Board of Regents

1860 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin 53706
(608)262-2324

DATE: November 21, 2013

TO: Members of the Board of Regents

FROM: Jane S. Radue, Executive Director and Corporate Secretary JSR

PUBLIC MEETING NOTICE
Meetings of the UW System Board of Regents
to be held at Van Hise Hall, 1220 Linden Drive, Madison, Wisconsin 53706
on December 5 and 6, 2013

Thursday, December 5, 2013

8:00 a.m. Audit Committee – Room 1920

9:00 a.m. Research, Economic Development and Innovation Committee – Room 1820

9:00 a.m. Capital Planning and Budget Committee – Room 1920

10:30 a.m. Education Committee – Room 1820

10:30 a.m. Business and Finance Committee – Room 1920

12:10 p.m. All Regents – Room 1820

1. Calling of the roll
2. Updates and introductions
3. Visit and remarks by Governor Walker

--Break for lunch--

4. NCAA Division I Athletics Report: UW-Green Bay
5. *Presentation and Discussion*: Remedial Education

6. Closed session

   Move into closed session: (a) to consider personal histories related to the naming of facilities at UW-Madison, as permitted by s. 19.85(1)(f), *Wis. Stats*.; (b) to consider the appointment and salary of an interim president of the UW System, as permitted by s. 19.85(1)(c), *Wis. Stats*.; (c) to consider the salary of an interim chancellor of UW-Whitewater, as permitted by s. 19.85(1)(c), *Wis. Stats*.; (d) to confer with legal counsel regarding pending or potential litigation, as permitted by s. 19.85(1)(g), *Wis. Stats*.; and (e) to consider the duties and salary of a Regent professorship and emeritus status for the UW System president, as permitted by s. 19.85(1)(c), *Wis. Stats*.

Friday, December 6, 2013

8:45 a.m. Annual Board of Regents Photo – Room 1920

9:00 a.m. All Regents – Room 1820

The closed session may be moved up for consideration during any recess in the regular meeting agenda on either Thursday or Friday. The regular meeting will reconvene in open session following completion of the closed session.

Information about agenda items can be found during the week of the meeting at http://www.uwsa.edu/bor/meetings/ or may be obtained from Jane Radue, Executive Director, Office of the Board of Regents, 1860 Van Hise Hall, Madison, WI 53706, (608)262-2324. Persons with disabilities requesting an accommodation to attend are asked to contact Jane Radue in advance of the meeting. The meeting will be webcast at http://www.uwex.edu/ics/stream/regents/meetings/ on Thursday, December 5, 2013, from 12:10 p.m. until approximately 4 p.m. and on Friday, December 6, 2013, from 9:00 a.m. until approximately noon.

December 5, 2013 Agenda Item 4.

UW-GREEN BAY NCAA DIVISION I ATHLETICS 2013 ANNUAL REPORT

EXECUTIVE SUMMARY

BACKGROUND

Collegiate athletics are high-profile activities that exist for the betterment of the student body, student-athletes, and the university. As some of the most visible programs at higher education institutions, athletics provide valuable experiences for student athletes, opportunities to engage the broader community and, often, a public face for the institution. This visibility, along with the number of student-athlete participants, the members of the public attending athletic events and the substantial compliance requirements, necessitates a high level of oversight and scrutiny by both administrators and governing bodies.

The UW System has three institutions with Division I NCAA athletics programs (UW-Green Bay, Madison, and Milwaukee); one institution with a Division II athletics program (UW-Parkside); and nine institutions with Division III athletics programs (UW-Eau Claire, La Crosse, Oshkosh, Platteville, River Falls, Stevens Point, Stout, Superior, and Whitewater). During fiscal year 2011 alone, UW System athletics programs generated over $100 million in revenue, with 7,000 UW student-athletes participating in NCAA-sanctioned competition.

During the November 8, 2012 meeting, the Board of Regents established a reporting framework for the UW institutions that participate in NCAA Division I athletics, which is based on best practices from other institutions as well as guidance and recommendations developed by the Association of Governing Boards of Colleges and Universities (AGB). Under this framework, these institutions annually provide information to the Board regarding academic, fiscal, and compliance matters related to NCAA Division I intercollegiate athletics. This accountability framework allows the Board to provide oversight and exercise its responsibility to safeguard: 1) the well-being and success of UW System student-athletes; 2) the financial viability of UW athletics programs; 3) the success of the academic mission of its institutions; and 4) good lines of communication between the institutions, the System President, and the Board of Regents.

The accountability framework outlines the institutional reporting requirements that are intended to assist the Board in exercising its fiduciary responsibilities associated with intercollegiate athletics. Each UW institution with NCAA Division I athletic programs is required to submit a written annual report to the Board of Regents. This report is the basis for presentations to the Board by the Chancellor and Athletic Director from each of these institutions. The report and presentation are designed to assist the Board in ensuring that these schools are: 1) adhering to any performance standards implemented by the institution or its respective Athletic Board; 2) safeguarding the welfare of all students; 3) maintaining NCAA compliance; and 4) assuring fiscal integrity.

The current reporting schedule for Division I University of Wisconsin institutions is:

- UW-Madison: December 2012
- UW-Milwaukee: June 2013
- UW-Green Bay: Fall 2013

The report from UW-Green Bay is responsive to the specific information requested in the accountability framework. The report reviews various athletics and academic accomplishments, as well as a few challenges that should be addressed moving forward.

It is important to note that the UW-Green Bay Intercollegiate Athletics Department is transitioning to a new Athletic Director for the first time since 2002. On November 27, 2013, Mary Ellen Gillespie, formerly the Associate Athletics Director for External Relations at Bowling Green State University, will become UW-Green Bay's new Director of Intercollegiate Athletics, and the first female Athletic Director at the institution.

REQUESTED ACTION

This item is for discussion purposes only.

DISCUSSION

This summary highlights items from the UW-Green Bay report.

ACCOMPLISHMENTS

I. Athletics

UW-Green Bay sponsors 16 sports programs supporting approximately 260 student-athletes in men's and women's basketball, men's and women's cross country, men's and women's golf, men's and women's nordic skiing, men's and women's soccer, women's softball, men's and women's swimming and diving, men's and women's tennis, and women's volleyball. The men's and women's programs, known as the Phoenix, have been members of the Horizon League, or its predecessors, since 1994-95.

UW-Green Bay reports that in 2012-13 the women's basketball team compiled a 16-0 record in Horizon League play and captured its 15th consecutive regular season conference championship. The Phoenix also won a third-straight league tournament title and earned a fifth-straight NCAA Tournament berth. The men's basketball team also advanced to postseason play for the first time since 2009-10 with an invitation to the CollegeInsider.com Tournament. The men's tennis team captured the regular season Horizon League crown for the first time in program history, and advanced to the finals of the league tournament.

II. Academics

The mission of intercollegiate athletics at UW-Green Bay states that student-athletes are "expected to reflect the high academic and behavioral standards of the University" and that "athletics strives for success in competition while continuing to attract and retain students who succeed academically and athletically." In 2012-13, three student-athletes received Chancellor's Medallions and an additional six received University Leadership Awards. Student-athletes combined to volunteer more than 4,000 hours of community service to organizations and charities in Northeast Wisconsin. Twenty-four student-athletes were named to Academic All-Horizon League squads for their respective sports, while 153 student-athletes appeared on the Horizon League Honor Roll.

UW-Green Bay reported that 2012-13 saw the highest combined GPA (3.26) for Phoenix student-athletes in school history, with records established for both the fall and spring semesters. Spring 2013 became the twenty-seventh consecutive semester that the combined GPA exceeded 3.0, and 12 of the 16 programs achieved a team average GPA of 3.25 or higher. The graduation success rate (GSR) of 83% for student-athletes was significantly higher than the general student population GSR of 51%.

The NCAA measures the academic progress of student athletes through the Academic Progress Rate[1] (APR), which measures the eligibility and retention of each student-athlete each term by team. A team must earn a minimum 900 four-year APR or a 930 two-year average (over the two most recent years) to be eligible to participate in NCAA postseason competition. All 16 Phoenix teams exceed the four-year minimum APR.

III. Institutional Controls

The most recent Horizon League Compliance Review, dated November 8-10, 2010, is included with UW-Green Bay's report as Appendix F. The Review highlighted the institutional commitment to rules compliance by all personnel and the emphasis placed on adherence to NCAA rules. The Compliance Review noted that Chancellor Harden makes this an institutional priority, that there is strong cooperation between the Athletic Department and the other departments, and that the Chancellor is actively involved in oversight activities. The monitoring of recruitment and the knowledge of compliance rules by staff, boosters, and student-athletes was noted as a particular strength.

The Director of Athletics at UW-Green Bay reports directly to the Chancellor and meets a minimum of once a month with the Chancellor. In addition, the Intercollegiate Athletics Council

---

[1] *The APR score is calculated in the following manner: Each student-athlete receiving athletically related financial aid earns one retention point for staying in school and one eligibility point for being academically eligible. A team's total points are divided by points possible and then multiplied by one thousand to equal the team's Academic Progress Rate score.*

Example: There are 14 players on Basketball Team A. Every one of the players maintains good academic standing and remains in school. The APR for Team A would be calculated as follows:
28 total points / 28 possible points = 1.000
*1.0 * 1000 = 1000 APR*

meets regularly and includes a mix of faculty, students, and administers. There are established procedures for reporting and investigating alleged rules violations, and the Chancellor is notified of all violations. As part of his oversight activities, the Chancellor also approves and oversees the athletics budget.

The 2010 Compliance Review noted that UW-Green Bay has developed an excellent system for verifying and monitoring the eligibility status of student-athletes. Similarly, the Assistant Athletic Director for Compliance has ongoing communications with the financial aid office, and that responsibility for athletics-related issues is specifically assigned to the Assistant Director of Financial Aid.

The 2010 Compliance Review highlighted that all student-athletes at UW-Green Bay have the opportunity to meet with a tutor. In addition, the academic coordinator meets with all first-year student-athletes on a regular basis and meets with all returning student-athletes on a periodic basis. The academic coordinator also tracks class attendance and receives periodic updates on academic progress from professors.

CHALLENGES

I. Financial Situation

Appropriate and adequate financing, and the cost of athletics, remains an ongoing and significant concern for all UW institutions, regardless of NCAA classification (Division I, II or III). The UW-Green Bay Athletic Department indicated that it remains in a solid fiscal position. In the financial information prepared utilizing the agreed-upon criteria, the UW-Green Bay Athletics Department had an annual operating deficit of $97,755, or slightly less than 1.5% of revenues, for FY13.

The prior year's FY12 statement of revenues and expenses showed an annual operating surplus of $54,592, or about 0.7% of revenues. These figures indicate that the Athletic Department is generally operating with balanced revenues and expenditures. The Department has also been able to develop an unrestricted cash balance of slightly more than $500,000, or approximately 7.4% of FY13 expenditures, which helps manage the variations between revenues and expenses that may occur on an annual basis.

II. NCAA Certification

In 2012-13, the institution self-reported four NCAA violations. First, the men's basketball team departed from campus more than the permissible 48 hours prior to the competition. Another two of these violations involved text messages to potential student-athletes (recruits) for the women's basketball team. In the fourth instance, the men's swimming team provided impermissible travel expenses to an incoming freshman to travel to campus.

There are no investigations or reviews of the Athletic Department or personnel by the institution, NCAA, or law enforcement, underway at this time.

III. Use of Equipment and Compliance Recommendations

The 2010 Horizon League Compliance Review included some voluntary noncritical recommendations for improvement, a few of which were highlighted as being important areas to address. First, it was recommended that the institution have a written policy regarding what equipment is reusable. Each sport should provide detailed lists of all apparel and equipment to the Assistant Athletic Director for Compliance, who should track which equipment is reusable. In addition, all sports should be required to submit a list regarding all equipment received in order to ensure proper monitoring.

The Compliance Review also noted that it would be beneficial for the Athletic Department to hire an additional staff member in the area of compliance in order to allow further monitoring, as well as an additional staff member in the area of academic advising specifically for athletics.

Finally, to eliminate confusion, the 2010 Horizon League Compliance Review recommended that all aid letters be sent directly to student-athletes from the Financial Aid Department, rather than continuation of the current system, under which the Assistant Athletic Director for Compliance issues renewal letters while non-renewal letters are sent from the Assistant Director for Financial Aid.

RELATED REGENT POLICIES

Regent Policy Document 10-1: Endorsement of the Statement of Principles from the Knight Foundation Commission on Intercollegiate Athletics

University of Wisconsin-Green Bay

Intercollegiate Athletics Department Summary

Drafted for the Board of Regents, November 2013

TABLE OF CONTENTS

1. INTRODUCTION

The intent of this executive summary is to provide annual information of intercollegiate athletics to the Board of Regents. Information is provided about the Intercollegiate Athletics Department, the NCAA, and the Horizon League. The second section will outline specific information addressing academics, fiscal responsibility and compliance regulation.

A. Mission of Green Bay Intercollegiate Athletics

The Intercollegiate Athletics Department is intended to be an integral component of the educational mission of the University. The Athletics Department is managed consistent with the mission and focus of the University. The University mission offers a context for how the program prepares students to develop critical thinking and problem-solving skills, to practice learning as a life-long activity, to be engaged and contributing citizens, and to enhance the position and image of the University locally, regionally, and nationally.

The program will be administered in a manner to ensure the amateur nature of athletics by responsibly, honestly and effectively recognizing and communicating that student-athletes are, first and foremost, students who possess academic abilities and attain personal growth objectives. The student shall be accorded due respect as a person and is expected to reflect the high academic and behavioral standards of the University. Intercollegiate athletics strives for success in competition while continuing to attract and retain students who succeed academically and athletically and whose careers after graduation are a tribute to them, UW-Green Bay and society.

The Intercollegiate Athletics Department embraces the Horizon League principles of sportsmanship and ethical conduct; is committed to the concept of equitable opportunity for all students and staff regardless of gender or ethnicity; and is administered to substantiate compliance with the University of Wisconsin System, UW-Green Bay, the National Collegiate Athletic Association and the Horizon League rules and regulations, which ensure institutional control and integrity.

B. History of Green Bay Intercollegiate Athletics

The establishment of athletics at UW-Green Bay occurred in September of 1969 with men's soccer followed by men's basketball in the same year, four years after the University of Wisconsin-Green Bay was founded. In November of 1969, the University applied for membership in the National Association of Intercollegiate Athletics (NAIA). In May of 1970, the Phoenix became the mascot and official name of UW-Green Bay athletic teams. In December 1973, the women's basketball team made its intercollegiate debut. Prior to the 1973-74 season, the men's basketball team and men's soccer team moved to the NCAA Division II ranks. UW-Green Bay requested to enter NCAA Division I athletics in September 1979 and was granted that status beginning Fall of 1981. In 1982, the University joined seven more schools to form the Mid-Continent Conference (MCC) to compete in NCAA Division I athletics. Women's programs transitioned from the NAIA to Division I during 1987-1988 when they joined the North Star Conference. In 1994-1995, the men's and women's programs joined the Midwestern Collegiate Conference which changed its name to the Horizon League in 2001.

C. National Collegiate Athletic Association (NCAA) Classification

Currently, UW-Green Bay sponsors 16 sports programs supporting approximately 260 student-athletes in the sports of men's and women's basketball, men's and women's cross-country, men's and women's golf, men's and women's nordic skiing, men's and women's soccer, women's softball, men's and women's swimming and diving, men's and women's tennis, and women's volleyball. UW-Green Bay has enjoyed successes with NCAA tournament appearances in men's basketball, women's basketball, men's soccer, softball, men's tennis and volleyball, as well as individual appearances in men's golf, and men's and women's nordic skiing. The University has had three conference affiliations while participating in Division

I NCAA athletics: the men's programs participated in the Mid-Continent Conference, the women in the North Star Conference, and both joined the Midwestern Collegiate Conference/Horizon League.

D. Horizon League

In its 35th season of operation in the 2013-2014 academic year, the Horizon League continues to aspire toward its goal of being one of the nation's leading athletics conferences while being recognized as a leader in the development of student-athletes as leaders and role models.

The Horizon League membership features nine public and private institutions that have impressive academic reputations and a storied tradition of broad-based athletic programs. Membership includes Cleveland State University, the University of Detroit Mercy, the University of Illinois at Chicago, Oakland University, Valparaiso University, the University of Wisconsin-Green Bay, the University of Wisconsin-Milwaukee, Wright State University, and Youngstown State University.

The Horizon League's primary focus is to add value to the educational experience through its four platforms: athletic performance, academic achievement, community outreach, personal responsibility and accountability. It is the League's belief that athletics is a powerful and visible resource tool that can be used to enhance student-athletes' collegiate experience. The Horizon League's goals are to enhance the holistic university experience for the student-athlete, to create an affiliation of institutions with similar athletic goals, and to adhere to the principles of integrity, diversity, excellence, and growth. The Horizon League sponsors competition in 19 sports – nine for men (baseball, basketball, cross country, golf, soccer, swimming and diving, indoor track and field, outdoor track and field, and tennis), and ten for women (basketball, cross country, golf, soccer, softball, swimming and diving, indoor track and field, outdoor track and field, tennis, and volleyball).

The League receives automatic bids to NCAA championships in baseball, men's and women's basketball, men's and women's golf, men's and women's soccer, softball, men's and women's tennis, and women's volleyball. The Horizon League is headquartered in Indianapolis, the "Amateur Sports Capital of the World," with offices in the Pan American Plaza (201. S. Capitol Avenue), located a block from Lucas Oil Stadium and just minutes from Bankers Life Fieldhouse, the State Capitol Building, Victor Field (home of the Indianapolis Indians) and the NCAA national office.

Jonathan B. (Jon) LeCrone is in his 22nd year as Commissioner of the Horizon League, having been named to the position on May 11, 1992, and is the fifth-longest tenured commissioner among the 31 Division I conferences.

E. Year in Review (2012-13)

The 2012-13 school year was another impressive one for the intercollegiate athletics department, with Phoenix student-athletes continued to be tremendous representatives of the University and Northeast Wisconsin community.

In the fields of competition, Green Bay accumulated three Horizon League team championships, one Horizon League Player of the Year and one NCAA Tournament team appearance. Academically, the 16 NCAA Division I teams accumulated a record-setting grade point average, 24 student-athletes named Academic All-Horizon League and 153 members of the Horizon League Honor Roll. Additionally, cross country senior Areanna Lakowske was named the Most Outstanding Senior by the University's Alumni Association, nine student-athletes received Chancellor's Medallions or University Leadership Awards and swimming and diving senior Lauren Caruso was the student speaker at the mid-year commencement.

In the fall, head volleyball coach Debbie Kirch led the Phoenix for the final time before resigning to accept an administrative position as the Assistant AD for Compliance and Student Services and Senior Woman Administrator. Kirch led the Phoenix to a winning record and to the Horizon League tournament as the

fifth seed. The Green Bay men's soccer team competed for the first time under new head coach Dan Popik, who was hired in June 2012.

With Kevin Borseth back at the helm of the program, the Green Bay women's basketball team continued its long history of success with a 29-3 overall record and a perfect 16-0 Horizon League mark to capture a 15th consecutive regular season conference championship. The Phoenix hosted the Horizon League Championship, winning three games for a third-straight tournament title and a fifth-straight NCAA Tournament berth.

In its third season under head coach Brian Wardle, the men's basketball program continued its rise. In the non-conference, the Phoenix posted a historic win on Dec. 19 at the Resch Center, beating Marquette 49-47 in the Golden Eagles' first trip to Green Bay. Statistically the best defensive and rebounding team in the Horizon League, the Phoenix tied for third place in the standings, up three spots from 2011-12. Winning two tournament games for the first time since 1998, Green Bay advanced to the semifinals of the Horizon League Championships. Landing an invitation to the CollegeInsider.com Tournament, Green Bay appeared in the postseason for the first time since 2009-10.

The men's tennis team highlighted the success of the spring seasons. Under the direction of Mark Thomas, the Phoenix captured the regular season Horizon League crown for the first time in program history with an undefeated 6-0 record. Green Bay finished the season at 17-7 overall, losing in the conference tournament finals 4-3 to Cleveland State. Including an incredible 3.81 GPA in the Spring, the program also boasted the top GPA among all Phoenix teams.

With a combined GPA of 3.26 for the academic year, the department had the highest cumulative grade point average in school history, setting records for the highest fall and spring semesters in the process of extending the department's streak to 27-straight semesters with a GPA of 3.0 or higher. The Phoenix student-athletes had a 3.24 GPA in the fall and a record 3.29 GPA in the spring semester with 12 of the 16 programs achieving a team average of 3.25 or higher.

SUCCESS IN THE CLASSROOM

• Achieved cumulative student-athlete GPA of 3.0 or higher for the 26th and 27th consecutive semesters.
• The cumulative student-athlete GPA for all Phoenix student-athletes was 3.26 - the record for any academic year.
• Placed 153 student-athletes on the Horizon League Honor Roll.
• Twenty-four student-athletes were named to Academic All-Horizon League squads for their respective sports.
• Over 65 percent of student-athletes achieved a GPA of 3.0 or higher in the spring semester.
• Twelve teams had combined GPAs of 3.25 or higher and four different sport programs boasted GPAs of 3.50 or higher.
• The graduation success rate (GSR) of 83% was significantly higher than the general student population GSR of 51%.
• Student-athletes logged more than 4,000 hours of community service while giving back to many organizations and charities in Northeast Wisconsin.
• Areanna Lakowske named the University's Most Outstanding Student by the Alumi Association.
• Three Phoenix student-athletes were awarded with Chancellor's Medallions.
• Six student-athletes were distinguished recipients of University Leadership Awards.

2012-13 HORIZON LEAGUE CHAMPIONSHIPS

• Women's basketball regular season
• Women's basketball tournament
• Men's tennis regular season

A. 2012-13 Green Bay Athletics Final Budget Report

The Athletics Final Budget Report includes only the revenues and expenses that are included state accounts (102, 128, 133/233, 187 and tuition remissions). This report does not include the gross revenue and expenses in the UW-Green Bay Foundation, University Indirect Facilities and Maintenance Expenses and in-kind donations.

2012-13 Green Bay Athletics Final Budget Report

REVENUE		**BUDGET**		**ACTUAL**
GPR - Salaries	$	697,999	$	693,678
GPR – S & E	$	57,518	$	116,625
Tuition Remissions	$	2,131,191	$	1,988,356
Student Fees	$	1,242,376	$	1,242,376
Ticket Sales	$	717,670	$	620,836
Phoenix Fund Support	$	442,500	$	530,376
NCAA Distributions	$	338,568	$	353,742
Sponsorships	$	210,000	$	190,858
Guarantees	$	25,000	$	63,000
Other Revenue	$	253,967	$	483,219
187 Funding	$	247,500	$	247,394
Gift/Grant Revenue	$	103,648	$	136,326
Total Revenue	**$**	**6,467,937**	**$**	**6,666,786**

EXPENSES		**BUDGET**		**ACTUAL**
Salaries	$	1,601,494	$	1,700,899
Fringes	$	310,901	$	306,799
Operating	$	1,825,254	$	2,173,001
Financial Aid - Tuition	$	2,131,191	$	1,988,356
Financial Aid - Cash	$	485,000	$	479,733
Gift/Grant Expenses	$	107,722	$	115,753
Total Expenses	**$**	**6,461,562**	**$**	**6,764,541**
Net Operating Margin	**$**	**6,375**	**$**	**(97,755)**

Notes:

1. Actual revenues include contributions from the booster clubs towards operating expenses (i.e. team travel, equipment, recruiting, etc). The Budget figures do not include any estimated contributions from booster clubs.
2. Nine coaches (3 head and 6 assistant) have contracts that include Additional Compensation in excess of their base salaries. The Athletics Department raises funds to support payment of the Additional Compensation in the coach's contracts. Prior to 2013-14 the amount of Additional Compensation was not included in the Athletics Department budget.

B. 2011-12 Agreed-Upon Procedures Report

Please see Appendix A for the complete report.

C. 2011-12 Green Bay Athletics Cash Balances

Account	Amount
Fund 128	$(152,831.03)
Fund 133/233	$ 81,841.48
Foundation – Unrestricted	$ 500,837.53
Foundation – Restricted Men's Basketball	$ 36,500.00
Foundation – Restricted Women's Basketball	$ 50,000.00
Men's Basketball Booster Club	$ 61,524.10
Women's Basketball Booster Club	$ 95,568.75
Swim Team Booster Club	$ 4,448.02
Total	**$ 677,888.85**

The final Fund 128 cash balance was a negative due to $325,101.53 in revenues for fiscal year 2011-12 being received after the end of the fiscal year (June 30, 2012).

D. 2011-12 Green Bay Athletics Endowment Report

The Green Bay Athletics Endowment balance as of June 30, 2012 was:

Book Value $756,463.34
Market Value $694,399.62

The figures above do not include the value of endowed scholarships dedicated to Athletics.

3. Academic Progress Rate

The NCAA holds Division I institutions accountable for the academic progress of their student-athletes through the Academic Progress Rate (APR), a team-based metric that accounts for the eligibility and retention of each student-athlete, each term.

Currently, teams must earn a minimum 900 four-year APR or a 930 two-year average (of the two most recent years) to be eligible to participate in NCAA postseason competition. Beginning with the 2014-15 academic year, teams must earn a 930 four-year APR to complete in postseason competition.

APR is calculated by term. Each term, a student-athlete receiving athletically related financial aid may earn one retention point for staying in school and one eligibility point for being academically eligible. A team's total points are divided by points possible and then multiplied by one thousand to equal the team's Academic Progress Rate.

Please see Appendix B for the 2011-12 Academic Progress Rate from the NCAA (APR rates for the previous year are released each spring; 2011-12 is the most recent published data).

A. Sport by Sport

SPORT	2011-12 APR SCORE	4-YEAR APR SCORE	NCAA 4-YEAR
MEN'S BASKETBALL	980	971	952
WOMEN'S BASKETBALL	1000	1000	972
MEN'S CROSS COUNTRY	1000	1000	975
WOMEN'S CROSS COUNTRY	1000	1000	983
MEN'S GOLF	941	959	974
WOMEN'S GOLF	1000	973	986
MEN'S SKIING	1000	931	978
WOMEN'S SKIING	974	993	988
MEN'S SOCCER	937	958	969
WOMEN'S SOCCER	989	976	981
WOMEN'S SOFTBALL	1000	975	978
MEN'S SWIMMING	966	983	976
WOMEN'S SWIMMING	979	993	986
MEN'S TENNIS	974	930	974
WOMEN'S TENNIS	1000	991	982
WOMEN'S VOLLEYBALL	1000	995	980

B. 3-Year Trend Change (Priority Sports)

The table below lists the single year APR scores for the five priority sports for the 2009-10, 2010-11 and 2011-12 academic years.

PRIORITY SPORTS	2009-10	2010-11	2011-12
MEN'S BASKETBALL	964	980	980
WOMEN'S BASKETBALL	1000	1000	1000
MEN'S SOCCER	991	980	937
WOMEN'S SOCCER	938	1000	989
WOMEN'S VOLLEYBALL	1000	1000	1000

C. Benchmark for Assessment of APR

Maintain Academic Progress Rates that are higher than the NCAA minimum for each sport

4. Graduation Success Rate (GSR)

The NCAA Graduation Success Rate (GSR) is designed to show the proportion of student-athletes on any given team who earn a college degree. The NCAA has imposed a new set of academic standards in order to hold teams and institutions accountable for how well student-athletes progress towards a degree.

The GSR was developed in response to colleges and universities who asked for an alternative rate that more accurately reflects the movement among college student-athletes. The GSR takes into account incoming transfers who graduate from a different institution than the one they started at and transfers who leave an institution in good standing.

