Eliminating Equity Gaps in the Southeastern Wisconsin Region

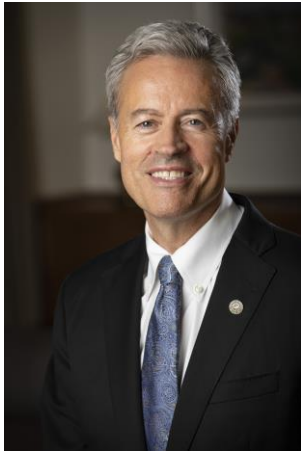## March 2023 UPDATE

Phyllis King
Executive Director

Jonathan Dunn
Program Manager

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A message from our Chancellor

Mark Mone
Chancellor

I am pleased to report UWM has embraced the Moon Shot for Equity for two years now and is demonstrating appreciable gains aimed at equity and student success. Indeed, there is much work to combat the lingering effects of the pandemic upon higher education, but we are steadfast in our commitment to students and closing equity gaps. In this report you will see how we are advancing best practices into expanded and operationalized phases of operations toward institutional transformation. We intend to drive forward all best practices with an equity-mindedness focus along a maturity continuum that reaches the transformative stage where all practices are consistently executed, impactful at scale, and routine in nature.

UNIVERSITY of WISCONSIN
UWMILWAUKEE

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
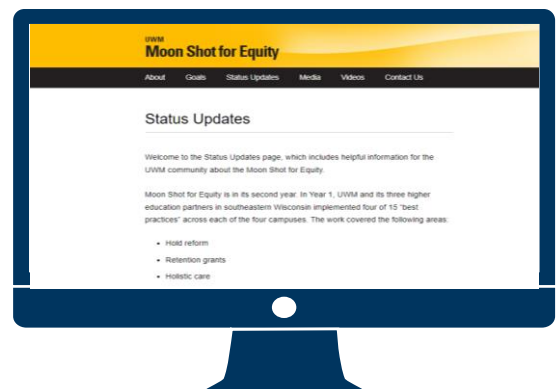 • Email updates (Newsletter)
  • Face-to-face

✓ Address **internal and external stakeholders**

✓ **Celebrate** success!

See Our webpage here for updates!

https://uwm.edu/moon-shot/

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.

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 _____ in the United States for African Americans to live, according to a recent report _____ company.

Black Americans in the two cities make half of the median incom_____ nearly 12 times more likely to be put in prison than their white c_____ report.

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
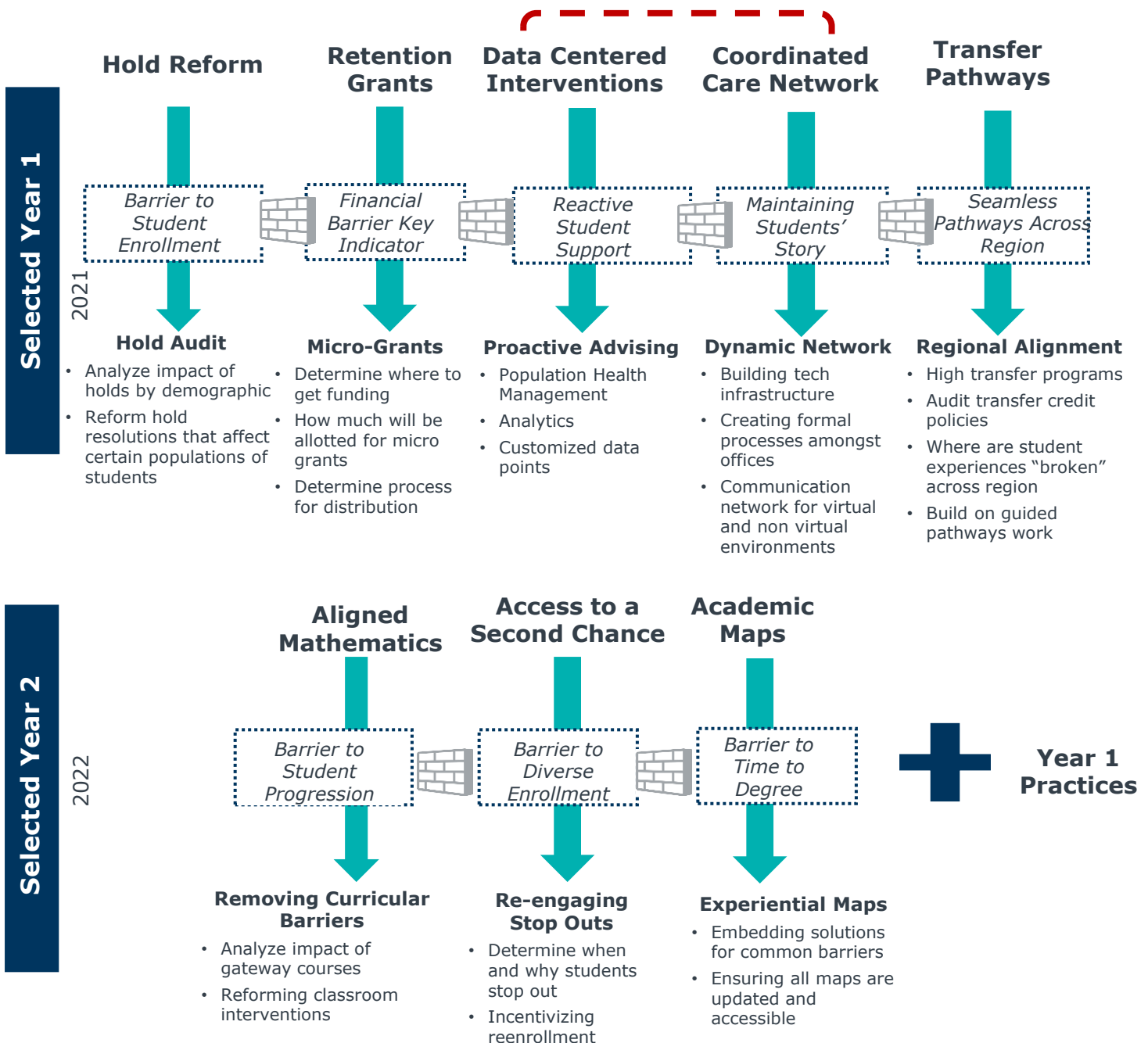
UWM REPORT
NEWS FROM THE UNIVERSITY OF WISCONSIN-MILWAUKEE

Donors commit $2.1 million to UWM initiative dedicated to eliminating equity gap and helping students succeed

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.

