

Campus Diversity Plan 2008
Final Report
1998-2008
University of Wisconsin-
Green Bay



UNIVERSITY *of* WISCONSIN

GREEN BAY

Campus Diversity Plan 2008
Summary Report, 1998-2008
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EXECUTIVE SUMMARY

The University of Wisconsin-Green Bay is pleased to provide a summary report on its efforts to achieve the goals of *UWS Plan 2008: Educational Quality Through Racial and Ethnic Diversity*, and UW-Green Bay's *Campus Diversity Plan 2008*. Using 1998 as a baseline and utilizing information provided by UW System Office of Policy Analysis and Research and various campus data sources, this report provides information on institutional outcomes for UWS and campus goals related to:

- Recruiting, retaining and graduating students of color.
- Recruiting and retaining a diverse campus workforce.
- Fostering an institutional environment that enhances knowledge of and respect for diversity.
- Building partnerships that build the educational pipeline by reaching students and their parents at an earlier age.

Unless otherwise noted, the summary data presented herein include a baseline data point (1998), data from the midpoint of the ten-year plan (2002 or 2003) and the most recent data available (2007-08 or Fall 2008).

Highlights

Changing the Face of the University Through Student, Faculty and Staff Recruitment

- Increases in the number of applications (309%), and admissions (259%) of new freshman students of color were achieved.
- A 141% increase in the enrollment of immediate new freshman students of color was achieved.
- There was a 2.8% increase in the total undergraduate enrollment of students of color.

- A 35% increase in the diversity of the faculty and academic staff was realized, and there was an overall increase of 27% in the total representation of persons of color in the campus workforce (including classified staff).

Assuring Diversity in the Student Experience

- A formal commitment to diversity has been incorporated into the campus mission statement.
- Larger average financial aid awards with less loan-based aid were provided for students of color, largely as a consequence of formula-driven need.
- A Diversity Grants program has provided funding for campus-wide initiatives to support retention and enhance campus climate.
- Several new Ethnic Studies courses, majors and emphases were added to the curriculum and several curriculum infusion initiatives were accomplished, many with support from the UW Institute on Race and Ethnicity.
- Diversity-related program goals and student learning outcomes were established for several academic program areas.
- Diversity-related library holdings were expanded.
- The Equity Analysis Project was completed and identified targeted areas for the campus to focus its efforts to narrow the achievement gap.
- Retention of students of color improved significantly, effectively closing the retention gap between students of color and white students (as measured by retention of new freshman cohorts to the second fall).

Building Partnerships for a Multicultural Community

- A 30% increase in the number of disadvantaged students and students of color served in precollege programs was achieved.
- Partnerships with state and regional GEARUP programs were established.
- The Chancellor's Diversity Advisory Council was organized to provide information to campus leadership on various campus diversity initiatives and issues.
- Under the leadership of Cyndie Shepard, Associate of the Chancellor, the award-winning Phuture Phoenix Program was launched to provide students in grades 5 -12 in Title I schools with programs and services to build college skills and aspirations.
- Numerous campus outreach programs have been established to create opportunities for learning, dialogue and interaction with the Northeast Wisconsin community.

Areas of Continuing Attention

- Progress was made in narrowing the gap in graduation rates between students of color and white students, but the gap persists: The six-year graduation rate for students of color is 12.1% lower than that of white students, but that is less than the 21% gap that existed in 2000.
- Despite numerous hiring opportunities over the past ten years, many for positions with AA/EO-established minority hiring goals, relatively few faculty, staff or administrators of color were hired in those positions.

While UW-Green Bay can celebrate the progress that the campus has made in the past ten years under *Plan 2008*, there continue to be challenges for the campus to address. At the conclusion of its second consecutive ten-year strategic diversity plan, however, UW-Green Bay takes pride in the fact that diversity has been embraced as a campus-wide goal for which all members of the campus community have accepted responsibility. UW-Green Bay welcomes the opportunities that the emerging *Inclusive Excellence* agenda will bring to expand the scope of its efforts to assure access, opportunity and excellence for all students.

Respectfully submitted,
Michael Stearney, Assistant Dean for Enrollment and Academic Services
Campus M/D Coordinator
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INTRODUCTION

“...a plan is not a firmly spiked set of railroad tracks leading to a destination in only one way; rather, planning is akin to sailing where the destination must be clearly envisioned but where those onboard are constantly monitoring the progress, attending to shifts in winds and currents, and learning from experience.” Bruce Shepard, Chancellor, University of WI-Green Bay, 2001-2008, in Campus Diversity Plan 2008, Phase II

In 1998, more than one hundred faculty, staff, students and community members worked together to envision the kind of destination referred to by former Chancellor Shepard and created a ten year strategic plan for diversity at the University of Wisconsin-Green Bay. Under the umbrella of the UW System master plan, *Plan 2008: Educational Quality Through Racial and Ethnic Diversity*, UW-Green Bay developed its own strategic plan: *Campus Diversity Plan 2008: A Guide for Action*. The ambitious plan contained seven goals, numerous activities within each major goal, and measurement criteria to assess progress toward each goal. Ten years later, UW-Green Bay is pleased to report on its successes and continuing challenges in meeting the goals established in 1998.

Between 1998 and 2008, there were, indeed, many “shifts in winds and currents” to which the university responded as it maintained course toward its established goals. A short but by no means exhaustive list includes the following;

- The 2003 Supreme Court cases of *Grutter v. Bollinger* and *Gratz v. Bollinger* fundamentally defined and reshaped race-conscious admissions practices and the legal basis for higher education’s diversity goals.

- The 2006 UWS Diversity in Admissions Initiative, a response to the Michigan cases, compelled all campuses to move toward holistic review of applicants for admissions decisions, with race being one of many criteria to be considered.
- The UWS Race/Ethnic Identification Working Group recommended and implemented significant changes in the UW application with respect to race/ethnicity data collection and reporting.
- The implementation of a completely new Student Information System for several UW campuses including UW-Green Bay (PeopleSoft, and its subsequent upgrades), took significant time and energy away from *Plan 2008* for a year or more, and confounded continuity of data reporting.
- The UWS Equity Scorecard Initiative re-focused *Plan 2008* activities on the achievement gap and the emerging paradigm of *Inclusive Excellence*.
- Three consecutive biennia of administrative reallocations, lapses and base budget cuts largely held *Plan 2008* funds harmless, but nonetheless impacted the ability of the campus to sustain its steady commitment of resources to diversity initiatives.
- Changes in senior campus leadership (four chancellors or interim chancellors and four Provosts or interim provosts over the course of the ten-year strategic diversity plan) impacted the continuity of planning and outcome reporting.
- Dramatic changes in local and regional demographics at the K-12 level (an increase from 19% to over 30% non-white enrollment in Green Bay public schools, for example) have begun to transform the community and the campus in real and tangible ways.
- In 2005, the loss of a major federal Student Support Services grant and the five staff positions it supported to provide services for underserved and underrepresented services had a profoundly negative impact on recruitment and retention efforts.
- The founding and subsequent expansion of a fully accredited tribal college in the Northeast Wisconsin service region (The College of the Menominee Nation, accredited in 1998) created both new competition for UWGB and enhanced educational opportunities for American Indian students.
- The elimination of exclusively race-based DPI precollege scholarships changed both the application process for and the representation of students in precollege programs.
- The initiation of the Phuture Phoenix program and its subsequent growth and success have improved campus/community collaboration and a shared commitment to underserved and underrepresented students in Northeast Wisconsin. Phuture Phoenix has the potential to create a significant “pipeline” of future students.

- The initiation of the Wisconsin Covenant Program has the potential to boost the aspirations and commitment of all Wisconsin youth, and disadvantaged students in particular, to attend college.

While each of these shifts required UW-Green Bay to learn and adjust, none of them caused the campus to significantly shift course, stop moving forward, or lose its way.

In this presidential election year, political analogies might be more appropriate than sailing metaphors. A deceptively simple question that is often posed by candidates running for national office has a powerful way of focusing our attention. When a candidate asks; “Are you better off than you were four years ago?” it compels voters to make a holistic assessment of the condition of their lives; their finances, certainly, but also their dreams, aspirations, and the overall quality of their lives.

