EAB

UNIVERSITY of WISCONSIN
UWMILWAUKEE

Eliminating Equity Gaps in the Southeastern Wisconsin Region

MOON SHOT FOR EQUITY

DECEMBER 2022 UPDATE

Phyllis King & Jonathan Dunn, Program Owners

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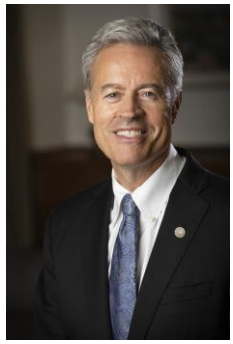
A message from our Chancellor



Mark Mone
Chancellor

We are tremendously excited about our focused efforts to close the equity gaps that are all too common in educational settings. We do this through our Moon Shot for Equity program.

Our region and state face the greatest achievement gaps in the country. Closing those gaps requires grit, considerable effort, allocation of resources, specific goals, and progress indicators.

In this quarterly report, you will find the impetus for our work – and the specific plans, action, and outcomes to-date. Student success is distinctly a team effort, and we appreciate your support.

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Breaking Down Silos through Systems Thinking Approach

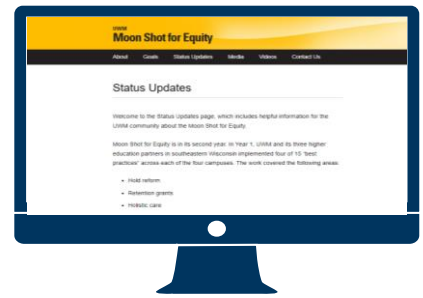
Transformative Change

Proactively Communicate and Meet People Where They Are

UWM's Communication Principles

- **Consistent messages from the top** on commitment, accountability, progress, and challenges
- Focus on connection of **equity work and institutional strategy**
- **Multi-modal**, including:
  - Microsite
  - Email updates (Newsletter)
  - Face-to-face
- Address **internal and external stakeholders**
- **Celebrate** success!

See Our webpage here for updates!



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Our Imperative

To Reduce the Opportunity Divide in Milwaukee, through Eliminating Equity Gaps

Opportunity Insights Data

The data provided by Opportunity Insights reveals that the average household income at age 35 is **21K** for Black Americans who come from low-income households in Kenosha, Wisconsin. The job growth rate is 0.1% from 2004-2013. This along with many other factors sharpen our imperative to create pathways for upward mobility in the Milwaukee region.

NEWS > LOCAL NEWS

Study ranks Milwaukee as worst city for African Americans

24/7 Wall St. analysis found Milwaukee is the worst city in the country for Americans who are black

Published November 6, 2019 | FOX 6 Now Milwaukee

MILWAUKEE -- Milwaukee is the worst city in the country for Americans who are black, according to an analysis by 24/7 Wall St.

According to a press release, to determine the 15 worst cities for Americans who are black, 24/7 Wall St. ranked the nation's metropolitan areas based

Report: Milwaukee, Racine Rank As Worst Cities For African Americans To Live

Milwaukee Ranks No. 1, Racine Ranks No. 2 For Worst City For African Americans

By Alana Watson
Published: Friday, November 15, 2019, 4:45pm

SHARE:

For the third year in a row, Milwaukee and Racine are among the worst cities in the United States for African Americans to live, according to a recent report from a financial news company.

Black Americans in the two cities make half of the median income of white residents and are nearly 12 times more likely to be put in prison than their white counterparts, according to the report.

