

University of Wisconsin-Whitewater
PLAN 2008, Phase II Report with Measurable Outcomes
December 15, 2004/January 7, 2005

The University of Wisconsin-Whitewater's main focus in addressing Phase II of Plan 2008 is on student success, specifically addressing the achievement gap between students of color and white students, as measured by retention and graduation rates. Many of the Phase I initiatives are closely tied to student success and will continue to be emphasized. Others of the Phase I initiatives, while important, will not be the major thrust of our Phase II plan.

Our efforts will center in four areas. First, we will continue and expand programming efforts aimed at better preparing students of color for entry into college and enrolling those students in college. Second, we will continue and expand programming efforts aimed at helping students make successful transitions into the university. Third, we will continue and expand programming efforts aimed at providing access to academic support services, mentoring and discipline specific academic support. Fourth, we will continue efforts aimed at improving the university's learning and living climate, for all students.

These efforts are an outgrowth of ongoing work as part of Plan 2008, Phase I, and are consistent with the original seven Plan 2008 goals. Special emphasis is placed on Goal #3, Close the Gap in Educational Achievement.

These efforts are consistent with the University's Select Mission and Core Values, specially the Core Value Statement: A commitment to develop a sense of community, a respect for diversity, and global perspectives.

I. Programs aimed at better preparing students of color for entry into college and enrolling those students in college (UWW-CA1)*

The following programs serve two functions, preparing students for college and enrolling them there. Precollege programs focus on preparing students academically and socially for college. They do this in a variety of ways, but generally the programs stress academic preparation, counseling, and building familiarity with the college campus and the college experience. Recruitment programs bring high school students to campus to experience campus life prior to their enrollment in college. While the students are on campus, they learn about academic programs and expectations.

1. Precollege programs

- a. Summer camps (Latino Institute, Southeast Asian Institute, Native American Institute, Reading for Success in Math and Science, Upward Bound Summer Academic and Career Enrichment Program, ACT Preparation Residential Camp, Business and Commerce Residential Camp, Science and Technology Residential Camp, Arts and Humanities Residential Camp, Gear Up I and II Residential Camps)
- b. Saturday College (e.g., "Financial Planning for Personal and Professional Success, Jump Start for College and Career Fair, Careers in Health Science and Technology, WEASSP

- Conference Pre-College Camps for Summer 2005, ACT Assessment and Review, TRIO and Academic Achievement Program, Careers in Transportation)
- c. Educational Talent Search (Educational Talent Search is a federal TRIO program that provides academic counseling, career guidance, tutoring during the school year for middle and high school students from traditionally underrepresented groups. Students may also participate in a summer on-campus experience. Students are encouraged to take rigorous middle and high school courses in preparation for college.)
 - d. Upward Bound (Upward Bound is a federal TRIO program that provides counseling and academic support for first generation/low income high school students with strong academic potential. In addition to receiving support during the school year, seniors participate in a 6-week “bridge” program to help make the transition to college.)
 - e. Gear Up (Gear Up is a federally-funded program that provides academic assessment and support during a two-week on campus summer experience. These programs target middle school students from traditionally underrepresented groups.)
 - f. College Transition Programs (There are several types. The Upward Bound “Bridge” Program involves students in academic coursework as well as skill development during the summer session. The College Transition Program brings first generation/low income students not identified within specific programs on campus for one week prior to the start of school for academic skill development and adjustment to the college environment. The King-Chavez Program provides regular seminars and academic support to high ability first generation/low income students. The Fresh Start Program provides a summer transition period for first generation/low income students who are at risk of not succeeding. Their progress is monitored weekly and they participate in regular study sessions.)
2. Recruitment programs (These programs are designed to encourage students to enroll at UW-Whitewater. Generally they do this by bringing students to campus and providing programs about the campus. Some programs also have outreach to groups in communities in the region and the state.)
- a. Wheels to Whitewater (This program brings students from multicultural high schools to campus for a one-day visit. They are given an overview of the campus and its programs. They have a tour and an opportunity to speak with faculty, staff, and students. Wheels to Whitewater also takes an informational program to visit Native American students in the northern part of the state.)
 - b. TRIO Day (This is an on-campus Saturday event that recognizes the successes of TRIO program students from middle schools, high schools, and UW-Whitewater. Middle and high school students and their families are invited to attend.)
 - c. High School Recruitment Visits
 - d. Friday on Campus Days (These are days when prospective students attend campus. Informational sessions are held.)
 - e. Striving for Latino Excellence (The student organization Latinos Unidos provides targeted programs in middle schools and high schools aimed at increasing awareness of college opportunities for students.)