The Federal Graduation Rate (FGR) is compiled by the U.S. Department of Education and is used as an indicator of academic success of college student-athletes. FGR measures the percentage of first-time, full-time freshman who graduate within six years of entering their original four-year institution. The NCAA developed its GSR in response to criticism that the FGR understates the academic success of athletes because the FGR method does not take into account two important factors in college athletics:

1. When student-athletes transfer from an institution before graduating and is in good academics standing (perhaps to transfer to another institution for more playing time, different major, or to go pro); and
2. Those student-athletes who transfer to an institution (e.g., from a community college or another 4-year college) and earn a degree.

The FGR treats transfers as non-graduates for the original institution the student-athlete attended, even if that student-athlete later graduates from another institution. Also, the FGR does not include that student-athlete in the graduation rates at the new institution where he/she does graduate. Therefore, once a student-athlete transfers to another school he/she is no longer recognized in the calculated graduation rate. The GSR takes into account both factors and gives credit to institutions for successful transfers, whether they are leaving or entering an institution.

The following is a summary for the 2012-13 Graduate Success Rate report. Please see Appendix C for the official 2012-13 Graduation Success Rate Report (2006 freshmen cohort) from the NCAA.

A. Green Bay GSR vs. Federal Graduation Rate by Sport

SPORT	2012-13 GSR	2012-13 FGR
MEN'S BASKETBALL	100%	69%
WOMEN'S BASKETBALL	100%	87%
MEN'S CROSS COUNTRY	100%	83%
WOMEN'S CROSS COUNTRY	100%	100%

MEN'S GOLF	86%	80%
MEN'S SKIING	88%	80%
WOMEN'S SKIING	80%	50%
MEN'S SOCCER	81%	50%
WOMEN'S SOCCER	71%	48%
WOMEN'S SOFTBALL	90%	84%
MEN'S SWIMMING	83%	79%
WOMEN'S SWIMMING	100%	88%
MEN'S TENNIS	100%	100%
WOMEN'S TENNIS	100%	100%
WOMEN'S VOLLEYBALL	100%	67%

B. Green Bay Student-Athlete GSR vs. General Student Body Graduation Success Rate

ACADEMIC YEAR	GREEN BAY STUDENT-ATHLETE GSR	GREEN BAY STUDENT BODY GSR
2004 FRESHMAN COHORT (REPORTED IN 2010-11)	68%	51%
2005 FRESHMAN COHORT (REPORTED IN 2011-12)	67%	55%
2006 FRESHMAN COHORT (REPORTED IN 2012-13	83%	51%

C. GSR for Priority Sports

SPORT	2010-11 (2004 FRESHMAN COHORT)	2011-12 (2005 FRESHMAN COHORT)	2012-13 (2006 FRESHMAN COHORT)
MEN'S BASKETBALL	100%	100%	100%
WOMEN'S BASKETBALL	92%	100%	100%
MEN'S SOCCER	86%	81%	81%
WOMEN'S SOCCER	86%	74%	71%
WOMEN'S VOLLEYBALL	100%	100%	100%

D. Benchmarks for Assessment of GSR

1. Maintain a student-athlete graduation rate that is higher than the UW-Green Bay general student body
2. Maintain a department wide student-athlete NCAA graduation rate that is higher than the average for peer institutions
3. Maintain a student-athlete NCAA graduation that is higher than the average for peer institutions for each sport

5. Academic Information

Academics are considered a top priority by the UW-Green Bay Athletics Department. It boasts 27 straight semesters of a department GPA of 3.0 or higher. The 2012-13 department GPA of 3.26 was the highest year in Green Bay athletics history and Spring 2013 was the highest semester. The men's tennis team led the department with a spring 2013 GPA of 3.81, which was the highest team GPA ever in Green Bay history.

A. Green Bay Sport by Sport GPA

SPORT	FALL 2012	SPRING 2013
MEN'S BASKETBALL	2.86	2.83
WOMEN'S BASKETBALL	3.26	3.26
MEN'S CROSS COUNTRY	2.95	3.10
WOMEN'S CROSS COUNTRY	3.57	3.65
MEN'S GOLF	3.29	3.43
WOMEN'S GOLF	3.25	3.36
MEN'S SKIING	3.16	3.34
WOMEN'S SKIING	3.27	3.35
MEN'S SOCCER	3.05	2.70
WOMEN'S SOCCER	3.22	3.28
WOMEN'S SOFTBALL	3.53	3.46
MEN'S SWIMMING	2.75	2.97
WOMEN'S SWIMMING	3.31	3.30
MEN'S TENNIS	3.70	3.80

WOMEN'S TENNIS	3.32	3.55
WOMEN'S VOLLEYBALL	3.59	3.54

B. Year by Year GPAs for Department

YEAR	GPA
2012-2013	3.26
2011-2012	3.23
2010-2011	3.14
2009-2010	3.13
2008-2009	3.12
2007-2008	3.04
2006-2007	3.11
2005-2006	3.07
2004-2005	3.16
2003-2004	3.15

C. Declared Majors

MAJOR	NUMBER OF STUDENT-ATHLETES	% OF STUDENT-ATHLETES TAKING THAT MAJOR	% OF STUDENT BODY TAKING THAT MAJOR
ACCOUNTING	6	2.4%	2.9%
ART	0	0.0%	2.0%
ARTS MANAGEMENT	0	0.0%	0.8%
BIOLOGY	5	2.0%	2.1%
BUSINESS ADMINISTRATION	40	15.9%	10.3%
CHEMISTRY	2	0.8%	0.9%
COMMUNICATION	16	6.3%	3.3%

COMPUTER SCIENCE	0	0.0%	1.9%
DEMOCRACY & JUSTICE STUDIES	6	2.4%	1.8%
DESIGN ARTS	8	3.2%	2.2%
ECONOMICS	4	1.6%	0.9%
ELEMENTARY EDUCATION	13	5.2%	3.6%
ENGLISH	2	0.8%	2.7%
ENVIRONMENTAL POLICY & PLANNING	1	0.4%	1.2%
ENVIRONMENTAL SCIENCES	7	2.8%	2.0%
FIRST NATIONS STUDIES	0	0.0%	0.3%
FRENCH	1	0.4%	0.2%
GEOSCIENCE	0	0.0%	0.3%
GERMAN	1	0.4%	0.3%
HEALTH INFORMATION MGMT & TECH	1	0.4%	0.4%
HISTORY	4	1.6%	2.3%
HUMAN BIOLOGY	36	14.3%	5.8%
HUMAN DEVELOPMENT	20	7.9%	6.3%
HUMANISTIC STUDIES	3	1.2%	1.2%
INDIVIDUAL MAJOR	0	0.0%	0.1%
INFORMATION SCIENCES	0	0.0%	0.5%
INTERDISCIPLINARY STUDIES (1)	0	0.0%	12.0%
MATHEMATICS	4	1.6%	1.0%
MUSIC	1	0.4%	0.8%
NURSING (1)	0	0.0%	7.5%
PHILOSOPHY	0	0.0%	0.3%
POLITICAL SCIENCE	1	0.4%	1.4%
PSYCHOLOGY	15	6.0%	6.9%

PUBLIC ADMINISTRATION	4	1.6%	1.6%
SOCIAL WORK	1	0.4%	1.5%
SPANISH	10	4.0%	1.5%
THEATRE	0	0.0%	1.0%
UNDECLARED	64	25.4%	18.1%
URBAN & REGIONAL STUDIES	1	0.4%	0.4%
DOUBLE MAJORS		9.9%	10.4%

(1)Interdisciplinary Studies has two tracks, which are both completed primarily online and serve returning adults who cannot participate in traditional programs. The Nursing major also has several tracks and is a degree completion program for students who have already completed an Associate's degree in nursing at another school. Two of the nursing tracks are also online programs.

D. Special Admissions Statement

Green Bay athletics does not have a Special Admissions policy.

E. Benchmark for Assessment of GPA

Maintain a student-athlete cumulative GPA of 3.0 or greater each semester

6. Compliance Information

A. NCAA Major/Minor Violations Report

See Appendix D

B. NCAA Oversight Certification Letter

See Appendix E

C. Horizon League Compliance Audit

See Appendix F

D. NCAA Self-Study Report

See Appendix G

UNIVERSITY OF WISCONSIN-GREEN BAY ATHLETICS DEPARTMENT
STATEMENT OF REVENUES AND EXPENSES
FOR THE YEAR ENDED JUNE 30, 2012
(Unaudited)

	REVENUES:	MEN'S BASKETBALL	WOMEN'S BASKETBALL	OTHER SPORTS	NON-PROGRAM SPECIFIC	TOTAL	PRIOR YEAR	VARIANCE
1	Ticket Sales	$ 401,437	$ 199,351	$ 5,892	$ -	$ 606,680	$ 597,950	$ 8,730
2	Student Fees	0	0	0	1,160,339	1,160,339	1,126,871	33,468
3	Guarantees	115,000	0	7,400	0	122,400	90,000	32,400
4	Contributions	138,945	127,465	8,977	658,482	933,868	817,306	116,562
5	Compensation and Benefits Provided by Third-Party	0	0	0	0	0	0	0
6	Direct State or Other Government	191,316	37,017	19,049	0	247,382	247,500	(118)
7	Direct Institutional Support	309,480	349,700	1,843,187	597,658	3,100,026	2,922,318	177,708
8	Indirect Facilities and Administrative	0	0	0	362,173	362,173	326,713	35,460
9	NCAA/Conference Distributions	0	65,625	10,990	429,533	506,148	569,834	(63,686)
10	Broadcast, Television, Radio, and Internet Rights	0	0	0	3,456	3,456	4,158	(702)
11	Program Sales, Concessions, Novelty Sales, and Parking	4,302	95,370	11,508	5,285	116,464	83,515	32,949
12	Royalties, Licensing, Advertisements, and Sponsorships	19,389	16,688	2,494	341,878	380,448	276,735	103,713
13	Sports Camp Revenues	0	81,572	21,620	2,967	106,159	122,141	(15,982)
14	Endowment and Investment Income	106	0	0	31,533	31,639	31,926	(287)
15	Other	200	26,490	30,230	168,454	225,374	183,469	41,905
16	**Total Operating Revenue**	**$ 1,180,176**	**$ 999,276**	**$ 1,961,347**	**$3,761,756**	**$ 7,902,555**	**$ 7,400,436**	**$ 502,119**
	EXPENSES:							
	OPERATING EXPENSES							
17	Athletic Student Aid	$ 299,336	$ 295,819	$ 1,752,421	$ -	$ 2,347,576	$ 2,284,026	$ 63,550
18	Guarantees	24,287	1,750	11,490	0	37,527	16,290	21,237
19	Coaching Salaries, Benefits, and Bonuses Paid by the University and Related Entities	554,730	515,813	513,976	0	1,584,519	1,490,232	94,287
20	Coaching Compensation and Benefits Paid By a Third Party	0	0	0	0	0	0	0
21	Support Staff/Administrative Salaries, Benefits, and Bonuses Paid by the University and Related Entities	27,216	30,820	8,830	809,573	876,440	963,653	(87,213)
22	Support Staff/Administrative Other Compensation and Benefits Paid by a Third Party	0	0	0	0	0	0	0
23	Severance Payments	0	0	0	0	0	0	0
24	Recruiting	45,844	42,943	20,292	4,500	113,579	113,934	(355)
25	Team Travel	192,401	179,479	405,947	0	777,827	776,430	1,397
26	Equipment, Uniforms, and Supplies	26,114	19,341	82,666	0	128,122	129,787	(1,665)
27	Game Expenses	190,837	53,627	57,958	61,014	363,436	320,011	43,425
28	Fundraising, Marketing, and Promotion	41,824	15,626	0	303,573	361,023	339,877	21,146
29	Sport Camp Expenses	0	35,592	3,688	0	39,279	27,383	11,896
30	Direct Facilities, Maintenance, and Rental	0	0	0	50,648	50,648	25,695	24,953
31	Spirit Groups	0	0	0	27,529	27,529	28,383	(854)
32	Indirect Facilities and Administrative Support	0	0	0	362,173	362,173	326,713	35,460
33	Medical Expenses and Medical Insurance	2,171	3,742	1,210	46,431	53,554	28,854	24,700
34	Membership and Dues	920	573	3,985	4,789	10,267	9,219	1,048
35	Other Operating Expenses	43,395	81,567	80,158	509,346	714,465	552,044	162,421
36	**Total Operating Expenses**	**$ 1,449,075**	**$ 1,276,692**	**$ 2,942,621**	**$2,179,575**	**$ 7,847,963**	**$ 7,432,531**	**$ 415,432**
	NON OPERATING EXPENSE							
37	Transfers to Institution	0	0	0	0	0	0	0
38	**Total Expenses**	**$ 1,449,075**	**$ 1,276,692**	**$ 2,942,621**	**$2,179,575**	**$ 7,847,963**	**$ 7,432,531**	**$ 415,432**
	EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENSES	**$ (268,899)**	**$ (277,416)**	**$ (981,274)**	**$1,582,180**	**$ 54,592**	**$ (32,095)**	**$ 86,687**

FOOTNOTES TO STATEMENT OF REVENUES AND EXPENSES

Note 1: The University of Wisconsin-Green Bay uses a fund accounting system of financial reporting. The main premise of fund accounting is to facilitate the stewardship of financial resources and ensure that these resources are budgeted, received and expended in compliance with legal requirements. The University of Wisconsin-Green Bay has established policies and procedures to ensure that all university assets, including those in the custody of Athletics are appropriated acquired, utilized and disposed.

Note 2: Contributions (line 4) includes $784,191 received by the UW-Green Bay Foundation on behalf of the Athletics Department. Contributions to the Foundation on behalf of the Athletics Department include $50,000 from BayTek Games, Inc. and $50,000 from MCL Industries, Inc.

NCAA Division I 2011 - 2012 Academic Progress Rate Institutional Report

Institution: University of Wisconsin-Green Bay

Date of Report: 08/25/2013

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2008-09, 2009-10, 2010-11 and 2011-12 academic years. The multiyear rate will be reported publicly in 2012. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2011 - 2012 (N)	Multiyear Rate	2011 - 2012	Multiyear Rate	2011 - 2012
Men's Basketball	971 (54)	N/A	980 (13)	1000	1000	939	958
Men's Cross Country	1000 (44)	N/A	1000 (13)	1000	1000	1000	1000
Men's Golf	959 (38)	N/A	941 (9)	959	941	959	941
Men's Skiing	931 (42)	N/A	1000 (12)	901	1000	962	1000
Men's Soccer	958 (109)	N/A	937 (27)	971	960	944	911
Men's Swimming	983 (104)	N/A	966 (30)	980	966	985	966
Men's Tennis	930 (39)	N/A	974 (10)	944	1000	915	947
Women's Basketball	1000 (59)	N/A	1000 (14)	1000	1000	1000	1000
Women's Cross Country	1000 (41)	N/A	1000 (12)	1000	1000	1000	1000
Women's Golf	973 (30)	N/A	1000 (8)	1000	1000	945	1000
Women's Softball	975 (84)	N/A	1000 (20)	994	1000	956	1000
Women's Skiing	993 (39)	N/A	974 (10)	1000	1000	986	947
Women's Soccer	976 (88)	N/A	989 (24)	982	1000	968	977
Women's Swimming	993 (105)	N/A	979 (25)	1000	1000	985	958

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

[1] Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

[2] Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

[3] Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 900 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

[4] Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

[5] Denotes APR that does not subject the team to penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 900 for that team to be subject to penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

[6] Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

[7] Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

[8] Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

[9] Denotes APR that requires an APP Improvement Plan be created for this sport.

NCAA Division I 2011 - 2012 Academic Progress Rate Institutional Report

Institution: University of Wisconsin-Green Bay

Date of Report: 08/25/2013

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2011 - 2012 (N)	Multiyear Rate	2011 - 2012	Multiyear Rate	2011 - 2012
Women's Tennis	991 (29)	998	1000 (7)	1000	1000	981	1000
Women's Volleyball	995 (53)	N/A	1000 (12)	1000	1000	990	1000

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

[1] Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

[2] Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

[3] Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 900 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

[4] Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

[5] Denotes APR that does not subject the team to penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 900 for that team to be subject to penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

[6] Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

[7] Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

[8] Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

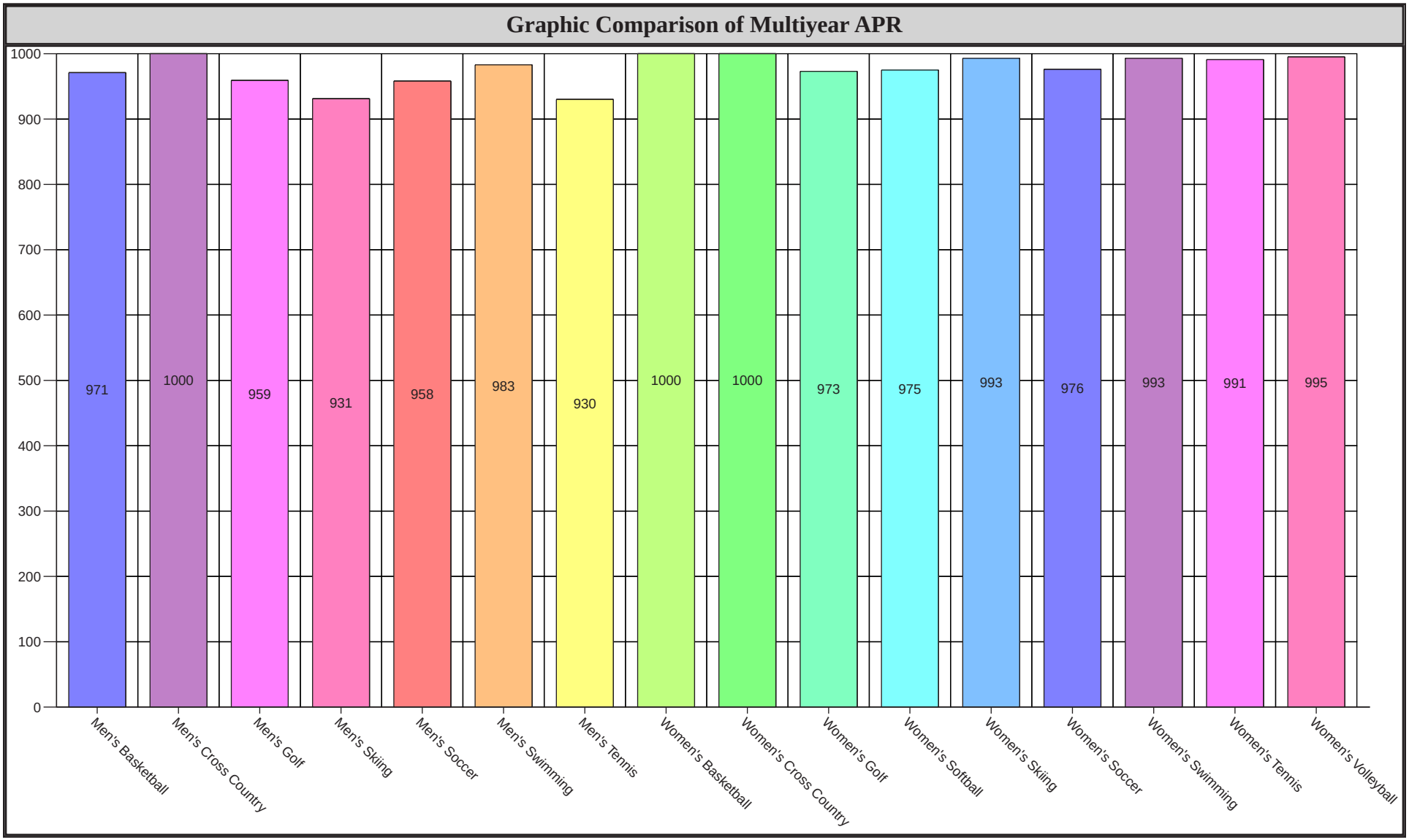
[9] Denotes APR that requires an APP Improvement Plan be created for this sport.

NCAA Division I 2011 - 2012 Academic Progress Rate Institutional Report

Institution: University of Wisconsin-Green Bay

Date of Report: 08/25/2013

Sport-by-Sport APR Comparison:



University of Wisconsin-Green Bay

FRESHMAN-COHORT GRADUATION RATES	All Students	Student-Athletes #
2006-07 Graduation Rate	51%	83%
Four-Class Average	52%	74%
Student-Athlete Graduation Success Rate		91%

1. Graduation-Rates Data

a. All Students

	Freshman Rate Men 2006-07		4-Class		Freshman Rate Women 2006-07		4-Class		Freshman Rate Total 2006-07		4-Class	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Ind./AN	5	20	12	17	8	25	30	23	13	23	42	21
Asian	21	52	57	33	20	30	71	46	41	41	128	41
Black	5	40	17	47	6	17	19	16	11	27	36	31
Hispanic	5	40	19	37	10	40	27	52	15	40	46	46
Nat. Haw./PI	0	-	0	-	0	-	0	-	0	-	0	-
N-R Alien	5	60	15	33	0	-	4	50	5	60	19	37
Two or More	0	-	0	-	0	-	0	-	0	-	0	-
Unknown	3	0	15	47	3	33	14	50	6	17	29	48
White	308	52	1207	54	620	52	2365	52	928	52	3572	53
Total	352	51	1342	52	667	50	2530	52	1019	51	3872	52

b. Student-Athletes

	Freshman Rate Men 2006-07		4-Class		GSR		Freshman Rate Women 2006-07		4-Class		GSR		Freshman Rate Total 2006-07		4-Class		GSR	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Am. Ind./AN	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
Asian	0	-	***	***	***	***	0	-	***	***	***	***	0	-	***	***	***	***
Black	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Hispanic	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Nat. Haw./PI	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
N-R Alien	3	67	***	***	***	***	0	-	***	***	***	***	3	67	***	***	***	***
Two or More	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
Unknown	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
White	12	75	55	78	56	91	29	86	109	76	99	92	41	83	164	77	155	92
Total	19	79	77	71	75	89	29	86	115	77	105	92	48	83	192	74	180	91

c. Student-Athletes by Sport Category

Baseball

	Freshman Rate		
	2006-07	4-Class	GSR

Men's Basketball

	Freshman Rate		
	2006-07	4-Class	GSR
Am. Ind./AN	-	-	-
Asian	-	-	-
Black	100-a	83-b	100-b
Hispanic	-	-	-
Nat. Haw./PI	-	-	-
N-R Alien	-	0-a	-
Two or More	-	-	-
Unknown	-	-	-
White	-	80-a	100-b
Total	100-a	69-c	100-c

Men's CC/Track

	Freshman Rate		
	2006-07	4-Class	GSR
Am. Ind./AN	-	-	-
Asian	-	-	-
Black	-	-	-
Hispanic	-	-	-
Nat. Haw./PI	-	-	-
N-R Alien	-	-	-
Two or More	-	-	-
Unknown	-	-	-
White	0-a	83-b	100-a
Total	0-a	83-b	100-a

Football

	Freshman Rate		
	2006-07	4-Class	GSR

Men's Other

	Freshman Rate		
	2006-07	4-Class	GSR
Am. Ind./AN	-	-	-
Asian	-	-	-
Black	-	50-a	50-a
Hispanic	100-a	75-a	100-a
Nat. Haw./PI	-	-	-
N-R Alien	67-a	29-b	67-b
Two or More	-	-	-
Unknown	100-a	100-a	100-a
White	82-c	77-e	89-e
Total	82-d	71-e	86-e

Women's Basketball

	Freshman Rate		
	2006-07	4-Class	GSR
Am. Ind./AN	-	-	-
Asian	-	100-a	100-a
Black	-	100-a	100-a
Hispanic	-	-	-
Nat. Haw./PI	-	-	-
N-R Alien	-	0-a	-
Two or More	-	-	-
Unknown	-	-	-
White	80-a	92-c	100-c
Total	80-a	87-c	100-c

Women's CC/Track

	Freshman Rate		
	2006-07	4-Class	GSR
Am. Ind./AN	-	-	-
Asian	-	-	-
Black	-	-	-
Hispanic	-	-	-
Nat. Haw./PI	-	-	-
N-R Alien	-	-	-
Two or More	-	-	-
Unknown	-	-	-
White	100-a	100-a	100-b
Total	100-a	100-a	100-b

Women's Other

	Freshman Rate		
	2006-07	4-Class	GSR
Am. Ind./AN	-	-	-
Asian	-	100-a	100-a
Black	-	-	-
Hispanic	-	100-a	100-a
Nat. Haw./PI	-	-	-
N-R Alien	-	100-a	100-a
Two or More	-	-	-
Unknown	-	-	-
White	87-e	73-e	90-e
Total	87-e	74-e	91-e

Values for N (a. 1-5, b. 6-10, c. 11-15, d. 16-20, e. greater than 20)

2. Undergraduate-Enrollment Data (All full-time students enrolled Fall 2012-13)

a. All Students	Men N	Women N	Total N
Am. Ind./AN	19	33	52
Asian	60	86	146
Black	25	15	40
Hispanic	57	93	150
Nat. Haw./PI	0	2	2
N-R Alien	46	36	82
Two or More	31	65	96
Unknown	7	8	15
White	1474	2535	4009
Total	1719	2873	4592

b. Student-athletes	Men N	Women N	Total N
Am. Ind./AN	0	0	0
Asian	3	0	3
Black	8	0	8
Hispanic	2	5	7
Nat. Haw./PI	0	0	0
N-R Alien	6	6	12
Two or More	5	2	7
Unknown	0	0	0
White	76	133	209
Total	100	146	246

c. Student-Athletes # By Sports Category

Men

	Basketball	Baseball	CC/Track	Football	Other
Am. Ind./AN	0	0	0	0	0
Asian	0	0	0	0	3
Black	5	0	0	0	3
Hispanic	0	0	0	0	2
Nat. Haw./PI	0	0	0	0	0
N-R Alien	0	0	0	0	6
Two or More	2	0	0	0	3
Unknown	0	0	0	0	0
White	6	0	12	0	58
Total	13	0	12	0	75

Women

	Basketball	CC/Track	Other
Am. Ind./AN	0	0	0
Asian	0	0	0
Black	0	0	0
Hispanic	1	0	4
Nat. Haw./PI	0	0	0
N-R Alien	1	0	5
Two or More	1	0	1
Unknown	0	0	0
White	11	14	108
Total	14	14	118

#Only student-athletes receiving athletics aid are included in this report.

INFORMATION ABOUT THE GRADUATION RATES REPORT

Introduction.

This information sheet and the NCAA Graduation Rates Report have been prepared by the NCAA, based on data provided by the institution in compliance with NCAA Bylaw 18.4.2.2.1 (admissions and graduation-rate disclosure) and the federal Student Right-to-Know and Campus Security Act. The NCAA will distribute this sheet and the report to prospective student-athletes and parents.

The Graduation Rates Report provides information about two groups of students at the college or university identified at the top of the form: (1) all undergraduate students who were enrolled in a full-time program of studies for a degree and (2) student-athletes who received athletics aid from the college or university for any period of time during their entering year. [Note: Athletics aid is a grant, scholarship, tuition waiver or other assistance from a college or university that is awarded on the basis of a student's athletics ability.]

The report gives graduation information about students and student-athletes entering in 2006. This is the most recent graduating class for which the required six years of information is available. The report provides information about student-athletes who received athletics aid in one or more of eight sports categories: football, men's basketball, baseball, men's track/cross country, men's other sports and mixed sports, women's basketball, women's track/cross country and other women's sports. For each of those sports categories, it includes information in six self-reported racial or ethnic groups: American Indian or Alaska Native, Asian, Black or African-American, Hispanic or Latino, Native Hawaiian or Pacific Islander, nonresident alien, two or more races, White or non-Hispanic and unknown (not included in one of the other eight groups or not available) and the total (all nine groups combined).

