SELECTED EXAMPLES OF PROVEN, PROMISING AND EMERGING PROGRAMS AND STRATEGIES:
STRENGTHENING RETENTION, CLOSING EQUITY GAPS AND DEGREE ATTAINMENT

2013
# TABLE OF CONTENTS

Introduction ............................................................................................................................................................................... 5  
UW System:  Systemwide Evidence-Based  Strategies and Tools ......................................................................................... 7  
  Liberal Education and America’s Promise (LEAP) ............................................................................................................. 10  
  The Equity Scorecard .......................................................................................................................................................... 12  
  The Climate Assessment Studies ........................................................................................................................................... 14  
Proven Strategies and Programs ................................................................................................................................................ 17  
  University Honors Program, UW-Eau Claire .................................................................................................................. 18  
  First Year Seminars, UW- Green Bay ............................................................................................................................... 23  
  Eagle Mentoring Program, UW- La Crosse .......................................................................................................................... 25  
  First- Year Interest Groups (FIGs), UW-Madison ............................................................................................................ 28  
  PEOPLE (Pre–College Enrichment Opportunity Program for Learning Excellence) Program, UW-Madison .......... 32  
  Access to Success (A2S) and U-Pace, UW-Milwaukee ................................................................................................... 36  
  Student Support Services Program, UW-Parkside ........................................................................................................... 40  
  McNair Scholars Program, UW-Whitewater ..................................................................................................................... 43  
Promising Strategies and Programs ........................................................................................................................................ 47  
  Engaging Students in the First Year Program, UW Colleges ........................................................................................... 49  
  Closing the Achievement Gap in General Chemistry Courses:  A Two-Pronged Approach (Chemistry Curricular Reform), UW-Madison ........................................................... 54  
  Integrated approaches to reduce the achievement gap in the College of Letters and Sciences: The Center for Academic Excellence (CAE), UW-Madison .............................................................. 59  
  Community Liaison Counselors Admissions Office, UW-Oshkosh ................................................................................. 64  
  Multicultural Retention Tracker (MRP Tracker), UW-Oshkosh ......................................................................................... 67  
  DRIVEN Scholars Program, UW-Platteville ......................................................................................................................... 69  
  First Year Seminar, UW– Stevens Point ............................................................................................................................. 74  
  SAAC Pointers on a Path, UW-Stevens Point ..................................................................................................................... 76  
  Student Jobs Initiative, UW-Stout ....................................................................................................................................... 78  
  Stoutward Bound: Bridge Program, UW-Stout .................................................................................................................. 81  
  Student Success: Liberal Arts High Impact Practices, UW-Superior ..................................................................................... 84
Teacher Education: Recruitment and Retention Efforts Focused on Underrepresented Students, UW-Superior ........................................................................................................................................................................... 86
Pathways for Success, UW-Whitewater ......................................................................................................................................................................................... 88
Future Teacher Program, UW-Whitewater .................................................................................................................................................................................. 90
Emerging Programs and Strategies ...................................................................................................................................................................................... 94
The Falcon Promise, UW-River Falls ..................................................................................................................................................................................... 95
Appendix ................................................................................................................................................................................................................................................. 98
Appendix A: Glossary ...................................................................................................................................................................................................................... 99
Appendix B: Detailed Description of the UW-Madison L&S Redesign Process for the CAE Academic Support Program ........................................................................................................................................................................................................................................... 103
Appendix C: Detailed Description of the Equity Scorecard Process and Framework ........................................................................................................................................................................................................................................... 105
Appendix D: High Impact Educational Practices .................................................................................................................................................................................. 107
Appendix E: Liberal Education & America’s Promise (LEAP) ........................................................................................................................................................................................................................................... 109
End Notes ................................................................................................................................................................................................................................................. 111
INTRODUCTION

Since its inception, the University of Wisconsin System has strived to provide its students with the highest quality academic, leadership and social experiences as possible. For more than 20 of those years, the UW System has endeavored to be a national leader in diversity in higher education. In fact, in 1988 it became the first higher education system in the nation to adopt a systemwide 10-year strategic plan for diversity.

Throughout its evolution, the UW System has come to know that to maintain excellence and retain its competitive edge, it must not only achieve diversity among its learners, faculty and staff, it must also create teaching, learning and living environments that support excellence, equity and success for all. Doing so is part of the System’s social contract to the State, and the nation, and it is the legacy of this great higher education system.

Inside this publication are select examples of some work across the System to advance the aims of Inclusive Excellence (equity, diversity, inclusive climate) so that all students experience the rigor and vigorous exchange of ideas gained through learning in diverse environments. Information presented in publication is divided into three sections – Proven, Promising and Emerging Programs – differentiating programs based on evidenced-based outcomes and impacts. Proven Programs have demonstrated impacts and outcomes (evidence) of student success. Promising strategies and programs are those where the preliminary or early data and results indicate positive impacts on student outcomes, and the strategies and programs have not been in effect or operational for a sufficient period of time to yield positive impacts or outcomes over a sustained period of time, i.e. demonstrated positive outcomes. Emerging Strategies are those with structures, strategies and practices identified in student success (access, persistence, retention, student engagement, high-demand majors, and degree attainment) literature that are too new to have produced any assessment or outcome data for students at the UW institution where it has been implemented.

Programs and strategies outlined in the sections that follow are but a small sampling of the many efforts underway—equity, excellence and closing equity gaps—in support of student success at UW System institutions.

Many thanks to UW System Chancellors, Provosts, Faculty, Staff, practitioners and UW System staff in the Office of Equity, Diversity and Inclusion, particularly Artanya Wesley and Jen Schoepke, who contributed to the information published in this compilation of programs and strategies.

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February, 2013
UW SYSTEM: SYSTEMWIDE EVIDENCE-BASED STRATEGIES AND TOOLS
Inclusive Excellence

Inclusive Excellence is the overarching framework and vision by which the UW System is working to achieve diversity, equity and inclusion. Inclusive Excellence reflects the University of Wisconsin System’s commitment to creating the diverse learning environments that are vital to our students’ growth, learning, and achievement.

Grounded in organizational development theory, Inclusive Excellence emphasizes shared leadership, responsibility, and accountability in the pursuit of equity, diversity and excellence. Inclusive Excellence helps universities fully utilize diversity as a resource and central component of academic quality and excellence for all students. It is central to institutional, student and academic planning and policy, practice and decision-making. In other words, it is designed to shift work related to diversity, equity and inclusion from the margins to the center of university life and operations, fundamental to higher education’s mission.

In spite of past efforts and the overall progress the University of Wisconsin has made toward improving institutional diversity, the finish line remains distant. The lessons learned throughout our 20-plus-year history of strategic plans for diversity continue to inform our thinking and our strategies, and the unrealized goals of Design for Diversity and Plan 2008 remain important and in place. Yet, the University of Wisconsin System has yet to achieve equity in student outcomes or attain compositional diversity—among students, faculty or staff—to the degree needed to assure that all students experience the rigors of being educated in diverse learning environments with individuals who have diverse backgrounds, viewpoints and worldviews.

The principles of Inclusive Excellence, and the planning processes informed by those principles emphasize equity of outcomes among all college students. Through Inclusive Excellence the UW System seeks to fully engage diversity and inclusion in the service of learning and excellence to foster intellectual communities and campus climates that value, celebrate, and appreciate difference.

The Inclusive Excellence Guiding Principles include:

Core to mission
Diversity is central to institutional life, not the periphery, such that it becomes a key organizing principle around which other institutional decisions are made

Widespread engagement
To truly fulfill their educational missions as colleges and universities dedicated to serving all students, a more comprehensive, widespread level of engagement, shared responsibility, and accountability at all levels and ranks must be engendered, where everyone has a place at the table. In short, everyone has a role to play.

Close attention to students
Institutions need to cultivate a close attentiveness to the student experience itself, including the impact of social identities on students’ learning experiences. In short, different students require different forms of support.
Joint pursuit of diversity and excellence
Since the goals of excellence and diversity are interconnected and interdependent, excellence must be measured by equity, inclusion and superior performance.

Implementation matters as much as strategy
Success is measured by the change made at institutions towards the goals of equity and inclusion, not by the quality or time spent setting goals and planning. In other words, IE plans/strategy are only as good as the action which carries them out into tangible outcomes.

Dual Focus
Diversity efforts require dual focus, concentrating on both increasing compositional diversity and creating learning environments (culture) in which students of all backgrounds can thrive.

To reach the aims of Inclusive Excellence, UW System institutions must set goals and strategies that simultaneously address compositional diversity, equity and climate. Success under Inclusive Excellence will be recognized by numerous hallmarks, some of which include:

- The institutionalization of equity and diversity, where they are embraced as core values and used to inform campus decision-making, educational practices, and policy-making;
- Greater compositional and equitable representation in the diversity among faculty, students, staff, and other university personnel;
- Improved campus climates that provide a strong, abiding sense of belonging and community for all UW students;
- Improved campus climates that provide a strong, abiding sense of belonging and community for all UW students;
- Greater numbers of UW students who possess the requisite multicultural competencies they need to navigate an increasingly diverse democracy; and
- The enhanced capacity of UW System institutions to meet the ever-emerging and complex needs of its students, the state, and society, now and in the future.
Liberal Education and America’s Promise (LEAP)

In 2005, the University of Wisconsin System became the pilot partner in the Association of American Colleges & Universities Liberal Education and America’s Promise or LEAP Campaign. AAC&U is one of the nation’s leading higher education associations, focusing on the quality, vitality, and public standing of undergraduate liberal education. In the vision of AAC&U, the LEAP Campaign calls for higher education institutions to act as catalysts for educational, economic, social, and civic transformation.

Through their work on LEAP, the UW System and institutions aim to put quality student learning and inclusive excellence at the center of the academic enterprise. LEAP Wisconsin is:

- a shared conversation throughout the UW System and parts of Wisconsin focused on the purpose and value of liberal education in the 21st-century knowledge economy;
- the means to an end, the end being the goal of full participation by America’s populace in quality higher education and all that it has to offer—both as a private good for individuals, and a public good vital to American civil society and democracy;
- a broad and coordinated set of activities, delivered statewide through campus action and public outreach and advocacy.

Some of these signature activities include:

- The adoption—as a part of the Growth Agenda for Wisconsin—of the UW System’s Shared Learning Goals, outcomes that every graduate should be able to meet as a result of their college educations. These include knowledge of human cultures and the natural world; critical and creative thinking skills; effective communication skills; intercultural knowledge and competence; and individual, social, and environmental responsibility.

- Between 2008 and 2011, three UW institutions—UW-Eau Claire, UW-Milwaukee, and UW-Oshkosh—participated in the Give Students a Compass project, a grant project administered by AAC&U with funding from the Carnegie Corporation and the Lumina Foundation. The Compass project became a model for how best to strategically coordinate and integrate the change work at the heart of LEAP and Inclusive Excellence. The Compass campuses focused on particular high-impact practices (HIPs) and under-served student populations in the effort to redesign undergraduate curricula.

- Increased awareness of the educational benefits of High-Impact Practices (HIPs), growing out of research conducted by AAC&U and others. HIPs are intellectually engaging and effective educational practices shown to deepen student learning and to raise levels of performance, retention and success for all students. HIPs have an especially strong compensatory benefit for underrepresented students. UW System institutions have a long tradition of integrating high-impact practices into the academic and co-curricular programs they offer to students. Thanks to recent research into the conditions necessary for student success, a renewed focus on the equity and diversity of educational opportunity, and the shift towards a more student-centered learning paradigm, efforts to incorporate HIPs into general education and the majors have been increasing throughout the System. HIPs embody the hallmarks of a quality education and they lead to more and better-prepared graduates from UW institutions.
More information about LEAP Wisconsin can be found at: [http://liberaleducation.uwsa.edu/](http://liberaleducation.uwsa.edu/).
The Equity Scorecard

In fall of 2005, six University of Wisconsin institutions1 volunteered to pilot the Equity Scorecard, an action inquiry process developed by Dr. Estela Mara Bensimon at the University of Southern California’s Center for Urban Education. The Equity Scorecard is a data sense-making tool, a cultural practice, a leadership approach and a theory of change all at once.

Since March 2006, fourteen University of Wisconsin System institutions have engaged in this systematic inquiry process of examining factual, institutional data (evidence) to identify and assess the causes and conditions of inequities. Teams work to understand the state of equity in educational outcomes for African American, Hispanic/Latino, American Indian, Southeast Asian and white students at their institutions.

The UW System Equity Scorecard project is designed to help participating institutions identify gaps in educational outcomes for underrepresented students of color by examining institutional data through an examination of “Vital Signs2” through four perspectives Access (enrollment), Retention (persistence and retention), Excellence (Institutional Effort) and Completion (Graduation). Closing equity gaps requires institution leaders to notice (equity-mindedness) gaps and inequities in educational outcomes across racial and ethnic groups, understand the specific causes of the gaps and work to identify specific strategies, actions and interventions to eliminate the inequities as a matter of institutional accountability.

The Equity Scorecard is a formative model of sustained inquiry using institutional data to identify the root causes of equity gaps. Institutional teams use their own institutions vital signs data, to identify gaps in educational outcomes through the four Perspectives of the Equity Scorecard. Throughout the process, the teams engage other faculty, staff and administrators in the “action research” to identify and understand the root causes of gaps within the context of their specific campus environments. Ultimately, the process leads teams to new learning that enables them to work within their institutions to remove impediments to success and achieve excellence in educational outcomes for all students.

The Equity Scorecard process reframes discussions about inequitable outcomes in educational attainment. Instead of framing the problem from the perspective of student deficits (“blaming the students”), the unit of inquiry for purposes of the Equity Scorecard is on an institution’s practices and policies, and those of practitioners. For example, in this work “Equity” is achieved when the representation of students of color across the institution (for example, on the Dean's List, recipients of honors and awards, on student government, all majors and academic disciplines, etc.) mirrors their representation in the student population.3

1 UW-Colleges, UW-La Crosse, UW-Oshkosh, UW-Parkside, UW-Milwaukee and UW-Whitewater.
2 Vital Signs is a data template designed to help an institutions Evidence Team initiate the process of raising critical questions. Vital signs data is disaggregated by race and ethnicity to provide insight into the “health” and status of an institution with respect to equity in student outcomes. Confronting Equity Issues on Campus: Implementing the Equity Scorecard in Theory and Practice, 2012
3 Glossary of Frequently used Equity Scorecard Terms, Center for Urban Education, University of Southern California
A guiding principle of the Equity Scorecard’s approach is that “individuals at all levels of leadership, responsibility and power, rather than institutional structures or programs, are the ones who make change happen. Individuals can help bring about equitable results; they, not programs, are the real agents of change.” Therefore, the “practitioner as researcher” model is a core element of the process. It is built upon the assumption that when members of the institution examine their own data, they create knowledge about local problems that increase their individual and collective ownership for finding solutions. Sustained, deeper inquiry into particular achievement gaps increases team members’ consciousness of the inequities, and leads them to generate changes that will achieve equity in results and excellence.

The Equity Scorecard involves the following basic steps:

1. **Laying the Groundwork**: Aligning the Equity Scorecard with existing campus efforts and identifying faculty, staff, and administrators to lead the work.

2. **Defining the Problem**: Identifying equity gaps in educational outcomes using tools that make the data real and actionable, conducting inquiry by asking additional questions.

3. **Assessing Interventions**: Inquiring into instructional and academic support practices around identified focus areas and gaps.

4. **Implementing Solutions**: Making purposeful changes based on the results of systemic inquiry, setting goals for improved equity and effectiveness.

5. **Evaluating Results**: Evaluating the effectiveness of changes and creating long term plans to reach equity goals.

The Equity Scorecard Team members initially analyze baseline data, called “Vital Signs,” that lead them to question and focus on specific educational outcomes by student racial/ethnic groups. Those questions lead to the team identifying objectives and improvement targets within each of the four perspectives. Those activities result in the creation of the Equity Scorecard, which the team uses as a self-assessment analytical framework to analyze the state of equity within their institution. The Scorecard is a tool that highlights areas that warrant further examination, and helps the team establish goals in the four perspectives that will lead to equity and excellence.

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The Climate Assessment Studies

Since fall 2006, all UW Institutions have participated in an assessment of campus/institutional climate. The first five UW institutions that volunteered to participate in the pilot year of the climate study project included the UW Colleges, UW-Oshkosh, UW-La Crosse, UW-Milwaukee, and UW-Stevens Point.

Over the past decade, UW institutions and System Administration became increasingly aware of bias-related incidents at UW institutions. After researching options and consulting widely with Chancellors, Provosts and campus governance groups, the UW System decided to undertake a broad-based system-wide climate study that would provide data for institutions and UW System. Rankin & Associates was chosen to lead the project because of their nationally recognized reputation.

The Climate Study survey was made available to all students, staff, and faculty on participating campuses. It assessed the climate for diversity and inclusion at each campus with regard to multiple identity groups (e.g. race/ethnicity, gender, religious affiliation, veteran status, age, sexual orientation, etc.). Climate is measured by personal experiences, perceptions and current attitudes, behaviors, and standards and practices of employees and students of an institution.

College/University campuses are complex social systems. Campus Climate is a construct that is defined by the relationships between faculty, staff, students, and alumni; bureaucratic procedures embodied by institutional policies; structural frameworks; institutional missions, visions, and core values; institutional history and traditions; and larger social contexts. Results of the Climate Study are meant to provide the UW System and participating institutions with information, analysis, and recommendations to address areas of need at the institutional and the System levels.

Research in higher education shows that creating a welcoming climate helps to maintain an institutional environment free from discrimination, with equal learning opportunities for all students and academic freedom for all faculty. In fact, numerous publications have confirmed the pedagogical value of a welcoming climate and a diverse student and faculty community on enhanced learning outcomes.

Program Goals

The overarching goals of climate assessments conducted at UW System institutions include:

• Fostering a caring University community that provides leadership for constructive participation in a diverse, multicultural world.
• Opening the doors wider for underrepresented groups is to create a welcoming environment.
• Improving the environment for working and learning on campus.
Outcomes

Climate on college campuses not only affects the creation of knowledge, but also has a significant impact on members of the academic community who, in turn, contribute to the creation of the campus environment. Numerous studies show that climate impacts: how students experience their campus environment influences both learning and developmental outcomes; that discriminatory environments have a negative effect on student learning; and research supports the pedagogical value of a diverse student body and faculty on enhancing learning outcomes.

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5 Pascarella & Terenzini, 1991, 2005
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PROVEN STRATEGIES AND PROGRAMS
Proven Program

Program Name

*University Honors Program, UW-Eau Claire*

Program Description

UW Eau Claire is in the fourth year of reinventing its University Honors Program at UW-Eau Claire. The program engages in a continuous process of identifying, recruiting, retaining, developing, and graduating students from all segments of its community, while striving to build a core faculty and staff and a base of support for *Inclusive Excellence* on the campus. Specific program innovations since 2009 include:

- Implementing a groundbreaking Holistic admissions procedure for Honors;
- Increasing participation of multicultural students in Honors student-faculty research and other Honors high-impact practices;
- Enhancing student data collection and advising to overcome barriers to retention in Honors;
- Developing pre-college programs to strengthen ties between university and minority communities statewide, to help recruit underrepresented students and close achievement gaps;
- Recruiting faculty and staff with professional competencies in equity, diversity, inclusiveness;
- Developing coursework in EDI-related areas, such as intercultural communication, especially as related to diverse populations in the US and Wisconsin.