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Proven Practices Overview

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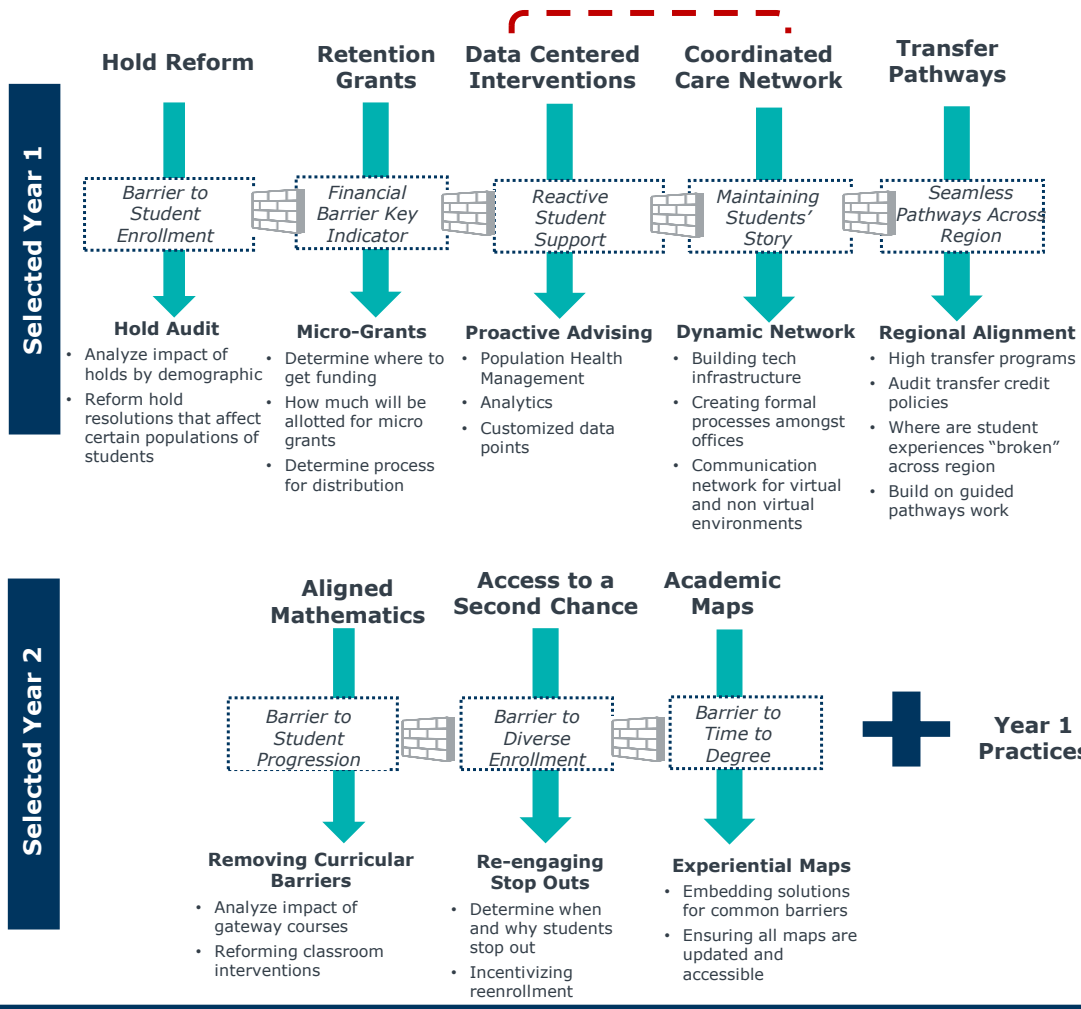
Active Proven Practices in Implementation

Initial Charges and Impact by Each Best Practice Team

The four participating institutions in Southeastern Wisconsin worked collaboratively to choose and prioritize eight of the 15 best practices from the MOU. Across campuses, 35+ teams formed to direct the project, design best practice implementation strategy, implement technology and more.



Cross-Institutional Collaboration Centered on Equity

200+

Best-practice leaders activated across 5 campuses*

600+

Attendees in equity mindedness training from USC's Race and Equity Center

140+

Barriers to student progress audited

Year 1 Proven Practices Overview

Coordinate Support Services for Students

Description
Make sure students are aware of all campus support services that can aid in their success, including financial aid, counseling and career advising. Use technology to coordinate these services and raise their visibility with students.

Baseline
UWM uses Navigate, EAB's student success management system, to coordinate support services like advising, tutoring and supplemental instruction, and other means of outreach. A team of advisors and student services staff from across campus meet regularly to exchange ideas and best practices regarding how to use Navigate. Regular review of student services practices overall is conducted to make sure we are meeting students' needs.

Goal
UWM will continue to evaluate how we use Navigate in order to expand offerings and better coordinate support services for students.