A graduation rate (percent) is based on a comparison of the number (N) of students who entered a college or university and the number of those who graduated within six years. For example, if 100 students entered and 60 graduated within six years, the graduation rate is 60 percent. It is important to note that graduation rates are affected by a number of factors: some students may work part-time and need more than six years to graduate, some may leave school for a year or two to work or travel, some may transfer to another college or university or some may be dismissed for academic deficiencies.

Two different measures of graduation rates are presented in this report: (1) freshman-cohort rate and (2) Graduation Success Rate (GSR). The freshman-cohort rate indicates the percentage of freshmen who entered during a given academic year and graduated within six years. The GSR adds to the first-time freshmen, those students who entered midyear, as well as student-athletes who transferred into an institution and received athletics aid. In addition, the GSR will subtract students from the entering cohort who are considered allowable exclusions (i.e., those who either die or become permanently disabled, those who leave the school to join the armed forces, foreign services or attend a church mission), as well as those who left the institution prior to graduation, had athletics eligibility remaining and would have been academically eligible to compete had they returned to the institution.

Graduation Rates Report.

1. Graduation Rates Data. The box at the top of the Graduation Rates Report provides freshman-cohort graduation rates for all students and for student-athletes who received athletics aid at this college or university. Additionally, this box provides GSR data for the population of student-athletes. [Note: Pursuant to the Student-Right-to-Know Act, anytime a cell containing cohort numbers includes only one or two students, the data in that cell and one other will be suppressed so that no individual can be identified.]

a. All Students. This section provides the freshman-cohort graduation rates for all full-time, degree-seeking students by race or ethnic group. It shows the rate for men who entered as freshmen in 2006-07, and the four-class average, which includes those who entered as freshmen 2003-04, 2004-05, 2005-06 and 2006-07. The same rates are provided for women. The total for 2006-07 is the rate for men and women combined and the four-class average is for all students who entered in 2003-04, 2004-05, 2005-06 and 2006-07.

b. Student-Athletes. This section provides the freshman-cohort graduation rates and also the GSR for student-athletes in each race and ethnic group who received athletics aid. Information is provided for men and women separately and for all student-athletes.

c. Student-Athletes by Sports Categories. This section provides the identified graduation rates as in 1-b for each of the eight sports categories. (The small letters indicate the value of N.)

2. Undergraduate Enrollment Data.

a. All Students. This section indicates the number of full-time, undergraduate, degree-seeking students enrolled for the 2012 fall term and the number of men and women in each racial or ethnic group.

b. Student-Athletes. This section identifies how many student-athletes were enrolled and received athletics aid for the 2012 fall term and the number of men and women in each racial or ethnic group.

c. Student-Athletes by Sports Categories. This section provides the enrollment data as identified in 3-b for each of the eight sports categories.

2012-2013 Self Reported NCAA Violations

Sport	Date	Bylaw	Type of Violation
M. Basketball	11/14/2012	16.8.1.2.1	impermissable departure on road trip, more than 48 hours before competition.
M. Swimming	12/27/2012	13.2.1	impermissable offers/inducements to PSA (incoming freshman traveling to campus)
W. Basketball	11/26/2012	13.4.1.2	Impermissable text to PSA
	3/2/2013	13.4.1.2	Impermissable text to PSA

NCAA Oversight Certification Letter

November 7, 2013

Michael Falbo, Board of Regents President
Kevin Reilly, UW System President
Van Hise Hall
1220 Linden Dr.
Madison, Wisconsin 53706

Dear Presidents Falbo and Reilly:

In connection with your oversight of the UW-Green Bay's intercollegiate athletics program, we confirm, to the best of our knowledge and belief, the following:

1. We have self-reported any known or suspected violations of NCAA rules and regulations. Reported NCAA violations are listed in the Annual Report submitted on November 7, 2013.

2. There are no known or suspected illegal acts or non-compliance with federal, state, or local law by individuals employed by the institution, or individuals who serve as an agent of the institution.

3. There are no investigations/monitoring reviews currently underway by the NCAA, law enforcement officials, or others.

4. We have no knowledge of any allegations of fraud or suspected fraud affecting intercollegiate athletics received in communications from employees, former employees, or others.

5. There have been no modifications to the institution's gender-equity plan from our previous self-study conducted in Spring 2011 and many aspects of the plan have been fully addressed and/or implemented.

6. We have a process in place to ensure background checks are performed on administrators, support staff, coaches, volunteers, student employees, and other individuals serving as an agent of the institution related to intercollegiate athletics. These processes apply to those involved with offering camps and clinics, and others who participate in activities involving children. Adverse outcomes of background checks are evaluated pursuant to UW-Green Bay's Criminal Background Check Policy, last updated March 1, 2013, which is consistent with the Board of Regents Policy 20-19 University of Wisconsin System Criminal Background Check Policy.

7. We understand our fiduciary responsibilities to act in the best interest of the institution even if it conflicts with the immediate interests of the athletic department.
8. The athletic department has not intervened when a student-athlete is being disciplined under regular student conduct rules.

Sincerely,

Dr. Thomas Harden
Chancellor

Daniel McIver
Interim Director of Athletics

Debbie Kirch
Assistant Athletic Director, Compliance

Kelly Franz
Vice Chancellor of Business & Finance

Ken Bothof
Director of Athletics
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear Ken:

Attached please find a copy of the 2010 Horizon League Compliance Review for Green Bay. One of the biggest strengths of Green Bay in the area of compliance is the commitment to rules compliance by all institutional personnel. The Chancellor puts a strong emphasis on adherence to NCAA rules that is reflected in many areas, including the cooperation between non-athletic departments, such as Admissions and Financial Aid, and the Athletic Department. Athletic Administrators and coaches have a good understanding of the importance of rules compliance and appear committed to staying within the NCAA rules.

You will note that I have indicated several suggestions for improvement. I want to again remind you that all suggestions are voluntary, and are recommended actions that I believe would help improve your compliance department. The one area that is the most important to address right now is the following: The reorganization of the equipment issuance and retrieval process. I also would recommend supplying both the compliance and academic departments with some help, whether hired or in the form of interns who volunteer or receive credit.

Please feel free to contact me with any questions or concerns you may have. I also want to thank you and your entire staff for your hospitality during the review. Everyone was well prepared, and Justin did a great job ensuring that Christine and I had everything we needed for the review.

Sincerely,

Stephanie Jarvis
Associate Commissioner for Compliance and Legal Affairs

Cc:
Justin Pollnow
Christine Halstead

2010 Horizon League Compliance Review
November 8-10, 2010
Final Report
University of Wisconsin-Green Bay

A. Governance and Institutional Control

Current Strengths:

1. The Director of Athletics reports directly to the Chancellor. The Chancellor meets monthly with the Director of Athletics and is kept apprised of all important matters regarding NCAA rules compliance.

2. The Chancellor is notified of all issues that arise in the area of NCAA rules compliance in a timely manner and is involved in all major personnel decisions.

3. The Faculty Athletic Representative communicates regularly with the Director of Athletics, the Senior Woman Administrator, and the Assistant Athletic Director for Compliance regarding NCAA rules compliance, including, but not limited to: secondary violations, academic issues and the review of policies and procedures.

4. The Faculty Athletic Representative has a clearly written job description.

5. There is an established Intercollegiate Athletics Council which meets regularly to advise on issues related to athletics and student welfare. There is a good mix of faculty, students, and administrators on the council. The Chancellor receives the minutes from each meeting.

6. The Chancellor is involved with the hiring/firing of high profile coaches.

7. There are established procedures for the reporting and investigation of alleged rules violations, which have been followed in the most recent violations. The institution has also reported an appropriate number of secondary violations in past years. The Chancellor is kept apprised of all violations and wants to know if there are any trends.

8. Letters of appointment and coaches' contracts reference compliance with NCAA rules, and all performance evaluations contain an evaluation of their adherence to NCAA rules. Further, every new athletic staff member meets with the Assistant Athletics Director for Compliance to review NCAA compliance expectations and signs an agreement to comply with NCAA rules.

9. The Chancellor is kept up to date on APR and academic success.

10. The Chancellor approves and oversees the athletic budget.

11. The Faculty Athletic Representative periodically attends SAAC meetings and receives minutes from all meetings.

12. The athletic department receives outstanding support from the financial aid office and the admissions office, and the liaisons have established an excellent working relationship with the Assistant Athletic Director for Compliance.

13. An outside audit firms reviews the athletic department on a periodic basis.

14. The Athletic Department has an appropriate procedure in place to ensure any APR penalties are imposed if necessary.

Suggestions for Improvement:

1. The NCAA is requiring more monitoring in compliance than ever before. UWGB has a relatively small compliance staff and may not be able to adequately monitor everything that the NCAA requires. **It would be highly beneficial to the athletic department to hire an additional staff member in the area of compliance to help further monitor all sports.**

2. The FAR is appointed by the chancellor and should have a formal review and reappointment process included in the FAR job description. The FAR should also meet with the Chancellor periodically throughout the year.

B. Eligibility Certification

Current Strengths:

1. The institution has an excellent system for verifying the eligibility status of student-athletes. The Assistant Athletic Director for Compliance and the Registrar certify the eligibility of each student-athlete.

2. The committee receives a copy of the NCAA Eligibility Center Report for each incoming student-athlete and verifies their initial and continuing eligibility.

3. The academic advisors appointed through student services meets with student-athletes prior to registering for classes for each semester.

4. Student-Athletes are flagged in the system and there is a block in place to ensure student-athletes cannot drop below full-time. Student-athletes can't drop below 12 credits without the knowledge of the Registrar. Student-athletes are also given priority registration to enable them to schedule classes that will not conflict with competition or practice.

5. The Admissions office does not receive undue pressure from any athletics department staff members regarding the admissions status of prospective student-athletes.

6. The Admissions Office evaluates transcripts of prospective transfers to determine how many hours they have earned in conjunction with the academic advisors through student services and if necessary, the International Office, and then they are able to advise transfers of how many credits they need to take prior to transfer.

7. The Admissions Office periodically meets with prospective student-athletes on official visits to explain the admissions process and detail what the requirements for admission are.

8. For eligibility purposes, the Registrar inputs the student-athlete information into CAi. This is a new procedure implemented from the last audit.

Suggestions for Improvement:

1. The APR final calculations should be performed or at a minimum reviewed by someone outside of athletics, possibly institutional research, the registrar or FAR to further demonstrate institutional control.

2. It would be valuable for the institution to a hire a staff member in the area of academic advising specifically for athletics. This individual can help insure that each athlete is receiving the necessary academic support.

3. It would be beneficial for the Registrar and Admissions liaison to athletics to attend the NCAA Compliance Rules Seminars. It is important for them to stay educated about NCAA rules and it is a good learning opportunity.

C. Financial Aid Monitoring

Current Strengths:

1. The Assistant Athletic Director for Compliance and the Assistant Director of Financial Aid communicate regularly regarding the aid received by student-athletes, and inform each other of any outside aid a student-athlete receives.

2. The institution has appropriate hearing procedures in place for dealing with issues arising out of financial aid disputes.

3. Athletics responsibilities are listed in the Assistant Director of Financial Aid's job description.

4. The institution has developed a good system to monitor the international student-athlete tax and uses the SAOF as appropriate.

5. Student-athletes are flagged in the system, which ensures that no money will accidentally be given to a student-athlete without prior knowledge of the office of Financial Aid. Checks will not be distributed without the approval from the financial aid office.

6. The Financial Aid Office inputs student-athlete financial aid information directly onto the CAi software.

7. The Financial Aid office creates a spreadsheet with financial aid information from the Assistant Athletic Director for Compliance for each coach.

Suggestion for Improvement:

1. Currently the Assistant Athletic Director for Compliance is issuing the renewal letters while the non-renewal letters are being sent from the Assistant Director for Financial Aid. **All letters, both renewal and nonrenewal should be sent directly from the Financial Aid Department to the student-athletes.**

2. The Financial Aid department should include an appeals process policy in the student-athlete handbook.

3. It would be beneficial for the Assistant Director of Financial Aid to attend the NCAA Compliance Rules Seminars. It is important for the assistant director of financial aid to stay educated about NCAA rules and it is a good learning opportunity.

D. Recruitment Monitoring

Current Strengths:

1. Official visit monitoring is very good. The student hosts are given written education about the do's and don'ts of hosting and are required to fill out a report detailing their activated after the visit.

2. Coaches are required to submit recruiting logs to the compliance office regularly. All coaches interviewed appeared to have a good system for ensuring the calls permitted per week rule was followed.

3. Unofficial visits are monitored and records are kept regarding complimentary admissions provided to prospects and reviewed by the compliance office.

4. The compliance office reviews all recruiting expense paperwork submitted by coaches to ensure compliance with recruiting rules. This is a new procedure implemented from the last audit.

Suggestion for Improvement:

1. Text messaging violations have become more prevalent in NCAA as of late and have led to significant penalties. The institution should monitor cell phone text message records.

E. Playing and Practice Season and Outside Competition

Current Strengths:

1. Coaches complete playing and practice season declarations in a timely manner and submit them to the compliance office for approval. Team captains sign the forms as well.

2. All student-athletes interviewed indicated that their coaches stayed within the permissible number of practice hours. Coaches are required to turn in regular logs detailing their CARA hours. In addition, all student-athletes interviewed indicated that summer workouts were not required or recorded by coaches.

3. Basketball student-athletes were informed about summer league through their coaches. They are required to fill out a summer league request form.

F. Rules Education

Current Strengths:

1. There are regular rules education meetings that all coaches and selected staff members are required to attend. The Director of Athletics is very supportive of the Rules Education provided by the compliance office.

2. Rules education is also done via email on topics of interest to the entire athletic department staff.

3. The institution provides NCAA rules education to all new employees. Additional information is given regarding their specific area of employment.

4. New coaches are given additional rules compliance and are educated on NCAA rules and institutional compliance policies. This is a new procedure implemented from the last audit.

Suggestion for Improvement:

1. All coaches, including part-time coaches must attend rules education meetings. Currently, part-time coaches do not attend rules ed meetings and are missing out on information which could lead to violations.

G. Amateurism, Extra Benefits, Boosters and Agents

Current Strengths:

1. Boosters are well educated about extra benefits. Educational material is provided on their website along with a booklet provided to boosters, as well as information that is distributed to all donors and to season ticket holders.

2. Student-athletes are well educated about permissible and non-permissible activities related to agents. Student-athletes who were interviewed said that their coaches had talked to them about agents and that they informed their coaches when they received correspondence.

3. Student-athletes are required to sign for all per diem money received during travel.

4. The Assistant Athletic Director for Compliance monitors the amateurism status of all incoming and current student-athletes.

5. The Assistant Athletic Director for Compliance receives travel rosters and reviews travel expense reports.

Suggestions for Improvement:

1. All sports should provide detailed lists of all apparel and equipment to the Assistant Athletic Director for Compliance who should monitor what is reusable or is nonreusable. Also, all sports need to submit a list regarding all equipment they have received to ensure proper monitoring. The institution should place a hold on student-athletes' accounts if required things are not returned.

2. The institution should have a written policy regarding what equipment is reusable.

3. Institution needs to have a system to monitor hard tickets provided to coaches for personal use.

H. Camps and Clinics

Current Strengths:

1. The compliance office has required forms relating to camps and clinics that must be filled out and returned prior to the camp or clinic.

2. Camp brochures are reviewed by the compliance office and sports information department prior to printing.

3. The compliance office reviews all camp employment forms and payments to ensure that high school/JC coaches nor athletes are receiving compensation that is not appropriate.

Suggestions for Improvement:

1. The business manager should review and audit the books of all coaches camps as all camps run by an institution's coach are considered to be institutional camps.

I. Student-Athlete Employment

Current Strengths:

1. All staff members are required to notify the compliance staff prior to hiring any students for work in the athletic department. All student employment from work study is communicated from the financial aid office to the compliance office.

2. There is appropriate monitoring of non-athletic employment. All student-athletes with jobs are required to complete paperwork detailing payment and other employment information.

J. Miscellaneous/Student-Athlete Welfare

Current Strengths:

1. All outside groups that wish to use to the UWGB athletic facilities are required to go through the facilities staff and not through the coaches. This process ensures that groups consisting of prospects do not get free or reduced rental of the facilities.

2. The institution training staff has developed a weight management policy for the department. This helps ensure the health and welfare of the student-athlete

3. The sports information department conducts media training with student-athletes.

Review of Academic Support Services

Continuing Eligibility Support

Current Strengths:

1. The academic coordinator informs student-athletes at the beginning of each academic year about their eligibility status and what courses they will need to take.

2. Student-athletes interviewed indicated that the academic coordinator is very helpful in informing regarding eligibility requirements.

Academic Advising

Current Strengths:

1. The academic coordinator meets with all first year student-athletes on a regular basis and meets with all returning student-athletes on a periodic basis.

2. The academic coordinator tracks class attendance throughout the semester and gets periodic updates on academic progress from the professors. Coaches also indicated that they do unannounced class checks on attendance for their teams.

Academic Counseling

Current Strengths:

1. Freshmen are required to attend study table. Study table policies for subsequent semesters are determined based on g.p.a.

2. Student-athletes have good access to tutors. All student-athletes have an opportunity to meet with a tutor. Tutors receive rules education and adhere to University policies that ensure appropriate tutorial guidance within university expectations that would comply with NCAA regulations as well.

Missed Class Time

Current Strengths:

1. Team travel schedules are given to class professors by the student-athletes in advance so that professors are aware of when student-athletes will be absent.

2. A university wide missed class policy is in place and is very effective.

APPENDIX G

NCAA SELF-STUDY REPORT

UWGB ATHLETICS SELF-STUDY REORT

Athletics certification is meant to ensure the National Collegiate Athletic Association's (NCAA) fundamental commitment to integrity in intercollegiate athletics. The program is structured to achieve its goal in several ways: (a) by opening the affairs of athletics to the university community and the public; (b) by setting standards (called operating principles) for the operation of Division I athletics programs; and (c) by putting tough sanctions in place for institutions that fail to conduct a comprehensive self-study or to correct problems. Three sub committees are identified by the NCAA to assist institutions in meeting the purpose and goals of the process. They are:

- Subcommittee on Governance and Commitment to Rules Compliance
- Subcommittee on Academic Integrity
- Subcommittee on Equity and Student Athlete Well-Being

An effective self-study benefits the University of Wisconsin-Green Bay by providing self-awareness, affirmation, and opportunities to improve. The ultimate goal is to have an athletics program that provides a superior experience for our student-athletes and that is fully integrated into the academic mission of the University.

The NCAA certification team visited UWGB's campus during fall 2007 in order to complete the NCAA Self-Study Report. The NCAA's final report was published spring 2008. Click to view UWGB's NCAA self-study report: http://www.greenbayphoenix.com/fls/22500/PDF/ncaa.pdf

REMEDIAL EDUCATION IN THE UNIVERSITY OF WISCONSIN SYSTEM

BACKGROUND

At the October 10, 2013, meeting of the Education Committee, Senior Vice President Nook presented an update on remedial education within the UW System. As a more detailed follow-up, attached are two reports, which both present a rich set of data for the Board of Regents' discussion and review.

DISCUSSION

The 2013 Remedial Education Review presents an examination of UW System remedial education policy development, remedial education placement practices, and recent national reports on remedial education. While efforts to align college-ready competencies in PK-12 are underway, there remains significant variation among UW institutions in the evaluation and placement of incoming students in remedial coursework. This review also includes disaggregated data on student characteristics and retention and graduation rates for new freshmen, by remedial status, for individual institutions.

Board of Regents Remedial Education Policy RPD 4-8 specifies a three-year reporting cycle for presentations on remedial education to the Board of Regents. The attached September 2012 *Report on Remedial Education in the UW System: Demographics, Remedial Completion, Retention, and Graduation*, prepared by the UW System Office of Policy Analysis and Research, represents this standard report, presenting data from fall 2008 through fall 2010. The presentation of this report was postponed from its originally scheduled presentation date in fall 2012 to fall 2013 so that remedial education in the UW System could be placed in context with newly published, national higher education reports on remedial education.

The information contained in both reports has been discussed with provosts, chancellors, and the President's Cabinet. It was determined that a systemwide work group was needed to review the current UW System Remedial Education Policy, the reporting requirements mandated as part of that policy, the available remedial student success data, and the institutional strategies that have emerged in response to those data. The formation of this work group was announced at the October 2013 Board of Regents Education Committee meeting, and its members were appointed by President Reilly on October 30th. A primary function of the newly-appointed Remedial Education Work Group will be to examine policy, data, and best practices to advance a set of recommendations on which the UW System and the Board of Regents may act.

REQUESTED ACTION

The purpose of the 2012 *Report on Remedial Education in the UW System: Demographics, Remedial Completion* and the 2013 *Remedial Education Review* report is to provide comprehensive information on remedial education in the UW System. No specific action is requested at this time.

2013

University of Wisconsin System
Office of Academic and Student Affairs

REMEDIAL EDUCATION REVIEW

CONTENTS

INTRODUCTION

This document is intended to be a companion piece to the *Report on Remedial Education in the UW System: Demographics, Remedial Completion, Retention, and Graduation, from September 2012* (hereafter, *2012 UW System Remedial Education Report*). That report was completed in the summer of 2012 and originally scheduled to be presented to the UW System Board of Regents Education Committee at the September 2012 meeting of the Board. Around the time that the report was completed, several national reports were published related to the state of remedial education in the United States [e.g. *Remedial Education: Higher Education's Bridge to Nowhere* (2012); *Do High-Stakes Placement Exams Predict College Success?* (Feb. 2012); *Improving College Completion* (Jan. 2011); and *Time is the Enemy* (Sept. 2011)]. Given the national attention that remedial education was receiving and the nature of the format of the *2012 UW System Remedial Education Report*, it was decided to delay the presentation of the *2012 UW System Remedial Education Report* until a review of the literature and the history of UW System policy around remedial education could be completed.

In February 2013, Senior Vice President Mark Nook appointed an internal Remedial Education work group to review current documents regarding remedial education in the UW System. The group's main objective was to anticipate questions that may be asked by the Regents (and possibly by legislators, institutions, and the public) regarding remedial education in the UW System. The group's work was limited to remedial education within the UW System with a focus on the implications of the *2012 UW System Remedial Education Report*. The group was neither asked nor expected to develop or recommend policy. In other words, the group focused on what was and is, not on what should be remedial education policy and practice within the University of Wisconsin System.

The internal Remedial Education work group, led by Terry Brown, interim Senior Special Assistant, Office of the Senior Vice President for Academic and Student Affairs, included Jing Chen, Research Analyst, Office of Policy and Research; Jeff Kosloske, Senior Facilities Architect, Office of Capital and Budget Planning; Lynn Paulson, Assistant Vice President, Office of Budget and Planning; Dennis Rhodes, Program and Policy Analyst; Diane Treis Rusk, Director of Undergraduate Education, Office of Academic, Faculty, and Global Programs; Artanya Wesley, Senior Systems Academic Planner, Office of Inclusivity, Equity, Diversity, and Student Success; and James Wollack, Director, UW Center for Placement Testing, UW Madison. The group completed its work and provided Senior Vice President Nook with its internal report in April 2013, and provides the majority of material for this document.

The Remedial Education group's report and the *2012 UW System Remedial Education Report* were discussed with provosts, chancellors, and the President's Cabinet. It was determined that a UW System work group was needed to make recommendations regarding Regent, System, and institutional remedial education policies. This work group was announced at the October Board of Regents Education Committee meeting and its members have been appointed by President Reilly, see Appendix A. The work group was given its charge by Senior Vice President Mark Nook at its first meeting on November 15, 2013.

In reviewing the *2012 UW System Remedial Education Report*, the Remedial Education group's internal report, past UW System remediation reports, and the national literature, it is clear that the UW System will need to take a deeper look at remedial education across the System. The System and/or its institutions collect a large quantity of data that measure the academic preparation of incoming students, including ACT scores, systemwide placement exam scores, and high school class rank. Each UW institution evaluates these data and determines the remediation needs of their students differently. Consequently, students with similar levels of academic preparation may be placed into remedial coursework at one institution, but are exempted from it at another. UW institutions also have unique methods for delivering remedial instruction and providing supplemental support. This unique set of data and practices provides the UW System with the possibility of identifying best practices in establishing the levels of academic preparation that are most useful in determining which students are not fully prepared for university level work, and which remediation pedagogies, curricula, and support mechanism are most effective.

The Wisconsin Department of Public Instruction (DPI) recently established statewide standards in mathematics and English that define what it means to be college- and career-ready. University of Wisconsin System faculty and administrators, as well as colleagues from the Wisconsin Technical College System, and the Wisconsin Association of Independent Colleges and Universities, worked with DPI staff to develop these standards and to identify mechanisms to evaluate student progress towards those standards. The standards play an important role for colleges and universities by defining math and English competencies for high school graduates. These standards will facilitate better agreement among colleges and universities throughout the state in what constitutes the first credit-bearing courses in math and English, and what constitutes a lack of college readiness and the need for remedial education.

Thirty-one years ago, the UW System faced some of these same challenges. At the July 16, 1982, Regent meeting, Regent Grover declared:

> *It seems to me that, when we have one out of four of our entering students requiring some remedial work, we have an obligation to communicate to students and parents what is expected of an entering college freshman in the System, with some specificity and with a unified statement.*

By clearly defining college-ready math and English competencies, the Common Core Standards provide just such a unified statement of specificity to parents, students, and higher education professionals.

The growing national understanding of the needs of students who are nearly college-ready, the UW System's unique set of data and practices, and the establishment of a set of common standards in math and English for all high school students collectively provide an opportunity to make significant improvement in how the UW System will meet the educational needs of Wisconsin students.

History of Remedial Education Policy Reports, 1979 - 2013

The current Board of Regents Policy 4-8 was originally adopted in November 1988, and revised in November 1991. A historical and chronological review of the Minutes of the Board of Regents shows that the policy is the culmination of debates regarding basic college skills that go back to the 1970s, shortly after merger. The decades-long discussions on the issues of remedial education (at times referred to as "basic skills," "compensatory skills," or "college skills") have echoed with repeated themes and concerns about access and equity, quality and rigor, and consistency across the System versus autonomy of institutions. A detailed summary of the Board's discussions and relevant UWSA communications is presented in Appendix B.

Major reports on remedial education were presented to the Board of Regents on June 8, 1979, June 10, 1988, and December 5, 1994. Additionally, the UW System Office of Internal Audit prepared the November 2001 *UW Remedial Education Policies Report*. The 1979 report led to the formation of the UW System Basic Skills Council. The Council was composed of representatives from the UW System, the Wisconsin Department of Public Instruction, the Wisconsin Board of Vocational, Technical, and Adult Education, and a private college in Wisconsin. The central responsibility of the Council was "to integrate a diverse range of statewide activities and to provide a measure of synthesis and direction" on basics skills in English and mathematics. The structure of the council recognizes that the challenges of remedial education cut across educational systems within the state. The 1988 report ultimately led to the creation of the core of the current UW Board of Regents Policy on Remedial Education.

At the November 5, 1993, meeting, the *Annual Report to the UW Board of Regents on Remedial Education in the UW System* raised questions about the variation in placement cut-off scores among institutions. The Regents on the Education Committee concluded that the variation was too broad, and that a priority should be given to narrowing the range. This led to the formation of two work groups, one in math and one in English. Both groups reported at the December 5, 1994, meeting. The work group focusing on mathematics described in detail an alternative, more uniform method for determining remedial placement and reported that

> *a variation in percentage of remedial students at different institutions is justified by the differing missions and the differing student bodies at System institutions. On the other hand, the Working Group believes that the lack of uniformity and Systemwide rationale behind the wider variation in remedial criteria cannot be justified in this way. Hence the Working Group urges a more uniform method for determining remedial placement.*

Much briefer than the report on mathematics, the report on remedial placement in English pointed out the distinction between remedial and entry-level courses in English was more difficult to define than in mathematics. The report proposed seven recommendations "intended to bring greater consistency and a common rationale to remedial English placement procedures across the System, and to ensure that all students receive adequate preparation for college-level work at the institution they attend."

