Diversity at UW-Madison: What the Numbers Say

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Themes

Trend data – undergraduate enrollments, retention rates, graduation rates
Collecting race/ethnicity - what we collect, how we collect it, issues associated with making changes.
Pipeline – present context and future projections.
Surprises – new information and the unexpected.
Trends

Undergraduate enrollment trends
New first-year enrollments
Retention rates
Graduation rates
1974, Race/ethnicity collection begins

Race/ethnicity collection begins
Enrollment Trends
Race/ethnicity Detail

See tabulation.

• Since 1974
• Southeast Asian – 1990
• International students excluded
Percent Enrolled New Freshmen

- Minority
- Targeted Minority

Plan 2008

% of New Freshmen


Percent Enrolled New Freshmen

- Minority
- Targeted Minority

Plan 2008

PEOPLE
New First-Year Student Trends
Race/ethnicity Detail

See tabulation.

- Record numbers in fall 2005
- Unknown’s up in 2004 and 2005

Revised total – 6141 new freshmen!!!
Percent of First-Year Undergraduates Retained After One Year

Percent of First-Year Undergraduates Retained After Two Years
Percent of First-Year Undergraduates Retained After Three Years

- Targeted Minority Students
- All Other Students

Percent of First-Year Undergraduates Graduated After Six Years

- All Students
- Targeted Minority Students
Percent of First-Year Undergraduates Retained After One Year

Fall Semester of Cohort Entrance

Retained at UW

Stop-outs
Transfer-outs
Other “leavers”

Percent of First-Year Undergraduates Retained After One Year

Fall Semester of Cohort Entrance
Retention/Graduation Rates

- Retention gap is closing
- Time lag for graduation rate
- Transfer-outs don’t close the gap
- Minority students are retained longer
Race/ethnicity Collection

Some general principles
• We can only report/analyze what we collect
• Data quality matters (garbage in, garbage out)

Collection

• From students
  – at the time of application
• From employees
  – on the W4 at time of first appointment
On the Undergraduate Application

Racial/Ethnic Heritage: (Check one box)
_ African American/Black
_ American Indian or Alaska Native
  (Tribal affiliation _____________)
_ Southeast Asian: Cambodian, Hmong, Laotian, Vietnamese
_ Other Asian/Pacific Islander
_ Hispanic/Latino
_ White/Non-Hispanic

Use and Disclosure of Racial/Ethnicity Information

The U.S. Department of Education requires the university to report the number of students in various racial/ethnic categories. Your cooperation in furnishing accurate information will be appreciated. Racial/ethnic heritage information will be treated as confidential and will not appear on academic records, grade reports, class lists, or transcripts. Individual student racial/ethnic information will not be supplied to persons outside UW–Madison unless the student gives prior written consent. Within the UW System, individual student racial/ethnic information will be released only by approval of the chancellor or a designee of the chancellor.
IPEDS Racial/ethnic descriptions

Racial/ethnic designations as used in this survey do not denote scientific definitions of anthropological origins. The categories are:

- **Black, non-Hispanic** — A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).
- **American Indian/Alaska Native** — A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian/Pacific Islander** — A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India, and Vietnam.
- **Hispanic** — A person of Mexican, Puerto Rican, Cuban, Central, or South American, or other Spanish culture or origin, regardless of race.
- **White, non-Hispanic** — A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

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Categories

<table>
<thead>
<tr>
<th>What we collect:</th>
<th>IPEDS categories:</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td>Black, non-Hispanic</td>
</tr>
<tr>
<td>American Indian/Alaska</td>
<td>American Indian/Alaska Native</td>
</tr>
<tr>
<td>Native</td>
<td></td>
</tr>
<tr>
<td>Southeast Asian</td>
<td>Asian/Pacific Islander</td>
</tr>
<tr>
<td>Other Asian/Pacific Islander</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>Hispanic</td>
</tr>
<tr>
<td>White/Non-Hispanic</td>
<td>White, non-Hispanic</td>
</tr>
<tr>
<td>Unknown</td>
<td>Unknown</td>
</tr>
<tr>
<td>International</td>
<td>Non-resident alien</td>
</tr>
</tbody>
</table>
Time to make changes in race/ethnicity collection categories?

