

Improving Student Success within the UW System



MARK A. NOOK
SENIOR VICE PRESIDENT FOR ACADEMIC AND STUDENT AFFAIRS

PRESENTATION TO THE UW SYSTEM BOARD OF REGENTS
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Overview

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- 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

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- 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)



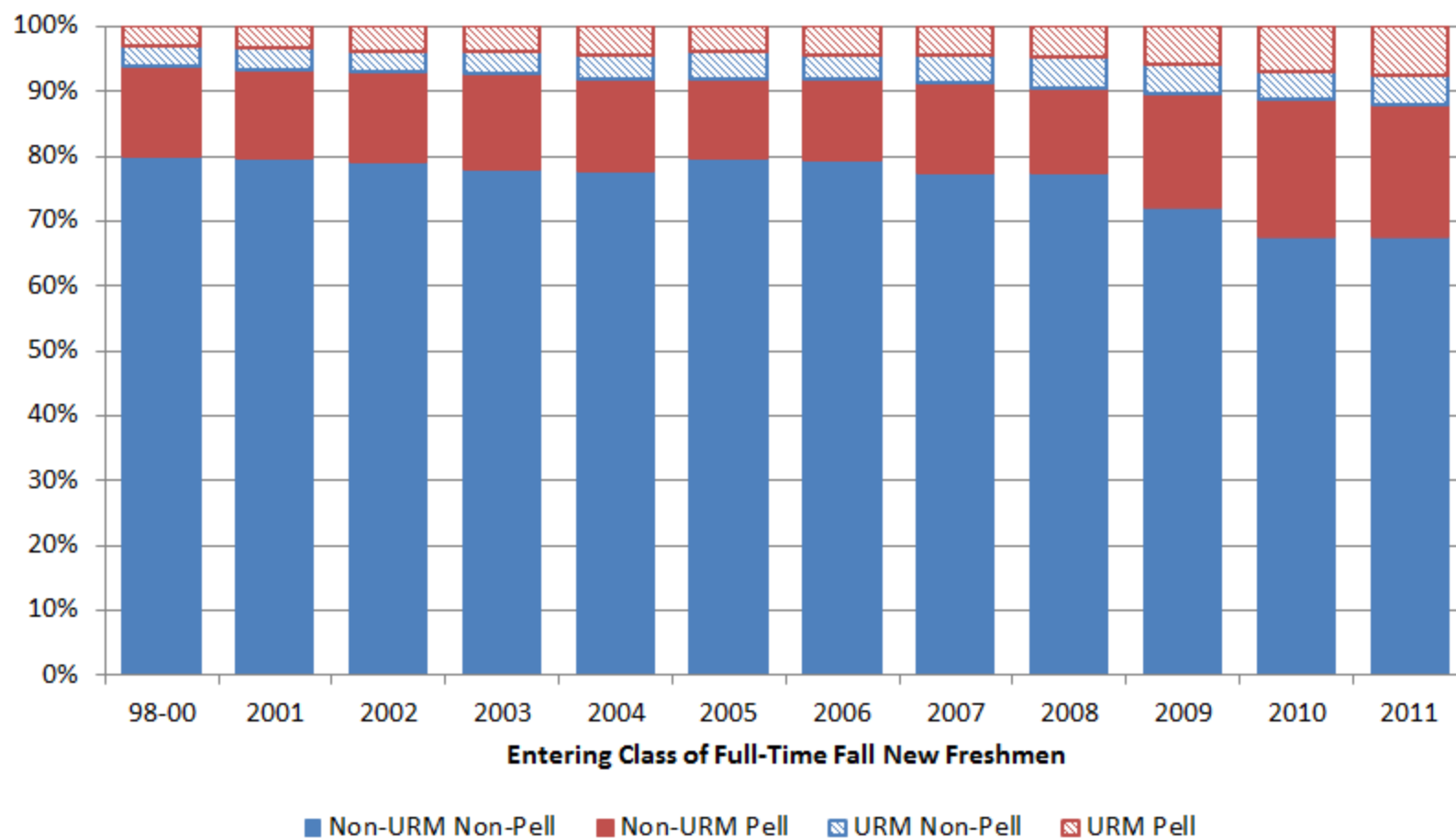
Retention and Four- and Six-Year Graduation Rates

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- **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

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New Entering Freshmen Equity Gaps

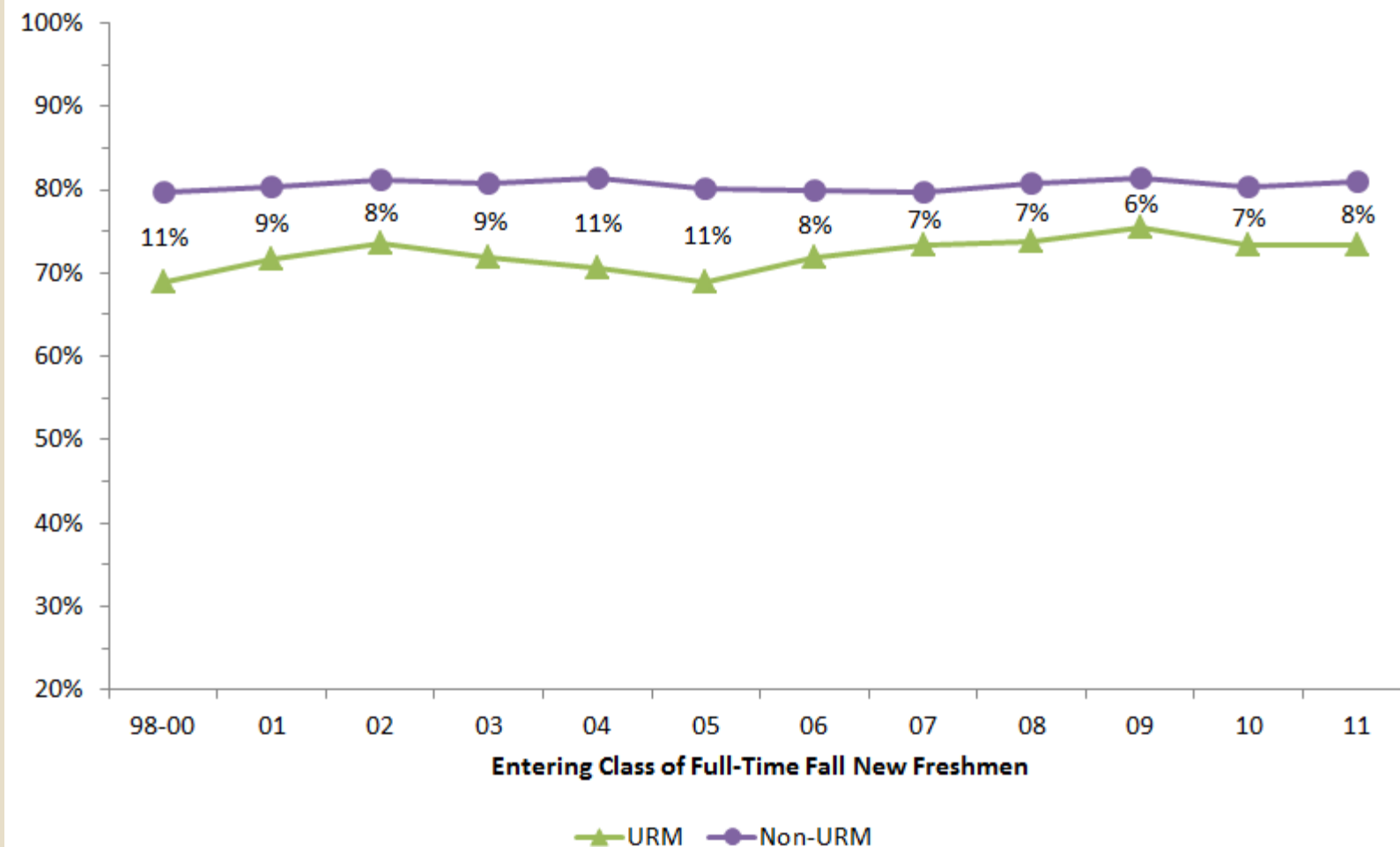
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- Underrepresented Minority (URM) Students compared to Non-URM Students
 - Gap in Retention Rate **reduced** from benchmark of 11 percentage points to 8 percentage points, on track
 - Gap in 6-year Graduation Rate **reduced** from benchmark of 23 percentage 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

