



## Eliminating Equity Gaps in the Southeastern Wisconsin Region

**March 2024 UPDATE**

Phyllis King  
Executive Director

Jonathan Dunn  
Program Manager



# A message from our Chancellor and Vice Chancellor

---



**Mark Mone**  
*Chancellor*

We continue to expand and operationalize our best practices. Our goal is to increase the impact and scale of people, processes, and technology for institutional transformation. Increased use of Navigate360, our student success technology platform, by faculty, staff and students is allowing us to effectively communicate and serve students in a more just-in-time manner. Newly forged guaranteed transfer agreements will reduce barriers for students to attend college so they can earn a life-changing education. Our goal is to ensure that every student with an associate degree from one of our partner tech colleges can continue their educational journey at UWM. The promotion of student success and the closing of equity gaps are driven by data and the dedication and motivation of our entire campus community.



**Chia Youyee Vang**  
*Vice Chancellor for Diversity, Equity, and Inclusion*

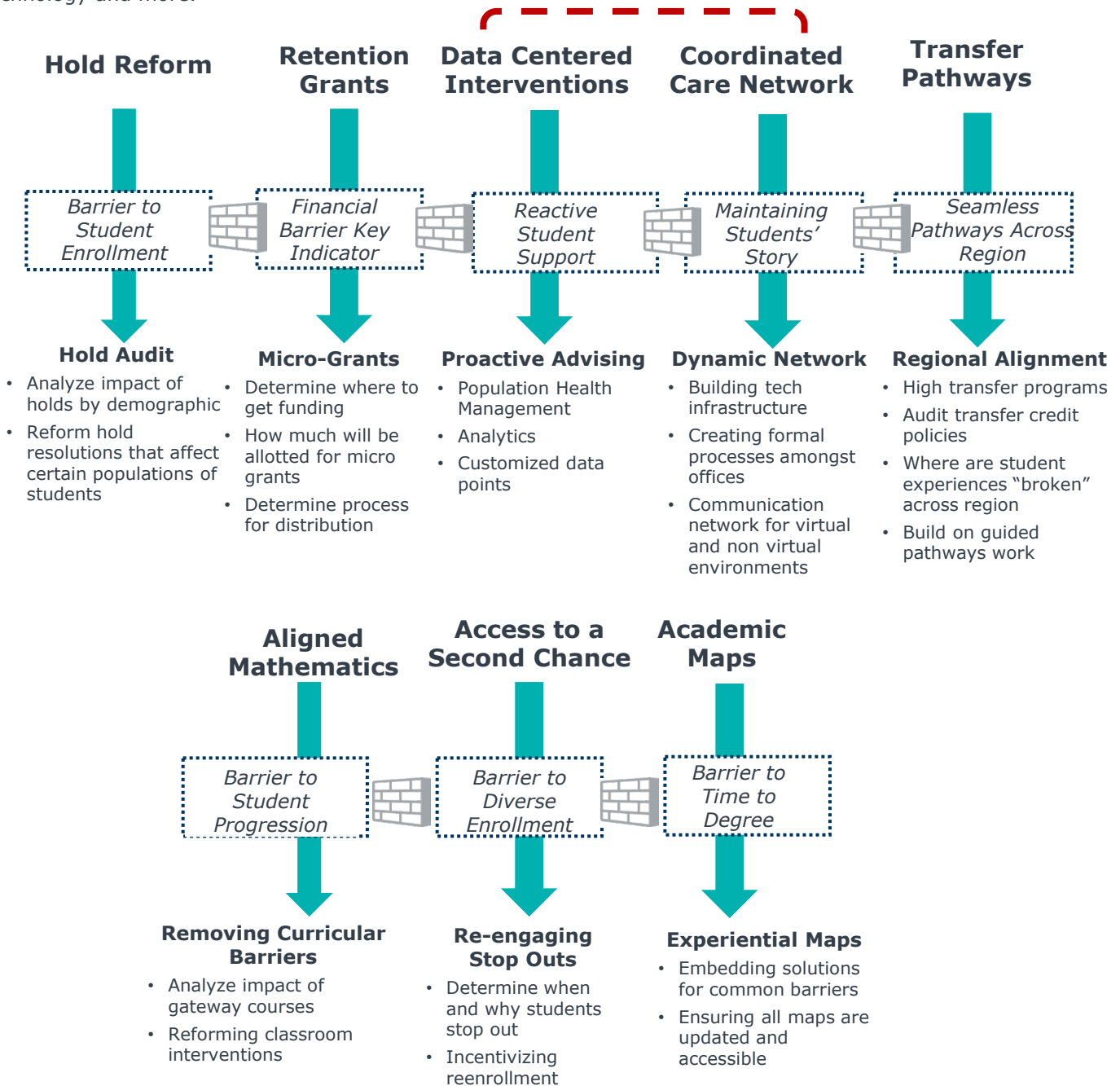


UWM is an institution that was created to give people from a wide range of backgrounds an opportunity to gain knowledge and skills to transform their lives. Regardless of the position employees hold, each person can play an important role in enabling students to reach their potential. That is because student success is dependent upon our collective actions in and outside of the classroom. Since Moon Shot for Equity launched, it has helped to mobilize our community to continue to work on creating a welcoming learning environment and removing barriers to student success. We know that there are many factors beyond our control that influence our students' academic progress. Certainly, much work remains to improve retention and graduation rates. What I have appreciated most about Moon Shot for Equity is that it is focused on what the institution must do that can lead to reduced equity gaps. I have witnessed many dedicated colleagues embrace an equity mindset and take concrete steps that allow students who would have given up to persist, such as being given a completion grant or having a hold removed. I have also valued the data informed decisions that Moon Shot for Equity leaders are making and the commitment to refine strategies and tactics to meet the evolving student needs.

