



FINAL EQUITY SCORECARD REPORT FROM THE CENTER FOR URBAN EDUCATION

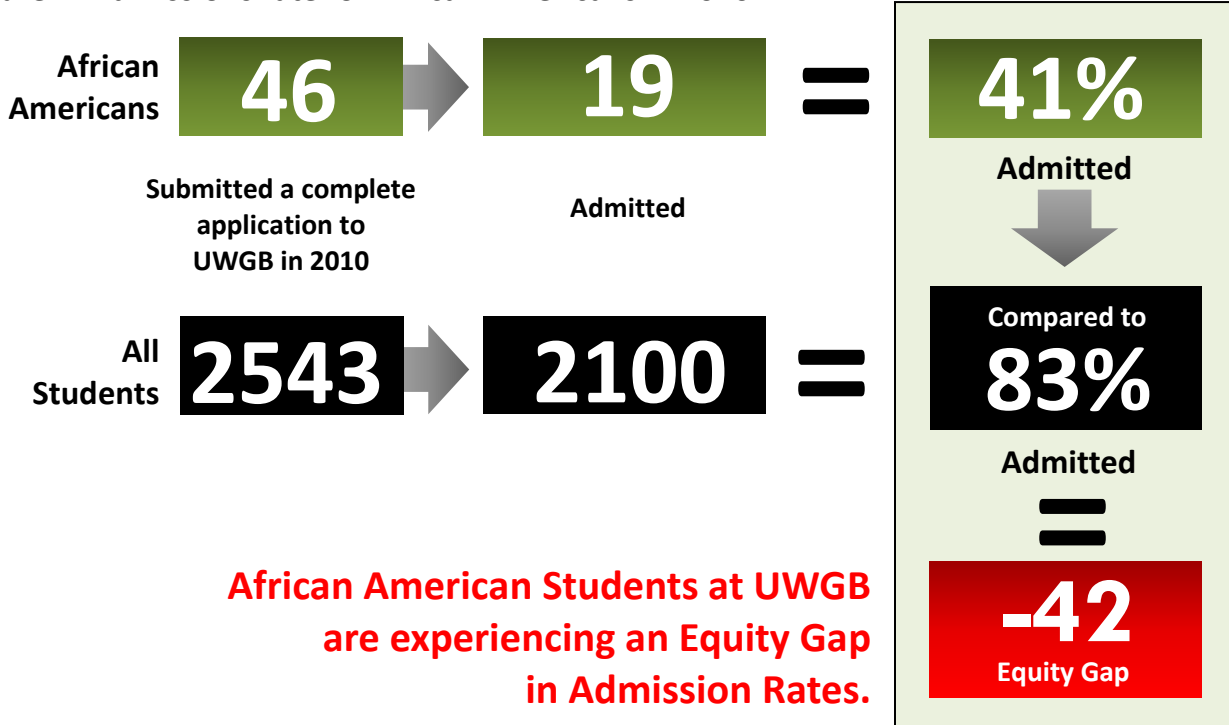
University of Wisconsin, Green Bay

From Fall 2010 to early Spring 2013, the University of Wisconsin, Green Bay partnered with the Center for Urban Education (CUE) to implement the Equity Scorecard process. The purpose of this report is to supplement the Equity Scorecard reports submitted by the Evidence Team to the Provost and Chancellor in early 2013, as well as to provide a small number of recommendations that address the most urgent equity gaps in access and retention.

ACCESS PERSPECTIVE: DEFINING THE PROBLEM

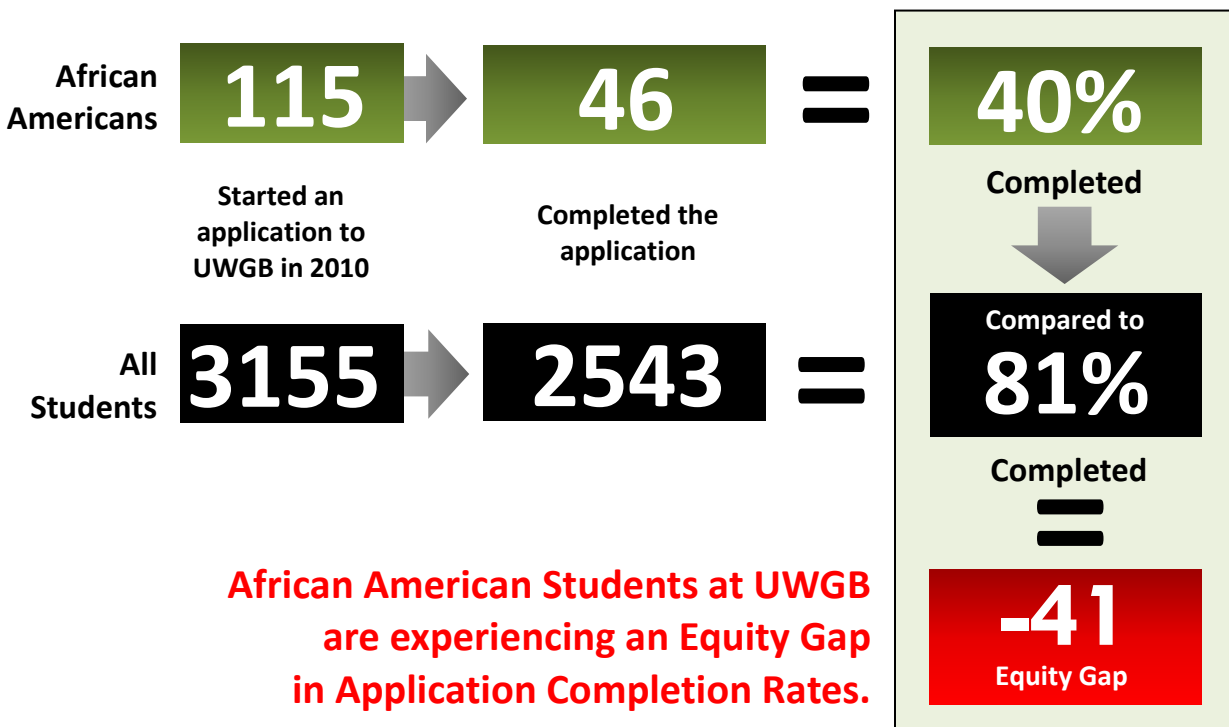
<p>Data collected in the Access Perspective and disaggregated by race and ethnicity enables institutional leaders to answer the following two questions:</p>	<p>The data revealed an equity gap in admissions rates for African Americans:</p>	<p>See:</p>
<p>1) <i>Are admissions rates equitable?</i></p>	<p>The admissions rate for African Americans in 2010 was 41%, which was considerably lower than the all-student average admission rate of 83%. This difference represents a –42 percentage-point equity gap.</p>	<p>Figure 1 on page 2</p>
<p>2) <i>Are application completion rates equitable?</i></p>	<p>While 81% of all students complete their application, the rate for African American students is 40%, which represents a –41 percentage point equity gap.</p> <p>Furthermore, data from 2010 to 2012 suggests that the application completion rate for African Americans is a persistent problem. Equity gaps during this time ranged from –39 to –51 percentage points.</p>	<p>Figures 2, 3, and 4 on pages 2-3</p>