Analogously, we might ask: At the end of *Campus Diversity Plan 2008*, is the UW-Green Bay campus better off than it was ten years ago? By most measures, as described in this report, the answer is unequivocally “yes”. On every single goal of *Plan 2008*, progress was made. Applications, admissions, enrollments, precollege participation and retention are up, the achievement gap has narrowed, the curriculum and the learning experiences available to students are more deeply enriched by diversity, and the campus workforce is more diverse. The campus is more actively engaged with its community in partnerships on behalf of underserved and underrepresented students, campus reporting has become standardized so that senior leadership has greater access to consistent data that informs decision-making, and accountability for outcomes has been improved.

But lest we be content to rest on our laurels, another political analogy should give us caution. It is unlikely that a contemporary politician will ever again stand under a banner that says “Mission Accomplished” and prematurely declare victory in an effort that is complex and sustained, and one for which the very definition of victory is elusive. Similarly, there is much yet to be accomplished and many challenges remain as the campus pursues its diversity goals. How will the campus seize the opportunities presented by Phuture Phoenix, the Wisconsin Covenant and the growing diversity of the Northeast Wisconsin region? How can the campus better collaborate with the American Indian tribes in the region to enhance educational access and opportunity for Native students? How will the campus incorporate diversity into its ambitious Growth Agenda planning—both as it recruits more students and hires more faculty and staff? How should the campus staff its new leadership team to assure that diversity issues are regularly considered in campus strategic planning? How can the significant effort expended on the Equity Analysis Project be used to systematically address achievement gap issues? How can the campus embrace the emerging Inclusive

Excellence agenda without compromising its long-standing commitment to racial and ethnic diversity?

In a climate as dynamic as that which has characterized higher education in Wisconsin, the entire campus community of the University of Wisconsin-Green Bay is to be complimented for maintaining a sustained focus on and commitment to its strategic diversity plan. To maintain an all-campus focus on anything for an entire year is a challenge, but to pursue the challenging goals of diversity for an entire decade is truly remarkable. Many of the goals of *Plan 2008* were accomplished, but more importantly, most were fully institutionalized so that continued attention to them is assured. Perhaps the most important outcome of *Plan 2008* is the creation of a campus culture fully committed to building a future of access, excellence and inclusion of which all of us – students, faculty, staff and community – can be proud.

UWS Plan 2008 Goal I: INCREASE THE NUMBER OF WISCONSIN HIGH SCHOOL GRADUATES OF COLOR WHO APPLY, ARE ACCEPTED AND ENROLL AT UW-SYSTEM INSTITUTIONS.

Related Institutional Plan 2008 Goals: Goal 1: Increase the number of high school graduates of color who apply, are accepted and enroll at UW-Green Bay. Specifically, UW Green Bay will:

- Increase inquiries from prospective multicultural students by 40%, from 1,450 to 2,030.
- Increase applications from multicultural students by 30%, from 247 per year to 321 per year.

Initiatives/Programs/Activities of Note:

- Increased multicultural recruiter position from 60% to 100%.
- Established a dedicated student internship in Admissions to assist with follow-up, personal contacts and program planning.
- Intensified monitoring of applicants for missing application information and enhanced personal follow-up with students in application process.
- Expanded funding for high school visits from multicultural students (Opportunity Knocks, Celebrate Success, Red Carpet Tours, school visits, etc)
- Expanded and targeted marketing efforts (more purchased names for direct mail and e-mail campaigns, multilingual marketing materials and advertisements, etc)
- Adopted holistic admissions procedures, consistent with UWS policy.

- Improved integration of precollege and recruiting efforts.

Outcomes: Outcomes for Goal I are summarized in figures 1 – 4.

- Applications from prospective multicultural students increased from 96/year in 1997 to 393/year in 2008 (309%).
- The number of students of color admitted to UWGB increased from 66 in 1997 to 237 in 2008 (259%).
- The number of immediate new freshmen of color who enrolled at UWGB increased from 34 in 1997 to 82 in 2008 (141%).
- Total undergraduate enrollment of students of color increased from 286 in Fall, 1998 (5.2% of total enrollment) to 479 in Fall, 2008 (8% of total enrollment).
- The distribution of enrolled students of color across race/ethnicities has shifted slightly, with Asian, Southeast Asian and Hispanic students increasing in their representation, and African American and Native American students decreasing in proportion (though still higher in total number).

Factors Influencing Outcomes:

- The percentage increases in applications, admissions and enrollment should be considered carefully in the context of the relatively small numbers represented at the baseline 1998 numbers.
- Staffing of the full-time multicultural recruitment position and funding support for multicultural recruitment initiatives was not stabilized until 2001-02. Early momentum on recruitment/admissions was difficult to sustain through position vacancies, hiring and new staff training. Subsequently, all admissions trends were notably up, and have remained up.

FIGURE 1
APPLICATION, ADMISSION & ENROLLMENT
NEW FRESHMAN STUDENTS OF COLOR
1997, 2002, & 2008

TARGET STUDENT CATEGORY	APPLICANTS			ADMITS			ENROLLEES		
	97	02	08	97	02	08	97	02	08
African American	20	41	98	11	19	47	6	9	15
Asian*	47	86	138	34	64	85	18	24	27
American Indian	14	17	73	10	10	46	7	3	20
Hispanic	15	23	84	11	16	59	3	7	20
Total – Students of Color	96	167	393	66	109	237	34	43	82

