

UNIVERSITY OF WISCONSIN SYSTEM
Equity Scorecard Project

*A Collaborative Action Research Project with the
USC Center for Urban Education
and the
University of Wisconsin System Office of Academic Diversity and Development*

*Funded by
The University of Wisconsin System*

UW OSHKOSH
ENGAGING
People & Ideas



Report to the Chancellor
Submitted by the
University of Wisconsin-Oshkosh Equity Scorecard Team:

Michelina Manzi, Team Leader
Assistant Vice Chancellor, Curricular Affairs and Student Academic Achievement

Irma Burgos, Interim Director
Center for Academic Support and Diversity

Norlisha Crawford, Professor
College of Letters and Science

Donald Hones, Professor
College of Education and Human Services

Quincy LaGrant, Admissions Counselor
Admissions

Marguerite Parks, Professor
College of Education and Human Services

Flora Stapel, Admissions Counselor
Admissions

Michael Watson, Director
Office of Institutional Research

Michael White, Associate Director
Financial Aid

Elsa Macias, Liaison
*Center for Urban Education
University of Southern California
Rossier School of Education*

Hazel Symonette, OADD Liaison
University of Wisconsin System, OADD

December 2005 – End July 2007

The Equity Scorecard: UW Oshkosh Report

Introduction

Participation in the Equity Scorecard Project is focused on the University of Wisconsin System's longstanding commitment to provide increasing opportunity for students of color and disadvantaged students. The Equity Scorecard Project, modeled after the Diversity Scorecard Project at the University of Southern California's (USC) Center for Urban Education, provides a mechanism to help in the identification of inequities in educational outcomes for students of color and disadvantaged students. The process involves creating a campus evidence team, analyzing existing institutional data from four perspectives (access, retention, institutional receptivity and excellence), engaging faculty, staff, and students in project analysis and in informing the evidence team as the project is developing, and finally, in the development of action steps to achieve equity in educational outcomes.

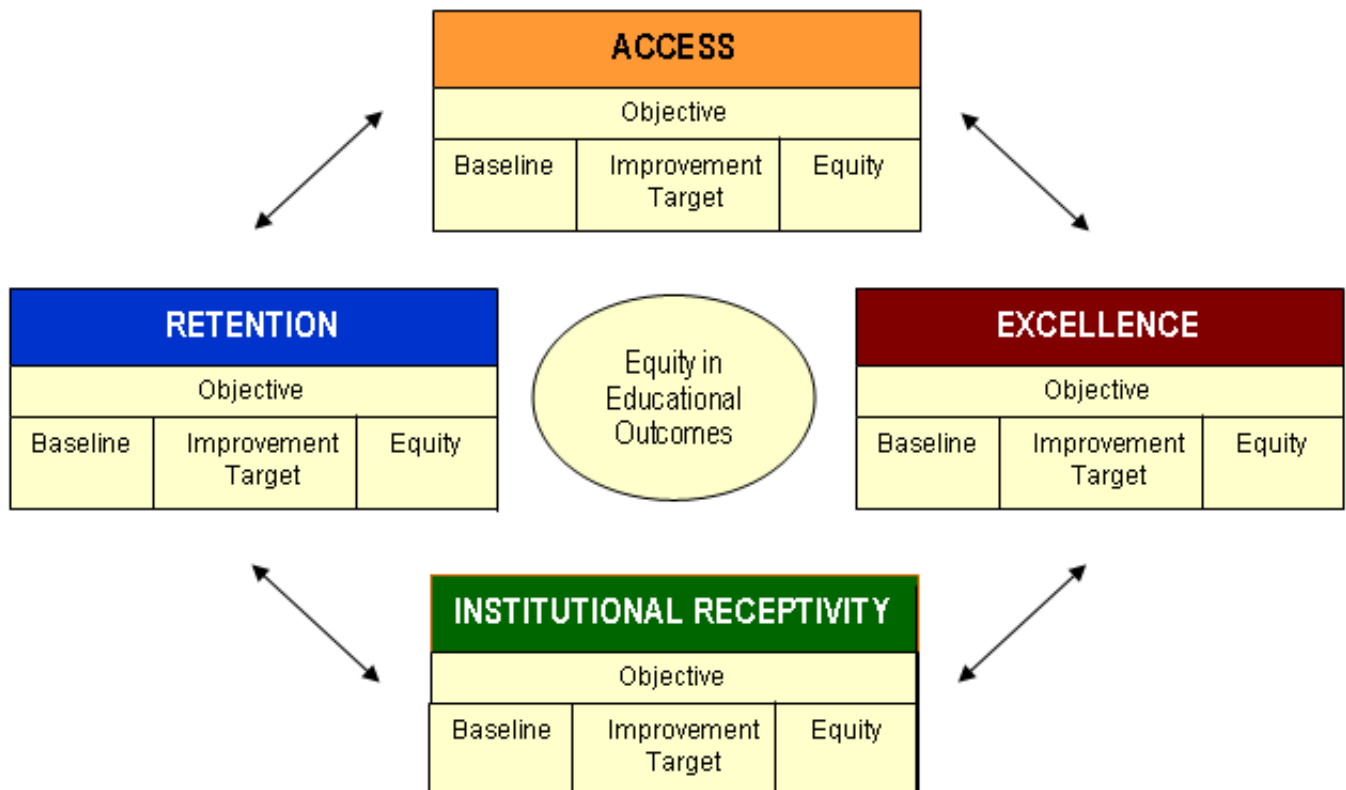
Equity Scorecard Framework

Increasing awareness and level of understanding regarding enrollment inequities among underrepresented students of color at the University of Wisconsin Oshkosh is the focus of this work. Looking at data relative to students of color will allow a focus on strategies for eliminating the inequities identified. These data by race and ethnicity are analyzed within each area of the Equity Scorecard Project framework (figure 1). Within each area the model refers to the base line, improvement target and what is identified as equity. Within this study, and particular to this campus, data was aggregated at times due to very small numbers within each category. A discussion of terminology will follow. The four areas as defined by the project to be studied are:

- **Access:** This area includes internal and external assessments related to enrollment, financial aid, pre and declared major areas of study.
- **Retention:** This area refers to persistence, successful completion of coursework, academic success, and completion of degree programs.
- **Excellence:** This area addresses achievement and academic opportunities (i.e. grades, honors and awards, preparation toward graduate programs).
- **Institutional Receptivity:** This area focuses on the University's openness to diversity of faculty, academic and non-academic administrative staff, and campus climate.

Figure 1:

An Illustration of the Equity Scorecard Framework



Institutional Context: The ESC Team

The University of Wisconsin Oshkosh Diversity Council developed Plan 2008, Phase II, which targeted outcome based measures that are linked to Plan 2008 goals and identify progress towards closing the achievement gap between students of color and their white counterparts. Progress has been made in each goal defined in Phase II. The Equity Scorecard Project shows data guided queries in areas that are covered in Plan 2008, Phase II. The Diversity Council regularly invites the Equity Scorecard Team (ESC Team) to present data and queries. The Diversity Council garners membership from a representation of constituencies across campus and there is overlap of some members who are on both the Diversity Council and the ESC Team.

The UW Oshkosh ESC Team is comprised of a variety of diverse campus constituencies, including faculty from the College of Education and Human Services and the College of Letters and Science, staff from Admissions, Financial Aid, the Center for Academic Support and Diversity, the Office of Institutional Research, a liaison from the University of Wisconsin System Office of Academic Diversity & Development, and a liaison from the Center for Urban Education, University of Southern California, Rossier School of Education, participating via teleconference. The ESC Team is led by the Assistant Vice Chancellor for Curricular Affairs and Student Academic Achievement from the Provost's office. The project has the complete support of the Chancellor.

The University of Wisconsin Oshkosh is committed, as part of its Mission, Vision, Values, and Key Strategic Operational plans, to increasing access, retention, receptivity, and excellence for students of color, and to the provision of a high-quality, affordable and comprehensive education. Conversations with campus constituencies about the Equity Scorecard from the outset of the project have heightened interest and support for this project. This data guided study intentionally works to engender campus support for the difficult questions asked of the data. Support garnered coupled with activity that is underway as a result of the Diversity Council Plan 2008, Phase II, presents a solid line of action and dedication to our Mission of equity. As this project unfolds, the ESC Team has moved deliberately to engage the campus community in meetings, workshops and presentations to bring forward the activity and data. Increasing campus engagement takes time and is vital to the success of our work that is based on our awareness of campus culture steeped in the need for transparency.

Work of the ESC Team

The Equity Scorecard Project began with a vibrant discussion of terminology at the team level followed by the collection of the first set of data on "access." Soon after we developed and made campus presentations. These events yielded constituent concern about the low numbers within many categories making equity a difficult concept to develop within categories. To conclude that inequity exists in a department or college based on the absence or presence of one or two students over six years was a cause for concern among campus constituencies.

The needs of just one or two students are of definite concern to the ESC Team and to the campus. Each inequity is an area to be known, studied and remedied. To remedy the situation of a low "N," the ESC Team decided to aggregate data over a six year period in some cases. We refined terms and reworked some visual presentation of the data based on feedback from groups such as the Provost's Administrative Staff, Faculty Leadership Breakfast meetings, and meetings

with students. We reexamined our terminology and the way we analyzed institutional data as is noted in the following statements that guide our thinking:

- 1) Equity and Inequity: Are these defining terms engendering or hindering conversations about the numbers, especially when the “N” is low and single digit, and the movement of one or two students within a category points towards “inequity?”
- 2) Small numbers: Small numbers lead to discussions on external access. For example, with an increase of several students in one ethnic group in the College of Business (COB), equity is satisfied. As the Dean of COB indicated, equity may be achieved yet is misleading and potentially can lull a department into thinking that no more work in the area of diversity is needed. Small numbers within each incoming ethnic group require closer examination.
- 3) Financial Aid: The role of financial aid is crucial in the area of access.

Each of these issues is addressed in this report.

PERSPECTIVE I: ACCESS

The *access* perspective refers to programs and resources that can significantly improve life opportunities for historically underrepresented students. The access indicators that we examined include:

- Internal Access to UW Oshkosh
- External Access to UW Oshkosh
- Access to Financial Aid

I. Internal Access

A. Baseline Data and Other Internal Access Data

The baseline data (Table 1) defines “equity.” For example, 1.1% of all new students are African American and this is the “equity number” for new African Americans. If 1.1% of all new African American students select Business as their intended major then that is an “equitable” or proportional number. If the percentage is less than that it is, by definition, inequitable, if it is more than that it is significant over-representation.

Table 1: Baseline Data

Fall 00 to Fall 05	All Full-time UG		New Full-time UG	
	N	%	n	%
African American	485	1.0%	155	1.1%
American Indian	320	0.6%	127	0.9%
SE Asian	569	1.1%	198	1.4%
Asian American	418	0.8%	130	0.9%
Hispanic	568	1.1%	193	1.4%
<i>Subtotal</i>	<i>2,360</i>	<i>4.6%</i>	<i>803</i>	<i>5.7%</i>
White	46,739	93.7%	13,192	92.8%
Total	49,099	98.3%	13,995	98.5%

(totals do not include unknown or international students)

B. Equity and Inequity

The definition of “equity” was not useful due to the low “N” we obtained for students of color. We originally began to examine the fall 1999 cohort but it was obvious that with so few students of color we could not make any reasonable or justifiable conclusions from one year’s cohort. Our next step was to aggregate 6 years of data (fall 2000 to fall 2005). Though this increased our totals in the ethnic categories, we concluded that our numbers remained too small to make statements regarding ethnic/racial equity in majors or colleges.

C. Small numbers.

Aggregating the data over 6 years not only did not alleviate the problem but highlighted the issue that the numbers of non-white students are still small. At this point, we spent time discussing the meaning and “story” that data in tables 4 through 8 were telling us.

Conclusions:

1. There clearly is no apparent issue with non-white students getting into the sciences.
2. The psychology department provides a program or an experience in admission to their program that is defined as very accessible to students. It may be valuable to explore this further to determine program attributes.
3. The issue of centralization and storage of data on this campus requires revisiting. Data availability is difficult at times, making sorting and aggregation at times slow and problematic.
4. Internal access numbers point to careful examination of external access. Because there are limited numbers of non-white students on campus, significant findings are difficult, if not impossible, to determine. We understand that this work is not a statistical study of data but rather will result in a data guided report.

II. External Access to UW Oshkosh

We examined *application*, *admissions* and *enrollment* data from the fall of 2001 to the fall of 2005. These data disaggregated by race and ethnicity shed light on numbers of students of color who applied compared to white students. These data also show the number of students of color who were admitted and enrolled at UW Oshkosh during this time period (Table 2). The data shows that completed application rates are particularly low for African American students (68.6%) compared to all other students.

The data also reveals that African American students who completed applications were admitted at a lower rate (61.8%) than all other groups.

Table 2: Admissions Data by Ethnicity, fall 2001 to fall 2005
Admissions Data by Ethnicity, Aggregating Fall 2001 to Fall 2005
Summary Admissions Data from Fall 2001 to Fall 2005

Fall 2001 - Fall 2005	African American	American Indian	SE Asian	Asian American	Hispanic	White	Total
Total Applications	564	199	406	367	466	22,921	25,145
Total Completed Applications	387	177	368	330	396	21,149	22,989
% of applications completed	68.6%	88.9%	90.6%	89.9%	85.0%	92.3%	91.4%
Total Admits	239	110	306	221	295	17,093	18,416
% of completed applications who were admitted	61.8%	72.3%	83.2%	72.3%	74.5%	80.8%	80.1%
Total Enrolled	106	79	146	88	126	8,195	8,794
% of admitted who enrolled	44.4%	71.8%	47.7%	78.9%	42.7%	47.9%	47.8%

There are two large gaps immediately apparent from the data in the table above. One is the gap between the % of applications completed by African American and all other students. The other is the gap in the % of completed applications who were admitted by African Americans and all other groups. This raises 2 questions and several concerns.

Question 1: Why is the % of completed applications lower among African Americans than among any other group?

Factors involved:

- 1) The Milwaukee Public Schools have minimum graduation requirements that do not meet the minimum requirements for admission to any UW university. Thus we see students starting the application process only to be informed that they lack the necessary core courses to be admitted to UW Oshkosh. This is a frustrating situation for all involved;
- 2) Very low ACT scores prevent students from being admissible, and we see more of these low scores, proportionally, among the African American students. See Table 2 below. Note that the data in Tables 2a and 2b are of the admitted and enrolled students.

Descriptive Statistics for New Freshmen, fall 2000 to Fall 2006 (Spring semesters included)

Table 2a ACT COMPOSITE

ACT Comp	African American	American Indian	SE Asian	Asian	Hispanic	White	Total
Mean	19.0	20.4	18.4	21.4	20.9	22.3	22.1
Median	19	20	18	21	21	22	22
Mode	16	19	17	18	20	22	22

Table 2b ACT READING

ACT Reading	African American	American Indian	SE Asian	Asian	Hispanic	White	Total
Mean	19.5	21.6	17.7	21.6	21.1	22.5	22.3
Median	19	21	18	22	21	22	22
Mode	15	22	18	23	21	22	22

Question 2: Why do we have so few completed applications from non-white groups?

Academic preparation prior to admission to UW Oshkosh is a major issue with respect to external access.

Factors involved:

1) Low percentage of seniors taking the ACT exam. See Table 3

Table 3: High School students in all of Wisconsin in 12th grade

High School students in all of Wisconsin in 12th grade							
	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	6 yrs
African American							
Total no. taking ACT	3,115	3,157	3,428	3,401	3,828	4,412	21,341
% taking ACT	999	1,067	1,095	1,228	1,318	1,464	7,171
	32.1%	33.8%	31.9%	36.1%	34.4%	33.2%	33.6%
American Indian							
Total no. taking ACT	697	686	783	869	873	951	4,859
% taking ACT	202	171	209	248	273	273	1,376
	29.0%	24.9%	26.7%	28.5%	31.3%	28.7%	28.3%
Asian							
Total no. taking ACT	1,719	1,753	1,963	2,082	2,253	2,265	12,035
% taking ACT	977	1,049	1,149	1,208	1,308	1,257	6,948
	56.8%	59.8%	58.5%	58.0%	58.1%	55.5%	57.7%
Hispanic							
Total no. taking ACT	1,688	1,785	1,972	2,080	2,295	2,736	12,556
% taking ACT	613	685	667	773	805	831	4,374
	36.3%	38.4%	33.8%	37.2%	35.1%	30.4%	34.8%
White							
Total no. taking ACT	56,726	56,973	56,961	59,264	59,284	58,473	347,681
% taking ACT	31,681	31,988	31,793	33,182	32,779	32,870	194,293
	55.8%	56.1%	55.8%	56.0%	55.3%	56.2%	55.9%
Total							
Total no. taking ACT	63,945	64,354	65,107	67,696	68,533	68,837	398,472
% taking ACT	34,472	34,960	34,913	36,639	36,483	36,695	214,162
	53.9%	54.3%	53.6%	54.1%	53.2%	53.3%	53.7%

2) Low percentage of ACT takers that have completed the core course requirements necessary to be eligible for admission into most UW System schools.

For example, according to ACT data provided in their Crisis at the Core report,

- ▶ 4,664 non-white students took the ACT in Wisconsin during 2005 (approximately 33% of senior class)

- ▶ 2,396 (51%) had taken a college-preparatory minimum or more core course curriculum—4 years of English; 3 years of Social Sciences; 3 years of Mathematics; 3 years of Natural Sciences.
- ▶ UW Oshkosh enrolled 129 new diverse freshmen in 2005.

3) Geography

UW Oshkosh’s distance from most communities with significant populations of students of color coupled with limited diversity within the Oshkosh community, can adversely affect the recruitment of students of color, particularly African American and American Indian students.

We are concerned with the developmental pre-college preparation of students within our catchments area (Kenosha to Green Bay).