Selected Year 1 — 2021

Hold Reform
- *Barrier to Student Enrollment*

Hold Audit
- Analyze impact of holds by demographic
- Reform hold resolutions that affect certain populations of students

Retention Grants
- *Financial Barrier Key Indicator*

Micro-Grants
- Determine where to get funding
- How much will be allotted for micro grants
- Determine process for distribution

Data Centered Interventions
- *Reactive Student Support*

Proactive Advising
- Population Health Management
- Analytics
- Customized data points

Coordinated Care Network
- *Maintaining Students' Story*

Dynamic Network
- Building tech infrastructure
- Creating formal processes amongst offices
- Communication network for virtual and non virtual environments

Transfer Pathways
- *Seamless Pathways Across Region*

Regional Alignment
- High transfer programs
- Audit transfer credit policies
- Where are student experiences "broken" across region
- Build on guided pathways work

Selected Year 2 — 2022

Aligned Mathematics
- *Barrier to Student Progression*

Removing Curricular Barriers
- Analyze impact of gateway courses
- Reforming classroom interventions

Access to a Second Chance
- *Barrier to Diverse Enrollment*

Re-engaging Stop Outs
- Determine when and why students stop out
- Incentivizing reenrollment

Academic Maps
- *Barrier to Time to Degree*

Experiential Maps
- Embedding solutions for common barriers
- Ensuring all maps are updated and accessible

+ Year 1 Practices

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

Tracking of Moon Shot KPIs

Progress

The KPIs are our overall gaps in 1-year retention and 4- and 6-year graduation rates for underserved populations.

KPIs have improved in all three areas.

The one-year retention rate gap between underrepresented minority students and non-underrepresented minority students over the past five years has improved to a 7.6% gap.
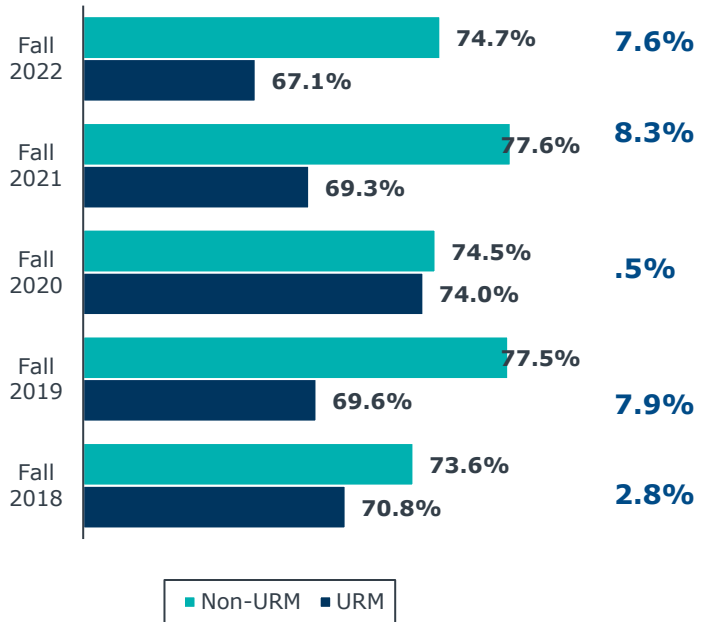
The four-year graduation rates between these two populations improved to a 13.5% gap.

The gap in six-year graduation rates between underrepresented minority students and non-underrepresented minority students improved from 17.6% in 2021 to 14.2% in 2022.

The data are encouraging and demonstrate the the impact of intensified work on implementing the best practices of the Moon Shot for Equity.

1-Year Retention

	Non-URM	URM	Gap
Fall 2022	74.7%	67.1%	7.6%
Fall 2021	77.6%	69.3%	8.3%
Fall 2020	74.5%	74.0%	.5%
Fall 2019	77.5%	69.6%	7.9%
Fall 2018	73.6%	70.8%	2.8%

4-Year Graduation

	Non-URM	URM	Gap
Fall 2022	33.8%	20.3%	13.5%
Fall 2021	32.5%	18.0%	14.5%
Fall 2020	28.5%	15.5%	13
Fall 2019	26.8%	11.0%	15.8%
Fall 2018	25.1%	10.3%	14.8%