*Asian totals include Southeast Asians

FIGURE 2
APPLICATION, ADMISSION & ENROLLMENT
NEW FRESHMAN STUDENTS OF COLOR
1997, 2002, & 2008

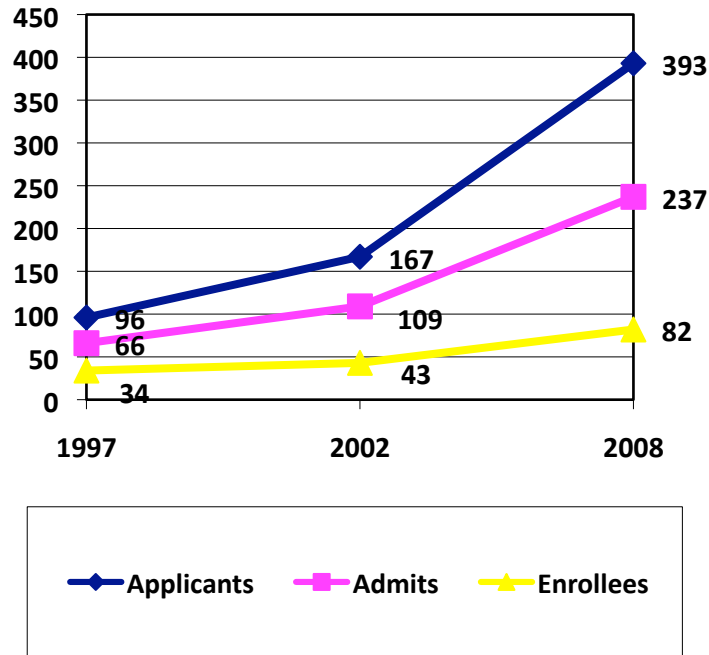


FIGURE 3
TOTAL UNDERGRADUATE ENROLLMENT
STUDENTS OF COLOR
1998-2008

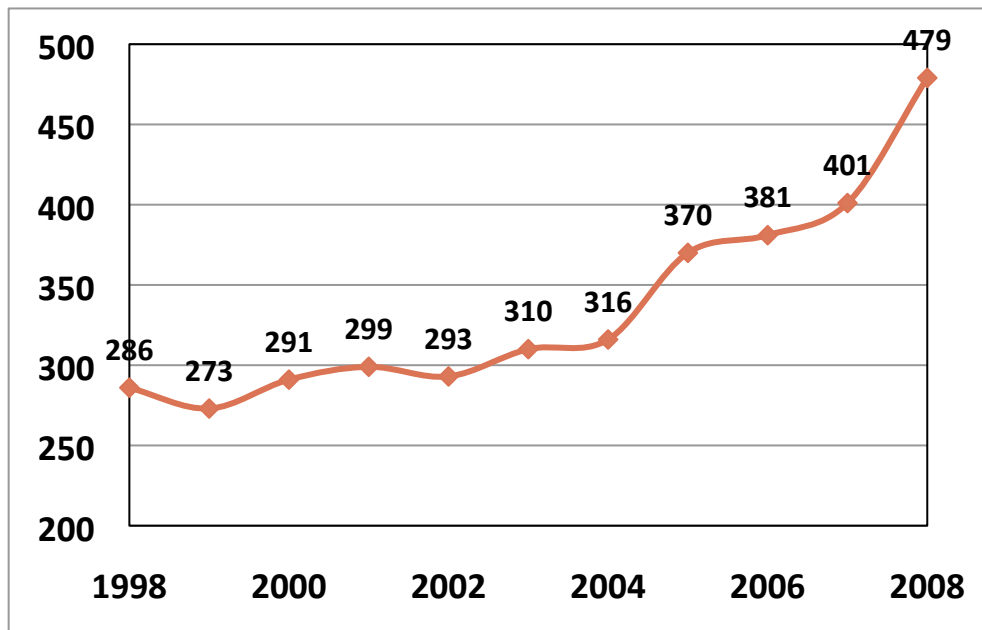
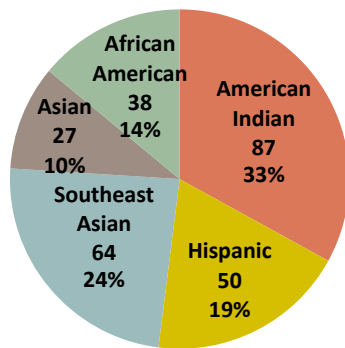
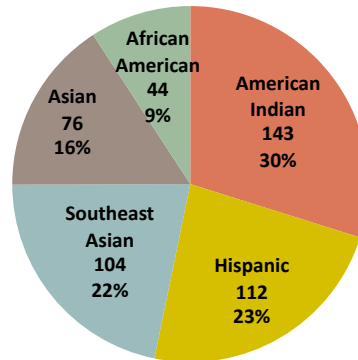


FIGURE 4
DISTRIBUTION OF TOTAL UNDERGRADUATE ENROLLMENT
BY RACE/ETHNICITY FOR STUDENTS OF COLOR

Fall 1997



Fall 2008



Source: UW System Office of Policy Analysis and Research, Student Statistics

Note: 2008 preliminary data from UW-Green Bay Office of Institutional Research and Assessment

UWS Plan 2008 Goal II: ENCOURAGE PARTNERSHIPS THAT BUILD THE EDUCATIONAL PIPELINE BY REACHING CHILDREN AND THEIR PARENTS AT AN EARLIER AGE.

Related Institutional Plan 2008 Goals: Goal 6: Encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age. Specifically, UW-Green Bay will:

- Increase multicultural student precollege participation by 50%.
- Cultivate opportunities to develop new partnerships with families and communities of color, and the schools, agencies and organizations that serve them.

Initiatives/Programs/Activities of Note:

- Created and funded a full-time precollege coordinator position with GPR and federal funding.
- Added several new precollege programs, including Stars of The Future, Weekend Writers Academy, Entrepreneurial Leadership, Community-based Abstinence Corp (in collaboration with the Oneida Nation), Learning with LEGOS, and Money Maker\$.
- Transitioned all precollege programs to 2+ week residential programs to increase contact time and improve intensity of services.
- Created a single database with a web interface for tracking and monitoring minority participation in all precollege programs across the campus.

- Initiated a partnership with state GEARUP program to provide precollege opportunities to GEARUP participants statewide.

Outcomes: Outcomes for Goal II are summarized in Figures 5 - 6.

- The total number of students of color served by precollege programs (excluding Phuture Phoenix) rose from 166 in 1998 to 249 in 2002 (50%), but declined to 216 in 2008 (30% increase over baseline). This is a consequence of level funding and increased costs, and the deliberate decision to serve fewer students more intensively with longer programs.
- The total number of precollege participants served by all programs has increased steadily. A total of 564 students were served in the first 3 years of *Plan 2008*. In the most recent three years, 946 students were served (a 68% increase).

2) Cultivate Campus/Community Partnerships and Programs

- Launched Phuture Phoenix, a collaborative program between UW-Green Bay and K-12 schools to improve the college aspirations and skills of 5th-12th grade students from Green Bay schools and other Title I schools in Northeast Wisconsin. More than 1,200 students and 300 student mentors participate in the program annually. The program has been honored with numerous state awards, and has been cited as the inspiration for the Wisconsin Covenant.
- Founded and convened the Chancellor's Community Council on Diversity to provide regular communication between educational, civic and community leaders from the local communities of color and the university leadership.
- Provided funding from the Institute for Learning Partnership for Maawaniji'iding – a planning grant to develop curriculum which integrates Ojibwa oral histories and CD ROM technology, in support of Ch. 31 Indian Education in-service training.
- The Office of Outreach and Extension has mounted an extensive series of courses, workshops, and programs designed to foster dialogue and education about diversity in the Northeast Wisconsin region, and specifically about achievement gap issues for students of color. Programs included the **American Indian Studies Summer Institute** for tribal educators, leaders and parents, **Exploring Hmong Transitions: Enhancing Teaching and Learning for Hmong Students**, **Practical Strategies for Teaching English Language Learners** and **Spanish for Educators**, a series of programs for Northeast Wisconsin educators, **The Diversity Program Development Initiative** for secondary school students of color, **Brown County Diversity Circles** to promote, dialogue, understanding, action, and change around diversity issues in the community, and **The Leadership Summit on Diversity** a major conference

for community leaders, elected officials, & agency representatives in the Greater Green Bay area.

- The Oneida Language Project continues to thrive. This long-standing collaboration between the UW-Green Bay campus and the Oneida Nation on language revitalization efforts has produced a dictionary, texts, innovative web site and numerous teaching materials.
- The partnership Agreement with the College of the Menominee Nation was strengthened through regular administrative exchanges, ongoing review, revision and expansion of transfer agreements, and collaborative professional development programs.
- Expanded Youth Opportunities summer camp programs, athletics camps, and Wisconsin Space Grant Consortium programs to improve outreach to underserved students.

Factors Influencing Outcomes:

- Increased funding from a variety of sources (private partnerships and DPI, primarily) was directly responsible for the increase in the number of students served in precollege programs.
- Precollege program costs (primarily food and housing, for which the programs are internally billed) have risen faster than program funding increases, resulting in fewer students being served. Cost to attend is one of many factors that impact a student's (and parents') decision to enroll in a precollege program, and keeping programs costs competitive with the market has been challenging.
- The 2005 decision by the Department of Public Instruction to change the DPI precollege scholarships from race-based scholarships to income-based scholarships had an impact on the number of students of color served by the middle level and Youth Opportunities precollege programs.
- A deliberate decision was made to provide longer and more intensive precollege experiences for students. With a fixed resource base, the decision to increase session lengths concurrently reduced the total number of students served.
- Proactive administrative leadership in the cultivation of relationships with partner agencies and institutions and influential members of the local communities of color significantly enhanced opportunities for campus-community partnerships.

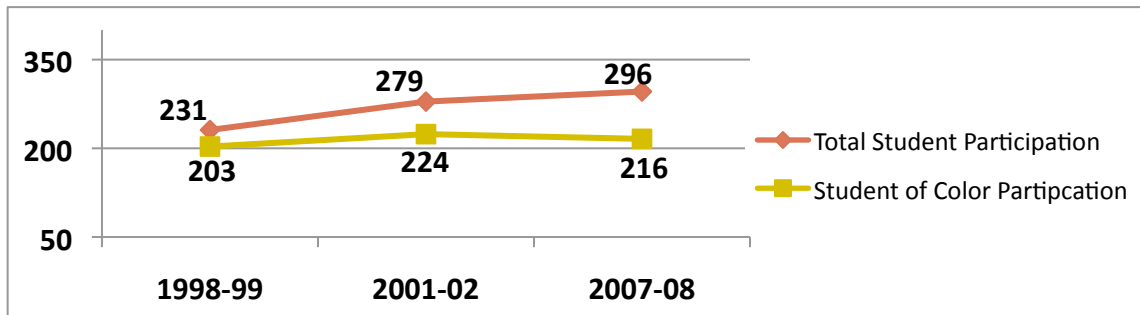
FIGURE 5
PRECOLLEGE PARTICIPATION
1998, 1999-01, 2002-04 & 2005-07