Offer Retention Grants

Description
Small grants or other kinds of economic assistance can help students who may not be able to register for classes because of a financial hold. Students who leave because of holds often do not return to pay bills. In the current economic environment, a financial setback like a layoff can mean the difference between completing courses or dropping out.

Baseline
UWM began offering $250,000 in retention grants in the 2019-20 academic year, targeting low-income students or others in need who were in their junior or senior years. Applications were reviewed to confirm eligibility.

Goal
UWM will review data on the percentage of students that received retention grants who returned for the Fall 2020 semester. This will help determine the effectiveness of our first year of offering retention grants and plan for the future. We will review other potential assistance programs that can help qualified students with small account balances. We will review student accounts regularly, taking a proactive approach to providing retention grants.

Ease the Transition of Transfer Students

Description
Transfer students often are unable to use all of their previously earned credits at their new institution, forcing them to spend more time and money (through credit hours) to earn a degree. Students of color often are much less likely to transfer credits successfully.

Baseline
UWM is the top destination for transfers in the UW System. UWM has expanded the number of courses accepted for transfer from the Wisconsin Technical College System from more than 150 in Fall 2019 to nearly 2,300 in Fall 2020. We are working to strengthen partnerships with area technical colleges. We have expanded the use of Transferology, technology that allows prospective transfer students to more easily get answers to college transfer credit questions.

Goal
We will work with two-year institutions participating in the Moon Shot for Equity to ensure there are coordinated academic maps so students transfer to UWM with junior standing. This will help ensure that students don't take additional credits unless necessary. We will continue to use online portals to make it easy for potential transfer students to understand the transfer process, plan ahead, and make sure their credits will apply at UWM.

Review Registration Holds

Description
The registration process can be confusing, especially when universities use a process called a "registration hold" that can prevent students from signing up for classes for administrative or financial reasons. For instance, a student might have a registration hold because of unfinished paperwork or an unpaid balance. Holds can discourage students from returning to college.

Baseline
UWM does not have many registration holds, compared to a number of other institutions. Nevertheless, UWM already is in the process of evaluating registration holds used at the university and their impact on students.

Goal
UWM will continue to conduct thorough reviews of registration holds and make sure that any proposed new holds do not pose unnecessary barriers for students to register for classes. Obsolete or burdensome registration holds will be eliminated or revised.

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Year 2 Proven Practices Overview

Aligned Mathematics Requirements

Description
Traditional introductory-level math courses like college algebra or precalculus often don't align with a student's field of study. For instance, a logic class may be more appropriate for a philosophy major. Using a strategy called Math Pathways, we can provide a variety of courses that better align with the skills a student needs to graduate and still fill math requirements.

Baseline
UWM has been moving away from a one-size-fits-all philosophy for introductory math since 2014, when we began implementing the Math Pathways strategy. Results are promising. The percentage of new entering students who are required to take a credit-bearing math course and complete such a course in their first year more than doubled from 24% in 2014 to 50% in 2019.

Goal
We will continue to evaluate math requirements to make sure students are taking courses that align with their fields of study. We will clearly communicate to transfer students what math courses are required at UWM.

Create Academic Maps

Description
Academic maps give students a guide to complete their coursework to receive a quality education while reducing time and money (credit hours) spent toward graduation.

Baseline
UWM is in the process of creating academic maps for degree programs and providing pathways to graduating on time. This includes recommendations for related activities that enhance resumes and enhance career readiness. Recommended activities could include attending career fairs or running for student government.

Goal
UWM will continue the process of creating academic maps with goals of increasing rates of on-time graduation and career readiness. We will incorporate recommendations from EAB like regularly reviewing course demand and scheduling to make sure that students have available the classes needed to follow their academic maps.

Ease the Return of Adult Learners

Description
About 35 million adults older than 25 have completed some college credit without having earned a degree. Many have exhausted their eligibility for Pell Grants or may be in default on student loans. Adult learners also may be reluctant to return to school out of fear that they might not feel welcome and may be afraid of repeating the same failures.

Baseline
UWM started a summer marketing campaign, which included a financial incentive, aimed at former students who might be interested in returning to finish a degree. This resulted in a 10% increase in enrollment among adult students returning to UWM. We continuously evaluate how the UWM experience can best meet the often flexible schedules of adult learners. UWM is recognized nationally for the quality of its online instruction and educates more online students than any other university in the state of Wisconsin. We are ranked as one the top 50 online bachelor's programs in the country by U.S. News & World Report.