The innovative approaches undertaken to reinvent the Honors Program at UW Eau Claire align with the current educational research of national organizations and are consistent with local educational and policy initiatives across the UW System. The following reflects UW-Eau Claire’s academic philosophy that guides these reforms:

- UW Eau Claire has a moral and practical obligation to effectively serve high ability students from all communities, including communities that are historically underrepresented in higher education;
- High-impact educational practices must be available to students from all communities and positively impact the education of majority as well as minority students;
- Effective innovations must include data-informed strategies for assessment and improvement;
- An Honors program that makes diversity an educational priority requires professional development for faculty, advisers, support staff, and student leaders, as well as new curricula and coursework;
To close achievement gaps among high ability students, new programming must be aligned with campus, state, and national initiatives that make human diversity an educational priority.

Program Goals

The UW–Eau Claire Equity Scorecard\textsuperscript{1} Report on Excellence (2009) noted that “students of color” [were] seriously underrepresented in the Honors program.\textsuperscript{2} Of the 392 students then officially enrolled in the Honors Program at UW Claire, only 7 (1.7\%) were known to be students of color. The Equity Scorecard report also concluded that “current admissions criteria for the University Honors Program unfairly disadvantage students of color,” and urged us to re-examine our ACT and class rank admissions requirements. At that time, only students with 28 or higher ACT composites (1280 SAT) and high-school-class rank in the top 5\% (or 29 and top 10\%, or 30 and top 15\%) were invited into Honors. Students with a 3.67 GPA on 15 academic credits were also invited to join, but only if their ACT composite score was 26 or higher.

The Equity Scorecard process provided tools for UW Eau Claire to not only identify equity gaps in access to the institution, it also aided in the identification of equity gaps in access and completion of High Impact Practices,\textsuperscript{3} and degree attainment in high demand majors. The Equity Scorecard emphasized that underrepresented students should enjoy equitable access to the benefits of high-impact Honors education, such as domestic intercultural immersions, study abroad, student-faculty research, and living-learning communities.

Outcomes

In response to Equity Scorecard data, and with guidance from Admissions and Multicultural Affairs, UW Eau Claire reviewed its Honors admissions requirements and began implementing a holistic admissions process in 2009. Using that process, the university examined application materials for all accepted UW–Eau Claire applicants for fall 2010 for students with 26 and up ACT \textbf{OR} class rank in the top 10\% \textbf{OR} 3.75 GPA. From the resulting list of 2100 applicants who met these criteria, the university Honors program selected all students who showed geographical diversity (i.e., not WI or MN), racial and/or ethnic diversity, or other outstanding academic characteristics (i.e. 30 ACT or above, valedictorians, etc.). Next the university reviewed complete admissions files for all 350 students that met the following secondary criteria, and rated them on their

\begin{itemize}
  \item Academic accomplishments & potential;
  \item Employment/extra
  \item Curricular/service activities;
  \item Potential to diversify the Honors Program;
  \item Rigor of senior-year course work; and
  \item Special talents, abilities, experiences, achievements.
\end{itemize}
Our Holistic Admissions Team, drawn from volunteers across our campus, includes specialists in African American Studies and American Indian Studies; representatives from Admissions, Multicultural Affairs, and the Dean of Students’ Office; and an exceptionally qualified Honors student.

The charts that follow summarize the impact of the Holistic Admissions procedures.

**Measure I: Impacts of Holistic Admission**

**Deficits in Multicultural Student Enrollment in the Honors Program**

<table>
<thead>
<tr>
<th>Multicultural Student Communities</th>
<th>Percentage of Multicultural Students, 2009 Report</th>
<th>New Multicultural Enrollees Needed for University-Wide Equity</th>
<th>New Multicultural Enrollees through Holistic Admission, Fall 2010</th>
<th>First to Second Year Multicultural Student Retention Rates - 2010 Holistic Admission Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>0%</td>
<td>2</td>
<td>3</td>
<td>2 (66%)</td>
</tr>
<tr>
<td>American Indian</td>
<td>0%</td>
<td>2</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Asian American</td>
<td>1% (4)</td>
<td>8</td>
<td>6</td>
<td>5 (83%)</td>
</tr>
<tr>
<td>Latina/o/Hispanic</td>
<td>.77% (3)</td>
<td>2</td>
<td>4</td>
<td>2 (50%)</td>
</tr>
</tbody>
</table>

1Based on data from 397 students enrolled in Honors at UWEC in 2008.
2Not including new enrollees through continuing automatic admission.

**Measure II: Retention, GPA, and Holistic Admissions**

**2010 Incoming Class**

<table>
<thead>
<tr>
<th>2010 First-Year Students</th>
<th>Students admitted</th>
<th>Retention, first to second year (based on Fall 2011 enrollment)</th>
<th>Honors Program Retention, first to second year (based on Fall 2011 Registration for Honors)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All FY Honors Students</td>
<td>135</td>
<td>122 (90%)</td>
<td>99 (73%)</td>
</tr>
<tr>
<td>All Holistic Admissions</td>
<td>18¹</td>
<td>16 (88%)</td>
<td>10 (55%)</td>
</tr>
<tr>
<td>Holistic Admissions, Multicultural</td>
<td>13</td>
<td>12 (92%)</td>
<td>9 (69%)³</td>
</tr>
</tbody>
</table>

159 students were invited to join the Honors Program through holistic admissions. Of that number, 19 students enrolled at UWEC, and 18 joined the Honors Program.
2Not including students completing Study Abroad or National Student Exchange.
32 active students from this group are participating in Study Abroad or National Student Exchange.
Developing and sustaining Honors holistic admissions meant challenging familiar assumptions about eligibility for university honors. The work demonstrated that conventional measures of Honors eligibility (top 5% class rank and 28 ACT) exclude a whole range of students with Honors potential. With the automatic admissions process (which in our case was based on specific benchmarks with no known educational significance), students were excluded from Honors admission for a number of indefensible reasons, including:

- Automatic exclusion of transfer students and students from schools that do not assign class rank
- Likely exclusion of English language learners due to characteristic variations in ACT scores
- Likely exclusion of students from economically disadvantaged backgrounds due to arbitrary ACT/class rank benchmarks
- Likely exclusion of students with outstanding achievements in areas not measured by test scores and class rank, such as music, athletics, forensics, employment, service, and obstacles overcome.

**Intersections - Advising, High-Impact Practices, and Academic Performance**

UW Eau Claire students generally do not have an equitable rate of participation in high impact practices, including advising and mentoring. We are striving to ensure that all our students take advantage of Honors opportunities. Several program innovations have had a positive impact on these areas in need of improvement:

- The Honors Program hired a specialist in student programming for Honors Education who greatly strengthened advising for Honors students and facilitated their participation in high-impact practices.
- Working closely with the Offices of Admissions, Housing and Residence Life, and Multicultural Affairs, the Honors Program established a Living-Learning Community with initial capacity to serve 60 Honors students per year, in September 2011.
- Funded by an internal grant, five Honors students took an “alternative” spring break trip to work on a service learning project in Milwaukee in 2010. The program was to have taken have capacity to take twenty students on a similar service trips in
both 2012 and 2013. This is an intercultural immersion project, with students working with nonprofit organizations focused on urban entrepreneurship, immigrant and other human services, and domestic violence family support.

- Enhanced mentoring and advising has resulted in individual success stories of multicultural students.

The University’s goal is to continuously increase the percentage of Honors Students who participate in high-impact practices. We know through research that student participation in these activities benefits and helps retain underrepresented students and benefits majority students. This chart documents the overall impact of our program redesign on the participation of all Honors students in high-impact practices:

**Measure IV: Honors Student Participation in High Impact Practices**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Living-Learning Community Participants</th>
<th>First-Year Experience Courses</th>
<th>Student-Faculty Research</th>
<th>Domestic Intercultural Immersion Participants</th>
<th>Course-Embedded Service Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2010-11</td>
<td>0</td>
<td>42</td>
<td>9</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>2011-12</td>
<td>33&lt;sup&gt;1&lt;/sup&gt;</td>
<td>56&lt;sup&gt;2&lt;/sup&gt;</td>
<td>Not yet available yet</td>
<td>20 (est.)</td>
<td>80 (est.)</td>
</tr>
</tbody>
</table>

<sup>1</sup> 25% of incoming first-year students in Honors

<sup>2</sup> 43% of incoming first-year students in Honors

<sup>3</sup> Based on participation in the Provost’s Honors Symposium, National Honors Conference, and UWEC Undergraduate Research Day.

**Collaborations: Equity Gaps in Disciplines and Pre-College Programs**

The continuing reinvention of the University Honors Program also seeks to strengthen collaborations between the university and underrepresented communities in the state, to help close equity and achievement gaps, and to pilot pre-college programs dedicated to multicultural student success.
Program Name

First Year Seminars, UW- Green Bay

Program Description

UW Green Bay First Year Seminars (FYS) are small (25 student), 3-credit, graded courses, restricted to first year students. FYS are taught on a variety of interdisciplinary levels, all seminars contain a set of common elements that have been designed to achieve the program objectives. These common elements include: (a) significant interaction with faculty, peer mentors, and other students, (b) required participation in co-curricular activities on campus, (c) information on, and the opportunity to practice, the knowledge and skills necessary to be successful in college (e.g., effective note-taking, time management skills, choosing a major), (d) the use of engaging, active-learning pedagogy, and (e) an introduction to the interdisciplinary, problem-focused mission of our university. Many of the seminar courses also contain a peer mentor, an advanced undergraduate student who attends class each day with students, encourages co-curricular participation, provides information on the college success skills, and generally acts as an additional resource and role model for students. Program evaluation results have consistently indicated that the positive effects of FYS on students are greater when they have a Peer Mentor in the class.

Programs Goals

The FYS program was initially developed to address the relatively low engagement among all first year students, as indicated by the data on the National Survey of Student Engagement, it was apparent that program had the potential for an especially significant impact on disadvantaged students. First Year Seminars are one of the High Impact practice. High impact practices are a set of “teaching and learning practices that have been widely tested and have shown benefits for college students, especially those from historically underserved backgrounds” (AAC&U, 2007). Other examples of high impact practices for undergraduate students include learning communities, internships, and research assistantships.

First Year Seminars high level goals are:

- To promote engagement and to facilitate a positive adjustment to college. Students have the opportunity to connect with their faculty, other students, campus resources, and the community.
- To introduce students to a problem-focused, interdisciplinary education. Students will address problems from multiple perspectives.
- To promote the development of critical thinking and problem solving skills.
- To develop the ability to analyze data/information from a critical perspective.
- To develop effective communication skills including writing, speaking, and the ability to work in a small group environment.
- To promote information literacy in the context of writing and speaking assignments so that
students have a better understanding of how information is collected, how to assess the quality of the information and its sources, and how to use information effectively.

Outcomes

Since the first year seminar pilot in 2006, seminar participation in the first semester of college is associated with higher levels of retention, persistence and graduation from UWGB, higher academic and co-curricular engagement, higher GPA, and greater overall satisfaction with the college experience. As an example, for the fall 2010 seminar cohort, as compared to fall 2010 freshmen who did not take a first year seminar, found higher levels of academic and co-curricular engagement at the end of the first year (as measured by the NSSE), higher first-semester GPAs, and a 9.9% higher persistence rate into the second year of college. (See the “Overview of UW-Green Bay First Year Seminar Program” supporting document for additional results.)

Looking specifically at disadvantaged students, evaluation results indicate a strong positive impact of FYS participation. For example, in the fall 2010 cohort, disadvantaged students who completed a FYS were retained into the spring 2011 semester at a rate 5.5% higher than disadvantaged students who did not complete a FYS (94.6% for FYS vs. 89.1% for non-FYS; note: all rates reflect persistence at UWGB). And the persistence rate into the 2nd year was 8.8% higher (79.9% for FYS vs. 71.1% for non-FYS).

In addition, students’ projected persistence rate into the 3rd year of college (in fall 2012) was 13.2% higher for disadvantaged students who completed a FYS than for those who did not (69.9% for FYS vs. 56.7% for non-FYS). This result was not isolated, nor has it been limited to the 2010 cohort. For example, the fall 2009 cohort had a 3.7% higher persistence rate into the 3rd year of college among disadvantaged students who completed a FYS (59.6% for FYS vs. 55.9% for non-FYS) and a 5.7% higher persistence rate into the 4th year (54.9% for FYS vs. 49.2% for non-FYS).
Proven Program

Program Name

*Eagle Mentoring Program, UW-La Crosse*

Program Description

Eagle Mentoring Program (EMP) is a collaborative program between the Office of Multicultural Student Services and the College of Liberal Studies designed to help academic departments retain 2nd year historically under-represented students. EMP provides a supportive and nurturing experience for protégés’ personal and intellectual development. EMP coordinates an instructional team that leverages resources and personnel from academic departments and Offices of Financial Aid, Counseling & Testing, Career Services, International Education, and Multicultural Student Services that will empower students with:

- a supportive and nurturing network of support
- knowledge of institutional programs and policies
- consistent contact with faculty in her/his major department through a faculty mentor
- help to develop the skills set to excel in advanced undergraduate research and writing, information about additional opportunities for career development and research.

During the last four years, the Eagle Mentoring Program (EMP) has worked with 44 protégés and 30 faculty mentors. EMP is a pipeline for programs like McNair, URC, Summer Research Opportunity (SROPs), and study abroad. The program significantly improves students’ academic performance and development, increases their persistence, and prepares them to excel academically during their third, fourth, and fifth years.

Each protégé will work with EMP Director and faculty mentor, in conjunction with her or his major department’s academic advisor, to create an individual Academic Achievement Plan (AAP) outlining course of study for 2nd, 3rd, and 4th years, to include opportunities for internships, study abroad, summer enrichment opportunities, extracurricular activities, and to explore possibilities for Undergraduate Research Grant and other remunerated research and academic enhancement summer opportunities. The AAP will include drafts of curriculum vitae and statement of purpose that could be used to prepare applications for career and academic opportunities, but also identifies key areas for improvement and will be highly individualized for each protégé.

After completing a year’s enrollment in EMP, it is expected that protégés will continue the relationship with their faculty mentor to explore further opportunities for educational enhancement such as enrolling in a Summer Research Opportunity program, completing an Undergraduate Research Grant Proposal over the student’s 3rd or 4th year, or applying to graduate or professional programs.
Program Goals

The Eagle Mentoring Program seeks to help diverse students form a more positive identification with the Institution and Community by conveying and providing students with a sense or feeling of genuine concern, caring, warmth, welcome and satisfaction with their college experience, so that they can be motivated and inspired to achieve academic excellence. There are five goals of the program:

1. Protégés will learn about campus resources, services, and engage in academic, cultural, and professional development activities that enhance each protégé’s educational experience.

2. Protégés and mentors will create a learning community that will facilitate a supportive, affirming, welcoming, and inclusive campus climate.

3. Development of writing and research literacy skills in the Social Sciences and Humanities.

4. Protégés and faculty mentor will build a mutually respectful mentoring relationship.

5. Create an individual Academic Achievement Plan.

Outcomes

Over 96% of EMP participants persist into their senior year at UW-L, well ahead of the white and aggregate ethnic minority student rates. Only one of the 42 participants in the program has dropped out. A total of 10 students in the first three cohorts have been accepted into the McNair program. Of the four students who have graduated from UW-L, three are presently enrolled in graduate programs—one in the UW-L Student Affairs Administration in Higher Education Program, one in the School of Social Work at Rutgers University, and another in the Divinity Program at Nyack College.

The chart below tracks average cumulative GPAs of four student cohorts, with (n) representing the number of students included in these averages.
### Eagle Mentoring Program

**Average Cumulative GPAs (Four Student Cohorts)**

*Fall 2009 – Summer 2012*

<table>
<thead>
<tr>
<th>Cohort (n)</th>
<th>Fall ’09 x Cum GPA</th>
<th>Spr. ’10 x Cum GPA</th>
<th>Fall ’10 x Cum GPA</th>
<th>Spr. ’11 x Cum GPA</th>
<th>Fall ’11 x Cum GPA</th>
<th>Spr. ’12 x Cum GPA</th>
<th>Sum. ’12 x Cum GPA</th>
<th>Applied McNair</th>
<th>McNair Enrolled</th>
<th>Grads/Enrolled/drop out</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010–11 (9)</td>
<td>2.996</td>
<td>3.094</td>
<td>3.026 *</td>
<td>3.089</td>
<td>3.143</td>
<td>3.157</td>
<td>3.177</td>
<td>7</td>
<td>4</td>
<td>0/9/0</td>
</tr>
<tr>
<td>2011–12 (13)</td>
<td>3.196</td>
<td>3.220</td>
<td>3.250 *</td>
<td>3.189</td>
<td>2.990</td>
<td>3</td>
<td>1**</td>
<td>0/13/0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012–13 (11)</td>
<td>3.219</td>
<td>3.206</td>
<td>3.638*</td>
<td>***</td>
<td>***</td>
<td>0/11/0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Semester of entry into EMP.
**This cohort included a large number of McNair ineligible students
*** Will apply Spring 2013.
Proven Program

Program Name

First-Year Interest Groups (FIGs), UW-Madison

Program Description

First-Year Interest Groups (FIGs) are designed to help first-year students make the transition to UW-Madison, both academically and socially. They were created in response to recommendations that the university develop a first-year seminar experience as one way to improve academic performance, student retention, and multicultural understanding for new first-year students.

A FIG is a cluster of about 20 students who sign up for three classes linked by a common theme, with a faculty member leading a seminar course that helps students discover interdisciplinary connections in the subject matter. This allows students to get to know and work with each other both in and out of class. FIGs are a great registration option for students interested in joining a supportive and friendly learning community.

The structure of FIGs emphasizes faculty involvement, curricular integration, and social connections among students. Most FIGs are open to all first-year students regardless of where they may be living. Each FIG is led by a faculty member who teaches the core “synthesizing” class and who integrates appropriate material from the two “linking classes.” In addition, some FIGs also include service-learning opportunities, extending the out-of-class experiences of students into the surrounding community.

The program has developed partnerships with campus programs that support targeted student populations, reserving spaces in FIGs for students who are part of the Academic Advancement Program, the CeO program, the Summer Collegiate Experience, POSSE, or the First Wave. The program is primarily supported by the College of Letters and Science, and during the first two “seasons” of operation, all of the FIGs were led by L&S faculty.

However, one goal of program planners has been to expand campus support of FIGs, and the FIGs Planning Committee actively solicits proposals from faculty outside of L&S. As a result, all of the schools and colleges offering undergraduate majors have participated in FIGs; in addition, faculty from the School of Medicine and Public Health have been involved with teaching FIGs, and staff from the Great Lakes Bioenergy Research Center also continues to teach a FIG on bioenergy and sustainability as part of the educational outreach mission of the center.

Program Goals

The fundamental mission of the program is to enhance first-year student learning through the development of learning communities that foster academic and social connections. The program attempts to:
• Provide diversity education for participating students
• Contribute to general education goals and learning
• Offer integrated learning across cohorts of classes

Outcomes

When the program was piloted in the fall of 2001, it began with four FIGs with 75 students enrolled. The target was to have 45 FIG options in the 2010-2011 academic year; however, that target was surpassed, with 44 FIG options available in the Fall 2010 semester and an additional eight options for the Spring 2011 semester, which brought the total number of FIGs for the 2010-2011 academic year to 52. In Fall 2011, the program offered 58 FIG options, with another eight offered in Spring 2012. The following chart tracks the growth of the program. The combined enrollment of FIGs in the fall 2011 and spring 2012 semesters was more than 1,200 students enrolled in 66 FIGs, and the program has become a model nationally and internationally.

FIGs Overall Student Impact

FIGs tend to enroll a greater proportion of first-generation students (26% of FIGs vs. 19% of non-FIGs) and targeted minority students (20% FIGs vs. 11% non-FIGs). By these standard measures, FIGs students would seem to be less prepared than their non-FIG peers, and therefore they would be expected to perform at a lower level. However, FIGs students consistently earn higher cumulative GPAs at the end of their first semester than non-FIG students. For Fall 2011, the average cumulative GPA for FIGs 8 students after the first semester was 3.3, while the average cumulative GPA for non-FIG students was 3.1.
Student's academic success for the Fall 2011 FIGs cohort, 79% had earned a GPA of 3.0 or higher, and only 2% had GPAs less than 2.0. In contrast, just 65% of the non-FIGs cohort had earned GPAs of 3.0 or higher, and 5% had earned GPAs of less than 2.0.