PROGRAM	1998	1999-2001		2002-2004		2005-2007	
	Total #	Total #	Three Year Average	Total #	Three Year Average	Total #	Three Year Average
Youth Opportunities	59	239	80	279	93	246	82
Middle-Level Precollege	41	110	37	105	35	-	-
Young Writers Workshop	12	43	14	91	30	93	31
Upward Bound	32	96	32	149	50	216	72
Regional Math/Science	22	63	21	86	29	151	50
Stars of The Future	-	13	4	76	25	99	33
Weekend Writers Academy	-	-	-	36	12	-	-
DREAMS-Community Based Abstinence	-	-	-	43	14	59	20
Entrepreneurial Youth Leadership	-	-	-	39	13	17	6
Learning with LEGOS	-	-	-	-	-	42	14
Academic Writing & Research Experience	-	-	-	-	-	15	5
Money Maker\$						8	3
TOTAL	166	564	-	904	-	946	-

FIGURE 6
PRECOLLEGE PARTICIPATION IN PROGRAMS BY RACE/ETHNICITY
1998-99, 2001-02, & 2007-08

	1998-99	2001-02	2007-08
Black Asian	12	17	14

African American	42	74	45
Hispanic	20	63	66
American Indian	45	17	35
SE Asian	84	53	52
Multi-Racial	-	-	4
Subtotal	203	224	216
White Students	28	55	80
Grand Total	231	279	296



UWS Plan 2008 Goal III: CLOSE THE GAP IN EDUCATIONAL ACHIEVEMENT BY BRINGING RETENTION AND GRADUATION RATES FOR STUDENTS OF COLOR IN LINE WITH THOSE OF THE STUDENT BODY AS A WHOLE.

Related Institutional Plan 2008 Goals: Goal 3: UW-Green Bay will close the gap in educational achievement by bringing retention and graduation rates for students of color in line with those of the student body as a whole. Specifically, UW-Green Bay will:

- Reduce by half the gap in first-year retention rates between all first-year students and first-year multicultural students.
- Reduce by half the gap in third-year retention rates between all students and multicultural students.
- Reduce by half the gap in six-year graduation rates between all students and multicultural students.

Initiatives/Programs/Activities of Note:

- Conducted extensive research into factors impacting student-of-color retention and graduation: 1) freshman survey; reasons for selecting UW-Green Bay, expectations, educational goals, co-curricular involvement, and participation in campus life/campus services, 2) student database analysis; comparison of “stayers” and “leavers”, 3) focus groups; student of color retention issues, and 4) graduation study; distribution of graduates of color across academic programs.

- Established the Coordinated Support Team: a cross-functional team of advisors and counselors from Student Support Services/EOP, Academic Advising, Athletics, Counseling, and the American Intercultural Center, all of whom share responsibility for academic monitoring and intervention with students of color.
- Revised mission statement and strategic plan for the American Intercultural Center (AIC), and conducted program assessment, with a specific focus on retention.
- Completed the Equity Analysis Project, a local variation of the national Equity Scorecard Project. The Equity Analysis Project provided deep analysis and subsequent targeted action on four dimensions of equity, including access, retention, academic excellence and institutional receptivity.
- Partnered with the Wisconsin Alliance for Minority Participation (WiscAMP) to provide opportunities for underrepresented students majoring in STEM fields. UWGB Science faculty obtained a \$23,000 grant from WiscAMP to improve retention and graduation rates of minority science and mathematics students. Funds were used to support hands-on research projects by minority students under the guidance of science faculty.

Outcomes: Outcomes for Goal III are summarized in Figures 7 - 16. Three “snapshots” of retention are shown; 1) Fall-to-fall retention for full-time and part-time freshmen; 2) a rolling average of the retention of three-year cohorts, which allows for analysis of larger cohorts, and is a good indicator of general trends; and 3) retention of UW-Green Bay students at any UW institution. Six-year graduation rates for the campus and for graduation at any UW institution are also shown.

- The second-year retention gap between new freshman white students and students of color has effectively been closed. In 1999, the retention gap was 13.2%. For the most recent cohorts, new freshman students of color were retained to the second year at rates that exceeded that of white students (78.8%, vs. 73.6%)
- The gap in second year retention between students of color and all students, as measured in 3 year rolling averages, has narrowed from 13% in 1997-99 to 4% in 2005-07.
- The gap in the percentage of students of color beginning at UW-Green Bay and subsequently retained at a UW institution has narrowed from 21% in 1998 to 8% in 2007.
- The gap in six-year graduation rates between students of color and white students has narrowed from 21% (for the 1994 cohort scheduled to graduate in 2000) to 12.1% (for the 2002 cohort scheduled to graduate in 2008).
- The gap in six-year graduation rates between students of color and white students who start at UW-Green Bay and graduate at any UW institution has closed somewhat, from 38.6% to 28.3%.

Factors Influencing Outcomes:

- The dedicated staff of the American Intercultural Center significantly impacted quality and continuity of retention programming. Graduating students routinely credit the AIC staff with a major role in their academic and personal success.
- The average entrance profile for students of color (i.e., high school GPA and composite ACT test score) remains slightly lower than that of all new freshmen. The level of high school preparation impacts academic success and retention. First-year academic success as measured by GPA continues to be a key element in explaining student departure.
- With the loss of the Student Support Services (SSS) grant program in 2005, a significant source of retention support for underrepresented students was withdrawn. Through the first seven years of the ten-year strategic diversity plan, SSS consistently served a significant number of students of color with comprehensive orientation, advising, and academic skill development support. From 2006 to present, the university has provided limited funding to continue core services for Phoenix Start (formerly the Educational Opportunity Program), but substantial support services (skill development classes, intrusive advising and financial aid support tied to achievement) were lost.
- The Equity Analysis Project successfully focused attention on specific points of intervention (gateway courses, for example) which, if addressed, could help narrow the achievement gap. Sustaining a focus on addressing the project recommendations through numerous senior leadership changes has been a challenge.
- Retention outcomes indirectly impact recruitment outcomes, because retained students are good ambassadors and recruiters for the university, and because a larger population of enrolled students enhances the overall climate of the university for prospective students.
- Data on retention at and graduation from other UW institutions is included to demonstrate that not all student attrition results in students discontinuing enrollment. Some students who started at UWGB and transfer find success at the transfer institution of choice.

FIGURE 7
SECOND YEAR RETENTION OF NEW FULLTIME
AND PART-TIME FRESHMAN BY RACE/ETHNICITY
1999-00, 2001-02, & 2007-08

		Retained			Retained			Retained		
		1999	in 2000	%	2001	in 2002	%	2007	in 2008	%
Students of Color	African American	9	3	33.3%	8	6	75.0%	11	7	63.6%
	Hispanic/ Latino	6	6	100.0%	6	4	66.7%	14	12	85.7%
	American Indian	17	8	47.1%	10	4	40.0%	13	9	69.2%
	Asian	7	6	85.7%	8	7	87.5%	8	7	87.5%
	Southeast Asian	13	8	61.5%	12	8	66.7%	20	17	85.0%
	Subtotal	52	31	59.6%	44	29	65.9%	66	52	78.8%
White Students		857	624	72.8%	856	626	73.1%	900	662	73.6%
Difference: White Students vs. Students of Color				13.2%			7.2%			-5.2%