Figure 1: Admissions rate for African Americans in 2010



Of the 46 African Americans who submitted a complete application to UWGB in 2010, 19 or 41% received admission. In comparison, the all student admission rate for the same cohort was 83%. The difference between 41% and 83% reveals a -42 percentage point equity gap experienced by African American students.

Figure 2: African Americans with Complete Applications to Green Bay in 2010



Of the 115 African Americans who started an application to UWGB in 2010, 46 or 40% completed it. In comparison, the all student application completion rate for the same cohort was 81%. The difference between 40% and 81% reveals a -41 percentage point equity gap experienced by African American students.

Figure 3: African American Incomplete Applications to Green Bay in 2010 – Missing Materials

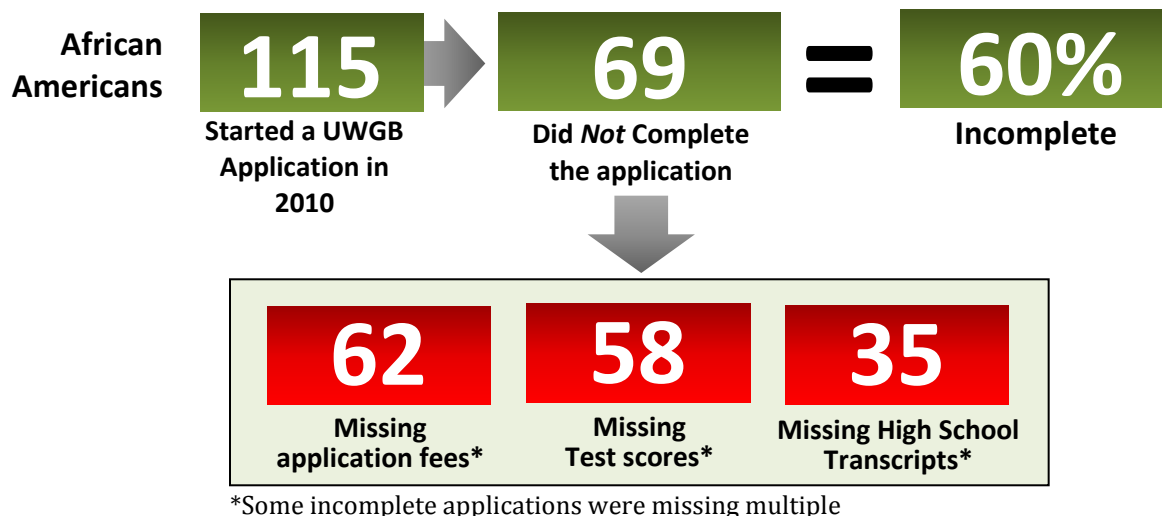
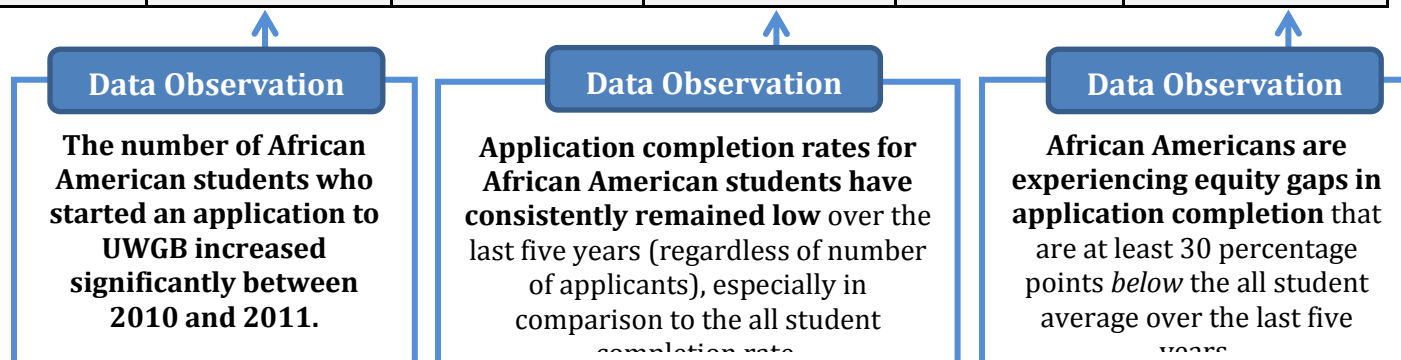


Figure 4: Data from 2008 - 2012 suggests that African American application completion is a persistent problem.

