Improving Student Success within the UW System

Mark A. Nook
Senior Vice President for Academic and Student Affairs

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Overview

- Background on Student Success Goals
- Update on Our Data
  - Data Handout
  - Retention and Graduation Rates
  - Equity Gaps
- Systemwide Efforts to Improve Student Success
  - Selected Examples Document

- Chancellor Renée Wachter, UW-Superior
- Chancellor Michael Lovell, UW-Milwaukee
Student Success Goals

• 80,000 More Undergraduate Degrees by 2025 (October, 2012)
  UWS is 1,092 ahead of target

• Vital Signs Toward the Goal
  • Retention Rate Targets
  • 4- and 6-year Graduation Rate Targets
  • Cut by half Equity Gaps by 2015
  • Enrollment Targets (October, 2012)
Retention and Four- and Six-Year Graduation Rates

- **Retention Rate – on track**
  - New Freshmen: 80.2%, Target 80.5%
  - Transfer Students: 79.5%, Target 78.3%

- **Four-Year Graduation Rate – on track**
  - New Freshmen: 29.0%, Target 28.0%
  - Transfer Students: 57.6%, Target 54.6%

- **Six-Year Graduation Rate – on track**
  - New Freshmen: 59.6%, Target 59.9%
  - Transfer Students: 65.2%, Target 63.5%
URM and Pell Students as Share of Entering Class

[Bar chart showing the share of URM and Pell students in the entering class from 1998-2011. The chart compares the proportion of Non-URM Non-Pell, Non-URM Pell, URM Non-Pell, and URM Pell students across different years.]
New Entering Freshmen Equity Gaps

• Underrepresented Minority (URM) Students compared to Non-URM Students
  • Gap in Retention Rate reduced from benchmark of 11 percentage points to 8 percentage points, on track
  • Gap in 6-year Graduation Rate reduced from benchmark of 23 percentage points to 21 percentage points, not a significant change

• Pell Grant Recipients compared to Non-Pell Recipients
  • Gap in Retention Rate increased from 5 percentage points to 7 percentage points
  • Gap in 6-year Graduation Rate increased from 12 percentage points to 15 percentage points
  • 6-year graduation rates for the most recent two cohorts, 2005 and 2006, show a decline for the Pell grant recipient students, this is primarily among Non-URM Pell recipient students
Closing Equity Gaps
URM / Non-URM Retention to the Second Year

![Graph showing URM and Non-URM retention rates from 1998-2011. The graph indicates that URM retention rates are consistently higher than Non-URM retention rates across the years.]
Closing Equity Gaps
Pell / Non-Pell Graduation within Six Years
Strategies to Achieve Equity in Student Success Outcomes

- Inclusive Excellence
- LEAP
- Climate Study
- Equity Scorecard

Inclusive Excellence

Climate

Essential Learning Outcomes, HIPs, Assessment

Equity
LEAP: Liberal Education and America’s Promise

• Essential Learning Outcomes
  • A Guiding Vision and National Benchmarks for College Learning and Liberal Education in the 21st Century

• High Impact Practices
  • Helping Students Achieve the Essential Learning Outcomes

• Authentic Assessments of Student Learning
  • Probing Whether Students Can APPLY Their Learning to Complex Problems and Real-World Challenges

• Inclusive Excellence
  • Diversity, Equity, Quality of Learning for All Groups of Students
Inclusive Excellence (IE)

Three-Pronged Strategy

Compositional Diversity
Culture & Climate

+ Equity in Outcomes

Inclusive Excellence
Inclusive Excellence Guiding Principles
Compositional Diversity, Culture and Climate, Equity in Outcomes

• **Core to mission** - Diversity is central to institutional life, not the periphery, not additive.

• **Widespread engagement** - Widespread level of engagement, shared responsibility, and accountability at all levels. Everyone has a role to play.

• **Close attention to students** - Institutions cultivate a close attentiveness to the student experience.

• **Joint pursuit of diversity and excellence** - Goals of excellence and diversity are interconnected and interdependent.

• **Implementation matters as much as strategy** - Success is measured by results...actual changes and tangible outcomes.