# 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.



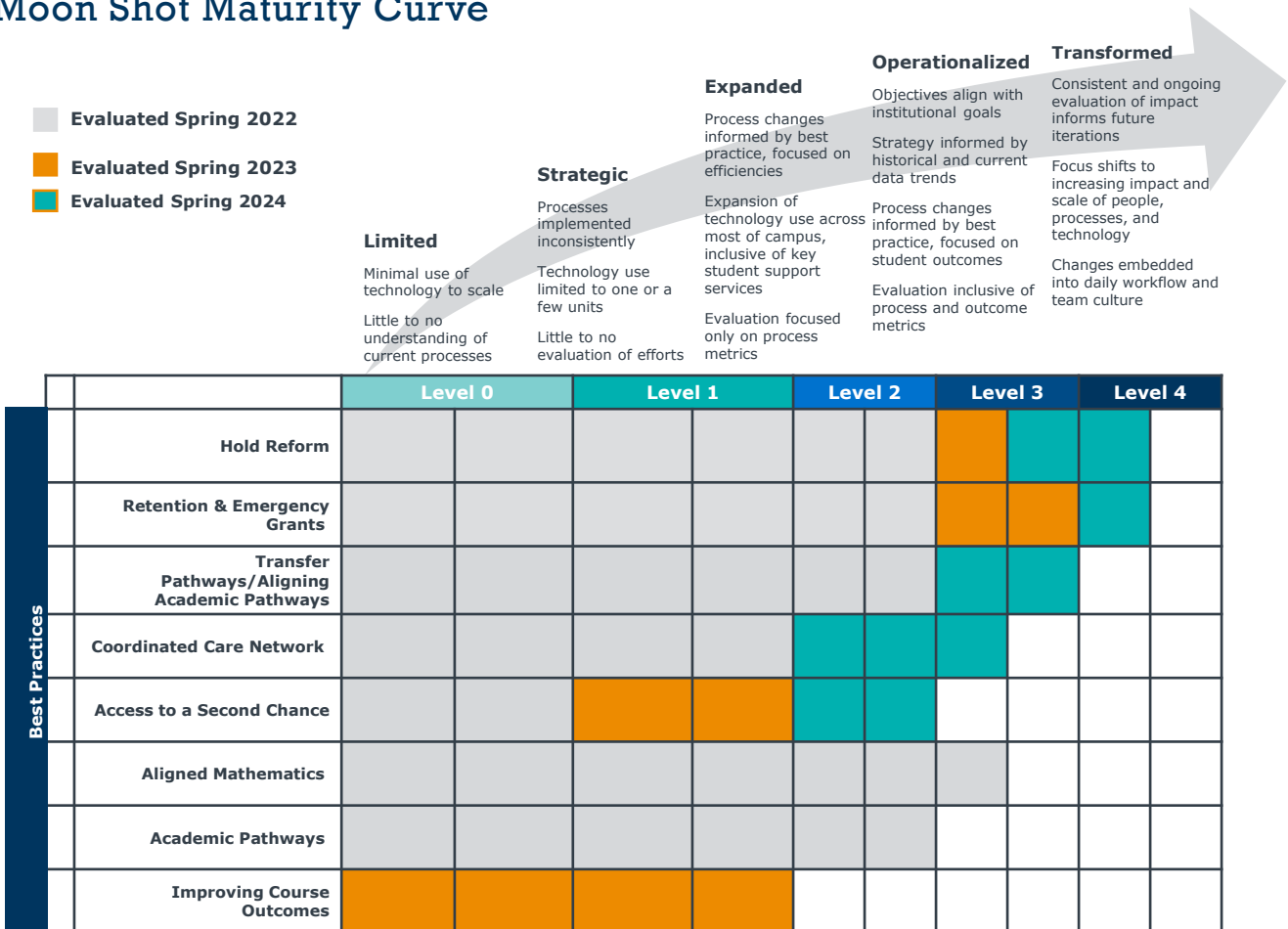
# Iterating and Expanding on Practices

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

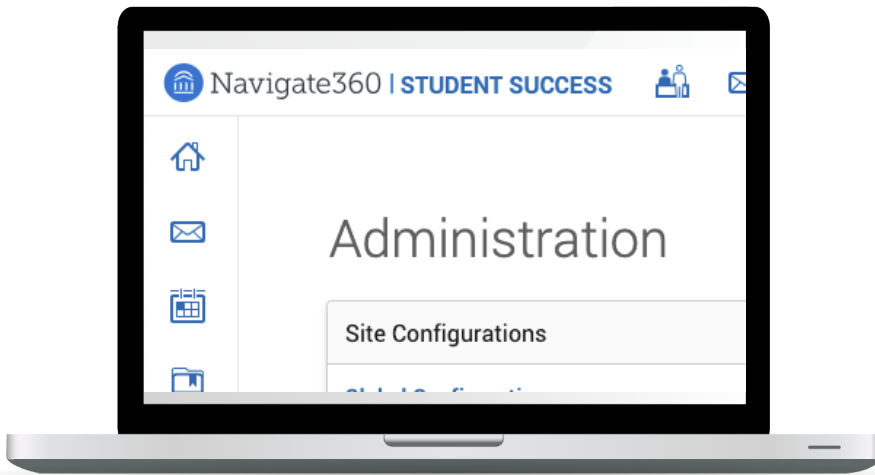


# Building Strategic Adoption of Navigate360

Navigate was recently rebranded as **Navigate360**, across both the staff and student platforms. As described in the [EAB Community](#) by EAB Associate Director, Jessie Wurzer,

"This branding update reflects Navigate360's enhanced capabilities to help [their] partners **recruit, retain, and empower** millions of students in college and beyond, and [their] recent and upcoming investments in new growth areas like career success, AI, and advancement."

While EAB has enhanced their platform and launched new functions in beta, the contact and services that we receive as a partner school will remain the same.



**Spring 2024 progress Report Campaign** continued through Sunday, March 24 2024 at 11:59 PM. Instructors received an encouraging reminder email to provide course feedback for their students on February 29.

[uwm.edu/navigate](http://uwm.edu/navigate) will serve as the main source for all Navigate360 users at UW-Milwaukee with more resources to come!



## Spring 2024 Navigate360 Snapshot

**15,045**

appointments scheduled between January and May 2024, serving 6,848 unique students

**65.8%**

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

**887**

total faculty members who have submitted Progress Report Alerts for students enrolled in their Spring 2024 courses

**25,837**

total number of Progress Report Alerts submitted (so far) for the two Spring 2024 Progress Report Campaigns.

Instructors have through March 24 to submit alerts



# 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

The initiative has moved into the transformative stage on the maturity curve meaning it has been successfully implemented and is in a maintenance mode. Existing holds are now audited on an annual basis. If and when more resources can be devoted to data and analysis, we can further explore time to hold resolution and the extent to which holds disproportionately impact certain student populations. While we can continue to advocate for a centralized, online payment portal for all charges, this is unlikely to happen in the near future given the current budget situation.