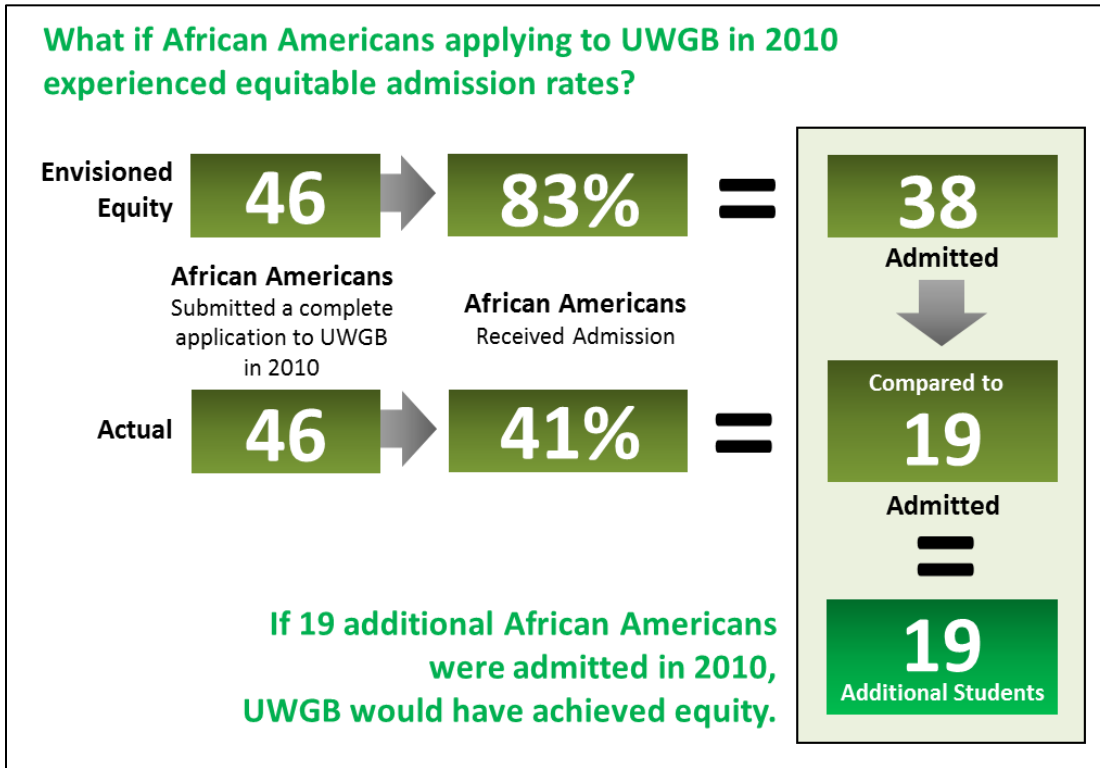
Year	# of African Americans who started a UWGB Application	# of African Americans who Completed the Application	% of African Americans who Completed the Application	% of All Students who Completed the Application	African American Equity Gap (by percentage point)
2008	88	46	51%	81%	- 30
2009	97	32	33%	78%	- 45
2010	115	46	40%	81%	- 41
2011	188	49	26%	77%	- 51
2012	187	74	40%	79%	- 39



ACCESS PERSPECTIVE: RECOMMENDED SOLUTIONS

Recommendation One: *Set intermediate goals to meet an overall goal of closing the equity gap in admission rates for African American students over the next five years.*

Sample Goals: Possible goals for closing equity gaps experienced by African American students in admission include:



Recommendation Two: *More thoroughly assess the factors that contribute to the low admission rate of African American students.*

Sample Action: For the 46 African American students who completed their application in 2010, as well as for future African American applicants, monitor potential barriers to admission using the following report (or some version of).

	Gender	High School Name	HS GPA	English ACT Score	Math ACT Score	Composite ACT Score	Final Decision*
Student 1							
Student 2							
Student 3							

* Final decisions could include: Denied, Admitted, and Admitted with Conditions

The purpose behind collecting this information is to look more deeply into the recruitment and admissions of African American students, as well as to identify where UW-Green Bay can intervene to improve their access. Possible questions to consider when reviewing the report include:

- Are students from particular high schools more likely to be denied admission?
- Are SAT scores a consistent factor for African American students who are denied admission?
- Are other criteria for admissions possible?

Recommendation Three: *Continuously monitor application status (complete/incomplete) by race and ethnicity (also recommended by the Evidence Team).*

Sample Action: Admissions office provides a weekly report to provost and others using the following template (or some version of):

Date 12/31 2013	# Applications Started	# Applications Completed	# Incomplete Applications	% Incomplete (of Started)	# Missing			Actions taken to turn Incomplete Apps into Complete Apps
					App · Fee	HS Transcri pt	SAT Score s	
Black								
Hispanic								
Native Am.								
Asian								
Multiracial								
White								

Possible questions to consider when reviewing this data include:

- Which racial/ethnic groups (if any) are experiencing an equity gap in application completion?
- Are students from a particular racial/ethnic group more often missing a) application fees, b) high school transcripts, or c) SAT Scores?
- What actions are taken to turn incomplete applications into complete applications, particularly for any racial/ethnic group experiencing an equity gap in application completion?