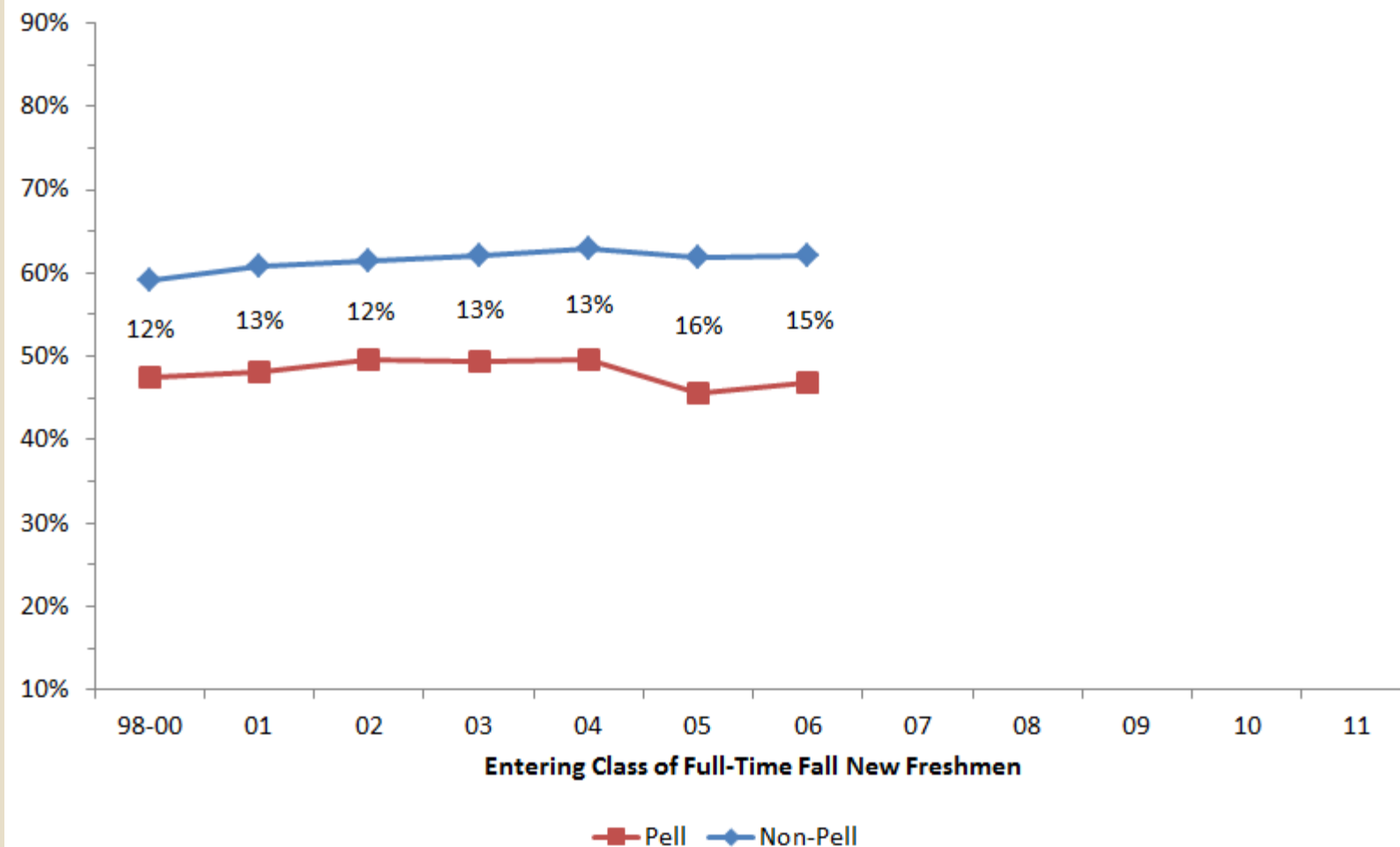
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Closing Equity Gaps

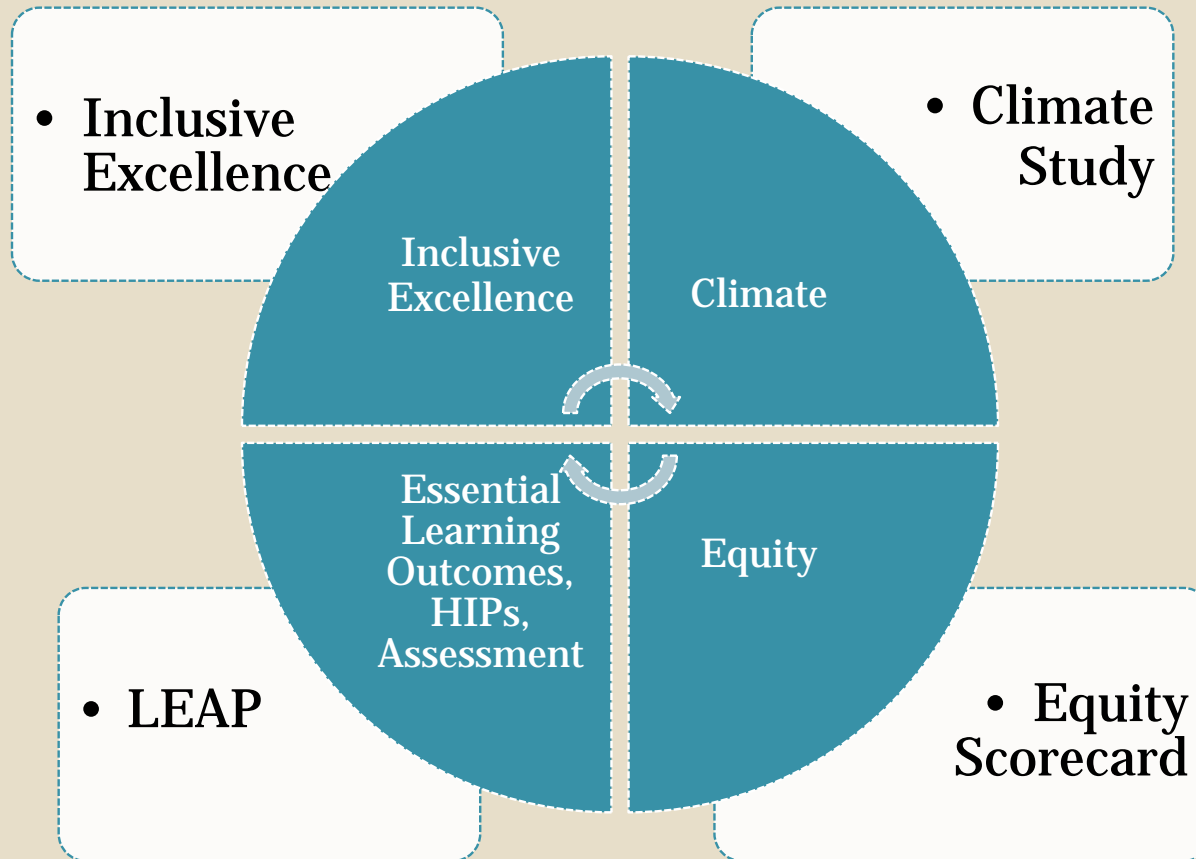
Pell / Non-Pell Graduation within Six Years

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Strategies to Achieve Equity in Student Success Outcomes

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LEAP: Liberal Education and America's Promise

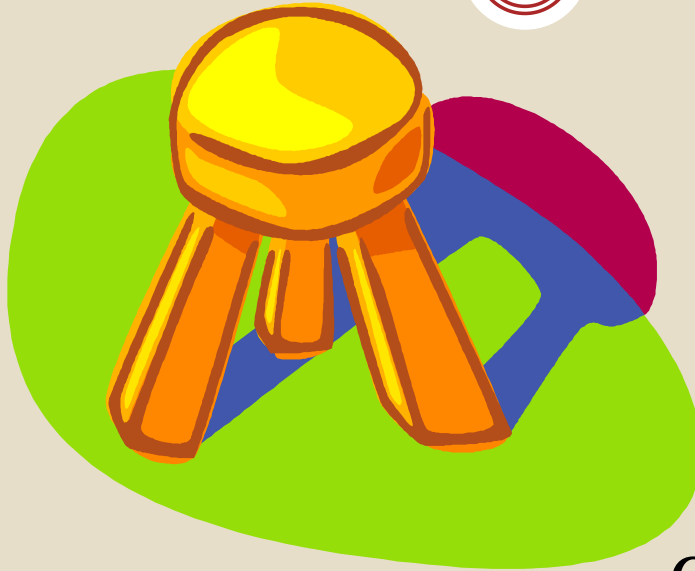
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- **Essential Learning Outcomes**
 - A Guiding Vision and National Benchmarks for College Learning and Liberal Education in the 21st Century
- **High Impact Practices**
 - Helping Students Achieve the Essential Learning Outcomes
- **Authentic Assessments 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)

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Three - Pronged Strategy



Compositional Diversity
Culture & Climate
+ Equity in Outcomes

Inclusive Excellence

Inclusive Excellence Guiding Principles

Compositional Diversity, Culture and Climate, Equity in Outcomes

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- **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

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Laying the
Groundwork



Defining the
Problem



Assessing
Interventions



Implementing
Solutions



Evaluating
Results

Campus Climate Studies

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- 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?

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The UW Shared Learning Outcomes

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- **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.