FIGs Impact on Targeted Minority Students

The impact of FIGs on the performance of targeted minority students is striking. The positive effects of being part of a learning community with small classes, connections with faculty, and connections with peers are evident when one compares the GPAs of minority students participating in FIGs to the GPAs of their non-FIGs peers: For the fall cohorts of targeted students of color, the differences between the GPAs of FIGs and non-FIGs students are even greater. In Fall 2011, the average GPA earned by targeted students enrolled in FIGs was 3.0, compared to 2.8 semester GPA earned by targeted students not enrolled in FIGs.
Among targeted minority students enrolled in FIGs, 64% earned a GPA of 3.0 or higher compared with 44% of targeted students who were not enrolled in FIGs. This is another measure that indicates that participation in FIGs has a positive impact on student performance.

Overall, participation in the program also has been shown to have a long-term positive impact on student performance — after seven semesters on campus, 83 percent of FIGs students have cumulative GPAs of 3.0 or higher, compared with 75 percent of non-FIGs students.
Proven Programs

Program Name

PEOPLE (Pre-College Enrichment Opportunity Program for Learning Excellence) Program, UW-Madison

Program Description

PEOPLE is a pre-college pipeline for students of color and low-income students, most of whom are the first in their families to potentially attend college. Their journey prepares them to apply, be successfully admitted and to enroll at the University of Wisconsin-Madison. PEOPLE accepts highly motivated students into a rigorous program to build study skills, explore and strengthen academic and career interests, and gain a positive experience on a world-class campus.

PEOPLE differs from other pre-college programs by working with students, families, teachers and counselors to provide the sustained individual attention critical for being academically, psychologically and culturally prepared to succeed at the college academic level.

PUBLIC SCHOOL PARTNERSHIPS include:

- Milwaukee Public School District
- Madison Metropolitan School District
- Menominee Indian School District
- Racine Unified School District
- Kenosha Unified School District
- Waukesha Public School District

RURAL PARTNERSHIPS include:

Bad River, Ho-Chunk, Lac Courte Oreilles, Lac du Flambeau, Mole Lake, Oneida, Potawatomi, Red Cliff, St. Croix and Stockbridge-Munsee Indian Nations of Wisconsin.

For Madison-area residents, the six-year program begins in the summer when students have completed the sixth grade and continues until the students have graduated from high school. All other PEOPLE locations accept students when they are in ninth grade.

Priority for admission is given to students eligible for the free and reduced hot lunch program. Upon graduation from high school, students who are U.S. citizens or permanent residents, who have been admitted to UW-Madison and who complete the Bridge-to-College Program will be eligible for a tuition scholarship for up to four years.

The PEOPLE Program is separated into four units:

(1) PEOPLE Prep Program
The PEOPLE Prep program is a second through sixth grade after school tutorial program with a math, reading, and writing focus. The program is community based at the Northport and Packer Town Homes on Madison’s northeast side. All participants must live in either community housing in order to enroll in the program. The program is held after school for two hours, twice a week. Tutors are elementary education students at UW-Madison. They help the children with homework, read to them and play skill-building games. The program prepares children for eventual admission to the PEOPLE Middle School Program.

(2) PEOPLE Middle School Program

PEOPLE for middle school students is a year-round learning adventure that challenges and stimulates students who are considering a college education. The six-year program for students in the Madison Metropolitan School District begins in the summer after sixth grade. Each PEOPLE student who qualifies for admission to UW-Madison and completes the Bridge-to-College Program during the summer after high school graduation will be eligible to receive a tuition scholarship for up to five years of tuition assistance.

During the school year, UW-Madison faculty, staff and graduate students work on site with PEOPLE students providing academic skills development and tutorial services. Core subject areas are: reading, writing, mathematics, English, science, social studies and foreign languages. Students also participate in campus orientations and cultural enrichment activities such as attending performances at the Wisconsin Theatre.

(3) PEOPLE High School Program

PEOPLE challenges motivated high school students by providing personal discovery, academic improvement, and career exploration. Throughout the four-year program, students demonstrate an increased understanding for college life and expectations as well as improved confidence in their academic abilities and preparation.

Freshman/Sophomore Years

A three–week residential program on the UW–Madison campus includes math, study skills and writing skills development; ACT preparation; workshops in the biological and physical sciences, engineering, biomedical research and health sciences; and an evening curriculum in the fine and performing arts.

Junior Year Internship

A six–week residential internship/research experience for learning and applying methods of scientific inquiry, analysis and research in humanities and social sciences; hands–on experience and exposure to various professional fields through placements with hospitals, media companies, area
Senior Year

- Upon high school graduation and admission to the UW-Madison, students participate in an eight-week Bridge-to-College Program for college credit and orientation to university life as an undergraduate. They take rigorous university-level courses, earn credits toward an undergraduate degree, and interact with other students and faculty.

More than 90% of PEOPLE students go on to attend college. Nearly half are enrolled at UW-Madison. Upon graduation from high school, each PEOPLE student who is admitted to UW–Madison and completes the Bridge-to-College Program will be eligible for a tuition scholarship for up to five years. Students must maintain a 3.0 grade point average to remain in PEOPLE.

(4) PEOPLE College Scholars

Students who successfully complete the pre-college program, meet UW-Madison admission requirements, and complete the eight-week Bridge-to-College Program are eligible for a tuition scholarship for up to five years.

The scholarship will cover tuition only. Expenses for room and board, books, travel, living allowances and other costs, including medical insurance, are not included. To maintain eligibility for the PEOPLE tuition scholarship, students must meet academic credit and grade point requirements.

Ongoing mentoring and academic support is made available to ensure retention and graduation rates of PEOPLE college students remain high. PEOPLE undergraduates are also encouraged to participate in an array of campus community service activities, and are expected to mentor and to tutor PEOPLE middle and high school students.

Program Goals

1. Retain pre-college students of color and those from low-income households in school.
2. Help them graduate as motivated, focused young adults who are academically prepared to go to college.
3. Increase enrollment and graduation rates of students from diverse backgrounds as integral to the university's mission.

Outcomes

PEOPLE began in 1999 with 66 high school students from Milwaukee. Today, approximately 1,300 students currently participate in the PEOPLE Program ranging from second grade through undergraduate college level. As of September 30, 2008 there are 50 elementary students, 379...
middle school, 578 high school and 286 college students (known as PEOPLE Scholars on campus).
Proven Program

Program Name

Access to Success (A2S) and U-Pace, UW-Milwaukee

Program Description

In 2005, the University of Wisconsin-Milwaukee implemented Access to Success (A2S), an umbrella program that encompasses high impact practices. As part of this initiative, student participation in high impact educational practices (HIPs) is tracked on a semester and yearly basis to understand who is taking advantage of these opportunities as well as to determine if retention and satisfactory performance rates are measurably different for participants and non-participants. Activities tracked within A2S include mentoring, tutoring, learning communities, course re-design initiatives, undergraduate research, freshman seminars, introduction to the professions course, residence halls, honors, and a study skills course.8

A2S Example: U-Pace

An example of course re-design implemented as a student support strategy under the auspices of A2S is U-Pace. To increase student success, the University of Wisconsin–Milwaukee implemented the technology-enabled U-Pace instructional approach in Introduction to Psychology, a general education course that most students take during their college career. U-Pace combines self-paced, mastery-based learning with instructor-initiated Amplified Assistance in an online learning environment. The U-Pace approach is not course or discipline specific; resources to help instructors adopt the U-Pace instructional approach are freely available. There are two components to the U-Pace instructional approach: the mastery-based (competencies) learning component and the Amplified Assistance component.

The mastery-based learning component of U-Pace allows students to progress to new content only after they have mastered the concepts in a module (equivalent to half a chapter), as evidenced by achieving at least a 90% on a corresponding multiple-choice quiz. Students have six minutes to complete each 10-question quiz. This time limit, based on empirical testing, has been validated with quiz times from more than 2,000 students.

Students receive an immediate quiz score, but are not told what questions they got wrong since the goal is for them to master the critical concepts in the module rather than learn the answer to specific questions. The quiz questions assess understanding beyond rote memorization and were

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8 In addition to the high impact practices mentioned, UWM has recently employed several new strategies aimed at increasing student retention. In fall 2012, the university implemented a fall welcome program to immediately engage students in campus life. MapWorks, a comprehensive student retention and success program designed for first year students, is being utilized in all schools/colleges. Through a series of surveys, MapWorks identifies students at risk of attrition early in the term thereby allowing for immediate support and intervention from advisors, mentors, resident assistants and other campus support services. A retention steering committee was formed in fall 2012 to identify best practices in retention and facilitate the implementation of these strategies.
developed using Bloom’s Revised Taxonomy as a framework. To earn at least 90% on each quiz, students must be fluent with the concepts and have a deep understanding of the material.

As in most mastery-based approaches to learning, students can retake quizzes an unlimited number of times without penalty, but they do not get the same questions on retakes and must wait at least an hour (to study the material further) before attempting a retake. For this reason, there are about 80 questions in each of the 24 quiz banks.

Instructors use information recorded in the learning management system (LMS), such as the quiz scores, number of quiz attempts, and time elapsed since last quiz attempt, to determine when Amplified Assistance (conveyed through email) should be given and the type of assistance needed. Amplified Assistance is accomplished most often by tailoring templates found in the U-Pace Instructional Manual that:

- powerfully communicate to students that they can be successful even if unsuccessful at the moment; and
- provide personalized help with the concepts students have not yet mastered.

Amplified Assistance messages provide students with both tailored feedback on concepts they have not yet mastered and constructive support and encouragement. Amplified Assistance enhances the learning experience for students by supporting and encouraging them, reinforcing their persistence, and letting them know the instructor is with them each step of the way. Amplified Assistance also helps students figure out why they are falling short of 90% mastery and what they can do to turn the situation around. Amplified Assistance with learning may occur in conventionally taught courses, but in U-Pace instruction Amplified Assistance is provided to all students at least weekly, and as often as needed, rather than periodically to the few students who request help.

As a consequence of receiving this instructor-initiated Amplified Assistance, students perceive the instructor has a strong belief in their ability to succeed. Although all students receive Amplified Assistance, the U-Pace instructor proactively intervenes (without students having to ask for help) when it appears students are struggling with concepts or giving up. Instructors adapt templates found in the U-Pace Instructional Manual to praise students’ accomplishments (completing a quiz by earning at least a 90%) and, importantly, also their efforts toward mastery (quiz attempts).

The focus is on shaping students’ behavior to achieve academic success and increasing students’ perception of control over their learning. As students’ perception of control over their learning deepens, they attend more to coursework laying the foundation for greater learning. This deepening sense of control allows students to persist in the face of academic challenges.

U-Pace’s two components, Amplified Assistance with learning and mastery-based learning, work in concert with one another. Amplified Assistance directly supports students’ efforts to achieve mastery, and progress in the course, by providing instructor-initiated feedback on concepts not yet
mastered, and the critical support and encouragement needed when students question whether they can be successful.

The high performance standard (i.e., scoring at least a 90%) required of students on each quiz, helps them learn the level of study necessary to succeed in college, strengthens study skills, and fosters the development of strong study habits. Further, by receiving Amplified Assistance and by focusing on mastering one unit at a time, students perceive greater control over their learning.

**Program Goals**

A2S tracks students’ participation in HIPs on a semester and yearly basis to understand participation rates and determine if HIPs participation has measurably different retention and satisfactory performance rates.

U-Pace uses a technology-enabled instructional approach to an introductory Psychology course combining self-paced, mastery-based learning with instructor-initiated Amplified Assistance to increase student success.

**Outcomes**

Freshman participants in A2S interventions consistently perform satisfactorily (defined as achieving a GPA of 2.0 or better) and are retained at higher rates than those who do not. Over the history of A2S, the gap in performance and retention rates has closed between targeted and non-targeted students. For the 2005 cohort, the gap was **15** percentage points, while for the 2011 cohort the gap was down to **4.7** percentage points.

A marked increase has been experienced in the number of students who participate in A2S interventions. In the 2005 cohort, 61.6% of new freshmen participated in A2S voluntary interventions, while 87.8% of the 2011 cohort of new freshmen participated in A2S interventions. Three high impact practices have seen significant growth in student participation: mentoring has grown from 3.8% to 67.5%, supplemental instruction from 3% to 18%, and tutoring from 13% to 26%.

**Selected U-Pace Outcomes**

Extensive evaluation in Introduction to Psychology courses indicates that U-Pace instruction facilitates greater learning and greater academic success for all students compared to conventional, face-to-face instruction. The figure below evaluates whether academic success-defined as an objectively determined final course grad of A or B+—would differ between the U-Pace

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9 U-Pace instruction was compared with conventional instruction, holding the course content and textbook constant. In both the U-Pace and conventionally taught course sections, grading was objective and based on students’ performance on computer-scored multiple-choice assessments. In addition, assessment questions for U-Pace and the conventionally taught sections were drawn from the same pool of equally difficult test items and used to form either quizzes (for U-Pace students) or larger exams (for conventionally taught students). Final course grades for U-Pace students were based on the number of quizzes completed with a score of at least 90 percent, whereas final course grades for the conventionally taught students were based on the average of their four exam scores.
and conventionally taught Psych 101 students. In addition, performance was evaluated under both instruction types for "academically prepared" students and "academically underprepared" students, who had low standardized test scores for college admission (ACT composite scores of less than 19) and/or cumulative college grade point averages (GPAs) of less than 2.0 on a 0.0–4.0 scale.

As the figure shows, a significantly higher percentage of U-Pace students earned a final course grade of A or B compared to conventionally taught students. Importantly, both academically prepared and academically underprepared students performed better with U-Pace instruction. In fact, as the two middle bars in the figure show, academically underprepared U-Pace students performed as well as the academically prepared, conventionally taught students.

**Results:** Percent of U-Pace and Conventionally Taught Psych 101 Students Earning As and Bs by Disadvantaged Status

![Chart showing results](chart.png)
Proven Program

Program Name

*Student Support Services Program, UW-Parkside*

Program Description

Student Support Services (SSS) is a grant-funded program sponsored by the U.S. Department of Education dedicated to helping low-income, first-generation college students persist in college through to earning their baccalaureate degree. Student in this program must have an academic need for support as evidenced by one or more of the following indicators: High School GPA below 3.00; ACT composite below 19; Placement in UWP academic skill classes; and/or English not first language. Most of the student participants in the SSS program are low-income, first-generation students, and underrepresented racial/ethnic minority students.

A main component of the SSS program is a series of structured learning community (LC) experiences based on the participant’s needs and strengths by academic year with services layered through to graduation. This framework allows for sufficient resource planning where students receive services based on individualized assessments and progress through the developmental framework.

The delivery of direct academic, career, and personal support services is accomplished through the LC with a specific focus on a cohort of program participants’ developmental (remedial) skill courses, college success/life skills, and career exploration within the first year. Students can begin the SSS program with an optional SSS Summer Bridge program.

Within the LC, the developmental skill courses (Elementary Algebra, reading, composition) and College Algebra include one hour of extended time immediately following the traditional first hour of each class. The instructor of the first hour of class stays with the class in the required second (extended) hour to work with the students on homework and practice exercises in a setting that allows more attention to individual learning styles and room for collaboration among students.

The cohort of UW Parkside program participants is the only students in the class and its extended hour. Furthermore, SSS advisors attend the extended hour of the developmental skill classes on a daily basis to make announcements, schedule student appointments, work individually with students, communicate with the instructor, and check class attendance and progress. Beyond the algebra, reading, and writing courses, these students take additional general education classes of their choice to complete their schedule.

**Student engagement** is a key piece of the LC structure. Students are considered part of a team along with advisors, instructors, and success coaches – a team whose goal is student success. The team of advisors and LC instructors meet weekly to measure individual student and LC progress. Students meet once every two weeks with their SSS advisor to establish an on-going connection as a resource for college success. An SSS student learning commons, situated within the office area of
the SSS advisors, offers a home-based environment for students to meet with their advisors, use computer stations, and work on class assignments and projects. Laptop computers are also available for student checkout.

In addition to the developmental skill courses and within this first year, students participate in a **first-year college success/life skills seminar** in their first semester and a career exploration course during their second semester. The college success/life skills seminar introduces topics such as financial literacy, campus resources and engagement, time management and study skills with many of the lessons relayed through collaborative “performance tasks” focused on skill development in ways that solve a problem within a “real world” context. Career exploration is a key feature of the second semester for SSS students. In the second semester, a **career exploration course** focuses on career and professional development. This course has extended time with the instructor of one hour added to each traditional first hour of the course. The instructor stays in the extended time to help guide students in their work. The extended time in the career class is also a time for the advisors to again make contact with the students.

**Student success coaches** are also part of the LC team. Success coaches work to motivate students’ goal completion and engagement through bi-weekly contacts and team programming. There are success coaches who help students work through college success life skills and specialized career success coaches to help with career development and in the career exploration course.

The first-year experience is a lead-in to a second-year structured learning community promoting advanced academic, community engagement/leadership experiences and an introduction to research skill development. The design of the learning community brings together “best known engagement indicators including student-faculty contact, cooperation among students, active learning, prompt feedback, time on task, high expectations, and respect for diverse talents and diverse ways of learning” (Kuh, Schuh, Whitt & Associates, 2005, p. 8)\(^\text{10}\).

**Program Goals**

The objectives of the SSS program are fashioned from baseline data showing very low rates of retention and persistence for the target group of students without intervention – especially in the first year. The goal of the SSS program is to address this disparity for first-generation, low-income student success by providing these students opportunities for academic development, assisting students with basic college requirements, and motivating students toward the successful completion of their postsecondary education.

As part of our on-going program development UW-Parkside has designed learning outcomes for use beginning fall 2013. Through the learning outcomes student participants will be able to:

---

1. Evaluate learning and study strategies to strengthen their academic achievement.
2. Identify resources on campus that will contribute to their academic success.
3. Create action plans each semester for progress toward their undergraduate degree inclusive of career and graduate school aspirations.
4. Demonstrate advancing levels of engagement and leadership.
5. Demonstrate they are respectful, aware, and appreciative of inclusiveness and diversity (creating a welcoming climate at UWP).

Outcomes

The table below shows retention and persistence results of the SSS program as compared to the UWP general population with SSS program participants exceeding retention and persistence rates each year for the past 4 cohort years.

