



## Eliminating Equity Gaps in the Southeastern Wisconsin Region

**December 2023 UPDATE**

Phyllis King  
Executive Director

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Program Manager



# A message from our Chancellor and Provost

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**Mark Mone**  
*Chancellor*

Three years ago, UWM began a partnership with EAB, Carthage College, Milwaukee Area Technical College, and the University of Wisconsin-Parkside to form the first regional Moon Shot for Equity consortium. Gateway Technical College became an additional partner this year. Moon Shot for Equity is our student success plan to reduce and eliminate equity gaps. It is fueled by evidence-based best practices, policies, and technology and it has significantly impacted not only on student achievement, but our campus ethos. UWM has realized a 5.8% increase in the six-year graduation rate for all freshman over the past three years, along with an 8.4% increase in six-year graduation rates for African American students and a 9.9% increase in six-year graduation rates for Hispanic students. These are critically important advancements. Moon Shot for Equity provides us with a cohesive and well-coordinated framework to accomplish these results and aspire for complete elimination of achievement gaps.

**Andrew Daire**  
*Provost and Vice Chancellor for Academic Affairs*

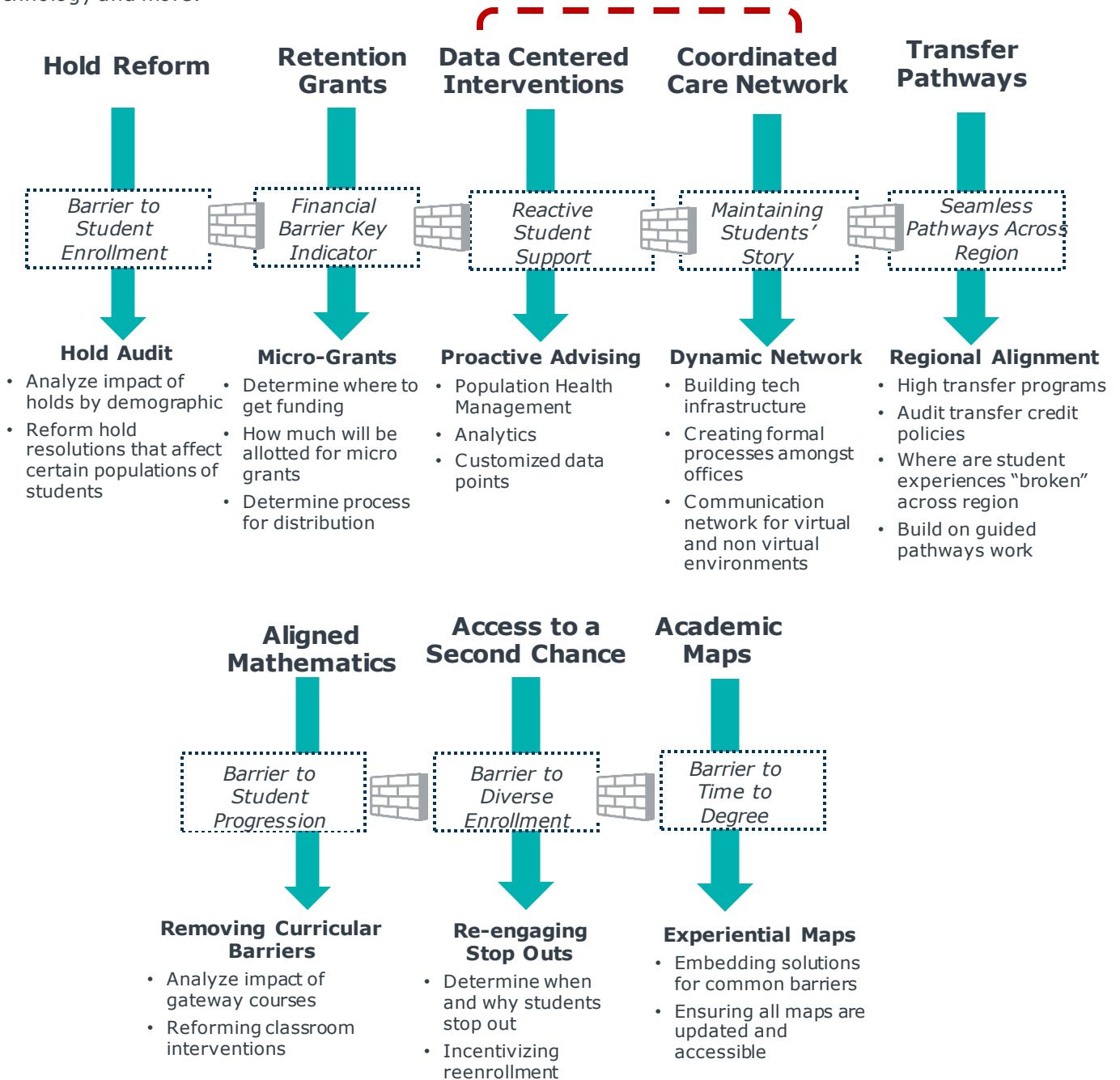


UWM's participation in the Moon Shot for Equity is essential in closing achievement gaps. I applaud the Moon Shot's coordinated, campus-wide approach that mobilizes multiple teams in addressing a complex challenge. I also see the benefit in explicitly aligning Moon Shot work to a refreshed 2030 plan, and I am working to that end with deans and colleagues in Academic Affairs and governance. As we look to next steps for Moon Shot, I see great potential in the work under way on transfer pathways, particularly with the technical college system, and the development of an expanded coordinated care network, which will further express UWM's identity as caring campus. To the many staff and faculty who are participating in Moon Shot, I would like to extend my appreciation for your dedicated work, which has resulted in positive outcomes for our students.

# Active Proven Practices in Implementation

## Initial Charges and Impact by Each Best Practice Team

The five participating institutions, Gateway Technical College was added in the summer, 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.