In November 2001, the UW System Office of Internal Audit prepared a program review of UW remedial education policies based on research conducted over two years. This 26-page report reviewed the "implementation status" of the UW System policy on remedial education and

focused on areas relevant to the policy and made nine recommendations. The extent to which the recommendations were addressed is unknown.

ANNUAL / TRI-ANNUAL REPORTS TO THE UW BOARD OF REGENTS ON REMEDIAL EDUCATION IN THE UW SYSTEM, 1991-2009

From 1991 to 1997, the UW System Administration presented a report on systemwide remedial education data annually to the Board of Regents, typically at the November or December meeting. In 1997, the reporting cycle changed to every three years. The organization of the report has not changed substantially since the inception of the reports. They have reported the percentages of UW System new freshmen placing into and completing remediation, the demographic characteristics of those who place into remediation, and the retention rates of students who require (and complete) remediation versus those who do not require remediation. Throughout the years, the remedial education reports have consistently underscored the message that "remediation does make a difference." Students who complete remediation are likely to be retained at rates that are the same as those who do not need remediation, and "significantly higher" than those students who need remediation but do not complete remedial course work.

From 1991 to 2003, the remedial education report indicated a slow but steady decline, and then a leveling-off, of the numbers of students placed into remedial education. In 2006, however, the Regents noted with concern an increase in the numbers of students requiring math remediation. Regent Salas suggested that "the board receive reports more frequently than every three years." In response, Senior Vice President Cora Marrett stated that the report "could be provided to the board more often than at three-year intervals."

In 2009, there was more extensive discussion of the remedial report at the meeting of the Regents' Education Committee and at the full Board meeting than in previous years. Noting concern about the increasing number of students placing into remedial math and English, Regent Evers asked for an explanation. Associate Vice President (AVP) Wilhelm described "the policy change that took place in 2000, thus accounting for a dip and then a steady rise in the numbers of students needing remediation." Senior Vice President Martin "explained the periodic review of remedial cut-off scores that took place at the institutions to help ensure student success in the credit-bearing courses following remedial work." The following section, on the background and history of placement testing in the UW System, explains in detail the change in placement testing policy and practice in 2000 referred to by AVP Wilhelm.

BACKGROUND AND HISTORY OF PLACEMENT TESTING

Since the data in the *2012 UW System Remedial Education Report* corresponds to students who are placed by their institution into remedial math and/or English courses, it is very important to understand the placement testing policy and process in the UW System and at individual institutions. Placement testing in the UW System began in the mid-1970s with the creation of an English placement test. Created by English faculty, the test was designed to evaluate a student's skills in usage, sentence correction, and reading comprehension. The first math placement test was administered a decade later, in 1984, and was designed by math faculty to evaluate a student's pre-calculus math skills in various levels of algebra and trigonometry.

Administration of Placement Tests

From the beginning of placement testing in the UW System, the Office of Testing and Evaluation at the University of Wisconsin-Madison played a leadership role in developing, validating, and interpreting the test and the data. Currently, the UW Center for Placement Testing, housed within the School of Education on the University of Wisconsin-Madison campus, oversees and administers systemwide placement tests in math, English, and three foreign languages (French, German, and Spanish). The Center convenes five committees of UW System faculty members to develop content and to review each placement test. The director of the UW Center for Placement Testing reports to the Provost at UW Madison and an advisory board chaired by the Provost that oversees the center's budget. The advisory board is comprised of six UW System provosts, a representative from the University of Wisconsin System Administration, and the chairs of the five placement test committees. Funding for the Center is provided through an assessment to each institution, regardless of the extent to which they use the Center's services. The assessment is based on the size of the institution's incoming class as a proportion of the entire UW System's incoming class. In FY14, the per-student fee will be $18.21.

Changes in Math Testing

While the general content of the math and English placement tests have not changed substantially since the 1970s and 1980s, there have been a few significant changes in the administration of the tests since the implementation of the Board of Regents policy in 1990. There have been three significant changes in the Math Placement Test (MPT). Before 2000, each institution combined sub-scores on the placement test in its own way in order to determine a student's placement. As a result, students who transferred between institutions often had to retake the placement test. In 2000, UW System institutions adopted a uniform method of combining sub-scores in four areas (elementary algebra, intermediate algebra, college algebra, and trigonometry), although students were not required to complete every section of the test, which caused confusion.

In 2002, the four sections of the test were shortened, resulting in every student being asked to complete all sections. In 2005, the intermediate algebra and college algebra sub-scores were combined into a single algebra sub-score, content across the remaining sub-tests was realigned, and all three sections were re-normed. The resulting test produced the sub-scores for math basic (MBSC), algebra (ALG) and trigonometry (TRIG) that continue to this day.

Changes in English Testing

The English placement test has also changed somewhat over time. Until 1999, the Center for Placement Testing reported two scores for each test taker, an English Placement Test (EPT) score and a Reading Comprehension Test (RCT) score. In practice, institutions generally gave more weight to the EPT. In 2000, the Center for Placement Testing began publishing the English Composite Score (ECS), which was a score derived from a combination of the English Placement Test and Reading Comprehension Test. In 2002, the test was shortened and re-normed, creating the ENGL score. A reading sub-score, READ, was also provided.

Variations in Placement

While every test taker receives a sub-score in each area, there is significant variation among institutions as to which sub-scores are considered in placing a student. There are no two institutions in the UW System that use the same method for determining placement into remedial courses. Appendix C provides the placement mechanisms and cut-off scores used by institutions to determine which students are prepared for college/university level work. Indeed, not all institutions use the UW System Math placement and English placement test scores. Two institutions use only the ACT sub-scores. Of those institutions that use the MPT and EPT, none apply the same cut-off scores. According to the UW Center for Placement Testing, the variation among institutions is such that if the cut-off score for one of the comprehensive institutions were used to place all the students who took the math placement test, about 4% of the UW System incoming class would be required to take remedial math. If the cut-off score for another comprehensive institution were used, over 40% would be required to take remedial math. Differences in institutional mission do not appear to explain this variance.

Institutions also differ with respect to their definition of the level of the first credit-bearing course. Given the significance of these variances, there is a need, as there was in the 1980s and 1990s, to determine how institutions arrive at cut-off scores, and which academic departments participate in their development. To the extent that remedial placement has implications for students' broader educational goals, input from a variety of institutional stakeholders in decisions concerning placement criteria may be justified.

REMEDIAL EDUCATION FUNDING

Board of Regents policy directs remedial education courses to be self-supporting: "all remedial courses in the University of Wisconsin System shall be offered on a fee recovery basis." Thus, tuition must be set at a level that fully covers the costs of the instruction and related services. Section A.9 Remedial Course Fees of the Financial Administration Tuition and Fee Policies for Credit Instruction (F44) states the following:

> *In accordance with Regent Policy 4-8, remedial education courses shall be offered on a fee recovery basis. Remedial education shall be operated out of Fund 136. If a student is taking both remedial and regular credits, Fund 131 and Fund 136 shall share proportionately in the fee revenue based upon the number of credits (pro rata basis). A part-time student will pay the remedial rate times the number of remedial credits plus the per credit rate times the number of regular credits. The maximum charge for a student*

taking both remedial and regular credits is the full-time rate up to the plateau. Segregated fees shall be assessed on a per credit basis, including remedial credits if a student is less than full-time. In accordance with Regent Policy 4-8, each institution shall determine the appropriate credit load for its remedial education students.

The Office of Internal Audit, in its November 2001 program review of UW Remedial Education Policies, found a variety of fee assessment policies and practices at institutions within the UW System. The report states that "the differences in the application of the policy, as well as the equity questions raised by some institutions' assessment of remedial fees to non-residents at the resident rate, suggest that the fee policy be reviewed." The report also recommends that the UW System "examine the policy on fees for remedial education and provide guidance on : 1) the extent to which indirect costs may be recovered; 2) the appropriate level of and uses for remedial fee reserves; and 3) whether non-resident students' remedial fees should be assessed at the non-resident or resident rate." There is no known written record of response to these recommendations.

The 2001 audit addresses the issue of the cost of remedial education to institutions, stating that "it has been suggested that remedial education costs relatively little to maintain, unlike other programs that may require full professors and expensive technology." The report concludes that "the UW System has minimized its costs by offering remedial education programs on a fee-recovery basis." According to Board of Regents policy 4-8, the cost of remedial education must be covered by the fees that are collected from enrolled students.

REMEDIAL EDUCATION IN THE NATIONAL CONTEXT

There are several national initiatives and reports that address remedial or developmental education in American colleges and universities. Supported by funding from several major foundations, Complete College America is an initiative launched in 2009 to "work with states to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations."

Emphasizing leadership, measurement, action, and innovation, Complete College America has identified six steps for states to take to increase the number of college graduates. One of those steps is to transform remedial education through clarifying what constitutes college readiness for first year students; diverting students from traditional remedial programs into more customized tiered approaches; aligning requirements for entry-level college courses with requirements for high school graduation; and administering early college-ready assessments in high school.

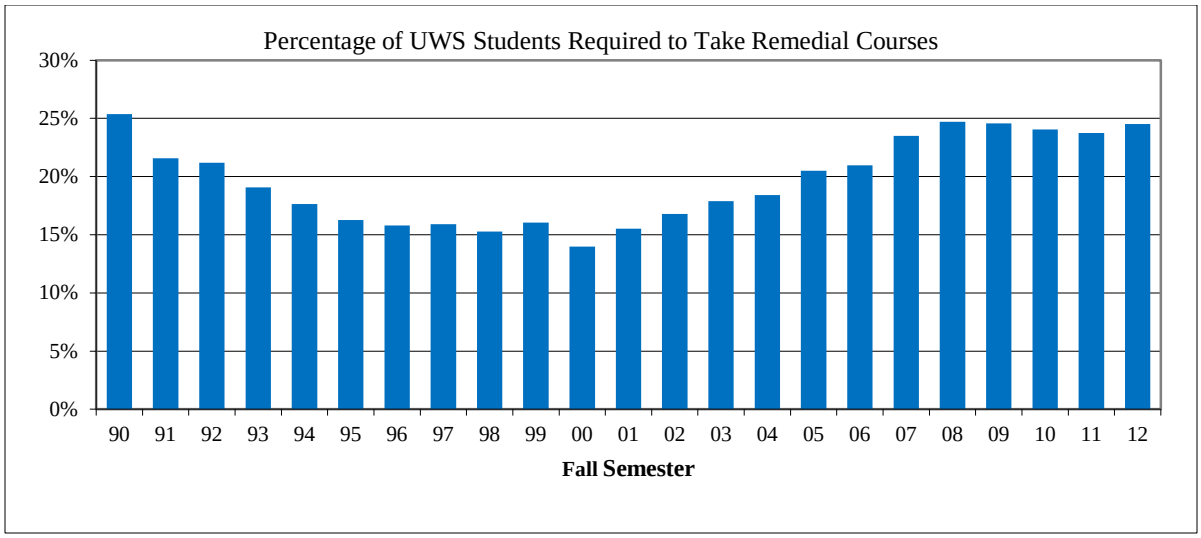
The following are key reports and briefings on remedial education produced by Complete College America: *Core Principles for Transforming Remedial Education* (December 2012) and *Transforming Remedial Education: Essential Steps for States* (September 2011). *Remedial Education: Higher Education's Bridge to Nowhere* (2012) argues that too many students are placed into the "broken system of remediation, too few complete remediation, too few complete credit-bearing gateway courses, and too few graduate." The conclusions of this study rely heavily on data from two-year community colleges.

With support from the Lumina Foundation, the Getting Past Go initiative of the Education Commission of the States is committed to leveraging "state and system policy to increase the college success of the large percentage of students enrolled in postsecondary education who require remedial and developmental education." The initiative is a resource for comparing state data and policies on remedial education. It has produced several relevant reports including *Rebuilding the Remedial Bridge to College Success* (May 2010).

While remedial education reform efforts have focused primarily on community colleges, they are nonetheless relevant to both two-year and four-year institutions in the University of Wisconsin System. Established in 2004 with funding from Lumina Foundation, Achieving the Dream is focused on "helping more community college students, particularly low-income students and students of color, stay in school and earn a college certificate or degree" by "guiding evidence-based institutional improvement; influencing public policy; generating knowledge; and engaging the public." Achieving the Dream institutions carefully track cohorts semester to semester, analyzing longitudinal data, disaggregated by race, ethnicity and other characteristics, in order to determine how many students complete the developmental (or remedial) sequence, advance to credit-bearing, gateway courses, remain enrolled, and complete certificates, degrees, or transfer. (Northeast Wisconsin Technical College is the only participating institution in Wisconsin).

In partnership with the non-profit organization Jobs for the Future, Achieving the Dream published *Ahead of the Curve: State Success in the Developmental Education Initiative* (December 2012) which reports on the work of six states and fifteen community colleges that successfully reformed remedial education policy and practice through data collection, curricular redesign, alignment of expectations with PK-12 partners, assessment and evaluation, and equitable funding models. Jobs for the Future and Achieving the Dream also collaborated to publish a report on the use of placement exams, *Where to Begin? The Evolving Role of Placement Exams for Students Starting College* (August 2012). The report asserts that "placement exams are weak predictors of success in gateway courses" and "math and English assessments provide at best a narrow picture of students' readiness for college."

It is difficult to compare the numbers reported in the *2012 UW System Remedial Education Report* to national numbers as there are many ways of calculating and reporting the percentage of college students in remediation. For example, Complete College America measures students who enroll in remedial math only, students who enroll in remedial English only, and students who enroll in both remedial math and English, in order to derive the total number of students enrolling in any remedial course. The *2012 UW System Remedial Education Report*, however, reports students requiring math remediation, students requiring English, and students requiring both English and Math. It does not provide the total proportion of students who are required to take any remedial courses in the UW System. However, at the request of the Remedial Education group, the Office of Policy Analysis and Research (OPAR) has calculated the total number of students in the UW System (which includes four-year and two-year institutions) placed into remedial coursework as ranging between 23.5% to 24.6%, from 2007 through 2011.



As a point of rough national comparison, the National Conference of State Legislators in its brief, *Improving College Completion* (January 2011), states that "thirty-four percent of all students at public colleges and universities enroll in at least one remedial course," citing research by the Education Commission of the States. According to Complete College America's report on remedial education in the United States, "nearly 20 percent of those entering four-year universities are placed in remedial classes." In line with the national average, slightly more than 21% of students entering four-year institutions in the UW System in fall 2012 were placed in remedial classes, according to OPAR data. Given that about 25% of new students in the UW System are required to take remedial education, it might be argued that the UW System is generally in line with national estimates. A comparison of the *2012 UW System Remedial Education Report* and Complete College America's report *Remedial Education: Higher Education's Bridge to Nowhere* (2012) is included in Appendix D.

OBSERVATIONS

A review of the current UW System Remedial Education Policy, the reporting requirements mandated as part of that policy, the available remedial student success data, and the promising institutional strategies that have emerged in response to those data, illustrates that both challenges and opportunities exist to advancing effective policy and promising practices. A primary function of the newly appointed Remedial Education Work Group will be to examine policy, data, and best practices to advance a set of recommendations on which the UW System and the Board of Regents may act.

Many elements of the Board of Regent Remedial Education Policy (Regent Policy Document 4-8) will require review and updating. For example, Item 6 of the policy states that by October 1989, the UW System shall develop a detailed statement of the minimum college-level skills and competencies students are expected to have in mathematics and English upon entrance to the University. Such a statement was published in 1991, but it has not been updated, nor has it been regularly communicated throughout the UW System or to the Department of

Public Instruction. Item 7 of the policy indicates that the University of Wisconsin System establish a level on the ACT mathematics and English sub-tests that could be used by institutions to exempt students testing above the score from further remediation testing. ACT sub-scores below 22 for both English and math were interpreted as indicating a student should be evaluated further through placement testing. These sub-scores, however, have been largely ignored for remedial mathematics placement, because the Math Placement Test is also used to determine the placement of students in several mathematics courses above the remedial level, and the math faculty believe that the Math Placement Test, which is administered upon entry into the UW System, is a better indicator of the need for remediation than the ACT, which the vast majority of students take by October of their senior year in high school.

Finally, it is unclear how institutions are ensuring compliance with Item 1 of the policy, specifying that students complete remedial courses before completing 30 credits. The *2012 UW System Report on Remedial Education* indicates approximately 64% of students placed into math remediation and 74% of students placed into English remediation complete it in their first year. Yet, institutional evidence suggests that some students who do not complete remediation within their first year or first 30-credits of enrollment do continue into their second year and beyond.

Board of Regents Remedial Education Policy requires UW System Administration to provide a report to the Board every three years. The staff of the UW System Office of Policy Analysis and Review (OPAR) has invested significant time in preparing the *UW System Remedial Education Report* through the years, adapting the report to the requests of the Regents. The reports provide two decades of valuable data on the retention and graduation rates of students in remedial math and English. The reports present data amalgamated from all institutions in the UW System; however, institutions use different methods and criteria for determining which students are placed into remedial coursework (see Appendix C). Therefore, these differences limit the conclusions that can be reasonably drawn from the data reported. Appendix E lists the student characteristics and retention and graduation rates for new freshmen by remedial status. Within Appendix E, Table E1 contains the amalgamated data from all 4-year UW institutions for the combined Fall 2004 through Fall 2006 cohort. Tables E2 to E15 present the data for individual UW institutions.

As the Remedial Education Work Group considers current and existing metrics to assess and measure student placement in remedial education courses, the work group may also consider promising strategies that impact student placement into remedial coursework, as well as the retention and completion of students who are placed in, enroll in, and complete remedial course work. The final section of the 2012 *UW System Report on Remedial Education* summarizes efforts to reduce remediation and promote student success at UW institutions. It is evident that across the UW System, institutions are engaging in promising practices that align with national reform efforts, such as alternative delivery of remedial courses, curricular redesign, innovative pedagogical approaches including self-paced, computer-based instruction, and supplemental instruction and advising. Numerous UW institutions are offering free instruction at the beginning of the semester to reinforce a student's foundational skills in math. Programs such as these run for a few weeks and end with the administration of a retest based on the math placement test.

Many interventions occur before students enroll in college. Implemented in 2009, the Early Math Placement Tool program is a systemwide promising practice that gives students in

high school the opportunity to take a shortened version of the Math Placement Test in their junior year for free in order to get an early gauge of their math skills, and receive feedback about both their level of preparation, as well as the mathematics requirements for different fields of study. During the 2010-2011 academic year, 8,834 students participated in the program -- a nearly 35% increase over the previous year. The Early Math Placement Tool aligns with the recommendation by Complete College America to "administer college-ready anchor assessments in high school, and use them to develop targeted interventions before students fall too far behind." This program also complies with Item 8 of the Board of Regents Remedial Education policy to cooperate with DPI to better assess and advise high school students on their readiness for college-level work.

Nearly twenty-five years after the adoption of the Board of Regents remedial education policy, remedial education in the UW System has changed only slightly in several aspects. In the late 1980s when the policy was adopted, one in four students entering the UW System was required to take a remedial course in math or English. Today, one in four students within the UW System is placed into at least one remedial course. In the late 1980's there was a troubling lack of alignment between the expectations of UW institutions for students entering college and the expectations of Wisconsin high schools. Today, while efforts to align college-ready competencies in PK-12 are underway, there still remains significant variation among UW institutions in the evaluation and placement of incoming students into remedial coursework. The Common Core Standards, which have been adopted by Wisconsin, along with 44 other states, may provide an opportunity for the UW System to engage with PK-12 partners once again to align expectations about what a high school graduate should know and do to be college-ready, and to establish equitable practices to evaluate and place incoming students.

One of the tremendous challenges to the UW System has always been the lack of consistency in both curricula and standards across high schools, both within and beyond Wisconsin. With the widespread implementation of the Common Core Standards, for the first time, it appears as though the high schools will adopt a consistent expectation of which skills, knowledge, and abilities graduating high school students should possess, thereby setting the stage for UW System institutions to work towards increased consistency in remedial policies, transitional courses (both credit-bearing and non -credit-bearing), as well as placement practices.

Finally, the funding model for remedial education may continue to create a financial strain for institutions, which could lead to institutions needing to redirect resources from college-level instruction to remedial instruction designed to compensate for what students should have learned in high school.

QUESTIONS RAISED BY THE INTERNAL REMEDIAL EDUCATION WORK GROUP

In performing the review of UW System policy and the national literature, the internal Remedial Education work group appointed by Senior Vice President Nook, raised a series of questions that were either beyond the scope of their work or were questions they were unable to answer. Many of these questions are to be investigated by the Remedial Education Work Group appointed at the October 2013 Board of Regents meeting.

Policy and Practice

The internal group appointed by Senior Vice President Nook raised the following questions related to policy and practice that were not answered by existing reports:

1. Why does the level of the first credit-bearing course differ across UW System institutions?
2. Which institutions within the UW System offer developmental coursework? How many institutions contract this work out to a UW College or technical college?
3. How do institutions determine what courses require completion of developmental coursework prior to enrollment in the course? Which data and information are used to make these determinations?
4. Which alternatives to credit-based remedial coursework do institutions offer to students, in particular for non-traditional age students or students whose placement scores are on the threshold of requiring remedial coursework?
5. What is the role of the common core standards in determining whether courses are remedial or credit-bearing?

Data

The internal group further raised a number of questions related to the collection and analysis of data:

1. How is success in remedial coursework measured: by grade in the remedial course or by grade in a subsequent course?
2. What is the mean credit load in the first and second semester of study for students who are also enrolled in developmental Math, English/Reading, or both?
3. What would be required to establish a feedback process to high schools and school districts concerning the number of their former students, their level of academic preparation, and their level of success in their first year at the university, especially for those students placed into remediation?
4. A few UW institutions participated in the Education Trust's Leading Indicators initiative (see http://www.edtrust.org/issues/higher-education/leading-indicators) to investigate academic patterns of success that reveal students' probabilities of reaching milestones and graduating on time. These institutions analyzed data on completion of developmental coursework to predict student progress toward graduation.
   Would data from the Leading Indicators Project help us understand the issue of remedial education better?

Teaching and Learning

Several questions raised by the internal working group were related to curriculum and student learning outcomes.

1. What are the best practices we can identify within the UW System? What are the differences between curricula and success rates among and within institutions?
2. How do the learning outcomes achieved in developmental math and college-level math link to prerequisites for future coursework?
3. What impact has modularized math curricula in high schools had on time-to-student – entry into courses that have particular math competency prerequisites?
4. How do the learning outcomes in developmental English and reading link to prerequisites for future coursework?
5. How can supplemental instruction in the areas of math, English, and Writing be used to scaffold student learning in other general education coursework?
6. Research indicates that stereotype threat (the promulgation of unsubstantiated beliefs about the characteristics of a particular group) can negatively impact student academic performance. What impact may stereotype threat have on students who are placed into remedial coursework, in terms of their performance in any college course? Are there best practices that mitigate potential stereotype threat to students needing remedial education?

College Preparation

Understanding middle and high school math and English standards and their variances in school districts' curricula is critical to understanding student placement in remedial coursework, potential gaps in competency, and their impact on student success. The internal group posed a number of questions in this area:

1. What can the Early Math Placement Tool tell us about student preparation?
2. How do middle and high school math and English curricula align with college math and English Composition curricula?
3. How do variances in access to high school math in middle school, and college-level Math in high school impact student placement into remedial math and/or subsequent college-level performance?
4. How will the common core standards impact college math and English curricula and student college readiness?

RESOURCES

UW System Reports

Final Report of the University of Wisconsin System Basic Skills Task Force, June 1979.

Report of the University of Wisconsin System Task Force on Remedial Education, April 1988

Report of the University of Wisconsin System Working Group on Basic Competencies in Mathematics and English, June 1990.

Report of the University of Wisconsin System Remedial Education Placement Working Group in Mathematics, September 1994.

Report of the University of Wisconsin System Remedial Education Placement Working Group in English, September 1994.

Program Review of UW Remedial Education Policies, UW System Office of Internal Audit, 2001.

National Reports

Core Principles for Transforming Remedial Education, Complete College America, December 2012.

Transforming Remedial Education: Essential Steps for States, Complete College America, September 2011.

Remedial Education: Higher Education's Bridge to Nowhere, Complete College America, 2012.

The Condition of College & Career Readiness 2012, ACT, 2012.

Getting Past Go: Rebuilding the Remedial Bridge to College Success, Education Commission of the States May 2010.

Ahead of the Curve: State Success in the Developmental Education Initiative, David Altstadt, Jobs for the Future, December 2012.

Where to Begin? The Evolving Role of Placement Exams for Students Starting College, Pamela Burdman, August 2012.

Designing Meaningful Developmental Reform, Community College Research Center, Teachers College, Columbia University, February 2013.

Rethinking Remedial Education in Community College, Thomas Bailey Community College Resource Center Brief No. 40, Teachers College, Columbia University, February 2009.

Do High Stakes Tests Placement Exams Predict College Success?, Judith Scott-Clayton, Community College Resource Center Working Paper No. 41, Teachers College, Columbia University, February 2012.

Characterizing the Effectiveness of Developmental Education: A Response to Recent Criticism, Thomas Bailey et al., Community College Resource Center, Teachers College, Columbia University, February 2013.

APPENDIX A. THE REMEDIAL EDUCATION WORK GROUP

Remedial Education Work Group Members, Appointed October 30, 2013

Phyllis King, Associate Vice Chancellor, UW-Milwaukee, Co-chair

Dennis Rome, Associate Vice Chancellor, UW-Parkside, Co-chair

Mark Balhorn, Professor of English, UW-Stevens Point, Co-chair

Laura Anderson, Senior Academic Planner, UW System Administration

Dana Prodoehl, Assistant Professor of Languages and Literatures UW-Whitewater

David Werther, Director of Independent Learning, UW-Extension

Ed Stredulinsky, Professor of Mathematics, UW-Rock County

Jeanne Foley, Professor of Mathematics, UW-Stout

Coni Gehler, Instructor of Mathematics, and Head of the Math Lab, UW-River Falls

William Bajjali, Professor of Natural Sciences (Hydrogeology), UW-Superior

Eric Williams, Assistant Vice Provost in the Division of Diversity, Equity and Educational Achievement, UW-Madison

Samantha Looker, Director of First Year Writing, UW-Oshkosh

Bob Hoar, AssociateVice Chancellor for Academic Affairs, UW-La Crosse

Georges Cravins, Professor of Earth Science, UW-La Crosse, serving as the Faculty Representative

Joanne Wilson, Assistant Vice Chancellor for Academic Affairs, UW-Platteville

Willa Panzer, Associate Vice President, Office of Student Development and Assessment, Wisconsin Technical College System

Sara Baird, Deputy Director of Career and Technical Education, Wisconsin Department of Public Instruction

Jim Wollack, Director, UW Center for Placement Testing, School of Education, UW-Madison

Heather Kim, Associate Vice President of OPAR, UW System Administration

Letter of Appointment from President Reilly to the Remedial Education Work Group

October 30, 2013

TO: Remedial Education Work Group Members

FROM: Kevin P. Reilly, President

RE: Appointment to the University of Wisconsin Systemwide Remedial Education Work Group

Upon recommendation from your Provost, I am pleased to appoint you as your institution's representative to the UW Systemwide Remedial Education Work Group. A first meeting of the group will be scheduled to take place in mid-November 2013. The exact date will be determined once we know participants' schedules. You will be contacted about your availability for the first and subsequent meetings in the next few days. Because of the difficulty in scheduling meetings with a large number of participants, I ask that you adjust your schedule, if necessary, so that you may participate regularly.