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Cohort</th>
<th>Cohort Size</th>
<th>1st Year spring</th>
<th>2nd Year fall</th>
<th>3rd Year fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>UWP</td>
<td>833</td>
<td>83.89%</td>
<td>64.30%</td>
<td>48.90%</td>
</tr>
<tr>
<td></td>
<td>SSS</td>
<td>50</td>
<td>96.00%</td>
<td>80.00%</td>
<td>72.00%</td>
</tr>
<tr>
<td>2009</td>
<td>UWP</td>
<td>788</td>
<td>86.19%</td>
<td>65.90%</td>
<td>50.00%</td>
</tr>
<tr>
<td></td>
<td>SSS</td>
<td>56</td>
<td>98.20%</td>
<td>82.10%</td>
<td>64.30%</td>
</tr>
<tr>
<td>2010</td>
<td>UWP</td>
<td>711</td>
<td>85.37%</td>
<td>58.60%</td>
<td>42.48%</td>
</tr>
<tr>
<td></td>
<td>SSS</td>
<td>42</td>
<td>90.50%</td>
<td>78.60%</td>
<td>59.50%</td>
</tr>
<tr>
<td>2011</td>
<td>UWP</td>
<td>677</td>
<td>86.41%</td>
<td>61.86%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SSS</td>
<td>43</td>
<td>95.30%</td>
<td>82.50%</td>
<td></td>
</tr>
</tbody>
</table>

Qualitative data also demonstrates level of student satisfaction with Student Support Services as one student commented, “I know about the resources that are available for me in order to make sure I graduate. I know where I can go if I’m ever having problems.”
Proven Program

Program Name

*McNair Scholars Program, UW-Whitewater*

Program Description

The McNair Scholars Program is one of the federal TRIO programs. The onset of the program in 1992 on UW-Whitewater’s campus was a result of a Ronald E. McNair Post Baccalaureate Achievement Program proposal submitted to the U.S. Department of Education during the summer of 1991. The UW-Whitewater proposal was based upon the perceived needs of underrepresented racial/ethnic minority students enrolled at UW-Whitewater, and the prospects to change perceptions about multicultural students’ expected ability to be retained and to graduate from UW-Whitewater. Specifically, the program’s purpose is to prepare first-generation, low-income and students of color\textsuperscript{11} for doctoral study and eventually careers as college professors. The program denotes multicultural students as scholars as well as encourages them to do undergraduate research, pursue graduate studies, and become future faculty members. The UW-Whitewater McNair Scholars Program is the 2013 recipient of the Board of Regents Diversity Award.

Program Goals

Data from the National Center for Education Statistics has consistently documented the shortage of doctoral degree holders from underrepresented multicultural groups. The Institute for Education Science: National Center for Education Statistics (2012) indicates that 158,558 doctoral degrees were obtained in 2009-2010; 104,426 were obtained by white professionals and 54,132 were obtained by professionals of color.\textsuperscript{12} The goals and purpose of the McNair Scholars program are to address the disparity of first generation, low-socioeconomic, and students of color to further their education beyond a bachelor’s degree. This is accomplished by strategically implementing sustainable initiatives to support and encourage these students academically throughout their undergraduate experience.

UW-Whitewater’s McNair Scholars Program has an enviable record of preparing and enrolling students for graduate study at UW-Whitewater and other institutions. Since UW-Whitewater has a limited number of Master’s degree programs and does not offer doctoral programs, the McNair Scholars Program has served as a feeder program for other graduate institutions to increase the number of students of color obtaining a Master’s and terminal degree.

The McNair Scholars Program accomplishes its goal through the following components: selection of students, working with faculty mentors; on-campus summer research, off-campus summer research internships, placement and enrollment in graduate study, and completion of Master’s

\textsuperscript{11} Students of Color: African American, Native American, Hmong/Asian American, Latino/Hispanic

\textsuperscript{12} Degrees obtained include Ph.D., E.D., and comparable degrees at the doctoral level, as well as such degrees as M.D., D.D.S., and law degrees that were formerly classified as first-professional degrees. Total number for people of color obtaining doctoral degrees is 54,132: Black (10,417), Hispanic (8,085), Asian (16,625), Native American (952), and Non-Resident Alien (18,053).
The McNair Scholars Program is made up of faculty mentors from the following colleges: College of Arts and Communication, College of Business and Economics, College of Education and Professional Studies, College of Letters and Sciences, and Latino Student Programs.

The Program emphasizes mentoring relationships between UW-Whitewater faculty and McNair Scholars. Initially, faculty mentors influence the activities of McNair Scholars by exposing Scholars to their own research projects and encouraging them to gain experience in related areas. As they progress in the Program, the Scholars develop their own projects under the direction of faculty mentors who help each participant identify an area of research. This plan prepares students to work on undergraduate research projects with faculty members as well as take advantage of the comprehensive learning opportunities provided by the Program.

The mentoring relationship between students and faculty members, set within the context of research projects, is a cornerstone of the UW-Whitewater McNair Scholars Program. Each scholar undertakes a research project under the guidance of a faculty member during the fall and spring semesters. In some cases, this project is a portion of a larger project being undertaken by the faculty member. Students work collaboratively with their faculty mentors on research projects for the duration of their two-year undergraduate participation in the Program. Students have numerous opportunities to present their research each year at regional and national conferences.

The McNair Scholars Program serves 25-30 students annually with a new cohort group of 10-15 students beginning their junior year at the university and 10-15 continuing students from the previous cohort. These students come from several existing programs and referrals from academic departments such as:

- Academic Network
- Latino Student Programs
- Minority Business/Teacher Preparation Program
- Pathways for Success
- Native American Support Services
- Southeast Asian Support Services

The highest performing students from these programs are encouraged to apply for the McNair Scholars Program. Cohort groups of 10-15 students are selected. To be eligible, potential candidates must meet program and federal guidelines to become finalist, and they must also meet the following minimum qualifications for the McNair Scholars Program:

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13 In this context, a cohort is a group of students who have shared experiences during a particular time span (e.g., students that begin the same academic/student support services program or learning community at the same time in the same school or college.)
• First generation and low income or members of a group that is traditionally underrepresented in graduate education\textsuperscript{14}
• Minimum 2.75 cumulative G.P.A.
• Earned 60 units by the end of the summer of 2012
• Must be a U.S. citizen, or permanent resident

The early success of the McNair Scholars Program in 1997 prompted UW-Whitewater to develop the King/Chavez Scholars program. This Program was designed to complement the array of multicultural/disadvantaged programs at UW-Whitewater that serve the interests and needs of first generation/low income TRIO students. The Program prepared King/Chavez Scholars academically through orientations, seminars, and mentorships to be eligible and competitive candidates for the McNair Scholars Program.

Factors that played a role in the establishment of the King/Chavez Scholars at UW-Whitewater include:

• The need to have a larger pool of prospects for the McNair Scholars Program.
• The need to bring underrepresented racial/ethnic minority students to UW-Whitewater as scholars.
• The need for incentives for pre-college participants enrolling at UW-Whitewater.

Outcomes

The McNair Scholars Program has graduated ninety-nine percent of participants (175/177); over eighty percent (145/175) of Program participants have gone on to graduate school with the following outcomes:

• 38 currently enrolled in Master’s program
• 89 have earned Master’s degrees
• 13 currently enrolled in doctoral studies
• 1 has earned medical degree
• 1 currently enrolled in law school
• 3 earned law degrees
• 16 have earned doctoral degrees

\textsuperscript{14} Federal defined groups underrepresented in graduate education (§ 647.7): The following ethnic and racial groups are considered underrepresented in graduate education: Black (non-Hispanic), Hispanic, American Indian, Alaskan Native (as defined in section 7306 of the Elementary and Secondary Education Act of 1965, as amended (ESEA)), Native Hawaiians (as defined in section 7207 of the ESEA), and Native American Pacific Islanders (as defined in section 320 of the Higher Education Act of 1965, as amended (HEA). A member of a group that is not listed in § 647.7 if the group is underrepresented in certain academic disciplines as documented by standard statistical references or other national survey data submitted to and accepted by the Secretary on a case-by-case basis.
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PROMISING STRATEGIES AND PROGRAMS
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Promising Program

Program Name
Engaging Students in the First Year Program, UW Colleges

Program Description
The Engaging Students in the First Year (ESFY) Program engages students in curricular and co-curricular activities that foster student, and institutional, success. Early development of its core component, a First-Year Seminar, began in 2000. Beginning in June 2005, the UW Colleges was invited to participate, as one of the ten founding institutions, in the Foundations of Excellence Study, a national study of first-year programming at two-year institutions. This comprehensive examination of curricular and co-curricular programming for first-year students resulted in an institutional improvement plan that guided program design and has served as the program’s touchstone document. The full ESFY Program was formally launched during the 2004–2005 academic year.15

The ESFY Program is housed in the UW Colleges Office of Academic and Student Affairs and managed by an institutional coordinator, who works closely with 13 campus-based ESFY coordinators. An annual ESFY Spring Conference and a retreat for campus ESFY coordinators and instructors of the First-Year Seminar course provide regional professional development for program leaders and instructors.

Looking ahead to the future, the ESFY Program will plan for and create corresponding budget lines in order to (1) increase the percentage of First-Year Seminar sections from one-third of the freshman class served annually to fifty percent of first-year students; (2) expand the role of campus coordinators to include greater campus-based offices of Student Services’ participation in the ESFY Program; and (3) expand professional development opportunities for campus ESFY coordinators and First-Year Seminar instructors.

15Over 100 sections of the one-credit First-Year Seminar are offered each fall semester across the UW Colleges, reaching about 33% of UW Colleges first-year students (based on a five-year average from fall 2006 to spring 2012). First-Year Seminar courses assist students in their successful transition to college.
Examples of ESFY Programming: UW-Baraboo/Sauk County & UW-Marinette

<table>
<thead>
<tr>
<th>UW-Baraboo/Sauk County</th>
<th>UW-Marinette</th>
</tr>
</thead>
<tbody>
<tr>
<td>offers a shared First-Year Seminar curriculum with common reading and emphasizes service-learning in addition to common core learning goals. First-Year Seminar instructors serve as advisors to their students throughout the students’ career at the campus. Affiliated programming such as an opening convocation and a First-Year Seminar project fair occurs annually.</td>
<td>has had a strong, campus-wide culture of ESFY for many years, offering an array of First-Year Seminars and academic support programming. Examples include career exploration, college research methods taught by a librarian, focused work on Math anxiety, support for learning in lab sciences, and critical reading skill-building including a service-learning project with area grade school students. UW-Marinette shows an impressive positive relationship between taking a First-Year Seminar and retention, the strongest among UW Colleges campuses.</td>
</tr>
</tbody>
</table>

Program Goals

The UW Colleges Engaging Students in the First Year (ESFY) Program is an excellent example of one of the institution’s intentional efforts to develop infrastructure to achieve a seamless, integrated curricular/co-curricular experience for first-year students, as evidenced by the program’s mission.16

The five goals outlined for the program focus intentionally on cultivating the relationship between curricular and co-curricular strategies for helping students develop as thinkers and learners:

- **Goal 1: Promote an Understanding and Appreciation of Liberal Education** emphasizes students’ intellectual and academic development.
- **Goal 2: Engage Students in Academic Pursuits** encourages UW Colleges faculty and staff to offer enriching campus and department-based activities, such as learning communities, interdisciplinary courses, and study-abroad opportunities, setting high expectations for students.
- **Goal 3: Engage Students on the Campus** advises faculty and staff on creating campus-based co-curricular activities that will help students integrate into campus life.

16 The University of Wisconsin Colleges’ first year of college experience will focus on first year students as they make the transition from their high school or post high school experiences to the college experience. This intentional, comprehensive curricular and co-curricular initiative will promote an understanding and appreciation of liberal education, and will assist students with developing strategies and attitudes that will maximize academic success. It will familiarize students with campus resources and how to use them, foster the development of positive relationships between and among students, faculty, staff, and administrators, and prepare students to become life-long learners, responsible citizens and leaders. ([http://www.uwc.edu/employees/academic-resources/esfy/mission](http://www.uwc.edu/employees/academic-resources/esfy/mission))
• **Goal 4: Engage Students in the Community** similarly encourages student engagement in the broader community in the form of service-learning, internships, and campus-community partnerships.

• **Goal 5: Provide Students with the Skills Necessary for Academic and Life Success** recognizes that students’ academic and extra-academic needs are complementary and parallel, and that part of the UW Colleges’ institutional and instructional responsibilities includes attending to multiple aspects of students’ development.

**First-Year Seminar Course in Detail**

The one-credit First-Year Seminar course, *Lecture Forum 100 (LEC 100)*, annually serves one-third of UW Colleges first-year students. Each First-Year Seminar course is sponsored by an academic department, contains a core academic element in the form of a subject of inquiry, and has three course goals. The First-Year Seminar helps all participating students develop these dispositions and skills. This model has the advantage of allowing First-Year Seminar courses to be adapted to unique campus cultures and student needs.

**Course Goal 1: To promote active learning as well as student involvement and responsibility in the learning process.** This goal should be achieved through:

- Having students participate in one-to-one and small-group, writing, reading, speaking, and note-taking activities
- Making students aware of learning support services on campus and encouraging their use as needed
- Encouraging students to participate in study groups
- Assisting students with learning how to learn
- Teaching problem-solving and critical thinking strategies

**Course Goal 2: To assist students in the development of life management skills.** This goal should be achieved by having students learn:

- Goal setting, priority setting, time management skills (with emphasis on balancing college, work, and family demands)
- The value of information literacy: reading, listening, library, and note-taking skills (with an infusion of technology/computer/Internet skills)
- Respect for divergent ideas, backgrounds, and people
- The importance of personal wellness and alcohol/drug awareness

**Course Goal 3: To engage students on the campus.** This goal should be achieved by:

- Providing opportunities for collective student experiences
- Providing opportunities for common reading participation
- Promoting student attendance and involvement in special campus events and co-curricular activities
Encouraging involvement in campus committees, clubs, and societies

Outcomes

The UW Colleges Engaging Students in the First Year (ESFY) Program has been frequently assessed in a variety of ways since its inception. A particular focus has been the First-Year Seminar’s effects on retention of students in the UW Colleges. Results vary by campus and by high school rank of the incoming, first-year students, as can be seen in the figure below. Though increasing retention rates is not a specific goal of the program, the many skills developed by the First-Year Seminar support retention efforts across the institution.

Figure 1. 2010-2011 Retention Rates for Full-time New Freshmen Enrolled in a First-Year Seminar Course (LEC 100), by UW Colleges Campus

<table>
<thead>
<tr>
<th>Campus</th>
<th>With LEC 100</th>
<th>No LEC 100</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retained to Next Fall Term (2010-2011 Full-Time New Freshmen)</td>
<td>Count</td>
<td>Retained</td>
<td>Count</td>
</tr>
<tr>
<td>UW-Marinette</td>
<td>Top Half</td>
<td>13</td>
<td>77%</td>
</tr>
<tr>
<td></td>
<td>Bottom Half</td>
<td>12</td>
<td>33%</td>
</tr>
<tr>
<td>UW-Washington County</td>
<td>Top Half</td>
<td>12</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td>Bottom Half</td>
<td>18</td>
<td>56%</td>
</tr>
<tr>
<td>UW-Marshfield/Wood County</td>
<td>Top Half</td>
<td>15</td>
<td>87%</td>
</tr>
<tr>
<td></td>
<td>Bottom Half</td>
<td>13</td>
<td>31%</td>
</tr>
<tr>
<td>UW-Marathon County</td>
<td>Top Half</td>
<td>40</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>Bottom Half</td>
<td>59</td>
<td>59%</td>
</tr>
<tr>
<td>UW-Rock County</td>
<td>Top Half</td>
<td>9</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>Bottom Half</td>
<td>19</td>
<td>53%</td>
</tr>
<tr>
<td>UW-Fox Valley</td>
<td>Top Half</td>
<td>20</td>
<td>65%</td>
</tr>
<tr>
<td></td>
<td>Bottom Half</td>
<td>26</td>
<td>58%</td>
</tr>
</tbody>
</table>
The scope of the Engaging Students in the First-Year Program is such that since its inception in 2004, thousands of first-year students transitioning to college have benefited. Hundreds of UW Colleges faculty members, staff, and administrators have joined together to make the first year a meaningful and impactful experience for the first year students of UW Colleges—both traditional and nontraditional.
Promising Programs

Program Name

Closing the Achievement Gap in General Chemistry Courses: A Two-Pronged Approach (Chemistry Curricular Reform), UW-Madison

Program Description

This project, aimed at comprehensive, sustainable curricular reform for a UW-Madison general chemistry course (Chem 103, one of the largest courses at UW-Madison), received one of the 2009 UW System Closing the Achievement Gap Grants. The study was initiated in the 2009-10 academic year and replicated during the 2010-11 academic year.

Institutional research shows that at UW-Madison (as at many universities), students who are underrepresented racial/ethnic minority students or students from lower socioeconomic groups are more likely to have adverse outcomes (Ds, Fs, or withdrawals) than their majority student peers. This equity gap is often observed in quantitatively orientated courses, such as chemistry, mathematics, psychology, and economics. The gap persists across a range of ACT scores, indicating the university is not as successful with ensuring that underrepresented racial/ethnic minority students who are equivalently prepared for college, persist and complete STEM coursework at an equitable rate when compared with white students. The broad implication is that underrepresented racial/ethnic minority students are disproportionately closed out of the careers in the health professions, engineering, academia, government, and industry to which these gateway courses lead. And, as a consequence, society suffers from the lost talents of these students in these careers.

The Chem 103 project aims to improve engagement and learning for all students and on closing equity gaps between underrepresented racial/ethnic minority students and others. The five best practices for teaching that form the basis of the course reform are: 1) learning in context, 2) encouraging group-based learning, 3) increasing time on task, 4) providing frequent feedback, and 5) ensuring a positive classroom climate.

Chem 103 instructors engaged in comprehensive course reform using a variety of research-based instructional best practices, and then compared students in those courses to students with instructors who taught as they always had. Outcomes assessments included grade patterns in sections of Chem 103, enrollment and grades in the subsequent course in the sequence, Chem 104, and student’s self-reported attitudes and behaviors about chemistry and their own learning. The Chemistry faculty members have institutionalized many of the changes made during the project period, and continue to experiment with changes that will improve learning for all students.

17 Targeted minority students include African-American, Native American, Latino/Hispanic, and Southeast Asian (Cambodians, Laotians, Vietnamese, and Hmong).
Program Goals

The overall goals of this comprehensive course reform were 1) to decrease differences in grades and course-taking patterns between targeted minority students and their peers, and 2) to improve the learning of all students through engaged learning.

Outcomes

Outcomes assessed include Chem 103 grades, enrollment and grades in Chem 104, and self-reported attitudes and behaviors about chemistry and their own learning. Overall, this course reform project found that helping all students succeed in general chemistry means helping them develop problem-solving skills and problem-solving heuristics, which itself relies on providing students repeated opportunities to practice their problem-solving skills in an environment rich with feedback and guidance. Thus, in addition to teaching chemistry content, the instructors intentionally altered the structure of the courses to create class environments that encourage the kinds of behaviors students needed to exhibit for successful outcomes.

Specific outcomes for the reformed Chem 103 course within two years of the project include:

- Improvements were seen in some students’ performance, and in particular, positive behavior and attitudinal changes that the research demonstrates will lead to long-term performance improvements. Course grades and achievement differences did not change within the two-year timeframe; however, a longer period of program evaluation and assessment of student outcomes would be required for any reliable and predictable determination of the impacts of said course modifications and changes.
- Changes in students’ study habits and outcomes that were noted included the following:
  - Course reform students studied one more hour per week outside of class. In addition, students who studied at least five hours outside class per week got higher GPAs than those who studied less than that, particularly true for targeted minority students (2.6 GPA vs. 2.1 GPA, p=.02).
  - More students reported working with and discussing course-related ideas with classmates outside of class.
o Students felt more comfortable asking others to work with them outside of class and felt more strongly they learned from each other, particularly true for targeted minority students.
Specific practices developed during the grant period and to be continued after the grant’s completion include:

- “Clicker”-based concept tests are now used in all lecture sections.
- Instructors instituted weekly instructor-supervised evening problem-solving workshops to provide more opportunities for students to study together.
- Challenge problems (completed during evening workshops) were judged too difficult at first; instructors continue to adjust their level of difficulty, and also used evening workshops for homework completion.
- “Guided Inquiry” exercises were discontinued; they did not work as planned and are no longer used to guide TA-led discussions.
- Instructors discovered the importance of explaining to students how various components of the course (lectures, homework, discussion activities, quizzes, etc.) fit together to provide transparent course structure.
  - One TA was assigned the role of managing the online homework system.

