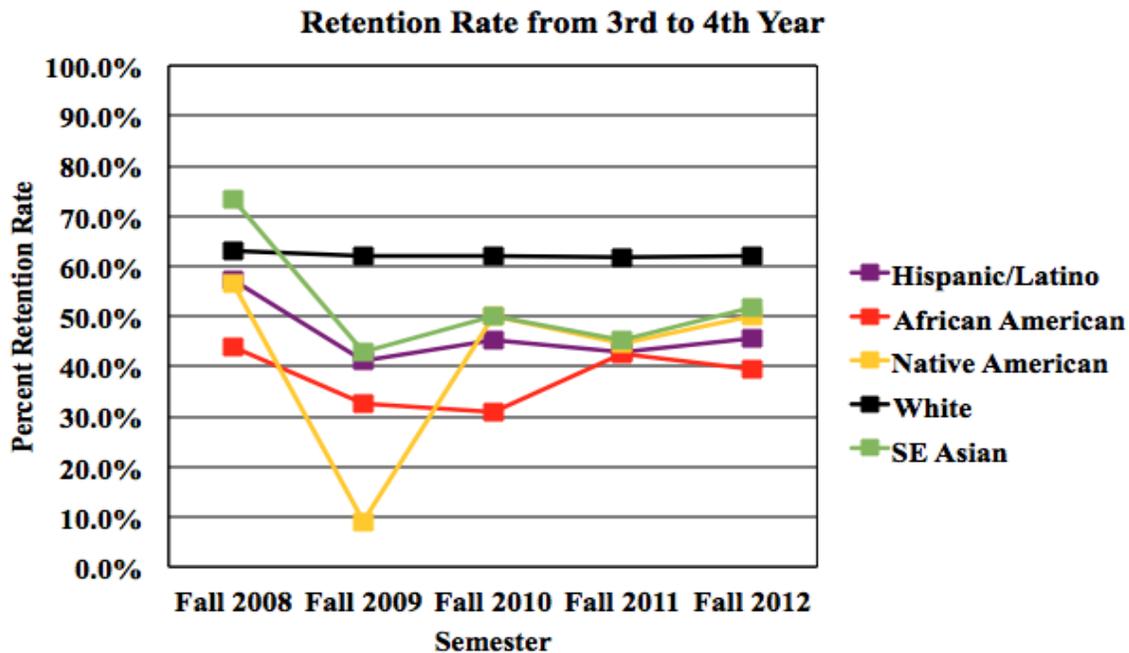


Figure 7. Retention rates (%) for students from the third to the fourth year by race and ethnicity from 2008-2015. Data was collected and calculated mid-semester of the 4th year. Note the significant percent retention rate has dropped from Figure 2 and 3 for all students.

Graduation Rates

4-Year Graduation Rates

The impact of the lower retention rates of underrepresented students of color are reflected in the low graduation rates among them as well. Among all four underrepresented student groups, Native American students had the highest percentage of students graduating in four years at 10%. To put this in perspective, white students graduated in 4 years at a rate of 19%. Thus, the highest achieving underrepresented student group had a rate nearly half that of white students.

Southeast Asian students had the lowest percentage of students graduating in 4 years, with only 3% achieving it. Thus, the equity gap for Southeast Asian students was 16%. For African American

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students, 6% graduated in four years, an equity gap of 13%, while 9% of Latino and Hispanic students graduated in 4 years, an equity gap of 7%. These rates, including that of white students, suggest a significant challenge that UW Oshkosh faces in graduating students in a timely manner. However, the drastically low rates of students of color reveal a crisis that needs to be addressed.

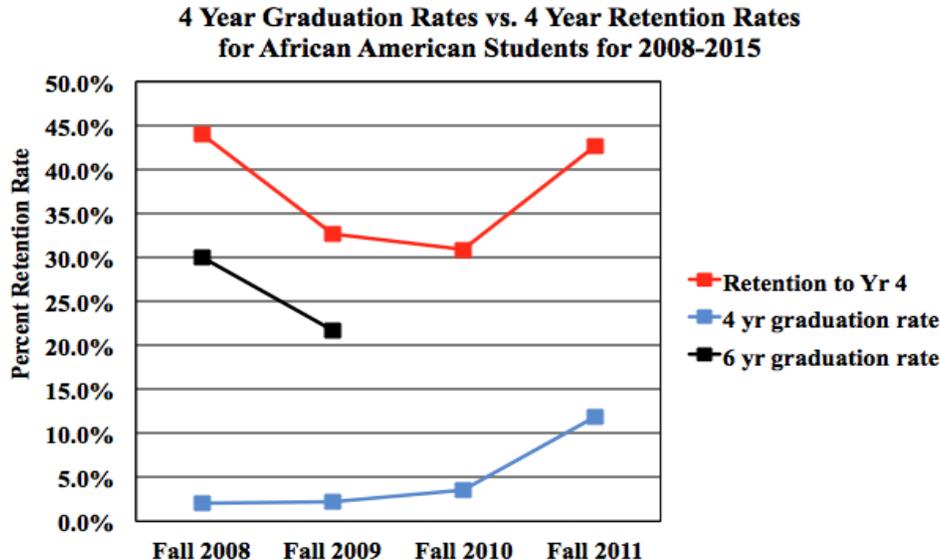


Figure 8. Four year retention rates (%) for African American students (red) is compared to the 4 year graduation rate (blue) for African American students. Additionally, the limited amount of data for the 6 year graduation rate has been added for comparison. This shows that on average we are retaining ~ 38% of African American students to the 5th year but only graduating a limited number of students in 4 years. Furthermore, students who stay until the 5th year are not graduating in 6 years (44.0% - 30.0% = 10%).

5-Year Graduation Rates

The gap between white students and underrepresented students widens for all underrepresented student groups for graduation in 5 years. The rate for white students who graduate in 5 years is 47%. For African American students the rate is 16%, for Latino and Hispanic students 27%, for Southeast Asian 23% and for American Indian 30%. Even for American Indian students who achieved the highest percentage of underrepresented students graduating in 5 years, the equity gap was 17 points. For African American students, who had the lowest rate of graduating in 5 years, the gap was 31 points. Southeast Asian students had a 24-point gap and Latino and Hispanic students a 20-point gap.

6-Year Graduation Rates

In comparing the percentage rates of students graduating in 6 years, three of the four underrepresented student groups showed a decrease in the equity gap from the 5-year graduation rates: African American students at 27%, Southeast Asians at 36%, and Latino and Hispanic students at 31%. African American students had a 28 point equity gap, Latino and Hispanic students a 16 point gap and Southeast Asian students a 19 point gap when compared to white students.