The Work Group's charge will be to:

- Review current Regent, System, and Institutional policies relating to remedial education;
- Review the national literature on remedial education to identify national best practices that might be implemented at UW institutions;
- Review UW System Institutional Data on remedial education students and programs; and
- Develop a set of recommendations to include:
    - Revisions to Regent policies
    - Revisions to UW System guidelines
    - Best practices in measuring a student's readiness for college-level work
    - Best practices in serving students who are determined to be below the necessary level of academic preparation in English and Mathematics to be successful in their first college-level courses in these subjects.

Before the first meeting, you will receive reading materials outlining the national discussion on remediation as well as UW System and Regent documents.

The Work Group will be co-chaired by Dr. Dennis Rome, Associate Provost at UW-Parkside; Dr. Phyllis King, Associate Vice Chancellor of Academic Affairs at UW-Milwaukee; and Dr. Mark Balhorn, Professor of English at UW-Stevens Point. The co-chairs will develop a work completion plan, a schedule of meetings, and consult with you about the frequency and length of

meetings to be conducted via tele- or videoconference. I anticipate that the work of the group will be completed by the end of April 2014.

A report is due to the Senior Vice President Mark Nook by May 1, 2014. At their June 2014 meeting, the Education Committee of the Board of Regents will be asked to review findings and recommendations of the working group to determine any adjustments in policy or regulations.

As you know, remediation is a vitally important topic of wide interest to stakeholders inside and outside the academy. I appreciate very much your willingness to help shape UW policy on remediation for the decades ahead.

APPENDIX B. THE HISTORY OF REMEDIAL EDUCATION POLICY

The current Board of Regents policy 4-8 was originally adopted in November 1988 and revised in November 1991. The policy appears to have been the culmination of debates regarding basic college skills that go back to the 1970s, shortly after merger, according to the Minutes of Board of Regents meetings. The decades-long discussions on the issues of remedial education (at times referred to as "basic skills" or "college skills") have echoed with repeated themes and concerns about access and equity, quality and rigor, consistency across the System versus autonomy of institutions. A summary of the Board's discussion and relevant UWSA communications on these issues follows.

5/7/1976 Board of Regents Meeting

An informational report presented by a UW-Madison Professor of English William Lenahan on the UW English Placement Exam raises a number of concerns, issues, and themes that would be repeated in future discussions for the next three decades. The Regents discuss who is to "blame" for students requiring assistance in meeting college level skills, debating whether it is the responsibility of secondary schools or the Schools of Education that prepare the teachers at those schools.

Between 1976 and 1979, a task force appears to have been charged to address the issues raised in this discussion.

3/9/1979 Board of Regents Meeting

The preliminary report of the System Basic Skills Task Force chaired by Professor Lenahan identifies five recommendations that form the guiding assumptions and principles in the current Board of Regents remedial policy. Institutions should:

1. Offer compensatory instruction in order to *include* not *exclude* "disadvantaged students;"
2. Improve communication between school teachers and college faculty about college level skills;
3. Use English and math placement tests to assess competencies and to place students accurately according to their skill level;
4. Recognize that compensatory instruction is essential to each university's mission and additional funding should be sought to support such instruction;
5. Emphasize the importance of faculty development and curricular reform in delivering high quality and effective compensatory instruction.

6/8/1979 Board of Regents Meeting

The final report of the System Basic Skills Task Force with extended discussion ensuing. A UW-Madison professor spoke in opposition to the report raising concerns about the "costs of implementation, the diversion of faculty from other tasks in order to teach basic skills, and whether there are not other ways to ensure that entering freshmen possess the necessary basic skills." Another UW-Madison professor counters by saying that "if entering students have not received the education they should have, the faculty is ready and able to teach them."

The Regents had an impassioned discussion about the gap between a college's expectations and the preparation of high school graduates. One Regent stated that he would "not

support any program that would sacrifice a current generation of students who have not been properly educated in the elementary and secondary schools and therefore are lacking in basic skills through no fault of their own." Recorded for the first time, the issue of returning adults was raised when one Regent noted that "not all of the students who come to the University System are Wisconsin high school graduates [as] there were incoming freshman who have been out of school for some time." One Regent stated that "without question this is one of the most important reports submitted to the Regents in a long time."

It appears that as a result of these discussions, the UW System created a Basic Skills Council to address many of the issues raised by the task force report.

6/5/1980 Board of Regents Meeting

The Board received a Memorandum from UW System President Robert O'Neil appointing the UW System Basic Skills Council (later called the College Skills Council) and describing its charge in detail, with extensive responsibilities outlined. The Council was composed of representatives from the UW System, the Wisconsin Department of Public Instruction, the Wisconsin Board of Vocational, Technical and Adult Education, and a private college in Wisconsin. The central responsibility of the Council was "to integrate a diverse range of statewide activities and to provide a measure of synthesis and direction" on basics skills in English and mathematics.

3/5/1982 Board of Regents Meeting

Vice President Katharine Lyall reported her intention to charge the College Skills Council to "prepare a statement of Systemwide expectations of competencies for students applying for admission and to make recommendations regarding the dissemination of such a statement."

7/16/1982 Board of Regents Meeting

Responding to continued concerns about the gap between the preparation of high school graduates and expectations of incoming students by colleges, Vice President Lyall reports to the Board regarding a memo she sent to institutions requesting that "each institution review and assess the adequacy of its present materials and methods of communicating the competencies it expects of entering students to counselors, parents, and to high school students themselves." The memo included "a general statement regarding expected competencies, prepared by the College Skills Council . . . to serve as a possible guide for more detailed consideration by individual institutions." A very interesting discussion ensued.

Several Regents appeared frustrated by how general the statement was. Regent Grover "considered the document prepared by the College Skills Council clearly inadequate, in view of his understanding of the charge the Council was to be given, which was to draw up a specific list of expected competencies in the areas of reading, writing and mathematics." He stated emphatically, that

> *It seems to me that, when we have one out of four of our entering students requiring some remedial work, we have an obligation to communicate to students and parents what is expected of an entering college freshman in the System, with some specificity and with a unified statement.*

Regent Grover further stated: "We have a System, and it would seem to me that we would expect young people to be brought to a level of competency in fundamental preparation, regardless of the institution they are going to in our System. In that sense, I think it ought to be a System expectation, not an institutional expectation. Obviously, there ought to be campus input." Later he conveyed in frustration and with passion that merger had been pointless if the UW System cannot accomplish agreement on what are basic college skills. "I led the fight for merger on the Assembly floor," said Grover, "and it would seem to be that we could accomplish these kinds of things, that this does not in any way interfere with faculty governance or admissions standards, Grover found that in n deferring to individual institutions, the College Skills Council "instead of delivering one message, at least is heading in the direction of delivering 15 different messages."

There does not appear to be discussion of college skills or remedial education in the minutes of the Board of Regents until June 1988. However, another task force appears to have been appointed to develop a "detailed statement" on expectations for college level math and English skills.

6/10/1988 Board of Regents Meeting

A report of the Task Force on Remedial Education, chaired by UW Milwaukee Dean William Halloran, and presented to the Board of Regents by Vice President Trani, recommended a "detailed statement of the college-level skills and competencies students are expected to have in English and mathematics."

11/11/1988 Board of Regents Meeting

Informed by the recommendations of the Task Force and UW System President Shaw's eloquent statement of support, the Board adopted Res. 5088 establishing UW System policy on remedial education. The policy established that:

- students may be placed in remedial courses based on placement test scores; remedial courses will not generate credit;
- the faculty of the institution will have control over the content, standards and methods of instruction;
- students enrolled in remedial courses cannot take more than 12 credits; institutions will provide annual reports on remedial placements; remedial courses will be offered on a fee recovery basis;
- the UW System "shall develop a detailed statement of the minimum college-level skills and competencies students are expected to have in English and mathematics;" and
- the UW System will work with Wisconsin DPI to develop "a plan for assessing English and mathematics skills of high school students through the state."

The policy also stated that "students who score above the UW System-established level* on the 'ACT' mathematics and English subtests are expected to have a high probability of success in college-level courses and may be exempted from further testing." The asterisk indicates the following note: "Determined by the UW System Working Group made up of faculty from UW institutions."

The discussion of the policy at the meeting raised a concern about the funding structure. UW-Madison Professor Phyllip Nystrand appeared before the Board in opposition to the report.

Professor Nystrand expressed concern that the fee recovery funding model in which "only money recovered through fees would be used to pay for teaching personnel" might compel an institution to hire lesser qualified instructors in order to keep the cost of instruction low. "If earmarked dollars were the only funds that could be used to hire instructional personnel, funding might not be sufficient to hire well-qualified instructors." UW System President Shaw agreed that "the program should be monitored with this concern in mind." Other Regents expressed their concern and restated the importance of "careful monitoring," and suggested that "information be provided" in annual reports "as to the qualifications and competence of the instructors teaching remedial courses."

1/1989

The UW System Working Group on Basic Competencies in Mathematics and English was appointed. The group included faculty from across the UW System, secondary school teachers, and representatives from DPI. Subcommittees on English composition and on mathematics drafted competency statements with input from secondary school and UW System faculty. The group was charged with creating "a detailed statement" defining college-readiness in English and math. The resulting documents, *Basic Competencies in English Composition for College Bound and New College Students* and *Basic Competencies in Mathematics for College Bound and New College Students*, were published in 1991.

The group was also charged with "recommending a UW System-established level on ACT mathematics and English tests which can be used as a first screening for possible exemption from further testing." In their June 1990 report, the Committee recommended that students with an ACT score of 22 or higher on the mathematics or English tests would likely place into college-level courses. Those whose scores were below a score of 22 in the mathematics or English test should be screened further for placement in the appropriate level course. The report explained in detail the methodology for determining that a score of 22 would be the recommended initial screening score.

The group recommended that a standing committee be appointed to periodically review both the statements on expected competencies and the recommended ACT score, arguing that "periodic review is necessary to ensure that the competencies are adjusted to reflect changes in the knowledge base and in the state of applicable technology."

11/8/91 Board of Regents Meeting

Res. 5957 and 5958

Three years after the adoption of the policy on remedial education, the Board approved two changes to the 1988 policy (88-16). Based on data that indicated that students were more likely to graduate if they completed remedial courses early in their college career, the Board adopted Res. 5957 requiring students "to complete successfully the necessary remedial courses prior to completion of 30 credits" and gave institutions the ability to grant exceptions based on clearly documented reasons. Res. 5958 eliminated the limiting of students in remedial courses to a total of 12 credits, as data indicated the policy was having a negative impact on time to degree.

9/10/1992 Memo from Stephen Portch, Senior Vice President of Academic Affairs (SVP) to Vice Chancellors

SVP Portch wrote to Vice Chancellors (i.e., provosts) with concerns about the "considerable variation in the assessment of students for placement in remedial coursework," and

concerns that institutions had not implemented the recommendations of the UW System Working Group on Basic Competencies "that a score of 22 on both the ACT Mathematics and the ACT English tests be used in initial screening for remediation." Portch stated that if the institutions could not account for the variation among the UW System institutions, then they would have to consider one of three approaches: 1) A System definition for remedial placement; 2) revisiting "with vigor" the ACT of 22 as a screening score; or 3) adopting "an existing model from one of the UW System institutions which use the ACT for screening and a UW test for placement based on a range of scores."

11/5/1993 Report to the UWS Board of Regents on Remedial Education in the UW System

A discussion of the following the presentation of the 1993 remedial education report to the Board of Regents acknowledges questions raised about the variation in placement methods among institutions in the UW System:

> *Although this issue and the issue of how institutions define remedial courses have been raised in the past, they have not been addressed in a systematic way. Therefore, Senior Vice President Portch and the Vice Chancellors have agreed to a two-step approach to addressing these issues: 1) A working group, made up of UW English and mathematics faculty, will be appointed and charged with reviewing the remedial education policy and the current remedial placement practices and courses offered by the institutions, and recommending solutions to address the issues. 2) In the case that this group is unable to agree on viable solutions in a timely manner, outside consultants will be invited to recommend ways to address the issues.*

According to the Minutes of the 1993 Board or Regents meeting, the Education Committee "concluded that the variation among institutions in cut-off scores identifying students for remediation is too broad, and that priority should be given to narrowing the range, particularly in view of the fact that students must pay for remedial course work."

SVP Portch appointed the UW System Remedial Education Placement Working Group in Mathematics and the UWS Remedial Education Placement Working Group in English, and charged the groups to review and make recommendations regarding" the criteria for identifying students who need remedial work, and in particular for an appropriate range of 'cut' scores on various placement tests."

12/5/1994 Board of Regents Meeting

The reports of the UW System Remedial Education Placement Working Groups in Mathematics and in English are presented to the Board of Regents. The report on mathematics described in detail an alternative, more uniform method for determining remedial placement and concluded that "a variation in percentage of remedial students at different institutions *is* justified by the differing missions and the differing student bodies at System institutions. On the other hand, the Working Group believed that the lack of uniformity and systemwide rationale behind the wider variation in remedial criteria *cannot* be justified in this way. Hence the Working Group urged a more uniform method for determining remedial placement."

Much briefer than the report on mathematics, the report on remedial placement in English pointed out that the distinction between remedial and entry-level courses in English was more difficult to define than in mathematics. The report proposed seven recommendations "intended

to bring greater consistency and a common rationale to remedial English placement procedures across the System, and to ensure that all students receive adequate preparation for college-level work at the institution they attend."

2/7/97 Board of Regents Meeting

Res. 7382

Recognizing that the percentage of students enrolling in remedial education had steadily declined since the implementation of the 1988 policy, the Board changed the reporting requirement from one to three years with the adoption of Res. 7382.

11/2001

In November 2001, the Office of Internal Audit prepared a program review of UW Remedial Education Policies based on research conducted over two years. The 2001 report reviewed the "implementation status" of the UW System policy on remedial education. The 26-page report focused on areas relevant to the policy and made nine recommendations listed verbatim below:

1. Continue to develop plans for assessing the English and math skills of high school students throughout the state;
2. Review the use of uniform scoring methodology for the English assessment and ensure UW System institutions establish appropriate performance criteria for both math placement tests;
3. Review recommendations by the 1994 work groups on placement and determine whether a more consistent method for remedial placement can be achieved;
4. Re-examine whether other, non-English or non-math developmental courses will be considered remedial courses for funding purposes;
5. Clarify the extent to which indirect costs of remedial education may be recovered, the appropriate level of and uses for remedial reserves, and whether non-resident students' remedial fees should be assessed at the non-resident or resident rate;
6. Develop program evaluation requirements to be incorporated into RPD 88-16 or establish administrative guidelines to provide evaluation guidance to the UW institutions;
7. Communicate performance criteria to secondary schools and disseminate and explain assessment and placement policies through a variety of media;
8. Track whether new freshman have taken placement tests, enrolled in appropriate remedial courses, and completed remedial work before earning 30 credits; and
9. Examine remedial course grades, entry-level English and math grades, and other relevant information to help assess whether successful completion of remedial coursework is providing adequate preparation for entry-level coursework.

APPENDIX C. TESTS AND CUT-OFF SCORES USED TO DETERMINE MATH AND ENGLISH REMEDIATION AT UW INSTITUTIONS

Institution	Math Test(s) Used	Math Cut-off Scores	English Test(s)	English Cut-off Scores
MSN	MPT and (ACT-M and/or SAT-M)	MBSC < 355 and (ACT-M < 21 or SAT-M < 540)	EPT	N/A
MIL	MPT	MBSC <=445 or ALG <= 415 or TRG <= 850	EPT	EPT <= 314
EAU	MPT	ALG <= 395	EPT and ACT-E	EPT <= 374 and ACT-E <= 17
GBY	MPT	ALG <= 385 or MBSC <= 375	ACT-E or SAT-E	ACT-E <= 16 or SAT-E <= 440
LAX	MPT and ACT-M	MBSC <= 395 and ACT-M <= 20	EPT and ACT-E	EPT <= 355 and ACT-E <= 19
OSH	MPT	MBSC <= 375 or ALG <= 445	EPT	EPT <= 320
PRK	ACT-M	ACT-M <= 19	ACT-E	ACT-E <= 18
PLT	MPT	ALG < 460	EPT	EPT <= 345
RVF	MPT	Use a formula to combine MBSC, ALG and TRG	EPT	EPT < 355
STP	MPT	MBSC < 346 or (MBSC < 446 and ALG < 346 and TRG < 850)	EPT plus a Writing sample	N/A
STO	ACT-M and MPT	ACT-M <= 16, use a formula to combine MBSC, ALG and TRG	ACT-E and EPT	ACT-E <= 16 and EPT <= 360
SUP	MPT	MBSC <= 415 or ALG <= 375	EPT or ACT-E or SAT-E	EPT <= 365 or ACT-E <= 18 or SAT-E < 489
WTW	ACT-M or SAT-M	ACT-M <= 18 or SAT-M <= 450	ACT-E or SAT-E	ACT-E <= 16 or SAT-E <= 420
UWC	MPT	MBSC <= 395 and ALG <= 850 and TRG <= 850	EPT	(EPT + EPT-Read) < 700

MPT UW Math Placement Test which consists of three sections, MBSC, ALG, and TRIG
MBSC Basic Math portion of the MPT
ALG Algebra portion of the MPT
TRIG Trigonometry portion of the MPT
EPT UW English Placement Test
Read UW Reading comprehension test
ACT-M Math portion of the ACT
ACT-E English portion of the ACT
SAT-M Math portion of the SAT
SAT-E English portion of the SAT
N/A UW-Madison and UW-Stevens Point do not place students into a remedial course in English

APPENDIX D. COMPARISON OF COMPLETE COLLEGE AMERICA'S REPORT *BRIDGE TO NOWHERE* AND THE UW SYSTEM REMEDIAL EDUCATION REPORT

	***Remediation: Higher Education's Bridge to Nowhere* (2012) by Complete College America**	***2012 UW System Remedial Education Report***
Purpose	To Provide a "snap-shot" and Advocate Know This (Data snapshot)/ /Do This (promising practices)	To Provide Information, Analysis, and Promising practices
Participants	Four-year and two-year institutions of higher education (including community colleges and technical colleges) across thirty-one states in Complete College America	UW System Institutions, four-year and two-year
Study sample	Freshmen (students who entered college) Fall 2006 Cohort -course enrollment and completion Fall 2002 Cohort (4-year) Fall 2004 Cohort (2-year) -graduation	New Freshmen Fall 2008-2010 Cohorts -remediation required, course completion rates Fall 2009Cohort -require, completed, and retained Fall 2005 Cohort -required, completed, and graduated
Disaggregated groups	For enrolled and completed coursework: -race -age -Pell (income)	For required and completed coursework within the first year – disaggregated by: -race/ethnicity -age -Pell (income) -gender -HS rank
Metrics	<u>Need Remediation</u> – Students enrolled in remedial coursework (enrolled) <u>Remediation Success</u> – Completed remediation req. (%) within two-years. *AND* – Completed remediation and associated subsequent coursework (%) within two-years	<u>Need Remediation</u> – Students placed into remedial coursework (required) <u>Remediation Success</u> – Completed remediation requirements in the first-year (N and %)

	<u>Persistence to Degree</u> – No metrics <u>Degree Completion</u> – Graduated within 6 years (projected? %)	<u>Persistence to Degree</u> – Retained to second year (% of required) <u>Degree Completion</u> – Graduated within 6 years (actual % of required)
Conclusions	Fact + Advocated Solutions (Deficit Based) 1. Too many entering freshmen need remediation – Solution: better prepare students for college 2. Most students don't make it through college-level gateway courses (gateway means remediation and subsequent coursework) – Solution: Provide help as a co-requisite, not a pre-req. 3. Most remedial students never graduate. – Solution: Align co-requisites with programs of study. 4. Does not recognize non-academic factor that may impact completion.	Fact + Information on Promising Practices (Neutral to Asset Based) Conclusions are presented as findings of analyses and articulated as: 1. Associations (e.g. remediation completion is positively related to high school rank) 2. Comparisons (e.g. a higher % of URM students than non-URM students placed into remedial coursework) 3. Success rate pathways analysis (e.g. a significant percentage of students identified as needing remediation, complete remediation, and of those students, most graduate) 4. Recognition of a number of factors impact completion, among them remediation. 5. Advocacy for effort to reduce remediation and promote student success.
Promising Practices	1. Core graduation requirements. 2. Curricular alignment. 3. 11th grade testing. 4. 12th grade transitioning programs. 5. Place borderline students in redesigned college-level courses. 6. Redesign remedial coursework. 7. Provide alternative pathways for students with significant academic needs. 8. Obtain major commitment. 9. Place students in correct math. 10. Expand co-req. support to other	1. Common Core State initiatives to standardize learning outcomes. 2. Curricular alignment. 3. Transition or precollege bridge programs. 4. Remedial course delivery and/or curricular redesign. 5. Supplemental instruction for students in remedial coursework (in many cases extended beyond remedial courses) 6. Development of common learning outcomes and professional development for faculty teaching

	gateway courses.	remedial courses.
Question…Does the evidence indicate that promising practices work?	We don't know. The CCA data are historical, not current (though they present it as results from states). One would have to presume that the promising practices and interventions were developed following analysis of the baseline data. If this is the case, the interventions they discussed would impact later cohorts of students. There is limited data regarding the success of the promising practices. Some of the course redesign examples do make statements about outcomes.	We might know. UWSA report presents current data and current and historical interventions. Therefore, the intervention examples we give may have impacted the same cohort of students. If we would like to demonstrate potential change, we may want to point out historical data from previous remedial reports. Points to note: More of the Fall 2009 new freshmen (30,338) and a higher percentage were required to take remediation than in 2006 (29,342). - Math Remediation course completion rates are improving. Of 2009 cohort, 65% completed requirement within first year, while 57.7% of the 2006 completed requirement w/in first year. - A greater number of students – but a small percentage of students who completed math remediation were retained (3,217 (75.9%) of 2009 vs. 2,388 (77%_ 2006). - Marginal (but positive) completion and retention movement in English. - Graduation rates were slightly higher for 2005 cohort needing and completing math than for 2002 cohort (53.7 v. 51.1). The graduation rate decreased for English. There is limited data regarding the success of the promising practices. Some examples do make statements about outcomes.

APPENDIX E. STUDENT CHARACTERISTICS AND RETENTION AND GRADUATION RATES FOR NEW FRESHMEN BY REMEDIAL STATUS

The tables in this appendix present data on entering students from the Fall of 2004, Fall of 2005, and Fall of 2006 combined. These three cohorts represent the most recent cohorts for which retention, four-year graduation, and six-year graduation data exist. The data from the three years are combined so that the cohort sizes are large enough that calculations of retention and graduation rates are meaningful.

Definitions for the Row Headings

Total New Freshmen contains the data for all new entering students in the Fall 2004, Fall 2005, and Fall 2006 semesters combined.

No Remediation – data for students who were not placed into any remedial courses.

Math Remediation – data for students who placed into a math remediation course, irrespective of whether or not they also placed into an English remediation course.

English Remediation – data for students who placed into an English remediation course, irrespective of whether or not they also placed into a math remediation course.

Only Math Remediation – data for students who placed into a math remediation course but did not also place into an English remediation course.

Only English Remediation – data for students who placed into an English remediation course but did not also place into a math remediation course.

Both Math and English Remediation – data for students who placed into both a math and an English remediation course.

Definitions of the Column Headings

Headcount, – number of students in each cohort from the three Fall semesters combined.

% New Fresh – percentage of the total students in the group.

% of Rem – percentage of the students requiring that type of remediation who either completed or did not complete remediation within one year of matriculating.

High School Rank – average high school class rank for the group.

ACT Composite – average ACT score for the group.

ACT Math – average ACT Math score for the group.

ACT English – average ACT English score for the group.

2ndYr Ret at Inst Where Started – percentage of students that returned for the academic year immediately following their year of matriculation.

4-Yr Grad at Any UW Inst – percentage of the original group that graduated within four years of their matriculation.

6-Yr Grad at Any UW Inst – percentage of the original group that graduated within six years of their matriculation.

Table E15. University of Wisconsin Colleges presents the 2-year and 3-year graduation or transfer rates instead of 4-year and 6-year graduation presented in all other tables in this appendix.

2-Yr Grad at UWC or Transfer to a 4-Yr UW – percentage of the original group that graduated or transferred to a 4-year UW institution within three years of their matriculation at the UWC.

3-Yr Grad at UWC or Transfer to a 4-Yr UW – percentage of the original group that graduated or transferred to a 4-year UW institution within three years of their matriculation at the UWC.

To protect student privacy, academic achievements are not shown when there are five or few students, and rates are not shown when there are five or fewer retained students or graduates.

Table E1. All 4-Year UW Universities Combined contains the amalgamated data from all 4-year UW institutions for the combined Fall 2004 through Fall 2006 cohort. All subsequent tables present the data for individual institutions.