Conclusions from the study include:

Results suggest that while course grades and achievement differences did not change, researchers saw improvements in some students’ performance, and in particular, saw positive behavioral and attitudinal changes that the research demonstrates will lead to long-term performance improvements. Researchers were successful in instituting course reforms that were sustained by instructors one year beyond the end of the project. Some practical implications can be inferred from the analysis of the relationships among students’ backgrounds and preparations, their attitudes and behaviors in the course, and their course grades. These implications can be listed “tips” and best practices for students and instructors:

Evidence-based tips to share with students:

1. **Students should work at least 5 hours per week, outside of class, on chemistry, and preferably an hour each day.** Results showed that putting in at least 5 hours per week outside of class increased students’ chance of receiving a D or better.

2. **Reiterate with students at every opportunity that doing well in this course requires that students practice solving problems; as often as possible and in as many different ways as possible.** Successful students learn to recognize problem patterns and problem-solving heuristics.

3. **Encourage students to work in small groups.** This research showed that more of the reform-section students worked in small groups (particularly true for the underrepresented racial/ethnic minority students). Additionally, the research literature is replete with studies showing that working in small groups leads to
better grades. In addition to teaching chemistry content, instructors created a class environment that encourages the kinds of behaviors above that we want our students to exhibit.

4. Since more hours studying translates into better grades, help structure more hours into students’ out-of-class study time by using on-line homework (which was found to be particularly compelling for students in intro courses) and by assigning evening study workshops.

5. Encourage students to work in small groups by building group work into discussion sections, and especially into evening workshops or study sessions. Remember that many students need guidance to make their small groups productive.

6. Finally, since problem-solving skills are so important to student success, do everything possible to nurture and develop problem-solving skills in students. Give lots of problems, presented with systematic variations and in different formats—enough so that students become confident in their problem solving and able to see patterns among the problems they are given. Thus, structure all aspects of the course, homework, discussions, workshops, lecture and demonstrations, etc., in order to model, teach, develop, and support problem-solving skills.
Promising Program

Program Name

*Integrated approaches to reduce the achievement gap in the College of Letters and Sciences: The Center for Academic Excellence (CAE), UW-Madison*

Program Description

Housed in the College of Letters and Science’s Student Academic Affairs, the Center for Academic Excellence (CAE) is an academic support unit designed to serve first generation, low income and multicultural underrepresented student populations. The Center strives to promote an inclusive teaching and learning environment to assist students with reaching their academic potential, attain their undergraduate degree, and realize their human promise as they become citizens of a global community. CAE was restructured in 2009-10 to combine the antecedent programs Academic Advancement Program (AAP) and Pathways Student Academic Services (PSAS). CAE provides structured advising and academic support to students who have been identified as most benefiting from such support and who participate in a range of diversity programs including First Wave, POSSE and PEOPLE programs.

The restructuring done in the College of Letters and Sciences demonstrates that it is possible to make meaningful changes and increase student success by coordinating, realigning, and collaborating with existing institutional resources, without necessarily requiring additional money. Further, the strategies that CAE engaged align with the Principles of Inclusive Excellence and utilize a data-informed process of investigating hunches, analyzing campus-specific data, implementing changes, and evaluating results, and making adjustments as needed to reach goals.

L&S has decidedly taken an “equity-minded” approach to reform at UW-Madison, with a reform focus both on college structures/policies and on changing mindsets. To understand its local context, L&S underwent a significant internal review of programs and services (benchmarking), formulated recommendations, developed a framework to carry out recommendations, established strategic priorities, and developed a model of reform. Using data to inform their understanding, L&S looked to those underrepresented racial/ethnic minority students who were doing well and to

18 The programs that make up the Center of Academic Excellence include: Academic Advancement and Pathways Student Academic Services Programs; Academic Advancement Program (AAP); African American Student Academic Services (AASAS); American Indian Student Academic Services (AISAS); Chicano/a and Latino/a Student Academic Services (CLSAS); Lawton Undergraduate Retention Grant; Pathways Student Academic Services; Southeast Asian American Student Academic Services (SEAASAS); Summer Collegiate Experience (SCE); and Undergraduate Research Scholars (URS).

19 The UW-Madison College of Letters and Science (L&S) is responsible for most of general education/liberal arts courses required for degree completion in other schools/colleges, and is the home of several gateway courses, including chemistry, mathematics, psychology, foreign languages, and composition. It was selected for reform as L&S has a unique opportunity to leverage conversations about curriculum, climate, teaching and learning.
identify and understand the patterns of successful students in those groups. These indicators of success, along with found barriers to success, helped L&S understand possible paths to take for strengthening programs and experiences they knew would contribute to students’ success, and broaden the impact and reach of those programs and experiences.

One example of how L&S used a data-informed process to increase success for all students is how they redesigned one of CAE’s academic support programs. In the course of redesigning this program, L&S did the following:

1. Looked to institutional data to examine the paths (milestones to success) taken by students with successful outcomes.
2. Identified which campus programs/activities students needed to do in the early years of their college experiences to increase the number of successful outcomes for students in targeted populations.
3. Implemented these programs/activities, in coordination with the program.
4. Used a continuous assessment and evaluation process that focused on identifying the types of activities students needed to complete, or participate in during later years of coursework to develop relationships, be retained, and graduate.

For more information on this process, Appendix A describes how UW-Madison went about redesigning this academic support program and key questions they asked themselves along the way.

**Program Goals**

UW-Madison sought to address the following concerns through restructuring L&S:

- Increasing the enrollment of students from targeted minority groups at UW (the majority of these students often choose majors in L&S, roughly 1,800 targeted minority students).
- Creation of a college-wide plan to integrate recruitment and retention strategies that lead to increased graduation rates for students in targeted minority groups.
- Creation of a college-wide plan to coordinate services within L&S.

The guiding principle followed to reach the stated goals to reduce the achievement and time-to-degree completion gaps between targeted underrepresented and majority students by identifying critical intersections between instruction, advising, and co-curricular.

**Outcomes**

Data-informed practices are at the heart of CAE restructuring. CAE programs place a premium on high-impact learning experiences and focus on a “four-year” development model that helps students understand what types of key curricular and co-curricular experiences they should include at each phase of their undergraduate experience. This includes attention to milestones, such as the appropriate pace of credit accumulation (54 credits by the end of the sophomore year),
on-pace completion of general education requirements, and appropriate timing for major
declaration. CAE programs are organized around four pillars: academic advising, academic
instructional support, academic engagement and enrichment, and community building.

One of CAE’s approaches is a high-touch advising model which includes mandatory meetings with
advisors four or more times a semester, face-to-face meetings with peer mentors or faculty
associates in the first and second year, development of a well-balanced schedule, attention to
academically at-risk students (low GPA, probation), attention to critical course combinations in
enrollment, insistence in participation in high-impact learning experiences (undergraduate
research, FIGs, living/learning communities, and study abroad), pre-law and pre-health professions
advising, timely major declaration, career services workshops, and support for graduate and
professional school planning and development. CAE works with students and monitors progress of
students to curricular milestones and goals.

CAE has made use of the Noel-Levitz Retention Management System, which serves as a
comprehensive suite of student success assessment and analytic tools to identify individual
undergraduates who are most at risk, to gauge student’s receptivity to assistance, and to connect at-
risk students to the most appropriate campus resources. Assessments before enrollment and at
mid-year are both useful in developing tailored action plans for individual student success and for
understanding patterns associated with student success and barriers to success. Below are the indicators of success that helped L&S understand 1) possible pathways for
strengthening programs and experiences, especially those known to contribute to students’ success,
and; 2) to broaden the impact and reach of those programs and experiences include:

• **Credit accumulation (0 to 54 credits in 4 semesters)**
  - 90% of targeted minority students who attain 54+ credits by their 4th term will
    graduate (94% among non-targeted)
  - 76% of targeted students who attain 45-53 credits by their 4th term will graduate
    (75% among non-targeted)
  - Only 41% of targeted students who attain less than 45 credits in their 4th term will
    graduate (39% among non-targeted)
  - Students who perform poorly in their 1st year are unlikely to earn 45+ or more
    credits by their 4th term
    - Only 47% of targeted students earning a cum GPA 2.00-2.49 at the end of the
      2nd term, attained 54+ credits by their 4th term (with another 26% attaining 45-53 credits)
    - Only 13% of targeted students earning cum GPA<2.0 at the end of the 2nd
term attained 54+ credits by their 4th term (with another 12% attaining 45-53 cr.)
• **Summer Collegiate Experience's (SCE)*** critical role and positive impact has been demonstrated (for Students with ACT scores <=25 (80% of Fall '06-'09 SCE cohorts)
  - 73% earned a B or better grade in Inter L&S 121 (Approaches to Critical Thinking & Writing)
  - 90% of those went on to attain a cumulative GPA>=2.5 at the end of 2nd term. In contrast, among targeted students with ACT<=25 who were not in SCE, only 61% earned an end of 2nd term cum GPA>=2.5
• **First Year Interest Groups (FIGs) and Undergraduate Research Scholars (URS)*** play a similar role to SCE. For Fall '06-'09 cohorts of targeted students in FIGs/URS with ACT<=25:
  - 78% earned a cum GPA>=2.5 at end of 1st term
  - 86% of those went on to earn cum GPA>=2.5 at the end of the 2nd term In contrast, only 61% of their non-FIG/URS counterparts earned a cum GPA>=2.5 at the end of the 1st term

Illustrative examples of barriers to success that helped L&S understand possible pathways for strengthening programs and experiences, in particular those we know contribute to students’ success, and broaden the impact and reach of those programs and experiences include:

- **Academic Mapping and Critical Course Combinations** (include but are not limited to):
  - Chemistry 103, 109, 343
  - Economics 101, 102
  - Philosophy 101, 210
  - Astronomy 103
  - Computer Science 202, 240
  - Physics 103
  - Geology & Geophysics 100
  - Psychology 202
  - Political Science 104
  - Nutritional Sciences 132
  - Zoology/Biology 101, 102; 151
  - Atmospheric and Oceanic Science 100, 101
  - Mathematics 112, 113, 114, 171, 210, 211, 221, 222, 234

- **Critical Course Combinations Identification:**
  - Past five fall cohorts earning B or better grade:
    - Econ 101 & Nut Sci 132: 44% Non-Targeted (275 total); 20% Targeted (15 total)
    - Econ 101 & Math 112: 33% Non-Targeted (216 total); 12% Targeted (43 total)
    - Math 221 & Chem 103:
      - *ACT Math* 29-31: 52% (both for Targeted and non-Targeted)
      - *ACT Math* 23-28: 41% non-Targeted; 25% Targeted
- Math 112 & Psych 202: 25% Non-Targeted (341 total); 7% Targeted (68 total)

- Adverse Outcomes Courses Identification:
  - Students in underrepresented groups have higher rates of “adverse outcomes”
    (grades of D or F, drop or withdraw from course), than do equally prepared majority
    students (as inferred from ACT score)
  - General classroom climate was perceived to be positive overall (with different rates
    reported across classes), students’ relationships with their peers was generally
    rated considerably lower indicating a degree of isolation and tension
  - L&S Equity and Diversity Committee on Gateway Courses (Most frequently taken by
    1st year students, with at least 45 targeted minority students enrolled):
    - CHEM 103 – General Chemistry I
    - ENGLISH 100 – Introduction to College Composition
    - COMM ARTS 100 – Intro to Speech Composition
    - MATH 112 – Algebra
    - PSYCH 202 – Introduction to Psychology
Promising Program

Program Name
Community Liaison Counselors Admissions Office, UW-Oshkosh

Program Description
UW-Oshkosh Admissions Office began in earnest efforts to recruit and enroll underrepresented racial/ethnic minorities, socio/economically disadvantaged and diverse student groups20. UW-Oshkosh committed itself to creating a climate where underrepresented and underserved students felt valued and a part of the UW-Oshkosh community rather than a marginalized campus population. In efforts to support this goal, the Admissions Office hired four full time and one part time specialist to specifically focus upon the recruitment and enrollment of multicultural student populations.

The primary focus of the recruitment initiatives for the Counselors/Community liaisons are to make high school visits, attend college fairs--particularly diversity fairs-- hold college nights and parent programs, and send out personalized mailings to prospective students of color. UW-Oshkosh holds campus visits for students of color, in combination with telemarketing efforts by the community liaisons and current students of color to make contact with prospective students and parents. Each counselor/community liaison shares in the responsibility to help new students engage and connect on campus.

Counselors work collaboratively with various departments across the campus to provide a holistic support that promotes student learning. The counselors refer and direct students to the various TRIO program services and introduce new students to academic support services, academic advising, and career counseling. To assist students who might need additional academic intervention, they promote, make referrals and assist with the Titan Advantage Program (TAP), a summer bridge program.

During the enrollment process, they collaborate with other Student Affairs units to ensure that these students have accurately submitted financial aid materials, residence hall contracts and orientation materials. They sometimes provide interpretation services for the non-English speaking parents and family members and provide transportation to campus for those students and families who have no access to transportation. The liaisons conduct home visits, attend technical and two-year college events to assist transfer students and host DIP, Upward Bound and Gear Up campus visits.

20 Underrepresented racial/ethnic minorities, socio-economically disadvantaged, diverse student groups: African American, Hispanic/Latino, Hmong/Asian and Native American.
Program Goals

Full time positions (titled Admissions Counselors/Community liaisons) have been dedicated to support the African American, Hispanic/Latino, Hmong/Asian and Native American recruitment efforts. Part time positions target the high-risk and high-need populations in the Milwaukee Public School district. The efforts and initiatives are to help increase the number of admissions applications, admits, and subsequent enrollments for first-year and transfer students from student of color populations. The Admission Counselors/Community liaisons are collectively responsible for providing outreach and support to prospective students, families and community members. Not only do the counselors strive to increase diverse student enrollment at UW-Oshkosh, each provides information and avenues to higher education for underrepresented groups.

Outcomes

The total number of applications admits and enrollments for students of color (Asian/SE Asian, Hispanic, African American and Native American) have continued to increase as reflected by the numbers in the table below. The increased numbers are reflective of the Community Liaisons efforts in establishing and nurturing relationships with various high schools, and community organizations with significant numbers of students of color.

<table>
<thead>
<tr>
<th>Significant Diversity Recruitment Changes</th>
<th>Freshman (FYR)</th>
<th>Transfers (TR)</th>
<th>Total (FYR + TR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications</td>
<td>1176 to 1199</td>
<td>254 to 296</td>
<td>1430 to 1495</td>
</tr>
<tr>
<td></td>
<td>(2% Increase</td>
<td>(16.5% Increase)</td>
<td>(4.5% Increase)</td>
</tr>
<tr>
<td>Net Admits</td>
<td>518 to 537</td>
<td>126 to 145</td>
<td>644 to 682</td>
</tr>
<tr>
<td></td>
<td>(3.7% Increase)</td>
<td>(15.1% Increase)</td>
<td>(5.9% Increase)</td>
</tr>
<tr>
<td>Net Deposits</td>
<td>234 to 259</td>
<td>93 to 96</td>
<td>327 to 355</td>
</tr>
<tr>
<td></td>
<td>(10.7% Increase)</td>
<td>(3.2% Increase)</td>
<td>(8.6% Increase)</td>
</tr>
</tbody>
</table>

The following tables reflect the outreach efforts of the Community Liaisons within the Admission offices. The number of students contacted in the tables below do not reflect the total number of students contacted or how often the students are contacted throughout the year.
### Ethnic Specific Preview Days & Multicultural Preview Day (MPD)

<table>
<thead>
<tr>
<th>Date</th>
<th>Number of Students &amp; Chaperones</th>
<th>Number of High Schools Represented</th>
<th>High School Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011 (Hmong/Asian Day)</td>
<td>101</td>
<td>3</td>
<td>9-12th grade students (minimum 2.0 GPA)</td>
</tr>
<tr>
<td>Spring 2012 (MPD)</td>
<td>575</td>
<td>26</td>
<td>9-12th grade students (minimum 2.0 GPA)</td>
</tr>
</tbody>
</table>

The following table provides first year and transfer undergraduate diversity student enrollments for Fall 2001-2012. The chart provides a clear progression in the number of students of color (Asian/SE Asian, African American, Native American and Hispanic) enrolled over the course of ten years at UW-Oshkosh.

### New Undergraduate First Year & Transfer Diversity Student Enrollments Fall 2001 - 2012

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>140</td>
<td>140</td>
<td>172</td>
<td>184</td>
<td>196</td>
<td>214</td>
<td>220</td>
<td>256</td>
<td>270</td>
<td>334</td>
<td>362</td>
<td>373</td>
</tr>
</tbody>
</table>
Promising Program

Program Name

*Multicultural Retention Tracker (MRP Tracker), UW-Oshkosh*

Program Description

Piloted during the spring 2011, the MRP Tracker program is designed to enhance retention of students considered to be at risk as determined by GPAs 2.2 or below. The program is designed to help underrepresented racial/ethnic minority students (African American, Hispanic/Latino, Asian/Southeast Asian, and Native American). The program closely monitors the academic progress of students on a course-by-course basis through feedback from faculty.

Faculty members volunteer to send an alert report to the affected student(s). These reports alert counselors/advisors to contact students experiencing academic difficulties. Part of the process includes assessing needs and developing an action plan for success. The MRP’s senior development skills specialist helped underrepresented students understand assignment instructions to help them create and produce well-written papers in order to gain confidence in their written work. Recognizing the need of those multicultural students struggling with English, and with a commitment to honor language variations, services are designed to better aid students by not imposing limited time slots for receiving help.

Program Goal

The goal of the program is to close equity gaps and raise the level of academic performance for multicultural and disadvantaged students served by the Center for Academic Support and Diversity (CASD).

In Fall of 2011, the program raised the GPA requirement from 2.2 to 2.3, expanding the pool of students in need of intrusive intervention services. Letters were sent along with the MRP tracker forms to both faculty and students explaining the program. A MRP Tracker Action Plan for Success was developed to ensure a commitment from the students with a prescription for success based on the feedback from faculty and interactions with counselors/advisors. This form drives the discussion when the counselors are meeting with the students, has a list of various campus resource, and other actions required for success.
Outcomes

During the spring 2011 semester, 750 MRP Trackers (courses/201 students) were sent to faculty with a return rate of 54.30 percent (436), of which 86.70 percent (378 of 436) required intervention by CASD counselors/advisors. Of the 201 students monitored by the MRP Tracker, 57.21 percent (115 students) achieved with a GPA of 2.0 or above at the end of the 2011 spring semester.

There were nine areas within the concern category; however, the three major types identified by faculty/ instructors included class attendance (110), low test/quiz scores (187) and incomplete/missing assignments (61).

![MRP Tracker](chart.png)

Number of students of color targeted was 220; courses, 215; faculty/instructors, 245; forms, 750 (based on the number of courses in which students enrolled for spring 2011).

- Number of responses by faculty 436/750 (58.13%)
- Individual student return rate, 201/220 (91.36%)
- Individual faculty return rate, 129/245 (52.65%)
- Targeted courses, 120/215 (55.81%)
- At the end of the spring semester, of the 201/220 Tracker students, 57.81% (115) had a 2.0 GPA
- 37.81% a 2.2 GPA and above
- 41.79% (84) had below a 2.0 GPA
Promising Program

Program Name

*DRIVEN Scholars Program, UW-Platteville*

Program Description

There are milestones early in the college experience that, if met, are associated with a higher chance of graduation at UW-Platteville. These milestones are sometimes referred to as leading indicators. Examples include completing any required remediation in the first year, completing a high percentage of credits attempted, and completing the first college-level math and English courses.

UW-Platteville’s DRIVEN Scholars program – a high-touch, intrusive advising model for African American, American Indian, Latino and Southeast Asian students – articulates several goals and requirements for each year of the college experience. The overarching goals include basic measures of progress: completion of a certain number of credits each year; identifying and declaring a major by the sophomore year; completing general education requirements; and filing a graduation plan in the senior year. Additional requirements include participation in various leadership and engagement activities and regular meetings with advisors.