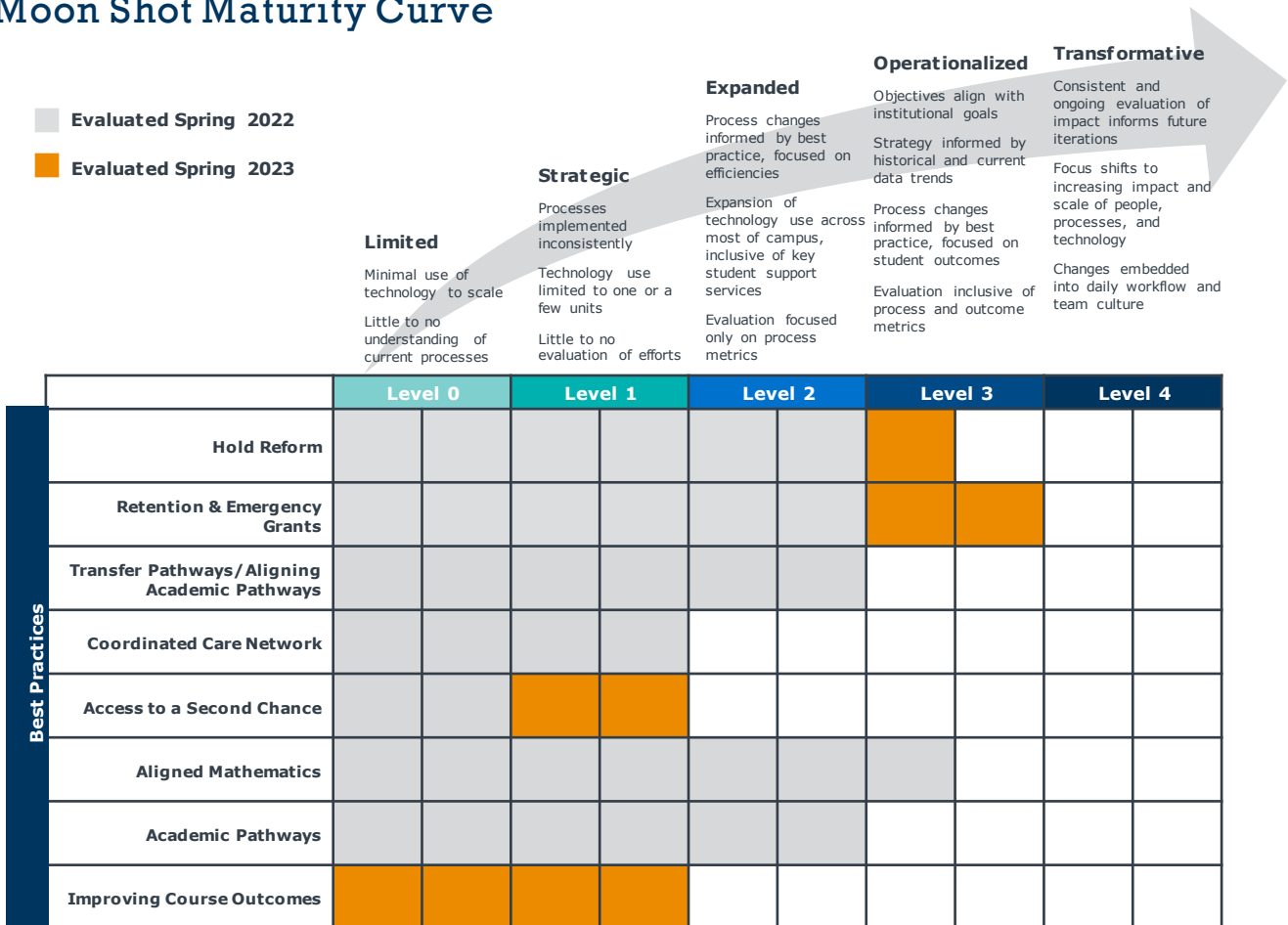
# Iterating and Expanding on Practices

Eight best practices have been launched within the framework for Moon Shot for Equity:

- Hold Reform
- Retention and Emergency Grants
- Transfer Pathways
- Coordinated Care Network
- Access to a Second Chance
- Aligned Mathematics
- Academic Pathways
- Improving Course Outcomes

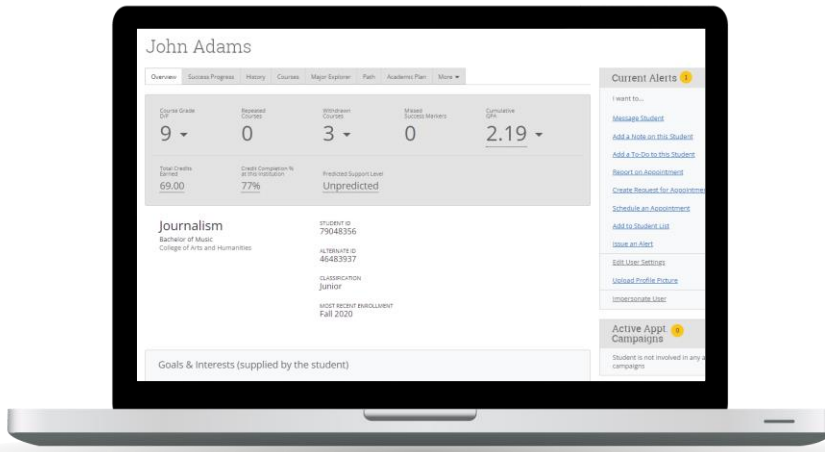
We seek institutional transformation by implementing these best practices, with a goal of increasing their impact and scale of people, processes, and technology. Progress in achieving this goal is depicted in the maturity curve below. The greatest gains have been realized in hold reform and the use of retention grants. Access to second chance and improving course outcomes were launched in Spring 2023 and have already advanced with the development of a strategic plan.

## Moon Shot Maturity Curve



# 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 appointments with their success team, view holds on their accounts, and search for support resources, available through the mobile app or desktop platform.

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

**Campaigns:** Targeted appointment campaigns enable advisors and success coaches 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 and success coaches can create highly-specific outreach campaigns and ensure that no students fall through the cracks.

## Fall 2023 Navigate Snapshot

12,693

students with Fall 2023 appointments, representing 74.2% of the Fall 2023 undergraduate enrollment.

89.1%

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

51,673

total number of course feedback alerts submitted during two Progress Report Campaigns during Fall 2023, between Weeks 2-9.