6-Year Graduation

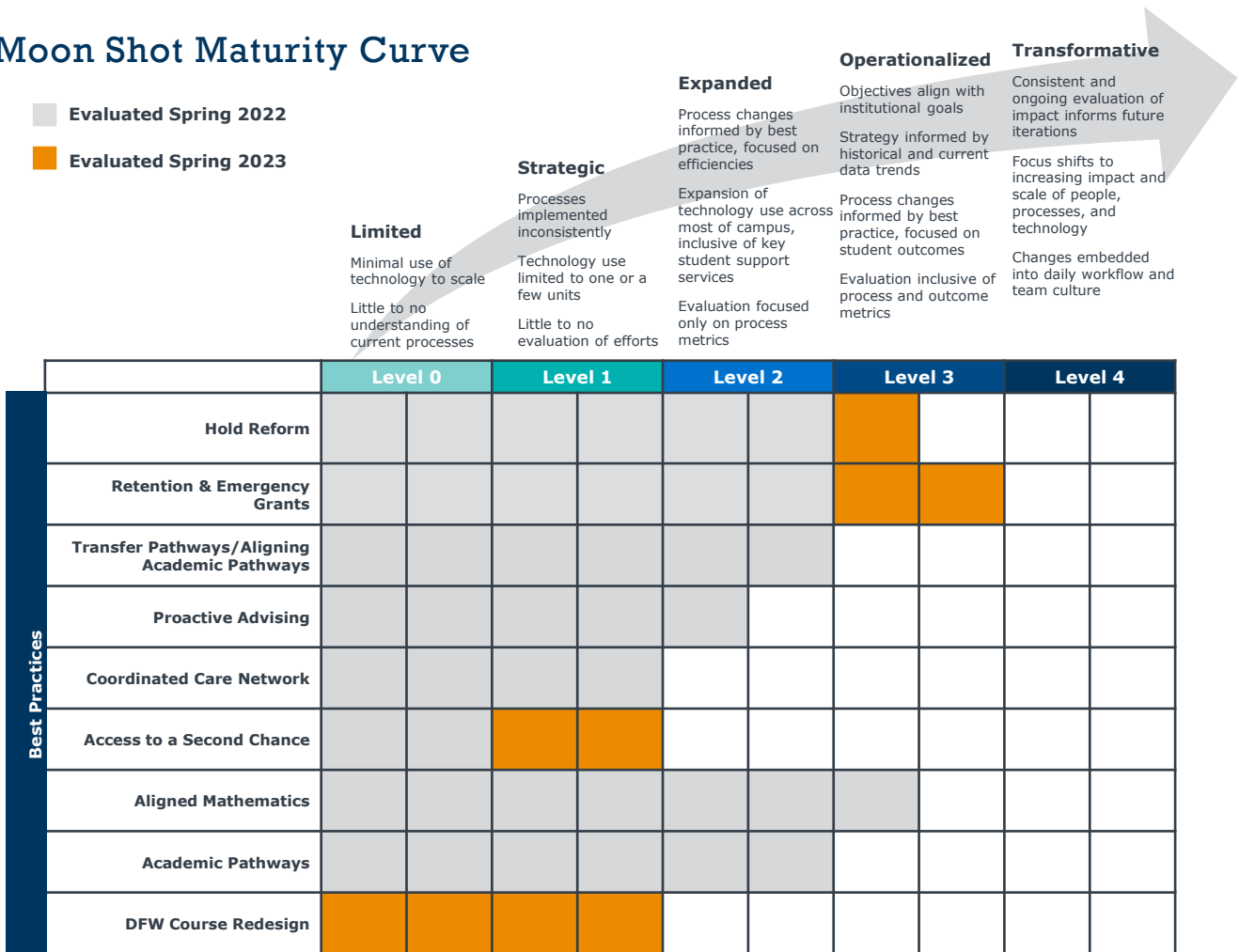|	Non-URM	URM	Gap
Fall 2022	51.5%	37.3%	14.2%
Fall 2021	51.8%	34.2%	17.6%
Fall 2020	50.5%	32.2%	18.3%
Fall 2019	47.8%	32.1%	15.7%
Fall 2018	48.8%	30.9%	17.9%

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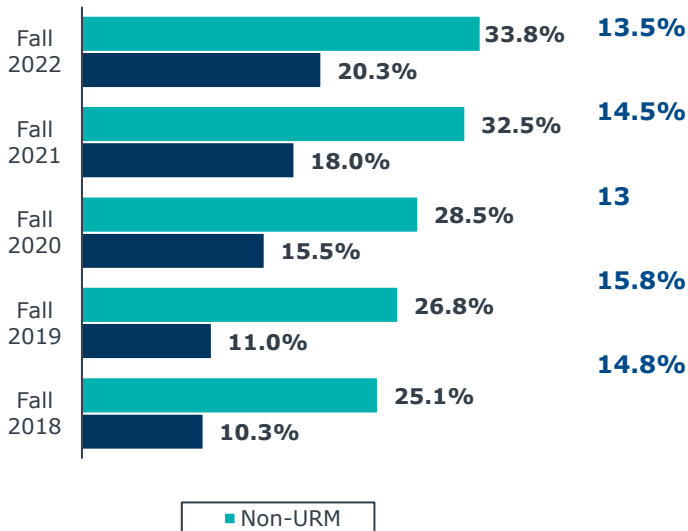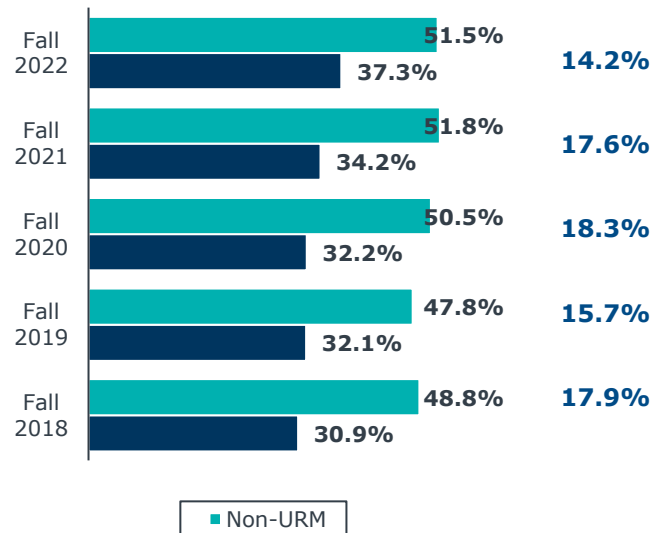
Iterating and Expanding on Practices

Four best practices were launched in the first two years of the Moon Shot for Equity:

- Hold Reform
- Retention and Emergency Grants
- Transfer Pathways
- Coordinated Care Network

With more sophisticated use of technology and data, specifically Navigate, we have experienced an increase in student outreach, removed more holds, and strategically offered more grants that led to student enrollment or re-entry. As illustrated on the maturity curve below, we have moved into the operationalized phase of practice with hold reform and retention and emergency grants.