Recommendation Four: *Increase the number of completed applications, with a focus on reducing the equity gap for African American students.*

Sample Action #1: Create a “culturally responsive” outreach campaign for African American and other students (similar to College Bowl FAFSA Sunday) and assist them in completing the application.

Sample Action #2: Partner with neighboring high schools to identify and implement ways to increase applications.

Sample Action #3: Investigate what happens to students who do not complete their applications.

Recommendation Five: *Examine why the number of African American students starting an application to UWGB increased significantly between 2010 and 2011.*

Sample Action: Collect data on

- *high school enrollment trends for African American students. Ask:*
 - Is the number of African American high school graduates increasing?
- *high schools students applying to UWGB. Ask:*
 - Are African American students applying to UW-Green Bay from high schools that previously didn't have as many UW-Green Bay applicants?
 - Is this related to changes in UW-Green Bay recruitment practices?

Recommendation Six: *Purchase ACT scores and coordinate outreach efforts to high school districts with greater African American and Latino student enrollment.*

Sample Action: Expand outreach efforts in Brown, Outagamie, Winnebago, Dane, Waukesha, Rock, Racine, and Kenosha counties¹ with the goal of encouraging students to identify UWGB as an institution that will receive their ACT test scores.

Recommendation Seven: *Publish annually a "State of Equity in Access" report showing UW-Green Bay's progress towards closing equity gaps.*

Sample Action: During the fall of every year, produce a report on the status of applications, admissions, and enrollment that can be distributed to the campus community on behalf of the Provost's office. The report would help UW-Green Bay keep its eye on equity and sustain momentum towards closing equity gaps.

Recommendation Eight: *Monitor attendance and course enrollment in summer R&R orientation sessions.*

Sample Action: Collect data on:

- *Summer R&R orientation sessions* to see when African American, Latino, and Native American students attend and, just as importantly, do not attend.

¹ See the *Wisconsin High School Graduate Projections: 2008-2019* report prepared by the Applied Population Laboratory at the University of Wisconsin—Madison: http://www.apl.wisc.edu/publications/apl_grad_projections2008.pdf

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- *Courses in which students of color are able or unable to enroll during R&R, particularly in relation to competing commitments for developmental education and first-year seminar courses.*

Sample Action: Orientation staff provides a daily attendance and course availability report to the provost and others using the following template (or some version of):

Date	Attendance by Race/Ethnicity							# Course Spaces Open @ Orientation Start					
	Hisp.	African Amer.	Native Amer.	Asian	White	Multi-racial	Total	1 st year Sem. 1	1 st year Sem. 2	1 st year Sem. 3	Develop. English 1	Develop. Math 1	Popular Course 1
June 25													
June 26													
June 27													
June 28													
June 29													
July 9													

Possible questions to consider when reviewing this data include:

- Are Hispanic, African American, and Native American students overrepresented in later orientation sessions?
- If yes, are Hispanic, African American, and Native American students less likely to have access to high-demand and general education courses?

Recommendation Nine: *Increase recruitment of underrepresented student transfers.*

Sample Action 1: Increase the visibility of a “transfer advocate” or transfer contact person at UW-Green Bay. See the Wisconsin Transfer Equity Study: Final Report by Bordoloi Pazich and Bensimon (2010) at:

http://cue.usc.edu/research/briefs_reports_papers.html

Sample Action 2: Partner with UW-Colleges to identify transfer-ready students, particularly from underrepresented groups.

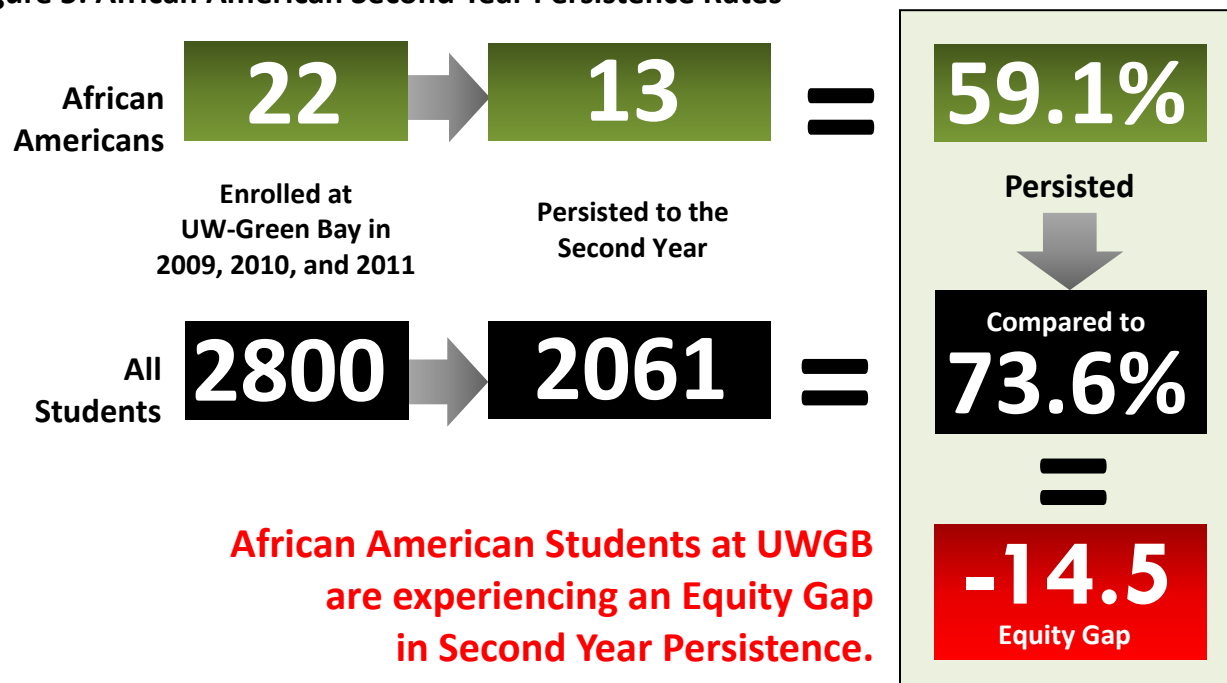
RETENTION AND COMPLETION PERSPECTIVE: DEFINING THE PROBLEM