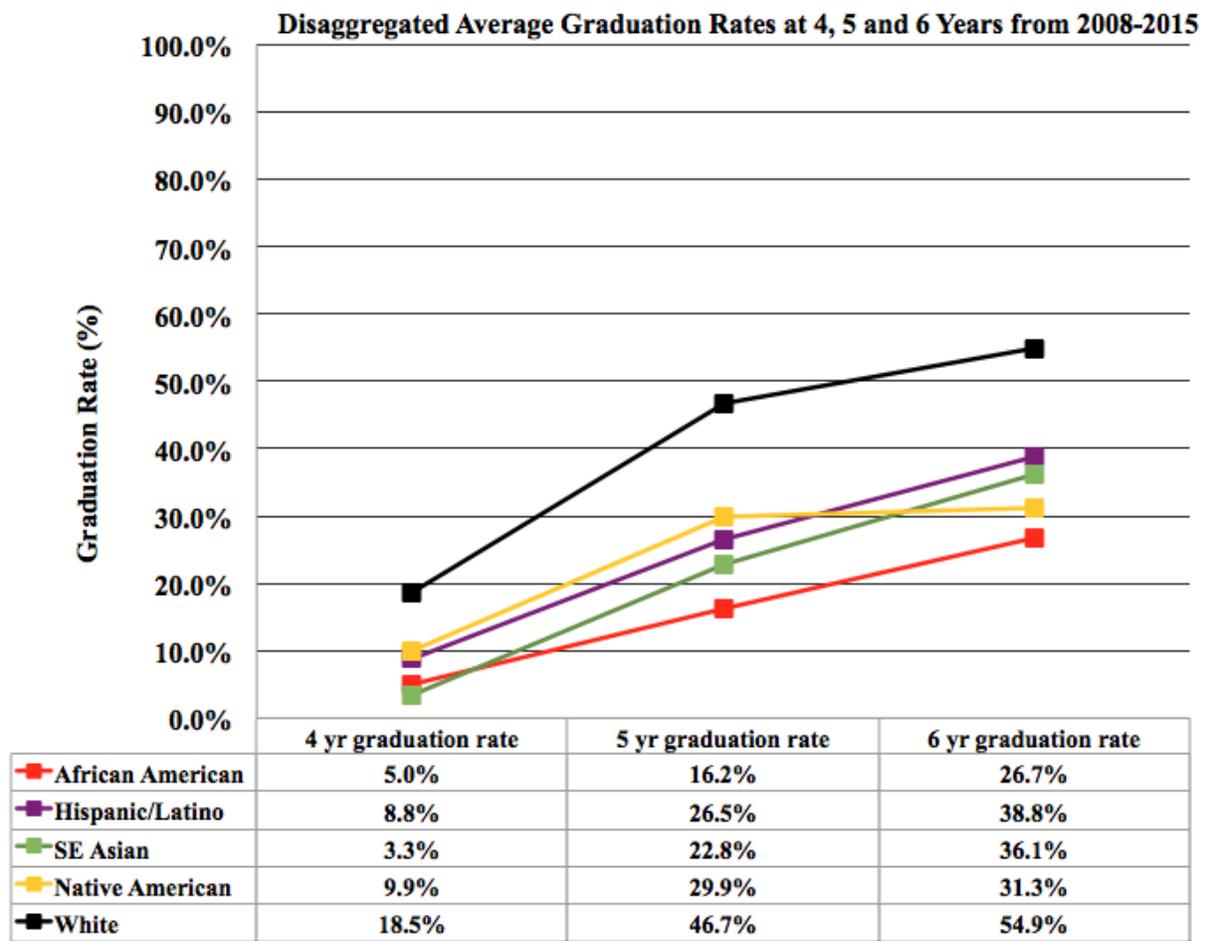


Figure 9. The average graduation rates are shown for students at 4, 5, and 6 years from 2008-2015. The data, that has been disaggregated by race/ethnicity, shows an upward trend in graduation rate over time for all student populations though the SOC graduation rates are overall significantly lower equating to a significant equity gap between the SOC and the white students.

Native American students fared the worse in terms of equity. Even though slightly more American Indian students graduated in 6 years than in 5 years, 31% which was up from 29% in year 5, this

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growth did not result in a narrowing of the equity gap. Instead, the gap grew by 7 points to a 24-point gap.

Altogether, these low rates of graduation for underrepresented students of color and the wide gaps between underrepresented students of color and white students warrant further study. We recommend that a team undertake an extensive analysis of the graduation rates for underrepresented students and suggest specific recommendations for increasing their graduation rates and closing the equity gap.

Graduation Rates Overview

There are some positive trends to note, specifically the increase in some graduation rates over the last 3 to 4 years for students. The graduation rate for students in their 4th year at UW Oshkosh increased for African American and Latino and Hispanic students. In contrast, the trend for the Southeast Asian students does not follow the rest of the students as we see a drop in graduation rates over the last two years for which we have data.

The Equity Scorecard team does see additional positive trends in the 5th-year graduation rate for students as the 5-year graduation rate for African American students increased from 2009 to 2011 by 17%. In turn, the average 5th-year graduation rate from 2008 to 2015 for Southeast Asian students rebounded from the 4-year graduation rate to increase almost 20%. Latino and Hispanic students' 5th-year graduation rates held fairly steady with a 55% average from 2009 to 2011. While the rates of graduation increased or held steady for students of color overall, they are still generally well below that of the graduation rate for the white students in their 4th or 5th years. For the percentage of fourth-year students graduating in four years, the equity gap was 2% for African American students, 26% for Southeast Asian students and 10% for Latino and Hispanic students. For the percentage of fourth-year students graduating in the fifth year, the equity gap was 16% for Southeast Asian students, 22% for Latino and Hispanic students and 29% for African American students.

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Table 13. Percent of 4th Year Students Who Graduate in the 4th Year

| Race or Ethnicity | 2009 | 2010 | 2011 | 2012 |
|-------------------|------|------|-------|-------|
| African American | 5.6% | 9.1% | 23.5% | 30.3% |
| SE Asian | 0% | 13% | 4% | 7% |
| Hispanic/Latino | 13% | 17% | 21% | 22% |
| White | 25% | 31% | 33% | 32% |

Table 14. Percent of the 4th Year Students Who Graduate in the 5th Year

| Race or Ethnicity | 2009 | 2010 | 2011 |
|-------------------|-------|-------|-------|
| African American | 33.3% | 40.9% | 50.0% |
| SE Asian | 40.9% | 39.1% | 63.0% |
| Hispanic/Latino | 56.3% | 52.2% | 57.9% |
| White | 71.8% | 77.4% | 79.4% |

Student Credit Loads

Based on the overall data, students entering UW Oshkosh might not realize the number of credits needed each semester in order to graduate in a sustainable amount of time. After the first academic year, in terms of credits, students of color generally lose ground in sustaining the necessary credit load to achieve a timely graduation, figured as four years. The table below provides information on the number of students taking the necessary number of credits each semester to graduate in four years (30 credits in their first year and 30 credits more for each successive year after the first). The table shows that few students are taking the necessary 30 credits in their first year to graduate in four years and that the percentages for students of color trend lower than that of white students. It should be noted that this table shows *credits towards progress* in completing a degree rather than credits towards graduation. In this way, the table does not reflect whether or not students are

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taking developmental classes, which do not assist them in moving closer to graduation. Students taking developmental courses would have to take additional credits each semester in order to graduate in four years. Without taking additional credits, they will be further behind their peers who do not take such courses.

The percentage of students of color taking more credits in their first year is trending upward in recent years for most student groups with the exception of Southeast Asian students. The significant rise in underrepresented students of color who take 30 credits by the end of their first year has also led to a significant decrease in the equity gap. In 2010, the equity gap between white students and both African American and Southeast Asian students was 27%, with 33% of white students achieving 30 or more credits and only 6% of African Americans and Southeast Asians achieving it. For Latino and Hispanic students, the equity gap with white students was 18%.

By 2015, the equity gap has narrowed considerably compared to 2010 for most underrepresented student groups, reflecting a significant increase in their taking 30 credits in the first academic year. Over the time period from 2010 to 2015, the percentage of white students taking 30 credits fluctuated but ultimately increased to 47%, a 14 point increase in 2015. As the percentage of African American students taking 30 credits or more in their first year rose to 33%, the equity gap dropped to 14%, a 13 point drop over five years. The percentage of Latino and Hispanic students who took 30 credits or more in their first year also rose to 40% with a parallel drop in the equity gap to 7%, representing an 11-point drop.

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Table 15. Credits Toward Degree

| African American | N | % 30 credits toward progress after 1st yr | % 60 credits toward progress after 2nd yr | % 90 credits toward progress after 3 yrs | % 120 credits toward progress after 4 yrs |
|-------------------------|----------|--------------------------------------------------|--------------------------------------------------|-------------------------------------------------|--------------------------------------------------|
| F10 | 67 | 6% | 6% | 4% | 6% |
| F11 | 75 | 11% | 11% | 5% | 7% |
| F12 | 86 | 12% | 6% | 5% | 6% |
| F13 | 56 | 20% | 11% | 5% | 9% |
| F14 | 78 | 17% | 9% | 6% | |
| F15 | 76 | 33% | 20% | | |
| F16 | 81 | 32% | | | |

| SE Asian | N | % 30 credits toward progress after 1st yr | % 60 credits toward progress after 2nd yr | % 90 credits toward progress after 3 yrs | % 120 credits toward progress after 4 yrs |
|-----------------|----------|--------------------------------------------------|--------------------------------------------------|-------------------------------------------------|--------------------------------------------------|
| F10 | 52 | 6% | 4% | 4% | 4% |
| F11 | 65 | 6% | 8% | 6% | 6% |
| F12 | 57 | 18% | 9% | 7% | 7% |
| F13 | 41 | 22% | 7% | 2% | 7% |
| F14 | 56 | 20% | 2% | 2% | |
| F15 | 40 | 18% | 10% | | |
| F16 | 49 | 31% | | | |

