Eliminating Equity Gaps in the Southeastern Wisconsin Region

MOON SHOT FOR EQUITY

June 2023 UPDATE

Phyllis King
Executive Director

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Program Manager

A message from our Chancellor

Mark Mone
Chancellor

We continue to make change our processes focusing on student outcomes in hold reform and retention grants. Our data-driven collaborations within our institution and across regional institutions are allowing us to be proactive in reaching students in a timely manner to provide the support they need, advising, and other critical communications to ensure more personalized guidance in all phases of their college journey. We were able to offer all eligible students completion grants. Our student re-entry efforts are realizing a 20% increase in applications compared to last year. This work is credited to the dedication and persistence of many teams prioritizing student-centricity.

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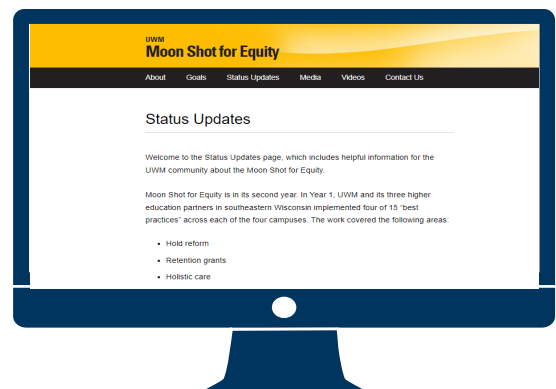- Email updates (Newsletter)
- Face-to-face

✓ Address **internal and external stakeholders**

✓ **Celebrate** success!

See Our webpage here for updates!

UWM
Moon Shot for Equity

About   Goals   Status Updates   Media   Videos   Contact Us

Status Updates

Welcome to the Status Updates page, which includes helpful information for the UWM community about the Moon Shot for Equity.

Moon Shot for Equity is in its second year. In Year 1, UWM and its three higher education partners in southeastern Wisconsin implemented four of 15 "best practices" across each of the four campuses. The work covered the following areas:

- Hold reform
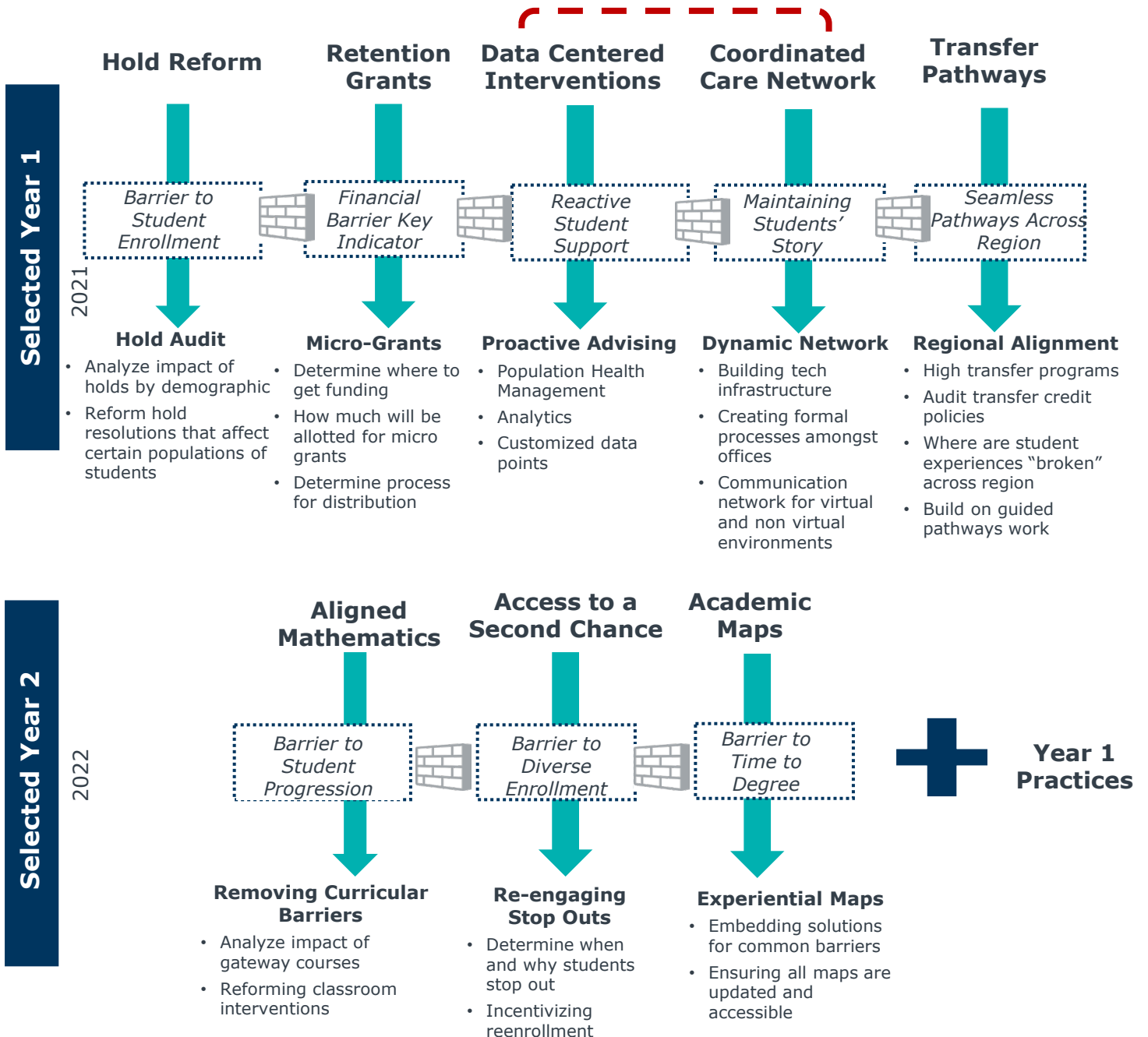- Retention grants
- Holistic care