Concerns:

1. **Increase numbers:** How do we, as a campus, strategically increase the numbers of qualified applications, admits and enrollments of students of color?
2. **Understanding issues that exist:** What can we as an institution learn in addition to what we know about pre college preparation?
3. **Increase awareness about the UW Oshkosh mission of access among prospective students:** What is required to enhance awareness of the full meaning of our mission of access? What can we do as a campus to enlighten prospective students concerning what is required as they approach college and decide to apply, enroll and attend?

III. Access to Financial Aid

The Team examined the area of Financial Aid in terms of both internal and external access.

The prospect of receiving financial aid is a significant factor in the admission/enrollment decisions and retention of students of color. For example, tuition support from a federal grant for bilingual and ESL education majors assisted in many ways in the current increase of Hispanic and Southeast Asian students majoring in education and becoming admitted to COEHS. As mentioned above, three Hispanic students were admitted to COEHS across a six-year span, between 2000 and 2005. By comparison, in the spring semester, 2006, three Hispanic students were admitted to the college. All are participants in the federal grant program.

Table 4 represents information that is part of the “vital signs” of financial aid: applications, ethnicity and full-time at the undergraduate level in 1999. The chart breaks down financial aid into categories available to students.

Table 4: Financial Aid Recipients by Ethnicity, Full-Time UG, 1999

1. Fall 1999 Full-Time UG by Aid Received*		African American	American Indian	Southeast Asian	Asian American	Hispanic/Latino(a)	White	Un-known	Total
Pell Grants	%	2.0%	1.1%	2.3%	1.4%	2.0%	90.7%	0.5%	n=1468 100.0%
Wisconsin Higher Education Grants (WHEG)	%	2.7%	1.1%	3.1%	1.9%	1.8%	88.6%	0.8%	n=1004 100.0%
Non-need-based grants	%	1.5%	0.9%	0.8%	0.6%	1.1%	93.8%	1.3%	n=992 100.0%
Federal Need-based loans**	%	1.7%	0.5%	1.1%	0.8%	1.2%	93.9%	0.8%	n=2736 100%
Federal Non-need-based loans***	%	1.3%	0.6%	0.6%	0.7%	1.0%	95.2%	0.8%	n=1991 100%
Federal Work Study	%	2.4%	0.6%	1.3%	0.9%	2.2%	91.9%	0.8%	n=542 100%

*Aid categories do not sum to total because many students receive more than one type of aid.

**Including Perkins and Subsidized Stafford

***Including Unsubsidized Stafford and PLUS

****Including "Alternative" Loans

Analysis of these data, as well as routinely collected data from the Central Data Request /CDR indicates UW Oshkosh attracts non white students with high financial need. Indicators show that applications are not completed at an equitable rate.

Questions:

1) How do we strategically use the federal, state, and institutional financial aid resources we currently access to attract and retain students of color?

2) How and where do we locate funding sources to increase our student aid resources?

3) How do we best communicate and educate high-need students of color that combinations of financial aid resources can assist in making UW Oshkosh affordable?

4) How do we further support the efforts of the Office of Financial Aid in garnering application completion for students who are underrepresented?

PERSPECTIVE II: RETENTION

The *retention* perspective refers to continued attendance from year-to-year or term-to-term, and to degree completion.

The retention indicators that we examined include:

- Retention rates
- Graduation rates
- Academic performance of students in 33 lower level courses

Retention Rates

We aggregated student retention rates from fall 1993 to fall 2004. Specifically, we wanted to examine the rate of first-year, full-time students, disaggregated by race and ethnicity, who were returning to UW Oshkosh one, two and three years after they began their studies. The data show that retention rates were particularly low for minority students groups over this time period. For example, 56.8% of American Indian students who began their studies at UW Oshkosh continued on to year two, but by the beginning of their fourth year, only 35.6% were still enrolled. The retention rates for African American and Latino students also decreased significantly each subsequent year. On the other hand, Asian American and Southeast Asian students had the highest retention rates from year 1 to year 2 at 71.3% and 74.6% respectively, which is comparable to both the rate for white students (73.5%) and the overall total student retention rate (73.2%). (See Table 5).

The low retention rates for students of color (other than SE Asians) are cause for concern. These data raise questions regarding the possible reason(s) students are not persisting to degree completion. Several questions that the Team members raised in discussing these data were:

- What factors led to students not returning?
- What were students' GPAs at the end of the first semester?
- In which courses did students have the most difficulty?
- Did students who were having difficulties seek help from any on-campus support resources?
- Were students who showed signs of having difficulties contacted by any on-campus support resources?

Table 5: Retention Rates Disaggregated by Race/Ethnicity, Fall 93-Fall 04 Freshman Cohort

1. New Freshmen		African American	American Indian	Southeast Asian	Asian American	Hispanic/Latino(a)	White	Total
<i>Fall 1993-2004 Cohort</i>	#	200	148	189	160	238	18,910	19,941
Retained Fall of Year 2	#	132	84	141	114	160	13,899	14,597
	%	66.0%	56.8%	74.6%	71.3%	67.2%	73.5%	73.2%
Retained Fall of Year 3	#	94	58	120	91	122	11,403	11,945
	%	46.8%	38.9%	63.5%	57.0%	51.2%	60.3%	59.9%
Retained Fall of Year 4	#	77	53	101	79	109	10,400	10,888
	%	38.7%	35.6%	53.5%	49.6%	45.7%	55.0%	54.6%

Graduation Rates

The Team examined the rate at which students completed their course work and graduated over a four- or six-year period. We found that 14.2% of all students graduated within four years and 46.2% earned their degree within six-years at UW Oshkosh.

By taking a closer look at these data in Tables 6 and 7, we find notable differences in graduation rates among different student groups. Students of color, for example, had the lowest four- and six-year graduation rates compared to other student groups. African American students had the lowest graduation rates: only 6.5 percent earned their degrees within four years and 25.2 percent in six years. Of the Southeast Asian students that began their studies at Oshkosh, 6.8 percent finished in four years and 36.6 percent graduated in six years. Similar graduation trends are observed for Hispanic students (10.7% and 36.6%).

Table 6: Four-Year Graduation Rates

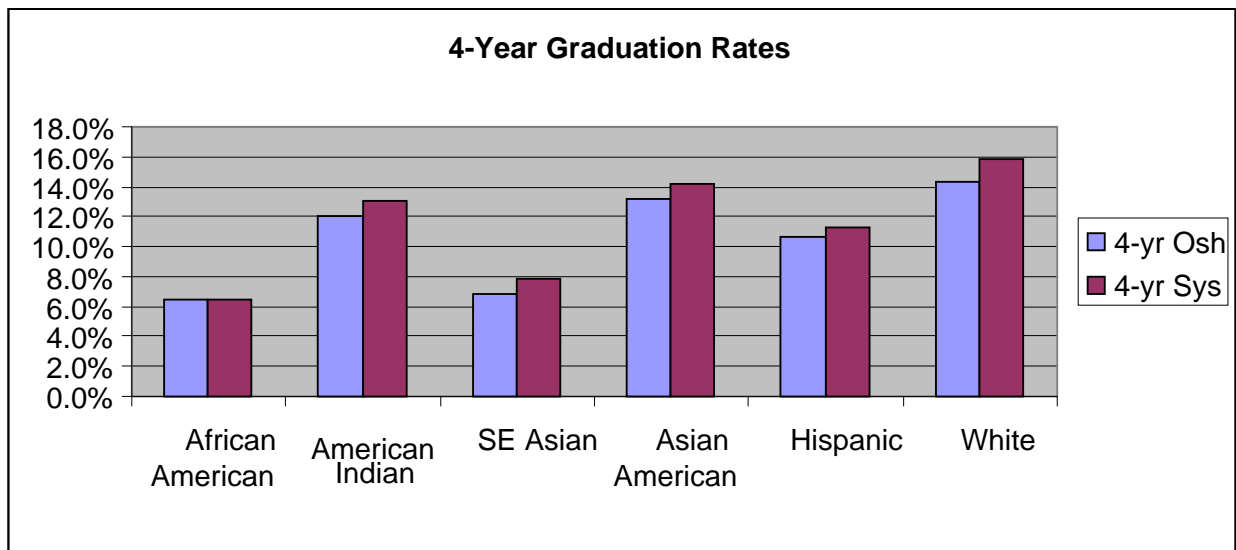
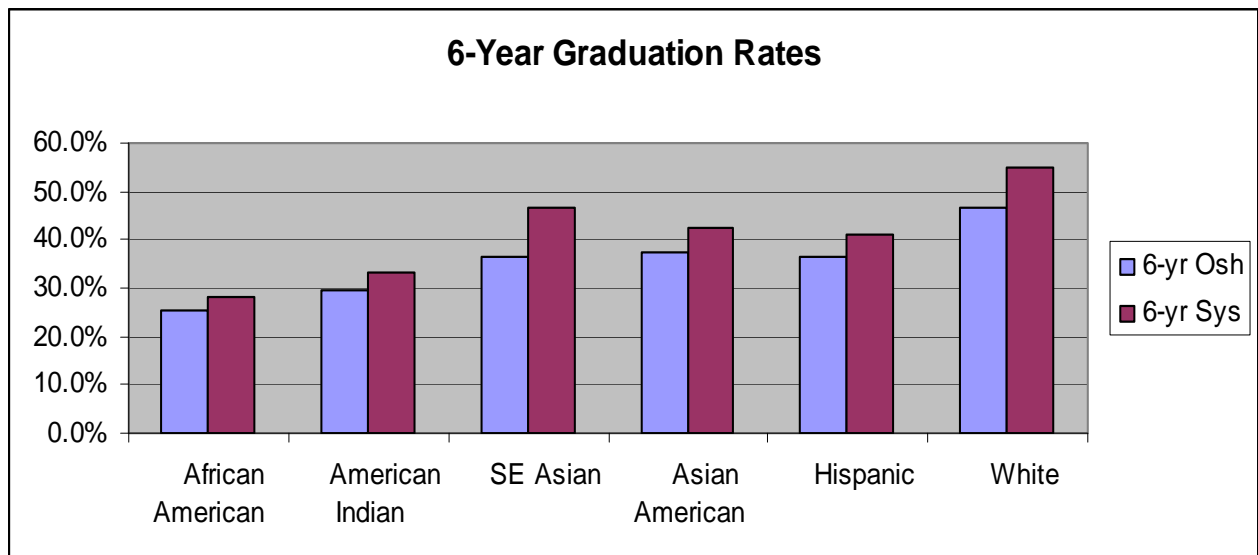


Table 7: Six-Year Graduation Rates



The Team looked at the DFW rates in 33 lower-level courses (DFW being a grade of ‘D’, ‘F’ or Withdrawing from the course) aggregating numbers from fall 2000 to fall 2006, including the spring semesters. (See Table 8). We were struck by the fact that students of color showed DFW rates in most instances above that of their white counterparts. A course is considered “high risk” if the DFW rate is at 30% or higher. We termed a course to be “very high risk” if the rate is 50% or greater.

Table 8: UW Oshkosh DFW by Class and Ethnicity from fall 1999 to fall 2006 (including spring semesters)

	AF-AM	AM-IND	SE Asian	Asian	Hispanic	White	Total
Bio 104	14.8%	16.0%	22.7%	13.6%	23.5%	9.8%	10.3%
Bio 105	46.3%	32.7%	20.7%	29.2%	23.3%	17.4%	18.0%
Bio 211 (Hum Anatomy)	47.4%	38.9%	30.0%	30.0%	36.4%	20.5%	21.2%
Bio 212 (Hum Physiology)	16.7%	28.6%	9.5%	7.7%	36.4%	9.9%	10.3%
Chem 105 (Gen Chem)	45.5%	21.4%	21.6%	29.2%	29.4%	22.3%	22.3%
Chem 101 (Org Chem I)	42.9%	14.3%	17.4%	21.4%	25.0%	17.1%	17.3%
Geology 102	44.4%	20.0%	25.7%	10.3%	25.6%	16.0%	16.5%
Anthro 102	38.9%	43.8%	20.0%	19.0%	25.8%	22.0%	22.4%
Communication 111	19.4%	21.3%	18.4%	14.6%	15.6%	10.6%	11.0%
Criminal Justice 103/110	25.0%	29.4%	41.2%	15.4%	19.2%	13.3%	14.0%
Geog 102	32.3%	23.5%	13.8%	15.2%	25.7%	13.7%	14.1%
History 101 (Early Civilization)	44.7%	26.4%	23.8%	24.2%	26.2%	19.6%	20.1%
History 102 (Modern Civilization)	31.3%	30.0%	20.0%	23.5%	12.9%	16.3%	16.5%
History 201 (US History to 1877)	41.7%	27.6%	22.6%	36.1%	22.5%	13.2%	14.1%
History 202 (US Hist since 1877)	21.5%	11.4%	13.2%	8.3%	19.0%	10.8%	11.1%
Philosophy 101 (Logic)	33.3%	20.0%	15.4%	53.5%	46.7%	24.4%	24.8%
Philosophy 105 (Ethics)	23.6%	11.1%	20.5%	5.6%	19.6%	14.2%	14.3%
Phy Ed 105*	27.1%	18.9%	17.3%	16.9%	22.3%	11.2%	11.7%
Psych 101	29.2%	32.1%	24.0%	25.3%	21.0%	14.5%	15.2%
Soc 101	43.0%	39.2%	41.1%	32.1%	35.0%	24.9%	25.7%
Eng 101/TBIS 188	13.7%	22.1%	9.2%	10.6%	14.5%	8.2%	8.5%
Math 100 (Remedial Math)	56.5%	49.1%	18.6%	38.7%	39.1%	28.4%	30.4%
PBIS 187	30.0%	23.8%	12.5%	37.5%	30.8%	15.1%	15.9%
Math 103 (Intro College Alg)	48.4%	47.6%	21.3%	27.0%	38.6%	30.7%	31.0%
Math 104 (College Algebra)	34.3%	48.7%	21.7%	27.5%	56.9%	32.5%	32.7%
Math 110 (Number Sys)	33.3%	16.7%	31.0%	16.7%	37.5%	14.7%	15.5%
Math 204 (Bus Math I)	53.2%	48.1%	37.7%	22.0%	26.7%	25.5%	26.0%
Math 206 (Bus Math II)	42.3%	57.1%	43.5%	23.8%	23.7%	23.9%	24.4%
Math 171 (Calc I)	75.0%	42.9%	41.7%	25.9%	43.5%	32.0%	32.7%

Business 198	11.9%	27.6%	11.9%	11.3%	12.7%	10.1%	10.2%
Business 204 (Accounting)	41.2%	22.2%	41.0%	24.1%	17.4%	15.2%	15.8%
Econ 204/207 (Macroeconomics)	17.2%	50.0%	13.6%	21.2%	20.0%	8.1%	8.6%
Econ 206 (Microeconomics)	28.9%	5.9%	15.7%	14.9%	5.6%	13.5%	13.4%

*Phy Ed 105 includes headcount for Phy Ed 105 and Kinesiology 105.

**TBIS 188 was offered in the Fall 04/05/06 and Spring 05/06. .

The Headcount includes English 101 in semesters other than the TBIS semesters

Things to note:

1. Bio 211 is necessary before admission to the College of Nursing and is a high-risk course for each race/ethnic non-white group.
2. Math 204 is required for entrance into the College of Business; African Americans and American Indians were in the very high risk category for this course.
3. African Americans are in the high risk group in 21 of the 33 courses, American Indians in 13, SE Asians in 8, Asians in 6, Hispanics in 10 and Whites in 3.
4. Math classes were a problem for nearly every group.

The next step was to look at the DFW rates along with ACT scores to see if there was a correlation between the two areas. What we found is that even with the same ACT scores, students of color have higher DFW rates than white students. See Table 9 below.

Table 9 ACT Comp Scores and DFW Rates by Race/Ethnicity

ACT Comp		African American	American Indian	Southeast Asian	Asian American	Hispanic/Latino(a)	White
ACT >= 27	n	43	56	6	294	226	22,303
	%	46.5%	14.3%	0.0%	10.2%	8.4%	5.9%
ACT 24-26	n	286	174	101	592	378	51,680
	%	16.1%	15.5%	20.8%	12.8%	12.4%	9.9%
ACT 21-23	n	626	517	543	430	1,169	88,671
	%	16.8%	19.1%	16.2%	16.0%	17.6%	12.1%
ACT 18-20	n	723	545	1,366	667	981	62,116
	%	23.4%	23.5%	18.2%	15.7%	20.9%	14.0%
ACT <18	n	869	342	1,597	350	384	14,210
	%	32.8%	32.7%	19.8%	26.6%	28.1%	17.8%

n = the number of enrollments, not individual headcount

Conclusion:

What is seen with these numbers is an achievement gap, as measured by retention, graduation and lower level course completion rates, between the white students and the students of color at UW Oshkosh. More particularly, the gap is largest among most lines of measurement between the African American students and all other student groups.

PERSPECTIVE III: EXCELLENCE

The excellence perspective refers to indicators which reflect excellent performance among students by race/ethnicity.

Table 10 looks at the first term GPA breakdown by the % of first year students with a gpa below 2.00 and above 2.00.

Table 10 GPA at end of first term for first year students

GPA		African American	American Indian	Southeast Asian	Asian American	Hispanic/Latino(a)	White
	GPA < 2.00	n	43	35	44	31	46
%		33.6%	35.7%	22.4%	28.2%	27.4%	14.7%
GPA > = 2.00	n	85	63	152	79	122	9,379
	%	66.4%	64.3%	77.6%	71.8%	72.6%	85.3%

Table 11 looks at the overall GPA by class and ethnicity for full-time degree seeking students.

Table 11 GPA by Class and Race/Ethnicity for Full-time, Degree-seeking Students

GPA	African American	American Indian	Southeast Asian	Asian American	Hispanic/Latino(a)	White	Total
Freshmen	2.20	2.36	2.49	2.44	2.61	2.67	2.66
Sophomores	2.54	2.68	2.76	2.95	2.81	2.95	2.94
Juniors	2.76	2.89	2.93	3.04	2.93	3.13	3.12
Seniors	2.86	3.19	3.14	3.26	3.18	3.32	3.32

Conclusion:

All the data point in the same direction. Students of color are not achieving as well as the white students, and the greatest gap is with the African American population.