| Hispanic | N | % 30 credits toward progress after 1st yr | % 60 credits toward progress after 2nd yr | % 90 credits toward progress after 3 yrs | % 120 credits toward progress after 4 yrs |
|-----------------|----------|--------------------------------------------------|--------------------------------------------------|-------------------------------------------------|--------------------------------------------------|
| F10 | 53 | 15% | 9% | 8% | 8% |
| F11 | 52 | 6% | 4% | 4% | 4% |
| F12 | 68 | 24% | 4% | 9% | 6% |
| F13 | 63 | 38% | 22% | 17% | 13% |
| F14 | 48 | 21% | 25% | 15% | |
| F15 | 78 | 40% | 31% | | |
| F16 | 88 | 44% | | | |

| White | n | % 30 credits toward progress after 1st yr | % 60 credits toward progress after 2nd yr | % 90 credits toward progress after 3 yrs | % 120 credits toward progress after 4 yrs |
|--------------|----------|--------------------------------------------------|--------------------------------------------------|-------------------------------------------------|--------------------------------------------------|
| F10 | 1,649 | 33% | 25% | 21% | 18% |
| F11 | 1,618 | 21% | 21% | 18% | 18% |
| F12 | 1,567 | 33% | 23% | 21% | 18% |
| F13 | 1,540 | 40% | 31% | 27% | 22% |
| F14 | 1,463 | 39% | 31% | 24% | |
| F15 | 1,323 | 47% | 34% | | |
| F16 | 1,223 | 48% | | | |

Note: Disaggregated credit towards degree analysis for African American, SE Asian, Hispanic/Latino, and White students. The data shows that many students are not taking the number of credits early enough to graduate on time, though the trend does appear to be increasing for all students since the Fall of 2010.

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For Southeast Asian students, the equity gap increased slightly. While the percentage of students achieving 30 credits or more grew 12 percentage points to 18%, it did not keep pace with the growth for white students which increased by 14 percentage points. Thus, the already large equity gap of 27% for Southeast Asian students also grew slightly to 29%.

Even as the percentage rate of underrepresented students taking 30 credits in their first year grew, the percentage of underrepresented students who remain on track in their 2nd, 3rd, and 4th years is very low. Percentages of students of color taking an appropriate credit load to finish their degree in a timely manner has improved only for first-year students and not for students in their 2nd, 3rd and 4th year. More analysis needs to be done to understand the reason for these differences.

Overall, the current data suggests that, since the implementation of the USP, the number of underrepresented students of color reaching the appropriate number of credits has increased and, thus, we may continue to see that increase in the years to come. Additionally, as the University works to streamline degree requirements and reduce credits to graduation, these numbers could improve.

Recommendations

- Charge a team made up of constituents from units across the campus to study in-depth the persistence rate of each underrepresented student group, including graduation rates and year-to-year persistence, and to make recommendations for ways to improve their retention and graduation rates;
- Create and enhance mentoring programs and initiatives across the University that provide students with the cultural capital necessary to negotiate the intricacies of college life such as understanding of the number of credits necessary to take per semester in order to graduate in a timely way, the importance of advising to their enrollment in the appropriate courses and the demands of particular majors and requirements for succeeding in applying to specific colleges;
- Provide sessions specifically for underrepresented students of color that introduce the expectations of specific colleges, majors, degrees and programs;

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- Connect students planning to major in education, business or nursing to the appropriate professional colleges early in their academic career;
- Collaborate across offices, departments and programs to increase success for those students who have been identified by the UARC as having faced significant academic challenges in high school and placed in the Academic Achievement Program;
- Create more consistency across degree requirements such that students changing their major does not impede their progress to degree;
- Promote consistency across colleges such that leaving one college does not require unnecessary coursework to complete the degree;
- Raise money for small grants that would close the financial gap for underrepresented students with particular emphasis on the first year;
- Provide faculty mentors from departments or programs for those students who have declared a major and are still being advised through UARC;
- Encourage more pre-professional college advising;
- Charge a team to study the USP to understand its impact on retention; and
- Incentivize the hiring and retention of faculty of color through an administrative leadership plan.

EXCELLENCE

One of the primary goals of the Equity Scorecard is to evaluate the ways in which underrepresented students of color are succeeding at the University and to recommend strategies for improving their academic success in areas in which they face challenges and inequities. One way to determine students' success at the University is to measure their access to and success in programs and initiatives that provide high impact practices (HIPs) to students at the University. HIPs provide students with unique experiences designed to improve their overall experience at the University and to increase their knowledge, skills and abilities in particular areas that will prepare them for future career paths.

Yet, studies consistently confirm that, nationwide, underrepresented students of color are far less likely to be recruited into such programs. Thus, one measure of success in the Equity Scorecard process is the University's ability to engage underrepresented students in high impact practices likely to increase their academic performance, success and engagement at the University.

For the purposes of this study, there are three programs that the Equity Scorecard team investigated in terms of underrepresented students' involvement with high impact practices: Study Abroad, the Honors College and the University Studies Program. These programs provide exceptional opportunities for undergraduates at the University and, thus, measuring underrepresented students' access to and success in these programs provides a snapshot of their experience at the University. Equity in the Study Abroad and Honors College is measured by determining if the percentage of underrepresented students' participation within these programs is commensurate with the percentage of underrepresented students of color enrolled on campus generally.

The report also analyzes the Grade Point Average of underrepresented students of color compared with white students. Students' GPA provides insight into students' academic experience at the University and is a marker of their likelihood of persisting at the University.

Honors College

The Honors College provides a number of high impact practices to their students which includes opportunities to work with faculty on a research project, to travel abroad and to reside in a living learning community. In turn, Honors College students are able to register early for classes and

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learn in classes of smaller sizes. The GPA requirement for participation in the Honors College for current students is 3.2. Those students who maintain between a 3.2 and 3.49 GPA are named Honors College Associates, while those who earn above a 3.5 are named Honor College Graduates.

At this time, the data available on underrepresented students in the Honors Program is minimal with only one year of data. This limited data makes the underrepresented students numbers so low that it is difficult to draw conclusions. However, there is some promise in the program that the Equity Scorecard team wanted to highlight. We also wanted to make recommendations for the future.

The GPAs in the Honors College show promise, with underrepresented students of color as a group averaging approximately a 3.62 GPA, only .01 points lower than the average GPA of white students at 3.63. In turn, both American Indian students and Southeast Asian students achieved an average GPA above that of white students.

Both African American students and Hispanic and Latino students as a group had a lower GPA average than white students. African American students' average GPA was 3.59 and Latino and Hispanic students was 3.53 which was below white students' average GPA of 3.63 by .04 and .1 respectively. Each of these differences is slight and show that each underrepresented student group is performing near equity relative to white students.

At this time, however, the percentage of Southeast Asian and African American students in the Honors Program is a cause for concern. The Equity Scorecard Team recommends doing active recruiting of Southeast Asian students and African American students in particular into the program. With only two Southeast Asian students participating in the Spring 2017 and one in the Fall 2017, more focus on achieving equity with this particular group is warranted. Typically, Southeast Asian students make up close to 3% of the student body. Therefore, the numbers of Southeast Asian students are well below this average. With intentional recruitment from this student group, many of whom are majoring in areas such as Nursing and Business which demand high GPAs, the equity gap could easily be narrowed if not closed. African American students are also below equity as the percentage of African American students participating in the Honors College is below 2%, while the recent trend in enrollment shows African American students approaching 3% of the college population.

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Table 16. Honors College Students by Race or Ethnicity

Spring 2017

| Race or Ethnicity | N | % of TOT | Average GPA |
|----------------------------|------------|-------------|--------------|
| African American | 8 | 1.50% | 3.588 |
| American Indian | 6 | 1.10% | 3.801 |
| Hispanic | 13 | 2.50% | 3.533 |
| SE Asian | 2 | 0.30% | 3.699 |
| Total UR SOC | 29 | 5.4% | 3.615 |
| International | 2 | 0.30% | 3.668 |
| Pacific Islander | 6 | 1.10% | 3.547 |
| Other Asian | 10 | 1.90% | 3.63 |
| White | 475 | 90.99% | 3.629 |
| Total of All Honors | 522 | 100% | 3.628 |

Note: Disaggregated Spring 2016 and Fall 2017 data reported by the Honors College

Fall 2017

| Race or Ethnicity | N | % of TOT |
|-----------------------------------|------------|-------------|
| African American | 9 | 1.70% |
| American Indian | 6 | 1.10% |
| SE Asian | 1 | .20% |
| Hispanic | 14 | 2.60% |
| Total URM | 30 | 5.6% |
| International | 2 | 0.30% |
| Pacific Islander | 4 | 0.75% |
| Asia | 7 | 1.30% |
| White | 488 | 91.9% |
| Total of Honors Population | 531 | 100% |

Note: GPA averages were unavailable for Fall because the group includes incoming first-year students without GPAs.