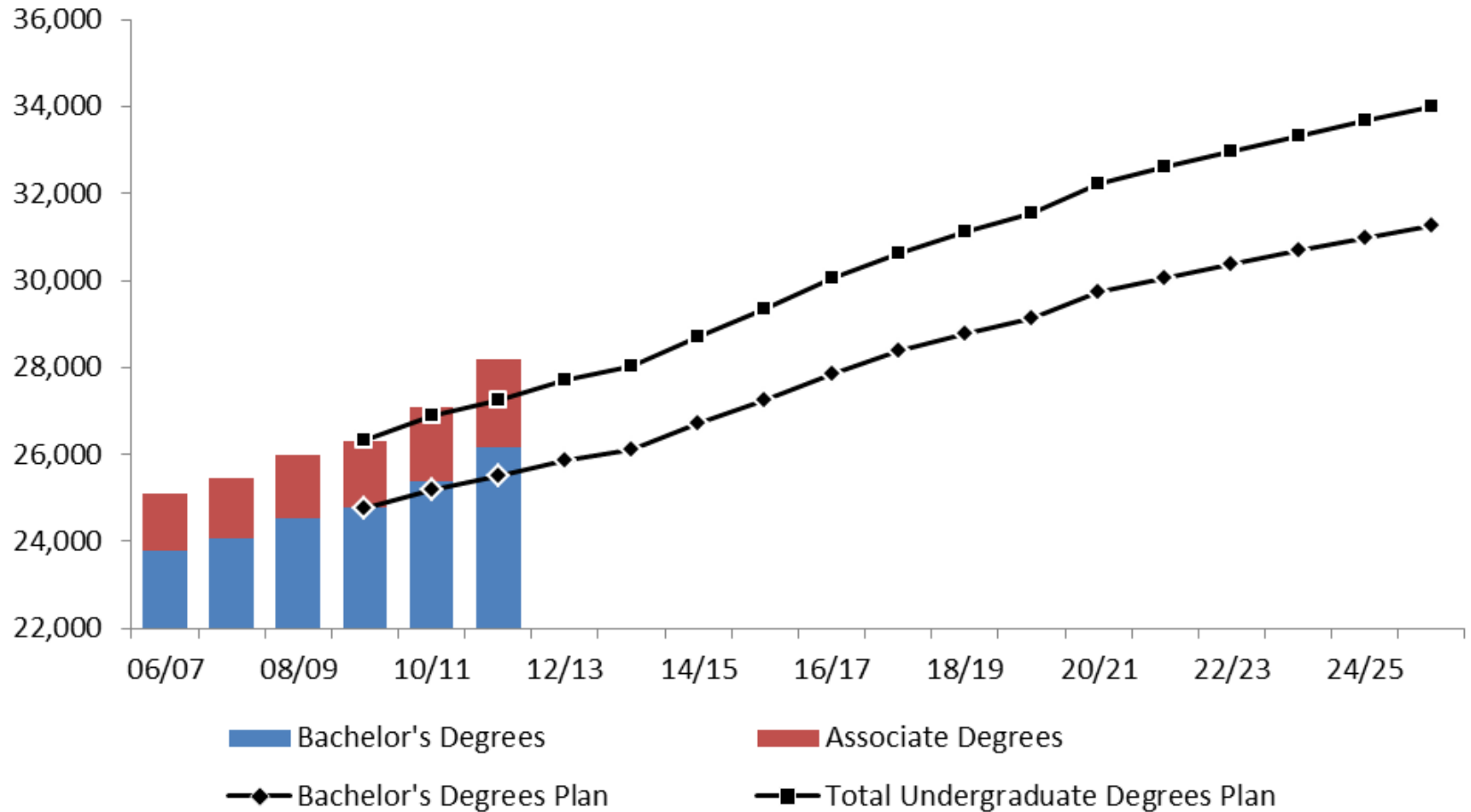
The Equity Scorecard Perspectives

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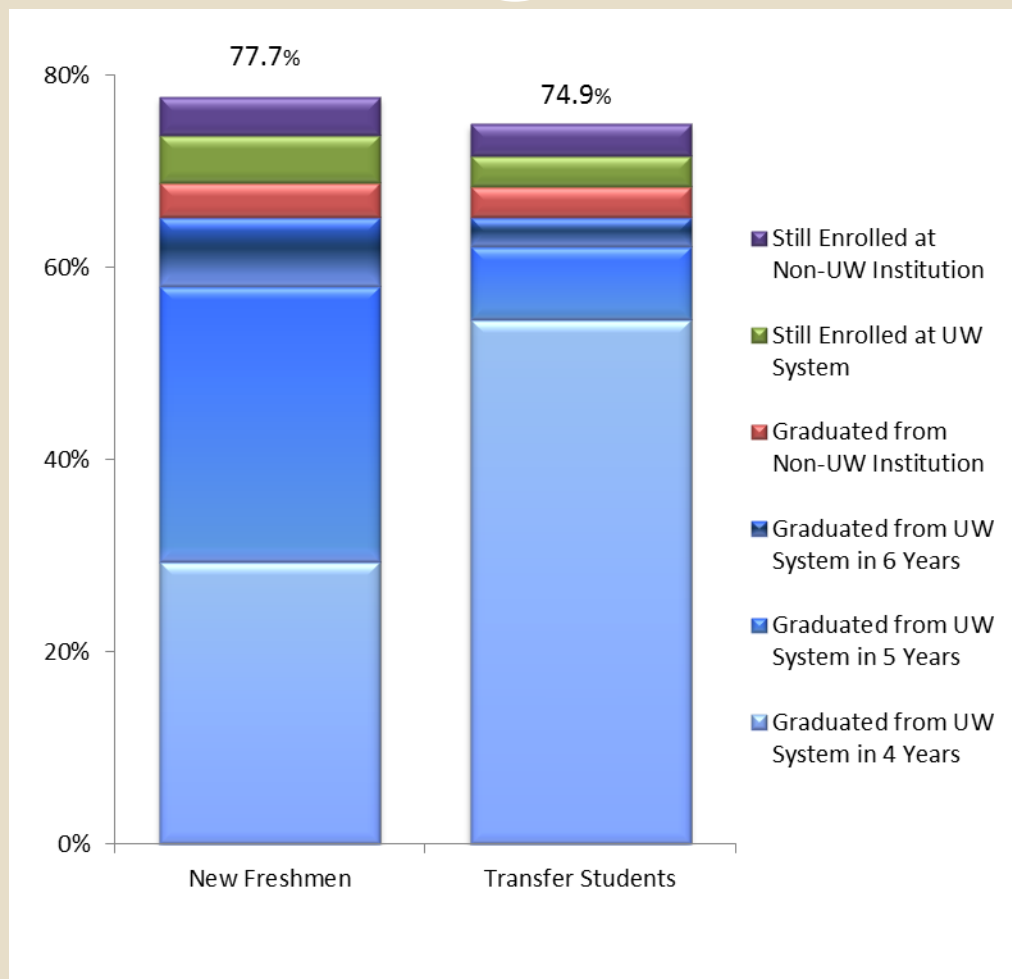
Undergraduate Degrees Conferred vs. Plan

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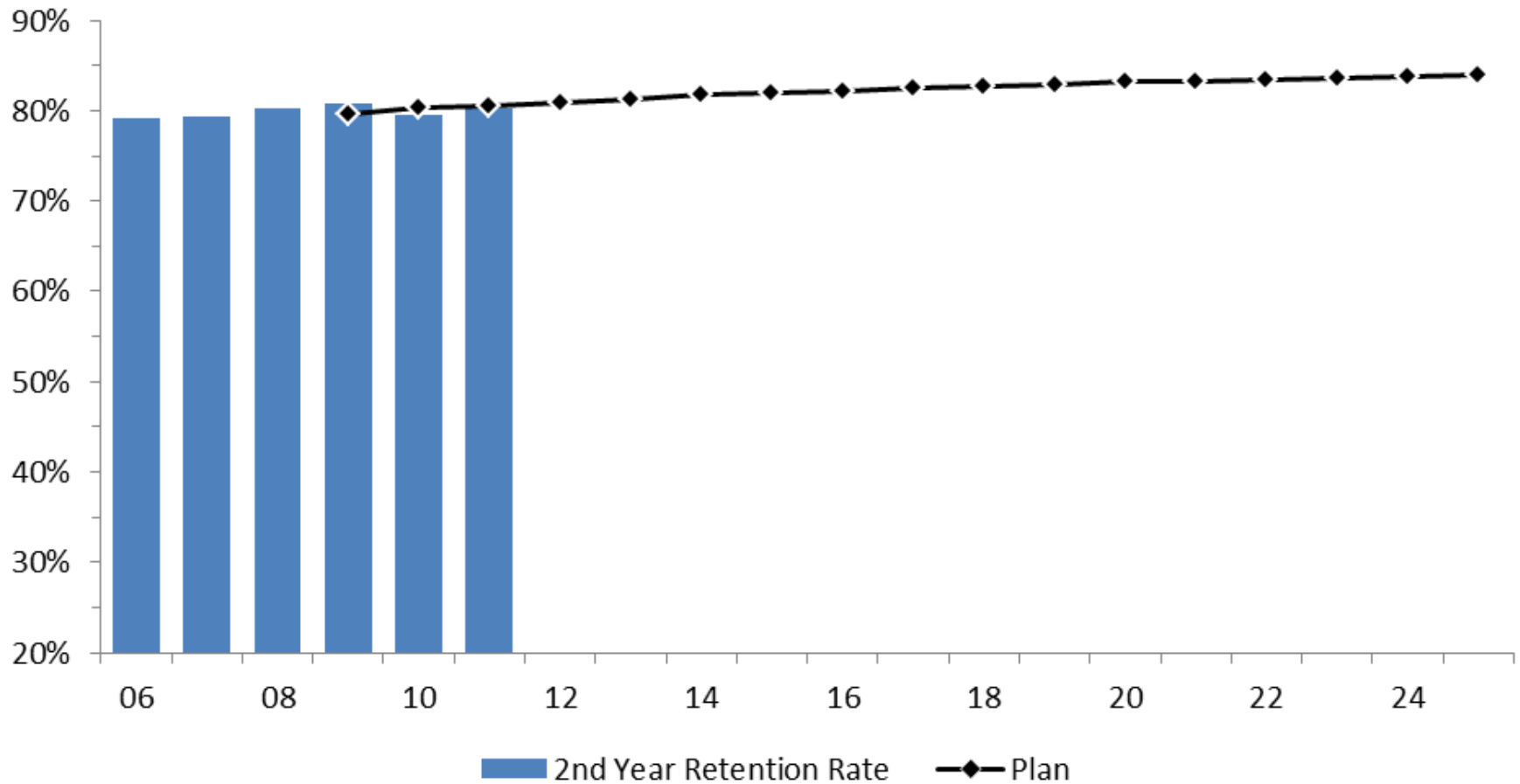
UW Undergraduates Enrolling Full-time in Fall 2005 and Graduated or Still Enrolled Six Years Later