887

invited faculty submitted progress reports for their courses during the Fall 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 all holds, looking for unnecessary and/or redundant ones and will continue to scrutinize any proposed new holds.
2. We will continue to explore and advocate for a centralized, online payment portal for all charges.
3. We will explore audit table data in PAWS to determine if analysis can be done on time to resolve holds.
4. We will advocate for the elimination of holds on official transcripts and diplomas for all students given new Department of Education rules taking effect July 1, 2024. More information on following page.



# Hold Reform

## Highlights and Progress

- Hold Reform lead Kristin Hildebrandt attended WICHE webinar, “No Holding Back,” on October 10, 2023. Resources linked below.
- Hold Reform lead Kristin Hildebrandt co-presented a session with Linda Marchlewski, EAB’s Director of Moon Shot for Equity and Impact Services, at the HERA Goal 1 Kick Off event on October 12, 2023 at Mount Mary University.
- The Department of Education recently came out with a ruling that will prohibit schools from withholding transcripts related to coursework paid for through Title IV funding. Discussion among registrars at the annual WACRAO conference after hearing from UW Legal Counsel indicates we will move toward releasing official transcripts, regardless of holds, for all students.
- UWM implemented Stellic, a new scheduling, enrolling, academic planning, and degree audit tool. The Stellic platform clearly displays holds to students at the point of log-in, thus eliminating confusion that occurred when students nearly completely the enrollment process before realizing he/she had a hold.

### WICHE No Holding Back Resources

[Overall](#); [No Holding Back Report](#); [Student Perspective Videos](#); [Webinar](#)

## Data and Metrics for Implementation

UWM Identified Implementation Metrics (P) Process Metrics (O) Outcome Metrics	Reporting Cadence Timeframe	Reporting Date: December 2023
Percentage of students with a registration hold, broken down by race/ethnicity that prevents registration or enrollment (P) (O)	Semesterly snapshot	See dashboard on following page
Continued use of \$1,500 threshold for enrollment holds (P)	Annual review (July) to see if threshold can be raised	The threshold remains at \$1,500; there has been no recent conversation about raising it.
Audit of existing holds and communication plans (P)	Annually (July)	Remain on track to perform audit annually each summer.
Review of any requests for new holds (O)	Semesterly and as needed	One request was recently submitted by the College of General Studies First Year Bridge Program; the committee meets on December 21 <sup>st</sup> to review.



# Hold Reform

## HOLDS DASHBOARD

Data as of 12/12/2023



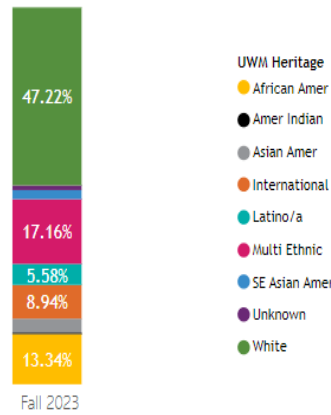
Term Displayed	All Enrolled Students	Enrolled w/ Hold(s)	% Population w/ Hold(s)	Avg Hold(s) per Student
Fall 2023	20,732	4,964	23.94%	1.24

UWM Heritage Select

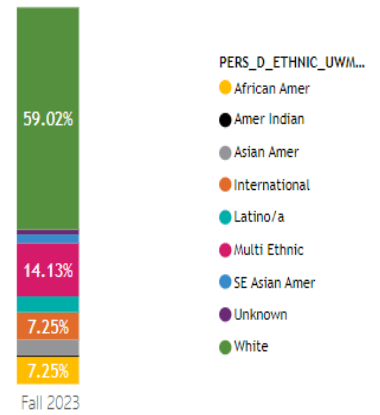
All

UWM Heritage	Students w/ Hold(s)	All Students	% With Hold
African Amer	662	1,503	44.05%
Amer Indian	20	73	27.40%
Asian Amer	183	874	20.94%
International	444	1,503	29.54%
Latino/a	277	873	31.73%
Multi Ethnic	852	2,930	29.08%
SE Asian Amer	120	481	24.95%
Unknown	62	259	23.94%
White	2,344	12,236	19.16%