University Studies Program

While it is standard in Equity Scorecard reports to focus on programs with high impact practices (HIPs) that benefit small numbers of students, the Equity Scorecard team wanted to break with this trend to highlight the creation of the University Studies Program (USP) as a program intentionally developed to address inequities among students and deliver high impact practices to all students early in their academic career. Increasing equity for underrepresented students was one priority of administrative leaders in creating the USP. Inclusive Excellence principles were at the forefront in developing it and training in Inclusive Excellence was integrated into the workshops for all instructors teaching in the program.

As mentioned in the introduction to this report, there were a number of initiatives and new positions developed in recent years that focused specifically on the improvement of the academic success of students of color. Therefore, it is important to acknowledge that it is impossible to pinpoint exactly what effect each individual program had on student retention, GPA and graduation or to map the ways in which the different programs together combined to enhance the academic performance of underrepresented students of color.

Given this impossibility, the Equity Scorecard Team recommends looking at the data on the post-USP years as indicative of the USP's improvement of the overall academic success of students of color through its many HIPS and interacting positively with the impact of the other initiatives focused exclusively on underrepresented students of color to accelerate students' achievements. It is clear that the vision and scale of the USP transformed academic instruction on campus and this impact led to a positive shift in the academic experience of students of color. At the same time, it is equally clear that improved leadership on campus focused on Inclusive Excellence and new programs for students of color specifically have together transformed the experience of underrepresented students of color.

Altogether, the USP is structured to frontload opportunities for students to engage in high-impact practices. This strategy ensures greater equity for students who are more likely to leave the University after the first academic year, particularly first-generation college students, students from a low-socioeconomic background and students of color. Indeed, students experience several high-impact practices in their first semester alone. These include learning communities built around paired courses and focused on a shared big question; a First Year Experience course, which

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is also one of the paired courses, that introduces students to campus resources and supports; and peer mentor support in each course.

Since engagement with diversity and global learning is another HIP, the USP has a requirement that the course focused on the question “How do people understand and bridge cultural differences?” must satisfy one of two requirements: a course in Ethnic Studies or Global Citizenship. Finally, the third course in the Quest sequence that most students take foregrounds not only a Signature Question but features a community engagement experience.

The introduction of high impact practices and the implementation of a first-year experience course into the curriculum at the beginning of students' academic career can assist in retaining students, especially underserved students who might not have access to information about or knowledge of college-level expectations prior to arrival on campus. We have highlighted the impact of the USP on underrepresented students' retention rates, percentage of students below a 2.0 GPA, progress toward degree and persistence from the first academic year to the second in the section on retention. Therefore, in this section, we will focus on both the overall GPA in the first and third academic semester as well as the DFW rates related to underrepresented students of color.

Overall, the GPA for underrepresented students of color improved in their first semester with the implementation of the USP. In 2013, Latino and Hispanic students' average GPA, which was already on the rise, improved by .23 points. African American students had more modest gains with a .13 increase in average GPA. Southeast Asian students benefitted by a .12 point increase, while American Indian students increased by .38. In 2014 and 2015, African Americans students' average GPA continued to show steady improvement with gains each year. American Indian students' average GPA rose slightly in 2014 but fell in 2015 to 2.47 from 2.64. Still, the 2015 average GPA for American Indian students was well above the Fall 2012 pre-USP average. Southeast Asian students' average GPA decreased slightly in 2014 to rebound in 2015 to reach the highest GPA in 6 years. The average GPA for Latino and Hispanic students fell sharply in 2014 but returned to a rate still above pre-USP averages in 2015.

Thus, the USP predominantly marked a rise in the average GPAs for underrepresented students of color such that, even when the GPA dropped in one year for particular student groups in post-USP years, the average GPA did remain, for most groups, above the average of the pre-USP years.

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Along with increasing the average GPA among underrepresented students in their first semester, the USP also had an impact on the DFW rates within the gateway courses. The chart below shows the difference between the three years before the USP (2010 to 2012) and the three years after the USP (2013 to 2015) was implemented for a selection of courses. All of these courses are included in the USP but not all are Quest courses specifically, courses which would provide the high impact practices discussed above. It is worth noting that the numbers below in both the pre- and post-USP years are small for students of color. Yet, even so, there are some major trends which will be discussed.

Comparing the pre-USP data on DFW rates with the post-USP data, it is clear that all students benefitted from the implementation of the USP. Moreover, the data on DFW rates show that the implementation of the USP resulted in a significant narrowing of the equity gap for all underrepresented student groups.

One overall change in many gateway courses is that the numbers of certain student groups decreased substantially from the pre- to the post-USP years. It might be tempting, then, to attribute the lower DFW rate to these shrinking numbers. Thus, it is crucial to recognize that smaller numbers of cohort groups for underrepresented students of color did not lead directly to lower DFW rates in earlier years.

Overall, the most significant finding is that the beginning years of the USP brought with it a reduction in the educational crisis for African American students in the gateway courses. In the pre-USP years, six courses all had DFW rates for African American students above 50%. However, in the post-USP years, the DFW rates in these courses dropped, often considerably, anywhere from 2% to 44%. Overall, out of the thirteen courses listed, DFW rates fell in nine out of the thirteen.

Similarly, for Latino and Hispanic students, the post-USP years addressed a number of challenges facing students. Out of eight courses in which the DFW rates were between 30% and 49% for Latino and Hispanic students, a cause for significant concern, seven courses registered drops in the DFW. The smallest decrease was 7 percentage points and the largest was 34 percentage points. In addition, for the one course in which the DFW rate rose, it did so by only 1%. Out of the thirteen courses listed, the DFW rate dropped for Latino and Hispanic students in nine of them and rose in only four. The increase in the DFW rates in the four courses were between 5% and 18%.

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Southeast Asian students' experience was similar to Latino and Hispanic students. In seven courses that were cause for significant concern, five courses saw drops in the DFW rate that ranged from 7% to 16%. For the other two courses, one course stayed the same and the other rose by 8%. Out of thirteen courses, the DFW rates rose in five between 5% and 26%.

The equity gap between underrepresented students of color and white students is best represented below (Table 17) by the number of courses in which the DFW rate is highlighted red for courses above 50%, yellow for courses above 30% and lavender if the rate rose in the post-USP years. For white students, of the thirteen courses listed, only two courses were above a 30% DFW rate. In turn, while the DFW rose for white students in three courses, all are slight increases of 1% to 3%.

Overall, the data from the post-USP years suggest that, together, the campus community worked effectively to reduce the DFW rates and, moreover, that the DFW rates can be transformed through instructors' collaborative efforts within a program.

Yet, it is also important to note that, while the equity gap narrowed dramatically for most underrepresented students in a range of gateway courses, the gap still exists and is significant. For example, out of the thirteen courses listed, the DFW rate for African American students is 11% or higher for all but two of them. This result shows significant work is left to do in improving underrepresented students' academic performance in the gateway courses.

For Latino and Hispanic students, the post-USP years have narrowed the equity gap such that, in some classes, they are above equity and, in others, at or near equity. In three courses, the DFW rates for Latino and Hispanic students reveal that they surpassed the performance of white students. In three other courses, the DFW rates are at or very near equity with only 2 percentage points separating Latino and Hispanic students from their white majority peers. This finding is significant in that it suggests that programmatic practices current between 2013 and 2016 Latino and Hispanic students resulted in equitable outcomes in a number of courses for Latino and Hispanic students as a group.

For Southeast Asian students, the post-USP years also led to greater academic success for students. The DFW rates reflect that Southeast Asian students were at equitable levels for two of the gateway courses. In two courses, Southeast Asian students are near equitable levels with only 3 percentage points separating them from white students in terms of DFW rates.