The Retention Perspective consists of data on year-to-year persistence, graduation, and student access to support programs. The Green Bay data described below was collected from the university’s Office of Institution Research & Assessment webpage. Making available on the university website retention and access that have been disaggregated by race and ethnicity is an equity-orientated data practice that CUE commends. By regularly collecting and publishing this data, Green Bay is positioned to answer the following questions:

Retention and Completion Perspective: Defining the Problem

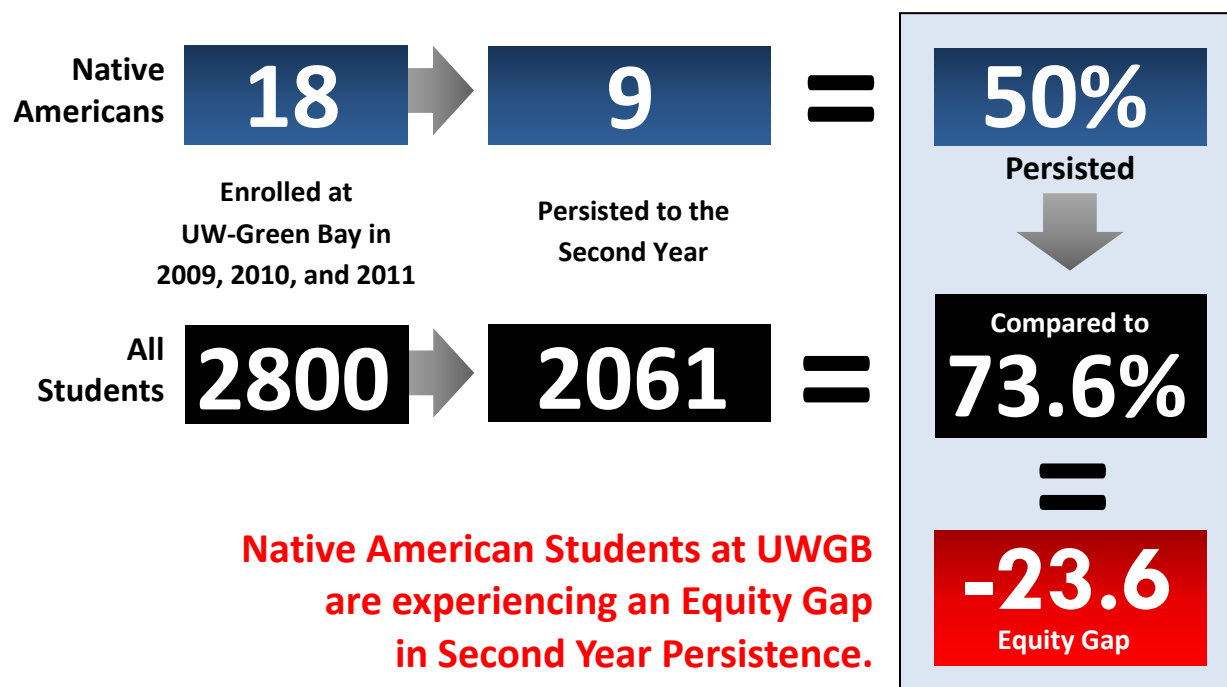
<p>Data collected in the Retention and Completion Perspective, disaggregated by race and ethnicity, enables institutional leaders to answer the following three questions:</p>	<p>The data revealed an equity gap in admissions rates for African American and Native American Students:</p>	<p>See:</p>
<p>3) <i>Are second year retention rates equitable?</i></p>	<p>African American and Native American students who entered in 2009, 2010, and 2011 had second year persistence rates that were lower than the all-student average. The African American first-year retention rate was 59.1% and Native Americans 50%, as compared to 73.6% for all students.</p>	<p>Figures 5 and 6 on page 9</p>
<p>4) <i>Are six-year graduation rates equitable?</i></p>	<p>African American and Native American students who entered in 2003, 2004, and 2005 experience lower six-year graduation rates than the all-student average. Thirty-two percent of African Americans and 29.7% of Native Americans graduated within six years, as compared to 52.2% for all students.</p>	<p>Figures 7 and 8 on Page 10</p>

Figure 5: African American Second Year Persistence Rates



African American and Native American students who entered UW-Green Bay in 2009, 2010, and 2011² had second year persistence rates that were lower than the all-student average. African American second-year persistence rate was 59.1% (Figure 5) and Native Americans’ rate was 50% (Figure 6,) as compared to 73.6% for all students, a -14.5 and a -23.6 percentage point equity gap, respectively.³