Goal
UWM plans to continue reaching out to former students or other adult learners interested in returning to school or advancing their education. We will look at ways to expand financial assistance to those in need and make sure that adult learners are aware of academic support options like advising and career counseling. We will make sure that adult learners are aware of flexible class schedules and options like virtual classes that may better fit into busier schedules.

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Proven Practices Impact

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Impact: Coordinate Support Services For Students

UWM's Office of Assessment and Institutional Research compiles, analyzes and interprets data to help the University make decisions, evaluate projects and processes, and plan for the future. The Data Hub serves as a one-stop repository where staff and faculty can locate data reports from various offices.

UWM partners with EAB and other colleges and universities in southeastern Wisconsin participating in the Moon Shot for Equity to share data and agree on metrics that assess both student progress and the effectiveness of the partnership in achieving goals.

Increasing Student Outreach

Spring 2021
30K Appointments (13K distinct students)

Fall 2021
39K Appointments (14K distinct students)

Spring 2022
33K Appointments (12K distinct students)

Fall 2022
41K Appointments (14K distinct students)

Intervention Effectiveness

Students who attended appointments had better success outcomes compared to those who did not.

Outcomes obtained from EAB's Intervention Effectiveness Tool for Fall 2021-Fall 2022 for students who attended vs not attended campaigns

	Start Term Fall2021	End Term Fall2022	Percent of the Start Term
Students who attended intervention and were retained	12,622	8,314	65.9%
Students who did not attend intervention were retained	5,729	2,604	45.5%

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Impact: Retention Grants and Hold Reform

Hold Reform Team

✓ UWM removed **33 holds** and increased the financial hold threshold from **$5 to $1500.**

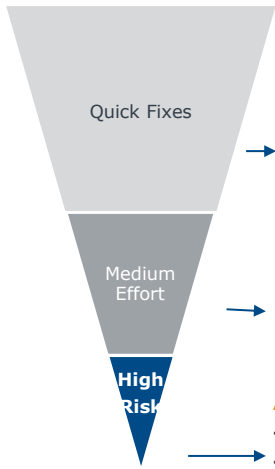
Emergency and Retention Grants Team

✓ UWM is **making data-informed decisions** to develop auto-awards. We are working to **distribute this money equitably.**

Understanding Which Students are Most Impacted by Holds

Align Retention Grant Programs with Proactive Hold Resolution Initiatives

The Universe of Unpaid Balances



Easy Wins (Most Students)
- Students waited until last minute to pay, unaware of balance
- Resolves immediately with reminder

Close Calls
- Student unaware of balance, has complex problem
- Resolves with parental or professional guidance

Attrition Risks (Fewest Students)
- Insufficient resources to resolve balance
- Student aware of hold, difficult to contact
- Resolves with grant covering part/all of balance

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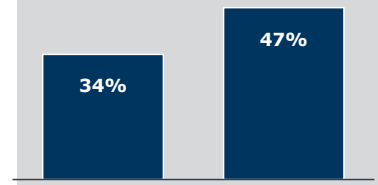
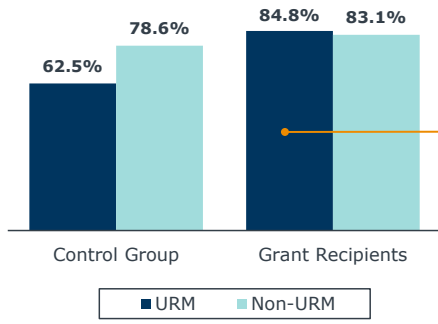
Disaggregated data on financial holds showed URM students were disproportionately represented in the population of students with a financial hold.

URM Representation at UWM



Results: Eliminated Gaps for Grant Recipients

Graduated/Retained to Spring 2022



Among the grant recipient group, under-represented minority (URM) students graduated or were retained **1.7 percentage** points higher than Non-URM students

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Impact: Ease the Transition of Transfer Students

UWM is focused on improving the transfer experience of MATC students to UWM. Initially, students in five high-demand pathways were prioritized: General Business, Nursing, Education, IT, and Health. By studying the transfer student journeys, we learned that students are "swirling" by attending multiple institutions at some point in their trajectory.