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Table 17. Comparison of DFW Rates from 2010-2012 (Pre-USB) and 2013-2015 (Post-USB) by Race and Ethnicity

| Course | African American | | Hispanic/Latino | | SE Asian | | White | |
|----------------------------------------------|------------------|---------------|-----------------|---------------|---------------|--------------|-----------------|-----------------|
| | Pre | Post | Pre | Post | Pre | Post | Pre | Post |
| % (N _{DFW} /N _{Total}) | | | | | | | | |
| BIO 104 | 52% 14/27 | 32% 12/38 | 13% 4/31 | 23% 10/44 | 11% 2/19 | 29% 6/21 | 10% 76/727 | 13% 99/763 |
| GEOG 102 | 52% 67/129 | 49% 32/65 | 34% 28/83 | 25% 15/56 | 31% 44/143 | 31% 17/55 | 20% 156/793 | 23% 178/770 |
| HIST 102 | 60% 33/55 | 42% 16/38 | 34% 15/44 | 24% 7/29 | 40% 23/57 | 29% 11/38 | 28% 343/1234 | 22% 153/706 |
| HIST 201 | 28% 14/50 | 29% 10/34 | 20% 8/40 | 12% 4/34 | 7% 3/42 | 13% 3/23 | 14% 169/1170 | 10% 71/685 |
| PHIL 105 | 33% 16/48 | 26% 9/35 | 14% 4/29 | 19% 7/36 | 29% 16/56 | 4% 1/24 | 18% 199/1125 | 8% 62/814 |
| PHIL 109 | 65% 31/48 | 21% 9/42 | 42% 15/36 | 23% 10/44 | 41% 21/51 | 25% 9/36 | 27% 308/1154 | 16% 148/910 |
| POL SCI 105 | 29% 15/51 | 33% 14/42 | 27% 11/41 | 15% 5/33 | 31% 14/45 | 23% 8/35 | 15% 137/923 | 16% 132/814 |
| REL STD 102 | 29% 12/41 | 35% 15/43 | 33% 15/46 | 10% 4/39 | 21% 14/66 | 10% 5/49 | 22% 264/1186 | 13% 130/1004 |
| SOC 101 | 43% 35/81 | 20% 9/45 | 19% 8/43 | 20% 12/60 | 31% 20/65 | 24% 16/66 | 18% 261/1479 | 11% 154/1371 |
| PBIS 189 | 38% 10/26 | 46% 12/26 | 38% 11/29 | 4% 1/25 | 31% 11/35 | 23% 7/30 | 18% 124/686 | 13% 81/609 |
| MATH 100 | 58% 60/103 | 52% 81/151 | 42% 16/38 | 31% 11/35 | 13% 3/24 | 29% 6/21 | 32% 171/529 | 29% 131/455 |
| MATH 103 | 56% 89/158 | 54% 81/151 | 45% 53/117 | 38% 42/111 | 31% 30/97 | 39% 33/85 | 33% 685/2092 | 33% 665/2017 |
| MATH 104 | 32% 18/57 | 31% 20/64 | 30% 43/64 | 31% 20/64 | 22% 17/78 | 27% 17/63 | 22% 307/1404 | 20% 279/1388 |

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Note: Red = DFW rate indicates significant challenges for 50% of students or above
 Yellow = DFW rate indicates significant challenges for 30%-49% of students
 Lavender = Increase of DFW rates from pre-USP to post-USP years

Table 18. SEM GPA for Full-time First-Year Students by Race and Ethnicity

| FY | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Post-USP Fall 2014 | Post-USP Fall 2015 |
|------------------|------------------|------------------|------------------|------------------|-------------------------------|-------------------------------|
| African American | 1.88 | 1.89 | 1.99 | 2.12 | 2.28 | 2.34 |
| American Indian | 2.45 | 2.24 | 2.25 | 2.63 | 2.64 | 2.47 |
| SE Asian | 2.31 | 2.43 | 2.30 | 2.42 | 2.35 | 2.46 |
| Asian | 2.43 | 3.00 | 2.74 | 2.70 | 3.01 | 2.24 |
| Pac Islander | 2.99 | 2.32 | 2.56 | 3.06 | 2.79 | 2.61 |
| Hispanic | 2.23 | 2.13 | 2.49 | 2.72 | 2.46 | 2.51 |
| White | 2.61 | 2.67 | 2.73 | 2.86 | 2.81 | 2.73 |
| Unknown | 2.45 | 2.77 | | | 2.52 | 2.44 |
| International | 2.89 | 3.06 | 3.30 | 2.91 | 2.98 | 2.95 |
| Total | 2.57 | 2.61 | 2.67 | 2.81 | 2.76 | 2.69 |

GPAs for Students Beyond the First-Year

When looking at the breakdown of students over the course of their time at UW Oshkosh, the average grade point average increases for all students each year as they progress from their first year to their graduation year.

The increase in average GPA that the USP provided in students' first year relative to earlier cohort groups that had not experienced the USP continues for American Indian into the Fall of their 2nd year but does not continue consistently for other underrepresented student groups. To clarify, underrepresented students of color who participated in the USP continue just like earlier cohort groups to increase their GPA from their first to their second year. However, the increase that came with the USP is, at times, no longer evident by the end of the first semester of their second year.

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In comparing the average GPA of underrepresented students of color in the first semester of their second year who participated in the USP with earlier cohort groups who did not (2013 and earlier for students who are second year students in 2014 or after), the findings show that the benefit students derive from the many high impact practices of the first semester do not have an impact on most underrepresented groups' GPA by their third semester at the University. The GPAs of underrepresented students of color in their second year who experienced significant increases in their GPA in Fall of their first year relative to earlier pre-USP cohort groups typically have GPAs consistent with pre-USP cohort groups.

In the chart below, African American students who had experienced rising GPAs through the USP do not continue to enjoy that benefit by the end of the Fall of their sophomore year. African American students' average GPA in 2014 and 2015 fell below the 2013 cohort group who had not experienced the USP and were fairly consistent with the 2012 cohort group, rising above it .01 in 2014 and matching it in 2015. Southeast Asian students as well had their average GPAs dip slightly below the pre-USP level of 2013 (pre-USP for this particular cohort of sophomores) and, then, drop to its lowest average since 2010. Latino and Hispanic students likewise dropped below the pre-USP levels for every year except 2012 but rebounded to end slightly above, .01, the 2013 GPA.

The equity gap between underrepresented students of color and white students in terms of GPA averages is significant. In 2014, in their 2nd year, the gap between white students and African American students as well as Southeast Asian was .54 and .28 respectively. In 2015, for African American students, the gap decreased to .48. For Southeast Asian students, the gap continued to increase to .42 respectively. The equity gap for GPAs for both student groups increased in 2014 and 2015 compared to the 2013 gap of .46 and .13.

For Latino and Hispanic students in their second year, the equity gap was .16 in 2013. This gap increased in 2014 to .33 and decreased to below the 2013 level to .12 in 2015.

Overall, the equity gap increased for most student groups in post-USP years when compared to the post-USP year of 2013. On the whole, it will be important to track whether the dramatic gains in the average GPA during the first semester at the University among most underrepresented student groups are sustained in later years.

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Table 19. Average GPA of Students by Race and Ethnicity from Fall 2010 - Fall 2015

| SOPH | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Post-USP Fall 2014 | Post-USP Fall 2015 |
|------------------|------------------|------------------|------------------|------------------|-------------------------------|-------------------------------|
| African American | 2.06 | 2.28 | 2.45 | 2.50 | 2.46 | 2.45 |
| American Indian | 2.45 | 2.48 | 2.81 | 2.55 | 2.79 | 2.87 |
| SE Asian | 2.50 | 2.57 | 2.64 | 2.78 | 2.72 | 2.51 |
| Asian | 3.11 | 2.70 | 2.90 | 3.06 | 2.94 | 2.99 |
| Pac Islander | 1.58 | 2.27 | 3.34 | 2.69 | 3.40 | 2.61 |
| Hispanic | 2.67 | 2.72 | 2.50 | 2.80 | 2.67 | 2.81 |
| White | 2.94 | 2.89 | 2.94 | 2.96 | 3.00 | 2.93 |
| Unknown | 3.11 | 2.42 | | 2.31 | | |
| International | 2.80 | 2.79 | 2.81 | 3.28 | 3.08 | 3.16 |
| Total | 2.90 | 2.85 | 2.90 | 2.93 | 2.96 | 2.90 |

| JR | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Post-USP Fall 2014 | Post-USP Fall 2015 |
|------------------|------------------|------------------|------------------|------------------|-------------------------------|-------------------------------|
| African American | 2.62 | 2.41 | 2.72 | 2.71 | 2.58 | 2.65 |
| American Indian | 3.11 | 2.63 | 2.57 | 2.77 | 2.78 | 2.88 |
| SE Asian | 2.90 | 2.75 | 2.66 | 2.89 | 2.80 | 2.75 |
| Asian | 2.77 | 3.10 | 3.15 | 3.20 | 3.23 | 2.89 |
| Pac Islander | 2.46 | 2.82 | 2.99 | 3.15 | 2.52 | 3.60 |
| Hispanic | 2.78 | 2.78 | 2.80 | 2.96 | 2.75 | 2.99 |
| White | 3.09 | 3.05 | 3.05 | 3.05 | 3.09 | 3.12 |
| Unknown | 3.19 | 2.84 | 3.62 | | | 3.08 |
| International | 3.10 | 2.89 | 3.02 | 2.88 | 3.07 | 2.68 |
| Total | 3.07 | 3.01 | 3.02 | 3.03 | 3.05 | 3.09 |