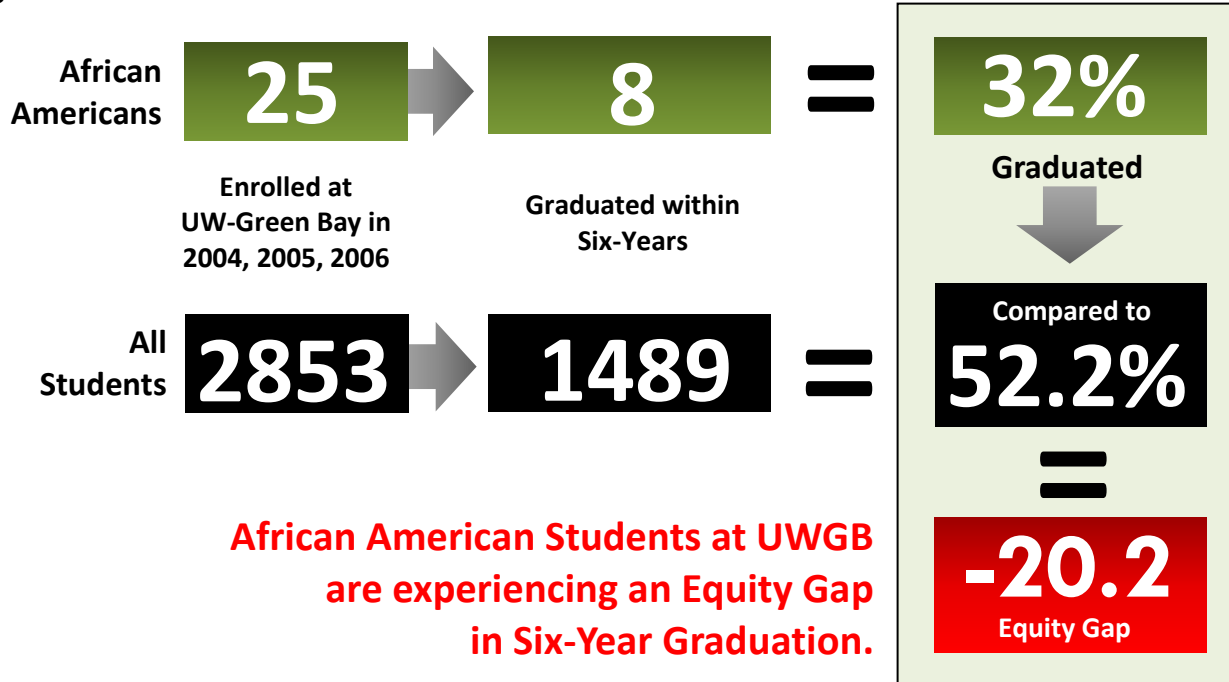
Figure 6: Native American Second Year Persistence Rates



² Three year data was combined due to the small number of African American and Native American students who entered in 2009-2011. A combined 22 African American and 18 Native American students enrolled between these three years.

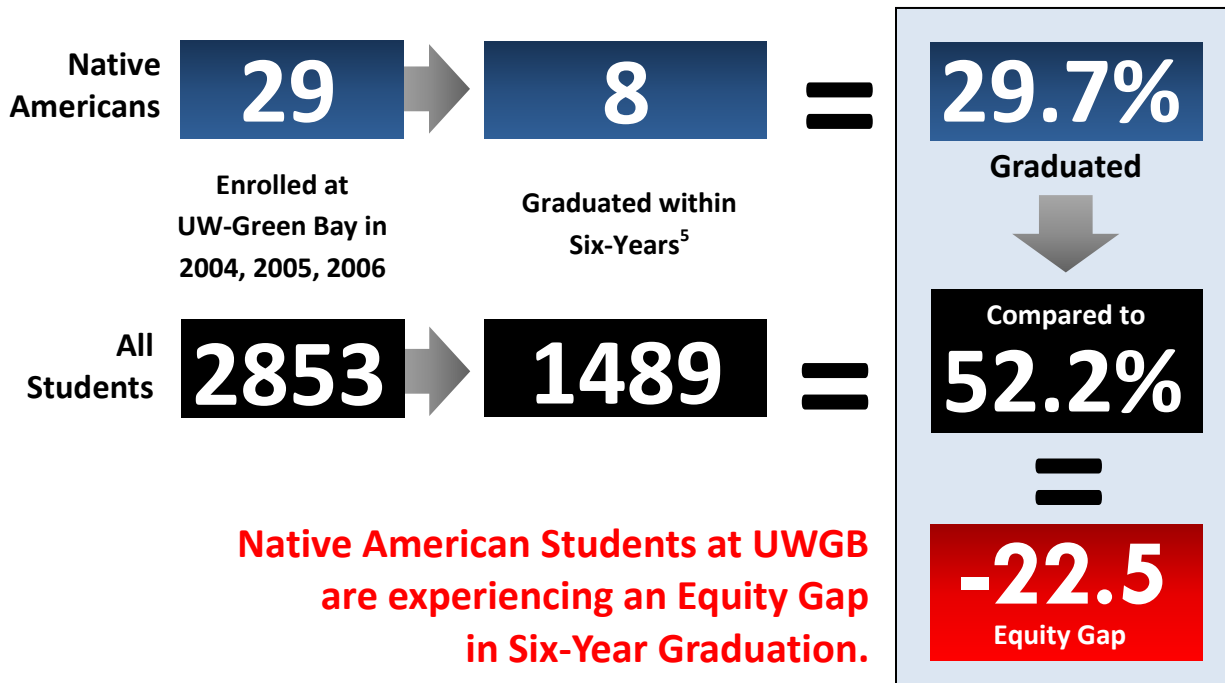
³ This data was accessed from <http://www.uwgb.edu/oira/factbook/outcomes/Retention%20Update%202012-13.pdf> on April, 2013.

