

# By the Numbers

Focus on the Facts

Office of Institutional  
Research  
University of Wisconsin—La Crosse

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## UW-L 1 of 6 in System to Pilot *Equity Scorecard*

An 18-month project to begin improving diversity at UW-La Crosse began recently with meetings involving a group of UW-La Crosse's academic, administrative, and student leaders.

The project is called the *Equity Scorecard* and it will be used as an effort to improve diversity on six pilot UW campuses (Oshkosh, La Crosse, Milwaukee, Parkside, Whitewater and the UW Colleges) and achieve objectives identified in Plan 2008. Plan 2008 is the second 10-year plan that is designed to increase both the number of minority students and improve minority students academic outcomes.

Interim Assistant Vice President for OADD Vicki Washington described the *Equity Scorecard* as being a process that would emphasize the use of data in achieving goals. "It uses current data to determine how to create more equity, where the gaps are and understanding the problems and obstacles to change."

A core group of faculty and staff have been identified as the *Equity Scorecard* Team; observers from the campus and community will be added to the team throughout the process to garner insight from multiple points of view.

Meetings so far have included members from of the UW System Office for

Academic Diversity and Development (OADD) along with various leaders from the campus. Participants at an all day meeting on campus February 21 shared both excitement for the potential of the *Equity Scorecard* and concern for how the data will be used. Some key concerns included getting mired in discussion rather than action, campus comparisons, and setting standards too high.

Of the participating schools, La Crosse has the lowest representation of minority students on campus. The *Equity Scorecard* Team will work to explore the causes and identify steps that can be taken to close the gap.

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### UW-L Students at a Glance

**Undergraduate Enrollment:**  
8133

**% Female:** 56%

**Ethnic/Racial Composition:**

African American: 0.8%  
Southeast Asian: 1.2%  
Other Asian/Pacific Islander: 1.5%  
Hispanic/Latino: 1.5%  
Native American: 0.7%  
International: 0.7%  
Unknown/Undeclared: 0.9%  
Caucasian: 92.6%

**New Freshmen Facts**

% of Applicants Admitted: 67.5%  
Avg. ACT Composite: 25  
Avg. High School Rank: 82%ile  
% in top 25% of HS Class: 80%  
% Undeclared: 19%  
% living on campus: 90%  
% from within 100-mile radius of La Crosse: 32%

Based on Fall 2005 data.

## Editor's Note

Welcome to the first edition of "By the Numbers"! This newsletter is the first in a series designed to share the knowledge, experience, and findings of the Office of Institutional Research with UW-L students, staff, faculty, and administrators.

This issue is dedicated to the *Equity Scorecard* process recently initiated on our campus and will introduce you to the project and team members. Future issues will provide insights and updates we hope you will find engaging as we delve

into the details uncovered by exploring data about our campus.

### Teri Thill

Editor & Director of Institutional Research

## Setting the Stage for Diversity

### UW-L's Equity Scorecard Team

Al Thompson  
Assistant to the Chancellor,  
Affirmative Action and Diversity  
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Enilda Delgado  
Associate Professor, Sociology

Roger Haro  
Professor, Biology  
Chair, Joint Minority Affairs  
Committee

Beth Hartung  
Campus Climate Coordinator

Bruce Riley  
Professor, Mathematics

Barbara Stewart  
Director, Multicultural Student  
Services

Teri Thill  
Director, Institutional Research

Carmen Wilson  
Associate Professor, Psychology  
Chair, Faculty Senate

For more information on the Equity Scorecard at UW-L, please visit:

<http://www.uwlax.edu/campusclimate/htm/EquityScorecard.html>

For more information on the development of the Equity Scorecard process, please visit the Center for Urban Education at USC:

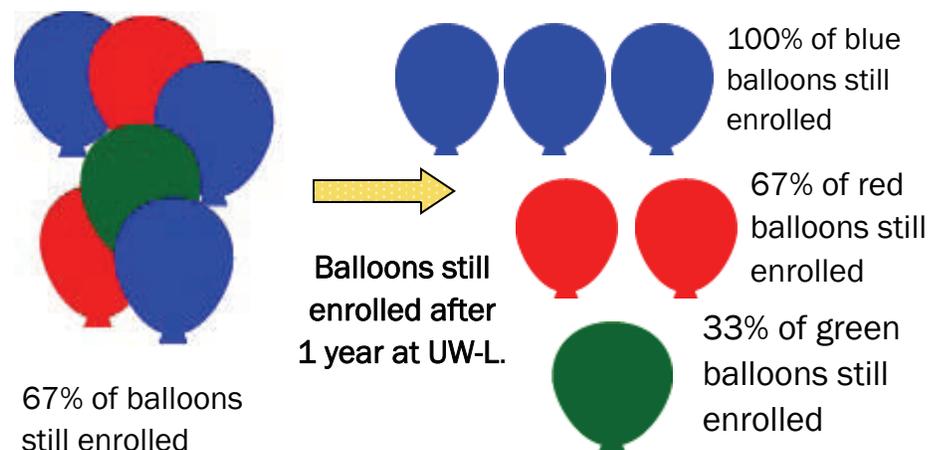
<http://www.usc.edu/CUE>

The *Equity Scorecard* was developed by Dr. Estela Mara Bensimon at the Center for Urban Education, University of Southern California in order to:

- Foster institutional effectiveness by increasing its capacity to interpret and share existing institutional data disaggregated by race, ethnicity, and gender.
- Expand institutional knowledge about the specific underlying factors that result in inequities for students of color or other underrepresented students in access, enrollments, retention, achievement, and graduation.
- Enable institutions to conduct "fine-grained" analysis to develop equity-oriented goals and benchmarks to achieve equity for students of color and other underrepresented populations in all measurable areas.

The process involves three general steps:

**Step 1. Separate Data by Ethnicity/Race.** The first task is to disaggregate student data by race and ethnicity. By examining existing student data in novel ways and asking questions, we are able to generate new ideas and fresh perspectives. While much of the data our team will start with is familiar from existing reports, by delving deeper into the data and identifying new questions, the inequities in educational access and outcomes become more apparent.



**Step 2. Identifying Areas of Improvement.** The next step in the Scorecard process is to establish goals for current areas of inequity. For example, suppose that three red, three blue, and three green balloons enroll at UW-L. A year later, 2/3rd of the total balloons are still enrolled, however, only one green balloon (1/3rd of the original green balloons enrolled) are among them. This reflects a state of inequity for the green balloons—the proportion of green balloons still enrolled is less than the proportion of total balloons still enrolled. The Scorecard Team might identify this as an area for improvement—to increase the number of green balloons re-enrolling after their first year.

**Step 3. Transfer Knowledge Among Institutional Decision-Makers.** While the Scorecard Team is still in the early stages of data exploration, we have already worked to develop a communication plan. As a team, we are dedicated to turning the information we gather into action. We hope by organizing the data and goals in an *Equity Scorecard*, we can help our campus identify concrete decisions, planning, and actions to effect positive action to bring about equitable outcomes for all students.