FIGURE 8
SECOND YEAR RETENTION OF NEW FRESHMAN,
STUDENTS OF COLOR & WHITE STUDENTS
1999-00, 2001-02, & 2007-08

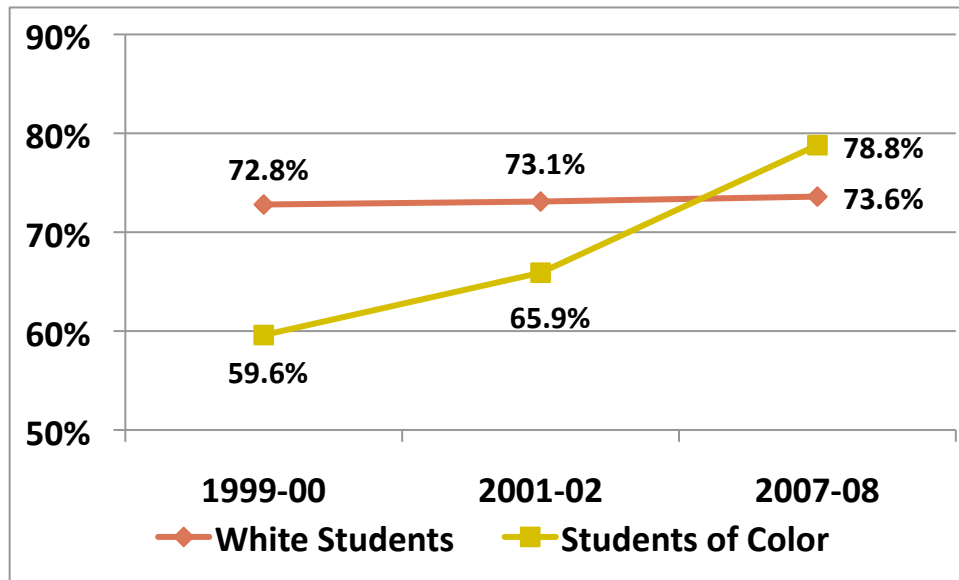
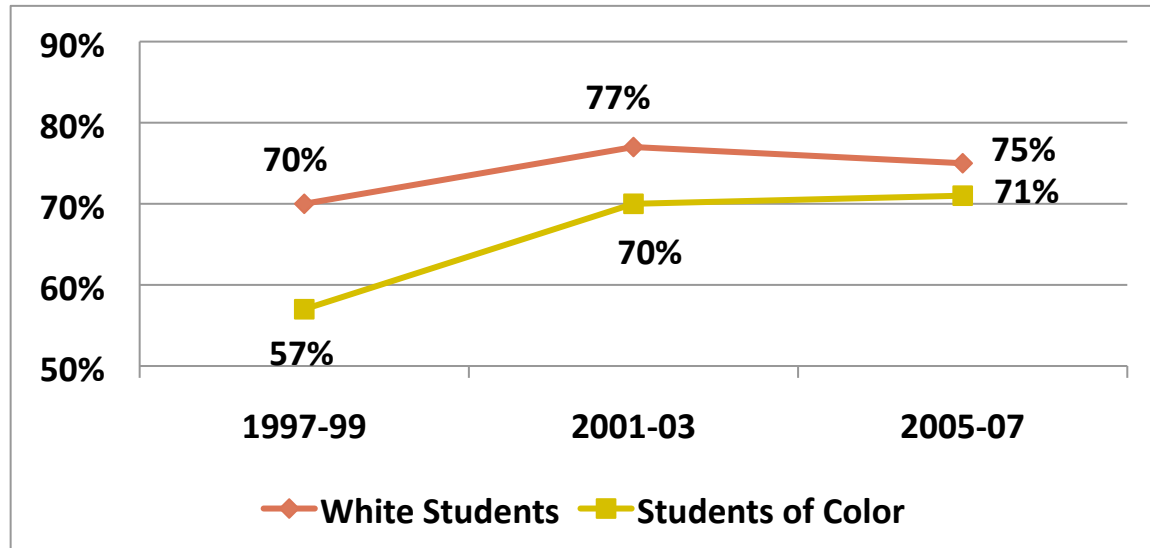


FIGURE 9
SECOND YEAR RETENTION OF STUDENTS
BY RACE/ETHNICITY
1997-99, 2001-03, & 2005-07

		Three-year Cohorts		
		1997-99	2001-03	2005-07
Students of Color	Asian	68%	71%	77%
	African American	48%	61%	57%
	Hispanic	72%	83%	72%
	American Indian	48%	52%	68%
	SE Asian	61%	75%	76%
	Subtotal	57%	70%	71%
White Students		70%	77%	75%
Other		49%	74%	73%
Grand Total		69%	77%	75%
Difference: White Students vs. Students of Color		13%	7%	4%

FIGURE 10
SECOND YEAR RETENTION,

**STUDENTS OF COLOR & WHITE STUDENTS
1997-99, 2001-03, & 2005-07**



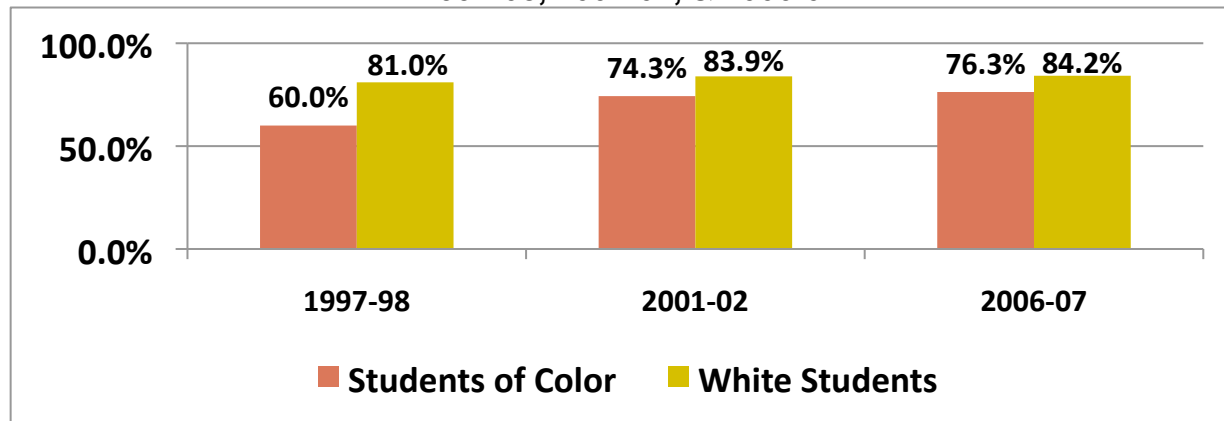
**FIGURE 11
RETENTION AT ANY UW INSTITUTION BY RACE/ETHNICITY*
1997-08, 2001-02, & 2006-07**

	Fall 1997 - Fall 1998				Fall 2001 - Fall 2002				Fall 2006 - Fall 2007			
	Not Retained		Retained		Not Retained		Retained		Not Retained		Retained	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
African American	2	50.0%	2	50.0%	1	16.7%	5	83.3%	5	45.5%	6	54.5%
American Indian	4	50.0%	4	50.0%	4	44.4%	5	55.6%	5	38.5%	8	61.5%
Southeast Asian	4	50.0%	4	50.0%	2	25.0%	6	75.0%	4	16.0%	21	84.0%
Asian	1	16.7%	5	83.3%	0	0.0%	6	100.0%	2	12.5%	14	87.5%
Hispanic	1	25.0%	3	75.0%	2	33.3%	4	66.7%	3	20.0%	12	80.0%
Subtotal	12	40.0%	18	60.0%	9	25.7%	26	74.3%	19	23.8%	61	76.3%
White & Unknown	163	19.0%	696	81.0%	133	16.1%	691	83.9%	148	15.8%	786	84.2%
International	5	83.3%	1	16.7%	2	28.6%	5	71.4%	1	20.0%	4	80.0%

Total	180	20.1%	715	79.9%	144	16.6%	722	83.4%	168	16.5%	851	83.5%
Difference: White Students vs. Students of Color					21%				10%			
									8%			

*Source: UWSA Office of Policy Analysis and Research, Spring 2008 Retention reports, Fulltime Students

**FIGURE 12
RETENTION AT ANY UW INSTITUTION,
STUDENTS OF COLOR & WHITE STUDENTS
1997-08, 2001-02, & 2006-07**



**FIGURE 13
GRADUATION IN SIX YEARS FOR FULLTIME AND PART-TIME
STUDENTS BY RACE/ETHNICITY
1994-00, 2000-06, & 2002-08**

		Graduated by Aug. 2000			Graduated by Aug. 2006			Graduated by Aug. 2008		
		1994	2000	%	2000	2006	%	2002	2008	%
Students of Color	African American	7	1	14.3%	7	2	28.6%	12	5	41.7%
	Hispanic/Latino	9	2	22.2%	4	2	50.0%	8	4	50.0%
	American Indian	12	1	8.3%	15	5	33.3%	5	3	60.0%
	Asian	4	1	25.0%	7	4	57.1%	8	4	50.0%
	Southeast Asian	8	3	37.5%	18	6	33.3%	24	9	37.5%
	Subtotal	40	8	20.0%	51	19	37.3%	57	25	43.9%
White Students		810	332	41.0%	930	497	53.4%	822	460	56.0%
Difference: White Students vs. Students of Color		21.0%			16.2%			12.1%		

FIGURE 14
GRADUATION IN SIX YEARS FOR FULLTIME AND PART-TIME
STUDENTS OF COLOR & WHITE STUDENTS
1994-00, 2000-06, & 2002-08