Moon Shot Maturity Curve

Legend:
- Evaluated Spring 2022
- Evaluated Spring 2023

Limited
- Minimal use of technology to scale
- Little to no understanding of current processes

Strategic
- Processes implemented inconsistently
- Technology use limited to one or a few units
- Little to no evaluation of efforts

Expanded
- Process changes informed by best practice, focused on efficiencies
- Expansion of technology use across most of campus, inclusive of key student support services
- Evaluation focused only on process metrics

Operationalized
- Objectives align with institutional goals
- Strategy informed by historical and current data trends
- Process changes informed by best practice, focused on student outcomes
- Evaluation inclusive of process and outcome metrics

Transformative
- Consistent and ongoing evaluation of impact informs future iterations
- Focus shifts to increasing impact and scale of people, processes, and technology
- Changes embedded into daily workflow and team culture

Best Practices	Level 0		Level 1		Level 2		Level 3		Level 4	
Hold Reform	2022	2022	2022	2022	2022	2022	**2023**			
Retention & Emergency Grants	2022	2022	2022	2022	2022	2022	**2023**	**2023**		
Transfer Pathways/Aligning Academic Pathways	2022	2022	2022	2022	2022	2022				
Proactive Advising	2022	2022	2022	2022						
Coordinated Care Network	2022	2022	2022	2022						
Access to a Second Chance	2022	2022	**2023**	**2023**						
Aligned Mathematics	2022	2022	2022	2022	2022	2022	2022			
Academic Pathways	2022	2022	2022	2022						
DFW Course Redesign	**2023**	**2023**	**2023**	**2023**						

Three more best practices have been added in 2022:

- Academic Maps
- Aligned Mathematics
- Access to Second Chance

Similar strategic planning and actions are occurring to pilot, evaluate, advance and scale these practices as success is realized.

eab.com

Building Strategic Adoption of Navigate

Adopted in fall 2014, **Navigate** combines technology, research, process improvement and predictive analytics to enable proactive, data driven conversations with students. By leveraging 10 years of student data, predictive analytics can suggest patterns in student behavior, e.g. what courses are problematic for which students, what is the expected likelihood of success for students who perform at certain levels in specific courses or major, what additional options for success are suitable for students based on their current performance? Early identification and use of this information can positively affect student outcomes.
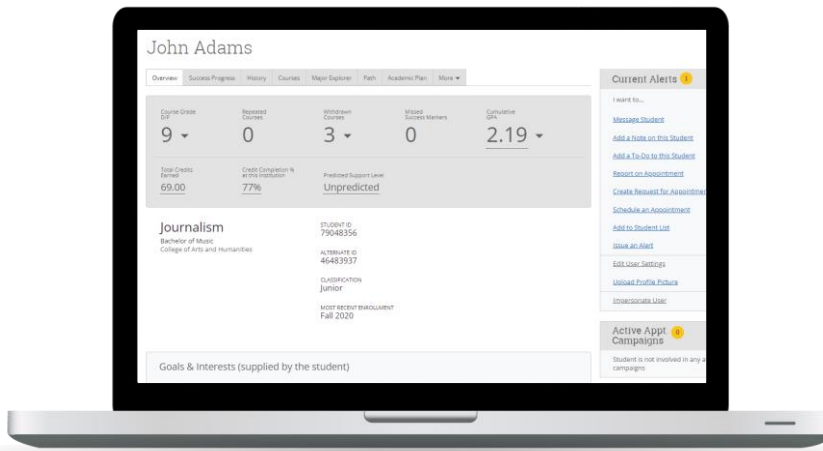
Student Self-Service: Navigate enables students to seamlessly schedule with their success team, view holds on their accounts, and find support resources through the mobile app or desktop platform.

Progress Reports: Each semester, instructors are encouraged to send feedback to students on progress in their coursework.

Campaigns: Targeted advising campaigns enable advisors to maximize their impact by identifying specific student populations in need of supplemental attention. The Navigate platform enables this process by making it easy to build lists of students that fit certain criteria. By deploying Navigate risk analytics in combination with work list filters and student tracking features, advisors can create highly-specific campaigns and ensure that no students fall through the cracks.

Fall 2022 Navigate Snapshot

13,153
Students with Fall 2022 appointments, representing 75.8% of the Fall 2022 undergraduate enrollment

89.4%
Of appointments in Navigate have detailed summary reports filed, enabling role appropriate users to view details of the interaction from the student profile.

76.2%
Of alert-generated cases closed by staff after completing the specified outreach.

782
invited faculty submitted progress reports for their courses during the Fall 2022 campaign.

Hold Reform

Description and Baseline

Description: The enrollment process can be confusing, especially when universities utilize holds to prevent students from enrolling in classes for administrative or financial reasons. For instance, a student might have an enrollment hold because of unfinished paperwork or an unpaid balance. Holds can create unnecessary barriers and can discourage students from returning to school.

Baseline:

- Before the work group was convened, UWM had made two significant steps toward removing enrollment barriers during the 2020-2021 academic year. First, the threshold for a past due tuition balance that held enrollment was increased dramatically to $1,500. Students owing less than this have a different hold placed on their accounts that holds transcripts and diplomas, but they are allowed to enroll in future terms. Second, the hold put on all continuing student accounts each fall and spring as part of the Panther Enrollment Checklist process was eliminated.

- It is important to understand that there was no existing policy on how and when a school/college/office could implement a new hold (known as a service indicator in PAWS). Generally speaking, the Registrar's, Bursar's, and Financial Aid offices have access to create service indicators, but they had no authority to engage in conversation about why the hold has been created. This led to dozens of holds being created over the years that were never used, used or briefly and then abandoned, or unknowingly used when another hold existed for the same purpose. There was much redundancy and clean-up needed before the work group could focus on making substantial changes to existing practices.