Figure 7: African American Six-Year Graduation Rates



African American and Native American students who entered in 2003, 2004, and 2005 had lower six-year graduation rates than the all-student average. Thirty-two percent of African Americans (Figure 7) and 29.7% of Native Americans (Figure 8) graduated within six years, as compared to 52.2% for all students, a -20.2 and a -22.5 percentage point equity gap, respectively.⁴

Figure 8: Native American Six-Year Graduation Rates



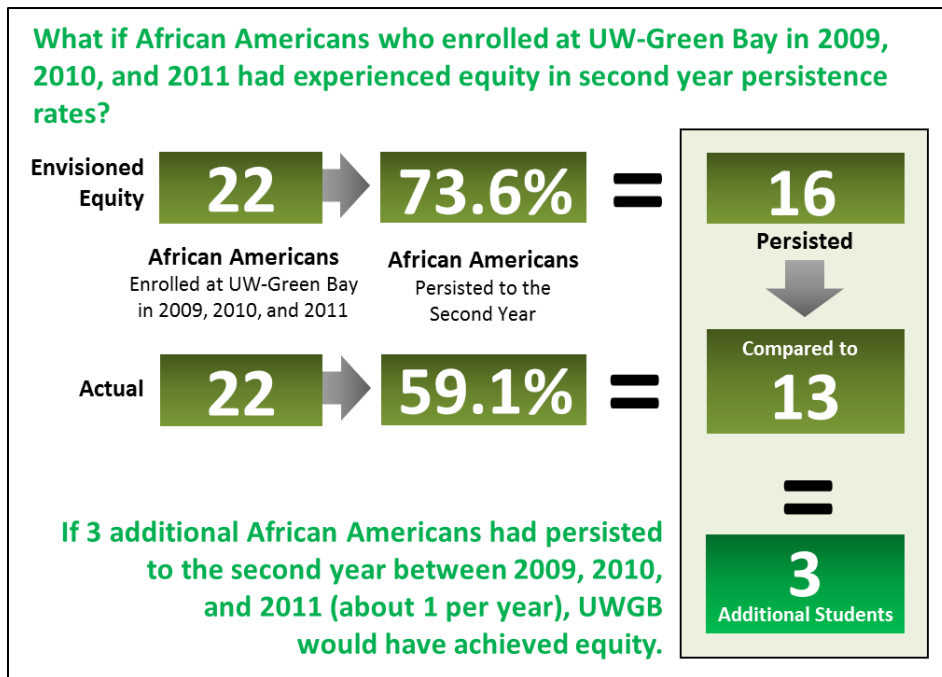
⁴ This data was accessed from <http://www.uwgb.edu/oira/factbook/outcomes/disaggregatedgraduation.asp> on April, 2013.

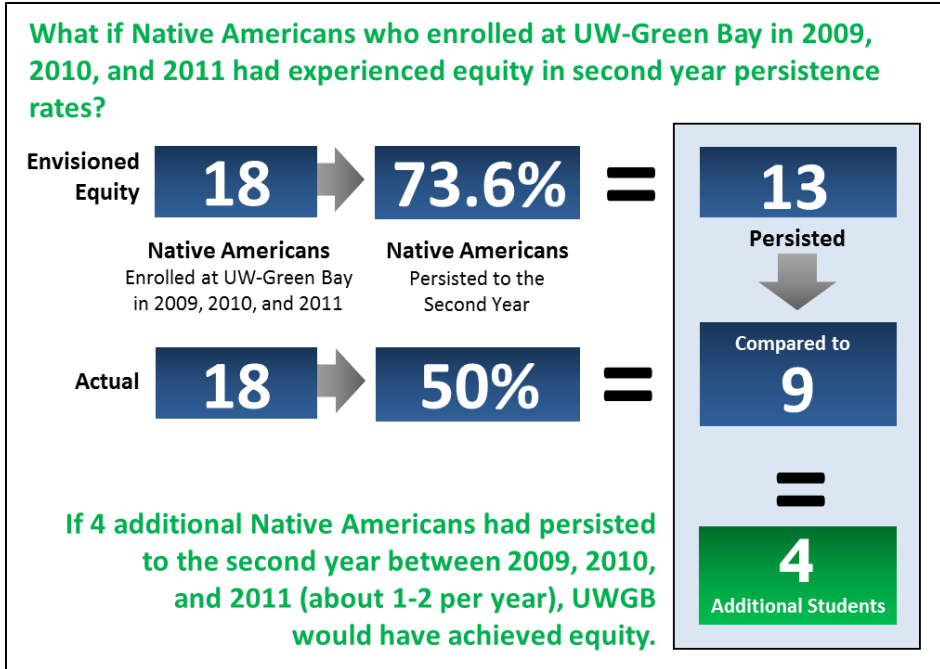
⁵ UW-Green Bay’s website calculates that 29.7% of the 29 Native Americans who enrolled in 2004, 2005, and 2006 graduated within 6 years, which equals 8.613 students. This report rounds down. Website: <http://www.uwgb.edu/oira/factbook/outcomes/disaggregatedgraduation.asp>

RETENTION AND COMPLETION PERSPECTIVE: RECOMMENDED SOLUTIONS

Recommendation One: *Set numeric goals for increasing UW-Green Bay's second-year retention rates for African American and Native American students.*

