



Eliminating Equity Gaps in the Southeastern Wisconsin Region

JUNE 2024 UPDATE

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Executive Director

Jonathan Dunn
Program Manager



A message from our Chancellor and Student Success Director



Mark Mone
Chancellor

The Moon Shot for Equity supports an ever-evolving student success and equity landscape. Generation Z is the most diverse generation in history. These students want to see their diverse identities reflected in staff, programs, curriculum and fellow students. With this in mind, we launched an additional best practice area, Fostering Belonging in the Classroom. This practice employs strategies aimed at engaging faculty and staff to employ changes in pedagogy and the curriculum that increase students' sense of belonging. Best practice teams continue to collaborate, share resources, insights and challenges with each other in order to learn faster, acting more quickly and effectively. The Moon Shot for Equity is aligning with UWM's 2030 strategic framework plan and integral to our commitment to students' academic and personal journey.



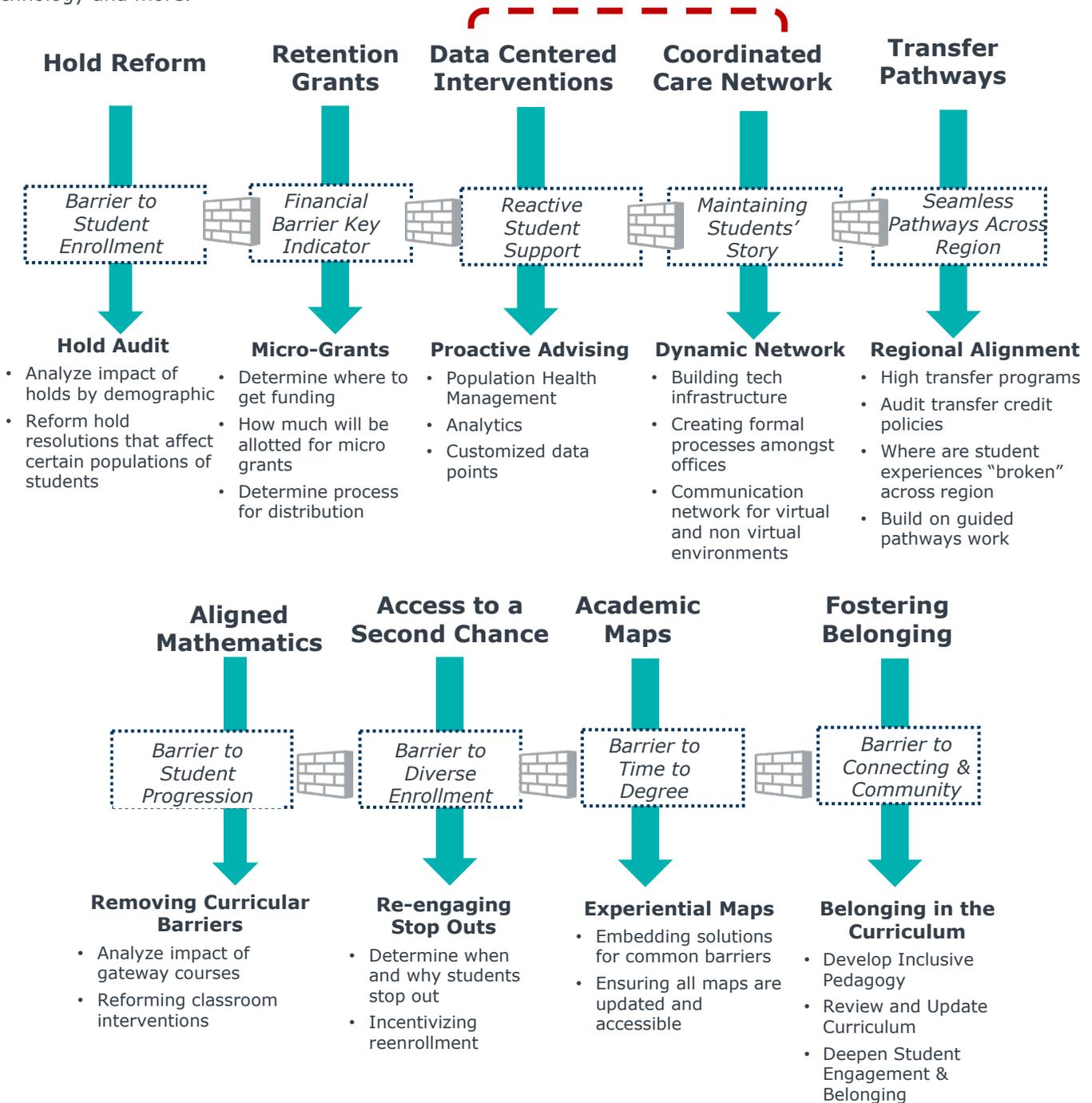
Brennan O'Lena
Director, Student Success Center