Goals

1. We will continue our thorough review of enrollment holds and scrutinize any proposed new holds.

2. We will eliminate or revise obsolete or redundant holds and ensure that offices utilizing holds are communicating with students about them and auditing them at least annually.

3. We will continue to explore and advocate for a centralized, online payment portal for all charges.

Data and Metrics for Implementation:

- Process Metrics: Percentage of students with a registration hold, broken down by race/ethnicity; Continued use of $1,500 threshold for enrollment holds; Audit of existing holds and communication plans.

- Outcome Metrics: Review of any requests for new holds.

Hold Reform

Spring 2023 Progress

Recent progress has included an official campus policy on the creation and maintenance of holds as well as a universal threshold amount for all enrollment holds. In the coming months, we will continue our review of remaining holds and gather communication and audit plans from units utilizing holds. We will explore Navigate's Milestone Guidance Dashboard to continue to inform our practice.

We are exploring a change in policy that would allow all students, current and former, access to their unofficial transcripts regardless of holds on their account. Given some practices already in place and other, more burdensome, ways students can access the same information, continuing to restrict the release of these unofficial records seems overly punitive.

Program Spotlight
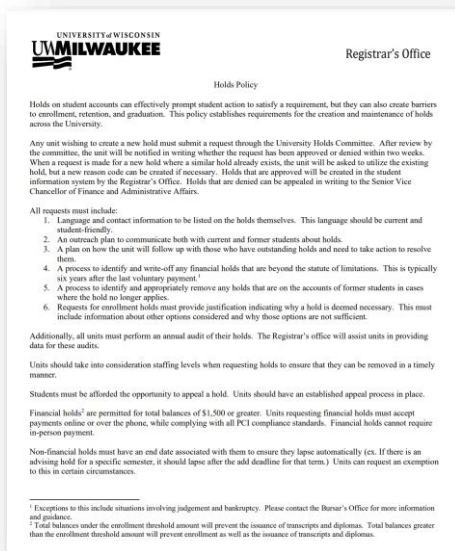
2023 Holds Policy

New policy formalizes implemented reforms and establishes accountability for new processes.

Approved Spring 2023 and represents a major milestone in the hold reform team's work.

What's next?

- Central review and approval process for creation and format of new holds
- Explore centralized online payment and financial obligation portal.
- Advisor access to hold information
- Routine audit of holds
- Categorize holds and distinguish between units
- Analyze practice of transcript holds

Retention Grants

Donor Spotlight

In March 2023—after viewing early success from the Fall 2021 completion grant pilot—UWM received a $1.2M donation to further expand the program. This donation represents an opportunity to scale the program and ensure that students with demonstrated financial need receive the necessary funds to enroll and finish their degree.

Description and Baseline

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 2020-21 academic year, targeting low-income students or others in need who were in their junior or senior years.

Goals

1. UWM reviews data on the percentage of students that received retention grants who returned for the subsequent fall/spring semester to determine the effectiveness of the program and make modifications for the future. Specific goals:

2. Influence course registration for the subsequent term by offering retention grants to reduce outstanding balances below the hold threshold.

3. Raise philanthropic funds to support this project.

Data and Metrics for Implementation:

- <u>Process Metrics</u>: Count of students meeting award eligibility criteria each term, Count of students awarded retention grants, Re-enrollment count in the following semester.

- <u>Outcome Metrics</u>: Credits attempted in the following semester by students receiving an award, Graduation rate of students receiving an award (100% and 150% of time), Re-enrollment rate one year later among students who have not yet graduated -OR- combined rate of re-enrollment and graduation one-year after award, Time to degree after receiving the award.

Retention Grants

$1.2M

Secured in donor funding for 2023-24 awarding

504

Total students received a retention grant to date

Spring 2023 Progress:

- In 2021-22, UWM allocated $750,000 for retention grants due to a one-time increase in funding (Enrollment Management request). In 2022-23, UWM allocated $550,000 to retention grants due to a second, one-time increase in funding (UW System Student Success Fund). In March 2023, UWM secured donor funding for retention grants, increasing funding to $1.2 million for 2023-24 awarding.

- In December 2022, to influence course registration for Spring 2023, retention grants were awarded from lowest dollar value to highest dollar value until funds were exhausted. This method ensured the greatest number of individual students would be awarded. We also implemented a unique communication to students that stresses the importance of registering for courses quickly.

Program Spotlight

Implementation Metrics	Spring 2021	Fall 2021	Spring 2022	Fall 2022
Count of students meeting award eligibility criteria each term	136	127	164	174
Count of students awarded retention grant	102 (75%)	105 (83%)	164 (100%)*	133 (76%)
Re-enrollment in the following fall/spring semester	81 (79%)†	84 (80%)	115 (70%)†	104 (78%)
Credits attempted in the following semester by students receiving an award (average)	10.88	12.48	10.54	11.24

100% of eligible students were awarded due to a one-time increase in funding.
†Some additional students graduated in the summer term and thus did not enroll in the fall term.

Data-Centered Interventions and Coordinated Care

Description and Baseline

Data-Centered Interventions leverage technology for proactive advising, enable proactive academic advising, and allow advisors to focus their attention on students who need their support.

Coordinated Care makes student care a coordinated effort. This practice creates a Coordinated Care Network across offices such as financial aid, career advising, support services, and counseling centers to easily coordinate and collaborate on appropriate next steps for student support.

Baseline:

- Data-Centered Interventions: UWM has long utilized Navigate for advising appointments and academic progress reports, but most of UWM's advising offices offered their services in a student-demand model that creates high student demand during enrollment periods with little differentiation in care for students for advisee populations.

- Coordinated Care: Advisors are able to refer students to certain student supports through Navigate, but these were largely "one-way" referrals with no feedback loop to ascertain whether students had connected with the referred service. UWM's culture has led to offices connecting through a student rather than coordinating services around a student.