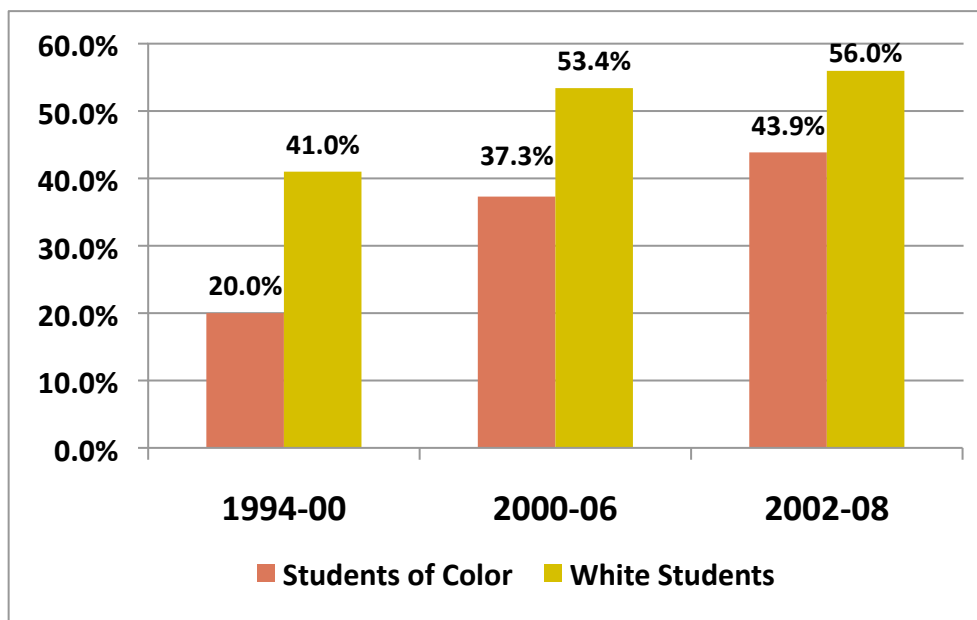


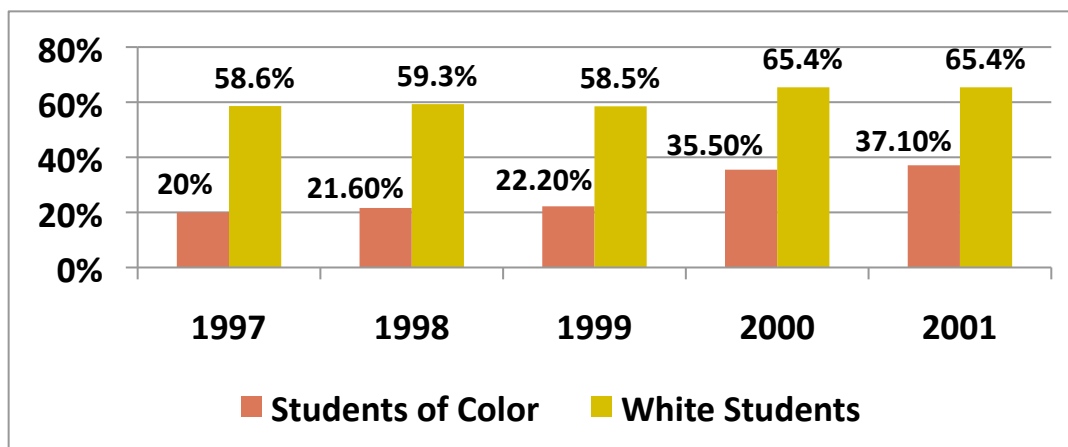
FIGURE 15
SIX YEAR GRADUATION RATE AT ANY UW SCHOOL BY RACE/ETHNICITY*
1997, 1998, 1999, 2000 & 2001

Full-time New Freshman	Fall 1997		Fall 1998		Fall 1999		Fall 2000		Fall 2001	
	Cohort	Graduated within 6 years	Cohort	Graduated within 6 years	Cohort	Graduated within 6 years	Cohort	Graduated within 6 years	Cohort	Graduated within 6 years
African American	4	25.0%	6	50.0%	6	16.7%	4	50.0%	6	50.0%
American Indian	8	12.5%	14	14.3%	14	21.4%	12	33.3%	9	33.3%
Southeast Asian	8	25.0%	6	33.3%	9	66.7%	8	0.0%	8	12.5%
Asian	6	66.7%	5	20.0%	5	80.0%	5	60.0%	6	66.7%
Hispanic	4	0.0%	6	33.0%	2	0.0%	2	100.0%	6	50.0%
Subtotal	30	20.0%	37	21.6%	36	22.2%	31	35.5%	35	37.1%
White & Unknown	859	58.6%	907	59.3%	829	58.5%	890	65.4%	824	65.4%

International	6	16.7%	3	33.3%	15	40.0%	8	50.0%	7	42.9%
Total	895	57.2%	947	57.9%	880	57.4%	929	64.3%	866	64.2%
Difference: White Students vs. Students of Color	38.6%		37.7%		36.3%		29.9%		28.3%	

*Most recent cohort

FIGURE 16
SIX YEAR GRADUATION RATE AT ANY UW SCHOOL:
STUDENTS OF COLOR & WHITE STUDENTS
1997, 1998, 1999, 2000 & 2001



UWS Plan 2008 Goal IV: INCREASE THE AMOUNT OF FINANCIAL AID AVAILABLE TO NEEDY STUDENTS AND REDUCE THEIR RELIANCE ON LOANS.

Related Institutional Plan 2008 Goals: Goal 4: UW-Green Bay will seek to increase the amount of non-loan-based financial aid available to needy students. Specifically, UW-Green Bay will:

- Seek to increase private funds available for allocation to students of color and economically disadvantaged students.
- Maximize student aid awards through early application and coordination with other funding agencies.

Initiatives/Programs/Activities of Note:

- Established M/D Scholarships with a \$10,000 initial endowment. Subsequently grew the scholarship fund to \$12,000.
- Offered tax preparation assistance to continuing students of color in an effort to expedite early FAFSA submission.

- Conducted a study of Lawton grant recipient retention, which indicated higher retention and graduation of Lawton grant recipients compared to students of color who did not receive Lawton money.

Outcomes: Outcomes for Goal IV are summarized in Figures 17- 18.

- On average, students of color received aid packages that included more grant and scholarship dollars, approximately the same amount of loan and work-study dollars, and more total aid awarded than did white students. This pattern was relatively consistent across all ten years of *Plan 2008*.
- Higher financial aid award packages for students of color were generally a formula-driven consequence of greater financial need.

Non-Loan Based Aid

- An M/D scholarship program was initiated in 1999-2000 with Founders Association funds. A total annual fund varying from \$5000 to \$12,000 was distributed to varying numbers of minority and disadvantaged students each year.
- UW-Green Bay has aggressively sought non-loan based aid to supplement aid awards for underrepresented and disadvantaged students. Two examples: Before the SSS grant was discontinued, approximately \$38,000 annually of supplemental aid was made available to SSS participants who were Pell Grant eligible. In 2001-02 UW-Green Bay applied for and received \$108,594 from the Refugee Teacher Training Grant to offset tuition, fee, and book expenses for refugee students enrolled in or intending to enroll in the Education program.
- Tribal funding to support American Indian students has remained very stable over the ten years of *Plan 2008*, with the Oneida Tribe of Indians continuing to lead the way with its generous support of education for its enrolled members.

Factors Influencing Outcomes:

- The changing legal and political climate with respect to race-based scholarships impacted and will continue to impact the expansion of diversity scholarship funds.
- The future of Lawton and AOP grants to support multicultural students remains uncertain.