Most GPA, DFW, retention and graduation rates indicate the same thing: African American students are experiencing trouble from the beginning of their UW Oshkosh experience. American Indian, SE Asian and Hispanic/Latino(a) students also experience an achievement gap, though not as large as the African American gap.

PERSPECTIVE IV: INSTITUTIONAL RECEPTIVITY

The data collected for this perspective comes from the HR database. International faculty and staff are not separated out from the ethnic totals and there is not a separate category for SE Asians, therefore the numbers in the table below do not reflect the true situation on campus.

Table 12
Fall 2006 Racial/Ethnic breakdown of employees.

	Faculty		Instructional Academic Staff		Non-instructional Academic Staff		Classified Staff	
	n	%	n	%	n	%	n	%
African American	6	2.0%	0	0.0%	9	2.3%	5	1.2%
American Indian	1	0.3%	6	2.3%	5	1.3%	0	0.0%
Asian	25	8.3%	9	3.5%	10	2.5%	6	1.5%
Hispanic	7	2.3%	6	2.3%	13	3.3%	4	1.0%
White	262	87.0%	238	91.9%	356	90.6%	395	95.6%
Total	301	100.0%	259	100.0%	393	100.0%	413	100.0%

Even considering the differences in how data is collected in the student record system and the HR system, it is apparent that the employee race/ethnicity breakout mirrors the ethnicity of Outagamie, Winnebago and Fond du Lac counties (census bureau data).

V. CONCLUDING OBSERVATIONS AND RECOMMENDATIONS

A note on the Equity Scorecard Project.

The committee recognizes that more time and energy was spent on the first section (Access) than on the other three sections (Retention, Excellence and Receptivity) combined. We believe that much more research needs to be put into the final sections and that if the Equity Scorecard Committee were to continue in its work then we would spend the next year on retention and excellence issues.

Final Observations:

Data that the ESC Team studied was collected over time, in some cases several years. We are aware of positive initiatives, programs, services and divisions, that have been directed at the issues addressed by the data in the Equity Scorecard. However, without a change in other practices, years from now we may obtain the same data results, yielding greater damage, since the institution would continue to suffer in terms of access, retention, receptivity and excellence. We submit the following:

1. Maintaining the status quo in terms of equity and diversity is unacceptable.
2. While some students of color are coming in to the university under-prepared their ability to succeed is present. Tackling the issues of the first year, indeed the first weeks that a student is with us, is the focal point of concern. We are an institution that not only educates students but also prepares educators, counselors and educational administrators, all of whom affect practices and policy with regard to PK-12 education. We believe that an organized, concerted effort that begins here is important to begin to change pre-college concerns. We are aware that partnering with PK-12 institutions is also important.
3. We recommend that a campus-wide curriculum review be undertaken to both understand the current state of diversity of our curriculum and to establish a base-line from which we can measure the impact of professional development or other measures designed to increase curriculum diversity.
4. We recommend a campus-wide climate study be undertaken.
5. We find that certain implications of the DFW Report require immediate attention. The DFW final report includes both the rates from the first day of class, and rates from the 10th day of class, not counting drops in the first two weeks.
6. The Equity Scorecard Team worked in concert with the Diversity Council throughout this project and met with the First Year Experience (FYE) Team, as well as the FYE Chair, to consider what conditions may affect retention. Based on data regularly provided to the Diversity Council a set of recommendations were made to the FYE Team. These are presented below as action items.
 - **There needs to be professional development** support in terms of equity and diversity for all faculty and staff who will deliver programs linked to the FYE. This is suggested in support of the acquisition of strategies to enhance and improve persistence rates among all students, especially those who are underserved. In fact, we suggest this professional development be available to all faculty and staff.
 - **Funding is needed to support** all aspects of persistence (summer transitions programs, enhancement of gateway courses, computer technology and community engagement of the underserved in their first year of college. The Lumina Foundation grants directly target these areas. Lumina Foundation grants are open-ended and suggest a consortium of schools participate. UW System partners who have been a part of the ESC Project would be excellent partners and should be approached to form an inquiry team.
 - **There should be regularly scheduled meetings between the FYE Academic Support Staff and the FYE coordinators** to strategize support and enrichment. A quarterly meeting is suggested.
 - **There should be a quarterly meeting between a representative of the FYE Academic Support Staff and the faculty and staff who are associated with the courses represented in the D, F and W study** to strategize and be proactive in seeking ways to improve the success rate for students of color.

- **An integrated equity/diversity theme in all PBIS and WBIS courses needs to be considered.** Attention to the common readings with a plan developed to address themes of equity and diversity from a variety of perspectives.
- **Students** in the FYE activity should take the CSI inventory administered by the Counseling Center, CAR and other areas.
- **There should be cross mixing of faculty and staff who teach the courses associated with students at risk and those who volunteer to be apart of the “bridge” program.**
- **A mentorship program needs to be developed** with upper classmen mentoring freshmen and faculty and staff participating as well.
- **A personal entry level interview for underserved students** should be developed that is again given at 6 weeks and in the second semester. If a student decides to leave the University, it should be administered again. The circumstances of administration and the contents of this interview are researched based and the results will be used to implement change while understanding strength. This is not a climate survey, but actually polls students in an ongoing way to assist in keeping track of what is actually happening in real time.

7. Accountability from each College and unit in the form of equity and diversity planning should be required. These plans must include assessment and measurable outcomes.

8. We recommend that the Office of Institutional Research publish an annual Equity Scorecard - Key Indicator report.

9. A Campus Master Plan, such as the Plan 2008, Phase II, must be used as the standard into which the plans developed by the Colleges and units must fit. A leverage tool should be defined by the Faculty Senate and the Senate of Academic Staff, with the assistance of the administration, so that accomplishments are rewarded and non compliance is addressed formally. The Campus Master Plan needs to explore the strengths and weaknesses of having a fragmented, multi-layered, multi-led approach to serving students of color. A campus audit, requesting assessment plans that are already in place regarding students of color should be conducted.

APPENDIX A
ACCESS PERSPECTIVE

Appendix A Access Perspective

Table 1	Full-time Aggregate Data by Race/Ethnicity
Table 2	Full-time New Students Distribution Rate by Race/Ethnicity
Table 3a	Full-time New Student Share by College/Division and Race/Ethnicity
Table 3b	Full-time New Student Rate by College/Division and Race/Ethnicity
Table 4a	FT and PT New Students Share by Majors and Race/Ethnicity
Table 4b	FT and PT New Students Rate by Major and Race/Ethnicity
Table 5	Summary: College of Letters & Science Popular Majors by Race/Ethnicity
Table 6	HS Students and ACT by Race/Ethnicity
Table 7	HS Students: % who take ACT by Race/Ethnicity
Table 8	2005 ACT Testers by Minimum Core Courses
Table 9	HS Students in Top Feeder Districts by Race/Ethnicity
Table 10	HS Students in K-12 Feeder Districts by Race/Ethnicity
Table 11	Summary Admissions Data by Race/Ethnicity
Table 12	Time Series Admissions Data by Race/Ethnicity
Table 13	ACT Stats from Fall 2000 to Fall 2006
Table 14	Financial Aid by Ethnicity, Fall 1999

Appendix A Table 1 Full-time FYR and Transfer Students (or "New Students")

Full-time New Students

		Aggregate Data Fall 2000 to Fall 2005									
		African American	American Indian	Southeast Asian	Asian American	Hispanic/Latino	Non-White	White	Unknown	International	Total
Full-time Undergraduates	#	485	320	569	418	568	2360	46,739	364	436	49,899
	%	1.0%	0.6%	1.1%	0.8%	1.1%	4.7%	93.7%	0.7%	0.9%	100.0%
Total New UG (FT)	#	155	127	198	130	193	803	13,192	117	98	14,210
	%	1.1%	0.9%	1.4%	0.9%	1.4%	5.7%	92.8%	0.8%	0.7%	100.0%
COBA (new FT)	#	27	14	28	23	30	122	2,170	10	32	2,334
	%	1.2%	0.6%	1.2%	1.0%	1.3%	5.2%	93.0%	0.4%	1.4%	100.0%
COEHS (new FT - Education)	#	17	26	37	14	40	134	2,718	24	4	2,880
	%	0.6%	0.9%	1.3%	0.5%	1.4%	4.7%	94.4%	0.8%	0.1%	100.0%
COEHS (new FT - Hum Serv)	#	4	0	4	1	4	13	84	1	0	98
	%	4.1%	0.0%	4.1%	1.0%	4.1%	13.3%	85.7%	1.0%	0.0%	100.0%
CON (new FT)	#	11	13	33	11	16	84	1,435	8	3	1,530
	%	0.7%	0.8%	2.2%	0.7%	1.0%	5.5%	93.8%	0.5%	0.2%	100.0%
COLS - Fine Arts (new FT)	#	5	4	5	4	9	27	444	8	3	482
	%	1.0%	0.8%	1.0%	0.8%	1.9%	5.6%	92.1%	1.7%	0.6%	100.0%
COLS - Humanities (new FT)	#	15	10	2	8	13	48	986	12	4	1,050
	%	1.4%	1.0%	0.2%	0.8%	1.2%	4.6%	93.9%	1.1%	0.4%	100.0%
COLS - Social Sciences (new FT)	#	30	17	18	20	19	104	1,500	9	15	1,628
	%	1.8%	1.0%	1.1%	1.2%	1.2%	6.4%	92.1%	0.6%	0.9%	100.0%
COLS - Math & Science (new FT)	#	16	11	26	21	18	92	1,280	17	17	1,406
	%	1.1%	0.8%	1.8%	1.5%	1.3%	6.5%	91.0%	1.2%	1.2%	100.0%
Undeclared, other (new FT)	#	27	31	42	26	40	166	2,479	25	9	2,679
	%	1.0%	1.2%	1.6%	1.0%	1.5%	6.2%	92.5%	0.9%	0.3%	100.0%

"New" includes new freshmen and transfer students.

Appendix A Table 2

Full-Time New Student by Distribution Rate among Colleges/Divisions

Full-time New Undergraduates (new freshmen or transfers)

Aggregate Totals from Fall 2000 to Fall 2005

	African American	American Indian	Southeast Asian	Asian American	Hispanic/ Latino	Ethnic Non-White	White	Unknown	International	Total
Total New Students	155	127	198	130	193	803	13,192	117	98	14,210
New Freshmen	115 74.2%	79 62.2%	145 73.2%	97 74.6%	144 74.6%	580 72.2%	9,549 72.4%	64 54.7%	42 42.9%	10,235 72.0%
Transfer	40 25.8%	48 37.8%	53 26.8%	33 25.4%	49 25.4%	223 27.8%	3,643 27.6%	53 45.3%	56 57.1%	3,975 28.0%

	African American	American Indian	Southeast Asian	Asian American	Hispanic/ Latino	Ethnic Non-White	White	Unknown	International	Total
Total New Students	155	127	198	130	193	803	13,192	117	98	14,210
COBA	27 17.4%	14 11.0%	28 14.1%	23 17.7%	30 15.5%	122 15.2%	2,170 16.4%	10 8.5%	32 32.7%	2,334 16.4%
COEHS	21 13.5%	26 20.5%	41 20.7%	15 11.5%	44 22.8%	147 18.3%	2,802 21.2%	25 21.4%	4 4.1%	2,978 21.0%
CON	11 7.1%	13 10.2%	33 16.7%	11 8.5%	16 8.3%	84 10.5%	1,435 10.9%	8 6.8%	3 3.1%	1,530 10.8%
COLS - Fine Arts	5 3.2%	4 3.1%	5 2.5%	4 3.1%	9 4.7%	27 3.4%	444 3.4%	8 6.8%	3 3.1%	482 3.4%
COLS - Humanities	15 9.7%	10 7.9%	2 1.0%	8 6.2%	13 6.7%	48 6.0%	986 7.5%	12 10.3%	4 4.1%	1,050 7.4%
COLS - Social Sci	30 19.4%	17 13.4%	18 9.1%	20 15.4%	19 9.8%	104 13.0%	1,500 11.4%	9 7.7%	15 15.3%	1,628 11.5%
COLS - Math & Sci	16 10.3%	11 8.7%	26 13.1%	21 16.2%	18 9.3%	92 11.5%	1,280 9.7%	17 14.5%	17 17.3%	1,406 9.9%
CNL	0 0.0%	0 0.0%	1 0.5%	0 0.0%	1 0.5%	2 0.2%	17 0.1%	1 0.9%	0 0.0%	20 0.1%
Pre-professional	3 1.9%	2 1.6%	3 1.5%	1 0.8%	3 1.6%	12 1.5%	78 0.6%	2 1.7%	1 1.0%	93 0.7%
Undeclared	27 17.4%	31 24.4%	42 21.2%	26 20.0%	40 20.7%	166 20.7%	2,479 18.8%	25 21.4%	9 9.2%	2,679 18.9%

%s are percent of the column total.

Full-time New Student Share by College/Division

New Full-time Students from Fall 2000 to Fall 2005 and the Colleges/Divisions they initially declare as intended majors

Ethnicity	Business n = 2,334		Education n = 2,880		Nursing n = 1,530	
	Actual Number from F00 to F05	If "equity" then we would expect	Actual Number from F00 to F05	If "equity" then we would expect	Actual Number from F00 to F05	If "equity" then we would expect
African American	27 1.2%	26 1.1%	21 0.7%	32 1.1%	11 0.7%	17 1.1%
American Indian	14 0.6%	21 0.9%	26 0.9%	26 0.9%	13 0.8%	14 0.9%
SE Asian	28 1.2%	33 1.4%	41 1.4%	40 1.4%	33 2.2%	21 1.4%
Asian American	23 1.0%	21 0.9%	15 0.5%	26 0.9%	11 0.7%	14 0.9%
Hispanic/Latino(a)	30 1.3%	33 1.4%	44 1.5%	40 1.4%	16 1.0%	21 1.4%
White	2,170 93.0%	2178 93.3%	2802 94.1%	2687 93.3%	1435 93.8%	1427 93.3%

How to read: out of 2,334 new students who declared Business as their intended major, 27 were African American, or 1.2%. Since 1.1% of all new students are African American, "equity" states that we expect 1.1% (or 26) to declare Business.

Ethnicity	Fine Arts n = 482		Humanities n = 1,050		Social Sciences n = 1,628		Math & Science n = 1,406	
	Actual Number from F00 to F05	If "equity" then we would expect	Actual Number from F00 to F05	If "equity" then we would expect	Actual Number from F00 to F05	If "equity" then we would expect	Actual Number from F00 to F05	If "equity" then we would expect
African American	5 1.0%	5 1.1%	15 1.4%	12 1.1%	30 1.8%	18 1.1%	16 1.1%	15 1.1%
American Indian	4 0.8%	4 0.9%	10 1.0%	9 0.9%	17 1.0%	15 0.9%	11 0.8%	13 0.9%
SE Asian	5 1.0%	7 1.4%	2 0.2%	15 1.4%	18 1.1%	23 1.4%	26 1.8%	20 1.4%
Asian American	4 0.8%	4 0.9%	8 0.8%	9 0.9%	20 1.2%	15 0.9%	21 1.5%	13 0.9%
Hispanic/Latino(a)	9 1.9%	7 1.4%	13 1.2%	15 1.4%	19 1.2%	23 1.4%	18 1.3%	20 1.4%
White	444 92.1%	450 93.3%	986 93.9%	980 93.3%	1500 92.1%	1519 93.3%	1280 91.0%	1312 93.3%

Appendix A Table 3b New Student share by Race/Ethnicity in Colleges/Divisions
New Students from Fall 2000 to Fall 2005

African American	Actual number of African Americans	If equity rate then expect:	African American rate	Total number of new students	Total new student rate
Total New Students	155			14,210	
COBA	27	25	17.4%	2,334	16.4%
COEHS	21	32	13.5%	2,978	21.0%
CON	11	17	7.1%	1,530	10.8%
COLS - Fine Arts	5	5	3.2%	482	3.4%
COLS - Humanities	15	11	9.7%	1,050	7.4%
COLS - Social Sci	30	18	19.4%	1,628	11.5%
COLS - Math & Sci	16	15	10.3%	1,406	9.9%
Undeclared	27	29	17.4%	2,679	18.9%

How to read: Out of the 14,210 new students from Fall 00 to Fall 05, 2,334 declared Business, or 16.4%. Of the 155 new African American students from Fall 00 to Fall 05, 27 declared Business, or 17.4%. Had 16.4% of the African Americans declared Business we would have seen 25 students.