1 Discovery of Swirl and Barriers

- Absence of curricular alignment, learning outcomes agreements, transfer credit guarantees, and data-sharing agreements hinders 2+2 program building.
- Transfer students graduate from UWM with an average of 20 excess credits, with many students accumulating even more. Through process mapping, the transfer team identified 13 doors that were barriers for students.

2 Cross-institutional Learning

"The **crux of the issue** is that four-year institutions are thinking of **course equivalencies** and not the **learning outcomes and skill development** students need"
– Vice Provost, MKE Ecosystem

3 Transfer from MATC

- Students transfer at an average of 37 credits. Traditional AA credits to BA that transfer are 30 credits.
- Transferring from MATC into UWM is complicated. It requires 13 steps before enrollment, and 11 steps to registration.

4 Challenges Identified:

- Confusing program information
- Lack of formal data-sharing
- Unclear credit articulation
- Excess credits due to curricular variance

Current Work Underway by Transfer Team

Eliminating credit loss and excess credits through **curriculum realignment**

Developing **co-branded marketing** materials to promote the programs

Adding **engineering and social work pathways** based on student interest

Enabling **data-sharing between advisors** through a Memorandum of Understanding

Revamping transfer student Website to improve clarity and ensure program information is accurate and up-to-date

Increasing number of **under-represented students transferring** from MATC to UWM

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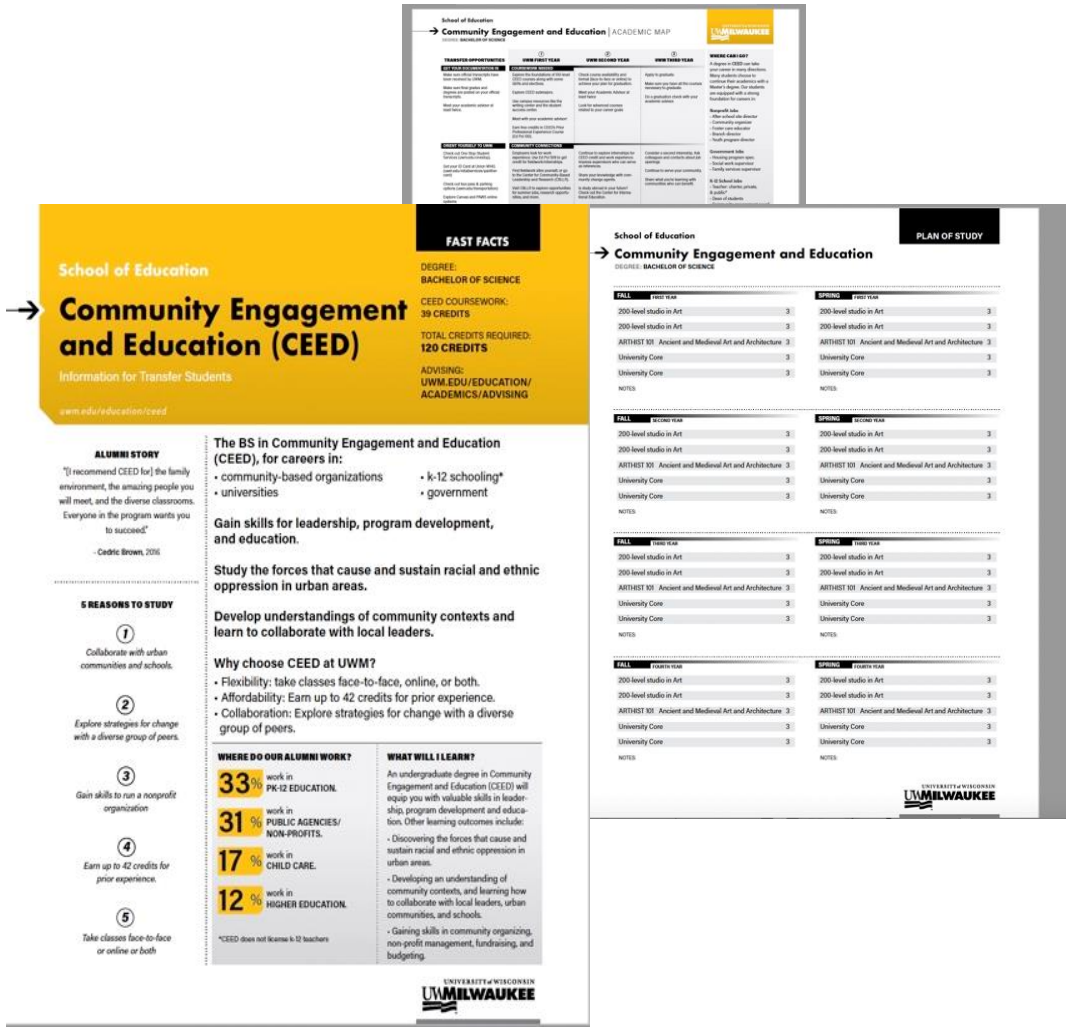
Impact: Create Academic Maps