Table E1. All 4-Year UW Universities Combined

	Headcount	% of New Fresh	% of Rem	1st Yr GPA	High School Rank	ACT Composite	ACT Math	ACT English	2nd Yr Ret at Inst Where Started	4-Yr Grad at Any UW Inst	6-Yr Grad at Any UW Inst
Total New Freshmen	74,845	100.0%		2.8	71.2	23.5	23.4	22.9	79.1%	29.1%	65.1%
No Remediation	61,443	82.1%		2.9	74.5	24.5	24.5	23.9	81.7%	32.9%	70.0%
Math Rem	11,063	14.8%		2.3	56.3	19.4	17.9	18.9	66.8%	11.4%	42.0%
Completed Rem	6,843		61.9%	2.6	59.1	19.7	18.2	19.3	79.0%	15.5%	54.4%
Did not Complete Rem	4,220		38.1%	1.8	51.6	18.9	17.4	18.2	47.0%	4.8%	21.7%
English Remediation	5,284	7.1%		2.2	55.1	17.7	18.2	15.6	64.3%	8.4%	35.8%
Completed Rem	4,102		77.6%	2.4	55.4	17.7	18.3	15.7	72.3%	9.6%	41.4%
Did not Complete Rem	1,182		22.4%	1.5	54.1	17.5	18.0	15.4	36.6%	4.6%	16.2%
Only Math Remediation	8,118	10.8%		2.4	57.3	20.4	18.4	20.3	69.1%	13.7%	47.4%
Completed Rem	5,327		65.6%	2.7	60.2	20.5	18.5	20.4	79.6%	17.5%	58.5%
Did not Complete Rem	2,791		34.4%	1.9	51.8	20.3	18.2	20.1	49.0%	6.4%	26.2%
Only English Remediation	2,339	3.1%		2.3	57.4	18.9	20.4	16.3	68.9%	12.5%	46.9%
Completed Rem	1,886		80.6%	2.5	57.8	18.8	20.3	16.3	74.1%	13.6%	51.7%
Did not Complete Rem	453		19.4%	1.8	55.4	19.3	20.8	16.6	47.2%	7.9%	26.7%
Both Math and English Remediation	2,945	3.9%		2.1	53.4	16.7	16.5	15.1	60.7%	5.2%	27.0%
Completed Both	1,372		46.6%	2.5	55.3	17.2	17.1	15.4	78.1%	8.5%	41.2%
Completed Only Math	144		4.9%	2.2	57.4	17.0	17.0	14.9	68.8%	8.3%	29.9%
Completed Only English	844		28.7%	1.9	50.5	16.2	15.8	14.8	58.8%	2.3%	18.8%
Completed Neither	585		19.9%	1.0	52.4	16.2	16.1	14.5	20.5%	1.0%	4.8%

Table E2. University of Wisconsin-Eau Claire

	Headcount	% of New Fresh	% of Rem	1st Yr GPA	High School Rank	ACT Composite	ACT Math	ACT English	2nd Yr Ret at Inst Where Started	4-Yr Grad at Any UW Inst	6-Yr Grad at Any UW Inst
Total New Freshmen	6,129	100.0%		3.0	76.0	24.3	24.0	23.9	83.1%	27.7%	72.8%
No Remediation	5,570	90.9%		3.0	76.6	24.6	24.4	24.1	83.4%	28.5%	73.6%
Math Rem	528	8.6%		2.8	69.8	22.3	20.3	22.3	79.9%	19.5%	65.0%
Completed Rem	460		87.1%	2.9	69.9	22.3	20.3	22.3	85.0%	20.7%	69.1%
Did not Complete Rem	68		12.9%	2.4	68.4	22.4	19.8	23.0	45.6%	11.8%	36.8%
English Remediation	42	0.7%		2.4	61.8	17.7	18.8	14.6	88.1%	*	52.4%
Completed Rem	38		90.5%	2.6	61.6	17.5	18.5	14.6	97.4%	*	57.9%
Did not Complete Rem	4		9.5%	*	*	*	*	*	*	*	*
Only Math Remediation	517	8.4%		2.8	69.8	22.4	20.3	22.5	79.7%	19.9%	65.8%
Completed Rem	449		86.8%	2.9	70.0	22.4	20.4	22.5	84.9%	21.2%	70.2%
Did not Complete Rem	68		13.2%	2.4	68.4	22.4	19.8	23.0	45.6%	11.8%	36.8%
Only English Remediation	31	0.5%		2.4	59.8	18.1	19.6	15.0	87.1%	*	61.3%
Completed Rem	27		87.1%	2.6	59.3	17.9	19.2	14.9	100.0%	*	70.4%
Did not Complete Rem	4		12.9%	*	*	*	*	*	*	*	*
Both Math and English Remediation	11	0.2%		2.5	67.3	16.6	16.9	13.7	90.9%	*	*
Completed Both	11		100.0%	2.5	67.3	16.6	16.9	13.7	90.9%	*	*
Completed Only Math	0										
Completed Only English	0										
Completed Neither	0										

Table E3. University of Wisconsin-Green Bay

	Headcount	% of New Fresh	% of Rem	1st Yr GPA	High School Rank	ACT Composite	ACT Math	ACT English	2nd Yr Ret at Inst Where Started	4-Yr Grad at Any UW Inst	6-Yr Grad at Any UW Inst
Total New Freshmen	2,951	100.0%		2.7		22.7	22.3	22.0	75.5%	24.4%	61.5%
No Remediation	2,289	77.6%		2.7		23.4	23.3	22.9	76.6%	27.1%	63.3%
Math Remediation	511	17.3%		2.4		20.4	18.5	20.0	71.2%	16.6%	57.1%
Completed Rem	378		74.0%	2.5		20.2	18.6	19.8	81.0%	20.4%	64.6%
Did not Complete Rem	133		26.0%	1.9		20.7	18.3	20.6	43.6%	6.0%	36.1%
English Remediation	225	7.6%		2.3		18.5	19.8	15.0	73.8%	11.1%	49.8%
Completed Rem	206		91.6%	2.3		18.5	19.7	14.9	77.7%	11.7%	53.4%
Did not Complete Rem	19		8.4%	1.9		19.2	20.2	15.4	31.6%	*	*
Only Math Remediation	437	14.8%		2.4		20.7	18.6	20.9	70.5%	16.9%	58.4%
Completed Rem	320		73.2%	2.6		20.7	18.7	20.8	80.0%	20.9%	65.9%
Did not Complete Rem	117		26.8%	2.0		21.0	18.3	21.3	44.4%	6.0%	37.6%
Only English Remediation	151	5.1%		2.3		18.8	20.7	15.0	72.8%	9.3%	49.7%
Completed Rem	137		90.7%	2.4		18.7	20.7	15.0	76.6%	9.5%	53.3%
Did not Complete Rem	14		9.3%	1.9		19.2	20.6	15.3	*	*	*
Both Math and English Remediation	74	2.5%		2.1		18.1	18.0	14.9	75.7%	14.9%	50.0%
Completed Both	57		77.0%	2.1		18.0	18.0	14.7	86.0%	17.5%	57.9%
Completed Only Math	1		1.4%	*		*	*	*	*	*	*
Completed Only English	12		16.2%	1.7		18.1	17.6	15.2	50.0%	*	*
Completed Neither	4		5.4%	*		*	*	*	*	*	*

Table E4. University of Wisconsin-La Crosse

	Headcount	% of New Fresh	% of Rem	1st Yr GPA	High School Rank	ACT Composite	ACT Math	ACT English	2nd Yr Ret at Inst Where Started	4-Yr Grad at Any UW Inst	6-Yr Grad at Any UW Inst
Total New Freshmen	5,056	100.0%		3.0	82.5	24.7	24.7	24.2	86.7%	37.2%	78.2%
No Remediation	4,822	95.4%		3.0	83.1	24.9	25.0	24.3	86.8%	38.0%	79.0%
Math Remediation	184	3.6%		2.6	70.3	21.1	18.2	21.1	84.8%	21.2%	65.2%
Completed Rem	144		78.3%	2.7	71.8	21.1	18.1	21.3	88.9%	22.9%	71.5%
Did not Complete Rem	40		21.7%	2.1	64.1	20.9	18.6	20.5	70.0%	15.0%	42.5%
English Remediation	71	1.4%		2.3	64.3	19.2	20.8	15.8	77.5%	12.7%	46.5%
Completed Rem	33		46.5%	2.2	58.0	18.3	20.0	14.8	75.8%	*	36.4%
Did not Complete Rem	38		53.5%	2.4	70.2	20.0	21.6	16.7	78.9%	21.1%	55.3%
Only Math Remediation	163	3.2%		2.7	73.1	21.6	18.4	21.9	87.1%	22.7%	69.3%
Completed Rem	132		81.0%	2.8	74.1	21.6	18.3	22.0	89.4%	24.2%	75.8%
Did not Complete Rem	31		19.0%	2.2	68.3	21.6	19.0	21.8	77.4%	*	41.9%
Only English Remediation	50	1.0%		2.4	69.9	19.9	22.5	16.1	82.0%	14.0%	52.0%
Completed Rem	24		48.0%	2.3	65.0	19.2	21.7	15.4	75.0%	*	45.8%
Did not Complete Rem	26		52.0%	2.6	74.7	20.7	23.3	16.7	88.5%	26.9%	57.7%
Both Math and English Remediation	21	0.4%		2.0	50.4	17.5	17.0	15.1	66.7%	*	33.3%
Completed Both	7		33.3%	2.3	44.9	15.4	15.4	12.4	85.7%	*	*
Completed Only Math	5		23.8%	*	*	*	*	*	*	*	*
Completed Only English	2		9.5%	*	*	*	*	*	*	*	*
Completed Neither	7		33.3%	1.9	61.8	18.7	18.0	16.5	*	*	*

Table E5. University of Wisconsin-Madison

	Headcount	% of New Fresh	% of Rem	1st Yr GPA	High School Rank	ACT Composite	ACT Math	ACT English	2nd Yr Ret at Inst Where Started	4-Yr Grad at Any UW Inst	6-Yr Grad at Any UW Inst
Total New Freshmen	17,425	100.0%		3.1	88.7	27.5	27.5	27.4	93.4%	52.0%	84.3%
No Remediation	17,278	99.2%		3.1	88.9	27.6	27.6	27.4	93.4%	52.3%	84.5%
Math Remediation	147	0.8%		2.5	69.9	19.8	17.2	19.8	84.4%	18.4%	59.9%
Completed Rem	74		50.3%	2.7	70.0	19.5	17.2	19.5	91.9%	25.7%	70.3%
Did not Complete Rem	73		49.7%	2.4	69.9	20.1	17.2	20.2	76.7%	11.0%	49.3%
English Remediation											
Completed Rem											
Did not Complete Rem											
Only Math Remediation	147	0.8%		2.5	69.9	19.8	17.2	19.8	84.4%	18.4%	59.9%
Completed Rem	74		50.3%	2.7	70.0	19.5	17.2	19.5	91.9%	25.7%	70.3%
Did not Complete Rem	73		49.7%	2.4	69.9	20.1	17.2	20.2	76.7%	11.0%	49.3%
Only English Remediation											
Completed Rem											
Did not Complete Rem											
Both Math and English Remediation											
Completed Both											
Completed Only Math											
Completed Only English											
Completed Neither											

Note: UW-Madison does not identify students needing English remediation and does not offer courses that are specifically intended for remedial English.

Table E6. University of Wisconsin-Milwaukee

	Headcount	% of New Fresh	% of Rem	1st Yr GPA	High School Rank	ACT Composite	ACT Math	ACT English	2nd Yr Ret at Inst Where Started	4-Yr Grad at Any UW Inst	6-Yr Grad at Any UW Inst
Total New Freshmen	12,258	100.0%		2.5	58.5	22.0	21.7	21.3	70.1%	15.5%	47.4%
No Remediation	7,763	63.3%		2.7	62.1	23.5	23.6	22.8	73.5%	19.8%	55.1%
Math Remediation	3,657	29.8%		2.3	51.8	19.4	17.9	18.9	63.6%	7.5%	32.9%
Completed Rem	2,243		61.3%	2.6	53.9	19.9	18.4	19.5	78.2%	11.5%	45.8%
Did not Complete Rem	1,414		38.7%	1.7	48.4	18.5	17.0	18.0	40.5%	1.2%	12.4%
English Remediation	2,088	17.0%		2.1	53.8	17.6	18.1	15.9	61.8%	6.4%	29.3%
Completed Rem	1,662		79.6%	2.3	53.8	17.8	18.3	16.1	69.9%	7.8%	35.2%
Did not Complete Rem	426		20.4%	1.2	53.4	16.7	17.5	14.7	30.3%	*	6.1%
Only Math Remediation	2,407	19.6%		2.4	51.2	20.8	18.6	20.8	66.2%	9.4%	38.4%
Completed Rem	1,598		66.4%	2.7	53.7	20.9	18.9	20.9	78.5%	13.3%	49.8%
Did not Complete Rem	809		33.6%	1.8	45.7	20.5	18.1	20.6	41.9%	1.7%	15.9%
Only English Remediation	838	6.8%		2.3	54.8	18.9	20.5	16.6	66.6%	10.0%	39.7%
Completed Rem	708		84.5%	2.4	55.5	19.0	20.4	16.8	71.6%	11.4%	44.9%
Did not Complete Rem	130		15.5%	1.5	51.2	18.7	20.9	15.9	39.2%	*	11.5%
Both Math and English Remediation	1,250	10.2%		2.0	53.0	16.8	16.5	15.3	58.6%	3.9%	22.2%
Completed Both	602		48.2%	2.5	53.9	17.5	17.4	16.1	77.9%	7.6%	36.9%
Completed Only Math	43		3.4%	2.0	58.2	17.0	17.3	14.9	67.4%	*	20.9%
Completed Only English	352		28.2%	1.8	50.4	16.1	15.5	14.9	52.6%	*	12.8%
Completed Neither	253		20.2%	0.9	53.7	15.7	15.9	14.0	19.4%	*	*

Table E7. University of Wisconsin-Oshkosh

	Headcount	% of New Fresh	% of Rem	1st Yr GPA	High School Rank	ACT Composite	ACT Math	ACT English	2nd Yr Ret at Inst Where Started	4-Yr Grad at Any UW Inst	6-Yr Grad at Any UW Inst
Total New Freshmen	5,132	100.0%		2.7	69.5	22.3	22.2	21.4	74.4%	16.7%	58.3%
No Remediation	4,580	89.2%		2.7	70	22.7	22.8	21.8	75.2%	17.6%	59.4%
Math Remediation	491	9.6%		2.4	65.0	19.1	17.1	18.6	68.6%	10.6%	51.7%
Completed Rem	338		68.8%	2.6	65.4	19.2	17.2	18.9	74.3%	11.8%	60.7%
Did not Complete Rem	153		31.2%	2.0	64.1	18.9	16.9	17.9	56.2%	7.8%	32.0%
English Remediation	109	2.1%		2.1	67.6	17.3	18.3	15.0	68.8%	8.3%	33.9%
Completed Rem	69		63.3%	2.2	66.4	16.9	18.0	14.6	76.8%	8.7%	31.9%
Did not Complete Rem	40		36.7%	2.0	71.3	17.9	18.9	15.8	55.0%	*	37.5%
Only Math Remediation	443	8.6%		2.5	64.9	19.4	17.2	19.1	67.9%	10.4%	53.5%
Completed Rem	310		70.0%	2.6	65.5	19.5	17.3	19.3	73.9%	11.0%	62.3%
Did not Complete Rem	133		30.0%	2.0	63.4	19.2	17.1	18.5	54.1%	9.0%	33.1%
Only English Remediation	61	1.2%		2.2	67.8	18.1	20.0	15.9	63.9%	*	32.8%
Completed Rem	39		63.9%	2.3	66.4	17.4	19.5	14.9	69.2%	*	28.2%
Did not Complete Rem	22		36.1%	2.0	71.5	19.4	21.1	17.8	54.5%	*	40.9%
Both Math and English Remediation	48	0.9%		2.0	67.2	16.3	16.0	13.8	75.0%	12.5%	35.4%
Completed Both	21		43.8%	2.2	64.1	16.2	15.9	14.1	85.7%	*	38.1%
Completed Only Math	7		14.6%	2.3	65.0	16.6	16.8	13.4	*	*	*
Completed Only English	9		18.8%	1.5	71.8	17.0	16.4	14.3	88.9%	*	*
Completed Neither	11		22.9%	1.8	72.3	15.6	15.4	13.1	54.5%	*	*

Table E8. University of Wisconsin-Parkside

	Headcount	% of New Fresh	% of Rem	1st Yr GPA	High School Rank	ACT Composite	ACT Math	ACT English	2nd Yr Ret at Inst Where Started	4-Yr Grad at Any UW Inst	6-Yr Grad at Any UW Inst
Total New Freshmen	2,770	100.0%		2.2	55.9	20.0	19.5	19.2	61.1%	8.9%	33.8%
No Remediation	960	34.7%		2.5	65.2	23.1	23.1	22.7	65.9%	17.2%	46.1%
Math Remediation	1,520	54.9%		2.1	50.6	18.0	16.9	17.4	57.5%	4.0%	24.7%
Completed Rem	633		41.6%	2.6	54.6	18.6	17.6	18.0	74.1%	6.5%	38.7%
Did not Complete Rem	887		58.4%	1.6	47.5	17.6	16.4	16.9	45.7%	2.3%	14.8%
English Remediation	1,163	42.0%		2.1	50.9	17.3	17.6	15.6	59.8%	4.3%	27.9%
Completed Rem	840		72.2%	2.3	51.5	17.4	17.7	15.7	70.5%	4.6%	33.7%
Did not Complete Rem	323		27.8%	1.2	49.1	17.0	17.2	15.4	32.2%	3.4%	13.0%
Only Math Remediation	647	23.4%		2.1	50.9	20.1	17.7	20.5	56.3%	4.9%	26.0%
Completed Rem	287		44.4%	2.7	56.4	20.3	18.2	20.8	72.8%	7.3%	41.5%
Did not Complete Rem	360		55.6%	1.6	46.2	19.8	17.2	20.3	43.1%	3.1%	13.6%
Only English Remediation	290	10.5%		2.3	52.4	19.3	21.1	16.9	64.1%	7.2%	40.3%
Completed Rem	219		75.5%	2.5	54.9	19.3	21.2	17.1	71.2%	7.3%	46.6%
Did not Complete Rem	71		24.5%	1.4	44.0	19.3	20.9	16.4	42.3%	*	21.1%
Both Math and English Remediation	873	31.5%		2.0	50.3	16.6	16.4	15.2	58.4%	3.3%	23.8%
Completed Both	295		33.8%	2.5	52.8	17.3	17.2	15.9	74.6%	5.1%	35.9%
Completed Only Math	51		5.8%	2.3	56.2	16.7	16.6	14.9	78.4%	*	39.2%
Completed Only English	326		37.3%	2.0	48.0	16.1	15.9	14.7	66.3%	2.5%	23.0%
Completed Neither	201		23.0%	0.8	49.0	16.3	16.0	15.1	16.9%	*	3.5%

Table E9. University of Wisconsin-Platteville

	Headcount	% of New Fresh	% of Rem	1st Yr GPA	High School Rank	ACT Composite	ACT Math	ACT English	2nd Yr Ret at Inst Where Started	4-Yr Grad at Any UW Inst	6-Yr Grad at Any UW Inst
Total New Freshmen	3,887	100.0%		2.5	64.3	22.3	22.9	20.8	74.4%	18.8%	58.6%
No Remediation	2,473	63.6%		2.7	69.3	23.7	24.9	22.1	76.5%	20.2%	63.7%
Math Remediation	1,358	34.9%		2.3	55.8	20.1	19.6	19.0	70.8%	16.3%	49.6%
Completed Rem	731		53.8%	2.6	59.0	20.1	19.7	19.2	84.8%	23.1%	65.1%
Did not Complete Rem	627		46.2%	1.9	52.1	19.9	19.4	18.6	54.5%	8.5%	31.4%
English Remediation	187	4.8%		2.0	54.6	17.3	18.1	14.9	63.6%	9.1%	43.9%
Completed Rem	125		66.8%	2.2	55.1	17.4	18.3	15.0	77.6%	10.4%	55.2%
Did not Complete Rem	62		33.2%	1.4	53.8	17.0	17.6	14.7	35.5%	*	21.0%
Only Math Remediation	1,227	31.6%		2.3	56.2	20.4	19.9	19.4	71.9%	17.3%	50.4%
Completed Rem	672		54.8%	2.6	59.4	20.4	19.9	19.6	84.8%	23.8%	65.0%
Did not Complete Rem	555		45.2%	2.0	52.3	20.4	19.8	19.2	56.2%	9.4%	32.6%
Only English Remediation	56	1.4%		2.0	59.6	18.4	20.4	15.5	69.6%	12.5%	48.2%
Completed Rem	38		67.9%	2.2	60.2	18.2	20.7	14.9	78.9%	15.8%	57.9%
Did not Complete Rem	18		32.1%	1.5	58.4	18.9	19.9	16.8	50.0%	*	*
Both Math and English Remediation	131	3.4%		1.9	52.5	16.8	17.0	14.6	61.1%	7.6%	42.0%
Completed Both	50		38.2%	2.4	55.4	16.9	17.3	14.9	90.0%	12.0%	70.0%
Completed Only Math	9		6.9%	2.6	51.8	17.1	18.1	14.6	*	*	*
Completed Only English	37		28.2%	2.0	49.3	17.3	17.3	15.3	59.5%	*	32.4%
Completed Neither	35		26.7%	1.0	51.7	15.9	16.2	13.5	22.9%	*	*

Table E10. University of Wisconsin-River Falls

	Headcount	% of New Fresh	% of Rem	1st Yr GPA	High School Rank	ACT Composite	ACT Math	ACT English	2nd Yr Ret at Inst Where Started	4-Yr Grad at Any UW Inst	6-Yr Grad at Any UW Inst
Total New Freshmen	3,717	100.0%		2.6	64.6	21.9	21.4	21.1	74.0%	24.2%	57.0%
No Remediation	3,244	87.3%		2.7	66.0	22.4	22.0	21.6	75.5%	25.8%	59.1%
Math Remediation	423	11.4%		2.2	53.7	18.8	16.8	18.3	64.5%	13.9%	43.3%
Completed Rem	174		41.1%	2.5	55.8	18.8	17.1	18.0	79.3%	19.0%	57.5%
Did not Complete Rem	249		58.9%	2.0	52.2	18.8	16.6	18.4	54.2%	10.4%	33.3%
English Remediation	84	2.3%		1.9	58.6	16.3	17.1	14.0	57.1%	8.3%	28.6%
Completed Rem	64		76.2%	2.0	60.2	16.2	17.0	14.0	65.6%	10.9%	35.9%
Did not Complete Rem	20		23.8%	1.4	53.4	16.6	17.3	13.9	30.0%	*	*
Only Math Remediation	389	10.5%		2.2	53.5	19.1	16.9	18.7	65.8%	14.7%	45.2%
Completed Rem	161		41.4%	2.5	55.2	19.1	17.2	18.5	80.7%	19.9%	58.4%
Did not Complete Rem	228		58.6%	2.0	52.2	19.1	16.7	18.9	55.3%	11.0%	36.0%
Only English Remediation	50	1.3%		2.1	60.5	16.9	18.1	14.3	62.0%	*	34.0%
Completed Rem	37		74.0%	2.2	63.1	16.6	18.1	14.3	67.6%	*	43.2%
Did not Complete Rem	13		26.0%	1.8	53.2	17.6	18.3	14.6	46.2%	*	*
Both Math and English Remediation	34	0.9%		1.6	55.9	15.4	15.5	13.5	50.0%	*	20.6%
Completed Both	13		38.2%	2.1	61.8	15.4	15.5	13.2	61.5%	*	46.2%
Completed Only Math	0										
Completed Only English	14		41.2%	1.5	51.3	15.8	15.4	14.1	64.3%	*	*
Completed Neither	7		20.6%	1.0	53.8	14.9	15.7	12.9	*	*	*

Table E11. University of Wisconsin-Stevens Point

	Headcount	% of New Fresh	% of Rem	1st Yr GPA	High School Rank	ACT Composite	ACT Math	ACT English	2nd Yr Ret at Inst Where Started	4-Yr Grad at Any UW Inst	6-Yr Grad at Any UW Inst
Total New Freshmen	4,720	100.0%		2.9	71.5	22.7	22.4	21.9	76.5%	24.9%	68.6%
No Remediation	4,264	90.3%		2.9	72.2	23.0	22.9	22.2	76.9%	26.0%	69.6%
Math Remediation	456	9.7%		2.6	65.4	20.0	18.1	19.5	72.4%	14.5%	59.6%
Completed Rem	357		78.3%	2.7	66.1	19.9	18.1	19.3	79.3%	16.2%	64.7%
Did not Complete Rem	99		21.7%	2.2	62.9	20.1	18.1	20.0	47.5%	8.1%	41.4%
English Remediation											
Completed Rem											
Did not Complete Rem											
Only Math Remediation	456	9.7%		2.6	65.4	20.0	18.1	19.5	72.4%	14.5%	59.6%
Completed Rem	357		78.3%	2.7	66.1	19.9	18.1	19.3	79.3%	16.2%	64.7%
Did not Complete Rem	99		21.7%	2.2	62.9	20.1	18.1	20.0	47.5%	8.1%	41.4%
Only English Remediation											
Completed Rem											
Did not Complete Rem											
Both Math and English Remediation											
Completed Both											
Completed Only Math											
Completed Only English											
Completed Neither											

Note: UW-Stevens Point does not identify students needing English remediation and does not offer courses that are specifically intended for remedial English.

Table E12. University of Wisconsin-Stout

	Headcount	% of New Fresh	% of Rem	1st Yr GPA	High School Rank	ACT Composite	ACT Math	ACT English	2nd Yr Ret at Inst Where Started	4-Yr Grad at Any UW Inst	6-Yr Grad at Any UW Inst
Total New Freshmen	4,516	100.0%		2.7	61.8	21.3	21.1	20.4	71.1%	20.3%	58.8%
No Remediation	3,635	80.5%		2.8	62.5	21.9	21.7	21.0	71.6%	21.2%	59.7%
Math Remediation	303	6.7%		2.4	57.5	18.5	16.8	17.8	67.7%	13.2%	46.9%
Completed Rem	205		67.7%	2.6	58.1	18.3	16.6	17.6	77.1%	14.6%	56.1%
Did not Complete Rem	98		32.3%	2.0	56.2	18.9	17.0	18.3	48.0%	10.2%	27.6%
English Remediation	704	15.6%		2.5	59.3	18.7	19.0	16.9	69.2%	16.8%	55.8%
Completed Rem	545		77.4%	2.6	59.7	18.5	18.9	16.7	75.6%	18.5%	62.2%
Did not Complete Rem	159		22.6%	2.0	57.7	19.3	19.3	17.5	47.2%	10.7%	34.0%
Only Math Remediation	177	3.9%		2.5	56.6	19.2	17.0	19.1	69.5%	15.8%	50.8%
Completed Rem	126		71.2%	2.7	58.1	19.0	16.8	18.8	77.8%	17.5%	59.5%
Did not Complete Rem	51		28.8%	1.9	52.0	20.0	17.5	20.2	49.0%	11.8%	29.4%
Only English Remediation	578	12.8%		2.5	59.4	19.0	19.5	17.1	70.1%	18.3%	59.0%
Completed Rem	459		79.4%	2.6	59.7	18.7	19.3	16.9	75.4%	19.8%	64.5%
Did not Complete Rem	119		20.6%	2.0	58.3	19.9	20.2	18.0	49.6%	12.6%	37.8%
Both Math and English Remediation	126	2.8%		2.4	58.7	17.4	16.5	15.9	65.1%	9.5%	41.3%
Completed Both	66		52.4%	2.6	58.0	17.3	16.5	15.7	81.8%	12.1%	56.1%
Completed Only Math	13		10.3%	2.2	58.0	16.5	15.9	15.0	46.2%	*	*
Completed Only English	20		15.9%	2.4	66.2	17.8	16.5	17.1	60.0%	*	30.0%
Completed Neither	27		21.4%	1.8	55.1	17.9	16.8	16.2	37.0%	*	22.2%

Table E13. University of Wisconsin-Superior

	Headcount	% of New Fresh	% of Rem	1st Yr GPA	High School Rank	ACT Composite	ACT Math	ACT English	2nd Yr Ret at Inst Where Started	4-Yr Grad at Any UW Inst	6-Yr Grad at Any UW Inst
Total New Freshmen	1,005	100.0%		2.8	66.3	22.2	21.4	21.5	66.5%	18.1%	44.2%
No Remediation	519	51.6%		2.9	70.1	24.0	23.6	23.5	68.4%	24.7%	48.9%
Math Remediation	410	40.8%		2.5	61.7	20.3	18.8	19.9	63.2%	11.5%	38.3%
Completed Rem	212		51.7%	2.9	65.9	19.8	18.3	19.5	73.1%	14.2%	47.2%
Did not Complete Rem	198		48.3%	2.2	57.0	20.9	19.3	20.3	52.5%	8.6%	28.8%
English Remediation	182	18.1%		2.6	62.5	18.5	19.3	15.7	67.6%	8.8%	37.4%
Completed Rem	116		63.7%	2.8	64.8	18.1	19.0	15.4	78.4%	8.6%	44.0%
Did not Complete Rem	66		36.3%	2.2	58.2	19.1	20.1	16.2	48.5%	9.1%	25.8%
Only Math Remediation	304	30.2%		2.6	62.2	21.2	19.0	21.4	62.5%	12.5%	40.1%
Completed Rem	153		50.3%	2.9	66.3	20.7	18.5	21.1	70.6%	15.7%	49.7%
Did not Complete Rem	151		49.7%	2.3	57.7	21.7	19.6	21.8	54.3%	9.3%	30.5%
Only English Remediation	76	7.6%		2.7	65.4	19.2	21.0	16.0	71.1%	9.2%	43.4%
Completed Rem	45		59.2%	2.8	67.9	19.0	20.8	15.8	80.0%	*	42.2%
Did not Complete Rem	31		40.8%	2.6	61.5	19.6	21.4	16.3	58.1%	*	45.2%
Both Math and English Remediation	106	10.5%		2.5	60.5	17.9	18.1	15.5	65.1%	8.5%	33.0%
Completed Both	47		44.3%	2.8	65.0	17.5	17.8	15.2	83.0%	*	48.9%
Completed Only Math	12		11.3%	2.6	64.5	18.3	18.3	15.9	66.7%	*	*
Completed Only English	24		22.6%	2.6	58.7	17.7	17.6	15.2	66.7%	*	37.5%
Completed Neither	23		21.7%	1.4	50.2	18.9	19.2	16.3	26.1%	*	*