American Indian	Actual number of American Indian	If equity rate then expect:	American Indian rate	Total number of new students	Total new student rate
Total New Students	127			14,210	
COBA	14	21	11.0%	2,334	16.4%
COEHS	26	27	20.5%	2,978	21.0%
CON	13	14	10.2%	1,530	10.8%
COLS - Fine Arts	4	4	3.1%	482	3.4%
COLS - Humanities	10	9	7.9%	1,050	7.4%
COLS - Social Sci	17	15	13.4%	1,628	11.5%
COLS - Math & Sci	11	13	8.7%	1,406	9.9%
Undeclared	31	24	24.4%	2,679	18.9%

Appendix A Table 3b New Student share by Race/Ethnicity in Colleges/Divisions

New Students from Fall 2000 to Fall 2005

SE Asian	Actual number of SE Asian	If equity rate then expect:	SE Asian rate	Total number of new students	Total new student rate
Total New Students	198			14,210	
COBA	28	33	14.1%	2,334	16.4%
COEHS	41	41	20.7%	2,978	21.0%
CON	33	21	16.7%	1,530	10.8%
COLS - Fine Arts	5	7	2.5%	482	3.4%
COLS - Humanities	2	15	1.0%	1,050	7.4%
COLS - Social Sci	18	23	9.1%	1,628	11.5%
COLS - Math & Sci	26	20	13.1%	1,406	9.9%
Undeclared	42	37	21.2%	2,679	18.9%

Asian American	Actual number of Asian	If equity rate then expect:	Asian rate	Total number of new students	Total new student rate
Total New Students	130			14,210	
COBA	23	21	17.7%	2,334	16.4%
COEHS	15	27	11.5%	2,978	21.0%
CON	11	14	8.5%	1,530	10.8%
COLS - Fine Arts	4	4	3.1%	482	3.4%
COLS - Humanities	8	10	6.2%	1,050	7.4%
COLS - Social Sci	20	15	15.4%	1,628	11.5%
COLS - Math & Sci	21	13	16.2%	1,406	9.9%
Undeclared	26	25	20.0%	2,679	18.9%

Appendix A Table 3b New Student share by Race/Ethnicity in Colleges/Divisions

New Students from Fall 2000 to Fall 2005

Hispanic/Latino	Actual number of Hispanic	If equity rate then expect:	Hispanic rate	Total number of new students	Total new student rate
Total New Students	193			14,210	
COBA	30	32	15.5%	2,334	16.4%
COEHS	44	40	22.8%	2,978	21.0%
CON	16	21	8.3%	1,530	10.8%
COLS - Fine Arts	9	7	4.7%	482	3.4%
COLS - Humanities	13	14	6.7%	1,050	7.4%
COLS - Social Sci	19	22	9.8%	1,628	11.5%
COLS - Math & Sci	18	19	9.3%	1,406	9.9%
Undeclared	40	36	20.7%	2,679	18.9%

Ethnic non-White	Actual number of non-White	If equity rate then expect:	Non-white rate	Total number of new students	Total new student rate
Total New Students	803			14,210	
COBA	122	132	15.2%	2,334	16.4%
COEHS	147	168	18.3%	2,978	21.0%
CON	84	86	10.5%	1,530	10.8%
COLS - Fine Arts	27	27	3.4%	482	3.4%
COLS - Humanities	48	59	6.0%	1,050	7.4%
COLS - Social Sci	104	92	13.0%	1,628	11.5%
COLS - Math & Sci	92	79	11.5%	1,406	9.9%
Undeclared	166	151	20.7%	2,679	18.9%

Appendix A Table 4a All new students by ethnicity and major , row percents

Aggregate Data All New Students (% 's divided by row total)		African Amer	American Indian	Southeast Asian	Asian American	Hispanic/Latino	Non-White	White	Unknown	International	Total
		#	#	#	#	#	#	#	#	#	#
Total New UG	#	172	163	219	163	216	933	13,277	500	475	15,185
	%	1.1%	1.1%	1.4%	1.1%	1.4%	6.1%	87.4%	3.3%	3.1%	100.0%
Biology - L&S	#	5	4	7	5	7	28	395	8	3	434
	%	1.2%	0.9%	1.6%	1.2%	1.6%	6.5%	91.0%	1.8%	0.7%	100.0%
Biology - Education	#	0	2	0	0	0	2	36	1	0	39
	%	0.0%	5.1%	0.0%	0.0%	0.0%	0.1%	92.3%	2.6%	0.0%	100.0%
Computer Science	#	5	1	9	11	7	33	378	4	11	426
	%	1.2%	0.2%	2.1%	2.6%	1.6%	7.7%	88.7%	0.9%	2.6%	100.0%
Criminal Justice	#	10	7	1	4	3	25	534	3	0	562
	%	1.8%	1.2%	0.2%	0.7%	0.5%	4.4%	95.0%	0.5%	0.0%	100.0%
English - L&S	#	2	1	0	2	1	6	54	1	2	63
	%	3.2%	1.6%	0.0%	3.2%	1.6%	9.5%	85.7%	1.6%	3.2%	100.0%
English - Education	#	1	1	1	1	1	5	177	5	0	187
	%	0.5%	0.5%	0.5%	0.5%	0.5%	2.7%	94.7%	2.7%	0.0%	100.0%
Fine Arts - L&S	#	4	4	5	1	5	19	261	8	1	289
	%	1.4%	1.4%	1.7%	0.3%	1.7%	6.6%	90.3%	2.8%	0.3%	100.0%
Fine Arts - Education	#	0	3	2	0	3	8	124	3	0	135
	%	0.0%	2.2%	1.5%	0.0%	2.2%	5.9%	91.9%	2.2%	0.0%	100.0%
Journalism	#	5	2	0	6	4	17	247	2	0	266
	%	1.9%	0.8%	0.0%	2.3%	1.5%	6.4%	92.9%	0.8%	0.0%	100.0%
Music - L&S	#	1	0	0	2	1	4	151	2	0	157
	%	0.6%	0.0%	0.0%	1.3%	0.6%	2.5%	96.2%	1.3%	0.0%	100.0%
Music - Education	#	0	1	0	1	2	4	88	1	0	93
	%	0.0%	1.1%	0.0%	1.1%	2.2%	4.3%	94.6%	1.1%	0.0%	100.0%
Phy Ed - L&S	#	0	1	1	1	2	5	147	2	0	154
	%	0.0%	0.6%	0.6%	0.6%	1.3%	3.2%	95.5%	1.3%	0.0%	100.0%
Phy Ed - Education	#	6	3	1	3	1	14	276	3	3	296
	%	2.0%	1.0%	0.3%	1.0%	0.3%	4.7%	93.2%	1.0%	1.0%	100.0%
Psychology	#	9	5	4	7	13	38	443	2	2	485
	%	1.9%	1.0%	0.8%	1.4%	2.7%	7.8%	91.3%	0.4%	0.4%	100.0%
Radio-TV-Film	#	6	4	1	1	4	16	443	6	2	467
	%	1.3%	0.9%	0.2%	0.2%	0.9%	3.4%	94.9%	1.3%	0.4%	100.0%
Social Work	#	6	1	11	3	2	23	238	1	1	263
	%	2.3%	0.4%	4.2%	1.1%	0.8%	8.7%	90.5%	0.4%	0.4%	100.0%
Undeclared in L&S	#	29	36	46	31	41	183	2,580	27	13	2,803
	%	1.0%	1.3%	1.6%	1.1%	1.5%	6.5%	92.0%	1.0%	0.5%	100.0%

Appendix A Table 4b New students by race/ethnicity and column percents

Aggregate Data All New Students (%’s divided by col total)		African American	American Indian	Southeast Asian	Asian American	Hispanic/Latino	Non-White	White	Unknown	International	Total
		#	#	#	#	#	#	#	#	#	#
Total New UG	#	172	163	219	163	216	933	13,277	500	475	15,185
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Biology - L&S	#	5	4	7	5	7	28	395	8	3	434
	%	2.9%	2.5%	3.2%	3.1%	3.2%	3.0%	3.0%	1.6%	0.6%	2.9%
Biology - Education	#	0	2	0	0	0	2	36	1	0	39
	%	0.0%	1.2%	0.0%	0.0%	0.0%	0.2%	0.3%	0.2%	0.0%	0.3%
Computer Science	#	5	1	9	11	7	33	378	4	11	426
	%	2.9%	0.6%	4.1%	6.7%	3.2%	3.5%	2.8%	0.8%	2.3%	2.8%
Criminal Justice	#	10	7	1	4	3	25	534	3	0	562
	%	5.8%	4.3%	0.5%	2.5%	1.4%	2.7%	4.0%	0.6%	0.0%	3.7%
English - L&S	#	2	1	0	2	1	6	54	1	2	63
	%	1.2%	0.6%	0.0%	1.2%	0.5%	0.6%	0.4%	0.2%	0.4%	0.4%
English - Education	#	1	1	1	1	1	5	177	5	0	187
	%	0.6%	0.6%	0.5%	0.6%	0.5%	0.5%	1.3%	1.0%	0.0%	1.2%
Fine Arts - L&S	#	4	4	5	1	5	19	261	8	1	289
	%	2.3%	2.5%	2.3%	0.6%	2.3%	2.0%	2.0%	1.6%	0.2%	1.9%
Fine Arts - Education	#	0	3	2	0	3	8	124	3	0	135
	%	0.0%	1.8%	0.9%	0.0%	1.4%	0.9%	0.9%	0.6%	0.0%	0.9%
Journalism	#	5	2	0	6	4	17	247	2	0	266
	%	2.9%	1.2%	0.0%	3.7%	1.9%	1.8%	1.9%	0.4%	0.0%	1.8%
Music - L&S	#	1	0	0	2	1	4	151	2	0	157
	%	0.6%	0.0%	0.0%	1.2%	0.5%	0.4%	1.1%	0.4%	0.0%	1.0%
Music - Education	#	0	1	0	1	2	4	88	1	0	93
	%	0.0%	0.6%	0.0%	0.6%	0.9%	0.4%	0.7%	0.2%	0.0%	0.6%
Phy Ed - L&S	#	0	1	1	1	2	5	147	2	0	154
	%	0.0%	0.6%	0.5%	0.6%	0.9%	0.5%	1.1%	0.4%	0.0%	1.0%
Phy Ed - Education	#	6	3	1	3	1	14	276	3	3	296
	%	3.5%	1.8%	0.5%	1.8%	0.5%	1.5%	2.1%	0.6%	0.6%	1.9%
Psychology	#	9	5	4	7	13	38	443	2	2	485
	%	5.2%	3.1%	1.8%	4.3%	6.0%	4.1%	3.3%	0.4%	0.4%	3.2%
Radio-TV-Film	#	6	4	1	1	4	16	443	6	2	467
	%	3.5%	2.5%	0.5%	0.6%	1.9%	1.7%	3.3%	1.2%	0.4%	3.1%
Social Work	#	6	1	11	3	2	23	238	1	1	263
	%	3.5%	0.6%	5.0%	1.8%	0.9%	2.5%	1.8%	0.2%	0.2%	1.7%
Undeclared in L&S	#	29	36	46	31	41	183	2,580	27	13	2,803
	%	16.9%	22.1%	21.0%	19.0%	19.0%	19.6%	19.4%	5.4%	2.7%	18.5%

Appendix A Table 5 Most popular majors and equity

All New Students (Full-time and Part-time) from Fall 2000 to Fall 2005 and their COLS Majors

	Biology n = 434		Computer Science n = 426		Criminal Justice n = 562	
	Actual # from F00 to F05	If "equity" we would expect	Actual # from F00 to F05	If "equity" we would expect	Actual # from F00 to F05	If "equity" we would expect
African American	5 1.2%	5 1.1%	5 1.2%	5 1.1%	10 1.8%	6 1.1%
American Indian	4 0.9%	5 1.1%	1 0.2%	5 1.1%	7 1.2%	6 1.1%
SE Asian	7 1.6%	6 1.4%	9 2.1%	6 1.4%	4 0.7%	8 1.4%
Asian American	5 1.2%	5 1.1%	11 2.6%	5 1.1%	1 0.2%	6 1.1%
Hispanic /Latino	7 1.6%	6 1.4%	7 1.6%	6 1.4%	3 0.5%	8 1.4%
White	395 91.0%	395 91.0%	378 88.7%	388 91.0%	534 95.0%	511 91.0%

	Psychology - L&S n = 485		Radio/TV/Film n = 467		Undeclared n = 2,803	
	Actual # from F00 to F05	If "equity" we would expect	Actual # from F00 to F05	If "equity" we would expect	Actual # from F00 to F05	If "equity" we would expect
African American	9 1.9%	5 1.1%	6 1.3%	5 1.1%	29 1.0%	31 1.1%
American Indian	5 1.0%	5 1.1%	4 0.9%	5 1.1%	36 1.3%	31 1.1%
SE Asian	4 0.8%	7 1.4%	1 0.2%	7 1.4%	46 1.6%	39 1.4%
Asian American	7 1.4%	5 1.1%	1 0.2%	5 1.1%	31 1.1%	31 1.1%
Hispanic /Latino	13 2.7%	7 1.4%	4 0.9%	7 1.4%	41 1.5%	39 1.4%
White	443 91.3%	441 91.0%	443 94.9%	425 91.0%	2580 92.0%	2551 91.0%

	Social Work n = 263		Fine Arts - L&S n = 289		Journalism n = 266	
	Actual # from F00 to F05	If "equity" we would expect	Actual # from F00 to F05	If "equity" we would expect	Actual # from F00 to F05	If "equity" we would expect
African American	6 2.3%	3 1.1%	4 1.4%	3 1.1%	5 1.9%	3 1.1%
American Indian	1 0.4%	3 1.1%	4 1.4%	3 1.1%	2 0.8%	3 1.1%
SE Asian	11 4.2%	4 1.4%	5 1.7%	4 1.4%	0 0.0%	4 1.4%
Asian American	3 1.1%	3 1.1%	1 0.3%	3 1.1%	6 2.3%	3 1.1%
Hispanic /Latino	2 0.8%	4 1.4%	5 1.7%	4 1.4%	4 1.5%	4 1.4%
White	238 90.5%	239 91.0%	261 90.3%	263 91.0%	246 92.5%	242 91.0%

How to read: 1.1% of all the new students from Fall 2000 to Fall 2005 were African American. If there was an "equitable" or proportional distribution among majors, we would expect 1.1% (or 31) of the 2,803 students with Undeclared as their major to be African American. In fact we had 29 (or 1.0%) African American new students declare *Undeclared* as their major.

Appendix A Table 6

High School students in all of Wisconsin in 12th grade

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	6 yrs
African American							
Total	3,115	3,157	3,428	3,401	3,828	4,412	21,341
no. taking ACT	999	1,067	1,095	1,228	1,318	1,464	7,171
% taking ACT	32.1%	33.8%	31.9%	36.1%	34.4%	33.2%	33.6%
American Indian							
Total	697	686	783	869	873	951	4,859
no. taking ACT	202	171	209	248	273	273	1,376
% taking ACT	29.0%	24.9%	26.7%	28.5%	31.3%	28.7%	28.3%
Asian							
Total	1,719	1,753	1,963	2,082	2,253	2,265	12,035
no. taking ACT	977	1,049	1,149	1,208	1,308	1,257	6,948
% taking ACT	56.8%	59.8%	58.5%	58.0%	58.1%	55.5%	57.7%
Hispanic							
Total	1,688	1,785	1,972	2,080	2,295	2,736	12,556
no. taking ACT	613	685	667	773	805	831	4,374
% taking ACT	36.3%	38.4%	33.8%	37.2%	35.1%	30.4%	34.8%
White							
Total	56,726	56,973	56,961	59,264	59,284	58,473	347,681
no. taking ACT	31,681	31,988	31,793	33,182	32,779	32,870	194,293
% taking ACT	55.8%	56.1%	55.8%	56.0%	55.3%	56.2%	55.9%
Total							
Total	63,945	64,354	65,107	67,696	68,533	68,837	398,472
no. taking ACT	34,472	34,960	34,913	36,639	36,483	36,695	214,162
% taking ACT	53.9%	54.3%	53.6%	54.1%	53.2%	53.3%	53.7%

HS Students in all of Wisconsin in 12th grade and the number and percent who took the ACT

State-wide

Year	African American			American Indian			Asian			Hispanic			White			All Students		
	Total	# taking ACT	% taking ACT	Total	# taking ACT	% taking ACT	Total	# taking ACT	% taking ACT	Total	# taking ACT	% taking ACT	Total	# taking ACT	% taking ACT	Total	# taking ACT	% taking ACT
2004-05	4,412	1,464	33.2%	951	273	28.7%	2,265	1,257	55.5%	2,736	831	30.4%	58,473	32,870	56.2%	68,837	36,695	53.3%
2003-04	3,828	1,318	34.4%	873	273	31.3%	2,253	1,308	58.1%	2,295	805	35.1%	59,284	32,779	55.3%	68,533	36,483	53.2%
2002-03	3,401	1,228	36.1%	869	248	28.5%	2,082	1,208	58.0%	2,080	773	37.2%	59,264	33,182	56.0%	67,696	36,639	54.1%
2001-02	3,428	1,095	31.9%	783	209	26.7%	1,963	1,149	58.5%	1,972	667	33.8%	56,961	31,793	55.8%	65,107	34,913	53.6%
2000-01	3,157	1,067	33.8%	686	171	24.9%	1,753	1,049	59.8%	1,785	685	38.4%	56,973	31,988	56.1%	64,354	34,960	54.3%
1999-00	3,115	999	32.1%	697	202	29.0%	1,719	977	56.8%	1,688	613	36.3%	56,726	31,681	55.8%	63,945	34,472	53.9%
Total	21,341	7,171	33.6%	4,859	1,376	28.3%	12,035	6,948	57.7%	12,556	4,374	34.8%	347,681	194,293	55.9%	398,472	214,162	53.7%

High School Students

Year	Afr Amer		Amer Ind		Asian		Hispanic		White	
	Total	# taking ACT	Total	# taking ACT	Total	# taking ACT	Total	# taking ACT	Total	# taking ACT
2004-05	6.4%	4.0%	1.4%	0.7%	3.3%	3.4%	4.0%	2.3%	84.9%	89.6%
2003-04	5.6%	3.6%	1.3%	0.7%	3.3%	3.6%	3.3%	2.2%	86.5%	89.8%
2002-03	5.0%	3.4%	1.3%	0.7%	3.1%	3.3%	3.1%	2.1%	87.5%	90.6%
2001-02	5.3%	3.1%	1.2%	0.6%	3.0%	3.3%	3.0%	1.9%	87.5%	91.1%
2000-01	4.9%	3.1%	1.1%	0.5%	2.7%	3.0%	2.8%	2.0%	88.5%	91.5%
1999-00	4.9%	2.9%	1.1%	0.6%	2.7%	2.8%	2.6%	1.8%	88.7%	91.9%
Total	5.4%	3.3%	1.2%	0.6%	3.0%	3.2%	3.2%	2.0%	87.3%	90.7%

How to read: In 2004-05 6.4% of all High School students were African American. 4.0% of all those who took the ACT were African American.