Students w/ Hold(s) by Heritage

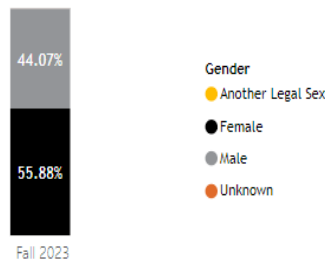


All Students by Heritage

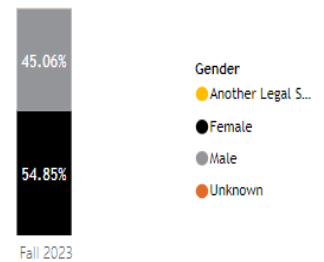


Gender	Students w/ Hold(s)	All Students	% With Hold
Female	2,723	11,586	23.50%
Male	2,237	9,137	24.48%
Unknown	3	7	42.86%
Another Legal Sex	1	2	50.00%

Students w/ Hold(s) by Gender



All Students by Gender



Academic Career	Students w/ Hold(s)	All Students	% With Hold
UGRD	3,865	15,428	25.05%
GRAD	742	4,258	17.43%
ASOC	357	1,046	34.13%



# Retention Grants

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## Expenditure Update

As of December 2023, UWM has awarded or encumbered 73% of the \$1.2M Moon Shot for Equity Continuation Grant gift to more than 400 students. The remaining 23% of funds will be awarded or encumbered no later than June 1, 2024 to influence Fall 2024 course registration.

### 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.

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#### **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.

# Retention Grants

## Highlights and Progress



- The student retention/graduation rate for the Spring 2023 administration was 80%. All previous administrations have an average retention/graduation rate of 81%.
- In August 2023, UWM awarded nearly \$200,000 in Moon Shot for Equity Continuation Grants to 80 eligible students to remove their past due balance holds and permit course registration for Fall 2023. The retention rate for this group of recipients was 71%. Because this awarding was ad hoc and outside of the standard process, data is not included in the table below.
- In December 2023, due to the generous \$1.2M gift, UWM expanded the eligibility criteria and awarded nearly \$700,000 in Moon Shot for Equity Continuation Grants to 326 of 486 eligible students (67%) to remove their past due balance holds and permit course registration for Spring 2024. All eligible seniors were awarded, as well as eligible juniors and sophomores who submitted the FAFSA. The retention rate for this group will be determined by May 1, 2024.
- The Moon Shot for Equity Continuation Grant [application](#) is accepting submissions through the first week of Spring 2024 classes.
- In Spring 2024, UWM will utilize the remaining donor funds and institutional funds to offer retention grants to encourage Fall 2024 course registration.

## Data and Metrics for Implementation

Implementation Metrics	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023
Count of students meeting award eligibility criteria each term	136	127	164	174	113	486
Count of students awarded retention grant	102 (75%)	105 (83%)	164 (100%)*	133 (76%)	113 (100%)*	326 (67%)
Re-enrollment in the following fall/spring semester	81 (79%)†	84 (80%)	115 (70%)†	104 (78%)	90 (80%)†	TBD
Credits attempted in the following semester by students receiving an award (average)	10.88	12.48	10.54	11.24	10.59	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-Centered Interventions and Coordinated Care

## Highlights and Progress

A cross-functional team from across the university developed a process to work more proactively with new students who earn less than a 2.00 GPA in their first semester or continuing students with less than a 2.00 GPA overall.

- Over 2/3 of new students who earn less than a 2.00 in their first term either don't re-enroll, withdraw, or are academically dismissed.
- The six-year graduation rate for students who earn less than a 2.00 in their first term hovers between 4% and 7.5% for cohorts admitted between 2010 and 2016.

Beginning in Spring 2024, students who end the prior term in probation status will be required to meet with their academic advisor, who will utilize a self-assessment completed by the student to collaborate with the student on an action plan for their next semester. This action plan will include specific recommendations for a student to either enroll in a support course offered through the School of Education (Educational Psychology 101) or engage with UWM support offices like the Student Health and Wellness Center, Supplemental Instruction, or Academic Skills Tutoring. That is, rather than looking for a "silver bullet" solution to student probation rates, we will link interventions to specific student/advisor concerns.

The Data-Centered Interventions/Coordinated Care team will utilize the data from students' self-assessment as well as engagement and academic performance data in the Spring term to assess what interventions were most impactful for students relative to the issues that the student and their advisor identified.