Table E14. University of Wisconsin-Whitewater

	Headcount	% of New Fresh	% of Rem	1st Yr GPA	High School Rank	ACT Composite	ACT Math	ACT English	2nd Yr Ret at Inst Where Started	4-Yr Grad at Any UW Inst	6-Yr Grad at Any UW Inst
Total New Freshmen	5,279	100.0%		2.7	64.5	22.1	22.1	21.2	76.0%	28.4%	63.0%
No Remediation	4,046	76.6%		2.8	65.9	23.3	23.7	22.3	77.3%	31.6%	66.7%
Math Remediation	1,075	20.4%		2.5	59.9	18.5	16.6	18.1	70.8%	17.5%	50.0%
Completed Rem	894		83.2%	2.7	60.9	18.7	16.7	18.3	77.1%	19.9%	56.8%
Did not Complete Rem	181		16.8%	1.6	54.8	17.6	15.7	17.2	39.8%	5.5%	16.6%
English Remediation	429	8.1%		2.4	58.8	16.9	17.9	13.7	70.6%	13.5%	42.9%
Completed Rem	404		94.2%	2.4	58.7	16.9	17.9	13.7	73.3%	14.1%	45.3%
Did not Complete Rem	25		5.8%	0.9	61.0	16.1	16.6	13.4	28.0%	*	*
Only Math Remediation	804	15.2%		2.6	60.5	19.4	16.8	19.7	72.1%	20.4%	55.0%
Completed Rem	688		85.6%	2.7	61.7	19.4	16.9	19.7	77.5%	22.7%	60.6%
Did not Complete Rem	116		14.4%	1.6	52.8	19.1	16.3	19.5	40.5%	6.9%	21.6%
Only English Remediation	158	3.0%		2.5	59.7	18.5	21.3	14.0	77.2%	21.5%	55.7%
Completed Rem	153		96.8%	2.5	59.8	18.5	21.2	14.0	79.1%	22.2%	57.5%
Did not Complete Rem	5		3.2%	*	*	*	*	*	*	*	*
Both Math and English Remediation	271	5.1%		2.3	58.3	16.0	15.8	13.5	66.8%	8.9%	35.4%
Completed Both	203		74.9%	2.5	58.4	16.3	16.2	13.6	75.9%	10.8%	44.8%
Completed Only Math	3		1.1%	*	*	*	*	*	*	*	*
Completed Only English	48		17.7%	1.8	56.2	14.8	14.7	13.1	43.8%	*	*
Completed Neither	17		6.3%	1.0	63.5	15.5	15.2	13.4	*	*	*

Table E15. University of Wisconsin Colleges

	Headcount	% of New Fresh	% of Rem	1st Yr GPA	High School Rank	ACT Composite	ACT Math	ACT English	2nd Yr Ret at Inst Where Started	2-Yr Grad at UWC or Transfer to a 4-Yr UW	3-Yr Grad at UWC or Transfer to a 4-Yr UW
Total New Freshmen	12,544	100.0%		2.2	49.2	20.3	20.1	19.3	53.2%	28.9%	39.8%
No Remediation	8,487	67.7%		2.4	53.8	21.5	21.4	20.4	54.6%	33.4%	44.5%
Math Remediation	3,573	28.5%		2.0	39.2	18.0	16.9	17.0	50.0%	19.4%	29.9%
Completed Rem	1,655		46.3%	2.4	42.3	18.0	17.1	17.0	67.0%	27.4%	43.2%
Did not Complete Rem	1,918		53.7%	1.6	36.4	17.9	16.8	17.0	35.4%	12.5%	18.4%
English Remediation	1,215	9.7%		1.8	38.2	16.4	17.1	14.2	48.4%	16.5%	26.3%
Completed Rem	641		52.8%	2.1	40.6	16.4	17.2	14.1	61.2%	23.2%	36.4%
Did not Complete Rem	574		47.2%	1.4	35.5	16.4	17.1	14.2	34.1%	8.9%	15.1%
Only Math Remediation	2,842	22.7%		2.1	40.0	18.5	17.2	17.8	51.0%	20.9%	31.8%
Completed Rem	1,334		46.9%	2.5	43.0	18.6	17.3	17.8	67.8%	28.8%	44.8%
Did not Complete Rem	1,508		53.1%	1.7	37.2	18.5	17.0	17.8	36.1%	13.9%	20.3%
Only English Remediation	484	3.9%		1.9	41.3	17.1	18.6	14.6	51.7%	20.7%	32.2%
Completed Rem	265		54.8%	2.1	43.2	17.1	18.7	14.5	64.2%	28.3%	43.0%
Did not Complete Rem	219		45.2%	1.5	39.0	17.2	18.5	14.8	36.5%	11.4%	19.2%
Both Math and English Remediation	731	5.8%		1.8	36.0	15.9	16.0	13.8	46.2%	13.7%	22.4%
Completed Both	224		30.6%	2.2	40.1	15.9	16.0	13.8	68.3%	24.1%	40.6%
Completed Only Math	97		13.3%	1.9	37.8	16.1	16.3	13.9	52.6%	16.5%	27.8%
Completed Only English	152		20.8%	1.9	36.3	15.9	15.9	14.0	45.4%	13.2%	18.4%
Completed Neither	258		35.3%	1.1	31.3	15.7	16.0	13.8	25.2%	3.9%	7.0%

Report on Remedial Education in the UW System: Demographics, Remedial Completion, Retention, and Graduation September 2012

Introduction

This report provides information on new freshmen, beginning in the fall of an academic year, who were identified as needing Math and/or English remediation in the UW System. A section is also included on UW institutional efforts to reduce remediation and promote the success of students who need remediation. The report contains six main sections and seven appendices:

- Section I: Trends in Math and English Remediation
- Section II: Math and English Remedial Requirement by Selected Characteristics of New Freshmen
- Section III: Math and English Remediation Completion in the First Year
- Section IV: Retention Rates by Math and English Remediation
- Section V: Six-Year Graduation Rates by Math and English Remediation
- Section VI: Efforts to Reduce Remediation and Promote Student Success
- Appendix A: University of Wisconsin System Regent Policy Document: Section IV, 4-8 Remedial Education Policy
- Appendix B: Math Remediation Required and Completed in the First Year by UW Institution, Fall 2008 to Fall 2010
- Appendix C: English Remediation Required and Completed in the First Year by UW Institution, Fall 2008 to Fall 2010
- Appendix D: New Freshmen Needing Math Remediation by Student Characteristic, Fall 2008 to Fall 2010
- Appendix E: New Freshmen Needing English Remediation by Student Characteristic, Fall 2008 to Fall 2010
- Appendix F: Math Remediation Completed in the First Year by Student Characteristic, Fall 2008 to Fall 2010
- Appendix G: English Remediation Completed in the First Year by Student Characteristic, Fall 2008 to Fall 2010

Report Highlights

- The percentage of new freshmen requiring Math remediation has declined slightly from 21.6 percent to 21.3 percent over the most recent three-year time period spanning from fall 2008 to fall 2010. The percentage of new freshmen requiring English remediation decreased from 8.3 percent in fall 2008 to 7.9 percent in fall 2010.

- Compared to Math remediation, students are more likely to complete English remediation in their first year. Of new freshmen in fall 2010, the first-year Math remediation completion rate was 63.7 percent while the first-year English remediation completion rate was 73.2 percent.

- The second year retention rate of students completing Math and/or English remediation in their first year is comparable to the second year retention rate of students who did not require remediation.

- For students who require Math and/or English remediation, completing the requirement in their first year enhances a student's chances of obtaining a bachelor's degree within six years. For fall 2005 full-time new freshmen requiring Math remediation, the gap in six-year graduation rates between those who completed the requirement in the first year and those who did not was 31 percentage points. For students requiring English remediation, the gap was 24 percentage points.

- UW institutions are involved in a variety of efforts with the goal of reducing the need for Math and English remediation. UW institutions are working with high schools to align mathematics curricula and develop pre-college intervention programs. UW institutions are also modifying courses using new technologies and techniques to ensure that students who need remediation succeed in their coursework. Additional support is provided to students including study group, tutor service, and other supplemental learning services.

Section I: Trends in Math and English Remediation

Charts 1 and 2 provide data on the percent of new freshmen needing Math and English remediation from fall 1990 to fall 2010. Over the period since the last report from fall 2008 to fall 2010, the percentage of new freshmen who were required to take Math remediation decreased slightly from 21.6 percent to 21.3 percent. During the same period of time, the percentage of new freshmen needing English remediation decreased from 8.3 percent to 7.9 percent. Overall, Math remediation was required more than English remediation. Appendix B and C contain UW institutional-level data, showing the number and percent of new freshmen requiring Math and English remediation for the fall 2008 through fall 2010.

The percentage of new freshmen needing Math remediation in fall 2010 (21.3%) is higher than the 20.6 percent of new freshmen needing Math remediation in fall 1990, when the Board of Regents last modified the remedial education policy. Over the past 21 years, the percentage of students requiring Math remediation was the lowest in fall 2000 (10.2%) and had been increasing until 2008, when the highest percentage of students needing math remediation was recorded (21.6%). From fall 2008 to fall 2010, the proportion of students requiring Math remediation declined slightly.

The percentage of new freshmen needing English remediation in fall 2010 (7.9%) is lower than the 10.1 percent needing English remediation in fall 1990. Over the past 21 years, the proportion of students requiring English remediation varied between 10.1 percent in fall 1990 and 6.4 percent in fall 2006.

Chart 3 provides data on the percent of new freshmen needing both Math and English remediation from fall 1990 to fall 2010. In fall 2010, 5.1 percent of new freshmen required both Math and English remediation. Over the last two decades, the percentage of new freshmen needing both Math and English remediation was the highest in fall 2009 (5.6%) and was the lowest in fall 1999 (3.1%).

Chart 1
New Freshmen Needing Math Remediation

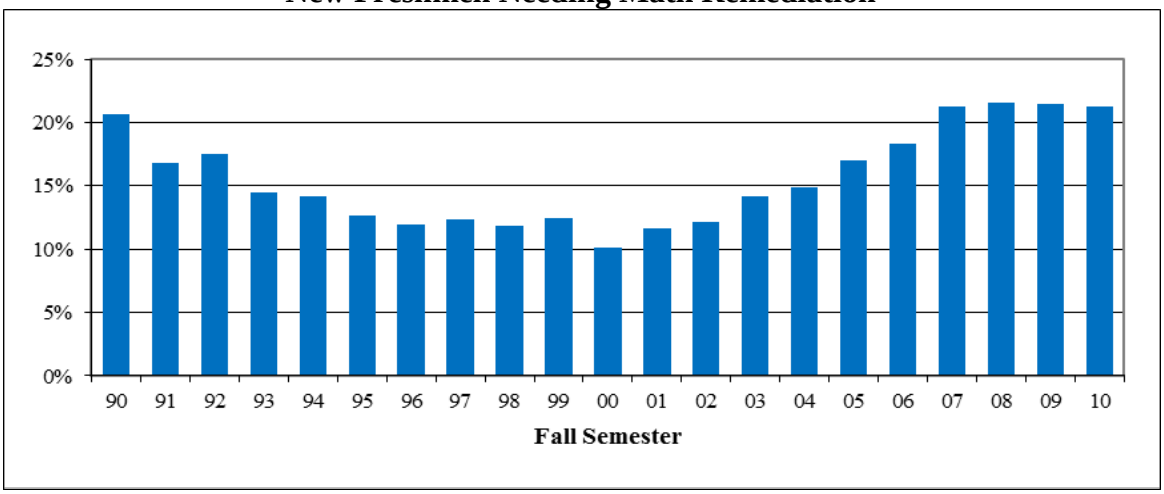


Chart 2
New Freshmen Needing English Remediation

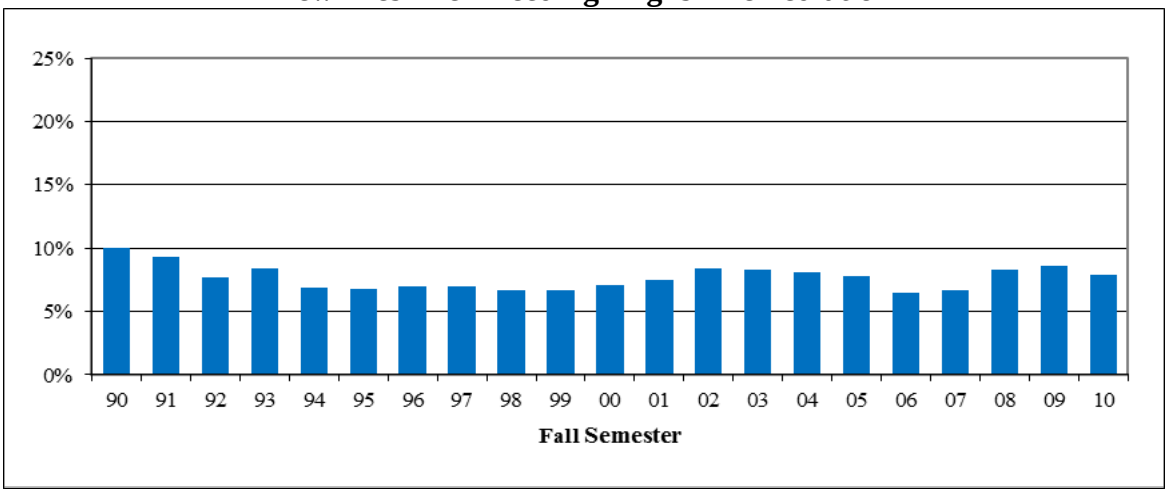
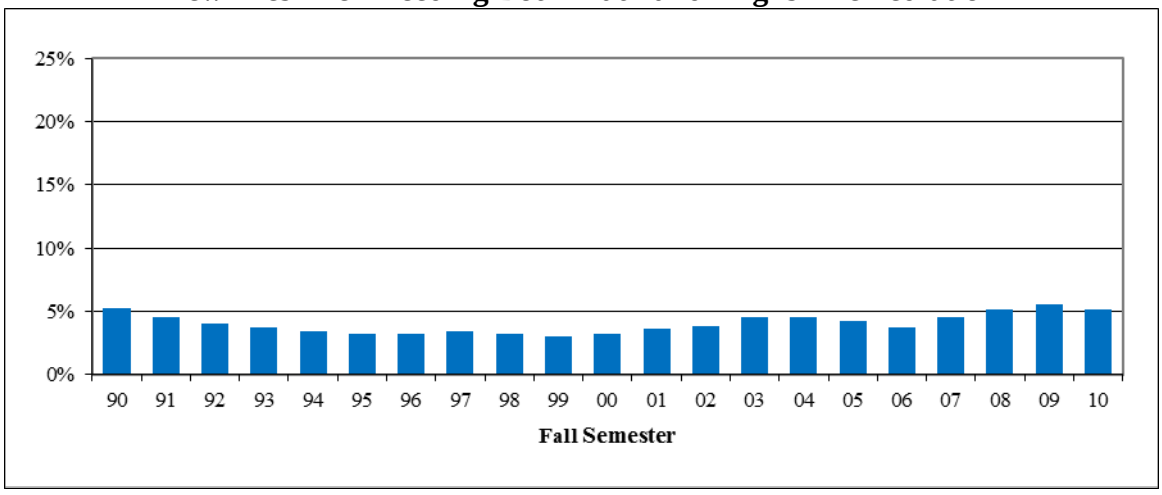


Chart 3
New Freshmen Needing Both Math and English Remediation



Section II: Math and English Remedial Requirement by Selected Characteristics of New Freshmen

Chart 4 and 5 show the percentages of new freshmen who needed remediation in relation to demographic and academic variables, combining three years of data from fall 2008 to fall 2010. Appendix D and E provide the year-specific numbers and percentages of new freshmen needing remediation by selected student characteristics.

A higher percentage of females were required to take Math remediation (males 18.6% and females 24.0%). Conversely, a slightly higher percentage of males needed English remediation (males 9.0% and females 7.7%).

The need for remediation is closely related to high school class rank: the higher the student's class rank, the less likely the need for remediation. From fall 2008 to fall 2010, of students who ranked in the lowest quartile of their high school class, 53.6 percent required Math remediation and 20.5 percent required English remediation, contrasting sharply with the highest quartile in which 7.7 percent required Math remediation and 2.9 percent required English remediation. (Note that the percentages provided in this paragraph are based on the proportion of students for whom high school rank was available.)

Underrepresented minority (URM) students include those who indicated African American, American Indian, Hispanic/Latino(a) or Southeast Asian alone or in combination with other race/ethnicities. New freshmen who are URM students were more likely to require Math remediation (40.4%) and English remediation (25.1%) than other groups of students. Among URM students, African Americans were most likely to require Math remediation (60.4%) and English remediation (38.4 %).

New freshmen age 20 and over were more likely to require Math and English remediation than students age 19 and below. From fall 2008 to fall 2010, 45.4 percent of students age 20 and over needed Math remediation while 20.2 percent of students age 19 and below needed Math remediation. Similarly, 12.7 percent of students age 20 and over needed English remediation while 8.1 percent of students age 19 and below needed English remediation

New freshmen who received a Pell Grant have a higher rate requiring Math and English remediation than non-Pell recipients. Of new freshmen who received a Pell Grant, 31.7 percent needed Math remediation and 14.5 percent needed English remediation. This compares to 18.2 percent of non-Pell recipients who needed Math remediation and 6.3 percent of non-Pell recipients who needed English remediation.

Chart 4
New Freshmen Needing Math Remediation
by Student Characteristic
Fall 2008 to Fall 2010 Combined

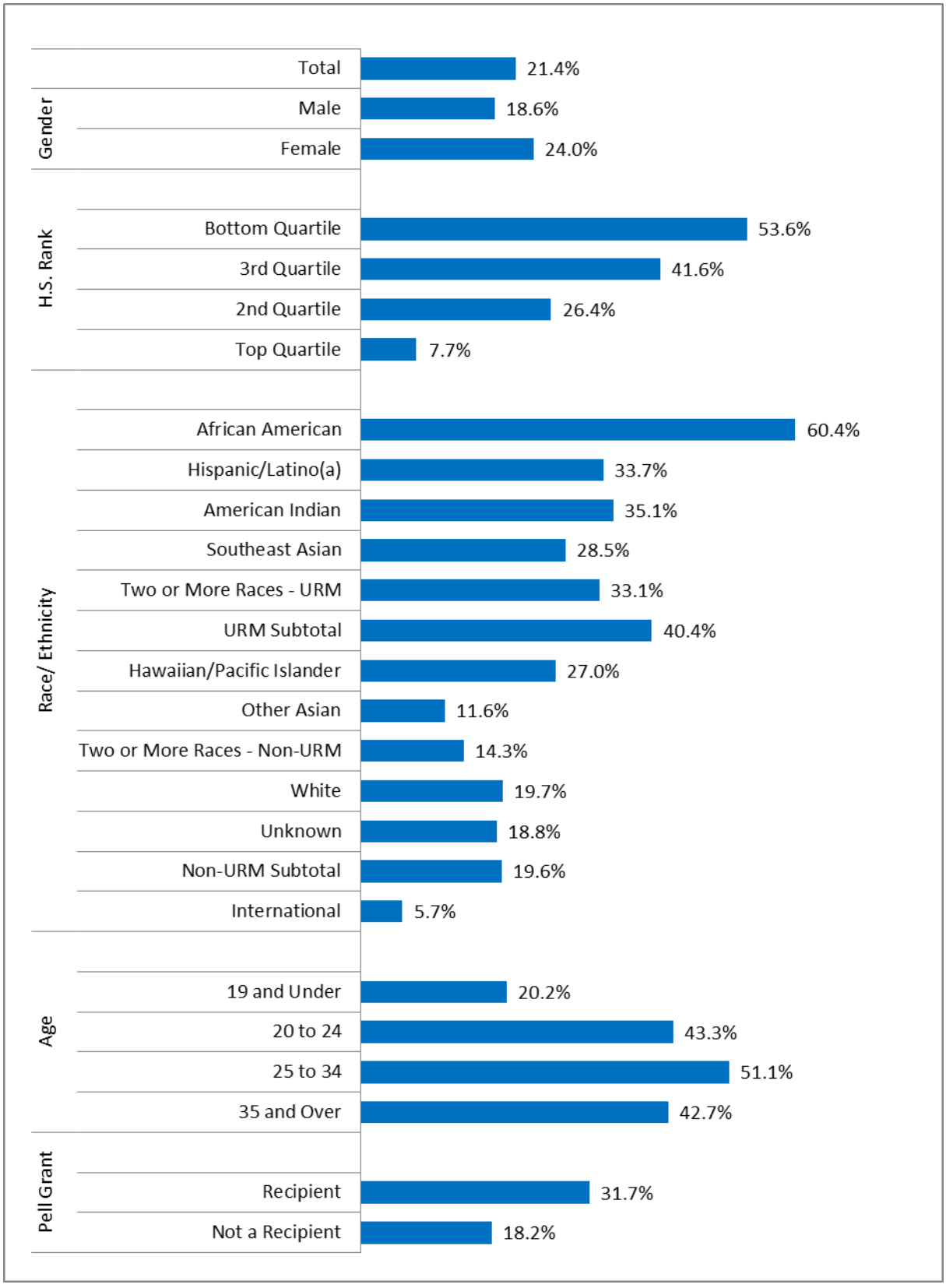
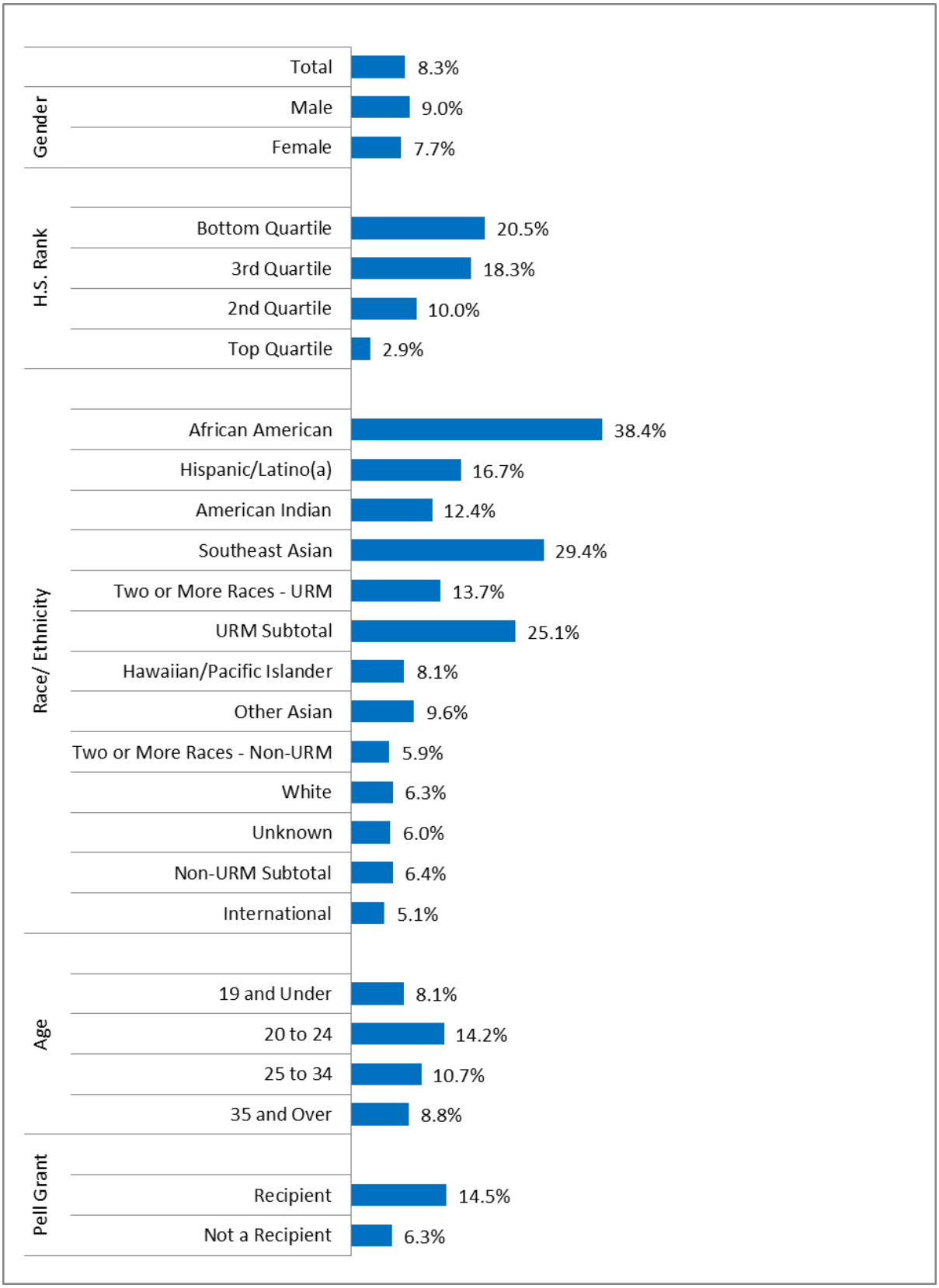


Chart 5
New Freshmen Needing English Remediation
by Student Characteristic
Fall 2008 to Fall 2010 Combined



Section III: Math and English Remediation Completion in the First Year

Charts 6 and 7 provide trend data for the proportion of new freshmen who completed remediation in the first year from fall 1990 to fall 2010. Over the period since the last report, from fall 2008 to fall 2010, the percentage of new freshmen who completed Math remediation in the first year varied between 60 percent and 65 percent (63.7% in fall 2010). During the same period of time, the percentage of new freshmen who completed English remediation in the first year varied between 73 percent and 75 percent (73.2% in fall 2010). Appendix B and C contain UW institutional-level data, showing the number and percent of new freshmen who completed remediation in the first year from fall 2008 to fall 2010.

For new freshmen requiring Math remediation, fall 2009 cohort had the highest first-year Math remediation completion rate (65.0%), followed by the 1993 cohort (64.4%) and the 2010 cohort (63.7%). First-year English remediation completion rate has been above 70 percent since fall 2004. Compared to Math remediation, students are more likely to complete English remediation in their first year.