- Changing policy needs
- Changing demographics
- Acknowledge a broader range of self-identity

UW System Race/ethnicity ID working group.
Percent Enrolled New Freshmen

- Minority
- Targeted Minority
- Unknown

Race/ethnicity Unknown
Fall 2005

<table>
<thead>
<tr>
<th></th>
<th>Ununknowns (N=196)</th>
<th>New First-Years (N=6141)</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Electronic application</td>
<td>94</td>
<td>74</td>
</tr>
<tr>
<td>% Female</td>
<td>56</td>
<td>56</td>
</tr>
<tr>
<td>Average Age</td>
<td>18.1 yrs</td>
<td>18.0 yrs</td>
</tr>
</tbody>
</table>
On the E-Application

Racial/Ethnic Heritage: (Check one box)
  _ African American/Black
  _ American Indian or Alaska Native
    (Tribal affiliation _____________)
  _ Southeast Asian: Cambodian, Hmong, Laotian, Vietnamese
  _ Other Asian/Pacific Islander
  _ Hispanic/Latino
  _ White/Non-Hispanic
  _ I choose not to respond [added to e-app Sept 2003]

We asked unknowns 2 questions:

1. The application to UW Madison that you filled out asked you to tell us your race/ethnicity. You chose not to answer this question. Please check all the reasons why you did not give an answer.

2. How should we change the question so that people will answer it?
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2. How should we change the question so that people will answer it?

Speculation?

Reasons for non-response

<table>
<thead>
<tr>
<th>Reason</th>
<th>% of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. I was afraid the information would hurt my chances of getting into UW</td>
<td>43</td>
</tr>
<tr>
<td>e. I think information about race/ethnicity is private</td>
<td>43</td>
</tr>
<tr>
<td>f. The question was optional</td>
<td>26</td>
</tr>
<tr>
<td>d. I was afraid the information would be used against me in some other way</td>
<td>17</td>
</tr>
<tr>
<td>a. None of the categories described my race/ethnicity</td>
<td>7</td>
</tr>
<tr>
<td>b. I wanted to check more than one category</td>
<td>4</td>
</tr>
<tr>
<td>g. I don't remember</td>
<td>3</td>
</tr>
<tr>
<td>h. Other - provided written comments</td>
<td>38</td>
</tr>
</tbody>
</table>
How should we change the question so people will answer it?

<table>
<thead>
<tr>
<th>% of</th>
<th>respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t ask it; it’s inappropriate</td>
<td>36</td>
</tr>
<tr>
<td>Don’t use race as an admission factor</td>
<td>29</td>
</tr>
<tr>
<td>No way to increase response; don’t know</td>
<td>17</td>
</tr>
<tr>
<td>Make a response required</td>
<td>12</td>
</tr>
<tr>
<td>Provide more choice</td>
<td>8</td>
</tr>
<tr>
<td>Ask elsewhere, perhaps after admission</td>
<td>5</td>
</tr>
</tbody>
</table>

Wisconsin’s Minority Population

- US Population: 30%
- WI Population: 12%
- WI Population, < 24 yrs: 17.3%
- WI Public HS Graduates: 12%

Sources: Overall WI population (U.S. Census Bureau, American Community Survey 2003), WI<24 (U.S. Census Bureau, 2000 Census), UW-Madison Eligible, Applicants and Admits (Academic Planning and Analysis, Office of the Provost). Notes: WI HS Grads is public high schools only. UW-Madison Potentially Eligible is the population of high school graduates between 1999 and 2002 who were in the top half of their high school graduating class and took the ACT. UW-Madison new freshman, Fall 2004.
**Wisconsin’s Minority Population**

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**WI Recruiting and Admissions Pool, Fall 2004**