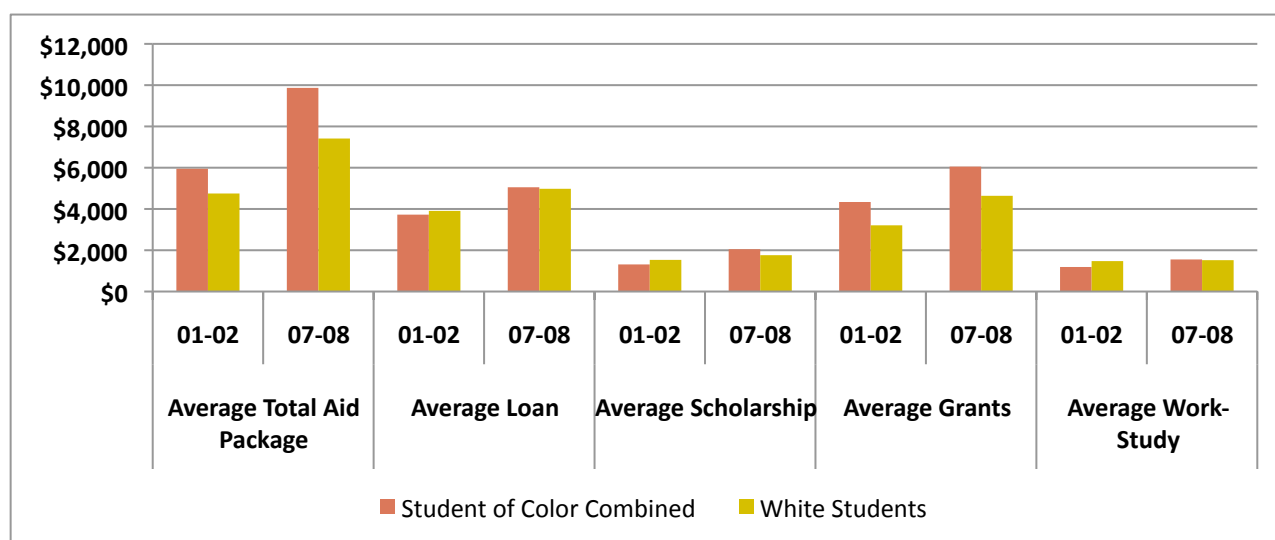
FIGURE 17
AVERAGE AID RECEIVED BY RACIAL/ETHNIC HERITAGE
2001-02 & 2007-08

RACE/ETHNICITY	Average Total Aid Package		Average Loan		*Average Scholarship		Average Grants		Average Work-Study	
	01-02	07-08	01-02	07-08	01-02	07-08	01-02	07-08	01-02	07-08
African American	\$6,650	\$12,709	\$3,435	\$6,114	\$1,433	\$1,501	\$4,726	\$4,563	\$1,035	\$1,745
Southeast Asian	\$5,691	\$9,571	\$2,918	\$4,594	\$1,907	\$1,809	\$4,772	\$5,721	\$1,343	\$1,561
Hispanic	\$5,193	\$8,764	\$3,944	\$5,510	\$700	\$2,128	\$2,487	\$5,615	\$1,609	\$1,962
American Indian	\$6,673	\$9,456	\$3,783	\$4,930	\$1,495	\$2,520	\$5,843	\$7,602	\$809	\$987

Asian	\$5,535	\$8,840	\$4,549	\$4,116	\$1,019	\$2,086	\$3,860	\$6,343	\$1,151	\$1,522
Student of Color Combined	\$5,948	\$9,868	\$3,726	\$5,052	\$1,313	\$2,050	\$4,338	\$6,053	\$1,189	\$1,554
White Students	\$4,750	\$7,414	\$3,907	\$4,978	\$1,533	\$1,761	\$3,208	\$4,638	\$1,474	\$1,519

*Excludes Athletic Scholarships

FIGURE 18
STUDENTS AVERAGE AID AWARDS
2001-02 & 2007-08



UWS Plan 2008 Goal V: INCREASE THE NUMBER OF FACULTY, ACADEMIC STAFF AND ADMINISTRATORS OF COLOR SO THAT THEY ARE REPRESENTED IN THE UW SYSTEM WORKFORCE IN PROPORTION TO THEIR CURRENT AVAILABILITY IN RELEVANT JOB POOLS. IN ADDITION, WORK TO INCREASE THEIR FUTURE AVAILABILITY AS POTENTIAL EMPLOYEES.

Related Institutional Plan 2008 Goals: Goal 2: Increase the number of faculty, academic staff and administrators of color so that they are represented in the UW system workforce in proportion to their current availability in relevant job pools. Specifically, UW Green Bay will:

- Take advantage of the significant number of anticipated hiring opportunities to increase the racial and ethnic diversity of its faculty, staff and administrators.
- Improve the retention and promotion rates of faculty and academic staff of color.

Initiatives/Programs/Activities of Note:

- Implemented curricular needs analysis by the appropriate academic dean before posting faculty positions to assure that changing scholarship and student interests are represented in the position description and desired qualifications. This process contributed to diversifying both the curriculum and the faculty.
- Implemented a Position Review Committee consisting of senior administrators to approve all position announcements and postings (verbiage, qualifications, etc)
- Employed active search strategies that have included personal contacts, recruitment at national conferences and announcements at universities known for graduating large numbers of persons of color.
- Used salary savings dollars and discretionary funds to increase the amount of money available to units for active recruitment.
- Established the Chancellor's Diversity Fund to provide bridge funding to hire a person of color identified in one search to fill a future vacancy that is anticipated in a particular department or office.

New Recruitment/Retention Initiative of Note, 2006-07-present:

- In 2007-2008 the Chancellor's Diversity Advisory Council focused solely on workforce diversity issues. A study with several specific recommendations on workforce diversity was submitted to senior leadership.
- Search and screen policies were improved and detailed checklists developed.
- The Affirmative Action Officer/designee facilitates two annual search and screen workshops and now meets with the search chair at the commencement of each search.
- Developed electronic submission of the Applicant Self ID Form to increase completion rate. This enhances the identification of diversity in the applicant pools and facilitates affirmative action decision making.
- Developed an online recruitment resources database.
- Developed employment opportunity brochures in English, Spanish and Hmong.
- Implemented formal tracking of where applicants find out about UWGB vacancies.
- Implemented formal tracking and analysis of where diversity in applicant pools is being lost in the search process.
- Launched online orientation programs and personal mentoring programs for all new employees in all classifications.
- Introduced online training on prevention of harassment and discrimination in the workplace.
- Implemented a new exit interview process and developed a systematic review of exit interview data.
-

Outcomes: Outcomes for Goal V are summarized in Figures 19 - 20.

- From 1997-98 to 2007-08, the representation of persons of color in the faculty ranks has increased from 16 to 25 (an increase of 56%).
- From 1997-98 to 2007-08, the representation of academic staff of color has increased from 15 to 17 (an increase of 13%).

- Representation of persons of color in the total campus workforce (including classified staff) has increased by nearly 27%, from 37 to 47.
- Based on an analysis of attrition rates, persons of color in the workforce at UW-Green Bay were retained at a rate that was comparable to that of all employees.
-

Factors Influencing Outcomes:

- Several years of interim leadership and significant leadership turnover at senior management levels (Chancellor, Provost, Dean of LAS, Dean of Professional Studies, Human Resources and AA/EO) may have contributed to some inconsistency in procedures, expectations, and data collection with respect to searches and unit-level hiring decisions. With consistent leadership in Human Resources/Affirmative Action since 2006, several new initiatives have been launched, as shown above. Unfortunately, the results of these initiatives will not be known by the time of submission of this final report.
- Based on feedback from failed searches and on information provided in employee exit interviews, salary, workload and lack of mentoring have been identified as significant issues that impact the University's ability to hire and retain of faculty and staff of color.
- In retrospect, the number of hires in areas with AA/EO hiring goals may have been an inappropriate metric for success. AA/EO goals are driven by a number of variables including job groups, incumbency, the size of academic units, and pool availability data that is typically a year or more out of date. In some areas and in some job groups, the presence or absence of a single incumbent determines whether or not a hiring goal exists.
- The centralization of official hiring authority responsibility to fewer individuals improved the ability of senior leadership to monitor workforce diversity efforts.
- The relative lack of advancement opportunities for academic staff in the "flat" organization structure of a small campus likely contributed to higher turnover of entry level staff, especially staff of color, who were compelled to look elsewhere to seek professional advancement opportunities.

**FIGURE 19
FACULTY AND STAFF OF COLOR
1997-98, 2001-02 & FALL 2008**

YEAR	FACULTY	ACADEMIC STAFF	TOTAL	TOTAL WORKFORCE (INCLUDING CLASSIFIED)
1997-98	16	15	31	37
2001-02	21	17	38	43

Oct. 2008	25	17	42	47
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FIGURE 20
FACULTY AND STAFF ATTRITION RATES
3 YEAR AVERAGES, 1998-2002, 2005-2008

EMPLOYEE CATEGORY	% ATTRITION	
	1998-2002 Three Year Average	2005-2008 Three Year Average
All Faculty	7.5%	6.5%
Faculty of Color	8.0%	5.8%
All Academic/Limited Staff	9.5%	8.7%
Academic Staff/Limited of	19.7%	19.7%
All Classified Staff	11.1%	9.4%
Classified Staff of Color	16.2%	5.6%

UWS Plan 2008 Goal VI: FOSTER INSTITUTIONAL ENVIRONMENTS AND COURSE DEVELOPMENT THAT ENHANCES LEARNING AND A RESPECT FOR RACIAL AND ETHNIC DIVERSITY.