## Highlights and Progress

- Based on the Department of Education ruling that will prohibit schools from withholding transcripts related to coursework paid for through Title IV funding, the Universities of Wisconsin System is updating policy language, and UWM will no longer hold any transcripts for past due balances. We also plan to release diplomas regardless of holds.
- We are looking into creating a standard business practice for when our remaining non-financial holds are added to student records.



# Hold Reform

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Term Displayed

## Spring 2024

All Enrolled Students

## 19,229

Enrolled w/ Hold(s)

## 7,233

% Population w/ Hold(s)

## 37.62%

Avg Hold(s) per Student

## 1.31

UWM Heritage Select: All

UWM Heritage	Students w/ Hold(s)	All Students	% With Hold
African Amer	733	1,448	50.62%
Amer Indian	26	65	40.00%
Asian Amer	290	811	35.76%
International	708	1,415	50.04%
Latino/a	424	820	51.71%
Multi Ethnic	1,135	2,717	41.77%
SE Asian Amer	157	428	36.68%
Unknown	96	249	38.55%
White	3,664	11,276	32.49%

Students w/ Hold(s) by Heritage

Spring 2024

All Students by Heritage

Spring 2024

Students w/ Hold(s) by Gender

Spring 2024

All Students by Gender

Spring 2024

Gender	Students w/ Hold(s)	All Students	% With Hold
Female	3,902	10,792	36.16%
Male	3,328	8,430	39.48%
Unknown	3	6	50.00%
Another Legal Sex		1	

Academic Career	Students w/ Hold(s)	All Students	% With Hold
UGRD	5,693	14,316	39.77%
GRAD	1,113	4,001	27.82%
ASOC	427	912	46.82%

## 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 above
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 Dean of Students office in regards to individuals banned from campus. This was approved.

# Retention Grants

---



## Expenditure Update

As of March 2023, UWM has awarded or encumbered 79% of the \$1.2M Moon Shot for Equity Continuation Grant gift to more than 420 students. The remaining 21% 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.

#### 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

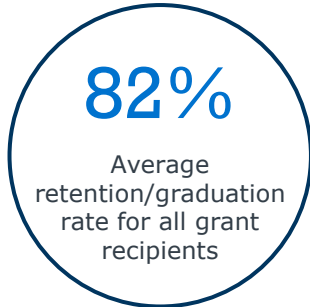
UWM reviews data on the percentage of students that received retention grants who returned for the subsequent fall/spring semester to determine the effectiveness of the program and make modifications for the future. Specific goals:

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



- UWM’s average retention/graduation rate for all retention grant recipients is 82%. The retention rate for the group of students awarded a Moon Shot for Equity Continuation Grant in December 2023 is also 82%.
- Following the behind-the-scenes, automated awarding of continuation grants in December 2023, the Moon Shot for Equity Continuation Grant [application](#) accepted submissions through the first week of Spring 2024 classes. Via this process, 21 students were awarded. Prior to the Moon Shot for Equity fund creation, this type of awarding was not possible.
- In January 2023, UWM also identified another six students via a staff advocacy process. These students were awarded without application, bringing the total number of ad hoc awardees to 27. Prior to the Moon Shot for Equity fund creation, this type of awarding was not possible.
- In March 2024, in alignment with the fund agreement, UWM reallocated \$100,000 from continuation and re-entry grants to emergency grants. Doing so allowed UWM to keep the emergency grant application available to students through the end of the Spring 2024 semester.
- In May 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%)†	268 (82%)
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.

In Spring 2024, we launched new campus-wide interventions for students who ended the prior semester on probation. This intervention included a required self-assessment from students in which they could indicate what they felt got in the way of academic success in the Fall. Once completed, the self-assessment was delivered to students' advisors, who then met with their students to complete an action plan and recommended supports for the Spring term. Action plan data was also made available to support offices for outreach of their own. We also heavily recommended a 1 credit Education Psychology 101 (Foundations of Academic Success) course for this population of students.