UW-Milwaukee has accomplished a great deal for our students through the Moon Shot for Equity. Through collaborative implementation of the initiative's Best Practices, we've reshaped the educational journeys of countless current and future students. By overhauling enrollment holds and providing retention grants, we've cleared the path for students to stay enrolled and continue to pursue their education. Through our work re-recruiting and providing transition support for stop-out students, we've brought students back to UWM to finish what they started. Engaging directly with many of these students, I've heard just how grateful they are for the way UWM has evolved to ensure their success. Still, there is plenty of work to be done. Our teams remained energized and motivated to continue to improve for our students by institutionalizing more of Moon Shot for Equity's best practices.

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.



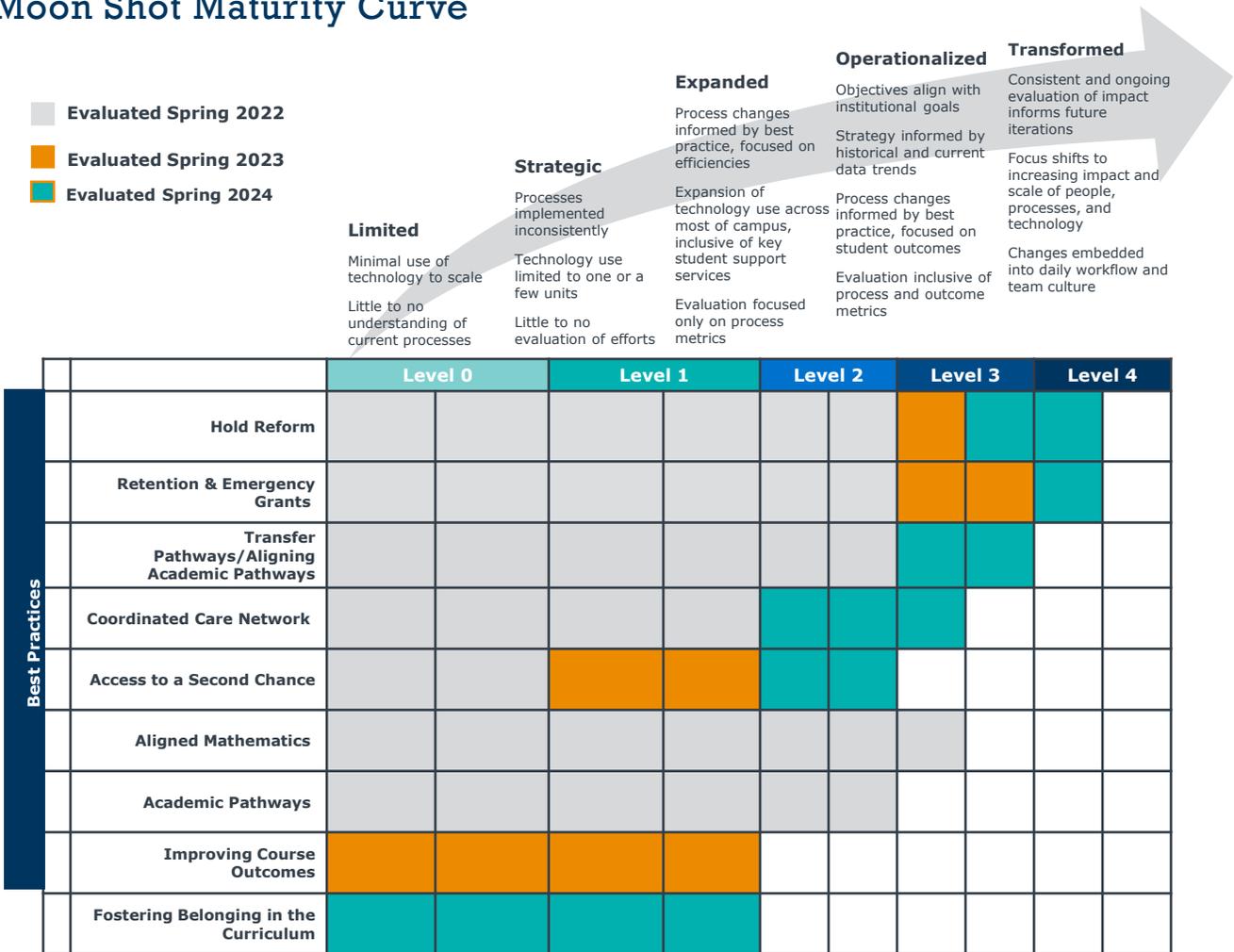
Iterating and Expanding on Practices

Nine 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
- Fostering Belongingness in the Curriculum

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

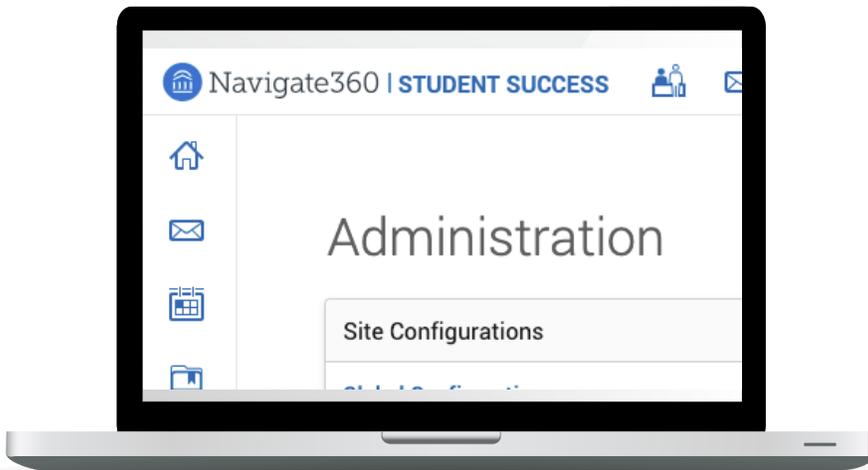


Building Strategic Adoption of Navigate360

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 ran from February 12 through Sunday, March 24, 2024. Instructors were encouraged to submit feedback for all undergraduate students in their courses.

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

27,365

appointments scheduled between January and May 2024, serving 12,162 unique students

222

Staff members utilized the scheduling features in Navigate360 to offer appointments to their students.

737

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

36,868

total number of Progress Report Alerts submitted for the two Spring 2024 Progress Report Campaigns.