## Data and Metrics for Implementation

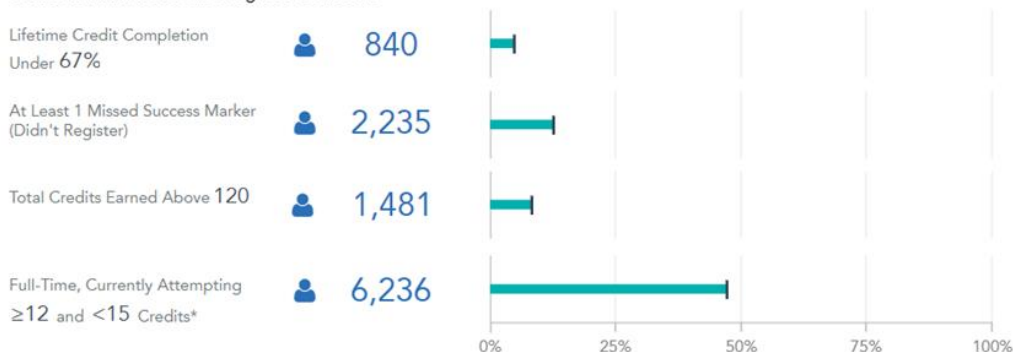
### Navigate Student Success Analytics for Undergraduate & Associate Degree students in Fall 2023, as of Dec 18:

#### Students with Academic Performance Concerns



\*Compares each student's last recorded Term GPA to their Cumulative GPA

#### Students with Academic Progress Concerns





# 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.

## Partnerships 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. With many activities underway to foster this, we are now expanding our reach to other two-year campuses, including our own College of General Studies. Special regional focus this Fall will be on growing the teacher pipeline.



# Transfer Pathway

## Highlights and Progress

### Regional Teacher Pipeline

The Moon Shot for Equity region campuses have launched a project to focus on growing a teacher pipeline and addressing issues of transfer between 2-year and 4-year institutions. Two inter-institutional sub-groups have formed, one to address the institutional barriers and the other to identify the opportunities. Project objectives include:

1. Identify barriers in the student experience for students seeking to transfer from 2-years into 4-Year programs.
2. Identify barriers to increasing enrollment via transfer in 4-year programs (i.e. bottlenecks, capacity limitations, etc.)
3. Identify opportunities to increase enrollment in 4-year Education programs sourcing from 2-year institutions.
4. Propose short and long-term recommendations to address barriers to project sponsors

### Transfer Pathways

- Representatives from Moraine Park Technical College and UWM convened on December 5 to create more articulation agreements between the campuses. Working groups related to the areas of 1) designing the Washington County partnership, 2) Health and Education programs, 3) Business and Information Technology programs, 4) AA/AS programs, and 5) Manufacturing, Engineering, Architecture & Water Science programs advanced planning for future agreements.
- A broader regional transfer agreement among multiple 2-year campuses to UWM is currently being developed with an intended January date for approval.
- A Transfer Summit between UWM and MATC is being planned for Spring 2024.

## Data and Metrics of New Transfers from top 5 Previous Colleges

UWM Pathway College or School <sup>1</sup>	Headcount of New Transfers at UWM Main Campus (Fall 2023)	
College-Health Prof & Sciences	Total	75
Lubar College of Business	Total	173
School of Education	Total	60
School of Information Studies	Total	39
School of Nursing	Total	39
Total New Transfers in Pathway College or School		386
Total New Transfers Not in Pathway College or School		657
<b>Grand Total of New Transfers<sup>2</sup></b>		<b>1,043</b>

## Data and Metrics of New Transfer Students Who Graduated with Excess Credits

Metrics for students who entered UWM as New Transfers and graduated <sup>3</sup>	Graduation Year (Summer to Spring)			
	2019-20	2020-21	2021-22	2022-23
Headcount with Estimated Excess Credits <sup>4</sup>	1,114	1,068	931	776
Average Est. Excess Credits per Student	20.57	19.22	20.66	20.19
Minimum Est. Excess Credits per Student	0.35	0.01	0.50	0.36
Maximum Est. Excess Credits per Student	251.00	116.50	178.00	197.00
Headcount with No Estimated Excess Credits	202	241	254	201
% Total with Estimated Excess Credits	84.65%	81.59%	78.57%	79.43%



# Access to a Second Chance

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## 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.