## Data and Metrics for Implementation

	Spring 23	Spring 24
<b>First-year (Bachelors) students going on probation after Fall term</b>	Full Cohort: 453 of 2659 (17%) Underrep: 199 of 734 (27%) First Gen: 215 of 1012 (21%)	Full Cohort: 465 of 2714 (17%) Underrep: 232 of 895 (26%) First Gen: 251 of 1106 (23%)
<b>All (Bachelors) students on probation after Fall</b>	Full Cohort: 810 of 16,633 Underrep: 381 of 6,232 First Gen: 362 of 4,643	Full Cohort: 801 of 16,502 Underrep: 389 of 4,967 First Gen: 414 of 6,317
<b>Probation students who re-enrolled</b>	Full Cohort: 526 of 810 (64.9%) Underrep: 233 of 381 (61%) First Gen: 249 of 362 (69%)	Full Cohort: 543 of 801 (68%) Underrep: 264 of 389 (67%) First Gen: 274 of 414 (66%)
<b>Re-enrolled probation students with advising appointments</b>	334 between 1/1 and 2/3	523 between 1/1 and 2/5
<b>Re-enrolled probation students who completed self-assessment</b>	N/A	404
<b>Re-enrolled probation students with completed action plans</b>	N/A	287
<b>Re-enrolled probation students enrolled in Ed Psych 101</b>	44	190 (as of 3/7)



# 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.

## Engaging Students

- UWM Student Involvement staff and UWM Transfer Admissions team spent time at the MATC Campus Downtown, shared information about campus life at UWM and answered questions regarding transfer opportunities.
- Outreach occurred from Student Involvement to MATC Activities Staff to invite MATC Students to UWM for the Winter Involvement Fair (student organizations and campus offices) that occurred in early February in the UWM Student Union.
- Invitations continue to be shared with MATC students and the professional activities staff with a focus on larger events and traditions such as Distinguished Lecture Series Events and major speakers/entertainment options that are available on the UWM campus.





# Transfer Pathway

## Highlights and Progress

### Guaranteed Admissions to Regional Tech College Graduates

UWM has established agreements with four regional technical colleges to facilitate seamless admission and credit transfer processes for their graduates. Milwaukee Area Technical College, Waukesha County Technical College, Moraine Park Technical College, and Gateway Technical College graduates holding associate degrees are guaranteed admission to UWM with at least 60 transferable credits toward a bachelor's degree. These agreements, effective summer 2024, offer a straightforward pathway for transfer students, with personalized plans ensuring a smooth transition and recognition of prior credits.

The initiative not only strengthens partnerships between UWM and technical colleges but also enhances opportunities for career-oriented associate degree holders to pursue bachelor's degrees. With 260 new transfer students welcomed in Fall 2023, we expect this number to rise with the implementation of these agreements.

### Regional Teacher Pipeline

The Moon Shot for Equity region campuses launched a project to focus on growing a teacher pipeline and addressing issues of transfer between 2-year and 4-year institutions. Project objectives included:

- Identify barriers in the *student experience* for students seeking to transfer from 2 years into 4-year EPPs.
- Identify institutional/structural barriers to increasing enrollment via transfer in 4-year EPPs (i.e., *bottlenecks, capacity limitations, etc.*).
- Identify opportunities to increase enrollment in 4-year EPPs sourcing from 2-year institutions.

A final report with recommendations has been developed. Institutional leaders will prioritize the recommendations for implementation in April.

## Data and Metrics of New Transfers

UWM Pathway College or School <sup>1</sup>	Headcount of New Transfers at UWM Main Campus (Fall 2023)	
College-Health Prof & Sciences	Total	95
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>



# 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

### 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


- 80.1% of Fall 2023 re-entry students re-enrolled for Spring 2024, a 10.8% increase from Fall 2022 to Spring 2023.
- Spring 2024 saw a 19% (51 students) increase in enrollment of re-entry students.
- The recruitment cycle for Summer and Fall 2024 is well underway. As of March 15, 2024, re-entry matriculation is running ahead 56% (30 students) for Summer and 13% (20 students) for Fall. Each applicant is contacted directly by the Re-Entry Manager prompting them to move through their next steps.
- The Re-Entry Manager partnered with Undergraduate Admissions to review each of the communications designed for re-entry applicants. This review uncovered several opportunities for automated messages that could highlight timely resources and tips for navigating the process of returning to UWM. This updated communications plan is now running for all re-entry applicants.
- Student appreciation from Re-Entry students after taking part in success coaching:

"I appreciate the time and effort your put into listening to me and helping me understand the steps I need to take to succeed."