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

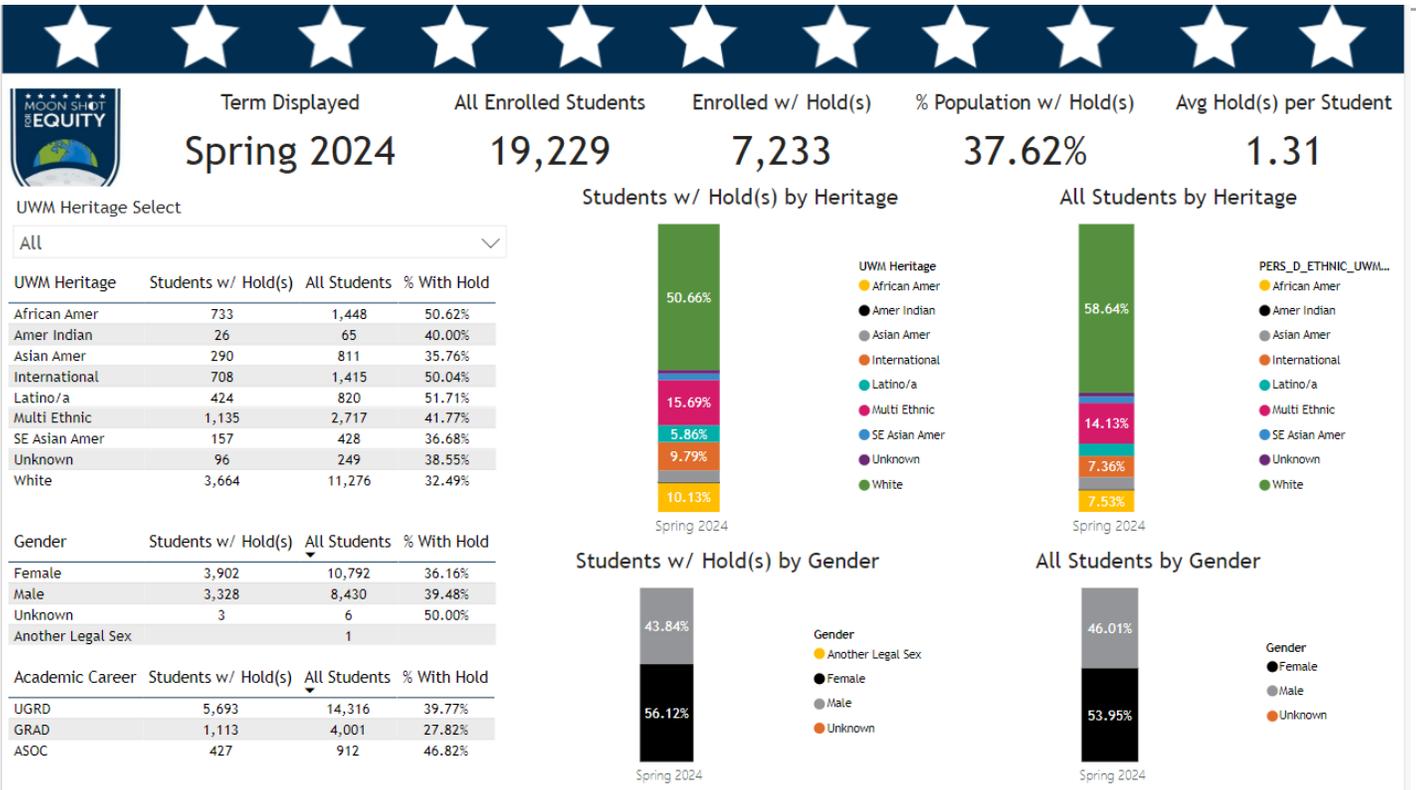
The initiative has moved into the transformative stage on the maturity curve meaning it has been successfully implemented and is in a maintenance mode. Existing holds are now audited on an annual basis. If and when more resources can be devoted to data and analysis, we can further explore time to hold 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

- With the new federal regulations on transcript withholding going into effect July 1st, campus is currently updating business processes and student records to remove the transcript/diploma hold impact from financial service indicators.
- We are looking into creating a standard business practice for when our remaining non-financial holds are added to student records.



Hold Reform



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 June 2024, UWM has committed 100% of the \$1.2M Moon Shot for Equity Continuation Grant gift to 624 students. Only one award is encumbered for Fall 2024; the remainder were all expended during the 2023-24 academic year.

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

82%

Average retention/graduation rate for all grant recipients

270

Students awarded in May 2024.