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

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

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 has improved from an 8.3% gap to a **7.6%** gap.

The four-year graduation rates between these two populations improved from a 14.5% gap 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.

Metric	Reporting Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
1-Year Retention Rate	2.8%	7.9%	.5%	8.3%	7.6%
4-year Graduation Rate	14.8%	15.8%	13	14.5%	13.5%
6-year Graduation Rate	17.9%	15.7%	18.3%	17.6%	14.2%

Fall to Spring Retention Rates

The first Fall to Spring retention rates are tracked to determine persistence rates. These retention rates are of Undergraduate Career New Freshmen at the Main Campus. The additional four years of rates add a historical perspective. The gap between underrepresented minority students and non-underrepresented minority students increased during academic year 2020-2021 as a result of the impact of the pandemic. Significant improvements in closing the gaps have been realized over the past two years, continuing to trend downward.

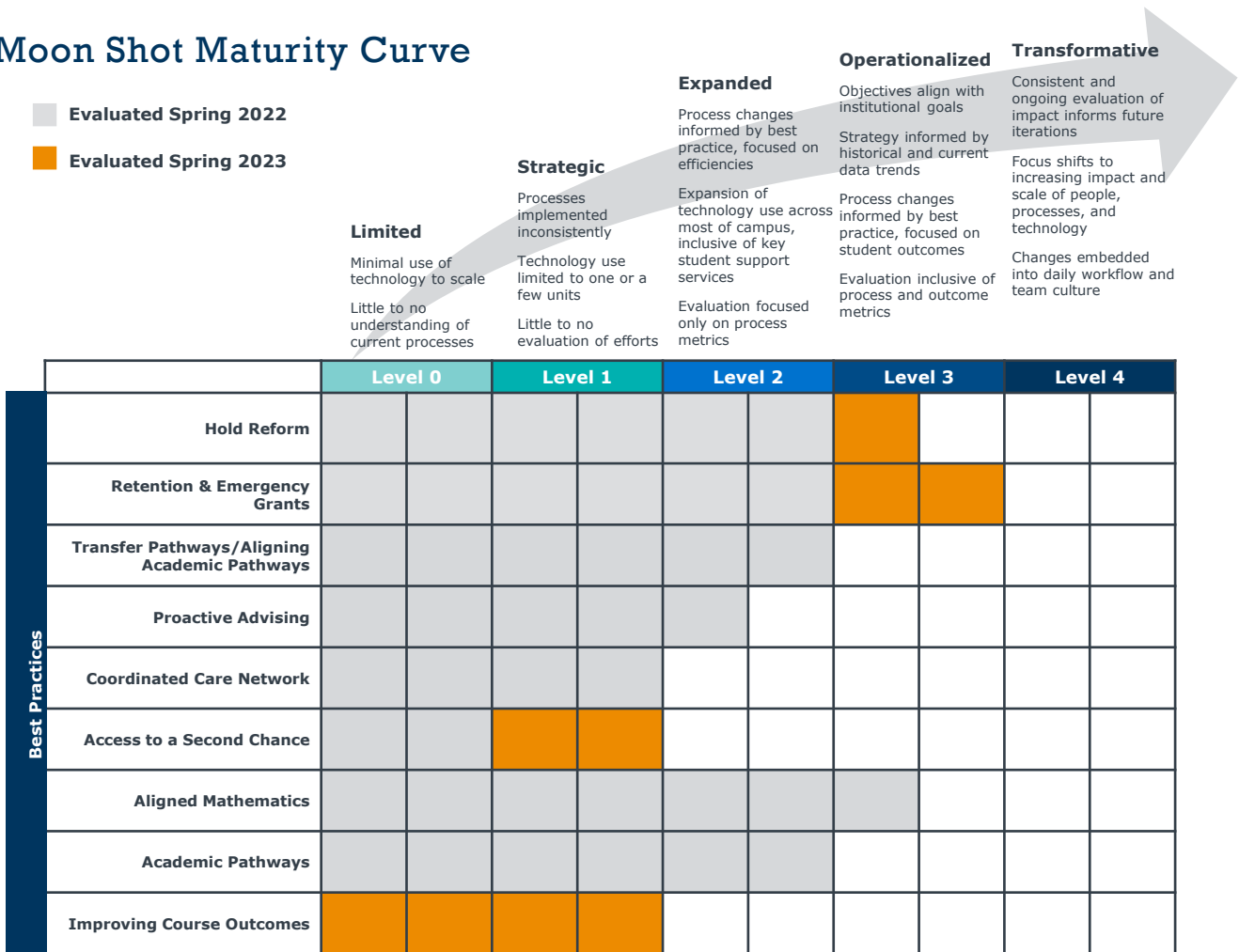| Metric	Reporting Term				
	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023
1st Fall to Spring Retention (URM)	87.3%	87.3%	81.3%	86.4%	85.3%
1st Fall to Spring Retention (non-URM)	91.7%	89.7%	90.6%	92.1%	90.4%