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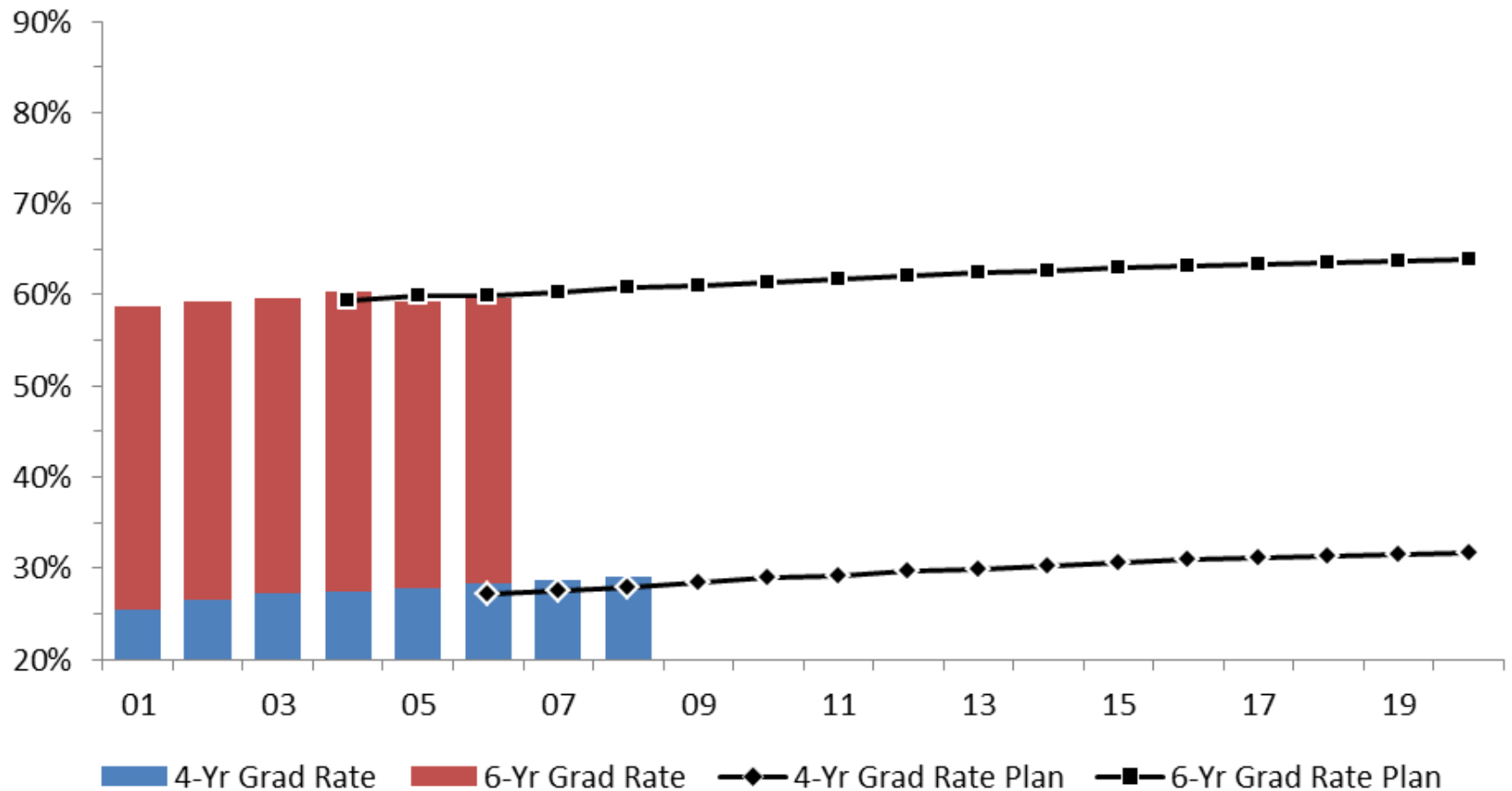
Second Year Retention Rates vs. Plan New Freshmen Entering Full-Time in Fall

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Four- and Six-Year Graduation Rates vs. Plan New Freshmen Entering Full-Time in Fall

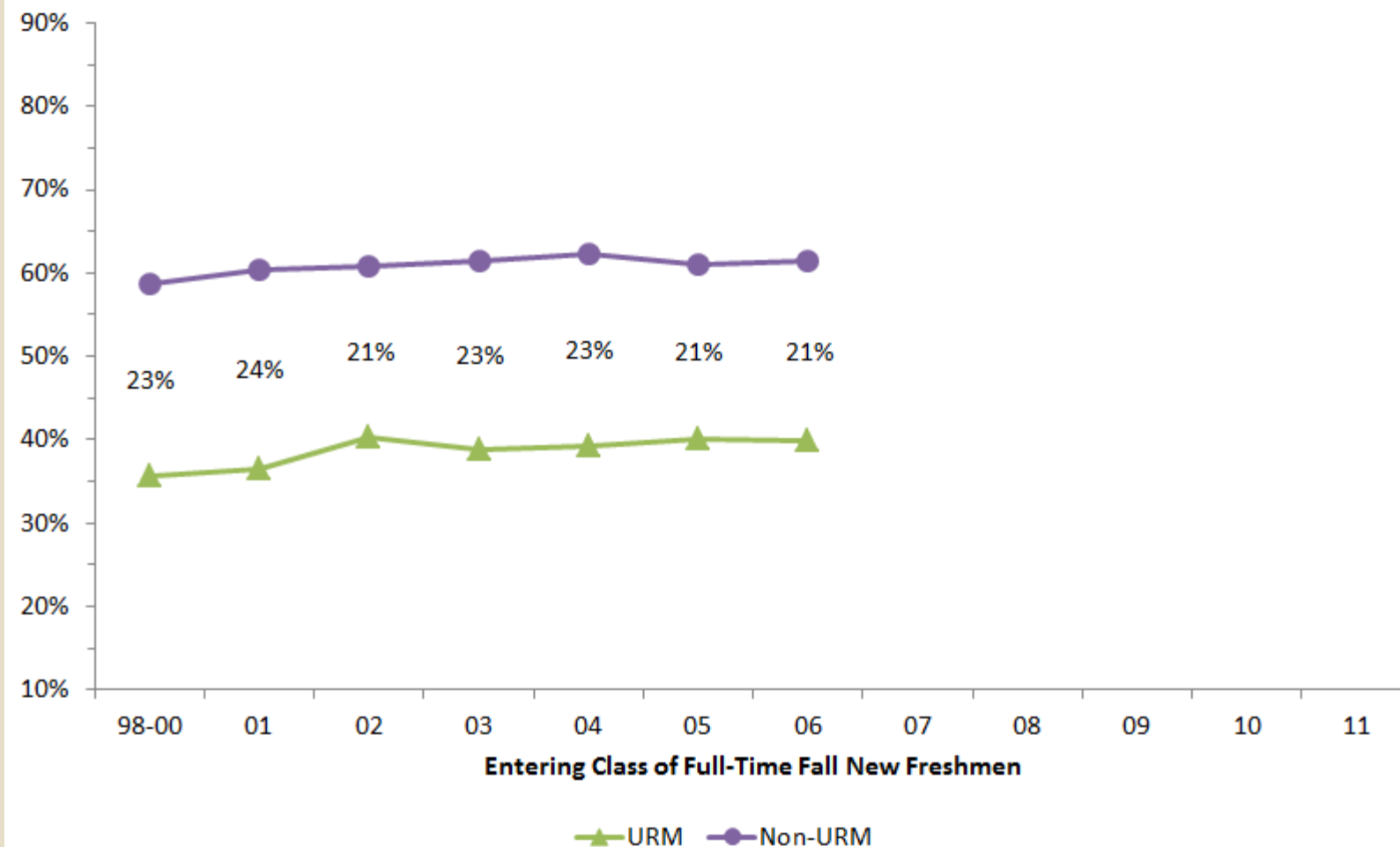
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Closing Equity Gaps

URM / Non-URM Graduation within Six Years

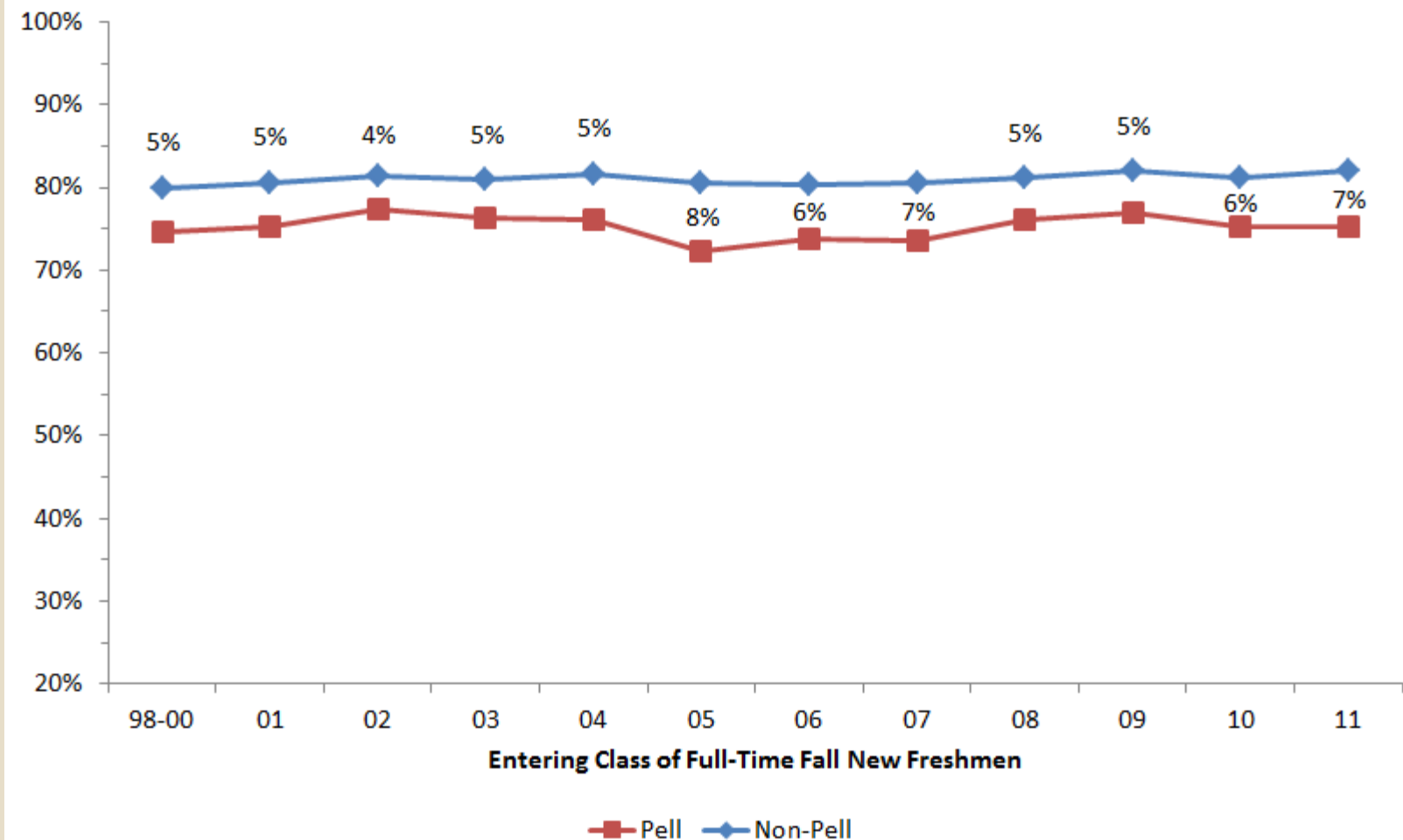
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Closing Equity Gaps