Measurable Outcomes:

- 1) Increase in ACT scores for all students in Upward Bound (9th grade to 12th grade, and aggregate scores).
- 2) Increase in the high school g.p.a. for all students in Upward Bound program.
- 3) Track entry into college of Upward Bound Students.
- 4) Increase the pool of high achieving pre-college participants each year.

II. Programming efforts aimed at helping students to make successful transitions into the university (UWW CA-1)*

These programs provide academic and support as students enter the university as freshmen. They do so by providing a summer experience before the students begin as freshmen in the fall and/or by providing academic support and monitoring during the year. Support during the first and second semesters is critical in the retention of students.

1. Transitional programs
 - a. College Transition Program (The College Transition Program brings first generation/low income students not identified within specific programs to campus for one week prior to the start of school for academic skill development and adjustment to the college environment.)
 - b. Upward Bound Bridge Program (Upward Bound Seniors participate in a 6-week “bridge” program to help make the transition to college. This program involves students in academic coursework as well as skill development during the summer session.)
 - c. Fresh Start Program (The Fresh Start Program provides a summer transition period for first generation/low income students who are at risk of not succeeding. Their progress is monitored weekly and they participate in regular study sessions.)
 - d. King-Chavez Scholars Program (The King-Chavez Program provides regular seminars and academic support to high ability first generation/low income students.)
2. First Year Programs
 - a. Peer Mentors program (The Peer Mentors program assigns an upper class student to maintain a peer-to-peer contact with a group of about 20 new freshmen students to help them become adjusted to the campus academically and socially.)
 - b. New Student Seminars (These are one-credit courses for new freshmen aimed at providing academic support and support in adjusting the college.)
 - c. Fresh Start Program (This program provides weekly monitoring of academic progress and of adjustment to campus. There is regular study support.)
 - d. King-Chavez Scholars Program (The King-Chavez Program provides regular seminars and academic support to high ability first generation/low income students.)

- e. Academic Advising and Exploration Center (The AAEC provides academic advising for all new freshmen and for undeclared students. The AAEC also provides assistance in exploring different academic fields and considering different career paths.)
- f. Early Warning System (Students who are encountering academic difficulty in the first six weeks of the fall semester are identified. The AAEC and/or college advisors contact each student to suggest ways to address academic concerns.)

Measurable Outcomes:

- 1) Freshman g.p.a. of multicultural students.
- 2) Freshman-to-sophomore retention rates of multicultural students.
- 3) Number of multicultural freshman that participate in clubs, organizations, etc.
- 4) ACT scores in English and placement in developmental English (English 90) or in higher-level English classes (e.g, English 101, 102, or 161) for multicultural students and students whose first language is not English.
- 5) Number of students who become McNair Scholars, Undergraduate Research Scholars, and University Honors Scholars.

Additional Suggested Activities/Strategies:

- 5) Require all freshmen at risk to enroll in the New Student Seminar.
- 6) Students may not be aware of the range of possible majors when they come to the university. Have students learn about the range of majors available through the New Student Seminar and related programs.

III. Programming aimed at providing access to academic support services, mentoring and discipline specific academic support (UWW CA-2, UWW CA-3, UWW Ca-6, UWWNI-2, UW NI-3)*

These programs provide academic and social support as students identify their majors and move from general education courses into “gateway” or introductory courses in the major. Advisement and interactions with faculty are core components of this set of programs. The regular contact, monitoring of academic progress, and academic skill development support increased success in the majors.

- 1. Academic Support
 - a. Student Retention Services (Programs in this area provide monitoring of academic progress and assistance with academic skill development.)