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**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

### 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.

# Access to a Second Chance

## Highlights and Progress


- After assessing the outreach completed across the first half of the year, the Re-Entry Manager shifted focus from recruitment of eligible students to yield work for students who have started a re-entry application.
- Additionally, a greater emphasis was placed on one-on-one success coaching efforts for students during their first term back at UWM. Success coaching appointments are 30-minutes in length and the frequency and topics covered are based on the student’s needs.
- Several students shared their gratitude for the support of the Access to a Second Chance work after meeting with the Re-Entry Manager:

“Will do! Thank you again for your time yesterday. It was very beneficial, and I feel more secure starting the school year.”

“Thanks so much for all the resources! It was a pleasure talking with you! It's great knowing your support is there!”

- Next steps: Developing a more robust offering for re-entry students who are returning on academic probation. This will serve as both a recruitment tool that shows potential re-entry students the services that are available to them but also as a retention tool that can be tailored to each student’s specific needs. In general, this program will focus on note taking, study skills, time management, and accountability.

 **2500+**  
Potential re-entry and stop-out students have received invitations to return to UWM

 **98**  
New re-entry students participated in individualized success coaching meetings

## Data and Metrics for Implementation

<b>UWM Identified Implementation Metrics</b>	<b>Reporting Cadence</b>	<b>Reporting Date:</b>
<b>(P) Process Metrics</b>	<b>Timeframe</b>	<b>December 2023</b>
<b>(O) Outcome Metrics</b>		
Applications/yield of re-entry students (P)	Semesterly	832 applications, 664 net admits, 457 enrolled (68.8% of net admits enrolled in FA23; 69.4% of net admits enrolled in FA22)
Retention rate of re-entry students (P)	Annually	TBD
Graduation rate of re-entry students (100% and 150% of time) (O)	Annually	TBD
Credits at time of graduation (to understand Excess credits accumulated for stop-out students, by time of entry) (O)	Annually	TBD





# 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. For new entering students who were required to take a credit-bearing math course, the percentage who completed 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.



## 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

## Highlights and Progress

- We have surveyed academic departments to verify the correctness of recommended gateway math courses for each major offered by UWM. The information gathered will be shared with advisors to assist with placing new students into appropriate math courses.