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| SR | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Post-USP Fall 2014 | Post-USP Fall 2015 |
|------------------|-------------|-------------|-------------|-------------|-----------------------|-----------------------|
| African American | 2.74 | 2.78 | 2.85 | 2.99 | 3.08 | 3.08 |
| American Indian | 2.73 | 3.10 | 3.20 | 3.14 | 3.15 | 2.93 |
| SE Asian | 3.01 | 3.06 | 3.08 | 3.02 | 3.14 | 3.02 |
| Asian | 3.15 | 2.89 | 3.23 | 3.17 | 3.25 | 3.27 |
| Pac Islander | | 2.82 | 2.38 | 2.82 | 3.46 | 3.53 |
| Hispanic | 3.08 | 3.14 | 3.06 | 3.20 | 3.20 | 3.06 |
| White | 3.28 | 3.28 | 3.28 | 3.27 | 3.26 | 3.30 |
| Unknown | 3.48 | 3.18 | 3.37 | 3.38 | 3.58 | |
| International | 3.13 | 3.31 | 3.24 | 3.15 | 2.91 | 3.11 |
| Total | 3.26 | 3.26 | 3.26 | 3.25 | 3.25 | 3.27 |

Study Abroad

Study Abroad is an important high impact practice which holds the promise of increasing the retention and academic success of students who participate. Thus, achieving equity in this HIP has the potential to have a dramatic impact on closing the achievement gap for underrepresented students of color. From 2009 until 2015, the enrollment of students of color in Study Abroad opportunities fluctuated from one year to the next. From 2009 to 2014, there was a slight rise every other year in the participation of students of color in Study Abroad. While 2013, saw a 3% increase from the previous two years, 2014 brought a sharp drop of 4%. However, the percentage of students of color participating rebounded again in 2015, although not to the previous high of 10%.

As a group, Asian students benefit most from study abroad, averaging 5% of all students on study abroad trips. This average is slightly above the average percentage of Asian students enrolled at the University. Therefore, Asian students are at equity in the Study Abroad program.

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For both African American and Latino and Hispanic students, there is an equity gap. Yet, it is important to emphasize that, given the low enrollments of these two groups, setting specific goals for recruitment of each underrepresented student group coupled with successful recruitment of just a few students from each of these groups would make considerable progress toward closing the equity gap. Of particular concern is African American students, since this group achieved over 1% participation in Study Abroad in only two of the eight years for which there is data.

Table 20. Statistics for Study Abroad

A) % of Participation in Study Abroad

| Student Group | 2009 | | 2010 | | 2011 | | 2012 | | 2013 | | 2014 | | 2015 | |
|------------------------|------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|--------------|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| African American | 3 | 0.89% | 3 | 0.88% | 1 | 0.25% | 5 | 1.37% | 10 | 2.26% | 3 | 0.70% | 4 | 0.95% |
| American Indian | 2 | 0.59% | 1 | 0.29% | 1 | 0.25% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 2 | 0.48% |
| Asian Pacific Islander | 11 | 3.26% | 10 | 2.94% | 21 | 5.34% | 13 | 3.56% | 25 | 5.66% | 13 | 3.04% | 27 | 6.44% |
| Hispanic | 7 | 2.08% | 6 | 1.76% | 4 | 1.02% | 8 | 2.19% | 5 | 1.13% | 9 | 2.11% | 4 | 0.95% |
| 2 or More Races | | 0.00% | 2 | 0.59% | 3 | 0.76% | 1 | 0.27% | 4 | 0.90% | 3 | 0.70% | 1 | 0.24% |
| TOTAL UR SOC | 23 | 6.82% | 22 | 6.47% | 30 | 7.63% | 27 | 7.40% | 44 | 9.95% | 28 | 6.56% | 38 | 9.07% |
| White | 301 | 89.32% | 299 | 87.94% | 340 | 86.51% | 326 | 89.32% | 377 | 85.29% | 383 | 89.70% | 364 | 86.87% |
| Unknown | 13 | 3.86% | 19 | 5.59% | 23 | 5.85% | 12 | 3.29% | 21 | 4.75% | 16 | 3.75% | 17 | 4.06% |
| TOTAL Students | 337 | 100% | 340 | 100% | 393 | 100% | 365 | 100% | 442 | 100% | 427 | 100% | 419 | 100% |

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B) Representation by Race and Ethnicity in Study Abroad of Student Population

| Race/Ethnicity | | 2011 | 2012 | 2013 | 2014 | 2015 |
|------------------|----------------|------|-------|-------|-------|-------|
| African American | N | 221 | 234 | 213 | 230 | 231 |
| | % study abroad | 0.5% | 2.1% | 4.7% | 1.3% | 1.7% |
| American Indian | N | 86 | 75 | 95 | 75 | 71 |
| | % study abroad | 1.2% | 0.0% | 0.0% | 0.0% | 2.8% |
| Asian | N | 329 | 346 | 336 | 323 | 311 |
| | % study abroad | 6.4% | 3.8% | 7.4% | 4.0% | 8.7% |
| Hispanic | N | 255 | 299 | 317 | 320 | 356 |
| | % study abroad | 1.6% | 2.7% | 1.6% | 2.8% | 1.1% |
| 2 or more races | N | 135 | 151 | 191 | 204 | 216 |
| | % study abroad | 2.2% | 0.7% | 2.1% | 1.5% | 0.5% |
| Total UR SOC | N | 1026 | 1105 | 1152 | 1152 | 1185 |
| | % study abroad | 2.9% | 2.4% | 3.8% | 2.4% | 3.2% |
| | % of UG pop | 9.5% | 10.2% | 10.8% | 11.1% | 11.8% |

Recommendations

- Develop collaboration between experts on equity and key committees in departments, programs and Colleges to identify and address challenges related to increasing the academic success of underrepresented students of color;
- Examine pertinent disaggregated data within programs, departments and offices and set clear and measurable goals for achieving inclusion and equity for underrepresented students of color;
- Develop models from within departments and programs that have achieved GPAs, retention, graduation and DFW rates that are at or near equity and share those with other departments and programs;
- Grow leaders from within departments, programs, offices and Colleges that are responsible on an on-going basis for analyzing disaggregated data and using this analysis to establish measurable goals and assessing progress toward these goals.

INSTITUTIONAL RECEPTIVITY

Institutional receptivity refers to the campus's readiness to welcome underrepresented students of color into a community prepared and dedicated to supporting their success from enrollment to graduation and beyond. Likewise, it refers to a campus culture able to attract, hire, promote and retain professional and instructional academic staff as well as faculty who are people of color.

In the Equity Scorecard process, one aspect of a campus' preparedness to implement equitable and inclusive practices is its success in building a culture that values and reflects the identities of underrepresented students such that the students have positive attitudes about the campus climate. One way to measure this preparedness is to evaluate the campus' ability to hire and sustain faculty of color as well as professional and academic staff of color.

Thus, if the campus has not put at the forefront of its values the hiring of positions across the campus that reflect the diversity of the student body, then, the institutional receptivity is low and considerable work needs to be done. In contrast, if the campus has succeeded in creating a campus community that is as varied as its student population, the campus has prepared itself not simply to welcome students but to assist them in achieving success.

It cannot be stressed enough that underrepresented students of color need to see instructors, mental health practitioners, administrative leaders and more that share their ethnic identity. This change will increase students' confidence, connect them more to the campus community and, ultimately, increase their success on campus.

All Employees

Overall, the percentage of employees of color on campus has been small from 2008 to 2015. Indeed, from 2012 through 2015, UW Oshkosh employed a lesser number of employees of color than in 2008. In years 2012, 2014 and 2015, less than 7% of employees were people of color. In contrast, for white employees, their numbers were above those for 2008 for the majority of years except for 2015. And, the strength of the numbers of white employees was indicated as they consistently stayed between 93% and 94% of the employee population.