Program Goals

The DRIVEN Scholars Program aims to increase student success at UW-Platteville based on data-informed practices. Milestones for increasing the probability of academic progress and success were identified for all students based on data trends from 2004-09 at UW-Platteville. Students are encouraged to meet these milestones to improve institutional retention and student success outcomes. This document explores the first Milestone in the DRIVEN Scholars Program.

Outcomes

The four Milestones identified by UW-Platteville, which increase the probability of student academic success include:

- The Year 1 Milestone
  - 26 credits completed in first year
  - first year experience seminar course participation
  - complete math remediation by start of second year

- The Year 2 Milestone
  - Complete 54 credits successfully

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*Rational for Program Creation:* Reviewing 4, 5, and 6 year graduation rates of URM and majority students reveals the need to develop and fund the program of DRIVEN Scholars which provides assistance on meeting milestones assessed to assist URM retention and graduation and make a positive impact on closing the achievement gap. Additionally, providing access to proven high impact practices enhances URM student retention, graduation progress, and competitiveness towards successful graduate study and professional goals.
Complete at least 2 engagement activities
Major officially declared by end of sophomore year

The Year 3 Milestone
Lead at least one engagement activity
Complete all introductory major pre-requisites
Secure study abroad, internship, or undergraduate research experience

The Year 4 Milestone
Understand all remaining degree requirements and have a detailed graduation plan on file with DRIVEN Advisor

For each Year Milestone, UW-Platteville has identified associated Educational Goals:

The Year 1 Milestone Educational Goals
- Complete foreign language requirements if pursuing retro-active credits
- Enroll and complete any developmental Math and English requirements
- Know how to read transcript and advising report
- Know who ALL advisors are, where they are on campus and how to access them
- Sign up for SSS tutoring and have all tutors on academic schedule
- Complete 6 week grade reports
- Required to meet peer mentor twice per month
- Required to see assigned DRIVEN Advisor a minimum of twice per term if in good academic standing
- Required to meet and complete an academic action plan with DRIVEN advisor and maintain academic check in meetings as assigned by advisor if on academic probation
- If Applicable: Complete application for Students with Disabilities Services

The Year 2 Milestone Educational Goals
- Know and understand the sequence of prerequisite courses needed for declared major
- By the end of sophomore year apply and/or declare major. If applying to a limited enrollment major you must also have a Plan B major in DRIVEN file
- Required to meet with Faculty/Staff Mentor once per month
- Required to see assigned DRIVEN Advisor a minimum of twice per term if in good academic standing
- Required to meet and complete an academic action plan with your DRIVEN advisor and maintain academic check in meetings as assigned by your advisor if on academic probation
- Required to meet with your assigned DRIVEN Advisor if you fall below 12.0 credits and/or drop a course throughout the semester

The Year 3 Milestone Educational Goals
- Develop e-portfolio profile and resume
- Study abroad, internship or undergraduate research experience detailed plan on file with DRIVEN advisor
- Required to see assigned DRIVEN Advisor a minimum of twice per term if in good academic standing
- Required to meet and complete an academic action plan with your DRIVEN advisor and maintain academic check in meetings as assigned by your advisor if on academic probation
Required to meet with your assigned DRIVEN Advisor if you fall below 12.0 credits and/or drop a course throughout the semester

- The Year 4 Milestone Educational Goals
  - Required to see assigned DRIVEN Advisor a minimum of once per term if in good academic standing
  - Required to meet and complete an academic action plan with your DRIVEN advisor and maintain academic check in meetings as assigned by advisor if you are on academic probation
  - Required to have graduation plan on file
  - Required to meet with assigned DRIVEN Advisor if below 12.0 credits and/or drop a course throughout the semester
  - Complete Internship and have polished resume on file (required to visit Career Center for resume work)
  - Complete graduation plan and have a conversation about graduation with academic advisor and DRIVEN advisor
  - Sign up for graduation with the Registrar’s Office

The analysis below explores the implications of meeting a Year 1 Milestone for underrepresented minority (URM) new freshmen entering UW-Platteville in fall semester. The Year 1 Milestone developed for this analysis aligns with the overarching Freshman/Year One goals of the DRIVEN Scholars program and reflects recent research on and policy discussions of student outcomes at UW-Platteville. UW-Platteville looked at how meeting the milestone is associated with enrollment in subsequent fall semesters, and explored the some implications for the DRIVEN Scholars program.

New freshmen meet the Year 1 Milestone if they do the following:

- **26 credits in the first year.** Completing 26 credits is a DRIVEN Scholars program goal for the freshman year. The completion in the first year of credits equal to or greater than a full-time load has been identified as a leading indicator of eventual graduation.\(^ {22}\)

- **First year experience seminar course in fall semester.** This DRIVEN Scholars goal will be a requirement for all UW-Platteville new freshmen starting in fall 2013.\(^ {23}\)

- **Complete any required math remediation before start of second year.** Though not a DRIVEN Scholars requirement, completing remediation in the first year is a strong leading indicator of eventual graduation. UW-Platteville is discussing policy options that would encourage this outcome for all freshmen.

The table below illustrates new fall freshmen of URM and non URM who complete the academic requirements of the year 1 milestone. URMs were less likely than non-URMs to complete each of the three components of the Year 1 Milestone considered separately. URMs were considerably less likely than non-URMs to have 26 or more credits in the first year (66% vs. 84%) and were slightly less likely to have a FYE course in fall semester (54% vs. 58%). URMs were less likely to complete.

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\(^{22}\) This analysis is based on credits attempted as of the 10th day, a reasonable proxy given that typically 97% or more of attempted credits are completed at UW-Platteville.

\(^{23}\) Previous analyses suggest the importance of this course for retention of students overall and URMs in particular.
any required math remediation (60% vs. 84% for non-URMs). Also, URMs were more likely to require math remediation in the first place: 55% of URMs required math remediation vs. 35% of non-URMs.

The table below provides comparative data regarding the enrollment of new freshmen (URM and Non-URM) into the second fall semester and retained into the third fall semester. Overall, 87% of new freshmen who met the Year 1 Milestone enrolled in the subsequent fall semester, compared to 62% of those who did not meet the milestone. Those who met the milestone also were more likely to enroll in the third fall after the sophomore year: 77% vs. 53% of those who did not meet the milestone.
### Table: Analysis of Year 1 Milestone completion and subsequent enrollment

<table>
<thead>
<tr>
<th></th>
<th>Completed Year 1 Milestone</th>
<th>Enrolled 2nd Fall # Rate (%)</th>
<th>Enrolled 3rd Fall # Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>124</td>
<td>99 80%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>295</td>
<td>130 44%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>419</td>
<td>229 55%</td>
</tr>
<tr>
<td>URM, all</td>
<td>Yes</td>
<td>3,710</td>
<td>3,249 88%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>4,468</td>
<td>2,809 63%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>8,178</td>
<td>6,058 74%</td>
</tr>
<tr>
<td>Non-URM, all</td>
<td>Yes</td>
<td>3,840</td>
<td>3,354 87%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>4,780</td>
<td>2,952 62%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>8,620</td>
<td>6,306 73%</td>
</tr>
<tr>
<td>Total*</td>
<td>Yes</td>
<td>3,840</td>
<td>3,354 87%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>4,780</td>
<td>2,952 62%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>8,620</td>
<td>6,306 73%</td>
</tr>
</tbody>
</table>

Meeting the milestone had a similar effect on URM new freshmen. 80% of URM who met the milestone enrolled in the subsequent fall semester, compared to 44% of URM who did not meet the milestone. Rates of enrollment in the third fall were 63% and 33%, respectively, as demonstrated in the figure below.

### Figure: Retention Implications of Year 1 Milestone Completion

- **Enrollment Rate 2nd Fall**
  - Milestone = Yes: 80%
  - Milestone = No: 44%
  - URM
  - Non-URM

- **Enrollment Rate 3rd Fall**
  - Milestone = Yes: 77%
  - Milestone = No: 33%
  - URM
  - Non-URM
Promising Program

Program Name

First Year Seminar, UW–Stevens Point

Program Description

UWSP First Year Seminars (FYS) are academically rigorous foundational course for incoming first year students. FYS courses are designed to introduce critical thinking skills, orient students to the academic community and campus life, and equip incoming freshmen with other skills necessary to be a successful student. Fostering intellectual inquiry and self-assessment, FYS courses help students begin the process of taking responsibility for their education, career choices, and personal development.

UWSP's First Year Seminar (FYS) was piloted in spring of 2011 with twelve sections, with an enrollment capped at twenty-two students. In Fall of 2011, 461 students enrolled in FYS courses. These small three credit seminars, created by faculty from across campus especially for first-year students, address questions that every student needs answered to thrive at UWSP:

- Explore topics essential to human life, culture, and society
- Learn skills to help students succeed in college
- Engage in hands-on activities such as discussions, research projects, and field trips
- Plan education around students’ interests, abilities, and goals
- Earn credit toward graduation and other requirements (depending on section)

Program Goals

UW-Stevens Point First Year Seminar program provides students with the ability and skills to develop a plan that demonstrates their responsibility for their own education, specifically how it relates to their interests, abilities, career choices and personal development. The program high level goal after completion:

- Students understand the importance of a liberal education and ways in which academic study is structured at UWSP.
- Students appreciate and understand the importance of critical thinking and information literacy and apply the associated skills.
- Students gain and apply appropriate note-taking, test-taking, and time management strategies to their academic studies.
- Students understand the importance of co-curricular involvement and how it enhances their academic study at UWSP.
- Students are able to identify and utilize UWSP programs, resources, and services that will support their academic studies and co-curricular involvement.
Outcomes

The first to second year retention (2011-2012) for all FYS participants was slightly higher, 82.1% all First Year Students vs. 82.4% for FYS participants. The retention of URM-FYS participants was significantly higher 92.3% as compared to 81.8% of non-URM FYS participants.
Promising Program

Program Name

*SAAC Pointers on a Path, UW-Stevens Point*

Program Description

Pointers on a Path is a UW-System Growth Agenda grant-funded program that began within Student Academic Advising Center (SAAC) to work on the retention of undeclared students in their first year at UWSP in July 2011. All undeclared students at UW-Stevens Point are enrolled in the program. The Pointers on a Path program includes several components, all with the goal of helping retention. The program includes an early alert system as well as peer mentors who meet with each undeclared freshman/transfer student prior to their meeting with their academic advisor. Effective in Spring of 2012, all undeclared students were required to participate in the Back on Track probation workshop which works in collaboration with the Tutoring Learning Center. Along with probations workshops, SAAC staff conducts workshops in residence halls around topics of registration, major selection, and career goals.

Program Goals

The goal of the program is to increase the retention rate of first year, undeclared students. This program, still operational is comprised of several collaborative efforts across various departments and organizations across the campus, including:

- Utilizing intrusive academic advising practices
- Organizing booths during registration time at the University Center concourse.
- Providing walk-in assistance to students during registration. SAAC also co-sponsors the Majors Fair with Student Government Association.
- Peer mentors work with student employees from Student Involvement and Employment Office to call commuter students to check in during the second week of class and promote the involvement in the major fairs
- SAAC added a messenger box to the website to assist students with quick questions in a convenient way.

Outcomes

First to second semester retention has been analyzed for the Pointers on a Path program. 92.7% of freshman in the Pointers on a Path program returned for spring 2012. This is close to the percentage of freshman NOT in the Pointers on a Path program, as they returned at a rate of 93.2%. Given that undeclared students are historically more likely to leave the institution, this is a positive number.
First to second semester retention has also been analyzed for Pointers on a Path program. 79.4% of the participants enrolled in Pointers on a Path returned the following fall of 2012. On average, this is higher than the historical retention rates of undeclared students.

Another aspect of the program that has been evaluated is the academic motivation and coping skills of undeclared students. This data has been collected through the Noel-Levitz early alert tools. There were increases in the following scores from Fall 2011 to Spring 2012: intellectual interests, math/science confidence, study habits, verbal/writing confidence, career closure, family emotional support, opinion tolerance, sense of financial security, and sociability. In the fall, the mean percentile score of students’ dropout proneness was 66.6 (the national norm is 50). However, in the spring 73.3% of respondents reported that they planned to finish their degree at UWSP.
Program Name

Student Jobs Initiative, UW-Stout

Program Description:

In fall 2011, UW-Stout launched a strategic planning initiative (university priority) to increase the number of opportunities for first year students to work on campus. This initiative, identified through previous research at UW-Stout, showed that freshmen who work on campus have retention rates that exceed the university average by 9-10 percentage points. As well, student employment was identified as a leading indicator that is effective in closing the achievement gap for racial and ethnic minorities. Based on this research, increasing student employment for minority students was identified as a strategic initiative to help UW-Stout achieve its graduation target for racial/ethnic minorities. The Student Jobs Initiative funded solicited proposals from all faculty and staff to provide on campus job opportunities for freshmen. Twenty of the 38 proposals submitted received a total of $60,000 in funding the university allocated to support this initiative.

UW-Stout identified a strategic planning goal to expand early and ongoing experiential learning opportunities for students, including student research. This initiative, identified through previous research at UW-Stout, showed that students who participated in research activities are more likely to be retained and to remain enrolled until graduation. Several actions have been implemented to address this need. Several mechanisms such as, card readers and databases, have been developed to track student participation in research activities on and off campus, including research presentations, research publications, and research intensive courses. In addition, there is an emphasis on research jobs in the previously described research initiative. Third, currently under development is a process to provide new faculty with start-up funds to engage in research. This we hope will provide more opportunities for students to work with faculty on their research projects.

Program Goals

The goals of the program are multifold:

1. To improve first to second year retention rates by three percentage points over the next several years.
2. To close the gap in racial/ethnic minority retention and graduation rates, and ensure that graduation rates for racial/ethnic minority students are the same as those for all students, no later than 2025.
3. To expand opportunities for students to get engaged in research.
4. Increase the number of students participating in experiential learning to 100%.
Outcomes

Early evaluation results indicate that students who were employed through the student jobs program are highly engaged and intend to stay enrolled at UW-Stout. Fully 100% of the students who participated in the program indicated that they plan to stay at UW-Stout for second semester. Below is the chart with the breakdown of race/ethnicity for the research activities and student jobs initiative:

Table: Student Job & Research Initiative Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Research</th>
<th></th>
<th>Student Jobs</th>
<th></th>
<th>Combined</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percentage</td>
<td>Count</td>
<td>Percentage</td>
<td>Count</td>
<td>Percentage</td>
</tr>
<tr>
<td>African American</td>
<td>5</td>
<td>0.72%</td>
<td>1</td>
<td>2.38%</td>
<td>6</td>
<td>0.81%</td>
</tr>
<tr>
<td>Am Ind/AK</td>
<td>7</td>
<td>1.00%</td>
<td>1</td>
<td>2.38%</td>
<td>8</td>
<td>1.08%</td>
</tr>
<tr>
<td>Hawaiian</td>
<td>1</td>
<td>0.14%</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.14%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4</td>
<td>0.57%</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0.54%</td>
</tr>
<tr>
<td>Hmong</td>
<td>27</td>
<td>3.87%</td>
<td>4</td>
<td>9.52%</td>
<td>31</td>
<td>4.19%</td>
</tr>
<tr>
<td>Mexican</td>
<td>14</td>
<td>2.01%</td>
<td>2</td>
<td>4.76%</td>
<td>16</td>
<td>2.17%</td>
</tr>
<tr>
<td>No Response</td>
<td>5</td>
<td>0.72%</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0.68%</td>
</tr>
<tr>
<td>Other</td>
<td>12</td>
<td>1.72%</td>
<td>1</td>
<td>2.38%</td>
<td>13</td>
<td>1.76%</td>
</tr>
<tr>
<td>Other Asian</td>
<td>19</td>
<td>2.73%</td>
<td>1</td>
<td>2.38%</td>
<td>20</td>
<td>2.71%</td>
</tr>
<tr>
<td>White</td>
<td>604</td>
<td>86.51%</td>
<td>32</td>
<td>76.19%</td>
<td>635</td>
<td>85.93%</td>
</tr>
<tr>
<td>Total</td>
<td>697</td>
<td><strong>100.00%</strong></td>
<td>42</td>
<td><strong>100.00%</strong></td>
<td>739</td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

**Undergraduates only

Student Job Initiative Placement Outcomes:

UW-Stout’s goal is to expand the Student Jobs Initiative next year. The initiative will include utilizing a central website to post all students job opportunities and improve the usability of the site so that it will be used more consistently. An information campaign will be implemented to let students and parents know that students who work on campus are more likely to be retained and graduate. These discussions will take place during student orientation, opening week, encouraging students to accept their work study allocations, presentations to parents, and including information in the monthly parent e-newsletter.

Student Research Initiative Outcomes:

UW-Stout has also seen increases in the percentage of students that participate in experiential learning before they graduate. In 2011-12, fully 89% of UW-Stout graduates participated in
experiential learning, an increase of five percentage points from the previous year. As well, currently 23 of UW-Stout’s academic programs have achieved the goal of 100% participation, an increase of 6 programs from the previous year.
Promising Program

Program Name

*Stoutward Bound: Bridge Program, UW-Stout*

Program Description

Stoutward Bound, a bridge program sponsored by Multicultural Student Services, is open to incoming, first-year students identified as American racial/ethnic minorities. This program, designed to "jump start" the college experience, provides participants the support and encouragement needed for a successful transition to college. Throughout the academic year, students continue to participate in activities that promote a sense of community while learning strategies for success. Students come to campus two weeks before the start of the fall semester, stay in university housing, use university dining halls, attend structured classes Monday through Friday, and participate in other organized leadership and social activities.

Twenty-five multicultural students move into the residence hall two weeks early and maintain a year-long living-learning community that includes intrusive support services throughout the academic year (peer mentoring, enrichment workshops, social and cultural activities, leadership development and study groups). Because it is also learning community, students began Psychology and Speech classes early and continued as a cohort group throughout the fall semester. By taking these common courses, students get to help one another and faculty can enhance learning by linking courses and discussions that will increase student’s level of learning and participation.

During the academic year, intentional individual attention is given to Stoutward Bound participants. Students meet twice a year with coordinators/advisors in the Multicultural Student Service office where they receive academic, financial, student engagement, and job placement support and guidance. Two Peer Mentors who have experienced and transitioned into college life successfully serve as peer leaders. They serve a "listening ear" for students and assist in organizing activities, workshops, socials and community service projects.

Program Goals

The Stoutward Bound bridge program provides students with the opportunity of early academic success through building confidence for college-level coursework. The program exposes students to the campus community prior to the start of the fall semester to enable students to locate resources, learn about opportunities of involvement, enhance classroom learning, and develop a sustainable learning community throughout the first year of college.

UW-Stout’s goals for multicultural students who participate in Stoutward Bound a learning community will, on average:
• Be retained at a higher rate
• Have higher GPAs and graduation rates
• Be actively engaged in campus activities
• Spend more time on their academics
• Be more satisfied with their academic experience
• Demonstrate grow in the key cognitive strategies
• Connect classroom learning to the “real world”

Outcomes

Stoutward Bound students earned higher cumulative grade point averages compared to all new freshmen during 2007-2010, and had a significantly higher retention rate than all new freshmen in 2011.