Goals

1. Create greater capacity for differentiated care levels for students in advising at UWM through lowering caseloads and establishing standard student learning outcomes/assessment. Foster holistic and proactive advising practices at UWM.

2. Create bolt-on supports (rather than opt-in supports) for students entering UWM with high school GPAs below 3.0.

3. Enhance capabilities for interdepartmental referrals and student notes for student-facing offices including financial aid, career advising, student affairs supports, and health/wellness services.

4. Develop an institution-wide intervention for students who enter academic probation after their first term. Consider changing the language of probation to "warning" or "notice."

5. Incorporate opportunities for intervention and/or data collection from students who withdraw from UWM during standard terms.

Data and Metrics for Implementation:

- Process Metrics: Time to case closure, utilization of non-advising student support services, percentage of cases closed by case outcome, progress report campaign response rate, changes in GPA or academic standing.

- Outcome Metrics: Persistence rate, time-to-degree, graduation rate (100% and 150%), summer melt.

Data-Centered Interventions and Coordinated Care

Spring 2023 Progress:

1. Created a Panther Academic Scholarship program as an incentive to lead students with <2.99 high school GPAs to utilize academic supports.

2. Introduced two new referral alerts in Navigate: a Student Engagement alert that goes to Student Involvement staff and an alert that generates an invitation to the student to engage with self-directed mental health resources.

3. Developing an automated communication that sends an exit survey to students who drop all of their courses in a particular term in order to collect more data on reasons students to withdraw; developing a set of intervention-focused talking points for staff and faculty who may interact with students considering a term withdrawal.

4. Proposing wide-scale standardization of UWM's advising through lower caseloads, training and assessment in holistic and proactive advising practices, and a director of advising position for accountability and coordination across our campus.

Panther Academic Scholarship Program Spotlight

6%
Lower rate of ending up on academic probation for participating students

In Fall 2022, the Student Success Center launched the Panther Academic Scholarship to target the nearly 600 first-year students who are mostly likely to end their first year on academic probation.

A scholarship incentive coupled with targeted coaching and wraparound resources was implemented to support these students. Students who engaged with the program went on probation at a 6% lower rate. Overall, the probation rate for this population decreased by 2%.

Transfer Pathway

Description and Baseline

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 that are 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. The use of Transferology has been expanded. This technology allows prospective transfer students to more easily receive answers to college transfer credit questions.

Goals

1. Work with two-year institutions participating in the Moon Shot for Equity to make sure 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 absolutely necessary.

2. Continue to use online portals to make it easier for potential transfer students to understand the transfer process, plan ahead and make sure that their credits will apply at UWM.

3. Develop agreements to utilize Navigate as a data-sharing tool with other institutions that use Navigate.

Data and Metrics for Implementation:

*   Process Metrics: Credit transferability: percentage of a student's credits accepted by the receiving institution, Credit applicability: percentage of credits contributing to a student's major at the receiving institution, Total # of transfers, broken down by pathways and sending institution.

*   Outcome Metrics: Excess credits upon completion beyond required number for credential, Graduation rate for transfer students by sending institution, Time to degree post-transfer, Total time to degree.

Partnership Spotlight

UW-Milwaukee is partnering closely with Milwaukee Area Technical College in order to align academic pathways and ensure that students who begin their college journey at MATC are able to identify a seamless transfer pathway to UWM. Aligning these pathways will reduce time to degree for transfer students and reduce unnecessary hurdles in their journey toward a degree.

Transfer Pathways

Spring 2023 Progress:

- MATC and UWM are developing an MOU to share student data in Navigate. MATC will provide specified and qualified UWM personnel access to EAB Navigate for purposes of facilitating transfer of MATC students to UWM after MATC student's completion of degree at MATC per the existing Articulation Agreements between MATC and UWM. Navigate will be customized to include an indicator that identifies MATC students intending to transfer to UWM.

- Improvements are being made to Transfer Student Programming and Fall and Spring Transfer Student Orientations to facilitate student engagement on campus, sense of belonging and access to academic and student support services.

- A Transfer Student website is being designed to improve communications to Transfer Students and promote ease in identification of resources specific to their needs. Co-branded marketing materials are being designed to promote Transfer Student programming and articulate academic pathways.

- An inter-institutional student engagement plan has been developed and is articulated in the following activities:

  1. Implement a semester email newsletter that targets MATC students regarding involvement opportunities at UWM. This would highlight student organizations and campus events while introducing students to the vibrant campus life of UWM.
  2. Student Involvement Staff will visit the MATC campus once each semester with the goal of reaching out Student Involvement Staff will visit the MATC campus once each semester with the goal of reaching out to current MATC students to showcase involvement opportunities at UWM.
  3. Student Involvement Staff will utilize the MATC digital screens to share targeted involvement opportunities on the UWM campus.
  4. MATC Students will continue to be invited to participate in the Fall (Sept) and Winter (early February) Involvement Fairs that include student organizations and key departments on our campus.
  5. MATC and UWM will host an "Annual Student Organization Summit" with select organizations that exist on each of our campuses to provide leadership development and networking opportunities across the student groups.

Aligning Pathways with MATC

5 Prioritized Pathways:

- Health
- Nursing
- Business
- Education
- IT (Information Studies)

The most recent six-year graduation rate of new transfer students from MATC to UWM is higher than the overall six-year graduation rate.

The % total number of new transfer students who had estimated excess credits upon 6-year gradation steadily declined over the past three years.

The pathways of Health and Nursing, unlike the other three pathways, have increases in transfer students this year compared to two years ago.

Total new transfer for each pathway decreased over the past year with the exception of a slight increase in the number of students in IT (Information Studies)

The average time to bachelor's degree at UWM for new transfer students has remained fairly steady over the past three years.

Aligned Math

Description and Baseline

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, colleges and universities 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.

Goals

1. Continue to evaluate math requirements to make sure students are taking courses that align with their fields of study.