- UWM’s average retention/graduation rate for all retention grant recipients is 82%.
- In May 2024, UWM again enacted its behind-the-scenes, automated awarding of continuation grants to remove past due balance holds and permit course registration for the Fall 2024 term. A total of 355 students were identified as eligible, and 270 were able to be awarded – 206 from the remaining Moon Shot for Equity gift, and the remaining 64 from institutional funds. Nearly \$260,000 in remaining Moon Shot for Equity funds were awarded, and \$120,000 in institutional funds supplemented this amount.

Data and Metrics for Implementation

Implementation Metrics	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Count of students meeting award eligibility criteria each term	136	127	164	174	113	486	355
Count of students awarded retention grant	102 (75%)	105 (83%)	164 (100%)*	133 (76%)	113 (100%)*	326 (67%)	270 (76%)
Re-enrollment in the following fall/spring semester	81 (79%)†	84 (80%)	115 (70%)†	104 (78%)	90 (80%)†	268 (82%)	TBD
Credits attempted in the following semester by students receiving an award (average)	10.88	12.48	10.54	11.24	10.59	12.29	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 cr Ed Psy 101 (Foundations of Academic Success) course for this population of students.

Spring 2024 Outcomes

- Over half of the students placed on probation after Fall 2024 (404 of 797) completed a self-assessment to evaluate what they felt got in the way of their academic success.
- Nearly a quarter of these students did not re-enroll in the Spring term (195 of 797) and an additional 44 students withdrew from courses during the Spring term.
- Of those who enrolled in the Spring term, 135 students enrolled in the Ed Psy 101 intervention-focused course.
- Students who took the self-assessment and worked with their advisor were roughly 5% more likely to clear probation or continue on probation after the Spring term, and 10% less likely to be academically dropped.
- Students who completed and earned credit in Ed Psy 101 were 13% more likely to clear probation after the spring, and 7% more likely to continue on probation, when compared with students who did not take Ed Psy 101. Those who completed Ed Psy 101 were also 20% less likely to be academically dropped.
- While relatively few students indicated financial concerns as an issue on their self-assessments, those who did were more likely to have a lower cumulative GPA after Spring than those students who did not indicate financial concerns.
- Students who indicated a greater number of academic, personal, or health concerns on their self-assessments were more likely to earn GPAs in Spring that helped them avoid an academic drop action – that is, the more problems a student identified on the self assessment, the more likely they were to have positive outcomes in the Spring term.
- While there was little difference in Spring term outcomes between students from under-represented populations and majority students, students who identified themselves as First Generation students were 18% more likely to be academically dropped after Spring.

Top Concerns of UWM Students on Probation per 404 completed self-assessments	
Procrastination.....	68.9%
Time Management.....	67.4%
Stress.....	66.2%
Lack of Motivation.....	59.0%
Anxiety.....	55.6%
Depression.....	48.1%
Juggling School & Other Obligations.....	47.4%
Problems Concentrating.....	44.2%
Missed Classes.....	43.0%



Transfer Pathway

Description and Baseline

Description: Transfer students often are unable to use all their previously earned credits at their new institution due to lack of curricular alignment between the two institutions or lack of utilization of advising to determine transferability of credits, 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.
- 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

Transfer Agreements

Moraine Park Technical College (MPTC): During this academic year (2023-24), UWM and MPTC have undergone a Wisconsin Technical College System (WTCS) grant-funded project to expand program-to-program articulation agreements. The Broad Transfer Agreement signed in January 2024 will guarantee admission and 60 credits to associate degree holders from MPTC and other WTCS partners, but these program-to-program specific articulation agreements are crucial for ensuring students in more technical or accredited fields are prepared when they arrive at UWM to finish in just two additional years. UWM and MPTC faculty, staff and administrators celebrated the signing of 49 articulation agreements on June 26th at the MPTC campus.

Milwaukee Area Technical College (MATC): A summit, attended by faculty, staff and administrators from UWM and MATC was held on April 11th at UWM with the goal of sharing information on current inter-institutional agreements and identifying opportunities for future agreements that streamline transfer pathways for students.