Gap	4.4%	2.4%	9.3%	5.7%	5.1%

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 (Level 0)
- Minimal use of technology to scale
- Little to no understanding of current processes

Strategic (Level 1)
- Processes implemented inconsistently
- Technology use limited to one or a few units
- Little to no evaluation of efforts

Expanded (Level 2)
- 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 (Level 3)
- 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 (Level 4)
- 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	▨	▨	▨	▨	▨	▨	■			
Retention & Emergency Grants	▨	▨	▨	▨	▨	▨	■	■		
Transfer Pathways/Aligning Academic Pathways	▨	▨	▨	▨	▨	▨				
Proactive Advising	▨	▨	▨	▨	▨					
Coordinated Care Network	▨	▨	▨	▨						
Access to a Second Chance	▨	▨	■	■						
Aligned Mathematics	▨	▨	▨	▨	▨	▨	▨			
Academic Pathways	▨	▨	▨	▨	▨					
Improving Course Outcomes	■	■	■	■						

Four more best practices have been added in 2022:
- Academic Maps
- Aligned Mathematics
- Access to Second Chance
- Improving Course Outcomes

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

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.
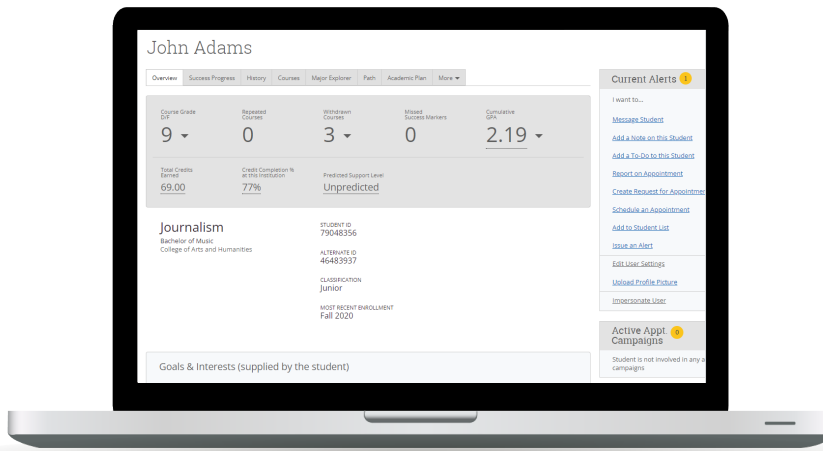
Student Self-Service: Navigate enables students to seamlessly schedule with their success team, view holds on their accounts, and find support resources through the mobile app or desktop platform.