The Academic Maps team surveyed existing curricula to identify 120-credit maps that are currently in place and those that need updating. Multiple programs were identified that require more than 120-credits to degree.

The Academic Maps team created a UWM-branded academic maps template that incorporates four-year pathways, co- and extra-curricular recommendations, and a marketing strategy on the front page. Maps are designed to be easy to read on screen and in print.



School of Education

Community Engagement and Education (CEED)

Information for Transfer Students

uwm.edu/education/ceed

FAST FACTS

DEGREE: BACHELOR OF SCIENCE

CEED COURSEWORK: 39 CREDITS

TOTAL CREDITS REQUIRED: 120 CREDITS

ADVISING: UWM.EDU/EDUCATION/ACADEMICS/ADVISING

ALUMNI STORY

"[I recommend CEED for] the family environment, the amazing people you will meet, and the diverse classrooms. Everyone in the program wants you to succeed."

- Cedric Brown, 2016

5 REASONS TO STUDY

1. Collaborate with urban communities and schools.
2. Explore strategies for change with a diverse group of peers.
3. Gain skills to run a nonprofit organization
4. Earn up to 42 credits for prior experience.
5. Take classes face-to-face or online or both

The BS in Community Engagement and Education (CEED), for careers in:

- community-based organizations
- universities
- k-12 schooling*
- government

Gain skills for leadership, program development, and education.

Study the forces that cause and sustain racial and ethnic oppression in urban areas.

Develop understandings of community contexts and learn to collaborate with local leaders.

Why choose CEED at UWM?

- Flexibility: take classes face-to-face, online, or both.
- Affordability: Earn up to 42 credits for prior experience.
- Collaboration: Explore strategies for change with a diverse group of peers.

WHERE DO OUR ALUMNI WORK?

33% work in PK-12 EDUCATION.

31% work in PUBLIC AGENCIES/ NON-PROFITS.

17% work in CHILD CARE.

12% work in HIGHER EDUCATION.

*CEED does not licensure k-12 teachers

WHAT WILL I LEARN?

An undergraduate degree in Community Engagement and Education (CEED) will equip you with valuable skills in leadership, program development and education. Other learning outcomes include:

- Discovering the forces that cause and sustain racial and ethnic oppression in urban areas.
- Developing an understanding of community contexts, and learning how to collaborate with local leaders, urban communities, and schools.
- Gaining skills in community organizing, non-profit management, fundraising, and budgeting.

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School of Education

Community Engagement and Education

DEGREE: BACHELOR OF SCIENCE

PLAN OF STUDY

FALL FIRST YEAR		SPRING FIRST YEAR	
200-level studio in Art	3	200-level studio in Art	3
200-level studio in Art	3	200-level studio in Art	3
ARTHIST 101 Ancient and Medieval Art and Architecture	3	ARTHIST 101 Ancient and Medieval Art and Architecture	3
University Core	3	University Core	3
University Core	3	University Core	3
NOTES		NOTES	

FALL SECOND YEAR		SPRING SECOND YEAR	
200-level studio in Art	3	200-level studio in Art	3
200-level studio in Art	3	200-level studio in Art	3
ARTHIST 101 Ancient and Medieval Art and Architecture	3	ARTHIST 101 Ancient and Medieval Art and Architecture	3
University Core	3	University Core	3
University Core	3	University Core	3
NOTES		NOTES	