2. Clear communication to transfer students to understand what math courses are required for their degree.

Data and Metrics for Implementation:

- Process Metrics: Percentage of students matriculating with gateway mathematics satisfied, Percentage of students needing gateway math who earn a grade of C or better in a gateway math course within their first year (first two years), Percentage of students identified by instructors as not making satisfactory progress in a mathematics gateway course in semester Progress Report, Percentage of students declaring an intended major or meta-major on matriculation, Percentage of students with declared intended major or meta-major enrolling in an appropriate mathematics course in their first 2 semesters.

- Outcome Metrics: "D,F,W" course grade rates in each individual gateway mathematics course, Number of students per year who change to a major or meta-major requiring a different gateway mathematics course.

Improving Math Placement

UW-Milwaukee has begun leveraging ALEKS placement test, which has advantages of being computer-adaptive, can be taken up to 5 times, and has unlimited individualized practice in between tests. The intention of the new placement test is to produce more accurate math placements than ACT scores or the UW System multiple choice test.

Aligned Math

Spring 2023 Progress:

- We are continuing our efforts to measure our identified benchmarks for student success.

- A cohort of 12 MPS high school teachers are taking graduate math courses in order to become eligible to teach dual enrolment courses. Those who already have a Master's degree in some subject other than math (8 of the 12) will become eligible to teach dual enrollment in Spring of 2024. We are planning the offerings for next year in collaboration with their individual schools.

- In December, the mathematics department approved two motions related to mathematics placement and credit:

    (a) **ALEKS Placement:** For 2023 and forward, the math department adopts the ALEKS placement test as their official placement test, and will not use the results of the UW System Placement test.

    (b) **AP Precalculus acceptance policy:** A score of 3 awards credit for Math 105; A score of 4 or 5 awards credit for Math 115. [We know from recent discussions that several area high schools are planning to offer AP Precalculus next year, so this provides another pathway for students to enter with gateway math satisfied.

Program Spotlight

ALEKS Placement, Preparation, and Learning System Utilization and Impact

836 Students independently utilized ALEKS

42% Worked in ALEKS on practice programs an average of 10 hours

38% Completed a second assessment and improved first score by an average of 10 pts; 45% of these students increased their math placement level

ALEKS Placement, Preparation, and Learning System in Math 75

53%

Of students who completed a second placement assessment after utilizing ALEKS improved their placement level.

During the Fall semester 2022, 142 students utilized ALEKS PPL within a 1-credit Math Success course (Math 75). 97% of students in the course worked on practice problems in ALEKS, spending an average of 14 hours and learning 60 topics. Of those, 90% completed a second placement assessment, with an average improvement in their score of 13 points.

53% of students who completed a second placement assessment improved their placement level. Even for students who didn't improve their placement, the Math department believes that the time spent working practice problems will result in better preparation for their math course and increased success rates.

Access to a Second Chance

Description and Baseline

Description: About 35 million adults older than 25 years 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.

With this project, our focus is to remove barriers to re-enrollment and create flexible learning environments to enable adult students, including those who were formerly incarcerated, to complete their degrees.

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. We continuously evaluate how the UWM experience can best meet the need-to-be-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.

Goals

1. Establish an ongoing approach to encouraging re-entry of stopped out students with a focus on degree completion.

2. Continue reaching out to former students or other adult learners interested in returning to school or advancing their education.

3. Explore 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.

Data and Metrics for Implementation:

- <u>Process Metrics</u>: Applications and enrollments of re-entry students.

- <u>Outcome Metrics</u>: Retention rate of re-entry students, Graduation rate of re-entry students, Credits at time of graduation.

Access to a Second Chance

Spring 2023 Progress:

1. Continued engagement of a cross-functional work group to examine the topic. The group meets on a bi-weekly basis.

2. Hired a Re-entry Specialist, who is diving deep into this topic and will serve as the point person to engage stopped-out students.

3. Re-entry Specialist compiled a comprehensive re-entry outreach and support plan with 1.0 and 2.0 actions. This plan was reviewed and discussed with the entire committee and is now being implemented.

4. Work group is examining metrics to monitor progress. Application and yield of re-entry students is a primary focus. We continue to work the Office of Assessment and Institutional Research to establish methods to monitor student outcome metrics for re-entry students including retention and graduation.

Program Spotlight

24%
Increase in Re-entry applications from last year at this time (35 students)

1,528
Students contacted by Re-entry Manager (In conversation with 50 students)

12
Students who were dropped for one semester applied for re-entry within one week of contact.

17
Current re-entry students are meeting with re-entry manager for success coaching in their first term of return.

What's next?

• Continue tracking effectiveness of outreach of re-entry specialist, focusing on maximizing yield.

• Identify additional barriers to re-entry students as specialist engages with population.

• Implement website revisions to make re-entry friendly for students.

Academic Maps

The Challenge: Common Pitfalls Extend Time and Cost to Degree

The making of a six-and-a-half year degree

| 4-year Degree | STEM Major +2 months | Credit Underloads +4.5 months |
| Stop Out +17 months | Part-Time Term +2.6 months | Multiple DFWs +4 months |

$8,000+ added debt

2+ years missed salary
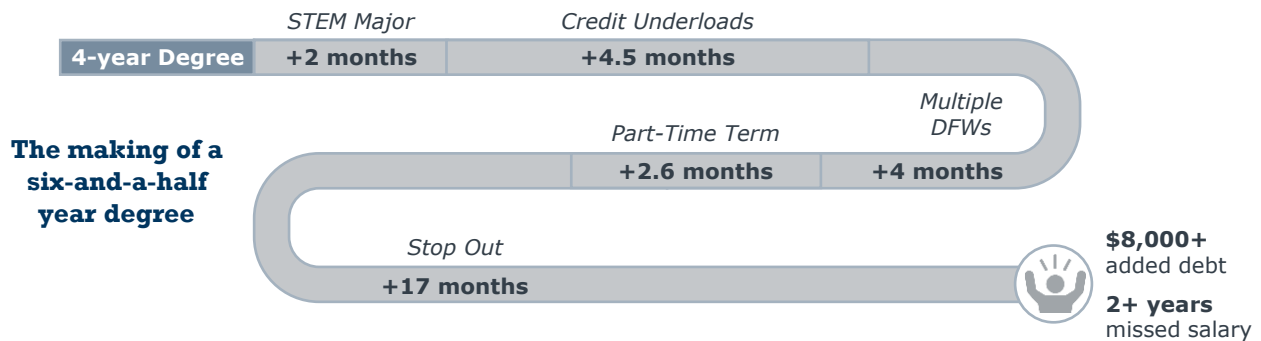
Description and Baseline