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.

Spring 2023 Navigate Snapshot

11,547
Students with Spring 2023 appointments, representing 66.7% of the Spring 2023 undergraduate enrollment

88.2%
Of appointments in Navigate have detailed summary reports filed, enabling role appropriate users to view details of the interaction from the student profile.

88.4%
Of alert-generated cases closed by staff after completing the specified outreach.

804
invited faculty submitted progress reports for their courses during the Spring 2023 semester.

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 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.

4. We will explore audit table data in PAWS to determine if analysis can be done on time to resolve holds.

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.
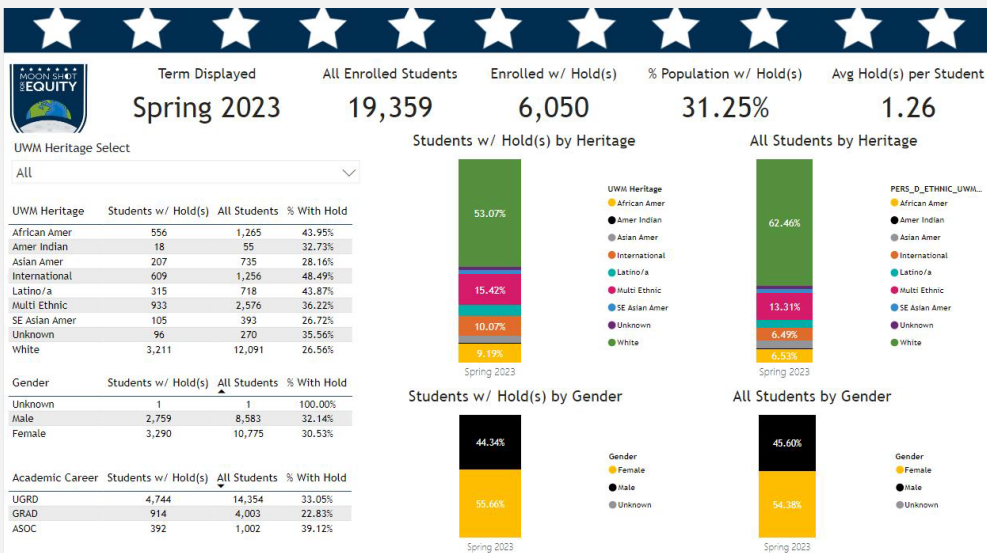
Hold Reform

Spring 2023 Progress

9

Types Deactivated

Communications are going out to departments about the new holds policy and the need to audit and review holds they utilize. Based on further review of existing holds, nine hold types have been deactivated, which resulted in the removal of holds from 206 student accounts. The student health center completed a comprehensive review of their holds and released 862 from student accounts from their own type of hold.

206

Account Holds Removed

Campus approved a change in practice that allows the release of unofficial transcripts to all students, past and present, regardless of any holds on their accounts. This is a major step toward better access for all students to their records. On a procedural front, the Registrar's Office also implemented authorization methods and technology that allows them to email PDFs of unofficial transcripts to former students, which is a significant service improvement.

Program Spotlight

	Term Displayed	All Enrolled Students	Enrolled w/ Hold(s)	% Population w/ Hold(s)	Avg Hold(s) per Student
	Spring 2023	19,359	6,050	31.25%	1.26

UWM Heritage Select

All

UWM Heritage	Students w/ Hold(s)	All Students	% With Hold
African Amer	556	1,265	43.95%
Amer Indian	18	55	32.73%
Asian Amer	207	735	28.16%
International	609	1,256	48.49%
Latino/a	315	718	43.87%
Multi Ethnic	933	2,576	36.22%
SE Asian Amer	105	393	26.72%
Unknown	96	270	35.56%
White	3,211	12,091	26.56%

Gender	Students w/ Hold(s)	All Students	% With Hold
Unknown	1	1	100.00%
Male	2,759	8,583	32.14%
Female	3,290	10,775	30.53%

Academic Career	Students w/ Hold(s)	All Students	% With Hold
UGRD	4,744	14,354	33.05%
GRAD	914	4,003	22.83%
ASOC	392	1,002	39.12%

Data Dashboard

The Enrollment Management Systems and Data Analysis Team created a semesterly dashboard that breaks down the number and percentage of total students with a hold into heritage and gender and compares this to their percentage in the total student population.