Pell / Non-Pell Retention to the Second Year

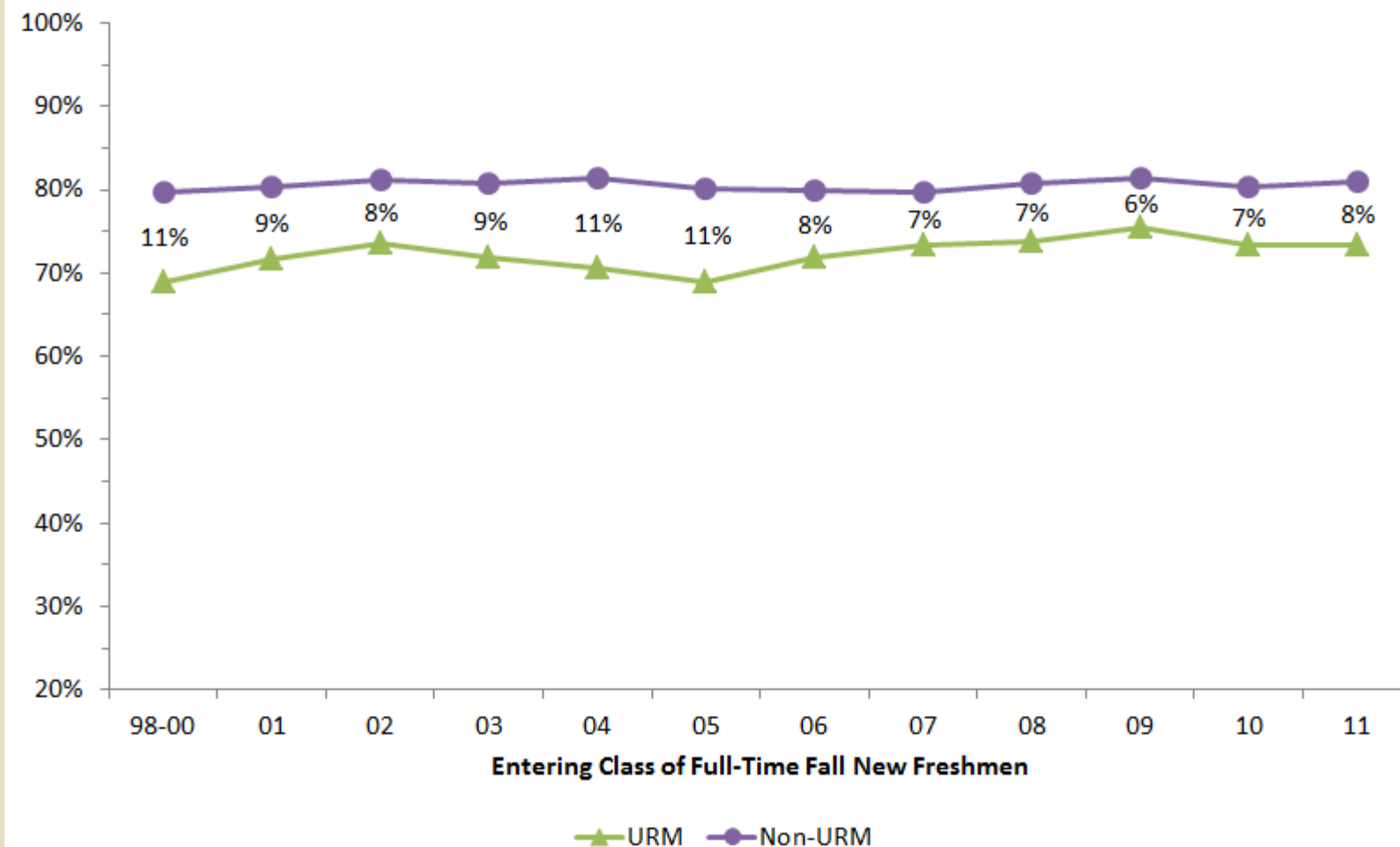
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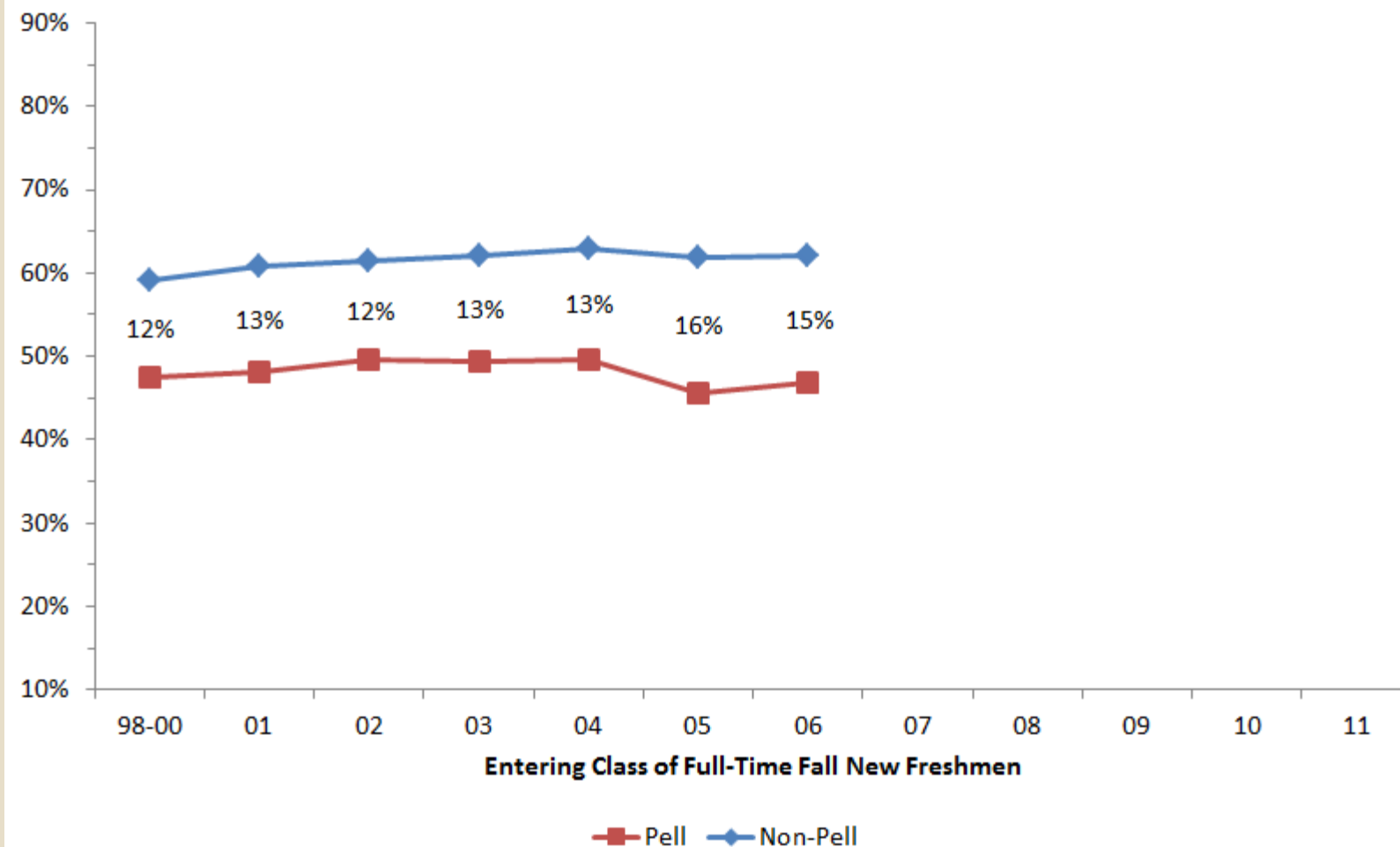
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Closing Equity Gaps