HS students taking ACT and UW Oshkosh Freshmen by ethnicity

Year	Afr Amer		Amer Ind		Asian		Hispanic		White	
	H.S.	UW Osh	H.S.	UW Osh	H.S.	UW Osh	H.S.	UW Osh	H.S.	UW Osh
2004-05	4.0%	0.8%	0.7%	0.8%	3.4%	3.5%	2.3%	1.3%	89.6%	92.3%
2003-04	3.6%	1.8%	0.7%	0.5%	3.6%	2.3%	2.2%	1.8%	89.8%	93.0%
2002-03	3.4%	1.0%	0.7%	1.0%	3.3%	2.4%	2.1%	1.4%	90.6%	93.6%
2001-02	3.1%	1.3%	0.6%	0.7%	3.3%	1.7%	1.9%	1.1%	91.1%	94.1%
2000-01	3.1%	0.7%	0.5%	0.6%	3.0%	1.6%	2.0%	1.4%	91.5%	94.7%
1999-00	2.9%	1.0%	0.6%	0.7%	2.8%	1.4%	1.8%	1.1%	91.9%	95.0%
Total	3.3%	1.2%	1.2%	0.9%	3.2%	2.2%	2.0%	1.4%	90.7%	93.2%

How to read: In 2004-05 4.0% of all HS students who took the ACT were African American. 0.9% of all UW Oshkosh undergraduates were African American.

Source: WINSS website of the State DPI

Appendix A Table 8						

2005 Wisconsin ACT Test Takers by College-Preparatory Minimum Core Coursework*

	Number Tested	Number Taking Core or More	Percent			
All Students	45,700	26,963	59%			
African American/Black	1,876	900	48%			
American Indian/Alaskan Native	318	159	50%			
Caucasian/White	37,867	23,098	61%			
Hispanic	1,061	562	53%			
Asian Am./Pacific Islander	1,409	775	55%			
Total Non-Whites Tested	4,664	2,396	51%			

***Minimum Core:** English-4 years; Social Sciences-3 years; Mathematics-3 years; Natural Sciences- 3 years

Appendix A Table 9

Ethnicity of the high schools in the top feeder school districts for UW Oshkosh

	Year	n % change		African American		Asian		Hispanic		American Indian		White	
		n	% change	n	% of total	n	% of total	n	% of total	n	% of total	n	% of total
Oshkosh	1996	3,044		30	1.0%	158	5.2%	30	1.0%	24	0.8%	2,804	92.1%
	2005	3,444	13.1%	90	2.6%	262	7.6%	79	2.3%	14	0.4%	3,000	87.1%
Appleton	1996	4,344		39	0.9%	256	5.9%	61	1.4%	26	0.6%	3,962	91.2%
	2005	5,069	16.7%	112	2.2%	502	9.9%	162	3.2%	30	0.6%	4,263	84.1%
Neenah	1996	2,001		8	0.4%	34	1.7%	18	0.9%	8	0.4%	1,931	96.5%
	2005	2,156	7.7%	34	1.6%	34	1.6%	45	2.1%	15	0.7%	2,027	94.0%
Menasha	1996	1,142		5	0.4%	25	2.2%	18	1.6%	5	0.4%	1,089	95.4%
	2005	1,180	3.3%	19	1.6%	50	4.2%	96	8.1%	4	0.3%	1,011	85.7%
Fond du Lac	1996	1,674		8	0.5%	50	3.0%	39	2.3%	7	0.4%	1,570	93.8%
	2005	2,477	48.0%	42	1.7%	92	3.7%	111	4.5%	12	0.5%	2,222	89.7%
Waukesha	1996	4,110		41	1.0%	53	1.3%	300	7.3%	29	0.7%	3,687	89.7%
	2005	4,961	20.7%	119	2.4%	99	2.0%	471	9.5%	25	0.5%	4,247	85.6%
Green Bay	1996	5,730		69	1.2%	407	7.1%	143	2.5%	195	3.4%	4,922	85.9%
	2005	6,447	12.5%	251	3.9%	625	9.7%	632	9.8%	290	4.5%	4,648	72.1%
Berlin	1996	664		0	0.0%	10	1.5%	16	2.4%	0	0.0%	638	96.1%
	2005	599	-9.8%	6	1.0%	13	2.2%	44	7.3%	0	0.0%	536	89.5%
Winneconne	1996	520		0	0.0%	0	0.0%	4	0.8%	3	0.6%	513	98.7%
	2005	545	4.8%	2	0.4%	3	0.6%	4	0.7%	7	1.3%	529	97.1%
Omro	1996	376		0	0.0%	2	0.5%	9	2.4%	2	0.5%	363	96.5%
	2005	413	9.8%	1	0.2%	0	0.0%	13	3.1%	3	0.7%	396	95.9%
Total	1996	23,605		200	0.8%	996	4.2%	638	2.7%	298	1.3%	21,479	91.0%
	2005	27,291	15.6%	676	2.5%	1,680	6.2%	1,657	6.1%	400	1.5%	22,879	83.8%

The percent of students from our top feeder school districts who are non-white went from 9.0% to 16.2% in 10 years.

Source: WINSS web page -- Department of Public Instruction.

Appendix A Table 10

Demographic Profile by Race/Ethnicity for Select School Districts (K-12)

	African American		American Indian		Asian		Hispanic		White	
	1995	2005	1995	2005	1995	2005	1995	2005	1995	2005
Appleton	0.9%	2.8%	0.5%	0.8%	8.3%	10.4%	1.3%	5.1%	88.9%	80.9%
Fond du Lac	1.2%	2.2%	0.4%	0.4%	3.1%	3.3%	2.3%	6.3%	92.9%	87.7%
Green Bay	1.9%	5.7%	4.1%	5.1%	9.1%	8.1%	3.5%	15.2%	81.3%	66.0%
Menasha	0.8%	3.2%	1.2%	0.5%	3.7%	4.9%	3.3%	12.2%	91.0%	79.2%
Neenah	0.6%	2.1%	0.8%	0.9%	1.6%	2.3%	1.2%	3.1%	95.7%	91.6%
Oshkosh	1.6%	3.0%	0.5%	0.5%	7.7%	7.4%	1.4%	2.8%	88.9%	86.3%
Waukesha	1.5%	3.4%	0.8%	0.5%	1.6%	2.9%	7.4%	12.5%	88.8%	80.8%

Source: WINSS web page -- Department of Public Instruction.

Admissions Data by Ethnicity, Aggregating Fall 2001 to Fall 2005

Appendix A Table 11

Summary Admissions Data from Fall 2001 to Fall 2005

Fall 2001 - Fall 2005	African American	Asian American	Hispanic/Latino	SE Asian	American Indian	White	Unknown	Total
Total Apps	564	367	466	406	199	22,921	222	25,145
Total Completed Apps	387	330	396	368	177	21,149	182	22,989
% of apps completed	68.6%	89.9%	85.0%	90.6%	88.9%	92.3%	82.0%	91.4%
Total Admits	239	221	295	306	128	17,093	134	18,416
% of completed apps who were admitted	61.8%	67.0%	74.5%	83.2%	72.3%	80.8%	73.6%	80.1%
Total Enroll	106	88	126	146	79	8,195	54	8,794
% of admitted who enrolled	44.4%	39.8%	42.7%	47.7%	61.7%	47.9%	40.3%	47.8%
% of completed apps who enrolled	27.4%	26.7%	31.8%	39.7%	44.6%	38.7%	29.7%	38.3%
% of total apps received who enrolled	18.8%	24.0%	27.0%	36.0%	39.7%	35.8%	24.3%	35.0%

Data provided by the Admissions Office

Appendix A Table 12
Admissions Data from Fall 2001 to Fall 2005

African American	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	F01-05
Total Apps	84	93	131	124	132	564
Total Completed Apps	59	66	97	81	84	387
% of apps completed	70.2%	71.0%	74.0%	65.3%	63.6%	68.6%
Total Admits	42	44	60	43	50	239
% of completed apps who were admitted	71.2%	66.7%	61.9%	53.1%	59.5%	61.8%
Total Enroll	23	18	31	15	19	106
% of admitted who enrolled	54.8%	40.9%	51.7%	34.9%	38.0%	44.4%
% of completed apps who enrolled	39.0%	27.3%	32.0%	18.5%	22.6%	27.4%
% of total apps received who enrolled	27.4%	19.4%	23.7%	12.1%	14.4%	18.8%

Asian American	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	F01-05
Total Apps	62	63	75	96	71	367
Total Completed Apps	56	59	66	82	67	330
% of apps completed	90.3%	93.7%	88.0%	85.4%	94.4%	89.9%
Total Admits	37	40	46	56	42	221
% of completed apps who were admitted	66.1%	67.8%	69.7%	68.3%	62.7%	67.0%
Total Enroll	12	18	19	20	19	88
% of admitted who enrolled	32.4%	45.0%	41.3%	35.7%	45.2%	39.8%
% of completed apps who enrolled	21.4%	30.5%	28.8%	24.4%	28.4%	26.7%
% of total apps received who enrolled	19.4%	28.6%	25.3%	20.8%	26.8%	24.0%

SE Asian	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	F01-05
Total Apps	52	67	71	100	116	406
Total Completed Apps	44	65	59	92	108	368
% of apps completed	84.6%	97.0%	83.1%	92.0%	93.1%	90.6%
Total Admits	43	49	45	78	91	306
% of completed apps who were admitted	97.7%	75.4%	76.3%	84.8%	84.3%	83.2%
Total Enroll	19	24	21	40	42	146
% of admitted who enrolled	44.2%	49.0%	46.7%	51.3%	46.2%	47.7%
% of completed apps who enrolled	43.2%	36.9%	35.6%	43.5%	38.9%	39.7%
% of total apps received who enrolled	36.5%	35.8%	29.6%	40.0%	36.2%	36.0%

Hispanic/Latino(a)	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	F01-05
Total Apps	70	79	96	101	120	466
Total Completed Apps	57	72	80	84	103	396
% of apps completed	81.4%	91.1%	83.3%	83.2%	85.8%	85.0%
Total Admits	46	59	64	51	75	295
% of completed apps who were admitted	80.7%	81.9%	80.0%	60.7%	72.8%	74.5%
Total Enroll	20	26	32	23	25	126
% of admitted who enrolled	43.5%	44.1%	50.0%	45.1%	33.3%	42.7%
% of completed apps who enrolled	35.1%	36.1%	40.0%	27.4%	24.3%	31.8%
% of total apps received who enrolled	28.6%	32.9%	33.3%	22.8%	20.8%	27.0%

Admissions Data from Fall 2001 to Fall 2005

American Indian	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	F01-05
Total Apps	24	49	31	36	59	199
Total Completed Apps	21	45	28	31	52	177
% of apps completed	87.5%	91.8%	90.3%	86.1%	88.1%	88.9%
Total Admits	19	29	18	21	41	128
% of completed apps who were admitted	90.5%	64.4%	64.3%	67.7%	78.8%	72.3%
Total Enroll	14	18	10	13	24	79
% of admitted who enrolled	73.7%	62.1%	55.6%	61.9%	58.5%	61.7%
% of completed apps who enrolled	66.7%	40.0%	35.7%	41.9%	46.2%	44.6%
% of total apps received who enrolled	58.3%	36.7%	32.3%	36.1%	40.7%	39.7%

White	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	F01-05
Total Apps	4,055	4,131	4,963	4,931	4,841	22921
Total Completed Apps	3,845	3,961	4,518	4,442	4,383	21149
% of apps completed	94.8%	95.9%	91.0%	90.1%	90.5%	92.3%
Total Admits	3,317	3,373	3,503	3,431	3,469	17093
% of completed apps who were admitted	86.3%	85.2%	77.5%	77.2%	79.1%	80.8%
Total Enroll	1,760	1,692	1,659	1,596	1,488	8195
% of admitted who enrolled	53.1%	50.2%	47.4%	46.5%	42.9%	47.9%
% of completed apps who enrolled	45.8%	42.7%	36.7%	35.9%	33.9%	38.7%
% of total apps received who enrolled	43.4%	41.0%	33.4%	32.4%	30.7%	35.8%

Data provided by the Admissions Office

Appendix A Table 13

ACT Descriptive Statistics from new freshmen Fall 2000 to Fall 2006 (Spring semesters included)

ACT Comp	African American		American Indian		SE Asian		Asian		Hispanic		White		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
>=27	2	1.5%	4	4.0%	0	0.0%	10	8.9%	10	6.0%	1,073	9.6%	1,115	9.3%
24-26	13	10.0%	11	11.1%	7	3.5%	29	25.9%	18	10.8%	2,449	22.0%	2,549	21.4%
21-23	33	25.4%	29	29.3%	31	15.5%	22	19.6%	62	37.3%	4,278	38.4%	4,480	37.5%
18-20	33	25.4%	36	36.4%	81	40.5%	35	31.3%	51	30.7%	2,782	25.0%	3,033	25.4%
<=17	49	37.7%	19	19.2%	81	40.5%	16	14.3%	25	15.1%	562	5.0%	755	6.3%
Total	130		99		200		112		166		11,144		11,932	
mean	19.0		20.4		18.4		21.4		20.9		22.3		22.1	
median	19		20		18		21		21		22		22	
mode	16		19		17		18		20		22		22	

ACT English	African American		American Indian		SE Asian		Asian		Hispanic		White		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
>=27	6	4.6%	4	4.0%	4	2.0%	9	8.0%	13	7.8%	1,180	10.6%	1,225	10.3%
24-26	9	6.9%	11	11.1%	6	3.0%	17	15.2%	14	8.4%	1,888	16.9%	1,957	16.4%
21-23	18	13.8%	20	20.2%	20	10.0%	27	24.1%	40	24.1%	3,168	28.4%	3,324	27.9%
18-20	38	29.2%	26	26.3%	50	25.0%	26	23.2%	52	31.3%	3,141	28.2%	3,349	28.1%
<=17	59	45.4%	38	38.4%	120	60.0%	33	29.5%	47	28.3%	1,767	15.9%	2,077	17.4%
Total	130		99		200		112		166		11,144		11,932	
mean	18.1		18.8		16.8		20.0		19.8		21.3		21.2	
median	18		18		16		20		20		21		21	
mode	20		18		15		21		20		20		20	

ACT Math	African American		American Indian		SE Asian		Asian		Hispanic		White		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
>=27	2	1.5%	5	5.1%	5	2.5%	14	12.5%	11	6.6%	1,475	13.2%	1,528	12.8%
24-26	11	8.5%	13	13.1%	20	10.0%	22	19.6%	26	15.7%	2,643	23.7%	2,761	23.1%
21-23	23	17.7%	15	15.2%	34	17.0%	27	24.1%	46	27.7%	2,875	25.8%	3,035	25.4%
18-20	34	26.2%	37	37.4%	76	38.0%	24	21.4%	47	28.3%	2,869	25.7%	3,105	26.0%
<=17	60	46.2%	29	29.3%	65	32.5%	25	22.3%	36	21.7%	1,282	11.5%	1,503	12.6%
Total	130		99		200		112		166		11,144		11,932	
mean	18.4		19.8		19.2		21.4		20.6		22.1		22.0	
median	18		19		19		21		20		22		22	
mode	16		18		18		23		18		24		24	

Appendix A Table 13

ACT Descriptive Statistics from new freshmen Fall 2000 to Fall 2006 (Spring semesters included)

ACT Reading	African American		American Indian		SE Asian		Asian		Hispanic		White		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
>=27	13	10.0%	19	19.2%	5	2.5%	22	19.6%	22	13.3%	2,188	19.6%	2,297	19.3%
24-26	20	15.4%	13	13.1%	15	7.5%	18	16.1%	28	16.9%	2,286	20.5%	2,397	20.1%
21-23	18	13.8%	24	24.2%	29	14.5%	21	18.8%	41	24.7%	2,806	25.2%	2,947	24.7%
18-20	25	19.2%	20	20.2%	52	26.0%	23	20.5%	39	23.5%	2,218	19.9%	2,395	20.1%
<=17	54	41.5%	23	23.2%	99	49.5%	28	25.0%	36	21.7%	1,646	14.8%	1,896	15.9%
Total	130		99		200		112		166		11,144		11,932	
mean	19.5		21.6		17.7		21.6		21.1		22.5		22.3	
median	19		21		18		22		21		22		22	
mode	15		22		18		23		21		22		22	

ACT Science	African American		American Indian		SE Asian		Asian		Hispanic		White		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
>=27	2	1.5%	5	5.1%	0	0.0%	10	8.9%	11	6.6%	1,125	10.1%	1,165	9.8%
24-26	11	8.5%	13	13.1%	15	7.5%	24	21.4%	28	16.9%	2,597	23.3%	2,711	22.7%
21-23	39	30.0%	37	37.4%	54	27.0%	32	28.6%	56	33.7%	4,226	37.9%	4,468	37.4%
18-20	40	30.8%	31	31.3%	80	40.0%	36	32.1%	56	33.7%	2,694	24.2%	2,955	24.8%
<=17	38	29.2%	13	13.1%	51	25.5%	10	8.9%	15	9.0%	502	4.5%	633	5.3%
Total	130		99		200		112		166		11,144		11,932	
mean	19.3		21.1		19.4		21.8		21.4		22.4		22.3	
median	19		21		20		21		21		22		22	
mode	21		21		20		19		23		23		23	

Appendix A Table 14

Financial Aid Recipients by Ethnicity, Full-time UG, Fall 1999

Fall 1999 Full-time UG by Aid Received*		African American	American Indian	SE Asian	Asian American	Hispanic	White	Total	n
Pell Grants	%	2.0%	1.1%	2.3%	1.4%	2.0%	90.7%	100.0%	1,468
Wisconsin Higher Education Grants (WHEG)	%	2.7%	1.1%	3.1%	1.9%	1.8%	88.6%	100.0%	1,004
Non-need based grants	%	1.5%	0.9%	0.8%	0.6%	1.1%	93.8%	100.0%	992
Federal need-based loans**	%	1.7%	0.5%	1.1%	0.8%	1.2%	93.9%	100.0%	2,736
Federal non need-based loans***	%	1.3%	0.6%	0.6%	0.7%	1.0%	95.2%	100.0%	1,991
Federal Work Study	%	2.4%	0.6%	1.3%	0.9%	2.2%	91.9%	100.0%	542