This dashboard can break the data down further by level, school/college, and type of hold.

What's next?

- Central review and approval process for creation and format of new holds
- Review language of existing holds to ensure accuracy and clarity
- Categorize holds and distinguish between units
- Analyze practice of official 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 from the Moon Shot for Equity Fund at the Greater Milwaukee Foundation 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

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:

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

2. Raise philanthropic funds to support this project.

Data and Metrics for Implementation:

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

- Outcome Metrics: 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

617
Total students received a retention grant to date

Spring 2023 Progress:

- UWM utilized the entirety of **$550,000** available for 2022-23 due to the UW System Student Success Fund. Philanthropic funding will first be used with the December 2023 administration.

- **100%** of students eligible for completion grants were awarded. Students received an email and text message at the time of the award, and academic advising teams were notified of recipients for further follow-up.

- Student retention/graduation rates will be determined in November 2023 following official enrollment.

- Beginning in 2023-24, due to the use of philanthropic funds, awards will be issued via the Panther Scholarship Portal, UWM's universal scholarship application system. Data will include both completion grants (seniors) and continuation grants (sophomores and juniors).

- In May 2023, UWM received an additional **$1.5M** gift to support Moon Shot efforts, including retention grants.

Program Spotlight

Implementation Metrics	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
Count of students meeting award eligibility criteria each term	136	127	164	174	113
Count of students awarded retention grant	102 (75%)	105 (83%)	164 (100%)*	133 (76%)	1**13 (100%)**
Re-enrollment in the following fall/spring semester	81 (79%)†	84 (80%)	115 (70%)†	104 (78%)	TBD†
Credits attempted in the following semester by students receiving an award (average)	10.88	12.48	10.54	11.24	TBD

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. This program will be enhanced and formalized as "First Year Forward" in AY23-24, layering in peer mentoring and academic skills tutoring for this population.

2. Premiered a "Class It Up!" event for students to provide on-the-spot help for Fall 2023 course enrollment.

3. Hosting a summer workshop with academic department stakeholders to review success outcomes in key courses.

4. Developing a set of intervention-focused talking points for staff and faculty who may interact with students considering dropping out of or withdrawing from the institution to assure those students are aware of supports available to them as well as a "path back" to UWM.

5. Assembled a team of 10 faculty, staff, and students to work with the National Academic Advising Association (NACADA) Summer Institute to envision institution-wide interventions for students ending their first term on academic probation. Create solutions that allow more students to recover from a low first semester GPA and prevent more students from falling into probation status in the first place.

Spotlight: Advising Coordination & Standardization Proposal

Beginning in November 2022, the assistant deans and directors from 12 of UWM's advising units met biweekly to lay out a vision for the future of academic advising on our campuses. Our final proposal – completed in May 2023 and delivered to campus leadership – contains the following recommendations.

- **Establish manageable and equitable caseloads.** Some UWM advising units have student-to-advisor caseloads of upwards of 600-to-1. Reducing caseloads to a maximum of 300 students per advisor would create capacity to move towards holistic and proactive advising practices across all units, as well as encourage stronger relationships between advisors and their student advisees.

- **Standardize Onboarding, Training, and Assessment under an Advising authority.** Create a position for a Director of Academic Advising who would collaborate with school/college advising units, as well as manage central resources for advising. The director would also assume responsibility for coordinating the onboarding and training of advisors, as well as assessing advising activity and outcomes. Reward and recognize student centricity among staff.

- **Establish and implement a model of holistic advising approaches.** With manageable caseloads and coordinated direction/oversight of advising, broaden the scope of UWM's advising beyond course scheduling and curricular guidance to address whole student concerns (including student success, belonging and engagement, mental and financial health, etc.). Enact care models that lead to timely interventions for students in need of our support.