Active Articulation Agreements: MATC

- AAS Architectural Technology to BS Architectural Studies
- AAS Animation to BA Animation
- AAS TV & Video Production to BFA Theatre (Production)
- AAS Human Service Assoc to BS Community Engagement & Ed
- AAS Business Management to BS Community Engagement & Ed
- AAS Criminal Justice – Law Enforcement to BS Criminal Justice
- AAS Mechanical Design to BSE Mechanical Engineering
- AAS Healthcare Pathways to BS BMS: Health Science Completion
- AAS Medical Lab Tech to BS Medical Lab Science
- AAS Radiography to BS Diagnostic Imaging Completion
- AAS Business Management to BBA degrees (multiple)
- AAS IT degrees (multiple) to BBA IT Management
- AAS Environmental Health & Water Quality to BS Freshwater Sciences
- AAS Nutrition & Dietetic Tech to BS Nutritional Sciences

Active Articulation Agreements: WTCS

- AAS Early Childhood Education to BS Community Engagement and Education
- AAS Early Childhood Education to BS Inclusive Early Childhood Ed
- AAS Registered Nursing to BS Nursing Completion

Northeast Wisconsin Technical College (NWTC): This month Northeast Wisconsin Technical College joined our Broad Transfer Agreement partnership. Their associate degree-holding students will experience ease in transfer to UWM are guaranteed 60 credits acceptance to UWM.



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% (an additional 51 students) increase in enrollment of re-entry students. 48 students from this cohort participated in coaching with the Re-Entry Manager.
- Re-enrollment for re-entry students is tracking 12.2% ahead compared to this point in time last June. The Re-Entry Manager continues to do phone and text outreach to those students who have not yet enrolled. Students who end up not re-enrolling for Fall 2024 will be added to a campaign that will run across Fall semester to re-engage them and encourage them to return in Spring 2025.
- The recruitment cycle for Fall 2024 is well underway. As of June 14, re-entry enrollment is running 31% ahead or an additional students 42. After admission, the Re-Entry Manager individually reaches out to each student to encourage they meet with their academic advisor, tackle their financial aid next steps, and get any of their lingering questions taken care of.
- As in previous semesters, students who return to UWM will receive a one-time Pounce Back Re-Entry Scholarship. \$500 for full-time students and \$250 for part-time.
- Students returning to UWM on academic probation now receive a message that more clearly outlines for them the terms of probation and the supports available. This message is sent shortly after they are admitted and followed up by a supportive message from the Re-Entry Manager, encouraging them to set up a coaching appointment.

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	Fall Term: 527(^) applications, 396 (^) net admits, 178 (^) enrolled as of June 14.
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

The Mathematics department has created a Community of Practice (CoP) as a forum for its instructors to share and discuss effective teaching practices they have used in their courses. The first meeting, at the end of the Spring semester, was very successful, with 26 people—graduate teaching assistants, and both teaching and research faculty—attending. Thanks to Chris Lucas and Ludmila Dementiava for leading this session!) For the future, we plan to have at least 3 meetings each semester.

The Mathematics department has also received support from the College of Letters and Science to form a working group to reform its Precalculus and Calculus I courses. The working group is meeting throughout the summer, and pilot sections of the revised courses will be offered this Fall.

Aligned Math

Data and Metrics for Implementation

UWM Identified Implementation Metrics (P) Process Metrics (O) Outcome Metrics	Reporting Cadence Timeframe	Reporting Date: March 2024
Percentage of students needing gateway math (QLA) who earn a grade of C or better in a gateway math course within 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

This spring we re-formed our task force (includes representation from faculty, advising, Registrar’s Office, Student Affairs, and Student Experience and Talent). An initial template for our pilot map to be created for the Department of Psychology was successfully developed. We pivoted from typical academic map templates from other institutions in favor of an approach that embraces UWM’s unique population, which includes many transfer students and major changes.

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

- Student demographics (disaggregated)
- DFW grades (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: Completion with feedback from the Department of Psychology, and the development of templates for other high-enrollment programs.