**First Year Academic Performance: Stoutward**

<table>
<thead>
<tr>
<th>Year</th>
<th>SWB Students</th>
<th>All New Freshmen Minorities</th>
<th>All New Freshmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>2.84</td>
<td>2.69</td>
<td>2.80</td>
</tr>
<tr>
<td>2008</td>
<td>2.97</td>
<td>2.51</td>
<td>2.67</td>
</tr>
<tr>
<td>2009</td>
<td>2.91</td>
<td>2.53</td>
<td>2.77</td>
</tr>
<tr>
<td>2010</td>
<td>2.77</td>
<td>2.57</td>
<td>2.70</td>
</tr>
<tr>
<td>2011</td>
<td>2.69</td>
<td>2.61</td>
<td>2.80</td>
</tr>
</tbody>
</table>
Year One to Year Two Retention: Stoutward

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWB Students</td>
<td>75.9</td>
<td>75.0</td>
<td>61.5</td>
<td>54.5</td>
<td>84.0</td>
</tr>
<tr>
<td>All New Freshmen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minorities</td>
<td>70.6</td>
<td>67.0</td>
<td>72.6</td>
<td>69.6</td>
<td>65.5</td>
</tr>
<tr>
<td>All New Freshmen</td>
<td>71.8</td>
<td>71.0</td>
<td>74.6</td>
<td>71.2</td>
<td>69.4</td>
</tr>
</tbody>
</table>

* Preliminary retention rate for 2011, official numbers will be released in February 2012 from UW System.
Promising Program

Program Name

*Student Success: Liberal Arts High Impact Practices, UW-Superior*

Program Description

The University of Wisconsin-Superior is a teaching, learning, and outreach institution that serves northern Wisconsin. UW-Superior takes pride in its Public Liberal Arts designation and provides 2,700 undergraduate and graduate students with quality academic programs, small class sizes, and a friendly, supportive atmosphere. The academic programs offered attract local students, students from northern Minnesota and the Upper Peninsula of Michigan, and international students from over 30 different countries.

As part of the *Growth Agenda* strategy focused on student success, since 2005 UW-Superior has incorporated six Liberal Arts High Impact Practices into the curriculum and co-curriculum. Included are First Year Seminars within the First Year Experience, Study Abroad (global awareness), Undergraduate Research, Senior Experience, and Academic Service Learning and Writing Across the Curriculum.

- **First Year Seminars** - provides an integrated set of programming and events to incorporate first-year students into the campus community and its public liberal arts mission. These anchor first-year students within UW-Superior academically, socially, and culturally.

- **Study Abroad (Global Awareness)** - builds upon UW-Superior’s existing strength in international education to make global studies a centerpiece of the student experience. The Global Awareness plan calls for 1) development of a Global Studies academic minor; 2) an institutional focus on student study abroad opportunities; and 3) expanded emphasis on language study among undergraduates.

- **Undergraduate Research** - students have opportunities to engage in research and creative activities through participation in grants coordinated through one of the university’s research centers. Students also have an opportunity to work with individual faculty members in their particular disciplines through student assistance programs or in courses that use research methodologies.

- **Senior Experience** - requires all graduating seniors to participate in a senior experience activity. The activity, completed within the context of the major, must involve original/creative work and must be shared publicly with the broader campus community. The public presentation of Senior Experience work will become a focal point for campus activity each spring semester, with a particular emphasis on involving lower-division students.

- **Academic Service Learning & Writing** - community-based service that is embedded within the academic curriculum and relates to curricular objectives. Through a phased
process, UW-Superior created a Center for Academic Service-Learning that works to infuse academic service-learning opportunities throughout the curriculum. The center supports expanded academic service-learning opportunities by providing education, outreach, and support to faculty and staff and by developing relationships with community partners. This center is staffed by a half-time coordinator and given counsel by a standing faculty advisory group.

Program Goals

UW-Superior has begun to implement a package of initiatives designed to integrate students into the campus community and its public liberal arts mission. The initiatives offer incoming students a set of experiences that will anchor first-year students within UW-Superior academically, socially, and culturally. The initiatives are known as the Liberal Arts High Impact Practices and are being institutionalized into the ongoing campus life and community.

Outcomes

Results from the First Year Seminar demonstrate that in the five years since implementation of a voluntary first year seminar, students who enrolled in the First Year Seminars had a higher second year retention rate than those who did not enroll. In 2010, this resulted in a 14% higher first to second year retention rate for students who completed a first year seminar versus students who did not complete a first year seminar. Table 1 shows the results since 2005. In Fall 2012, the First Year Seminar became mandatory for all freshman who enter UW-Superior with less than 15 credits. Staff plans to track the impact that this change has on future retention rates.

Table 1: Retention Rates for Students Who Complete First Year Seminar vs. No First Year Seminar

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Seminar Return Rate</th>
<th>No Seminar Return Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>72%</td>
<td>68%</td>
</tr>
<tr>
<td>2007</td>
<td>72%</td>
<td>63%</td>
</tr>
<tr>
<td>2008</td>
<td>70%</td>
<td>72%</td>
</tr>
<tr>
<td>2009</td>
<td>72%</td>
<td>67%</td>
</tr>
<tr>
<td>2010</td>
<td>75%</td>
<td>61%</td>
</tr>
</tbody>
</table>
Promising Program

Program Name

*Teacher Education: Recruitment and Retention Efforts Focused on Underrepresented Students, UW-Superior*

Program Description

With funding provided by the UW System 2008-2009 PK-16 Teacher Education DIN, UW-Superior’s Department of Educational Leadership embedded efforts to recruit and retain students from high-needs teaching areas and underrepresented backgrounds into various teacher education majors. UW-Superior has consistently exceeded recruitment goals for these student populations; this success would not have been possible without the funds received through the PK-16 Teacher Education DIN. Staff hired with the funding helped UW-Superior developed initiatives that resulted in the following:

- $17,000 Teacher Recruitment and Retention Initiative (TRRI) grant in 2010-2011 that allowed UW-Superior education department to create the inclusive program infrastructure necessary to support additional initiatives.
- In Fall 2012, the development of the Future Indian Teachers program in partnership with Lac Courte Oreilles Ojibwa Community College (LCO), funded by a federal grant of $1.2 million through the U.S. Department of Education.

In Fall of 2012, recruitment efforts started to seek Native American students who have completed the 1st two years of education at the LCO Community College. Along with grant support, recruitment strategies were structured to complement the efforts to increase students within the education program. A full time advisor/recruiter was collaborated with the teacher education faculty to focus on the recruitment of teacher education students from the TRRI target populations. The recruitment strategies included: a communication plan ensuring personalized outreach; one-on-one meetings with prospective students and teacher education staff; participation in targeted recruiting and pipeline events; and development of a recruitment campaign that included emails, campus visits, and building relationships with education faculty members at area community and tribal colleges.

Program Goals

Recruitment and retention of students is a key aspect of the department of Education Leadership's strategic plan with an emphasis on students from underrepresented populations who plan to seek high-need teaching areas. The department strategically plan recruitment efforts in particular areas to increase enrollment and retain teacher education students from the target populations from

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24 Minnesota Association of Counselors of Color college fairs and UW-Superior’s Making the University Accessible event in Fall 2012.
underrepresented groups. This is a collaborative effort between UW-Superior’s Education Leadership Department and the Admissions Office.

Outcomes

The LCO Community College collaboration resulted in 21 new Native American students being admitted to UW-Superior’s Teacher Education programs for Spring 2013. The chart below shows UW-Superior’s Department of Educational Leadership enrollment number for Fall 2012 and Spring 2013.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Admitted</td>
<td>Declared</td>
</tr>
<tr>
<td>Caucasian</td>
<td>145</td>
<td>290</td>
</tr>
<tr>
<td>URM s</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>Amer. Indian</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Other URM s</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Total TED</td>
<td>149</td>
<td>309</td>
</tr>
</tbody>
</table>
Promising Program

Program Name

*Pathways for Success, UW-Whitewater*

Program Description

Pathways for Success has been in existence for three years, first serving 50 students starting in Fall 2010. During Fall 2012, 150 students were provided cohesive and supportive services to help them transition into the university environment, develop self-responsibility and motivation for learning, and establish educational goals. The students are chosen for the program by a comprehensive review of ACT composite and sub scores, high school grade point average and class rank. Pathways for Success won the 2011 Ann Lydecker Educational Diversity Award from the Wisconsin State Council on Affirmative Action and the Office of State Employment Relations. In 2012, UW-Whitewater was awarded a Growth Agenda for Wisconsin Institutional Change Grant to expand the program.

Pathways for Success utilizes an intrusive or “high touch” model that focuses on several components known to support student success. This includes intrusive academic advising, carefully planning the number of credits a student may enroll per semester, guiding students to obtain their associates degrees first, and directed academic and career planning. Students are advised in the Academic Advising and Exploration Center for an additional two semesters by advisors who have knowledge and skills to assist higher risk students with their transition. The use of a common curriculum, first-year interest groups and the coordination of programming and services are used to promote student engagement and success. Pathways students must also participate in mandatory study sessions and supplemental instruction in mathematics and writing. Peer mentors work with these students to help them not only with their academic adjustment, but also with their social adjustment to college life.

Program Goals

The goals for Pathways for Success include:

- Narrow the gap between the remedial population and the non-remedial population in:
  - First to second year retention rates
  - Second to third year retention rates
  - Six year graduation rates
- Assist students in making successful transitions through the academic pipeline by earning Associate’s degrees as a milestone towards their eventual Bachelor’s degrees.
Outcomes

Data indicate that the program is having success. Seventy-four percent of the first cohort and 76% of the second cohort of the Pathways for Success students are underrepresented minority students. Seventy-two percent of the first Pathways cohort were retained to the second fall with 49% returning with a 3.0 or higher cumulative grade point average and 50% are on pace to receive Associate of Arts degrees by the end of the 2012-2013 academic year. Seventy-nine percent of the second Pathway cohort students were retained to the second fall. Students with comparable academic profiles similar to current Pathway students had retention rates to the second fall of 68%.

The success of the program is not limited to its measurable impact on student outcomes. Collaboration between sub-units and academic departments has been enhanced by implementing this initiative. Several complementary initiatives have been attempted and expanded due to conversations that occurred in Pathways planning meetings, including summer transitional programs focusing on enhancing quantitative and verbal literacy, redefining re-entry services for probationary students, and increasing the assessment of standard high impact educational practices and their relative impact on student groups that possess different characteristics. All of these discussions will help UW-Whitewater refine components of advising, instruction, and academic support that could result in enhanced student outcomes for myriad populations.
Promising Program

Program Name

*Future Teacher Program, UW-Whitewater*

Program Description

Students of color who entered the University of Wisconsin-Whitewater as pre-education students are admitted to professional education and eventually graduate with licensure at lower rates than majority students. Future Teacher Program (FTP) is a recruitment and retention program developed to address the critical need of the College of Education & Professional Studies (COEPS) to attract and retain teachers of color, teachers from historically underrepresented groups, and teachers receiving licensure in academic disciplines experiencing teaching shortages (as defined by the Wisconsin Department of Public Instruction—DPI). These areas are biology, chemistry, Spanish, math, special education, ESL/bilingual/bicultural, and library media. Male students majoring in early childhood education are also considered a high needs area.

FTP students receive focused academic, personal, and professional support from freshman year through graduation using a comprehensive set of high impact transformational learning experiences aimed at promoting student success and increasing retention and graduation rates. This programming is aligned with the Association of American Colleges and Universities (AAC&U) LEAP (Liberal Education and America’s Promise) initiative. The COEPS teacher education curriculum includes the Future Teachers Summer Institute, PRAXIS 1/PPST preparation, undergraduate research, peer and faculty mentoring, early experiences in schools, conference attendance, service projects, monthly group meetings, employment opportunities, and individual advising sessions with an emphasis on academic and professional development. Highlighted below are four of FTP’s high impact programs:

- **Future Teachers Summer Institute** - The Future Teachers Summer Institute is a retention program designed to transition newly admitted FTP students to the university and provides programming and high impact activities related to the field of education and the concepts of leadership and service. The theme is LEAD. TEACH. SERVE. Activities include sessions pertaining to PPST/Praxis 1 preparation, undergraduate research, college literacy, study skills, mentoring, leadership development, team building, awareness and appreciation of the importance of diversity in today’s society and in school systems, and participation in a service project.

- **Praxis 1/ PPST Preparation** - The COEPS and the offices of Curriculum and Instruction, Developmental Education, Campus Tutorial Services, and Multicultural Affairs and Student

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25 Data from the 2010 Teacher Education Designated Item Narrative (TEDIN) report showed that there were only five African-American students and three American Indian students admitted to the COEPS Professional Education program. There were 18 Hispanic students enrolled, however, this number was inflated due to the inclusion of post-baccalaureate students who were adding a license in ESL or Bilingual education.
Success collaborate to provide EDUINDP 490-PPST/Praxis 1 Preparation classes in Reading, Writing, and Math. This partnership promotes student success through assigned tutors embedded in the classroom who meet weekly with registered students throughout the semester, supplemental PPST/Praxis tutoring, mock PPST testing, check-out of test preparation books, and a PPST support group. The class instructor is also skilled in the use of strategies to promote academic success for at-risk students.26

- **Learning Community** - The Future Teachers Learning Community is a non-residential interest group under UW-Whitewater’s learning community umbrella. During their first semester, freshmen students attend three classes in a cohort model (Special Education 205; Freshmen Seminar 104; Introduction to Human Communication 110) and participate in out of class academic and volunteer activities and service projects. Assignments in these three courses are cross linked to one other and to the education career theme.

- **Undergraduate Research** - In collaboration with the UW-Whitewater Undergraduate Research office, FTP students have opportunities to engage in research and related activities with COEPS faculty mentors in their education disciplines.

The Future Teacher Program received a Program Achievement Award from the State Council on Affirmative Action, Office of State Employment Relations in 2012.

**Program Goals**

The goals of the Future Teacher Program are to increase the enrollment, retention and graduation rates of teacher education students from minority backgrounds, students with majors/minors in STEM disciplines (with an emphasis in science and math), and students with majors/minors in academic disciplines experiencing teaching shortages in the state of Wisconsin and region.

**Outcomes**

Twenty-six (26) students entered the program in 2010 and twenty-nine (29) students entered in 2011 for a total of fifty-five (55) students. At the end of the 2011-2012 academic year, ninety-three percent (93%) of the students were in good academic standing and seventy-five percent (75%) achieved a GPA of 3.0 or higher. Thirty-two percent (32%) of the students were majoring in a STEM (Science, Technology, Engineering, and Mathematics) discipline or high-need licensure area and forty-three percent (43%) had a STEM or high-need licensure area minor. The retention rate for

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26 Students take a mock Praxis 1/PPST exam in order to establish baseline scores during the summer institute. This provides students with concrete feedback on what has already been mastered and identifies where they should focus their study efforts. Depending on funding availability, Future Teacher Program students receive a one-time reimbursement for costs associated with taking the Praxis 1/PPST test.
FTP students entering the university in 2010 was ninety-six percent (96%) and ninety-eight percent (98%) for those entering the university in 2011. Sixty-four percent (64%) of the FTP students from these two cohorts are from a minority background. Most importantly, forecasts through 2013 indicate that the COEPS will meet the target goals (for admission of diverse students and students in high need areas) that were established for the PK-16 Recruitment and Retention Project (initiated through the UW System).

* 2011-2012 data

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### Academic Standing and GPA (2011-12)

<table>
<thead>
<tr>
<th>Percentage of Students</th>
<th>Good Standing</th>
<th>GPA 3.0+</th>
</tr>
</thead>
<tbody>
<tr>
<td>(N=55)</td>
<td>93%</td>
<td>75%</td>
</tr>
</tbody>
</table>

---

### STEM & High-Need Majors/Minors (2011-12)

<table>
<thead>
<tr>
<th>Percentage of Students</th>
<th>Majors</th>
<th>Minors</th>
</tr>
</thead>
<tbody>
<tr>
<td>(N=55)</td>
<td>32%</td>
<td>43%</td>
</tr>
</tbody>
</table>

* 2011-2012 data
Future Teacher Program Ethnicity

Percentage of Students (N=559)

* 2011-2012 data
EMERGING PROGRAMS AND STRATEGIES
Emerging Program

Program Name

*The Falcon Promise, UW-River Falls*

Program Description

The Falcon Promise is four strategic directions supporting initiatives of importance to students’ success at UW-River Falls. These initiatives and key elements of the Falcon Promise are:

**Tutoring** – In effort to support increasing retention and graduation rates, increased staffing levels allows UW-River Falls to coordinate additional peer and group tutoring for students enrolled in gateway courses (mathematics, English and lab-based science courses). Academic support beyond tutoring includes workshops on academic tools, essential study skills and strategies for admission into graduate and professional schools.

**Undergraduate Research Opportunities** - Strong undergraduate research opportunities exist in several academic departments at UW-River Falls. Campus-wide funding for undergraduate research student stipends, student project support, and faculty support is making these unique educational opportunities available to many more students across a range of academic colleges and disciplines.

**Increased Student Scholarships: The Falcon Scholars Challenge** - Upon admission to UW-River Falls, selected Falcon Scholars are offered renewable, four-year scholarship support ($4,000 total, $1,000 per year). These scholarships are funded exclusively by charitable gifts from alumni and friends of UW-River Falls. Funding derived from differential tuition provides each Falcon Scholar with support for studying abroad or participating in undergraduate research activities during their junior or senior years ($2,000). (Thus, $2,000 in differential tuition funds leverages $4,000 in alumni support for students.) Financial support for these opportunities will enhance students’ educational experience, increases retention rates, and enhances opportunities for success after college. These scholarships are need-based scholarships.

**Enhanced Learning Spaces** – Initiative to upgrade classrooms and other academic learning spaces on a regular basis. The goal is to view classrooms holistically (technology, audio-visual, tables, chairs, lighting, paint and carpeting) and provide spaces that are conducive to 21st century teaching and learning. Funding from differential tuition is used exclusively for learning space technology, furniture (desks and tables) and “non-fixed” items (e.g. equipment in spaces such as teaching laboratories). The university matches the student commitment dollar for dollar and uses its funds for construction and renovation of these learning spaces. Projects that directly benefit undergraduate research, scholarship, and creative activity are given higher priority than those that do not.
Program Goal

The goal of The Falcon Promise is to increase student retention and success—especially for first-generation students and students having significant financial need—and to enhance the learning environment at UW-River Falls. The Falcon Promise is a partnership between students and the University. The Falcon Promise supports the University's five core institutional values of academic excellence, community, continuous improvement, inclusiveness and integrity. Living up to these core values presents a direct challenge for our students, faculty and staff. It is a commitment to providing members of our campus community an opportunity to meet this challenge and in turn, achieve their full potential.

Outcomes

1) Tutoring Expansion

The library added 16 hours to its regular schedule during the fall and spring semesters. A 24-hour library computer lab is also available. Over the past year, full-text article retrievals from the most popular database increased 26 percent, from 218,678 retrievals in 2009 to 273,055 in 2010. The library tracks hourly gate counts during peak times of the semester to measure demand. Over 100 passes per day were recorded between 11 p.m. and 1 a.m.

The new tutoring program in the Academic Success Center serves over 2,500 students per semester. In Fall 2009, Tutoring Services provided 4,113 hours of tutoring. Tutoring Services evaluations completed by students are used to continually improve the services provided. In the last survey, 84 percent of the 159 student respondents were satisfied with their tutoring.

In the Fall of 2011 UW-River Falls plans to identify a location for the building of the Testing Center and $283,380 in differential tuition revenue has been reserved to create the center.

2) Undergraduate Research

From 2007 to 2010, Falcon Grants funded projects or travel to professional conferences for 350 students.

In April 2010, more than 70 UW-River Falls students and their professors presented at the National Conference on Undergraduate Research in Montana.

In May, 7 students attended Posters in the Rotunda in Madison to share their original research with state leaders.

In November, 42 students presented their research at the UW-River Falls Gala Evening of Research, Scholarly, and Creative Activities, which is the largest group of presenters in the event's history.
In the fall of 2012, UW-River Falls opened and appointed a director for an office of Undergraduate Research, Scholarship, and Creative Activity (URSCA). The mission of the URSCA Office is to continue and increase support to students, and enhance support for faculty and the infusion of URSCA in the curriculum.