Related Institutional Plan 2008 Goals: Goal 5: UW-Green Bay will foster an institutional environment and course development that enhances knowledge of and respect for racial and ethnic diversity. Specifically, UW-Green Bay will;

- Expand diversity training and learning opportunities available to students and staff.
- Increase support for and acknowledgement of diversity enhancement initiatives.
- Strengthen the Ethnic Studies general education requirement, and encourage new course development and curricular infusion initiatives.

Initiatives/Programs/Activities of Note:

- Conducted campus audit of diversity training and programming activities, and made recommendations to enhance opportunities.
- Initiated \$12,000 Diversity Grants program to fund diversity programming, education and retention-focused projects across campus.

- Approved First Nations Studies as a major effective Fall 2007.
- Added an Ethnic Studies emphasis to Urban and Regional Studies in Fall 2000.
- Added ten new Ethnic Studies courses to the curriculum, to bring the total of courses meeting the requirement to 26. Recent additions include:
 - English 344 African American Literature,
 - FNS 210 American Indians in Film,
 - FNS 224 American Indian Tribal Religion,
 - HUMAN BIOLOGY 202 Ethnic Minorities in Science,
 - NUTRITIONAL SCIENCES 302 Ethnic Influences on Nutrition,
 - PSYCH 440 Multicultural Counseling and Mental Health, and
 - SOC WORK 330 Understanding Diversity, Challenging Oppression: A Service Learning Course.
- With support from the Institute on Race and Ethnicity, modified several courses to infuse racial and ethnic diversity topics into the curriculum.
- Added student learning outcomes that specifically relate to multicultural knowledge and skills to several academic programs as part of regular academic program review.
- Established program goals related to *Plan 2008* implementation in most academic programs. Program evaluation is based, in part, on the achievement of program goals.
- Established a formal, periodic review process for the evaluation of library holdings needed to support to EtS courses, and to identify diversity-related enhancements to the Cofrin Library's collection. More than 1000 new titles (books, media, reference documents, serials, etc) on race/ethnicity/diversity topics have been added since 1998.
- Continuously increased the number of social/educational or training programs related to diversity for the campus community.
- Offered a conversational Spanish course to all campus employees, with permission to take the course during the regular workday.
- Procured funds to organize and conduct numerous IRE-sponsored book seminars, which provided focused discussion and learning opportunities to several groups of faculty, academic staff, students and community members.
- Established a Hmong Studies Center and a First Nations Studies Center to support student and faculty research, guest lectures and other programs and events.

Outcomes: Outcomes for Goal VI are summarized below and in Figures 21-22.

1) Expand Training and Learning Opportunities

- Broad participation of faculty, staff and students in IRE-sponsored book discussion seminars, cultural programs, language courses and diversity training sessions.
- Between 1998 and 2008, a total of \$66,301 was requested and received from the UW Institute on Race and Ethnicity to fund curriculum development, reading seminars, and diversity-related campus activities.

2) Support and Acknowledge Diversity Initiatives

- Campus Diversity Grants were provided to academic departments, student service offices or student organizations to support retention and/or campus climate initiatives. Besides funding important campus programs, the grants increased campus-wide “ownership” of *Plan 2008* goals.
- Frequent personal communication was sent from the Chancellor’s and Provost’s offices acknowledging faculty and staff for their involvements in diversity activities on campus and in the community.
- Annual campus recognition of the UWS Woman of Color nominee.
- Campus-wide acknowledgement of the numerous awards and recognitions received by the Phuture Phoenix program.

3) Course and Curriculum Development

- Additional ethnic studies courses helped to decrease the backlog of students who have been unable to complete the Ethnic Studies (EtS) requirement due to enrollment constraints, and provided more curricular breadth to the EtS offerings.
- Curricular infusion efforts broadened student exposure to diversity topics by embedding them within course-specific content.
- Expanded Cofrin Library holdings increased student access to materials that support the study of racial and ethnic diversity.

Factors Influencing Outcomes:

- Additional UWS funding for *Plan 2008* provided important support for the diversity grants program.
- Supplemental funding from the Institute on Race and Ethnicity provided much needed support for special diversity initiatives, particularly as related to faculty research, curriculum development and campus diversity activities.

UWS Plan 2008 Goal VII: IMPROVE ACCOUNTABILITY OF THE UW SYSTEM AND ITS INSTITUTIONS.
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Related Institutional Plan 2008 Goals: Goal 7: Improve accountability of the UW System and its institutions. Specifically, UW-Green Bay will:

- Assign explicit responsibility for coordination and oversight of the implementation of the *UW-Green Bay Campus Diversity Plan 2008*.
- Publicly report on progress and outcomes related to the implementation of the plan.

Initiatives/Programs/Activities of Note:

- Assigned Plan 2008 oversight responsibility to the Provost and Vice Chancellor for Academic Affairs.
- Clarified the M/D Coordinator's role in data collection, monitoring, and reporting.
- Established data collection and reporting mechanism for M/D Fiscal Report.
- Delivered regular reports on *Plan 2008* progress and outcomes to the Campus Leadership Council, the Student Government Association, and the Chancellor's Diversity Advisory Council, and the Chancellor's Community Council on Diversity.
- Provided public accessibility to *Campus Diversity Plan 2008*, progress reports and related documents (Equity Analysis Report) through the Provost's website.

- Charged the Chancellor's Advisory Council on Diversity to conduct research and report on selected aspects of *Plan 2008* implementation each year.

Outcomes: Outcomes for Goal VII are summarized below.

1) Assign Accountability for Coordination and Implementation

- Clear accountability for outcomes was established at the levels of the campus, the area leaders, department chairs and directors.
- The ability of the Chancellor's Advisory Council on Diversity to advise the chancellor was enhanced by the existence of a focused, outcome-based plan.

2) Reporting on Progress and Outcomes

- Regular and public reporting has broadened cross-campus commitment to achieving the goals of *Campus Diversity Plan 2008*.
- Press coverage, both positive and negative, has heightened campus and community awareness of *Campus Diversity Plan 2008*.

3) M/D Program Funding

- The amount of annual funding committed to *Plan 2008* and related programs (all funding sources) generally increased continuously over the ten years of the plan. The only significant decline in funding occurred in 2005, due to the loss of funding of the federal Student Support Services grant.
- The amount of campus GPR funds (102 and 402 funds) committed to diversity initiatives has increased by \$123,806 (62%) since 1997.

Factors Influencing Outcomes:

- Dedicated time for M/D coordination improved recordkeeping and reporting procedures and campus-wide involvement in Plan 2008 initiatives.
- Aggressive efforts to pursue supplemental funding from state, federal and private sources were generally successful, especially in the area of precollege program funding and IRE support for faculty and curriculum development.
- Consistent reporting protocols for tracking M/D expenditures as required in the annual M/D fiscal report has improved consistency and comparability of the data.

FIGURE 21
M/D PROGRAM FUNDING*
ALL FUND EXPENDITURES
1997-98, 1990-00, 2001-02, 2003-04 & 2006-07

FUND SOURCE	1997-98	1999-00	2001-02	2003-04	2006-07
Fund 402 Appropriation	\$77,077	\$75,251	\$154,811	\$143,129	\$148,987
Other State Funds 101-106	\$55,567	\$91,716	\$97,953	\$101,007	\$107,463
Extramural Funds	\$618,051	\$619,345	\$767,720	\$767,061	\$545,285
Institutional Scholarships	\$34,344	+\$96,000	+\$132,720	+\$213,111	+\$300,035
Total Program Funds and Scholarships	\$785,039	\$882,312	\$1,153,204	\$1,224,308	\$1,101,770

* Excludes Fringe Benefits, AOP, Lawton and other Financial Aid allocated by UWS

+ Includes Athletics Scholarships

FIGURE 22

**M/D PROGRAM FUNDING
ALL FUND EXPENDITURES
1997-98, 1990-00, 2001-02, 2003-04 & 2006-07**