• **Dual Focus** on both increasing compositional diversity and creating learning environments (culture) in which students of all backgrounds succeed.
Equity Scorecard Process

Laying the Groundwork
Defining the Problem
Assessing Interventions
Implementing Solutions
Evaluating Results
Campus Climate Studies

• **Overall Aim**
  • A campus climate that values and fosters diversity leads to increased learning outcomes for all students

• **Purpose of the UWS Climate Study**
  • To assess institutional climate to gauge personal experiences, perceptions and institutional efforts

  • To use survey data to improve the climate and remove institutional impediments to success
Questions?
The UW Shared Learning Outcomes

- **Knowledge of Human Cultures and the Natural World** including breadth of knowledge and the ability to think beyond one’s discipline, major, or area of concentration. This knowledge can be gained through the study of the arts, humanities, languages, sciences, and social sciences.

- **Critical and Creative Thinking Skills** including inquiry, problem solving, and higher-order qualitative and quantitative reasoning.

- **Effective Communication Skills** including listening, speaking, reading, writing, and information literacy.

- **Intercultural Knowledge and Competence** including the ability to interact and work with people from diverse backgrounds and cultures; to lead or contribute support to those who lead; and to empathize with and understand those who are different than they are.

- **Individual, Social, and Environmental Responsibility** including civic knowledge and engagement (both local and global), ethical reasoning, and action.
The Equity Scorecard Perspectives

Retention
Access
Completion
Excellence
UW Undergraduates Enrolling Full-time in Fall 2005 and Graduated or Still Enrolled Six Years Later

Diagram showing the percentages of students who are still enrolled or have graduated six years later for New Freshmen and Transfer Students. The percentages are as follows:

- New Freshmen: 77.7%
  - Still Enrolled at UW System: 36.3%
  - Graduated from UW System in 6 Years: 22.6%
  - Graduated from UW System in 5 Years: 14.1%
  - Graduated from UW System in 4 Years: 3.7%
  - Still Enrolled at Non-UW Institution: 1.8%

- Transfer Students: 74.9%
  - Still Enrolled at Non-UW Institution: 29.7%
  - Still Enrolled at UW System: 41.1%
  - Graduated from Non-UW Institution: 13.4%
  - Graduated from UW System in 6 Years: 5.6%
  - Graduated from UW System in 5 Years: 4.9%
  - Graduated from UW System in 4 Years: 2.0%
Second Year Retention Rates vs. Plan
New Freshmen Entering Full-Time in Fall
Four-and Six-Year Graduation Rates vs. Plan
New Freshmen Entering Full-Time in Fall

![Graph showing four- and six-year graduation rates with bars and lines for different years and graduation rates.](image)
Closing Equity Gaps
URM / Non-URM Graduation within Six Years

![Graph showing the percentage of URM and Non-URM graduation rates from 1998-2011. The graph indicates a closing equity gap with percentages ranging from 23% to 24% for URM and 21% for Non-URM.](image-url)
Closing Equity Gaps
Pell / Non-Pell Retention to the Second Year

![Graph showing Pell and Non-Pell retention rates over 13 years. The graph indicates a slight decrease in retention rates for Pell recipients compared to Non-Pell recipients, with a noticeable gap in 2010. The retention rates for Pell recipients are consistently below 80% throughout the years, while Non-Pell retention rates hover around 85%-90%.](image-url)
Closing Equity Gaps
URM / Non-URM Retention to the Second Year

![Graph showing equity gaps between URM and Non-URM students from 1998-2011](graph.png)
Closing Equity Gaps
Pell / Non-Pell Graduation within Six Years

Entering Class of Full-Time Fall New Freshmen

- Pell
- Non-Pell
Second Year Retention Rates at Same UW

[Graph showing retention rates over time for different groups]
Four-Year Graduation Rates at Same UW
Six-Year Graduation Rates at Same UW
UW System Participation Rates for Wisconsin Immediate New Freshmen by Race/Ethnicity

2002 2003 2004 2005 2006 2007 2008 2009 2010 2011
0% 5% 10% 15% 20% 25% 30% 35% 40%
African American  American Indian  Asian American  Hispanic/Latino(a)  White  All Public HS graduates
Race/Ethnic Make-up of UW System Wisconsin Resident New Freshman Classes

- African American
- Hispanic/Latino(a)
- American Indian
- Southeast Asian
- Other Asian
- Two or more races

Graph showing trends from 2002 to 2011.
Fall Undergraduate Enrollment Headcount vs. Plan
Fall Graduate/Professional Enrollment

Headcount vs. Plan

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Four-Year Graduation Rates for UW Full-Time New Freshmen

![Graph showing four-year graduation rates for UW Full-Time New Freshmen from 1998 to 2007. The graph compares Same UW, Systemwide, National, and Plan graduation rates.](image-url)