- **Strengthen advisor retention through salary equity and career development.** Our current distributed advising model leads to extreme variations in salary, appointment type, and professional development between units, which threatens morale and the loss of institutional knowledge.

- **Grow future advising leaders.** Create graduate assistantships linked to advising and tie best practices in UWM's advising to our research mission.

Navigate Alert Utilization Summary

Navigate alerts enable the identification of students who may be facing challenges or struggling academically, allowing advisors, faculty and support staff to intervene early and provide targeted assistance.

Alert Utilization Summary

Alerts/Referrals (not from Progress Reports)

	Total Submitted	Distinct Students	Distinct Faculty/Staff	Advising Referrals	Support Referrals
Fall 2020	1,929	1,594	238	423	215
Spring 2021	1,033	927	101	591	228
Fall 2021	674	594	85	520	153
Spring 2022	706	624	90	630	78
Fall 2022	795	698	105	622	173
Spring 2023	1,011	894	91	682	329*

Progress Reports

Total Submitted	At-Risk Submitted	Distinct Students At-Risk	Distinct Faculty
46,875	7,443	2,601	769
49,565	6,576	2,009	843
43,900	6,613	2,249	795
36,676	5,445	1,920	731
41,865	5,686	1,934	782
39,836	5,554	2,058	811

Notes on Alert Utilization Summary:
Alerts/Referrals (not from Progress Reports) are not tied to a course. These include: Advising referrals (cross-campus advising or major declarations), and Support referrals (tutoring, library, writing center, multicultural student centers). In Fall 2020, there was a special campaign ran due to the pandemic.
At-Risk Progress Reports function similarly to Alerts but must be tied to a course. These include: Performance based (quiz/test scores, etc.); Participation based (attendance, engagement, etc.); Support referrals (tutoring, library, and writing support)
*In Spring 2023, there is skewed data for Support Referrals due to Alerts mistakenly created about Lawton Scholars eligibility. There were 147 total referrals without the Lawton Scholars Alerts.

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 appropriate MOUs so students transfer to UWM with junior standing. Promote pre-major advising and use of Transferology for those students transferring without a completed associate's degree.

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.

4. Foster personalized onboarding and student engagement through collaborations in advising, transfer fairs, and shared student involvement activities.

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

Student Advising and Support Services

- MATC is capturing information on students intending to transfer to UWM via an intake form. MATC will email the list of students intending to transfer to UWM to enable an earlier connection for students with UWM advising and access to transfer information.
- A co-branded website has **been** developed that includes specific transfer pathway information between MATC and UWM.

MATC Transfer Pathways

- UWM's Multicultural Centers are collaborating with MATC's Advising Center on summer orientation programming to strengthen community building and shared support systems.
- A Transfer Fair and booklet are being designed to promote ease in access to transfer information.
- A semester email newsletter will be created that targets MATC students regarding involvement opportunities at UWM This would highlight student organizations and campus events while introducing students to vibrant campus life at UWM.
- 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.
- MATC and UWM will host an "Annual Student Organization Summit" with select organizations that exist on each of the campuses to provide leadership development and networking opportunities across the student groups.

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.

- Mathematics Department representatives attended a joint UWM/MATC workshop in January. Workshop sessions were devoted to reducing the barriers to transferring STEM courses and milestones from MATC to UWM.

- Our cohort of 12 MPS high school teachers are continuing with their program of graduate math courses, with the goal of becoming eligible to teach dual enrollment courses in their high schools. Of these teachers, 8 will be eligible to teach dual-enrollment courses in Spring of 2024. To help the teachers prepare for these initial offerings, we held a 1-day workshop in June to set out UWM expectations and guidelines for successful implementation of a dual enrollment course.

- Representatives from Central Advising and the Department of Mathematics are meeting regularly to discuss strategies for choosing appropriate mathematics courses for incoming freshmen who do not declare a major or meta-major on matriculation.

- The Department of Chemistry and Biochemistry has adopted a new policy of allowing students majoring in Nursing or Public Health to take the required CHEM 100 course with a prerequisite of MATH 102 (Quantitative Reasoning), rather than the traditional MATH 105 (Introduction to College Algebra). The importance of this change is that health workers—including nurses—need quantitative reasoning, and not algebra, in their professional work, but majors in these fields have had to take MATH 105, solely due to the chemistry requirement. To date, 7 Nursing majors have taken advantage of the new policy; in Fall 2023, the Daprtment will offer a special section of CHEM 100 with the MATH 102 prerequisite; to date, 10 students have enrolled in that section.