FALL THIRD YEAR		SPRING THIRD YEAR	
200-level studio in Art	3	200-level studio in Art	3
200-level studio in Art	3	200-level studio in Art	3
ARTHIST 101 Ancient and Medieval Art and Architecture	3	ARTHIST 101 Ancient and Medieval Art and Architecture	3
University Core	3	University Core	3
University Core	3	University Core	3
NOTES		NOTES	

FALL FOURTH YEAR		SPRING FOURTH YEAR	
200-level studio in Art	3	200-level studio in Art	3
200-level studio in Art	3	200-level studio in Art	3
ARTHIST 101 Ancient and Medieval Art and Architecture	3	ARTHIST 101 Ancient and Medieval Art and Architecture	3
University Core	3	University Core	3
University Core	3	University Core	3
NOTES		NOTES	

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Impact: Aligned Mathematics

UWM is aiming to successfully connect math pathways (STEM and non-STEM program) data to student enrollment and placement patterns. The Aligned Mathematics Team is analyzing the success rates in math pathways between ethnic groups and their progress from their first math courses to successful gateway completion.

In Fall 2018, two math pathways were designed and co-requisited, a Quantitative Reasoning Pathway and an Algebraic Reasoning Pathway. Students in either pathway are not granted a grade of C or better in the credit-bearing course if they have not passed the developmental course, so "D,F,W" grades in the credit-bearing course may be taken as a reasonable proxy for failing to complete the pathway. For ease in comparison with the earlier periods, Tables 2 and 3 below include proxy pathway completion rates, obtained simply by subtracting the course "D,F,W" rates from 100%.

Table 2: MATH 102 (quantitative reasoning) rates (in parentheses) and percentage of students completing the course with a grade of C or better in Fall semesters 2018-2020.

	Fall 2018	Fall 2019	Fall 2020
All	(22.1%) 77.9%	(19.1%) 80.9%	(20.5%) 79.5%
White	(19.0%) 81.0%	(18.1%) 81.9%	(16.3%) 83.7%
African American	(38.9%) 61.1%	(16.1%) 83.9%	(43.2%) 56.8%
Multi Ethnic	(20.4%) 79.6%	(25.9%) 74.1%	(21.5%) 78.5%
Hispanic	(9.1%) 90.9%	(0.0%) 100%	(22.2%) 77.8%
SE Asian	(0.0%) 100.0%	(16.7%) 83.3%	(20.0%) 80.0%

Table 3: MATH 108 (algebraic reasoning) DFW rates (in parentheses) and percentage of students completing the course with a grade of C or better in Fall semesters 2018-2020.

	Fall 2018	Fall 2019	Fall 2020
All	(67.7%) 32.3%	(28.1%) 71.9%	(21.2%) 78.8%
White	(73.3%) 26.7%	(25.0%) 75.0%	(16.1%) 83.9%
African American	(100.0%) 0.0%	(22.2%) 77.8%	(23.8%) 72.2%
Multi Ethnic	(50.0%) 50.0%	(42.9%) 57.1%	(37.0%) 63.0%
Hispanic	No OBIEE data	No OBIEE data	(0.0%) 100.0%
SE Asian	(0.0%) 100.0%	(0.0%) 100.0%	(0.0%) 100.0%

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Impact: Ease the Return of Adult Learners

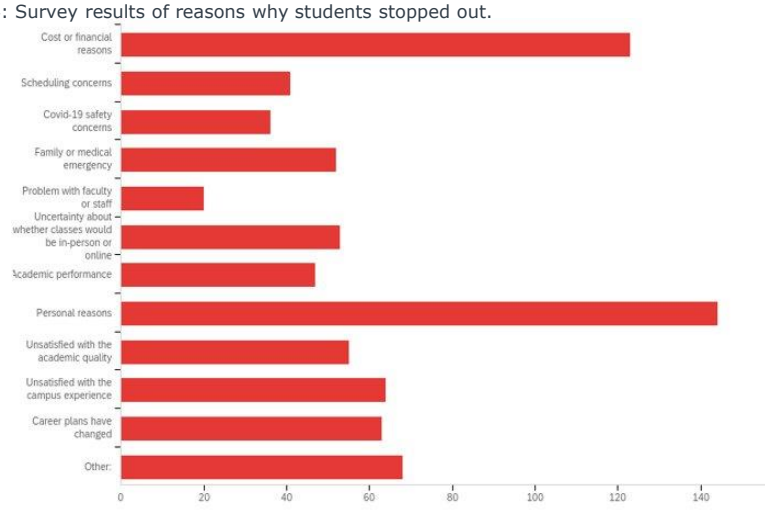
This best practice is aimed at re-enrolling students who stopped out.