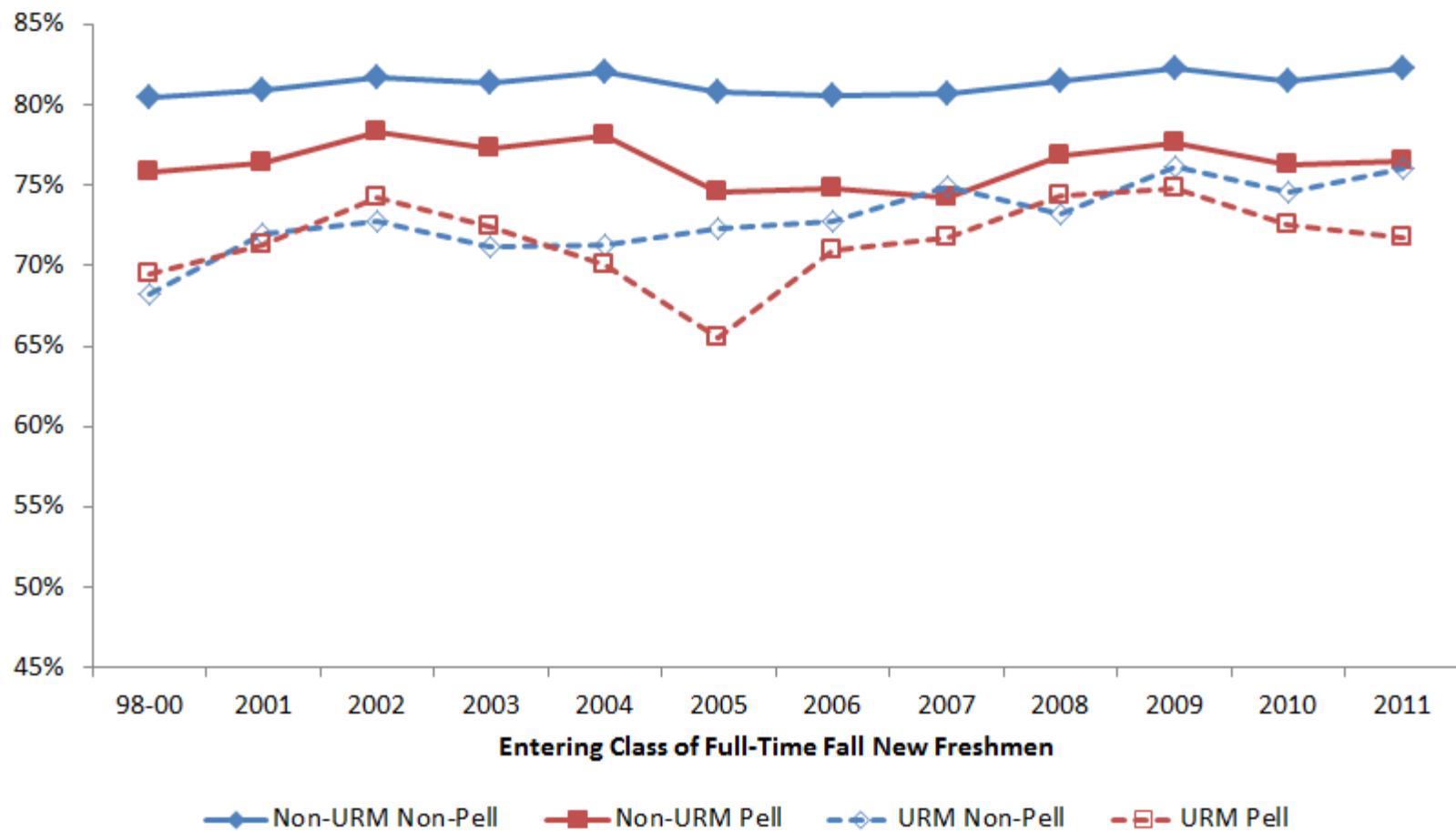
Pell / Non-Pell Graduation within Six Years

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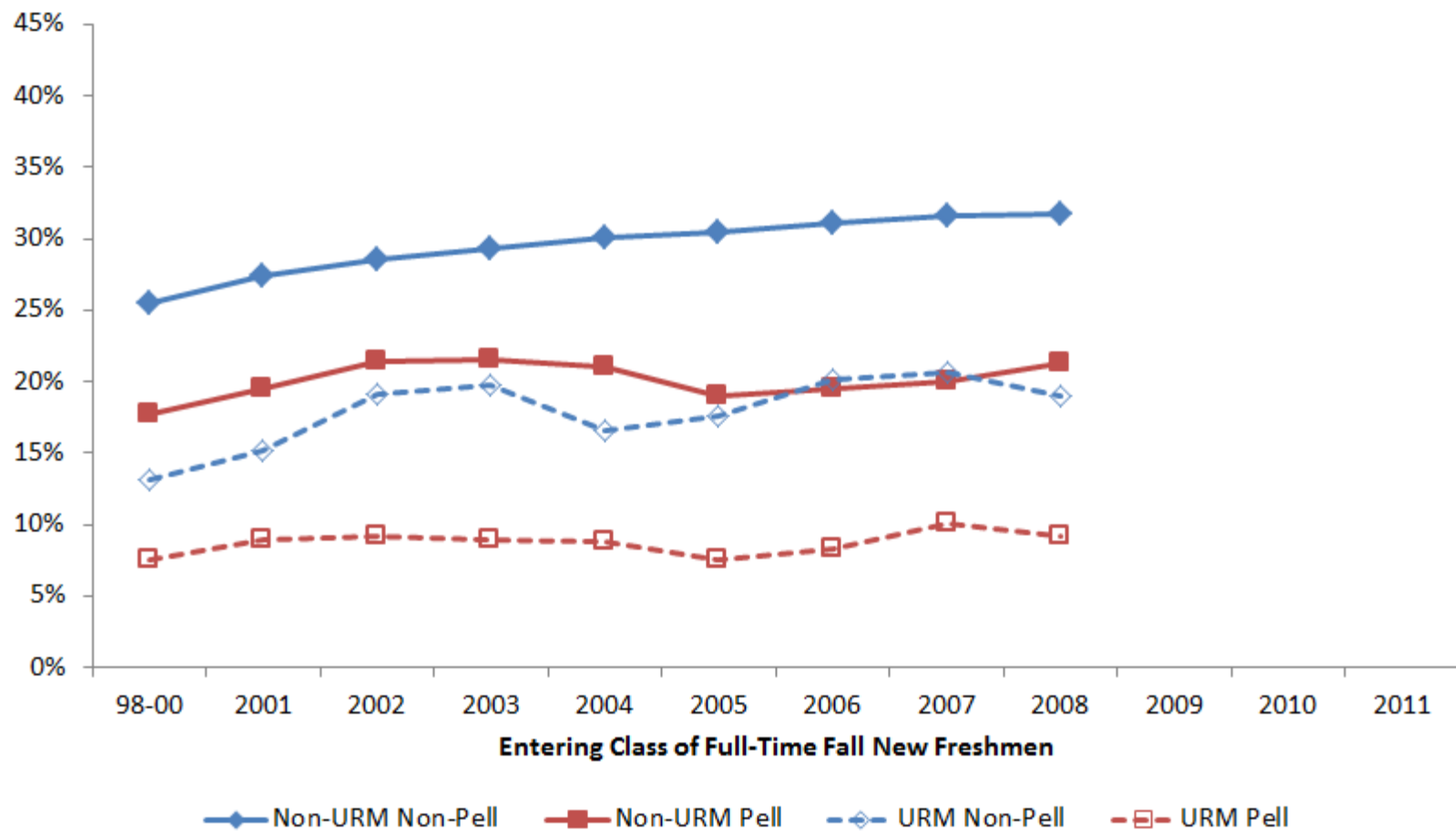
Second Year Retention Rates at Same UW

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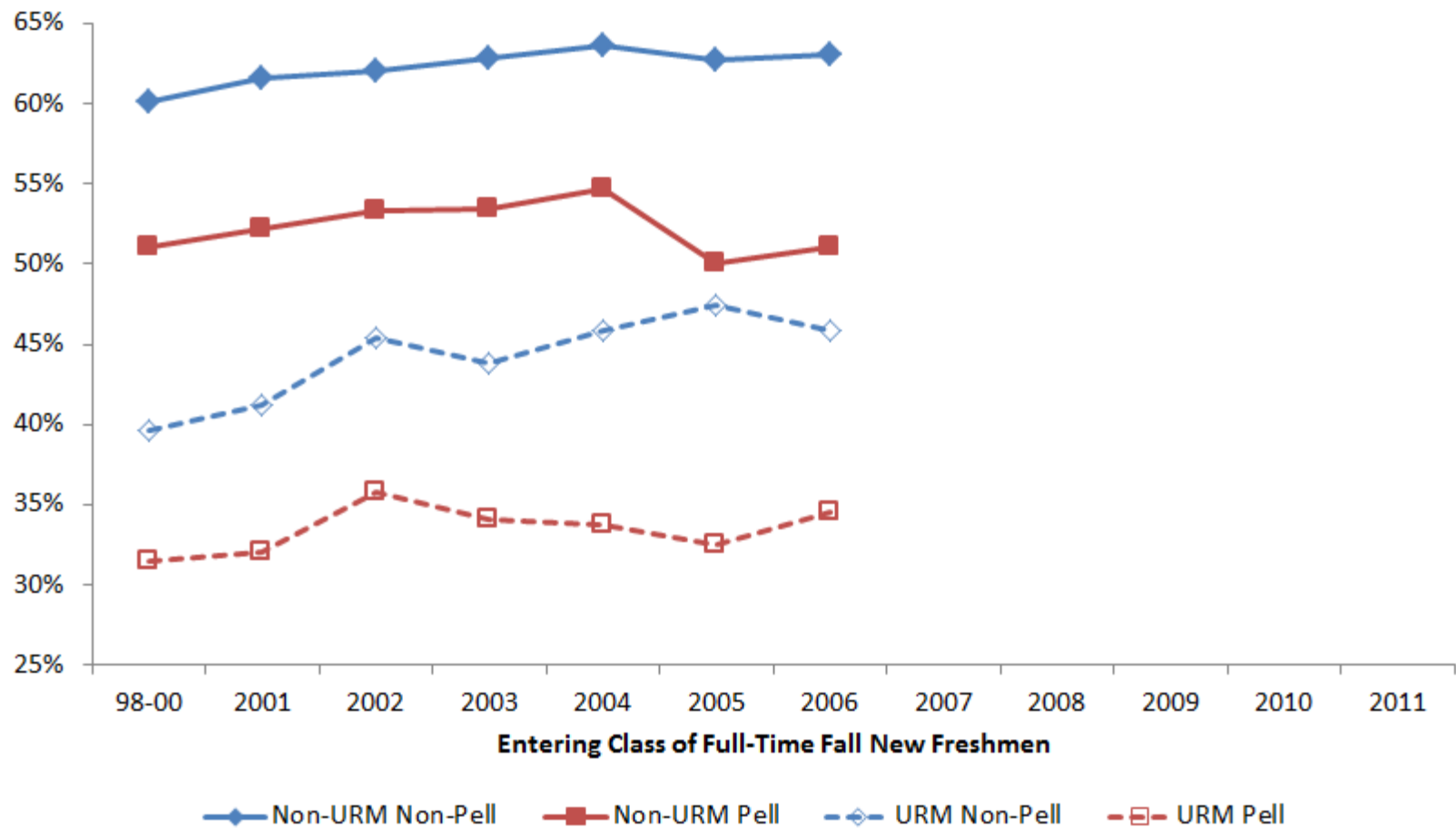
Four-Year Graduation Rates at Same UW

