1. Stout has seen significant growth in the number and percentage of minority students and faculty/staff.

- There has been a steady upward trend in underrepresented undergraduate enrollment between 2001 and 2007. American Indians and Southeast Asians have grown and African Americans and Asian Americans have seen little growth.

2. Stout has nearly closed the retention gap between minority and non-minority students – yet the gap in graduation rates remains.

<table>
<thead>
<tr>
<th>2nd Year Retention Rate</th>
<th>6 Year Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>59%</td>
</tr>
</tbody>
</table>

- There are differences in retention/graduation rates when broken down by race- highest for Asian American and Southeast Asian

3. Stout students report consistently lower satisfaction ratings on diversity-related survey questions than desired, but some ratings increased in 2008.

- Ratings on racial harmony, diverse perspectives, conversations with students of a different race or different in other ways, encouraging contact among diverse groups, understanding people of different races are consistently lower than comparative groups.
- Goals that were set for diversity questions on Plan 2008 were not met.
- However, four out of the five diversity-related questions on the NSSE increased for freshmen in 2008

4. Stout minority faculty/staff report less satisfaction than non-minority faculty staff.

- According to exit interview data from minority faculty/staff that resign from UW-Stout:
  - They leave for higher salaries (8%)
  - Are more dissatisfied with their job (33%)
- Exit Surveys reveal:
  - Minorities consistently more dissatisfied than white
  - Minorities consistently experience more discrimination
  - Minorities feel harassed more because of race or national origin
- Faculty/Staff Satisfaction Surveys reveal:
  - African, Hispanic and American Indian report lower ratings on supervisor satisfaction than other groups
  - African, Hispanic, Asian and American Indian report lower ratings on : 1) belief that campus enhances cultural relations, and 2) campus leaders efforts, compared with other groups
  - African, Hispanic, Asian and American Indian less likely to recommend campus to others as a racially sensitive place