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WI Recruiting and Admissions Pool, Fall 2004

WI Public HS Graduates: 12%
WI HS Grad: Top 50%, took ACT: 7%
UW-Madison Applicants (domestic): 14.5%
UW-Madison Admits (domestic): 13.7%
UW-Madison Freshmen (domestic): 13%

Race/ethnicity of WI HS Graduates

Actual and Projected 1991-2018

Clare Huhn, 2004.
http://wiscinfo.doit.wisc.edu/obpa/Admissions/Admissions.htm
Public and Private High School Graduates in Wisconsin
Actual and Projected, 1991-2018

See C. Huhn paper, 4/2004

Public High School Graduates in Wisconsin
Actual and Projected, 1991-2018

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Public High School Graduates in Wisconsin
Actual and Projected, 1991-2018

See C. Huhn paper, 4/2004

WI Public HS Recruiting Pool
Average of 1999-2002 Graduates

<table>
<thead>
<tr>
<th></th>
<th>Minority</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number HS Graduates</td>
<td>6,713</td>
<td>53,488</td>
<td>60,201</td>
</tr>
<tr>
<td>--&gt; ACT test takers</td>
<td>3,449</td>
<td>38,910</td>
<td>42,359</td>
</tr>
<tr>
<td>--&gt; Top 50%</td>
<td>2,249</td>
<td>30,649</td>
<td>32,898</td>
</tr>
<tr>
<td>--&gt; ACT &gt;22</td>
<td>627</td>
<td>16,820</td>
<td>17,447</td>
</tr>
<tr>
<td>--&gt; Top 25%</td>
<td>451</td>
<td>12,660</td>
<td>13,111</td>
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</table>

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<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent HS Graduates</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>--&gt; ACT test takers</td>
<td>51</td>
<td>73</td>
<td>70</td>
</tr>
<tr>
<td>--&gt; Top 50%</td>
<td>34</td>
<td>57</td>
<td>55</td>
</tr>
<tr>
<td>--&gt; ACT &gt;22</td>
<td>9</td>
<td>31</td>
<td>29</td>
</tr>
<tr>
<td>--&gt; Top 25%</td>
<td>7</td>
<td>24</td>
<td>22</td>
</tr>
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</table>

See C. Huhn paper, 4/2004
**Projected Change in Recruiting Pool**
**2003-2018**

<table>
<thead>
<tr>
<th></th>
<th>Minority</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003 HS Graduates</td>
<td>7,593</td>
<td>53,504</td>
<td>61,097</td>
</tr>
<tr>
<td>2018 (projected) HS Grads</td>
<td>12,722</td>
<td>46,155</td>
<td>58,877</td>
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</tbody>
</table>

Projected Change Overall

<table>
<thead>
<tr>
<th></th>
<th>Minority</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5,129</td>
<td>-7,349</td>
<td>-2,220</td>
</tr>
</tbody>
</table>

---> ACT test takers

<table>
<thead>
<tr>
<th></th>
<th>Minority</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>-- Top 50%</td>
<td>1669</td>
<td>-4211</td>
<td>-2542</td>
</tr>
<tr>
<td>-- ACT &gt;22</td>
<td>535</td>
<td>-2308</td>
<td>-1773</td>
</tr>
<tr>
<td>-- Top 25%</td>
<td>344</td>
<td>-1742</td>
<td>-1398</td>
</tr>
</tbody>
</table>

WI public high schools.

See C. Huhn paper, 4/2004

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**2003 to 2018 changes**

- HS graduating class 8% smaller
- 12 % minority increase to 22% minority
- Minority students apply at higher rates
- Recruiting pool will only expand be a few hundred due to demographics
- Other changes are needed to increase racial/ethnic diversity
Themes

Trend data – undergraduate enrollments, retention rates, graduation rates
Collecting race/ethnicity - what we collect, how we collect it, issues associated with making changes.
Pipeline – present context and future projections.
Surprises – new information and the unexpected.

Questions, Discussion