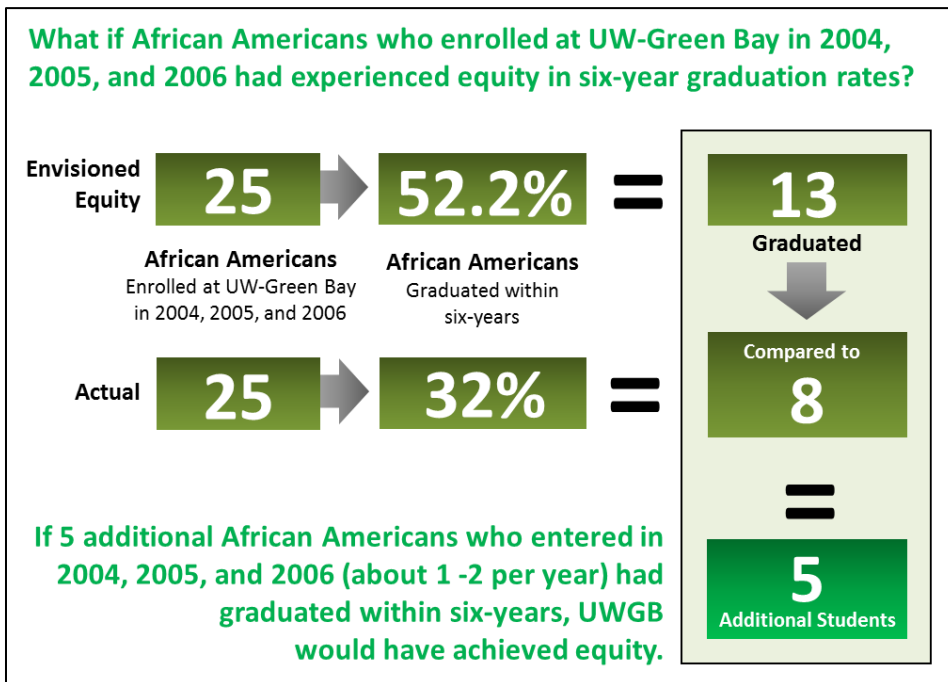
Sample Action: Possible goals for closing equity gaps in second-year persistence include:

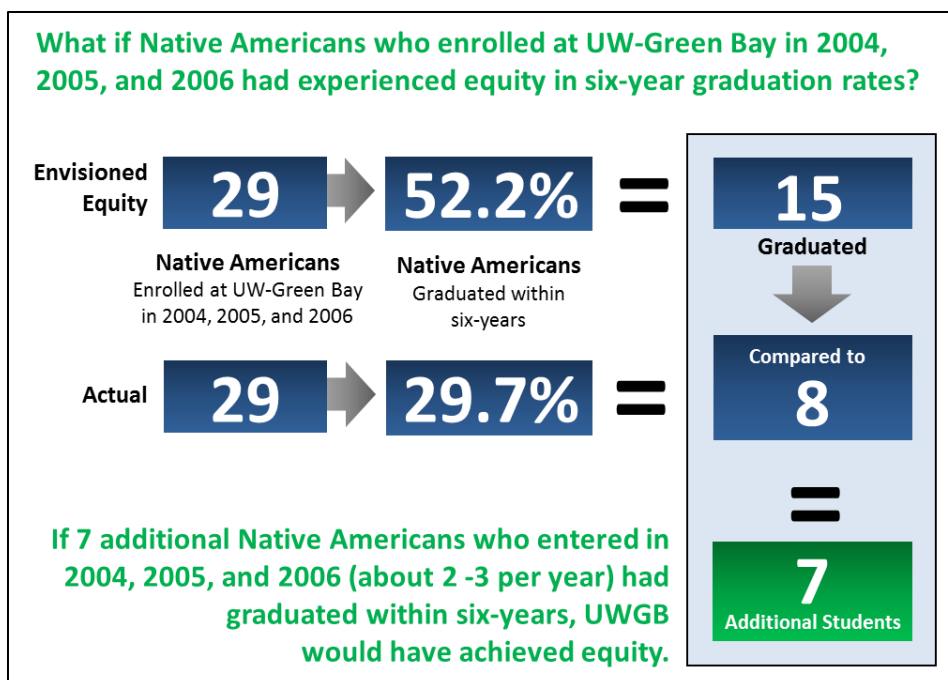




Recommendation Two: *Set numeric goals for increasing UW-Green Bay's six-year graduation rates for African American and Native American students.*

Sample Action: Possible goals for closing equity gaps in second-year persistence include:





Recommendation Three: *Continue to collect and report on data for year-to-year retention and six-year graduation rates by race and ethnicity.*

Data practices are important because they communicate to the greater campus what's important to measure. In addition, UW-Green Bay can expand its data collection, disaggregated by race and ethnicity, to include:

- Credit accumulation (for example, 24 credits in year 1, 48 credits in year 2, 72 credits in year 3, 96 credits in year 4, and 120 credits in year 5)
- Credit withdrawal rates in the first year
- Course pass rates in developmental education and general education courses
- Representation in support programs such as first-year experience programs
- High risk general education courses—for example, courses where the pass rates for African American, American Indian, and Southeast Asian students are below average

Recommendation Four: *Monitor the access to and use of university assets by underrepresented students.*

Sample Action: Continually ask: In what ways are African Americans, Latinos, and Native American students experiencing university assets such as high impact practices⁶; undergraduate research programs; academic support services; and any other programs UWGB deploys to support students? In addition to collecting the data listed in recommendation two, CUE encourages UW-Green Bay to make this question an institutional norm.

Recommendation Five: *Provide opportunities for all faculty to inquire into their teaching practices.*

Sample Action: Create workshops for all faculty, not just new faculty, to use CUE's Document Analysis Tool (a tool Dr. Scott Ashman helped expand into a new, online and interactive format). The Document Analysis Tool is designed to help faculty review their syllabi, or other classroom documents, and assess their cultural-inclusiveness.

Recommendation Seven: *Publish an annual "State of Equity in Retention and Graduation" report, showing UW-Green Bay's progress towards closing equity gaps.*

Sample Action: During the fall of every year, produce a report on the status of year-to-year persistence rates, graduation rates, and student access to support programs by race and ethnicity that can be distributed to the campus community on behalf of the Provost's office. The report would help UW-Green Bay keep its eye on equity and sustain momentum towards closing equity gaps.

⁶ Add link to high impact practices workbook