APPENDIX B
RETENTION PERSPECTIVE

Appendix B Retention Perspective

Table 1 Graduation Rates

Table 2 Retention and Graduation Rates

Table 3 Loss per 100 Students

Table 4 DFW All Gender

Table 5 DFW Males

Table 6 DFW Females

Table 7 DFW Condensed

Appendix B Table 1

UW Oshkosh Retention, 4-Year and 6-Year graduation rates by gender combining cohorts from 1993 to 2004

		Oshkosh		UW System	
Male	Retention	4-yr Osh	6-yr Osh	4-yr Sys	6-yr Sys
African American cohort size =	63.4% 93	1.5% 65	23.1% 52	1.5% 65	23.1% 52
American Indian cohort size =	54.9% 51	7.9% 38	13.2% 29	7.9% 38	18.4% 29
SE Asian cohort size =	69.5% 82	5.9% 51	25.5% 40	5.9% 51	29.4% 40
Asian American cohort size =	61.3% 75	5.9% 51	23.5% 37	7.8% 51	25.5% 37
Hispanic cohort size =	61.9% 105	5.6% 72	19.4% 55	5.6% 72	22.2% 55
White cohort size =	72.3% 7,859	9.9% 5,907	31.1% 4,495	11.2% 5,907	36.7% 4,495
<i>Total - Male</i> cohort size =	<i>71.9%</i> 8,320	<i>9.7%</i> 6,228	<i>30.7%</i> 4,745	<i>10.8%</i> 6,228	<i>36.0%</i> 4,745
Female	Retention	4-yr Osh	6-yr Osh	4-yr Sys	6-yr Sys
African American cohort size =	68.2% 107	11.0% 73	27.5% 51	11.0% 73	35.3% 51
American Indian cohort size =	58.0% 97	14.5% 49	36.7% 62	16.1% 49	38.8% 62
SE Asian cohort size =	78.5% 107	7.7% 33	51.5% 52	9.6% 33	57.6% 52
Asian American cohort size =	80.0% 85	20.0% 43	41.9% 55	20.0% 43	48.8% 55
Hispanic cohort size =	71.4% 133	14.9% 62	46.8% 87	16.1% 62	51.6% 87
White cohort size =	74.3% 11,051	17.6% 6,287	51.0% 8,101	19.6% 6,287	59.4% 8,101
<i>Total - Female</i> cohort size =	<i>74.2%</i> 11,621	<i>17.5%</i> 6,504	<i>50.6%</i> 8,467	<i>19.4%</i> 6,504	<i>58.9%</i> 8,467
UW Oshkosh Total cohort size =	73.2% 19,941	14.2% 12,732	46.2% 13,212	15.7% 12,732	54.0% 13,212

	Retention	4-yr Osh	6-yr Osh	4-yr Sys	6-yr Sys
<i>Total - Male</i>	<i>71.9%</i>	<i>9.7%</i>	<i>30.7%</i>	<i>10.8%</i>	<i>36.0%</i>
<i>Total - Female</i>	<i>74.2%</i>	<i>17.5%</i>	<i>50.6%</i>	<i>19.4%</i>	<i>58.9%</i>
<i>Total - All</i>	<i>73.2%</i>	<i>14.2%</i>	<i>46.2%</i>	<i>15.7%</i>	<i>54.0%</i>

Retention is from 1993 to 2004 Fall cohorts.

4-year graduation rates are from 1993 to 2001 cohorts.

6-year graduation rates are from 1993 to 1999 cohorts.

Sys rates are students that started here but graduated anywhere in the System.

Appendix B Table 2

UW Oshkosh Retention, 4-Year and 6-Year graduation rates by gender

	RETENTION			GRADUATION RATES			
Male	to 2nd year	to 3rd year	to 4th year	4-yr Osh	6-yr Osh	4-yr Sys	6-yr Sys
African American	63.4%	49.4%	37.0%	1.5%	23.1%	1.5%	23.1%
American Indian	54.9%	32.7%	31.9%	7.9%	13.2%	7.9%	18.4%
SE Asian	69.5%	61.1%	50.8%	5.9%	25.5%	5.9%	29.4%
Asian American	61.3%	47.1%	39.7%	5.9%	23.5%	7.8%	25.5%
Hispanic	61.9%	43.3%	34.1%	5.6%	19.4%	5.6%	22.2%
White	72.3%	57.9%	52.1%	9.9%	31.1%	11.2%	36.7%
<i>Total - Male</i>	<i>71.9%</i>	<i>57.5%</i>	<i>51.5%</i>	<i>9.7%</i>	<i>30.7%</i>	<i>10.8%</i>	<i>36.0%</i>
Female	to 2nd year	to 3rd year	to 4th year	4-yr Osh	6-yr Osh	4-yr Sys	6-yr Sys
African American	68.2%	44.3%	41.5%	11.0%	27.5%	11.0%	35.3%
American Indian	58.0%	42.9%	38.0%	14.5%	36.7%	16.1%	38.8%
SE Asian	78.5%	65.8%	56.3%	7.7%	51.5%	9.6%	57.6%
Asian American	80.0%	66.2%	58.5%	20.0%	41.9%	20.0%	48.8%
Hispanic	71.4%	57.6%	55.6%	14.9%	46.8%	16.1%	51.6%
White	74.3%	62.0%	57.1%	17.6%	51.0%	19.6%	59.4%
<i>Total - Female</i>	<i>74.2%</i>	<i>61.7%</i>	<i>56.8%</i>	<i>17.5%</i>	<i>50.6%</i>	<i>19.4%</i>	<i>58.9%</i>
Total	to 2nd year	to 3rd year	to 4th year	4-yr Osh	6-yr Osh	4-yr Sys	6-yr Sys
African American	66.0%	46.8%	38.7%	6.5%	25.2%	6.5%	28.2%
American Indian	56.8%	38.9%	35.6%	12.0%	29.5%	13.0%	33.3%
SE Asian	74.6%	63.5%	53.5%	6.8%	36.6%	7.8%	46.6%
Asian American	71.3%	57.0%	49.6%	13.2%	37.5%	14.2%	42.5%
Hispanic	67.2%	51.2%	45.7%	10.7%	36.6%	11.3%	41.0%
White	73.5%	60.3%	55.0%	14.3%	46.7%	15.9%	54.7%
UW Oshkosh Total	73.2%	59.9%	54.6%	14.2%	46.2%	15.7%	54.0%

Graduation Rates: Osh rates are those that started and graduated from UW Oshkosh. Sys rates are those that started here but graduated at any UW System university.

Retention is from 1993 to 2004 Fall cohorts.

4-year graduation rates are from 1993 to 2001 cohorts.

6-year graduation rates are from 1993 to 1999 cohorts.

Sys rates are students that started here but graduated anywhere in the System.

Appendix B Table 3

UW Oshkosh

How many we lose for every 100 that start here

Male	to 2nd year	to 3rd year	to 4th year	total drop
African American	37	14	12	63
American Indian	45	22	1	68
SE Asian	31	8	10	49
Asian American	39	14	7	60
Hispanic	38	19	9	66
White	28	14	6	48
<i>Total - Male</i>	<i>28</i>	<i>14</i>	<i>6</i>	<i>49</i>
Female	to 2nd year	to 3rd year	to 4th year	total drop
African American	32	24	3	59
American Indian	42	15	5	62
SE Asian	22	13	10	44
Asian American	20	14	8	42
Hispanic	29	14	2	44
White	26	12	5	43
<i>Total - Female</i>	<i>26</i>	<i>13</i>	<i>5</i>	<i>43</i>
Total	to 2nd year	to 3rd year	to 4th year	total drop
African American	34	19	8	61
American Indian	43	18	3	64
SE Asian	25	11	10	47
Asian American	29	14	7	50
Hispanic	33	16	6	54
White	27	13	5	45
UW Oshkosh Total	27	13	5	45

Data from 1992 to 2003

Appendix B Table 4

UW Oshkosh DFW by Class and Ethnicity From Fall 2000 to Fall 2006 (including Spring semesters)
(DFW - students getting a 'D', 'F' or 'W' withdrawing from a class after the census date)

All Gender

		Af Am	Am Ind	SE Asian	Asian	Hisp	White	Total
Bio 104 (Eco in Crisis)	% DFW census date n =	14.8% 27	16.0% 25	22.7% 44	13.6% 22	23.5% 34	9.8% 2,993	10.3% 3,179
Bio 105	% DFW census date n =	46.3% 82	32.7% 55	20.7% 121	29.2% 72	23.3% 103	19.4% 7,079	16.2% 7,616
Bio 211 (Hum Anatomy)	% DFW census date n =	47.4% 19	38.9% 18	30.0% 40	30.0% 20	36.4% 33	20.5% 2,540	21.2% 2,700
Bio 212 (Hum Physiology)	% DFW census date n =	16.7% 12	28.6% 7	9.5% 21	7.7% 13	36.4% 22	9.9% 1,699	10.3% 1,790
Chem 105 (Gen Chem)	% DFW census date n =	45.5% 11	21.4% 14	21.6% 37	29.2% 24	29.4% 17	22.3% 1,808	22.3% 1,940
Chem 101 (Org Chem I)	% DFW census date n =	42.9% 21	14.3% 7	17.4% 46	21.1% 19	25.0% 24	17.1% 2,298	17.3% 2,464
Geology 102	% DFW census date n =	44.4% 36	20.0% 20	25.7% 35	10.3% 29	25.6% 43	16.0% 3,073	16.5% 3,265
Anthro 122 (World Ethno)	% DFW census date n =	38.9% 18	43.8% 16	20.0% 35	19.0% 21	25.8% 31	22.0% 1,304	22.4% 1,453
Comm 111	% DFW census date n =	19.4% 165	21.3% 94	18.4% 190	14.6% 130	15.6% 199	10.6% 13,082	11.0% 14,055
Crim Justice 103/110	% DFW census date n =	25.0% 28	29.4% 17	41.2% 17	15.4% 13	19.2% 26	13.3% 1,607	14.0% 1,715
Geog 102	% DFW census date n =	32.3% 124	23.5% 85	13.8% 167	15.2% 105	25.7% 136	13.7% 9,652	14.1% 10,425
History 101 (Early Civilization)	% DFW census date n =	44.7% 76	26.4% 53	23.8% 84	24.2% 62	26.2% 65	19.6% 5,340	20.1% 5,768
History 102 (Modern Civilization)	% DFW census date n =	31.3% 67	30.0% 50	20.0% 45	23.5% 68	12.9% 70	16.3% 5,262	16.5% 5,629
History 201 (US History to 1877)	% DFW census date n =	41.7% 36	27.6% 29	22.6% 53	36.1% 36	22.5% 40	13.2% 3,078	14.1% 3,307
History 202 (US History since 1877)	% DFW census date n =	21.5% 79	11.4% 35	13.2% 76	8.3% 36	19.0% 58	10.8% 4,808	11.1% 5,134
Philosophy 101 (Logic)	% DFW census date n =	33.3% 12	20.0% 5	15.4% 13	53.3% 15	46.7% 15	24.4% 1,527	24.8% 1,605
Philosophy 105 (Ethics)	% DFW census date n =	23.6% 55	11.1% 27	20.5% 78	5.6% 36	19.6% 46	14.2% 4,289	14.3% 4,583
Phy Ed/Kin 105 (Active Lifestyle)	% DFW census date n =	27.1% 140	18.9% 111	17.3% 179	16.9% 124	22.3% 179	11.2% 12,959	11.7% 13,916
Psych 101	% DFW census date n =	29.2% 89	32.1% 78	24.0% 154	25.3% 91	21.0% 119	14.5% 8,607	15.2% 9,259
Soc 101	% DFW census date n =	43.0% 93	39.2% 51	41.1% 90	32.1% 56	35.0% 103	24.9% 6,196	25.7% 6,672

Appendix B Table 4

**UW Oshkosh DFW by Class and Ethnicity From Fall 2000 to Fall 2006 (including Spring semesters)
(DFW - students getting a 'D', 'F' or 'W' withdrawing from a class after the census date)**

All Gender

Eng 101/TBIS 188	% DFW census date n =	13.7% 131	22.1% 104	9.2% 196	10.6% 113	14.5% 179	8.2% 10,148	8.5% 11,013
Math 100 (Remedial Math)	% DFW census date n =	56.5% 92	49.1% 55	17.4% 46	38.7% 31	39.1% 46	28.4% 1,676	30.4% 1,980
PBIS 187	% DFW census date n =	30.0% 20	23.8% 21	12.5% 32	37.5% 16	30.8% 26	15.1% 1,377	15.9% 1,507
Math 103 (Intro College Alg)	% DFW census date n =	48.4% 95	47.6% 42	21.3% 75	27.0% 37	38.6% 57	30.7% 3,994	31.0% 4,356
Math 104 (College Alg)	% DFW census date n =	34.3% 35	48.7% 39	21.7% 60	27.5% 40	56.9% 72	32.5% 4,226	32.7% 4,525
Math 110 (Number Sys)	% DFW census date n =	33.3% 9	16.7% 18	31.0% 42	16.7% 18	37.5% 40	14.7% 2,417	15.5% 2,555
Math 204 (Bus Math I)	% DFW census date n =	53.2% 47	48.1% 27	37.7% 77	22.0% 41	26.7% 45	25.5% 4,077	26.0% 4,410
Math 206 (Bus Math II)	% DFW census date n =	40.0% 25	53.8% 13	33.3% 39	11.1% 18	19.4% 36	19.4% 2,733	19.8% 2,931
Math 171 (Calc I)	% DFW census date n =	75.0% 12	42.9% 7	41.7% 48	25.9% 27	43.5% 23	32.0% 1,683	32.3% 1,841
Business 198	% DFW census date n =	11.9% 59	27.6% 29	11.9% 84	11.3% 53	12.7% 63	10.1% 4,920	10.2% 5,319
Business 204 (Accounting)	% DFW census date n =	41.2% 17	22.2% 9	41.0% 39	24.1% 29	17.4% 23	15.2% 2,464	15.8% 2,644
Econ 204/207 (Macroeconomics)	% DFW census date n =	17.2% 29	50.0% 12	13.6% 44	21.2% 33	20.0% 40	8.1% 3,211	8.6% 3,453
Econ 206 (Microeconomics)	% DFW census date n =	28.9% 38	5.9% 17	15.7% 51	14.9% 47	5.6% 36	13.5% 3,755	13.4% 4,037

Red = 50% or greater DFW rate

Yellow = 30% or greater DFW rate

Census date: drops up to the census dates are not counted. Enrollment is counted as of the census date.

The census date is the 10th day of class for the 14W, 17W, 7W1, 7W2 and 10W sessions. It is the 2nd day of class for the 3W1.

Appendix B Table 5

**UW Oshkosh DFW by Class and Ethnicity From Fall 1999 to Fall 2006 (including Spring semesters)
(DFW - students getting a 'D', 'F' or 'W' withdrawing from a class)**

MALES

		Af Am	Am Ind	SE Asian	Asian	Hisp	White	Total
Bio 104 Ecosphere	% DFW <i>n</i> =	25.0% (16)	0.0% (6)	9.1% (11)	33.3% (6)	42.9% (14)	15.4% (997)	16.2% (1,071)
Bio 105	% DFW <i>n</i> =	48.3% (29)	43.8% (16)	17.0% (47)	34.4% (32)	28.3% (46)	22.7% (2,823)	23.1% (3,054)
Bio 211 (Hum Anatomy)	% DFW <i>n</i> =	66.7% (9)	100.0% (3)	50.0% (12)	40.0% (5)	58.3% (12)	33.3% (768)	34.8% (821)
Bio 212 (Hum Physiology)	% DFW <i>n</i> =	0.0% (3)	0.0% (0)	60.0% (5)	0.0% (4)	71.4% (7)	24.9% (457)	25.8% (485)
Chem 105 (Gen Chem)	% DFW <i>n</i> =	50.0% (2)	0.0% (2)	26.9% (26)	42.1% (19)	55.6% (9)	28.4% (1,007)	28.5% (1,079)
Chem 101 (Org Chem I)	% DFW <i>n</i> =	100.0% (3)	0.0% (1)	14.3% (7)	0.0% (3)	20.0% (5)	28.2% (517)	28.0% (560)
Geology 102	% DFW <i>n</i> =	52.2% (23)	50.0% (12)	31.6% (19)	21.7% (23)	41.4% (29)	19.1% (1,920)	20.1% (2,043)
Anthro 122 (World Ethno)	% DFW <i>n</i> =	36.4% (11)	42.9% (7)	28.6% (14)	33.3% (15)	31.3% (16)	44.2% (717)	43.5% (800)
Comm 111	% DFW <i>n</i> =	37.1% (97)	28.6% (35)	37.6% (85)	42.3% (78)	27.1% (96)	23.8% (6,646)	24.5% (7,187)
Crim Justice 103/110	% DFW <i>n</i> =	30.8% (13)	12.5% (8)	50.0% (16)	42.9% (7)	29.4% (17)	22.8% (1,019)	23.4% (1,083)
Geog 102	% DFW <i>n</i> =	36.8% (87)	37.0% (46)	27.4% (95)	27.9% (68)	42.5% (87)	25.0% (5,783)	25.7% (6,291)
History 101 Early Civilization	% DFW <i>n</i> =	60.0% (55)	51.7% (29)	34.4% (61)	46.3% (41)	43.3% (60)	32.3% (3,658)	33.2% (3,999)
History 102 Modern Civilization	% DFW <i>n</i> =	47.3% (55)	43.5% (23)	41.7% (36)	25.0% (36)	33.3% (51)	28.0% (3,072)	28.7% (2,264)
History 201 (US History to 1877)	% DFW <i>n</i> =	46.7% (30)	50.0% (14)	46.2% (26)	57.9% (19)	32.1% (28)	27.8% (1,987)	29.0% (2,132)
History 202 (US History since 1877)	% DFW <i>n</i> =	40.3% (62)	30.8% (13)	36.0% (25)	28.6% (21)	23.8% (21)	26.2% (2,535)	26.6% (2,711)
Phil 101 Logic	% DFW <i>n</i> =	60.0% (15)	33.3% (3)	30.8% (13)	64.7% (17)	57.1% (14)	39.2% (2,069)	39.8% (2,264)
Phil 105 Ethics	% DFW <i>n</i> =	30.8% (26)	40.0% (10)	22.6% (31)	15.8% (19)	30.0% (20)	24.6% (2,365)	24.7% (2,512)
Phy Ed 105	% DFW <i>n</i> =	37.1% (89)	34.7% (49)	35.9% (92)	34.8% (66)	31.3% (80)	24.4% (6,541)	25.0% (7,060)
Psych 101	% DFW <i>n</i> =	52.6% (57)	32.1% (28)	36.4% (55)	38.8% (49)	42.2% (45)	27.7% (3,694)	28.7% (4,009)
Soc 101	% DFW <i>n</i> =	48.3% (58)	47.4% (19)	55.6% (36)	48.4% (31)	44.2% (43)	34.7% (2,874)	35.6% (3,112)
TBIS 188	% DFW <i>n</i> =	16.0% (50)	24.4% (41)	19.7% (71)	33.9% (56)	31.1% (74)	15.9% (4,402)	16.4% (4,768)
Math 100 (Remedial Math)	% DFW <i>n</i> =	65.5% (55)	66.7% (21)	0.0% (9)	50.0% (12)	52.4% (21)	41.2% (764)	43.2% (902)