Description: Establish clear pathways to timely completion of courses that count, reducing the time (and cost) to graduate. Clarify the co- and extra-curricular activities recommended by departments and programs, and use the opportunity of map creation to seek out potential curricular improvements based on key student success metrics.

Baseline: UWM has been working on academic maps for a few years, with a significant interruption imposed by the pandemic. We have a few dozen programs that have recently evaluated their 120-credit pathways to graduation, and many others that have curricula on their websites but not in a chronological academic map. To date, no programs have comprehensive lists of co- and extra-curricular activities. We do have an academic map template that we can populate as we gather the relevant data.

Goals

Help students see a clear path to graduating in 120 credits (some select programs are longer) that includes the outside-the-classroom work that will enable them to be more well-rounded and successful once they have graduated. The maps work equally well whether the student comes in as a new freshmen or whether they transfer into the major from another campus or switch into the major from elsewhere on campus.

Data and Metrics for Implementation:

- Process Metrics: Major changes outside of starting meta-major or academic map, Major changes after earning, 60 credits, Percentage of students by meta-major or academic map completing 9 credit hours related to their major in their first year.

- Outcome Metrics: Average and median excess credits upon completion by academic map, Graduation rate (100% and 150% of time) by academic map, Time-to-degree by academic map.

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Academic Maps

Spring 2023 Progress: The Academic Maps team created a "data packet" that will be shared with departments to support their development of their program maps. Each department will receive a summary that shows basic data about their majors and minors:

- Potential barriers to student progress (e.g., courses with high "D,F,W' rates, high numbers of substitutions, high numbers of incompletes)

- Headcount

- Graduation rates

- # of Credits

Program Spotlight

Completion-Oriented Degree Maps

Supporting timely completion, student learning, and academic engagement

In addition to providing students with a direct path to satisfy degree requirements, UWM's academic map template includes co-curricular components to encourage students to engage with important developmental and transition opportunities.

The academic maps seek to guide students through their program to completion while ensuring they participate in the high impact practices that will position them well in the workforce as UWM graduates.

Accelerating Learning

Moon Shot for Equity and Higher Education Regional Alliance (HERA) Communities of Practice

Our Moon Shot for Equity campus leaders have leveraged several opportunities to accelerate learning through engagement with communities of practice:

1. Collaborated with best practice leaders within the Southeastern Wisconsin ecosystem by regularly convening with leaders at Milwaukee Area Technical College, UW-Parkside, and Carthage College.

2. Networked in the national Moon Shot for Equity convening in Orlando, FL in November 2022. This national community of practice has expanded to represent 20 institutions dedicated to sharing their knowledge and lessons as they pursue the elimination of their equity gaps.

3. Aligned the Access to a 2nd Chance and Proactive Advising Moon Shot for Equity teams to the HERA work. These aligned groups meet monthly in their communities of practice to share, reflect, and learn from one another.
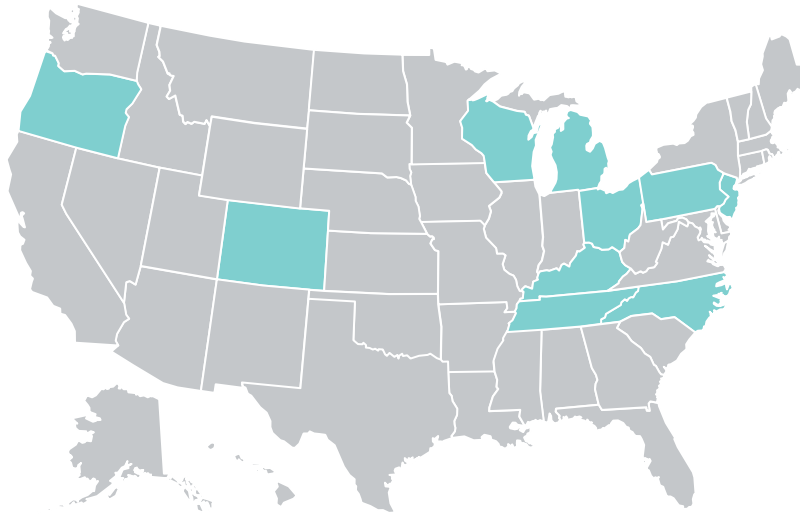
4 **Regional Ecosystems** comprised of two- and four-year institutions

7 **Vanguard Institutions** taking bold action in their regions-and recruiting ecosystem partners along the way

20 **Moon Shot for Equity Institutions** in a community of practice

2023 Moon Shot for Equity and HERA Convenings

On April 19th, UW-Milwaukee's Moon Shot for Equity leaders will participate in a joined convening of the Higher Education Regional Alliance and Milwaukee-Kenosha Moon Shot for Equity region at Carthage College.

The convening provides an opportunity to connect with campus leaders as well as to share progress and insights from our work to close equity gaps.

Ed Venit, Managing Director of EAB student success research, will deliver the keynote address and discuss the pandemic's profound impact on higher ed enrollment, student success, and equity. These "pandemic ripple effects" are only just beginning to be felt. We must use this opportunity to finally address these weaknesses and create stronger institutions better able to support college completion.

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