Activity : Identify prioritized population or reenrollment (i.e. students who stopped out with in last term). What do we know about these students? What is our plan for reenrollment?

The work group started meeting in mid-October and has held a total of two meetings thus far. A bi-weekly meeting cadence is scheduled to advance this work. Activities to date include:

- Reviewed project and process:
  - Define population for re-enrollment (stopped out in last year, adult learners, etc)
  - Understand reasons for stopping out
  - Develop re-enrollment strategies (incentives)
  - Create and run campaign
  - Evaluate effectiveness
- Examined existing, related work on campus
- Reviewed stop-out data provided by UWM's Office of Assessment & Institutional Research to understand who the stop-out students are.
- Reviewed results from Spring 2022 campus-wide stop-out survey to understand why our students stop out. Financial and personal reasons were frequent reasons.

Table 4: Survey results of reasons why students stopped out.



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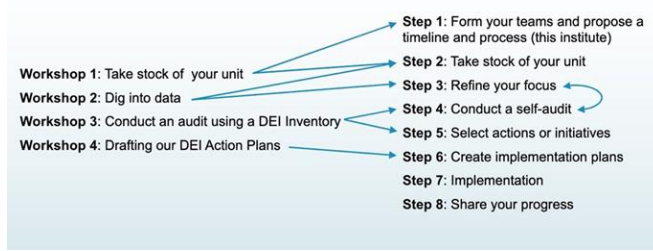
Impact: Equity Mindedness

This best practice team is led by the Division of Diversity, Equity and Inclusion whose mission is to facilitate the university's efforts to advance diversity, equity, inclusion, and a sense of belonging for all members of the campus community through education, advocacy, and support. The work that the leadership team and units/offices in the division carry out focus on four areas: student success, diverse talents, climate and culture, and community impact. A key task for the leadership team was to develop a new diversity statement. Following review by governance representatives and leadership, the following statement was finalized in early December.

> UWM celebrates, values and promotes the diverse voices and experiences of its students and employees and our community partners. We believe diversity enriches and strengthens our institution. UWM is committed to providing equitable access to opportunities for students and employees from every background. We aspire to create a campus climate that is welcoming to all.

Two goals from their Action Plan were to assess and align DEI efforts and provide on-going professional development to employees. Below is a summary of strategies implemented by the DEI leadership team and outcomes achieved during 2022.

- **Ensure that all colleges/schools/departments have DEI Action Plans.** The team developed resources and tools to help guide unit heads and department chairs with this process. They worked with 12 units to develop DEI action plans. We anticipate the number of units participating in deeper DEI discussions will grow as we expand our capacity to work with more groups. Below is the roadmap we used to assist groups in developing their plans.



- **Commit resources (funding and staff time) to enhance anti-bias, anti-racist training.** As part of UWM's commitment to pursue a more inclusive work environment, DEI and the Department of Human Resources initially launched our Racial Justice and Equity Program in Spring 2021. It was assigned to all employees. The five-module training was enhanced in 2022 and the more than 250 new employees were required to complete the training within six months.

- **Build equity, transparency and diversity into all parts of the search and screen process.** Changes to the search and screen process were developed and presented to Human Resources leadership. Components are being gradually implemented by Human Resources.

- **Recognize DEI champions.** Given the increasing number of efforts and individuals stepping up to advance DEI on campus, we will offer an annual DEI Champion Award beginning in 2023. The purpose of the award is to recognize individuals who go above and beyond what is expected to create a more inclusive and welcoming community at UWM.

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