Appendix B Table 5

UW Oshkosh DFW by Class and Ethnicity From Fall 1999 to Fall 2006 (including Spring semesters)
(DFW - students getting a 'D', 'F' or 'W' withdrawing from a class)

MALES

		Af Am	Am Ind	SE Asian	Asian	Hisp	White	Total
PBIS 187	% DFW <i>n</i> =	50.0% (12)	0.0% (6)	16.7% (6)	60.0% (5)	35.7% (14)	25.2% (469)	25.8% (519)
Math 103 (Intro College Alg)	% DFW <i>n</i> =	65.5% (58)	52.9% (17)	37.0% (27)	43.5% (23)	60.0% (25)	41.4% (2,234)	42.2% (2,427)
Math 104 (College Alg)	% DFW <i>n</i> =	43.8% (16)	47.1% (17)	20.9% (43)	46.4% (28)	64.5% (31)	43.3% (2,613)	43.1% (2,780)
Math 110 (Number Sys)	% DFW <i>n</i> =	0.0% (2)	50.0% (6)	50.0% (2)	60.0% (5)	0.0% (4)	26.5% (430)	27.2% (452)
Math 204 (Bus Math I)	% DFW <i>n</i> =	44.4% (36)	63.2% (19)	38.1% (42)	27.6% (29)	32.3% (31)	33.5% (2,834)	33.8% (3,072)
Math 206 (Bus Math II)	% DFW <i>n</i> =	47.1% (17)	57.1% (7)	47.8% (23)	14.3% (14)	30.8% (26)	26.6% (1,815)	27.2% (1,953)
Math 171 (Calc I)	% DFW <i>n</i> =	77.8% (9)	100.0% (1)	37.2% (43)	44.0% (25)	56.3% (16)	39.6% (1,274)	39.9% (1,393)
Business 198	% DFW <i>n</i> =	25.0% (44)	55.6% (18)	32.8% (58)	41.9% (43)	25.0% (44)	20.2% (3,282)	20.9% (3,574)
Business 204 (Accounting)	% DFW <i>n</i> =	53.8% (13)	50.0% (4)	41.7% (24)	33.3% (18)	18.8% (16)	23.7% (1,539)	24.2% (1,656)
Econ 204/207 Macro Econ	% DFW <i>n</i> =	28.6% (21)	60.0% (5)	20.7% (29)	25.0% (28)	23.8% (21)	16.2% (2,083)	16.6% (2,264)
Econ 206 Micro Econ	% DFW <i>n</i> =	40.0% (30)	30.0% (10)	30.0% (30)	25.7% (35)	9.1% (22)	19.3% (2,423)	19.6% (2,614)

Red -- Very High Risk Course (50% or more with DFW)

Yellow -- High Risk Course (30% to 50% with DFW)

Appendix B Table 6

UW Oshkosh DFW by Class and Ethnicity From Fall 1999 to Fall 2006 (including Spring semesters)
(DFW - students getting a 'D', 'F' or 'W' withdrawing from a class)

FEMALES

		Af Am	Am Ind	SE Asian	Asian	Hisp	White	Total
Bio 104 Ecosphere	% DFW <i>n</i> =	18.8% (16)	32.0% (25)	35.9% (39)	11.1% (18)	28.1% (32)	15.2% (2,472)	15.7% (2,624)
Bio 105	% DFW <i>n</i> =	52.3% (65)	37.0% (46)	26.6% (79)	35.2% (54)	30.1% (73)	21.2% (5,149)	22.0% (5,522)
Bio 211 (Hum Anatomy)	% DFW <i>n</i> =	50.0% (18)	47.6% (21)	37.1% (35)	33.3% (18)	24.0% (25)	22.4% (2,134)	23.2% (2,274)
Bio 212 (Hum Physiology)	% DFW <i>n</i> =	27.3% (11)	18.2% (7)	10.5% (19)	33.3% (12)	29.4% (17)	9.8% (1,418)	10.4% (1,492)
Chem 105 (Gen Chem)	% DFW <i>n</i> =	44.4% (9)	30.8% (13)	21.4% (14)	18.2% (11)	18.2% (11)	28.4% (1,120)	28.2% (1,200)
Chem 101 (Org Chem I)	% DFW <i>n</i> =	36.8% (19)	37.5% (8)	26.7% (45)	33.3% (21)	37.9% (29)	20.8% (2,227)	21.3% (2,376)
Geology 102	% DFW <i>n</i> =	47.1% (17)	0.0% (11)	36.4% (22)	35.7% (14)	29.2% (24)	22.6% (1,625)	23.2% (1,732)
Anthro 122 (World Ethno)	% DFW <i>n</i> =	50.0% (18)	46.2% (13)	32.1% (28)	50.0% (20)	38.5% (26)	35.5% (1,116)	34.2% (1,297)
Comm 111	% DFW <i>n</i> =	28.7% (115)	33.3% (78)	33.1% (163)	25.8% (93)	27.0% (148)	16.6% (9,099)	17.5% (9,803)
Crim Justice 103/110	% DFW <i>n</i> =	26.1% (23)	50.0% (12)	66.7% (9)	27.3% (11)	44.4% (18)	23.4% (913)	24.9% (993)
Geog 102	% DFW <i>n</i> =	54.4% (79)	36.7% (60)	28.3% (113)	31.9% (69)	45.0% (111)	28.7% (6,783)	29.4% (7,303)
History 101 Early Civilization	% DFW <i>n</i> =	52.2% (46)	36.4% (44)	52.7% (55)	32.5% (40)	51.0% (49)	34.5% (3,334)	35.3% (3,616)
History 102 Modern Civilization	% DFW <i>n</i> =	40.0% (35)	38.5% (39)	46.9% (32)	42.9% (49)	30.2% (53)	29.0% (3,730)	29.5% (3,977)
History 201 (US History to 1877)	% DFW <i>n</i> =	66.7% (18)	46.2% (26)	35.7% (42)	34.6% (26)	38.1% (21)	29.0% (1,901)	29.0% (2,056)
History 202 (US History since 1877)	% DFW <i>n</i> =	34.1% (41)	29.0% (31)	30.1% (73)	24.0% (25)	37.7% (53)	26.5% (3,717)	26.9% (3,965)
Phil 101 Logic	% DFW <i>n</i> =	50.0% (4)	60.0% (5)	33.3% (3)	83.3% (6)	60.0% (5)	38.2% (812)	38.9% (2,264)
Phil 105 Ethics	% DFW <i>n</i> =	36.2% (47)	18.2% (22)	37.9% (66)	35.7% (28)	36.6% (41)	25.8% (2,978)	26.4% (3,206)
Phy Ed 105	% DFW <i>n</i> =	42.3% (97)	37.0% (100)	30.7% (140)	27.7% (94)	36.6% (145)	18.6% (9,321)	19.6% (10,031)
Psych 101	% DFW <i>n</i> =	47.2% (72)	45.3% (64)	37.4% (131)	38.6% (70)	34.2% (114)	25.4% (6,827)	26.4% (7,358)
Soc 101	% DFW <i>n</i> =	53.2% (62)	43.6% (39)	58.1% (93)	35.9% (39)	48.3% (87)	34.2% (4,729)	35.1% (5,105)
TBIS 188	% DFW <i>n</i> =	22.9% (83)	36.8% (68)	18.9% (127)	19.1% (68)	14.0% (100)	10.7% (5,847)	11.4% (6,367)
Math 100 (Remedial Math)	% DFW <i>n</i> =	59.1% (66)	42.5% (40)	31.7% (41)	48.3% (29)	45.9% (37)	33.6% (1,392)	35.4% (1,636)

Appendix B Table 6

UW Oshkosh DFW by Class and Ethnicity From Fall 1999 to Fall 2006 (including Spring semesters)
(DFW - students getting a 'D', 'F' or 'W' withdrawing from a class)

FEMALES

		Af Am	Am Ind	SE Asian	Asian	Hisp	White	Total
PBIS 187	% DFW <i>n</i> =	27.3% (11)	47.4% (19)	25.8% (31)	42.9% (14)	35.7% (14)	19.2% (1,012)	20.3% (1,108)
Math 103 (Intro College Alg)	% DFW <i>n</i> =	48.4% (64)	57.9% (38)	25.0% (56)	44.8% (29)	41.5% (53)	34.9% (2,763)	35.4% (3,034)
Math 104 (College Alg)	% DFW <i>n</i> =	38.5% (26)	63.6% (33)	33.3% (24)	41.7% (24)	63.0% (54)	37.4% (2,515)	38.0% (2,707)
Math 110 (Number Sys)	% DFW <i>n</i> =	50.0% (10)	20.0% (15)	39.1% (46)	33.3% (21)	47.6% (42)	19.8% (2,423)	20.8% (2,568)
Math 204 (Bus Math I)	% DFW <i>n</i> =	76.7% (30)	53.3% (15)	54.5% (55)	45.8% (24)	38.5% (26)	31.0% (2,145)	32.4% (2,331)
Math 206 (Bus Math II)	% DFW <i>n</i> =	40.0% (10)	57.1% (7)	41.7% (24)	42.9% (7)	14.3% (14)	23.4% (1,287)	24.0% (1,382)
Math 171 (Calc I)	% DFW <i>n</i> =	83.3% (6)	50.0% (10)	72.7% (11)	33.3% (12)	57.1% (14)	37.9% (795)	38.8% (871)
Business 198	% DFW <i>n</i> =	22.2% (27)	27.8% (18)	37.3% (59)	25.8% (31)	23.5% (34)	23.3% (2,670)	23.5% (2,891)
Business 204 (Accounting)	% DFW <i>n</i> =	55.6% (9)	16.7% (6)	55.0% (20)	37.5% (16)	33.3% (9)	20.4% (1,150)	21.6% (1,239)
Econ 204/207 Macro Econ	% DFW <i>n</i> =	18.2% (11)	54.5% (11)	29.6% (27)	22.2% (9)	27.3% (22)	17.5% (2,069)	18.0% (1,743)
Econ 206 Micro Econ	% DFW <i>n</i> =	40.0% (15)	25.0% (12)	18.5% (27)	17.6% (17)	16.7% (18)	20.8% (1,989)	20.7% (2,121)

Red -- Very High Risk Course (50% or more with DFW)

Yellow -- High Risk Course (30% to 50% with DFW)

Appendix B Table 7

**UW Oshkosh DFW by Class and Ethnicity From Fall 1999 to Fall 2006 (including Spring semesters)
(DFW - students getting a 'D', 'F' or 'W' withdrawing from a class)**

All Students

	Af Am	Am Ind	SE Asian	Asian	Hisp	White	Total
Bio 104 (Eco in Crisis)	21.9%	25.8%	30.0%	16.7%	32.6%	15.2%	15.9%
Bio 105	51.1%	38.7%	23.0%	34.9%	29.4%	21.8%	22.4%
Bio 211 (Hum Anatomy)	55.6%	54.2%	40.4%	34.8%	35.1%	25.3%	26.3%
Bio 212 (Hum Physiology)	21.4%	28.6%	20.8%	25.0%	41.7%	13.5%	14.2%
Chem 105 (Gen Chem)	45.5%	26.7%	25.0%	33.3%	35.0%	28.4%	28.3%
Chem 101 (Org Chem I)	45.5%	33.3%	25.0%	29.2%	35.3%	22.2%	22.5%
Geology 102	50.0%	26.1%	34.1%	27.0%	35.8%	20.7%	21.5%
Anthro 122 (World Ethno)	44.8%	45.0%	31.0%	42.9%	35.7%	37.9%	37.8%
Comm 111	32.5%	31.9%	34.7%	33.3%	27.0%	19.6%	20.5%
Crim Justice 103/110	27.8%	35.0%	56.0%	33.3%	37.1%	23.2%	24.1%
Geog 102	45.2%	36.8%	27.9%	29.9%	43.9%	27.0%	27.7%
History 101 (Early Civilization)	56.4%	42.5%	43.1%	39.5%	46.8%	33.3%	34.2%
History 102 (Modern Civilization)	44.4%	40.3%	44.1%	35.3%	31.7%	28.5%	29.1%
History 201 (US History to 1877)	54.2%	47.5%	39.7%	44.4%	34.7%	28.5%	29.5%
History 202 (US History since 1877)	37.9%	29.5%	31.6%	26.1%	33.8%	26.4%	26.8%
Philosophy 101 (Logic)	57.9%	50.0%	31.3%	69.6%	57.9%	38.8%	39.5%
Philosophy 105 (Ethics)	34.2%	25.0%	33.0%	27.7%	34.4%	25.3%	25.6%
Phy Ed/Kin 105 (Active Lifestyle)	39.8%	36.2%	32.8%	30.6%	34.7%	21.0%	21.8%
Psych 101	49.6%	41.3%	37.1%	38.7%	36.5%	26.2%	27.2%
Soc 101	50.8%	44.8%	57.4%	41.4%	46.9%	34.4%	35.3%
Eng 101/TBIS 188	20.3%	32.1%	19.2%	25.8%	21.3%	12.9%	13.6%
Math 100 (Remedial Math)	62.0%	50.8%	26.0%	48.8%	48.3%	36.3%	38.2%
PBIS 187	39.1%	36.0%	24.3%	47.4%	35.7%	21.1%	22.1%
Math 103 (Intro College Alg)	56.6%	56.4%	28.9%	44.2%	47.4%	37.8%	38.4%
Math 104 (College Alg)	40.5%	58.0%	25.4%	44.2%	63.5%	40.4%	40.6%
Math 110 (Number Sys)	41.7%	28.6%	39.6%	38.5%	43.5%	20.8%	21.8%
Math 204 (Bus Math I)	59.1%	58.8%	47.4%	35.8%	35.1%	32.4%	33.2%
Math 206 (Bus Math II)	44.4%	57.1%	44.7%	23.8%	25.0%	25.2%	25.8%
Math 171 (Calc I)	80.0%	54.5%	44.4%	40.5%	56.7%	39.0%	39.5%
Business 198	23.9%	41.7%	35.0%	35.1%	24.4%	21.6%	22.1%
Business 204 (Accounting)	54.5%	30.0%	47.7%	35.3%	24.0%	22.3%	23.1%
Econ 204/207 (Macroeconomics)	25.0%	56.3%	25.0%	24.3%	25.6%	16.7%	17.2%
Econ 206 (Microeconomics)	40.0%	27.3%	24.6%	23.1%	12.5%	19.9%	20.1%

Red -- Very High Risk Course (50% or more with DFW)

Yellow -- High Risk Course (30% to 50% with DFW)

APPENDIX C

EXCELLENCE PERSPECTIVE

Appendix C Excellence Perspective

Table 1 By class then by GPA with n's

Table 2 By GPA then by class with n's

Table 3 Summary Data

Table 4 Summary By Percentage

Table 5 Honors Program

Appendix C Table 1

Full-time Freshmen GPA Distribution by Race/Ethnicity (Fall 1999 - Fall 2006)

(all freshmen, not just first year)

	African American	American Indian	SE Asian	Asian	Hispanic	White	Total
Below 2.00 n =	60	42	54	38	52	2,604	2,862
total freshmen	197	142	249	164	236	16,850	17,966
% below 2.00	30.5%	29.6%	21.7%	23.2%	22.0%	15.5%	15.9%
GPA 2.00-2.4 n =	50	26	61	42	44	3,426	3,662
total freshmen	197	142	249	164	236	16,850	17,966
% 2.00-2.49	25.4%	18.3%	24.5%	25.6%	18.6%	20.3%	20.4%
GPA 2.50-2.9 n =	62	33	75	39	69	4,800	5,095
total freshmen	197	142	249	164	236	16,850	17,966
% 2.5-2.99	31.5%	23.2%	30.1%	23.8%	29.2%	28.5%	28.4%
GPA 3.00-3.4 n =	29	29	52	28	42	3,854	4,067
total freshmen	197	142	249	164	236	16,850	17,966
% 3.00-3.49	14.7%	20.4%	20.9%	17.1%	17.8%	22.9%	22.6%
GPA 3.50-4.0 n =	6	12	17	17	23	2,166	2,280
total freshmen	197	142	249	164	236	16,850	17,966
% 3.50-4.00	3.0%	8.5%	6.8%	10.4%	9.7%	12.9%	12.7%

Full-time Sophomore GPA Distribution by Race/Ethnicity (Fall 1999 - Fall 2006)