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Comparing UW Oshkosh to comprehensive institutions across the UW System assists in setting goals for the employment of people of color on campus. At our peer institutions, the number of employees of color increased fairly steadily from 2008 to 2015 with a few small setbacks. In turn, the percentage of employees of color did increase gradually every year over this same time period. These sister Universities both started 2008 slightly ahead of UW Oshkosh in their ability to employ people of color by .5 percentage points and increased the percentage of employees they hired by 2015 from 7.8% to 9.5%. By 2015, most of our peer institutions were approaching 10% of their employees being people of color. In contrast, UW Oshkosh was at only 7% of its employees being people of color, which reflected a slight loss from 2008.

Table 21. UW Oshkosh Workforce Diversity 2008-2015

| Group | 2008 % | 2009 % | 2010 % | 2012 % | 2013 % | 2014 % | 2015 % |
|------------------|----------------|--------------|----------------|----------------|--------------|----------------|----------------|
| AA | 26 1.7% | 23 1.5% | 24 1.5% | 22 1.4% | 22 1.4% | 19 1.2% | 20 1.3% |
| AI | 13 0.8% | 13 0.8% | 11 0.7% | 10 0.7% | 12 0.8% | 7 0.5% | 9 0.6% |
| Asian | 49 3.2% | 50 3.2% | 54 3.4% | 49 3.2% | 51 3.3% | 46 3% | 44 2.9% |
| Lat/His | 25 1.6% | 24 1.5% | 27 1.7% | 23 1.5% | 21 1.4% | 23 1.5% | 20 1.3% |
| 2 or more | | | | | 2 0.1% | 4 0.3% | 8 0.5% |
| Total URM | 113 7.3% | 110 7% | 116 7.3% | 104 6.7% | 108 7% | 99 6.3% | 101 6.7% |
| White & Unknown | 1,427 92.7% | 1,456 93% | 1,479 92.7% | 1,432 93.3% | 1,430 93% | 1,452 93.7% | 1,400 93.3% |
| Total | 1,540 | 1,566 | 1,595 | 1,536 | 1,538 | 1,551 | 1,501 |

Source for Tables 21-28: UW System reports on *Faculty and Staff* on the *Accountability Dashboard* for years 2008-2015. Retrieved from <https://www.wisconsin.edu/accountability/faculty-and-staff/>. For all tables in this section, data for 2011 was unavailable due to UW System's conversion to a new system that resulted in a loss of data.

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Table 22. UW System Workforce Diversity 2008-2015

| Group | 2008 % | 2009 % | 2010 % | 2012 % | 2013 % | 2014 % | 2015 % |
|--------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| AA | 192 2.1% | 194 2.1% | 188 2.0% | 207 2.1% | 204 2.0% | 198 2.0% | 189 2.0% |
| AI | 75 0.8% | 72 0.8% | 83 0.9% | 75 0.8% | 76 0.8% | 71 0.7% | 61 0.6% |
| Asian | 302 3.3% | 291 3.2% | 322 3.4% | 382 3.9% | 396 3.9% | 423 4.2% | 418 4.4% |
| Lat/His | 155 1.7% | 166 1.8% | 185 1.9% | 178 1.8% | 174 1.7% | 185 1.8% | 186 1.9% |
| 2 or more | | | 6 0.1% | 14 0.1% | 32 0.3% | 45 0.4% | 57 0.6% |
| Total URM | 724 7.8% | 723 7.8% | 784 8.2% | 856 8.7% | 882 8.7% | 922 9.1% | 911 9.5% |
| White & Unknown | 8,552 92.2% | 8,515 92.2% | 8,727 91.8% | 8,889 91.3% | 9,156 91.3% | 9,208 90.9% | 8,667 90.5% |
| Total | 9,277 | 9,238 | 9,511 | 9,745 | 10,038 | 10,130 | 9,578 |

Thus, UW Oshkosh should set goals consistent with its peer institutions within UW System and work toward 10% of its employees being people of color over the next five years.

Often, when discussions of increasing our workforce diversity arise, one popular argument advanced is that the lack of ethnic cultures in the area inhibit our ability to hire. Yet, according to the U.S. Census Bureau, the population of Oshkosh alone has changed very little from 2010 to 2016 and, even in 2010, the population of Oshkosh was 90.5% white and 9.5% people of color (United States Census Bureau, 2010). Black and African Americans made up 3.1% of the population, Latinos and Hispanics 2.7% (some of which reported their ethnicity as white), Asians 3.2%, American Indian and Alaska Native .8% (United States Census Bureau, 2010). Thus, by setting a goal of 10% of our workforce being people of color, UW Oshkosh will reflect the larger community within which it is situated.

Administrators and Academic Leaders

Overall, UW Oshkosh is achieving equity or close to equity for employing academic leaders and administrators who are people of color for most ethnic groups. From 2008 to 2015, the total average percentages of academic leaders and administrators across all four major ethnic groups was close to or exceeded the average percentages of peer institutions across UW System. For both African American and Latino and Hispanic leaders, UW Oshkosh's average percentage of employees for the 8-year span was slightly higher than the UW System average of comparable UW System peer institutions. Indeed, our average percentage of Latino and Hispanic leaders was almost double the average across UW System. In turn, UW Oshkosh's overall employment of administrators and academic leaders who were people of color exceeded the UW System average by .9%.

However, while averages across all eight years from 2008 to 2015 are consistent with UW System averages, a drop in African American as well as Latino and Hispanic leaders has happened since 2012. To continue our trend of being consistent with the average for the UW System, we need to increase our numbers of African American and Latino and Hispanic leadership to their 2012 and 2013 numbers.

In turn, UW Oshkosh needs to make a concerted effort to attract, recruit and employ Asian and Asian Americans in positions of academic and administrative leadership across campus. Currently, our number of Asian leaders on campus in such positions is 0 and it has been at 0 for 8 years.

From 2011-2015, the average percentage of Asian students on campus was 4.3%. Across UW System, an average of 1.4% of Asians were employed as academic or administrative leaders. Thus, UW Oshkosh needs to increase its Asian leaders in order to stay competitive with its peer institutions as well as provide a vibrant and supportive climate that includes models for leadership for Asian students. In order to achieve this goal, mentoring and professional development opportunities should be provided to Asian employees specifically who show leadership potential.

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Table 23. UW Oshkosh Percent of Academic and Administrative Leaders by Race and Ethnicity 2008-2016

| Group | 2008 % | 2009 % | 2010 % | 2012 % | 2013 % | 2014 % | 2015 % |
|--------------|----------|----------|----------|----------|----------|----------|----------|
| AA | 3 3.8% | 4 5.2% | 4 5.2% | 4 5.3% | 3 4.2% | 2 2.9% | 2 2.6% |
| AI | 1 1.3% | 1 1.3% | 0 0% | 0 0% | 0 0% | 0 0% | 0 0% |
| Asian | 0 0% | 0 0% | 0 0% | 0 0% | 0 0% | 0 0% | 0 0% |
| Lat/His | 2 2.5% | 2 2.6% | 3 3.9% | 3 3.9% | 2 2.8% | 2 2.9% | 2 2.6% |
| White | 73 92.4% | 70 90.9% | 67 87.0% | 69 90.8% | 67 93.1% | 65 92.9% | 71 92.2% |
| TOTAL | 79 | 77 | 77 | 76 | 72 | 70 | 77 |

Table 24. UW System Percent of Academic and Administrative Leaders by Race and Ethnicity from 2008-2015

| Group | UW Oshkosh N % | UW System N % | Gap |
|------------------|-------------------|------------------|-------|
| AA | 22 4.2% | 142 3.8% | .3% |
| AI | 2 0.4% | 26 0.7% | -0.3% |
| Asian | 0 0% | 52 1.4% | -1.4% |
| Lat/His | 16 3% | 66 1.8% | 1.2% |
| 2 or more | 0 | 5 0.1% | -0.1% |
| Total URM | 40 7.6% | 251 6.8% | 0.9% |
| White | 482 91.3% | 3,406 92.3% | |
| Total | 528 | 3,692 | |

Faculty

While UW Oshkosh is succeeding overall in achieving equity in our recruiting, hiring and retaining academic leaders and administrators who are people of color, we are falling behind UW System peer comprehensive institutions in our recruiting, hiring and retaining of faculty of color.