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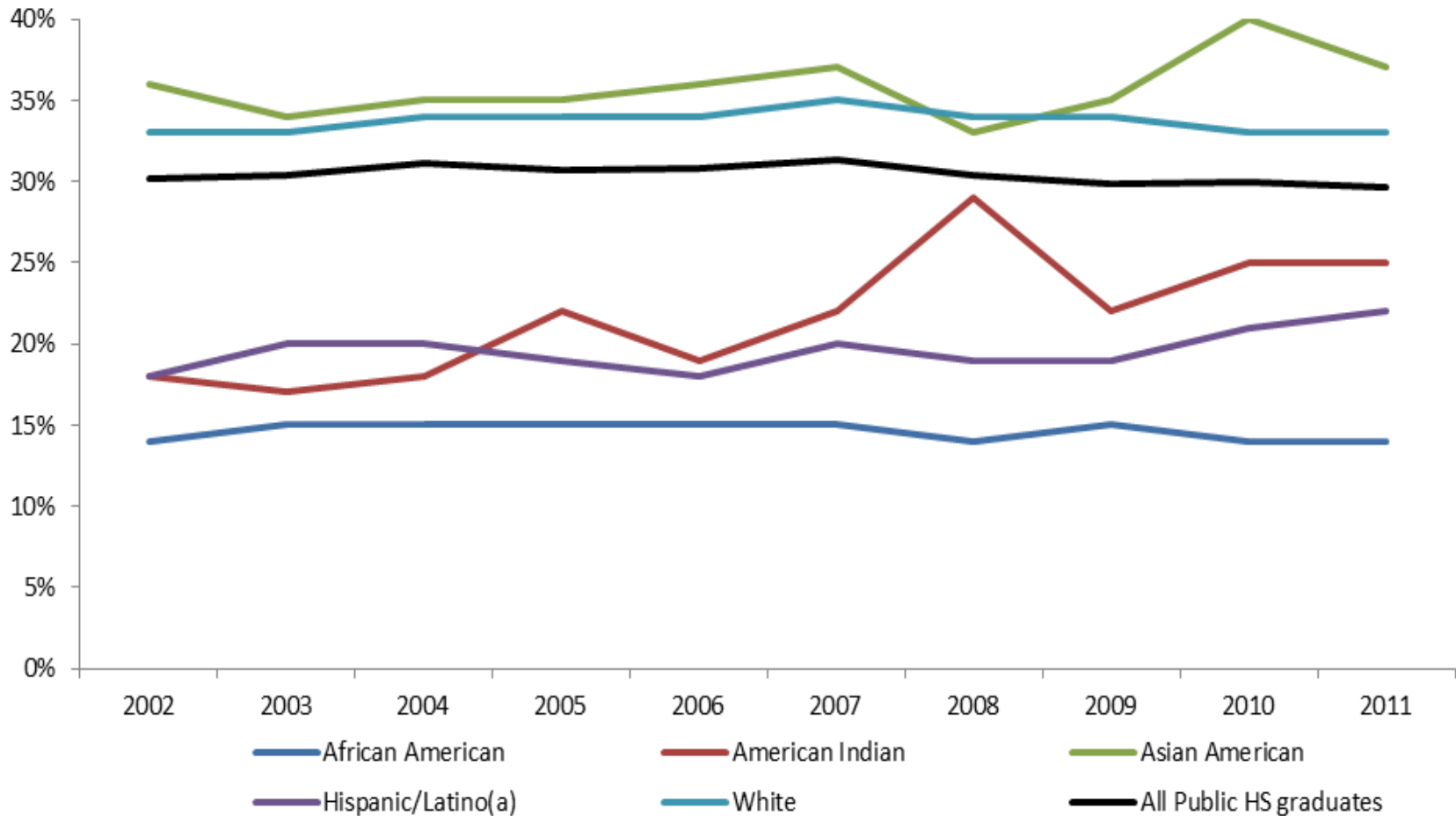
Six-Year Graduation Rates at Same UW

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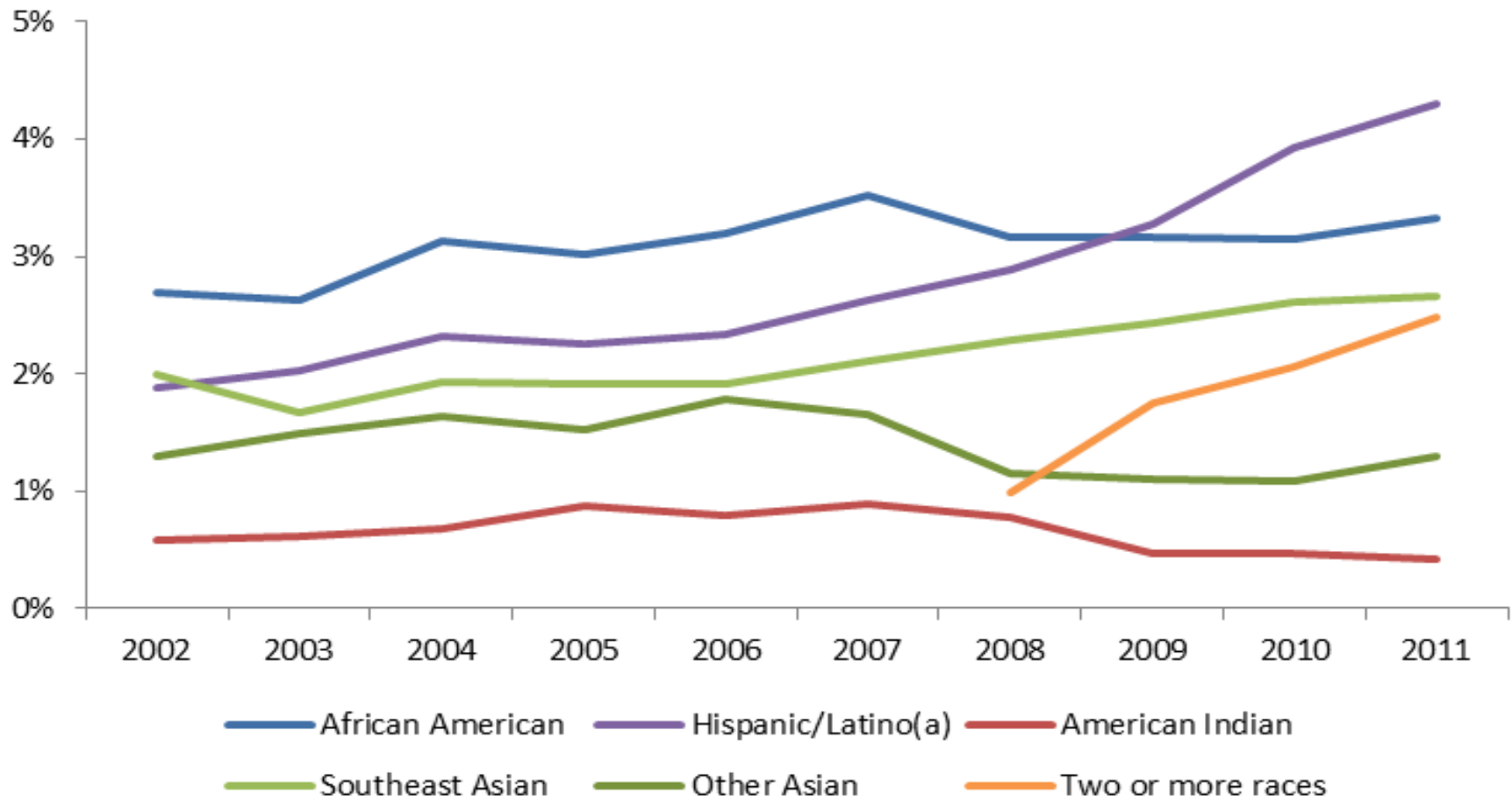
UW System Participation Rates for Wisconsin Immediate New Freshmen by Race/Ethnicity