	African American	American Indian	SE Asian	Asian	Hispanic	White	Total
Below 2.00 n =	21	13	18	9	14	1,015	1,095
total soph	106	71	129	94	136	11,713	12,343
% below 2.00	19.8%	18.3%	14.0%	9.6%	10.3%	8.7%	8.9%
GPA 2.00-2.4 n =	26	15	20	10	21	1,577	1,679
total soph	106	71	129	94	136	11,713	12,343
% 2.00-2.49	24.5%	21.1%	15.5%	10.6%	15.4%	13.5%	13.6%
GPA 2.50-2.9 n =	32	15	41	29	50	2,991	3,172
total soph	106	71	129	94	136	11,713	12,343
% 2.5-2.99	30.2%	21.1%	31.8%	30.9%	36.8%	25.5%	25.7%
GPA 3.00-3.4 n =	19	19	25	22	25	3,436	3,569
total soph	106	71	129	94	136	11,713	12,343
% 3.00-3.49	17.9%	26.8%	19.4%	23.4%	18.4%	29.3%	28.9%
GPA 3.50-4.0 n =	8	9	25	24	26	2,697	2,828
total soph	106	71	129	94	136	11,713	12,343
% 3.50-4.00	7.5%	12.7%	19.4%	25.5%	19.1%	23.0%	22.9%

Appendix C Table 1

Full-time Junior GPA Distribution by Race/Ethnicity (Fall 1999 - Fall 2006)

	African American	American Indian	SE Asian	Asian	Hispanic	White	Total
Below 2.00 n =	17	6	8	9	15	665	723
total juniors	106	68	107	106	125	12,025	12,656
% below 2.00	16.0%	8.8%	7.5%	8.5%	12.0%	5.5%	5.7%
GPA 2.00-2.4 n =	21	10	19	12	15	1,121	1,210
total juniors	106	68	107	106	125	12,025	12,656
% 2.00-2.49	19.8%	14.7%	17.8%	11.3%	12.0%	9.3%	9.6%
GPA 2.50-2.9 n =	23	15	23	18	28	2,536	2,660
total juniors	106	68	107	106	125	12,025	12,656
% 2.5-2.99	21.7%	22.1%	21.5%	17.0%	22.4%	21.1%	21.0%
GPA 3.00-3.4 n =	27	21	31	33	38	3,703	3,890
total juniors	106	68	107	106	125	12,025	12,656
% 3.00-3.49	25.5%	30.9%	29.0%	31.1%	30.4%	30.8%	30.7%
GPA 3.50-4.0 n =	18	16	26	32	30	4,000	4,173
total juniors	106	68	107	106	125	12,025	12,656
% 3.50-4.00	17.0%	23.5%	24.3%	30.2%	24.0%	33.3%	33.0%

Full-time Senior GPA Distribution by Race/Ethnicity (Fall 1999 - Fall 2006)

	African American	American Indian	SE Asian	Asian	Hispanic	White	Total
Below 2.00 n =	10	10	4	5	7	466	504
total seniors	142	112	136	130	152	15,564	16,408
% below 2.00	7.0%	8.9%	2.9%	3.8%	4.6%	3.0%	3.1%
GPA 2.00-2.4 n =	32	12	12	7	14	919	1,000
total seniors	142	112	136	130	152	15,564	16,408
% 2.00-2.49	22.5%	10.7%	8.8%	5.4%	9.2%	5.9%	6.1%
GPA 2.50-2.9 n =	34	18	32	24	28	2,353	2,512
total seniors	142	112	136	130	152	15,564	16,408
% 2.5-2.99	23.9%	16.1%	23.5%	18.5%	18.4%	15.1%	15.3%
GPA 3.00-3.4 n =	35	23	42	39	43	4,148	4,373
total seniors	142	112	136	130	152	15,564	16,408
% 3.00-3.49	24.6%	20.5%	30.9%	30.0%	28.3%	26.7%	26.7%
GPA 3.50-4.0 n =	34	49	46	55	74	7,678	8,019
total seniors	142	112	136	130	152	15,564	16,408
% 3.50-4.00	23.9%	43.8%	33.8%	42.3%	48.7%	49.3%	48.9%

Appendix C Table 2

Full-time students aggregated from Fall 1999 to Fall 2006 (fall semesters only)

Below 2.00	African American	American Indian	SE Asian	Asian	Hispanic	White	Total
n =	60	42	54	38	52	2,604	2,862
total freshmen	197	142	249	164	236	16,850	17,966
% below 2.00	30.5%	29.6%	21.7%	23.2%	22.0%	15.5%	15.9%
n =	21	13	18	9	14	1,015	1,095
total soph	106	71	129	94	136	11,713	12,343
% below 2.00	19.8%	18.3%	14.0%	9.6%	10.3%	8.7%	8.9%
n =	17	6	8	9	15	665	723
total juniors	106	68	107	106	125	12,025	12,656
% below 2.00	16.0%	8.8%	7.5%	8.5%	12.0%	5.5%	5.7%
n =	10	10	4	5	7	466	504
total seniors	142	112	136	130	152	15,564	16,408
% below 2.00	7.0%	8.9%	2.9%	3.8%	4.6%	3.0%	3.1%

2.00-2.49	African American	American Indian	SE Asian	Asian	Hispanic	White	Total
n =	50	26	61	42	44	3,426	3,662
total freshmen	197	142	249	164	236	16,850	17,966
% 2.00-2.49	25.4%	18.3%	24.5%	25.6%	18.6%	20.3%	20.4%
n =	26	15	20	10	21	1,577	1,679
total soph	106	71	129	94	136	11,713	12,343
% 2.00-2.49	24.5%	21.1%	15.5%	10.6%	15.4%	13.5%	13.6%
n =	21	10	19	12	15	1,121	1,210
total juniors	106	68	107	106	125	12,025	12,656
% 2.00-2.49	19.8%	14.7%	17.8%	11.3%	12.0%	9.3%	9.6%
n =	32	12	12	7	14	919	1,000
total seniors	142	112	136	130	152	15,564	16,408
% 2.00-2.49	22.5%	10.7%	8.8%	5.4%	9.2%	5.9%	6.1%

2.50-2.99	African American	American Indian	SE Asian	Asian	Hispanic	White	Total
n =	62	33	75	39	69	4,800	5,095
total freshmen	197	142	249	164	236	16,850	17,966
% 2.5-2.99	31.5%	23.2%	30.1%	23.8%	29.2%	28.5%	28.4%
n =	32	15	41	29	50	2,991	3,172
total soph	106	71	129	94	136	11,713	12,343
% 2.5-2.99	30.2%	21.1%	31.8%	30.9%	36.8%	25.5%	25.7%
n =	23	15	23	18	28	2,536	2,660
total juniors	106	68	107	106	125	12,025	12,656
% 2.5-2.99	21.7%	22.1%	21.5%	17.0%	22.4%	21.1%	21.0%
n =	34	18	32	24	28	2,353	2,512
total seniors	142	112	136	130	152	15,564	16,408
% 2.5-2.99	23.9%	16.1%	23.5%	18.5%	18.4%	15.1%	15.3%

Appendix C Table 2

Full-time students aggregated from Fall 1999 to Fall 2006 (fall semesters only)

3.00-3.49	African American	American Indian	SE Asian	Asian	Hispanic	White	Total
n =	29	29	52	28	42	3,854	4,067
total freshmen	197	142	249	164	236	16,850	17,966
% 3.00-3.49	14.7%	20.4%	20.9%	17.1%	17.8%	22.9%	22.6%
n =	19	19	25	22	25	3,436	3,569
total soph	106	71	129	94	136	11,713	12,343
% 3.00-3.49	17.9%	26.8%	19.4%	23.4%	18.4%	29.3%	28.9%
n =	27	21	31	33	38	3,703	3,890
total juniors	106	68	107	106	125	12,025	12,656
% 3.00-3.49	25.5%	30.9%	29.0%	31.1%	30.4%	30.8%	30.7%
n =	35	23	42	39	43	4,148	4,373
total seniors	142	112	136	130	152	15,564	16,408
% 3.00-3.49	24.6%	20.5%	30.9%	30.0%	28.3%	26.7%	26.7%

3.50-4.00	African American	American Indian	SE Asian	Asian	Hispanic	White	Total
n =	6	12	17	17	23	2,166	2,280
total freshmen	197	142	249	164	236	16,850	17,966
% 3.50-4.00	3.0%	8.5%	6.8%	10.4%	9.7%	12.9%	12.7%
n =	8	9	25	24	26	2,697	2,828
total soph	106	71	129	94	136	11,713	12,343
% 3.50-4.00	7.5%	12.7%	19.4%	25.5%	19.1%	23.0%	22.9%
n =	18	16	26	32	30	4,000	4,173
total juniors	106	68	107	106	125	12,025	12,656
% 3.50-4.00	17.0%	23.5%	24.3%	30.2%	24.0%	33.3%	33.0%
n =	34	49	46	55	74	7,678	8,019
total seniors	142	112	136	130	152	15,564	16,408
% 3.50-4.00	23.9%	43.8%	33.8%	42.3%	48.7%	49.3%	48.9%

Appendix C Table 3

Full-time students aggregated from Fall 1999 to Fall 2006 (fall semesters only)

Full-time Freshmen	African American	American Indian	SE Asian	Asian	Hispanic	White	Total
% <i>below 2.00</i>	30.5%	29.6%	21.7%	23.2%	22.0%	15.5%	15.9%
% <i>2.00-2.49</i>	25.4%	18.3%	24.5%	25.6%	18.6%	20.3%	20.4%
% <i>2.5-2.99</i>	31.5%	23.2%	30.1%	23.8%	29.2%	28.5%	28.4%
% <i>3.00-3.49</i>	14.7%	20.4%	20.9%	17.1%	17.8%	22.9%	22.6%
% <i>3.50-4.00</i>	3.0%	8.5%	6.8%	10.4%	9.7%	12.9%	12.7%

Full-time Sophs	African American	American Indian	SE Asian	Asian	Hispanic	White	Total
% <i>below 2.00</i>	19.8%	18.3%	14.0%	9.6%	10.3%	8.7%	8.9%
% <i>2.00-2.49</i>	24.5%	21.1%	15.5%	10.6%	15.4%	13.5%	13.6%
% <i>2.5-2.99</i>	30.2%	21.1%	31.8%	30.9%	36.8%	25.5%	25.7%
% <i>3.00-3.49</i>	17.9%	26.8%	19.4%	23.4%	18.4%	29.3%	28.9%
% <i>3.50-4.00</i>	7.5%	12.7%	19.4%	25.5%	19.1%	23.0%	22.9%

Full-time Juniors	African American	American Indian	SE Asian	Asian	Hispanic	White	Total
% <i>below 2.00</i>	16.0%	8.8%	7.5%	8.5%	12.0%	5.5%	5.7%
% <i>2.00-2.49</i>	19.8%	14.7%	17.8%	11.3%	12.0%	9.3%	9.6%
% <i>2.5-2.99</i>	21.7%	22.1%	21.5%	17.0%	22.4%	21.1%	21.0%
% <i>3.00-3.49</i>	25.5%	30.9%	29.0%	31.1%	30.4%	30.8%	30.7%
% <i>3.50-4.00</i>	17.0%	23.5%	24.3%	30.2%	24.0%	33.3%	33.0%

Full-time Seniors	African American	American Indian	SE Asian	Asian	Hispanic	White	Total
% <i>below 2.00</i>	7.0%	8.9%	2.9%	3.8%	4.6%	3.0%	3.1%
% <i>2.00-2.49</i>	22.5%	10.7%	8.8%	5.4%	9.2%	5.9%	6.1%
% <i>2.5-2.99</i>	23.9%	16.1%	23.5%	18.5%	18.4%	15.1%	15.3%
% <i>3.00-3.49</i>	24.6%	20.5%	30.9%	30.0%	28.3%	26.7%	26.7%
% <i>3.50-4.00</i>	23.9%	43.8%	33.8%	42.3%	48.7%	49.3%	48.9%

Appendix C Table 4

Full-time students aggregated from Fall 1999 to Fall 2006 (fall semesters only)

Below 2.00	African American	American Indian	SE Asian	Asian	Hispanic	White	Total
Fr	30.5%	29.6%	21.7%	23.2%	22.0%	15.5%	15.9%
So	19.8%	18.3%	14.0%	9.6%	10.3%	8.7%	8.9%
Jr	16.0%	8.8%	7.5%	8.5%	12.0%	5.5%	5.7%
Sr	7.0%	8.9%	2.9%	3.8%	4.6%	3.0%	3.1%

2.00-2.49	African American	American Indian	SE Asian	Asian	Hispanic	White	Total
Fr	25.4%	18.3%	24.5%	25.6%	18.6%	20.3%	20.4%
So	24.5%	21.1%	15.5%	10.6%	15.4%	13.5%	13.6%
Jr	19.8%	14.7%	17.8%	11.3%	12.0%	9.3%	9.6%
Sr	22.5%	10.7%	8.8%	5.4%	9.2%	5.9%	6.1%

2.50-2.99	African American	American Indian	SE Asian	Asian	Hispanic	White	Total
Fr	31.5%	23.2%	30.1%	23.8%	29.2%	28.5%	28.4%
So	30.2%	21.1%	31.8%	30.9%	36.8%	25.5%	25.7%
Jr	21.7%	22.1%	21.5%	17.0%	22.4%	21.1%	21.0%
Sr	23.9%	16.1%	23.5%	18.5%	18.4%	15.1%	15.3%

3.00-3.49	African American	American Indian	SE Asian	Asian	Hispanic	White	Total
Fr	14.7%	20.4%	20.9%	17.1%	17.8%	22.9%	22.6%
So	17.9%	26.8%	19.4%	23.4%	18.4%	29.3%	28.9%
Jr	25.5%	30.9%	29.0%	31.1%	30.4%	30.8%	30.7%
Sr	24.6%	20.5%	30.9%	30.0%	28.3%	26.7%	26.7%

3.50-4.00	African American	American Indian	SE Asian	Asian	Hispanic	White	Total
Fr	3.0%	8.5%	6.8%	10.4%	9.7%	12.9%	12.7%
So	7.5%	12.7%	19.4%	25.5%	19.1%	23.0%	22.9%
Jr	17.0%	23.5%	24.3%	30.2%	24.0%	33.3%	33.0%
Sr	23.9%	43.8%	33.8%	42.3%	48.7%	49.3%	48.9%

Appendix C Table 5

Honors Program

Fall 2002 to Fall 2006 Aggregate Data

	% of all Full-time students	% of students on honors or deans list	% of Equity if 100% = equity
African American	0.95%	0.47%	49.3%
American Indian	0.74%	0.58%	78.6%
SE Asian	1.25%	0.93%	74.7%
Asian	0.95%	0.86%	90.2%
Hispanic	1.19%	0.84%	70.1%
White	93.34%	94.32%	101.1%
International	0.81%	1.11%	136.5%
Unknown	0.77%	0.89%	116.2%

Red cells: <50% of equity

Yellow cells: <80% equity

Race/Ethnicity	Total		% honors
	Honors	Total	
African American	67	403	16.6%
American Indian	83	313	26.5%
SE Asian	133	528	25.2%
Asian	122	401	30.4%
Hispanic	119	503	23.7%
White	13,440	39,423	34.1%
International	158	343	46.1%
Unknown	127	324	39.2%
Grand Total	14,249	42,238	33.7%

Red cells: >10 percentage points below the White student percent.

Yellow cells: between 5 and 9.9 percentage points below the White student percent

APPENDIX D

INSTITUTIONAL RECEPTIVITY PERSPECTIVE

Appendix D Institutional Receptivity Perspective

Table 1 Faculty and Staff by Race/Ethnicity, Fall 2006

Appendix D Table 1

	Instructional Faculty					
	Fall 2004		Fall 2005		Fall 2006	
	n	% of total	n	% of total	n	% of total
African American	4	1.2%	6	1.9%	6	2.0%
American Indian	1	0.3%	1	0.3%	1	0.3%
Asian	29	8.8%	26	8.3%	25	8.3%
Hispanic	7	2.1%	7	2.2%	7	2.3%
White	287	87.5%	275	87.3%	262	87.0%
Unknown	0	0.0%	0	0.0%	0	0.0%
Total	328	100.0%	315	100.0%	301	100.0%

	Instructional Academic Staff					
	Fall 2004		Fall 2005		Fall 2006	
	n	% of total	n	% of total	n	% of total
African American	0	0.0%	1	0.4%	0	0.0%
American Indian	6	2.4%	5	2.0%	6	2.3%
Asian	11	4.5%	7	2.8%	9	3.5%
Hispanic	5	2.0%	6	2.4%	6	2.3%
White	223	91.0%	233	92.5%	238	91.9%
Unknown	0	0.0%	0	0.0%	0	0.0%
Total	245	100.0%	252	100.0%	259	100.0%

	Faculty and Instructional Academic Staff					
	Fall 2004		Fall 2005		Fall 2006	
	n	% of total	n	% of total	n	% of total
African American	4	0.7%	7	1.2%	6	1.1%
American Indian	7	1.2%	6	1.1%	7	1.3%
Asian	40	7.0%	33	5.8%	34	6.1%
Hispanic	12	2.1%	13	2.3%	13	2.3%
White	510	89.0%	508	89.6%	500	89.3%
Unknown	0	0.0%	0	0.0%	0	0.0%
Total	573	100.0%	567	100.0%	560	100.0%

	Non-Instructional Academic Staff					
	Fall 2004		Fall 2005		Fall 2006	
	n	% of total	n	% of total	n	% of total
African American	9	2.4%	10	2.7%	9	2.3%
American Indian	3	0.8%	3	0.8%	5	1.3%
Asian	16	4.2%	14	3.8%	10	2.5%
Hispanic	9	2.4%	9	2.5%	13	3.3%
White	341	90.2%	331	90.2%	356	90.6%
Unknown	0	0.0%	0	0.0%	0	0.0%
Total	378	100.0%	367	100.0%	393	100.0%

	Classified Staff					
	Fall 2004		Fall 2005		Fall 2006	
	n	% of total	n	% of total	n	% of total
African American					5	1.2%
American Indian					0	0.0%
Asian					6	1.5%
Hispanic					4	1.0%
White					395	95.6%
Unknown					3	0.7%
Total					413	100.0%