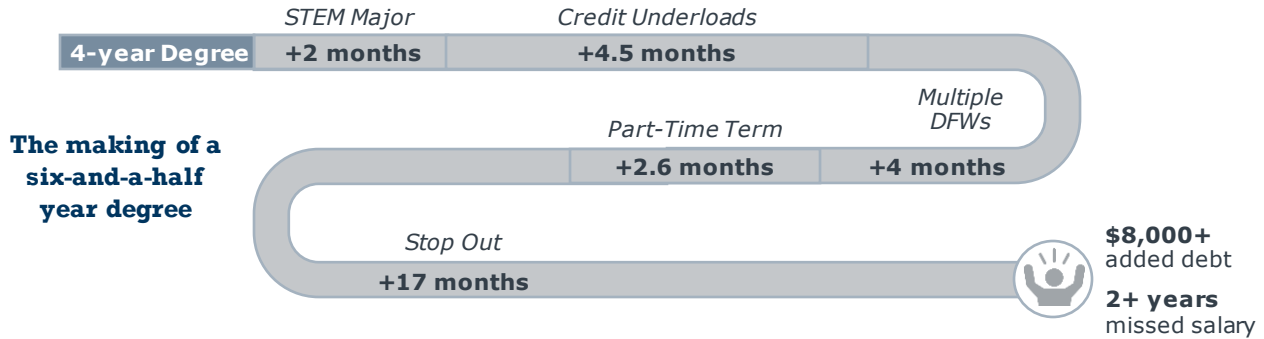
## Data and Metrics for Implementation

UWM Identified Implementation Metrics (P) Process Metrics (O) Outcome Metrics	Reporting Cadence Timeframe	Reporting Date: December 2023
Percentage of students needing gateway math (QLA) who earn a grade of C or better in a gateway math course withing their first year = Summer, Fall, Winter, Spring (& first two years) (P)	July 15 will be the target	
The percentage of students matriculating with gateway mathematics satisfied (QLA).  QLA: Quantitative Learning-A	Early November (after official enrollment is determined)	
The percentage of students needing gateway math (QLA) who do not enroll in math in their first two semesters.	Early November (after official enrollment is determined)	
Percentage of gateway mathematics sections (QLA) whose instructors submitted progress reports by end of Fall 2023 campaign. (P)  MATH-092, 098, 102, 103, 105, 108 111, 175, PHILOS-111	Est. Week 10 of each Fall, Spring  Sept 1, 2023 – Nov 5, 2023	74.8% (77 out of 103 sections)
Percentage of students declaring an intended major or meta-major on matriculation (P)	Mid-fall	83%
Percentage of students needing gateway math with declared intended major or meta-major enrolling in the gateway (QLA) mathematics course recommended for their intended major or meta-major in their first 2 semesters (P)	Mid-summer	
DFW rate in each individual gateway (QLA) mathematics course disaggregated by meta-major	Mid-Feb for fall term  Mid-July for spring term	



# Academic Maps

## The Challenge: Common Pitfalls Extend Time and Cost to Degree



### 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.

# Academic Maps

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## Highlights and Progress

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Finalized department-level metrics for development of curriculum evaluation dashboard:

- Student demographics (disaggregated)
- DFWs (overall and course level)
- Incompletes and incomplete turnover rates
- Substitutions
- Retakes
- Major changes (and credit load at time of major change).
- Enrollment patterns (disaggregated)
- Four- and six-year grad rates (disaggregated)
- Revising instructional guidance for curricular revision based on department-level metrics.
- Developing instructional guidance for development of program maps.

Next steps: Reconvening maps group to evaluate metrics and instructional guidance.

## Data and Metrics for Implementation

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<b>UWM Identified Implementation Metrics</b> <b>(P) Process Metrics</b> <b>(O) Outcome Metrics</b>	<b>Reporting Cadence</b> <b>Timeframe</b>	<b>Reporting Date:</b> <b>December 2023</b>
Percentage and number of non-major changing students completing degrees within allotted # of credits. Disaggregated.	Semesterly	Next step: Gathering baseline metrics.
Percentage and number of major changing students completing degrees within allotted # of credits + 15%. Disaggregated.	Semesterly	Next step: Gathering baseline metrics.
Percentage of students engaging in co-curricular and extra-curricular activities. Disaggregated.	Semesterly	Next step: Gathering baseline metrics.

# Improving Outcomes for Courses with High DFW Rates

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## About

Improving Course Outcomes was a practice initiated in January 2022. We set out to use Navigate data to find a student population in need of support, create a tailored intervention strategy, deliver support, and assess the impact of our intervention.

### **Initial Focus Population: Students enrolling in courses with greater than 20% DFW rates in select majors**

- How We Found This Population: Emerged as a result of looking at low six-year graduation rates across majors on campus, mindful of racial and ethnic differences among students
- Why We Selected This Population: Interest in closing the graduation gaps between underrepresented and majority white students.

### **Process Metrics:**

- Engaged various schools/colleges/units in identifying and validating courses with 20% or higher DFW rates over 5–10-year period.
- EAB extracted grade information for these courses by section over a 5-year period.
- UWM Registrar's Office provided course delivery method (online, face-to-face) by section for these course sections over a 5-year period.

### **Impact (preliminary):**

- Elevated awareness of the role math courses and courses satisfying general education requirements have on student progress to degree.
- Campus summit hosted over 40 academic leaders and detailed data analytics tools and resources to investigate course outcomes from a student success lens. Summit encouraged identifying action steps and resource needs for each course in scope, visible to all invited.
- Action Plan created tracking course-level interventions and strategies underway.
- New Progress Report campaign for Fall 2023 focused on courses with high DFW rates during previous fall semester.
- Comprehensive Course Analytics Dashboard built in Office of Assessment and Institutional Research.
- College of General Studies collecting data on causes of DFW grades.
- Center for Excellence in Teaching and Learning Spring Educator Institute incentive extended to instructors connected to DFW courses.