The tables below capture the disaggregated data provided to UW System regarding our numbers of faculty of color from 2008-2015 as well as the numbers from our UW System peer institutions, which excludes UW Madison, UW Milwaukee and the UW Colleges.

In comparing UW Oshkosh's level of equitable hiring of faculty of color to comprehensive Universities within the UW System, UW Oshkosh did not grow its percentage of faculty of color at the average rate of peer institutions within the UW System. In fact, for UW Oshkosh, 2008 was the peak of hiring and retaining faculty of color with all groups except for Asian faculty which had a higher level of equity in this year than any other year from 2008 to 2015. In turn, for all groups except for Latinos and Hispanics, 2015, in the case of Asian American faculty, had the lowest percentage of faculty of color on campus or, in the case of American Indian and African American faculty, matched earlier years with the lowest percentage of faculty of color on campus. Thus, from 2008 to 2015, the percentage of faculty of color being employed on campus fell from 11% to 9%, a total of 2%.

In contrast to UW Oshkosh, peer institutions within the UW System experienced steady growth for faculty of color as a group, except for a slight dip in 2009. From 2008 to 2015, the percentage of faculty of color at UW System peer institutions grew from 13% to 17%, an increase of 4 percentage points. The total gap between UW Oshkosh and the average of comprehensive peer institutions in the UW System, then, is 6%. It is important to recognize that this average though across the seven years has widened in the last two years. In 2015, there was an equity gap of 8 percentage points. UW System sister institutions had almost double the average percentage of faculty of color employed as UW Oshkosh.

Therefore, we recommend setting a goal of increasing faculty of color by 10% over the next five years and, in the long term, increasing it to reflect the percentage of students of color on campus which is greater than 10%.

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Table 25. UW Oshkosh Percent of Faculty by Race and Ethnicity 2008-2016

| Faculty Race/Ethnicity | 2008 % | 2009 % | 2010 % | 2012 % | 2013 % | 2014 % | 2015 % |
|------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| AA | 6 1.9% | 5 1.5% | 5 1.5% | 6 1.8% | 6 1.8% | 5 1.5% | 5 1.5% |
| AI | 3 1% | 3 0.9% | 3 0.9% | 2 0.6% | 2 0.6% | 1 0.3% | 1 0.3% |
| Asian | 20 6.4% | 20 6% | 22 6.5% | 22 6.7% | 23 7.1% | 20 6.1% | 18 5.6% |
| Lat/His | 5 1.6% | 3 .9% | 4 1.2% | 4 1.2% | 3 .9% | 4 1.2% | 4 1.2% |
| Total URM | 34 10.8% | 31 9.4% | 34 10.0% | 34 10.4% | 34 10.4% | 30 9.1% | 28 8.6% |
| White | 271 86.3% | 284 85.8% | 286 83.9% | 285 87.2% | 280 86.2% | 280 85.4% | 281 86.7% |
| Unknown | 3 1.0% | 4 1.2% | 11 3.2% | | 4 1.2% | 11 3.4% | 11 3.4% |
| Total | 314 | 331 | 341 | 327 | 325 | 328 | 324 |

Table 26. UW System Percent of Faculty by Race and Ethnicity 2008-2016

| Faculty Race/Ethnicity | 2008 % | 2009 % | 2010 % | 2012 % | 2013 % | 2014 % | 2015 % |
|------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| AA | 51 2.1% | 54 2.2% | 60 2.4% | 69 2.7% | 67 2.6% | 62 2.4% | 61 2.4% |
| AI | 21 0.9% | 22 0.8% | 20 0.8% | 22 0.9% | 22 0.9% | 20 0.8% | 17 0.7% |
| Asian | 191 8.0% | 181 7.4% | 196 7.9% | 214 8.5% | 221 8.6% | 250 9.7% | 256 10.2% |
| Lat/His | 52 2.2% | 57 2.3% | 64 2.6% | 66 2.6% | 66 2.6% | 67 2.6% | 69 2.8% |
| 2 or more | | | | | 9 0.3% | 13 0.5% | 17 0.7% |
| Total URM | 315 13.2% | 314 12.8% | 340 13.7% | 371 14.8% | 385 14.9% | 412 16% | 420 16.8% |
| White | 1,981 83.1% | 2,007 82.1% | 2,029 81.6% | 2,032 80.9% | 2,065 80.1% | 2,571 79.6% | 1,977 78.9% |
| Unknown | 30 1.3% | 38 1.6% | 31 1.2% | 17 % | 20 % | 32 1.2% | 27 1.1% |
| Total | 2,384 | 2,445 | 2,485 | 2,512 | 2,578 | 2,571 | 2,505 |

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Table 27. UW System Percent of Faculty by Race and Ethnicity from 2008-2015

| Group | UW Oshkosh | | UW System | | Difference |
|------------------|------------|---------|-----------|---------|------------|
| | N | Percent | N | Percent | |
| AA | 38 | 1.7% | 438 | 2.2% | -0.6% |
| AI | 15 | 0.7% | 158 | 0.8% | -0.1% |
| Asian | 145 | 6.3% | 1654 | 8.4% | -2.0% |
| Lat/His | 27 | 1.2% | 468 | 2.4% | -1.2% |
| Unknown | 44 | 1.9% | 239 | 1.2% | 0.7% |
| 2 + | 0 | 0.0% | 39 | 0.2% | -0.2% |
| Total URM | 269 | 11.7% | 2757 | 13.9% | -2.2% |
| White | 1967 | 85.9% | 16105 | 81.5% | 4.4% |
| Total | 2290 | | 19770 | | |

*Comparison numbers are provided from the comprehensive institutions excluding UW Madison, Milwaukee, Colleges, and Extension.

Instructional Academic Staff

In contrast to faculty of color whose percentages of employment slipped from 2008 to 2015 overall, instructional academic staff of color grew slightly by .4%. The employment of African American, Native American and Latino and Hispanic instructors who were academic staff fluctuated only slightly over this 9-year span. The percentage of Latino and Hispanic instructors employed as academic staff members increased by 1% from 2008 to 2016. Still, overall, the percentage of instructional academic staff fell for both Asian and Latino and Hispanics groups from 2012.

For all three groups, the percentage of instructional academic staff employed does not adequately reflect the percentage of students from these groups on campus. Therefore, we recommend that, as with faculty, a goal be set to increase the employment of instructional academic staff such that instructional academic staff reflect the diversity among students on campus.

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Table 28. UW Oshkosh Percent of Instructional Academic Staff by Race and Ethnicity 2008-2016

| Instructional Staff Race/Ethnicity | 2008 % | 2009 % | 2010 % | 2012 % | 2013 % | 2014 % | 2015 % | 2016 % |
|------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| AA | 3 1% | 3 1.1% | 2 0.7% | 2 0.7% | 2 0.7% | 2 0.7% | 2 0.7% | 2 0.7% |
| AI | 3 1% | 3 1.1% | 3 1.1% | 3 1% | 4 1.3% | 2 0.7% | 2 1.1% | 4 1.3% |
| Asian | 9 3.1% | 9 3.2% | 8 2.8% | 11 3.7% | 12 4% | 9 3.1% | 10 3.6% | 8 2.6% |
| Lat/His | 2 0.7% | 3 1.1% | 5 1.8% | 4 1.3% | 6 2% | 6 2.1% | 5 1.8% | 5 1.6% |
| Total URM | 17 5.8% | 18 6.4% | 18 6.4% | 20 6.7% | 24 8.0% | 19 6.6% | 19 6.8% | 19 6.2% |
| Unknown | 13 4.4% | 9 3.2% | 32 11.3% | 0 0% | 32 10.7% | 39 13.4% | 38 13.7% | |
| White | 262 88.8% | 250 89.3% | 231 81.3% | 274 91.9% | 237 79.3% | 226 77.7% | 210 75.5% | 229 75.1% |
| Total | 295 | 280 | 284 | 298 | 299 | 291 | 278 | 305 |

Recommendations

- Increase employees of color to a total of 10% of the workforce in the next five years and, in the longer term, increase it to reflect the percentage of students of color on campus which will be greater than 10%;
- Provide direction for the campus on hiring faculty of color through the Provost's Office and four Dean's Offices developing a strategic plan for the hiring of faculty of color and implementing it as well as evaluating it;
- Develop a strategic plan and policies through administrative leadership that promote the hiring of professional and instructional staff who are people of color;
- Provide mentoring and professional development opportunities to Asian employees who show leadership potential.

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