- i. Academic Network (Students not otherwise identified with programs meet with graduate assistants once a week, and attend seminars and study sessions.)
 - ii. Native American Support Services (Selected Native American students meet regularly with graduate assistants, and attend seminars and study sessions.)
 - iii. Southeast Asian Support Services (Selected Southeast Asian students meet regularly with graduate assistants, and attend seminars and study sessions.)
 - iv. Latino Student Programs (Latino Student Programs provides academic support, cultural programming, and social activities with a Latino focus.)
 - v. Tutoring (The Tutoring Center provides tutoring for students.)
2. Mentoring (The programs listed below involve a mentoring relationship between faculty and students. Each student works on a research project under the direction of a faculty mentor. Typically, students present their research at a conference. In many cases, students write professional papers with their mentors.)
- a. King-Chavez Program
 - b. McNair Post Baccalaureate Achievement Program
 - c. Undergraduate Research Program
3. Discipline Specific Academic Support (The types of support available vary from discipline to discipline. In some cases there is Supplemental Instruction where a student who was previously successful in a course sits in on the course and then provides additional class sessions for the current students. In other cases, discipline specific student organizations provide tutoring and study group support.)
- a. Departmental support programs
 - b. Support from student organizations
 - c. Discipline-specific tutoring
 - d. Academic Advisement and Exploration Center (Generally, the AAEC provides referrals to specific support.)
 - e. Master Advisers (The University Master Advisers provide academic advising for students in their majors.)

Measurable Outcomes:

- 1) Freshman-to-sophomore, sophomore-to-junior, and junior-to-senior retention of multicultural students.
- 2) Freshman, sophomore, junior, and senior g.p.a. of multicultural students.
- 3) Entry of multicultural students into intended majors (the number of students who are admitted to the College of Business and Economics or College of Education, number of science majors, etc.
- 4) G.P.A. of multicultural students in major courses.
- 5) Graduation rates of multicultural students: 4 years, 5 years, 6 years.

Additional Suggested Actions/Strategies:

- 1) Identify and reinforce the requirements for success in gateway classes, including g.p.a. requirements, so that students are more aware of the necessity of understanding the material and of earning good grades in gateway classes, in preparation for other coursework in their major and/or minor that builds on the information in these courses.
- 2) Encourage faculty to become more involved in student organizations to enhance faculty/student interactions outside the classroom.
- 3) Departments should be encouraged to identify faculty contact persons in each department or program who will work with students who are having difficulty in their courses.

IV. Efforts aimed at improving the university's learning and living climate, for all students (UWW CA-7, UWW NI-7)*

The learning environment in students' classes is a key element in retention and graduation. Instructional practices that reflect a climate of supportiveness for all students, including multicultural students, enhance students' success in their coursework. These programs help increase awareness of the needs of multicultural students on the part of all students and all faculty and staff.

1. Classroom Diversity Training (Over the past several years, faculty and instructional staff have participated in a variety of projects aimed at bringing diversity into the curriculum. A grant program provided funding for one effort. As a result, approximately 50 faculty and staff participated in activities related to classroom diversity training. In addition, all colleges and departments are looking at diversity in the classroom and the curriculum as part of an effort endorsed by the Faculty Senate.)
2. Multicultural Awareness Activities (The Leadership Development office provides "Walls and Boxes" training each year. The division of Student Affairs and Academic Affairs support a variety of activities throughout the year to expose students to different cultures. The last two years we have held a multicultural awareness fair for the campus.
3. Lecture Series (The Letters and Sciences Lecture Series brings 6 speakers to campus each year, generally with a multicultural focus. The McNair Lecture series does so also. The Multicultural Education Center brings speakers as well. During specific times of the year, we have presentations related to a theme [e.g., Latino Heritage Month, Native American Heritage Month, Southeast Asian Heritage Month, and African American Heritage Month].)
4. Multicultural Education Center (The Multicultural Education Center provides a meeting place, a university-wide calendar of events, print and AV materials, and programming related to the university's climate.)

Measurable Outcomes:

- 1) The perceptions and attitudes of students regarding the supportiveness of the campus climate for retention and graduation. Assessment will occur through:
 - a. campus surveys (e.g., Campus Climate Survey, Human Resources & Diversity Office survey, NSSE [National Survey of Student Engagement]);
 - b. Senior survey questions on preparedness and importance of multicultural issues;
 - c. department responses to the NSSE Committee's recommendations on improving climate related to diversity, based on the NSSE data comparing UWW students to national norms;
 - d. results of focus group meetings on an annual basis.
- 2) Percentage of multicultural faculty and staff.
- 3) Percentage of multicultural UWW students.