Outcome assessment data is not available at this time.

3.) Falcon Scholarship: The first cohort of scholarship recipients consisted of 80 students, a majority of whom are white.

4.) Expanded Spaces: Through January 2013, thirteen learning spaces on campus have been renovated thanks to the Falcon Promise. UW-River Falls anticipates renovating eight classroom and laboratory spaces over the next five years.
APPENDIX
Appendix A: Glossary

**Accountability for Equity**
Accountability in higher education must be about equity in outcomes among racial-ethnic groups as well as about institutional effectiveness. Inequality in higher education is felt most acutely by African American, Latino, Latina, Southeast Asian, and American Indian students and is detrimental to everyone. It negatively affects the entire nation in such matters as unemployment, welfare costs, voter turnout, income levels, and healthcare. Additionally, inequities jeopardize our nation’s ability to produce the degrees that secure our position in a global economy. *Source: Center for Urban Education, University of Southern California, 2009*

**Climate**
Campus Climate is a construct defined by the relationships between faculty, staff, students, and alumni; bureaucratic procedures embodied by institutional policies; structural frameworks; institutional missions, visions, and core values; institutional history and traditions; and larger social contexts. It is measured by personal experiences, perceptions and current attitudes, behaviors, and standards and practices of employees and students of an institution.

Research in higher education shows that creating a welcoming climate helps to maintain an institutional environment free from discrimination, with equal learning opportunities for all students and academic freedom for all faculty. In fact, numerous publications have confirmed the pedagogical value of a welcoming climate and a diverse student and faculty community on enhanced learning outcomes. *Source: Hurtado, Milem, Clayton-Pederson, & Allen, 1998; Dr. Susan Rankin, 2008*

**Cognitive Frame**
A mental male of attitudes and beliefs a person maintains to make sense of the world. A cognitive frame determines what questions are asked, what information is collected, that is noticed, how problems are defined, and what course of action should be taken.

**Compositional Diversity**
The numerical and proportional representation of various racial and ethnic groups on a campus aimed at creating rigorous learning environments that support authentic inclusion, and active sustained engagement with diverse people, experiences and perspectives in multiple settings. *Source: Jeffrey F. Milem, Mitchell J. Chang, and Anthony Lising Antoni, 2005*

**Critical Mass Theory**
The establishment of a critical mass of underrepresented students sufficient to create appropriate learning environments and achieve the educational benefits and interests that diversity is designed to produce. It is neither a rigid quota nor an amorphous concept; rather, it is a contextual benchmark that allows higher education institutions to exceed token numbers of students to
promote the robust exchange of ideas and views that is central to their mission. Not necessarily a precise number, per se, rather a number that is sufficient enough to encourage underrepresented minority students to participate in the classroom and not feel isolated.” Conceptualizing and establishing clear learning objectives is appropriate if linked to educational interests.

Source: Diversity in Higher Education, The College Board, 2006

Deficit-mindedness

Deficit thinking is a dominant cognitive frame that “posits that students who fail in school do so because of alleged internal deficits (such as cognitive and/or motivational limitations) or shortcomings socially linked to the youngsters—such as familiar deficits and dysfunctions” (Valencia, 1997). Deficit thinking is a perspective that places responsibility for unrealized success solely on students.

The deficit frame posits that students who fail in school do so because of alleged internal deficits (such as cognitive and/or motivational limitations) or shortcomings socially linked to the student, such as family dysfunctions or deficits. In other words, deficit minded individuals construe unequal outcomes as originating from students’ characteristics.

This type of thinking doesn’t take into account systemic factors such as inequalities in funding, lack of access to social networks that would help those students develop the knowledge practices, attitudes and aspirations associated with the “ideal” college student. Examples include:

- Deficit thinking blames the student for unequal outcomes
- Students are responsible for inequities in student outcomes
- Students are the unit of analysis rather than the institution
  - Self-inflicted or natural “cultural stereotypes” = differences in educational outcomes
  - Inadequate socialization
  - Lack of motivation and initiative
  - Poor preparation for college work (K-12)
  - Programs that attempt to “fix” the student
  - A problem without a solution

Diversity

Individual differences (e.g. personality, learning styles, and life experiences) and group/social differences (e.g. race/ethnicity, gender, sexual orientation, gender identity or expression, country of origin, and ability as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning.

Equity in Higher Education
The phrase “equity in higher education” refers to creating opportunities for equal access and success in higher education among historically underrepresented student populations, such as ethnic minority and low-income students. Within the postsecondary education community, “equity” is further defined by: (1) **representational equity**, or the proportional participation of historically underrepresented student populations at all levels of an institution; (2) **resource equity**, which accounts for how educational resources are distributed to close equity gaps; and (3) **equity-mindedness**, which involves institutional leaders and staff demonstrating an awareness and willingness to address equity issues. *Source: Center for Urban Education, University of Southern California, 2009*

**Equity-Mindedness**
A cognitive frame that enables leaders and individual practitioners to notice and call attention to patterns of inequities experienced by underrepresented racial/ethnic minorities and other underserved students, and be willing to assume personal and institutional responsibility for elimination of inequities. From this standpoint, the institution is the unit of analysis. The practitioners themselves and institutions are viewed as accountable for finding solutions. *Source: Confronting Equity Issues on Campus: Implementing the Equity Scorecard in Theory and Practice, 2012*

**Excellence**
Excellence in this context represents all of the indicators or hallmarks of the highest quality experiences and opportunities available in higher education. Indicators that depict underrepresented students’ access to the exclusive advantages, benefits, elite programs, and exceptional achievement. For example, equitable representation among participants with high demand majors, among students with high GPAs, in honors programs, and preparation for graduate and professional schools, transfers to highly selective colleges and universities, etc. *Source: Confronting Equity Issues on Campus: Implementing the Equity Scorecard in Theory and Practice, 2012*

**Inclusion**
The active, intentional, and ongoing engagement with diversity—people, curricula, co-curricula activities and experiences, in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions. *Source: Association of American Colleges & Universities*

**Inclusive Excellence**
A planning process intended to help each UW System institution establish a comprehensive and well-coordinated set of systemic actions that focus specifically on fostering greater diversity, equity, inclusion, and accountability at every level of university life. The central premise of Inclusive Excellence holds that UW System colleges and universities need to intentionally integrate their
diversity efforts into the core aspects of their institutions—such as their academic priorities, leadership, quality improvement initiatives, decision-making, day-to-day operations, and organizational cultures—in order to maximize their success.  
*Source: University of Wisconsin System, Office of Equity, Diversity and Inclusion, 2009*

**Representational Diversity**

Proportional participation of historically underrepresented racial-ethnic groups at all levels of an institution, including high status special programs, high-demand majors, and in the distribution of grades. *Source: Bensimon, 2008*

**Vital Signs**

A data template used to gather, organize and analyze existing institutional data, disaggregated by race and ethnicity that provide insight into the “health” and “status” of an institution with respect to equity in student outcomes. The use of the template makes the inequalities more visible to aid in defining the problems more precisely, trace to their origins, and create solutions that target the causes of the problems. This process is essential to learning and change as a means for transforming data into actionable knowledge. *Source: Confronting Equity Issues on Campus: Implementing the Equity Scorecard in Theory and Practice, 2012*
Appendix B: Detailed Description of the UW-Madison L&S Redesign Process for the CAE Academic Support Program

The UW-Madison College of Letters and Science (L&S) began re-envisioning a CAE academic support program by examining the research for effective strategies to increase successful outcomes for students. In doing so, they asked themselves:

- What programming do practitioners know works?
- What programming do practitioners know is not as effective?
- Is UW-Madison utilizing the effective strategies which are known to increase successful outcomes for students? What specific strategies are used?

L&S then began assessing the student experience in the College. They set out to understand what was happening in L&S first by examining courses which had the largest adverse outcomes for underrepresented students of color. Working with the Institutional Research office, and after controlling for pre-college characteristics (using ACT Scores) and disaggregating by race, they found that students from different racial groups were having different experiences. This finding is important, as it signals something other than pre-college characteristics are influencing successful outcomes for underrepresented students of color. For instance, if pre-college prep were a reason for the adverse outcomes in courses, then the expectation is to see similar outcomes across racial groups once the pre-college characteristics are controlled for, which is not what was found.

This prompted L&S to survey the programming they offer as a college. Thus, they embarked on a college inventory of L&S programs, grouping programs by category (i.e. FIGS, undergraduate research, Summer Bridge, etc.). As they did this, L&S began asking themselves the following questions:

- Compare and contrast student outcomes inside and outside of these programs/experiences. What are the students with successful outcomes doing?
- How can we coordinate and collaborate with programs and this academic support program to improve successful outcomes for students?

To begin to answer the first question, what are students with successful outcomes doing, L&S set out to collect quantitative and qualitative data. First, they worked with the Institutional Research to identify the students with successful outcomes. Second, they organized a variety of methods to obtain qualitative data about these students’ experiences, such as interviews and focus groups. After gathering the data, L&S began to analyze it by answering the following questions:

- What trends illustrate what students with successful outcomes are doing?
- What trends illustrate what students with successful outcomes are not doing?
- Which UW-Madison programs/activities are producing students with successful outcomes?
- How can L&S’s academic support program collaborate and coordinate with these other programs to engage more students and therefore instigate more successful student
outcomes?

- How can we get students into these programs from the beginning?
- How do institutions account for differentials of where students are coming from?

L&S began to use what they have found to advocate that these programs/activities produce successful outcomes for all students. Thus, they began to leverage the “Wisconsin Experience” at UW-Madison, arguing that all students should be in this programs/have these experiences. This strategic move began to build these programs/experiences into the college’s operating system, or in other words, to normalize the processes.
Appendix C: Detailed Description of the Equity Scorecard Process and Framework

The first perspective, Access, addresses both access to the institution, as well as access within the institution to the full array of programs, benefits and opportunities the institution offers that can significantly improve life opportunities for underrepresented students of color. The Retention Perspective refers to student persistence from year-to-year through degree completion. The Retention Perspective also includes continued progress toward degrees in competitive, high-demand majors, and further measures the fulfillment of minimal academic requirements.

The Campus Effort Perspective assists evidence teams in the identification of barriers to student success (competitive majors, high GPAs, honors and awards, etc.) in higher-level academic accomplishments. Evidence Teams examine data on gatekeeper and gateway courses that block access to Science, Technology, Engineering and Math (STEM) fields and other highly competitive majors, honors and awards, scholarships, undergraduate research opportunities, internships, and leadership opportunities. In this Perspective, Evidence Teams also examine the extent to which the institution has a welcoming campus and classroom climate, that is, one that supports and affirms through responsive pedagogy, effective teaching strategies and relevant curricula for all students, by all faculty and staff, and supports and affirms workforce diversity among faculty, staff and administrators.

In the Completion Perspective, Evidence Teams examine campus data for graduation and degree attainment. Their work also involves assessing the degree to which equity of opportunity and completion of the requirements for obtaining degrees in high demand majors and preparation for graduate and professional degree programs exists equitably for racial/ethnic minorities.

Included within each of the four Perspectives in the Scorecard are four sections to be addressed by each Evidence Team: Indicator, Baseline, Improvement Targets and Equity. An indicator is a measure that illustrates the possible areas of equity or inequity of educational outcomes among students, disaggregated by race/ethnic groups. Possible indicators in the Access Perspective might be increasing applications and enrollments by students in a particular racial/ethnic group, or increasing students from a particular group in certain majors.

The baseline constitutes the current status of a particular group on access indicators. For example, the percentage of students in a given racial/ethnic group that completes the gateway courses for a particular major (e.g., business, engineering, and nursing).

The improvement target is a benchmark that describes the criteria that indicate when a goal has been achieved, for example, the improvement target for completion of gateway courses to qualify for a major in business, engineering or nursing. In this example, the target would be indicated as a percent goal and a timetable (e.g., 5% within 5 years).

Equity represents the proportional goal that the team aims to achieve for a given indicator.
For example, a team might decide that equity is achieved when all ethnic groups achieve a comparable rate of baccalaureate degree attainment in six years.

Below is an illustration of the Equity Scorecard framework that each Evidence Team completes.

An Illustration of the Equity Scorecard Framework

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Appendix D: High Impact Educational Practices

High-Impact Educational Practices

First-Year Seminars and Experiences
Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students’ intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences
The older idea of a “core” curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and co-curricular options for students.

Learning Communities
The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses”; others feature service learning.

Writing-Intensive Courses
These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects
Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.
Undergraduate Research
Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students’ early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning
Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning
In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships
Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects
Whether they’re called “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they’ve learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.
Appendix E: Liberal Education & America’s Promise (LEAP)

Give Students a Compass: A Tri-State LEAP Partnership for College Learning, General Education and Underserved Student Success

Part of the LEAP campaign, Compass is a collaborative effort to remap general education and to support high-quality learning for students in three state university systems: California State University System, Oregon University System, and the University of Wisconsin System. Compass partners take LEAP design principles and essential learning outcomes as a point of departure, charting courses within state systems to bring about curricular and campus change. A strand of Compass, Making Excellence Inclusive (MEI), has a strong sustained focus on the educational success of students who historically have been underserved by higher education. MEI examines high-impact educational practices and documents underserved student participation in them.

LEAP Principles of Excellence

- Aim High – and Make Excellence Inclusive
- Give Students a Compass
- Teach the Arts of Inquiry and Innovation
- Engage the Big Questions
- Connect Knowledge with Choices and Action
- Foster Civic, Intercultural, and Ethical Learning
- Assess Student’s Ability to Apply Learning to Complex Problems

LEAP High-Impact and Effective Educational Practices

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects

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27 For more information about Compass, visit www.aacu.org/compass. For more information about Making Excellence Inclusive, visit www.aacu.org/inclusive_excellence.
LEAP Essential Learning Outcomes

Knowledge of Human Cultures and the Physical and Natural World

- Through student in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts.

Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Personal and Social Responsibility, including

- Civic knowledge and engagement – local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Integrative and Applied Learning, including

- Synthesis and advanced accomplishments across general and specialized studies.
END NOTES

1 Equity Scorecard Dr. Estela Bensimon of the Center for Urban Education (CUE) at the University of Southern California, developed the Equity Scorecard model to provide the data and inquiry tools that make the process of using data to achieve equity real, manageable, and attainable. The tools enable institutions to gain a nuanced understanding of the barriers affecting success for students of color, and to set long- and short-term goals for improvement tied to their strategic priorities.

2 High Impact Practices (HIPs) are teaching and learning practices that require an "investment of time and energy over an extended period that has unusually positive effects on student engagement in educationally purposeful behavior." George D. Kuh, "Foreward," Five High Impact Practices: Research on Learning Outcomes, Completion, and Quality by Jayne E. Brownell and Lynn E. Swaner, AAC&U, 2010

3 Academic Network fosters the retention and graduation of underrepresented multicultural students through a variety of programs and initiatives that connect students with academic advising and support as well as professional development activities. Many of the Academic Network participants are incoming freshmen who have participated in the UW-Whitewater Precollege Programs and are now attending UW-Whitewater for their undergraduate work. The focus is on developing and providing resources for pre-college and college students on academic and social issues to increase their retention and graduation at the UW-Whitewater.

4 Latino Student Programs foster the retention and graduation of Latino and other students through: academic advising; multicultural/globalized programming; study abroad experiences.

5 Minority Business/Teacher Preparation Program serves students from Asian, Black, Hispanic, and American Indian backgrounds. It is specifically designed to provide advising assistance and academic support to undergraduate students with declared majors in business. The major thrust of the Minority Business Program is to promote the academic success of students majoring in business.

6 Pathways for Success works closely with Developmental Studies and the Academic Support Center to bring tutoring, advising, and learning closer together, which allows tutors, tutors, instructors, and advisors to expand their capacities to learn and grow. The initiative provides students with structured support by utilizing a cooperative learning model.

7 Native American Support Services (NASS) provides academic advising and tutoring as well as financial counseling to Native students. NASS works to make sure that Native students are able to have the best experience possible at UW-Whitewater, relieving some of the academic and financial stresses of college life. NASS also keeps students informed of valuable information that will ensure enriching their experience at UW-Whitewater.

8 Southeast Asian Support Services (SASS) provides resources for Southeast Asian students on academic, social and personal issues to increase retention and graduation by connecting with the Office of Multicultural Affairs and Student Success, the community, parents, and student organizations.

9 UW-Madison "First Wave" Program The First Wave Hip Hop and Urban Arts Learning Community is a cutting-edge multicultural artistic program for incoming students at the University of Wisconsin-Madison. Bringing together young artists and leaders from across the U.S. and beyond, the First Wave Learning Community offers students the opportunity to live, study and create together in a close-knit, dynamic campus community. Administered by the Office of Multicultural Arts Initiatives (OMAI), the First Wave Learning Community is the first university program in the country centered on urban arts, spoken word and hip-hop culture. The inaugural First Wave cohort of fifteen students began their UW-Madison career in the Fall 2007 Semester and currently there are sixty spoken word and hip hop artists on full-tuition scholarship or that have graduated from the First Wave Program.

10 POSSE - A "Posse" is a small, diverse group (team) of talented students, carefully selected and trained, who can serve as a catalyst for increased individual and community development, and who attend college together. Founded in 1989, the Posse Foundation identifies public high school students with extraordinary academic and leadership talent that may be overlooked during the traditional college selection process. Posse identifies leadership talent, ability to work in a team with people from diverse backgrounds and a desire to succeed. Once selected, Posse Scholars enroll in a 32-week training program during their senior high school year.

In 2002, the University of Wisconsin-Madison became the first major public research institution to launch this unique program. Posse partner colleges and universities award merit-based leadership scholarships to multicultural teams of 10 students each. Approximately 155 merit scholarships have been awarded thus far. They arrive on campus academically prepared and motivated to foster positive social change. Each fall, students are nominated by high schools and community-based organizations for their leadership and academic potential. Posse partner colleges and universities award merit-based leadership scholarships to multicultural teams of 10 students each.

11 PEOPLE (Pre-College Enrichment Opportunity Program for Learning Excellence) Program is a pre-college pipeline for students of color and low-income students, most of whom are the first in their families to potentially attend college. Their journey prepares them
to apply, be successfully admitted and enroll at the University of Wisconsin-Madison. PEOPLE accepts highly motivated students into a rigorous program to build study skills, explore and strengthen academic and career interests, and gain a positive experience on a world-class campus. PEOPLE differs from other pre-college programs by working with students, families, teachers and counselors to provide the sustained individual attention critical for being academically, psychologically and culturally prepared to succeed at the college academic level.

Principles of Inclusive Excellence

Inclusive Excellence is the educational philosophy of excellence, equity and inclusion that permeates the fabric of the University of Wisconsin System. The central premise of Inclusive Excellence holds that UW System colleges and university need to intentionally integrate their efforts to achieve diversity into the core aspects of their institutions, including academic, budgeting, leadership, quality improvement initiatives, decision-making, day-to-day operations and organizational culture—in order to maximize (assure the likelihood of) success. Inclusive Excellence guides and informs the strategic framework for planning and engaging diversity, equity and inclusion throughout every operational level of every major functional unit, department, school, or college across the UW System. The Guiding Principles of Inclusive Excellence are: a dual focus on building greater structural diversity, improving learning environments and institutional culture; comprehensive widespread institutional engagements and commitment; close attentiveness to the student experience; equity-mindedness; and the joint pursuit of equity and excellence as core to mission and a shared responsibility.

Equity-Mindedness involves institutional leaders and staff demonstrating an awareness and willingness to address (mitigate, ameliorate and eliminate) equity issues (inequities).
EQUITY, RETENTION AND DEGREE ATTAINMENT – SELECTED EXAMPLES OF STRATEGIES AND PROGRAMS FOR STUDENT SUCCESS

February 7, 2013