Program Spotlight

ALEKS Placement, Preparation, and Learning System Utilization and Impact

Th Mathematics Department has adopted the ALEKS Placement, Preparation and Learning (PPL) system as their primary placement tool, and will no longer accept the UW System mathematics placement test. The advantages of the PPL system are (1) it is adaptive, and so can determine a student's initial placement level with fewer questions than a traditional test, and (2) it allows students who are dissatisfied with their initial placement to work within the system and retest. Results to date show that many students do indeed improve their initial placement. Going forward, we will work with advisors to inform students of the benefits of the retesting option.

836 Total number of students utilizing ALEKS PPL

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

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, Metrics and Progress

Initiative 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:

•Process Metrics: Applications and enrollments of re-entry students.

•Outcome Metrics: 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:

Students Re-Entering:
- Customized outreach by subpopulation is underway to **1310** students who are eligible to return. Each received outreach customized by subpopulation. **247** of those students have engaged in conversation via meeting or email. This work is driven my UWM's Re-Entry Manager, Jenna Balek.
- **167** of those students who engaged with our Re-Entry Manager are now enrolled for summer/fall 23
- Re-entry apps are tracking **20% ahead** of this time last year

Incentivizing a return to UWM:
- **516** stop-out students have been offered $1,000-$2,000 in scholarships to return to UWM in fall 23
- **56** students have already taken advantage of this offer and have enrolled in fall 23

Degrees Earned:
- **52** students from this list have had their degrees awarded since the first outreach. **26** of those last attended in Spring or Summer 22. The Re-Entry Manager worked directly with the student, the advisor, and the Registrar's Office on these cases.

Program Spotlight

20%
Increase in Re-entry applications from last year at this time (+74 applicants)

167
Students who engaged with our Re-Entry manager are now enrolled for the summer/fall 2023 term

52
Students who engaged with our Re-Entry manager have since had their degree awarded.

$61,000
In scholarships have been awarded to students returning to UWM to complete their degree
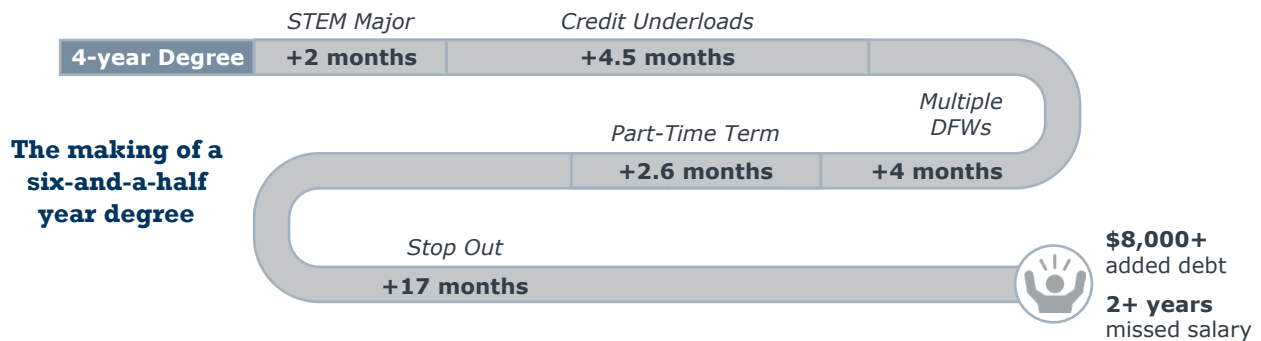
What's next?

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

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

- Identify opportunities to automate processes to clear the way for more personalized outreach.

Academic Maps

The Challenge: Common Pitfalls Extend Time and Cost to Degree

	STEM Major	Credit Underloads	
4-year Degree	**+2 months**	**+4.5 months**	

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

	Part-Time Term	Multiple DFWs
	+2.6 months	**+4 months**

Stop Out

+17 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 should 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.

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:

- Disaggregated enrollment data over time (majors, minors, certificates)
- Potential barriers to student progress (e.g., courses with high "D,F,W' rates, high numbers of substitutions, high numbers of incompletes)
- Retention and graduation rates over time
- Unit-specific instructions on how best to mitigate student success obstacles.

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.