Additional Suggested Actions/Strategies:

- 1) Consideration of producing an Equity Scorecard by major.
- 2) Encourage faculty to review their teaching styles/strategies in order to address diversity in learning styles of students through LEARN Center activities.
- 3) Clearly articulate to students the importance of appropriate classroom and, learning behaviors (e.g., attitudes, preparedness) early in the semester and reinforce them throughout the semester so that students continue to work to exhibit appropriate attitudes and behaviors.
- 4) Consider the inclusion of a greater number of assignments, exams, quizzes, etc., so that one poor grade does not necessarily mean that the student's final grade will be low.
- 5) Identify faculty who are role models at adapting their courses to different learning styles and encourage them to share their strategies with others.
- 6) Consider expanding the early warning system prior to midterm to all students.

Other comments:

The two most important factors influencing retention are financial issues and students who drop out for reasons that the university cannot control. The University can do a lot, but may not get the results we are seeking. However, support and encouragement will make a difference in some students' retention and graduation.

Many of the programs identified above are in existence or have been recently added. Others will be added as appropriate. Colleges, departments, and offices will be asked to develop ways of addressing the Plan 2008 goals appropriate to their areas.

*Identifies the Plan 2008 UW System goal(s) addressed by UWW Continuing Actions (UWW CA), and New Initiatives (UWW NI) for Plan 2008 proposed by UWW.

APPENDIX A UW SYSTEM PLAN 2008 GOALS

UW System Administration Goals

Plan 2008 contains seven goals that are designed to transition the UW System into the 21st century:

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| Goal #1 | Increase the number of Wisconsin high school graduates of color who apply, are accepted, and enroll at UW System institutions. |
| Goal #2 | Encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age. |
| Goal #3 | Close the gap in educational achievement, by bringing retention and graduation rates for students of color in line with those of the student body as a whole. |
| Goal #4 | Increase the amount of financial aid available to needy students and reduce their reliance on loans. |
| Goal #5 | Increase the number of faculty, academic staff, classified staff and administrators of color, so that they are represented in the UW System workforce in proportion to their current availability in relevant job pools. In addition, work to increase their future availability as potential employees. |
| Goal #6 | Foster institutional environments and course development that enhance learning and a respect for racial and ethnic diversity. |
| Goal #7 | Improve accountability of the UW System and its institutions. |

UW System Goal II Addendum - Encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age.

APPENDIX B
UW-WHITewater PLAN 2008 GOALS AND NEW INITIATIVES

UW-Whitewater's Plan 2008 addresses eight Continuing Activities and eight New Initiatives and Expanded Activities. These sixteen activities/initiatives are tied to the seven UW System Plan 2008 goals (May 1999).

Continuing Activities

1. Continue to provide a well articulated comprehensive array of services, beginning with precollege programming and continuing on through support for graduate study.
2. Continue to provide opportunities for undergraduate students to present professional papers and engage in leadership activities.
3. Continue and expand efforts to improve retention and graduation rates for students of color
4. Continue and enhance efforts to recruit and retain faculty and staff of color
5. Continue to monitor institutional progress, at least on an annual basis, emphasizing Equal Opportunity goals, salary equity, promotion and tenure rates for women and faculty of color, and retention rates for women and faculty/academic staff of color.
6. Continue mentoring undergraduate and graduate students of color and economically disadvantaged students as a way of sparking their interest in aspiring to future faculty and staff positions at UW System institutions
7. Continue efforts to address curricular diversity, through curricular infusion, new course development, and library acquisitions.
8. Continue and expand organized opportunities for administrators, faculty, staff and students to learn about intercultural differences in communication and learning style.

New Initiatives and Expanded Activities

1. Work toward a better balance of enrollment of students of color across academic disciplines.
2. Establish undergraduate and graduate enrollment goals for students of color.
3. Expand scholarship programs for high achieving students of color and economically disadvantaged students to be funded by private contributions.

4. Support faculty and academic staff of color so faculty can achieve tenure and promotion and academic staff can achieve job success and promotion.
5. Work to "grow our own" by grooming individuals for success (i.e., moving from staff to faculty positions, moving from classified to staff positions, assuming administrative responsibilities).
6. Encourage recruitment of and professional development and upward mobility opportunities for classified staff and limited term employees (LTE's) of color.
7. Regularly seek information from students, faculty, and staff on ways to improve campus climate.
8. Increase UW System institutions' partnerships with local communities of color, social service agencies, literacy centers, spiritual institutions, and other organizations.