Data and Metrics for Implementation

UWM Identified Implementation Metrics (P) Process Metrics (O) Outcome Metrics	Reporting Cadence Timeframe	Reporting Date: March 2024
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.

Fostering Belonging in The Curriculum

A growing body of research highlights the critical importance of students' sense of belonging on campus for their success, persistence, and equity. When students feel respected, welcomed, and valued, they tend to achieve higher grades, remain enrolled, and engage more actively. UWM is prioritizing an additional best practice to Foster Belonging in the Curriculum.

Best Practices from Previous Sessions

118

Classroom

Institutional



Reviewing Syllabi with a Belonging lens



Engaging students as partners and collaborators



Supporting faculty to prioritize mental health and wellbeing



Focus on transforming mindset of student and instructor to combat stereotype threat



Analyze course completion and DFW data to understand student experience of belonging



Transforming mid course evaluations to be "just in time" feedback for instructors



Crowdsourced opportunities for classroom practices that require minimal resource and time



Systematizing Course Redesign



Partner with faculty on curricular initiatives focused on improving belonging



Rethinking Course Design Intensives to include peer feedback and syllabi creation

FOSTERING BELONGING IN THE CURRICULUM

Prioritizing Strategies

The two strategies UWM has identified to deepen belonging in the classroom are Transparency in Learning and Teaching (TILT) Training Sessions and the Student Experience Project (SEP). The TILT training involves instructors learning about the research/rationale behind TILT, practicing TILT with small groups, and then working in pairs to TILT class assignments to increase assignment transparency and enhance student learning. The first two TILT workshops occurred in June and were positively received. Data on this is expected in Spring 2025 since multiple groups are engaged in training and collecting data.

SEP focuses on fostering a growth mindset in instructors (believing students can rise to the occasion and succeed, communicating growth mindset beliefs to students, and providing students the necessary tools, resources and opportunities), greater syllabus transparency, and constructive and timely feedback. A survey is administered to students three times in the semester to note their sense of belonging and connection to the instructor and classmates as formative feedback for instruction practices. The survey data is provided directly to instructors with resources to adjust in real time in response to student experiences. A supportive cohort of instructors is expected to meet regularly to work through challenges and improve practices that increase student belonging. A University of Wisconsin High Impact Practices grant (\$20,000) to incentivize targeted educator participation in SEP in 2024/2025 was obtained with a designated team concentrating on this work.

RETENTION DATA

UWM continuously monitors retention data through an equity lens. Below is the retention data (first-time cohort Fall 2022) who enrolled in the following Fall term (Fall 2023).

Retention		
Current Retention Rate: (Fall 2022 Class)	All	71%
	Black	63%
	White	75%
	Latinx	65%
	Asian	71%
	Pell	68%

The Moon Shot for Equity is aimed at transformational systems change. With EAB’s consultation, we have set the stage to enter the 2024-2025 academic year reflecting on the previous year’s activities, identifying areas for improvement, and designing strategies to address them. Below is a summary of our plan moving forward, engaging cross-campus stakeholders and inter-institutional partners.

From Our Last Update

Looking Ahead to Academic Year 24-25



Supporting the ever-evolving student success and equity landscape

Moon shot success is rooted in the layers of ecosystem	➔	Launched Moon Shot Partner Experiences (Roundtables, Community of Practice, Learning Cohort and coming soon – Mobilize)	✓
First 60 days of best practice team “inquiry” phase is critical	➔	Developed revised launch playbooks for the inquiry phase and associated tools	✓
Best practice leader readiness varies and further support needed	➔	Modified best practice leader onboarding and increased frequency of best practice leader/EAB connections	✓
Catch and resolve slowdowns or issues earlier	➔	Highlight risks faster; more regular touchpoints with our owners and best practice leaders	✓
Transformation takes time and is rooted in culture; celebrate tangible wins	➔	Ensure pausing and celebrating steps; aligning moon shot with other initiatives helps work to move quicker and more deeply	✓

Academic Year 2024 Focus: Measuring and Understanding Impact

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