"I did what you suggested in meeting with my professor on Teams. It was a great idea, thank you!"



**126**  
Students were in regular communication with the Re-Entry Manager during the Spring 2024 recruitment cycle



**271**  
New re-entry students have access to success coaching in Spring 2024 with the Re-Entry Manager

## Data and Metrics for Implementation

UWM Identified Implementation Metrics		Reporting Cadence	Reporting Date:
(P) Process Metrics		Timeframe	March 2024
(O) Outcome Metrics			
Applications/yield of re-entry students (P)		Semesterly	Summer Term: 126 applications, 90 net admits. Enrollment begins March 25. Fall Term: 242 applications, 171 net admits. Enrollment begins April 15
Retention rate of re-entry students (P)		Annually	Fall 2023 to Spring 2024: 80.1%
Graduation rate of re-entry students (100% and 150% of time) (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.

## Highlights and Progress - Expanding Dual Enrollment



**MILWAUKEE  
PUBLIC SCHOOLS**

UW-Milwaukee, in collaboration with Milwaukee Public Schools, has been running a program in which a cohort of MPS high school mathematics teachers earn graduate credits in mathematics in order to be qualified to teach dual-enrollment courses in their schools, thus enabling their students to earn college credit in mathematics while still in high school, and even matriculate at UWM with their gateway mathematics requirement satisfied. The cohort consists of 12 teachers. Of these, seven had earned enough credits to be qualified by December 2024; five are already teaching a dual-enrollment class this Spring.



# Aligned Math

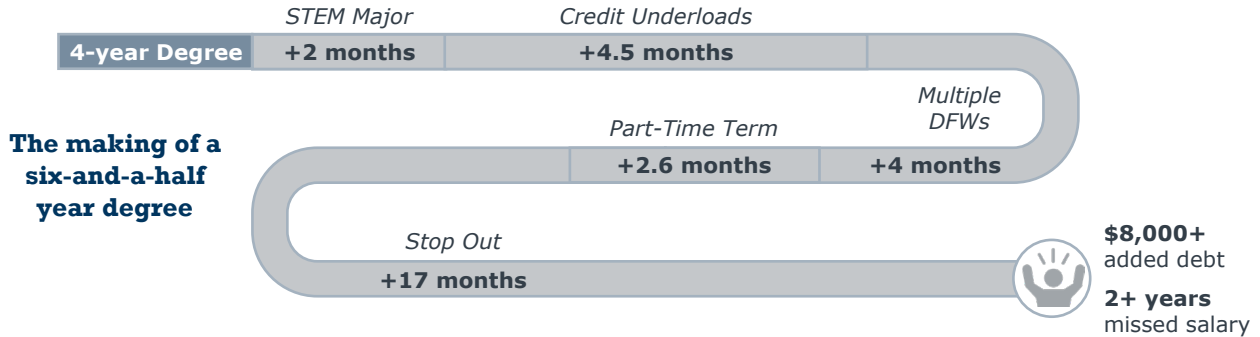
## Data and Metrics for Implementation

<b>UWM Identified Implementation Metrics</b> <b>(P) Process Metrics</b> <b>(O) Outcome Metrics</b>	<b>Reporting Cadence Timeframe</b>	<b>Reporting Date: March 2024</b>
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	22.8% (Course Catalog numbers include 102, 103, 105, and 108)



# 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:** 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. We have now (March 2024) determined that our new degree audit tool (Stellic) can be used to provide student-facing co- and extra-curricular activity maps, and we will use the tool to populate web-based maps rather than our previous paper-based prototypes.

### 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

---

## Highlights and Progress

---

Group kickoff and initial cohort of department engagements taking place in spring 2024. Finalized team includes representation from faculty, advising, Registrar’s Office, Student Affairs, and Student Experience and Talent.

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: Building out prototype maps for initial departments (to include Nursing, Psychology, and other top-enrolled majors).

## Data and Metrics for Implementation

---

<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

---

## 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.