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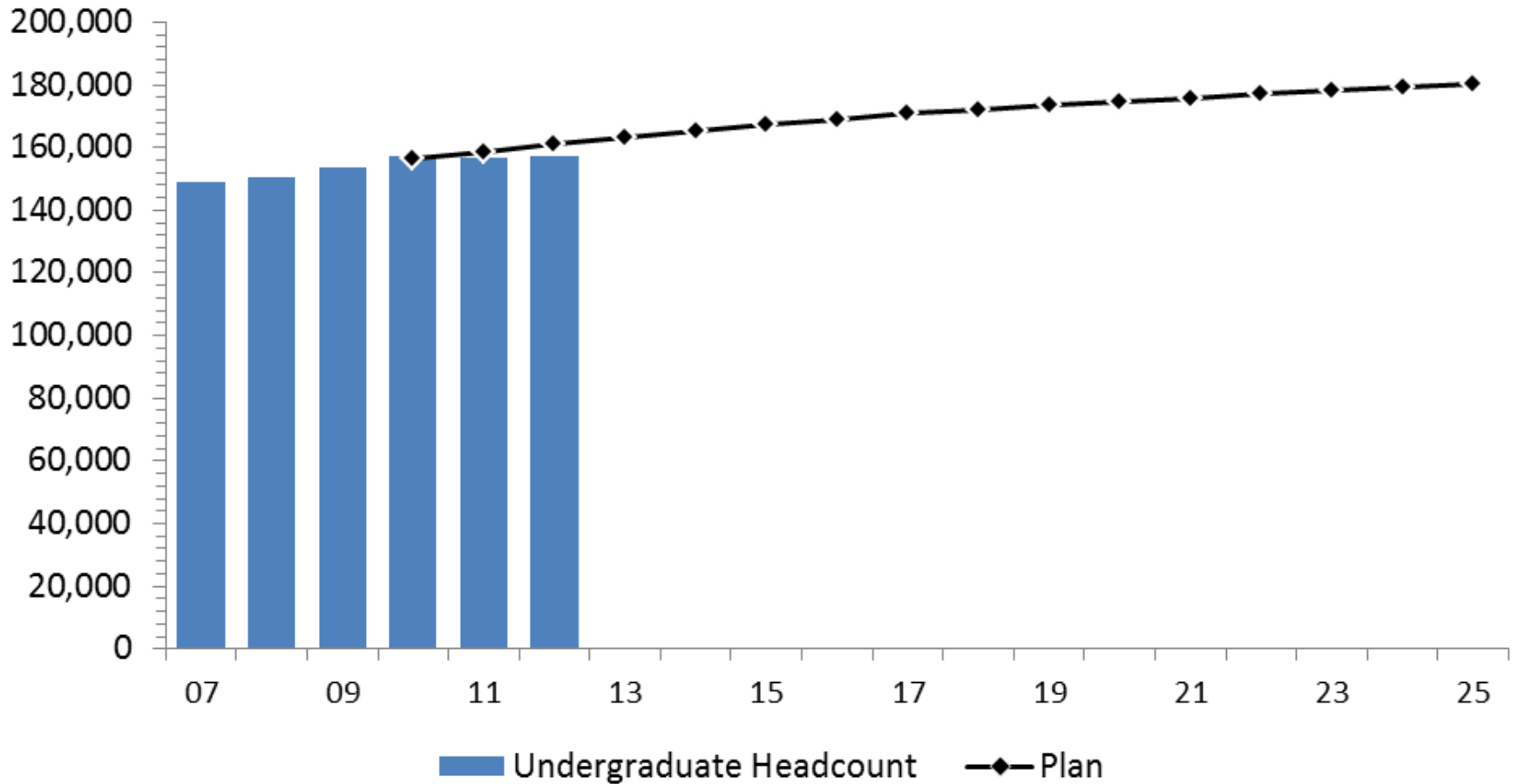
Race/Ethnic Make-up of UW System Wisconsin Resident New Freshman Classes

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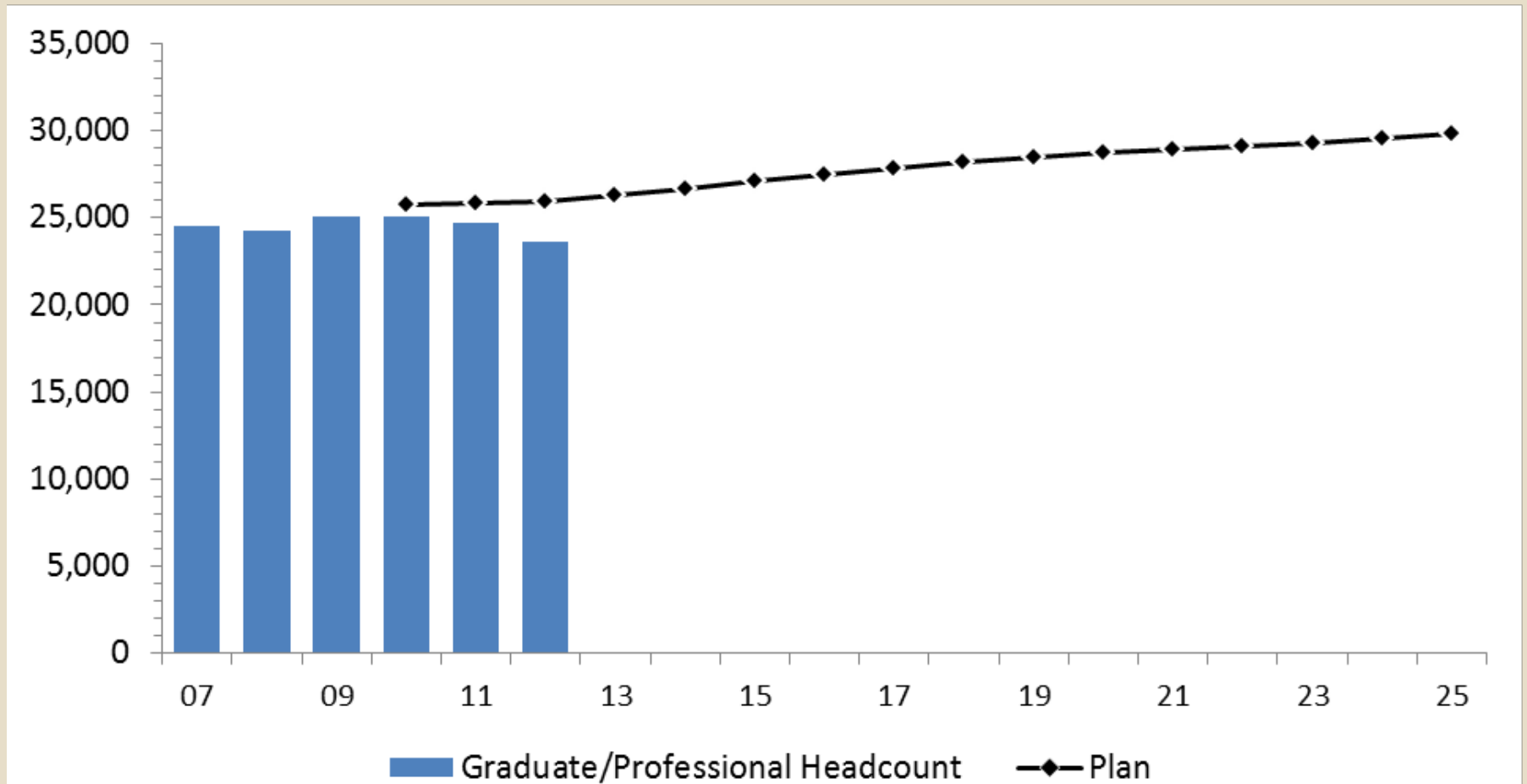
Fall Undergraduate Enrollment Headcount vs. Plan

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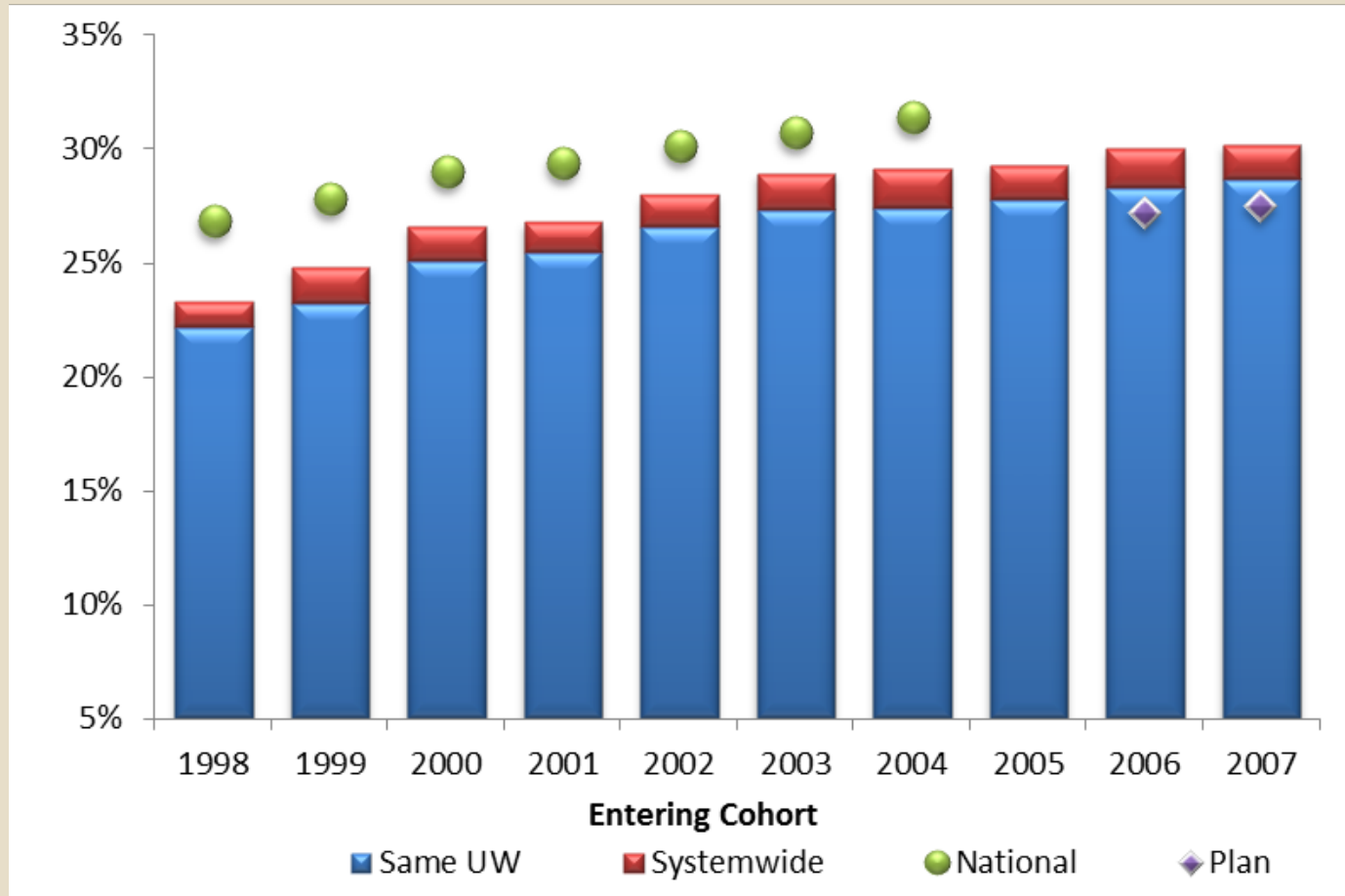
Fall Graduate/Professional Enrollment Headcount vs. Plan

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

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One Institution's 2010 Freshman Cohort

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