Chart 6
Math Remediation Completed in the First Year

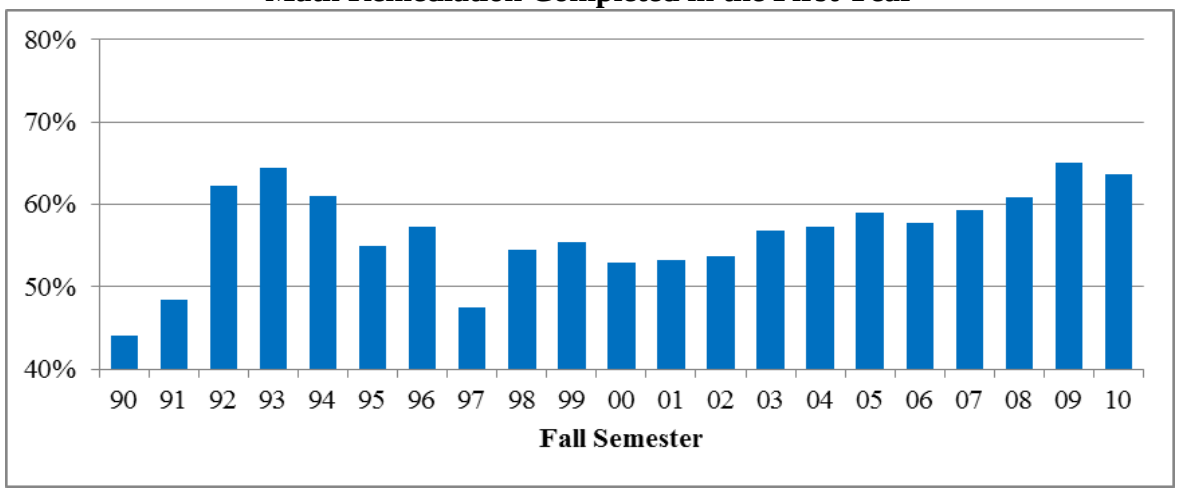


Chart 7
English Remediation Completed in the First Year

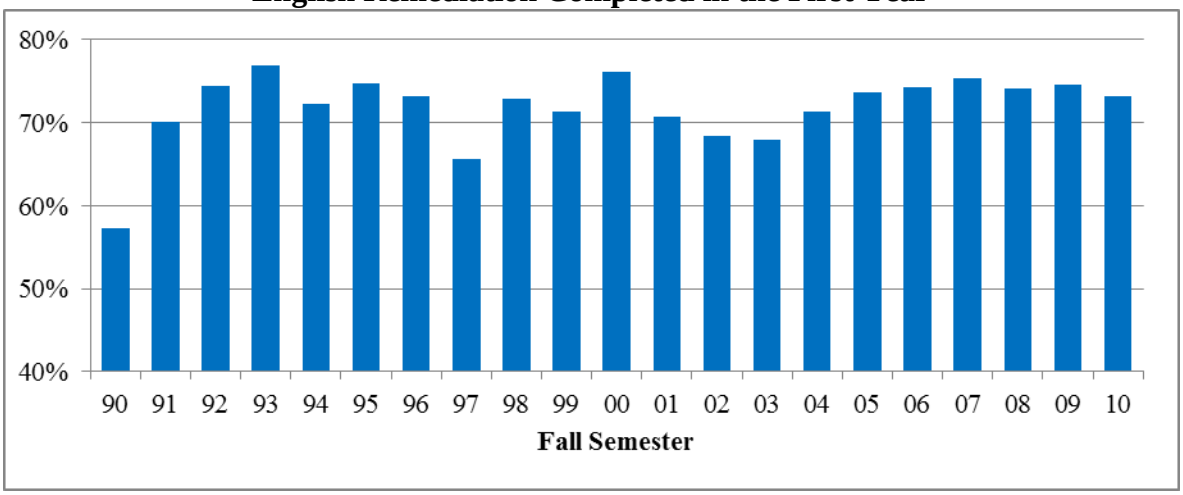


Chart 8 and 9 provide the percentages of new freshmen needing and completing remediation in the first year by selected student characteristics. The charts combine three years' data from fall 2008 through fall 2010. For year-specific data, see Appendix F and G.

In general, female students were more likely to complete remediation than male students. From fall 2008 to fall 2010, 66.7 percent of female students completed Math remediation in the first year and 76.0 percent of female students completed English remediation. The proportion was 58.1 percent and 72.0 percent for male students.

Remediation completion is positively related to high school class rank: the higher the student's class rank, the more likely to complete remediation. Of the students in the top class quartile who needed Math remediation, 75.4 percent completed the requirement while 45.0 percent of students in the bottom class quartile who needed Math remediation completed the requirement. For English remediation, this proportion was 79.6 percent and 57.9 percent respectively for students in the top and bottom class quartile.

Underrepresented minority (URM) students include those who indicated African American, American Indian, Hispanic/Latino(a) or Southeast Asian alone or in combination with other race/ethnicities. For new freshmen needing remediation, URM students were less likely to complete Math remediation during their first year (55.9%) than non-URM students (64.9%). But the gap in English remediation completion rates between URM and non-URM students was less obvious (URM 73.5% and non-URM 74.6%).

Younger students were more likely to complete remediation in their first year than older students. From fall 2008 to fall 2010, 65.3 percent of students age 19 and below completed Math remediation while 44.4 percent of students age 20 and over completed Math remediation. Similarly, 75.9 percent of students age 19 and below completed English remediation while 49.8 percent of students age 20 and over completed English remediation.

Students who received a Pell Grant were less likely to complete Math remediation in the first year (59.6%) than non-Pell Grant recipients (65.1%). There is no obvious difference between Pell and non-Pell recipients in English remediation completion during the first year.

Chart 8
Math Remediation Completed in the First Year
by Student Characteristic
Fall 2008 to Fall 2010 Combined

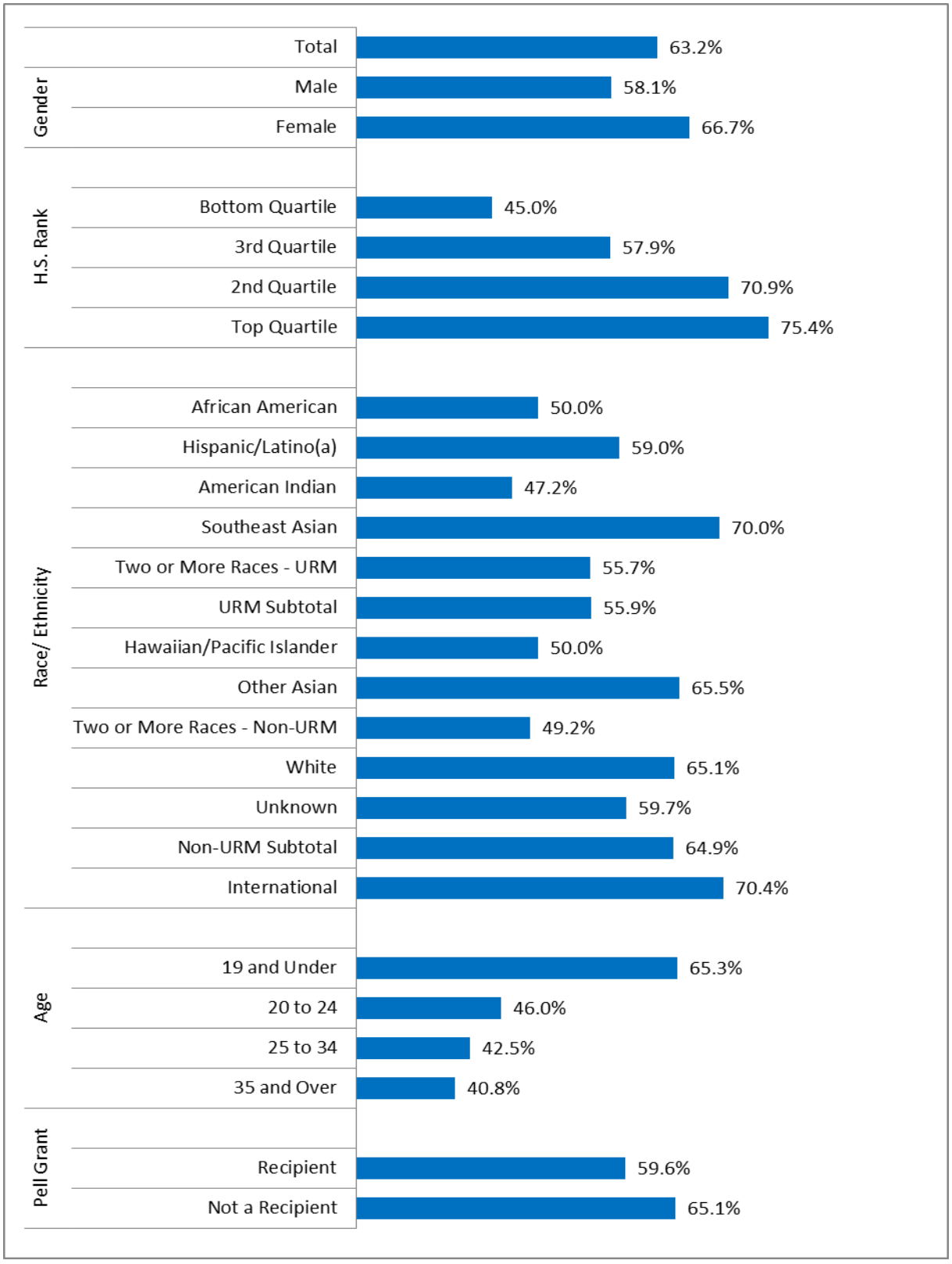
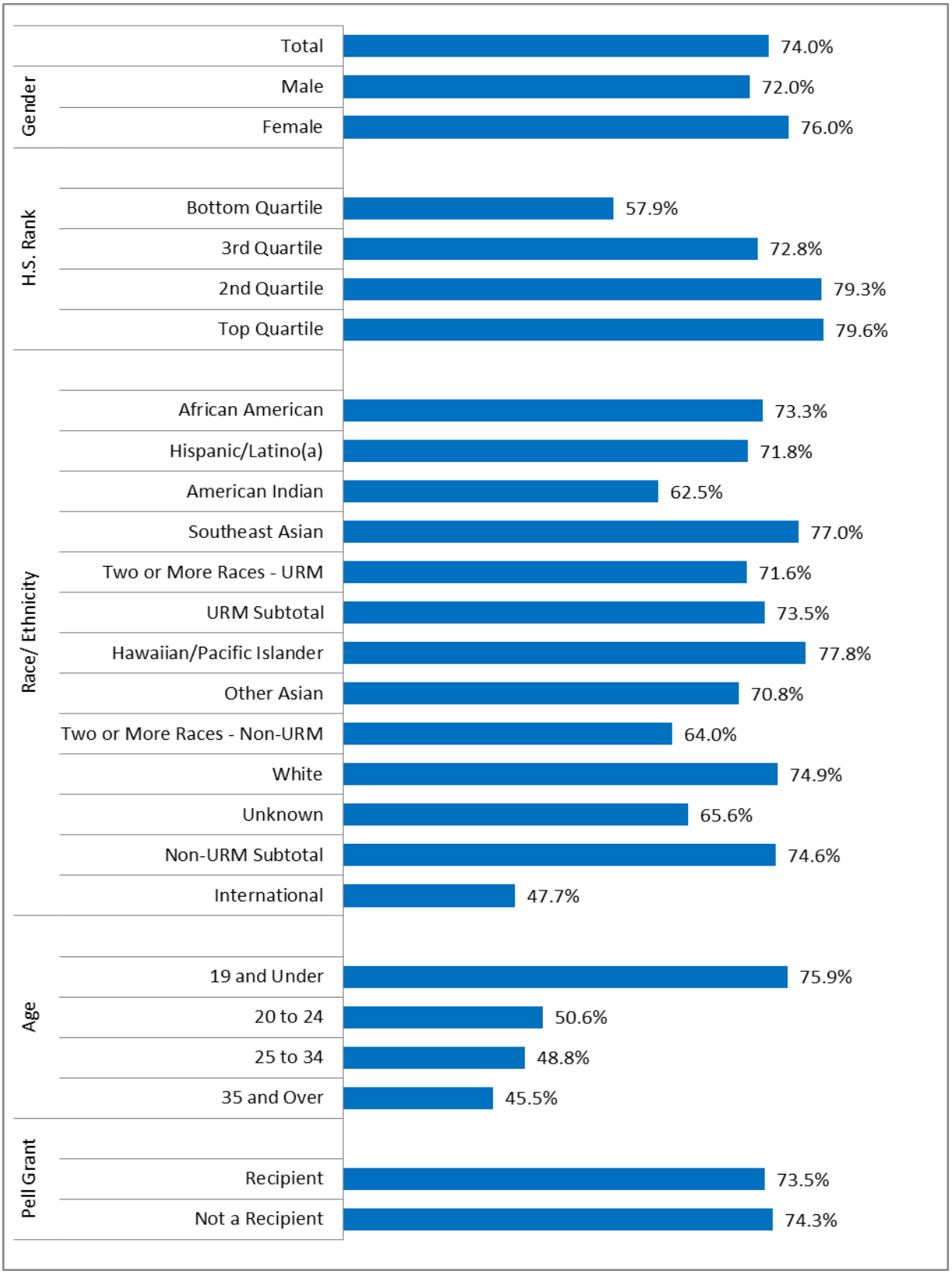


Chart 9
English Remediation Completed in the First Year
by Student Characteristic
Fall 2008 to Fall 2010 Combined



Section IV: Retention Rates by Math and English Remediation

Figures 1 and 2 exhibit second year retention rates of fall 2009 new freshmen. Comparisons are presented regarding the retention rates of students who needed remediation and those who did not. Further comparisons are shown among those who required remediation with respect to the completion of this requirement. Figure 1 presents retention rates in relation to Math remediation; Figure 2 presents retention rates in relation to English remediation.

The figures show that students who required remediation were less likely to be retained to the second year than students who did not need remediation. However, for those who needed and completed remediation during their first year, retention rates were comparable to the rates for the students who did not need remediation. About 76 percent of students who needed and completed Math remediation were retained to the following year, while only 44.6 percent of those who needed, but did not complete the requirement were retained. Similarly, almost 73 percent of students who needed and completed English remediation were retained to the following year, compared with only 39.9 percent of students who needed but did not complete remediation.

Students who needed remediation were also less likely to be retained to the third year than students who did not need remediation. Among students who required remediation, those who completed the requirement in the first year had a much higher third year retention rate than students who did not complete the requirement. Of the new freshmen who needed and completed Math remediation in the first year, 58.2 percent were retained to the third year, while only 29.9 percent of those who needed, but did not complete Math requirement, were retained to the third year. Similarly, the third year retention rate was 55.9 percent for students who needed and completed English remediation during their first year, compared with 25.8 percent for those who did not complete English requirement during their first year.

These findings may indicate the positive effect of the remediation programs offered at UW institutions on retention rates. Other factors that may influence these outcomes include differences among students in the number of semesters they are enrolled during the first year and student support services which provide training and other assistance to students who need improved study techniques, learning strategies, and other higher education survival skills.

Key Findings

Figure 1 (Math)

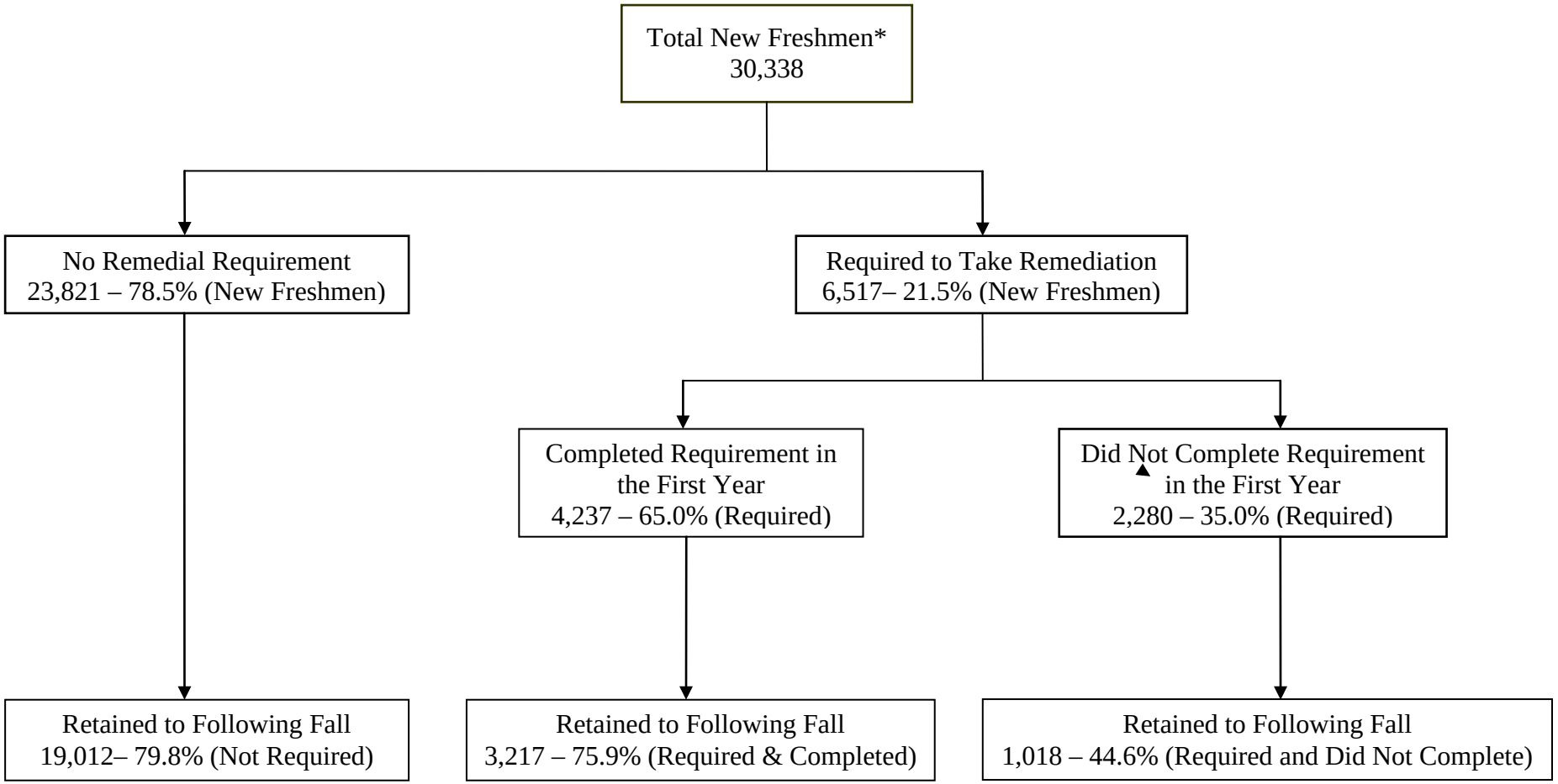
- Math remediation was required by 21.5 percent of new freshmen in fall 2009.
- Of the new freshmen who did not require Math remediation, 79.8 percent were retained to the second year and 68.1 percent were retained to the third year.
- Of those who needed and completed Math remediation during their first year, 75.9 percent were retained to the second year, compared with 44.6 percent for those who did not complete the requirement during their first year.
- Of those who needed and completed Math remediation during their first year, 58.2 percent were retained to the third year, compared with 29.9 percent for those who did not complete the requirement during their first year.

Figure 2 (English)

- English remediation was required by 8.6 percent of new freshmen in fall 2009.
- Of the new freshmen who did not require English remediation, 77.8 percent were retained to the second year and 65.3 percent were retained to the third year.
- Of those who needed and completed English remediation during their first year, 72.7 percent were retained to the second year, compared with 39.9 percent for those who did not complete the requirement during their first year.
- Of those who needed and completed English remediation during their first year, 55.9 percent were retained to the third year, compared with 25.8 percent for those who did not complete the requirement during their first year.

Figure 1

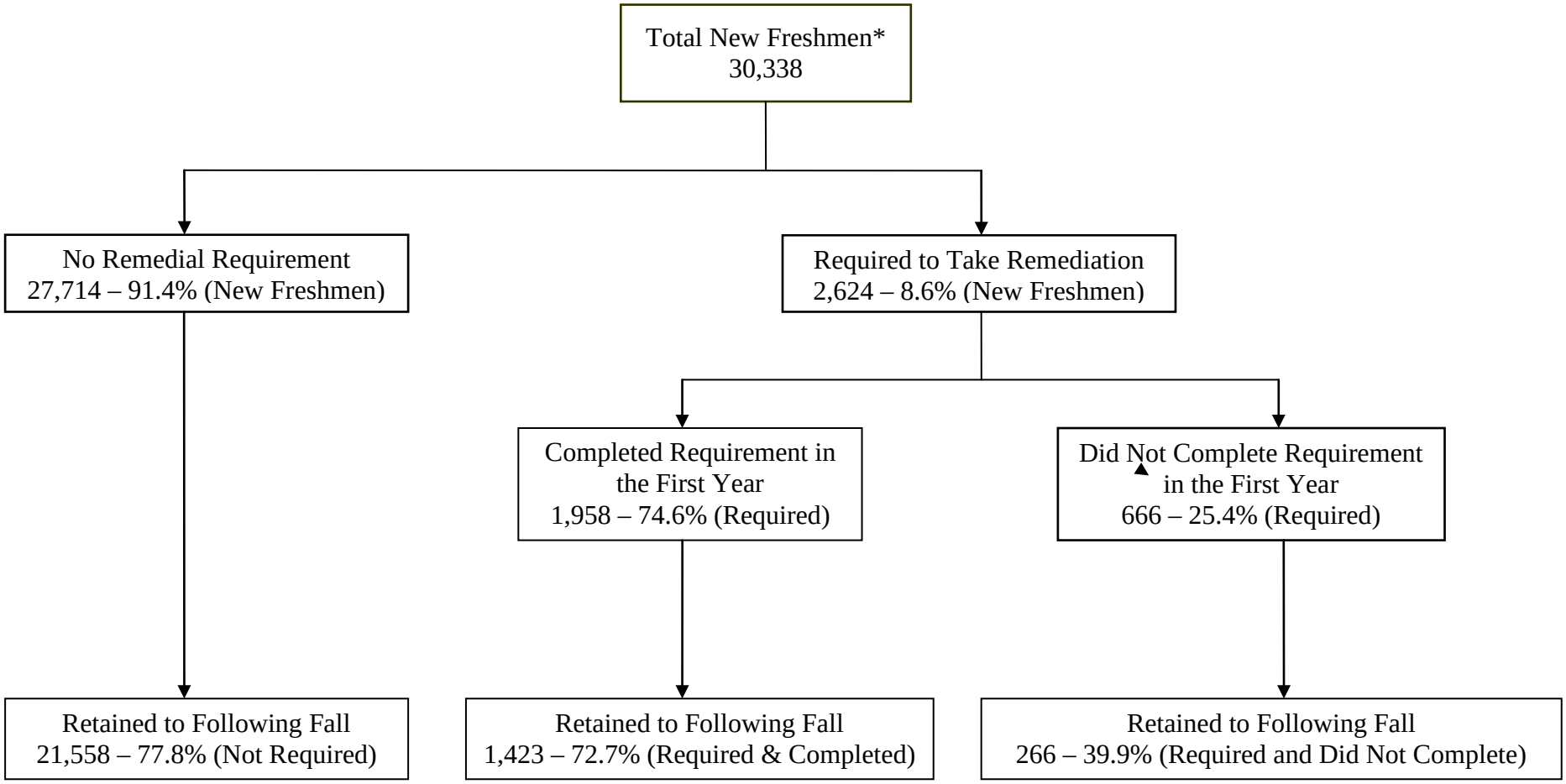
Second Year Retention Rate at Institution Where Started for New Freshmen Entering Fall 2009 by Completion of Math Remedial Requirement



* Full-time and part-time new freshmen were included.

Figure 2

Second Year Retention Rate at Institution Where Started for New Freshmen Entering Fall 2009 by Completion of English Remedial Requirement



* Full-time and part-time new freshmen were included.

Section V: Six-Year Graduation Rates by Math and English Remediation

Figures 3 and 4 exhibit six-year graduation rates of new freshmen entering full-time in fall 2005. These graduation rates are for all students who started at one UW institution and graduated from any institution within the UW System. Comparisons are presented regarding the graduation rates of students who needed remediation and those who did not. Further comparisons are shown among those who required remediation with respect to the completion of this requirement. Figure 3 presents six-year graduation rates in relation to Math remediation; Figure 4 presents six-year graduation rates in relation to English remediation.

While graduation rates of new freshmen identified as needing remediation are lower than those of new freshmen who do not require remediation, a significant percentage of students requiring remediation successfully complete their undergraduate education. Since all students identified as needing remediation are required to complete their remediation long before graduation, it is difficult to isolate the specific impact of remedial programs on the ability to complete a baccalaureate degree within six years. There are a variety of additional intervening factors that may influence a student's likelihood of graduating with a baccalaureate, including finances, family obligations, social issues, employment opportunities, and personal motivation.

Key Findings

Figure 3 (Math)

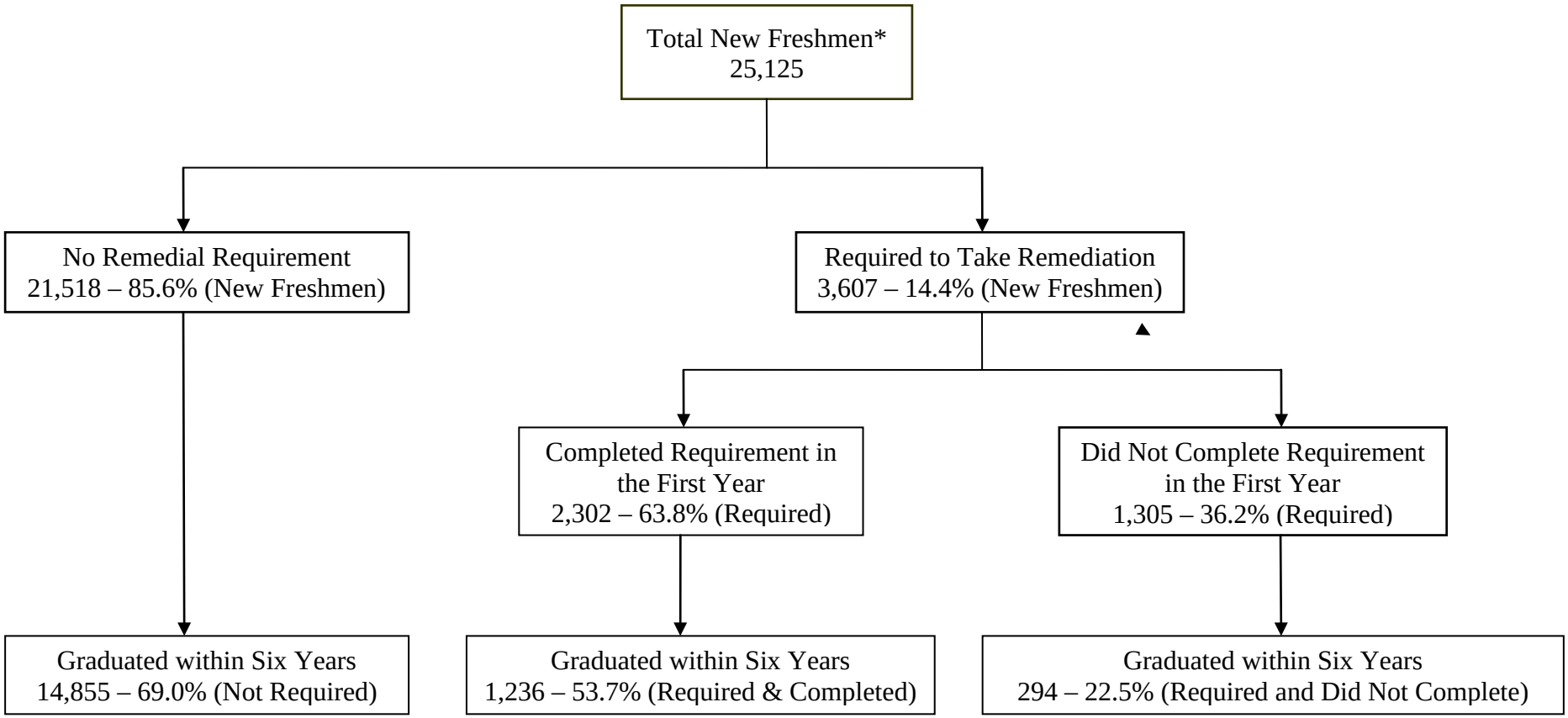
- Math remediation was required by 14.4 percent of new freshmen entering full-time in fall 2005.
- Of students who did not require Math remediation, 69.0 percent graduated in six years.
- Of those who needed Math remediation, 63.8 percent completed the requirement during their first year.
- Of those who needed and completed Math remediation during their first year, 53.7 percent graduated in six years, compared with 22.5 percent for those who did not complete the requirement during their first year.

Figure 4 (English)

- English remediation was required by 7.3 percent of new freshmen entering full-time in fall 2002.
- Of students who did not require English remediation, 67.4 percent graduated in six years.
- Of those who needed English remediation, 78.7 percent completed the requirement during their first year.
- Of those who needed and completed English remediation during their first year, 42.9 percent graduated in six years, compared with 19.0 percent for those who did not complete the requirement during their first year.

Figure 3

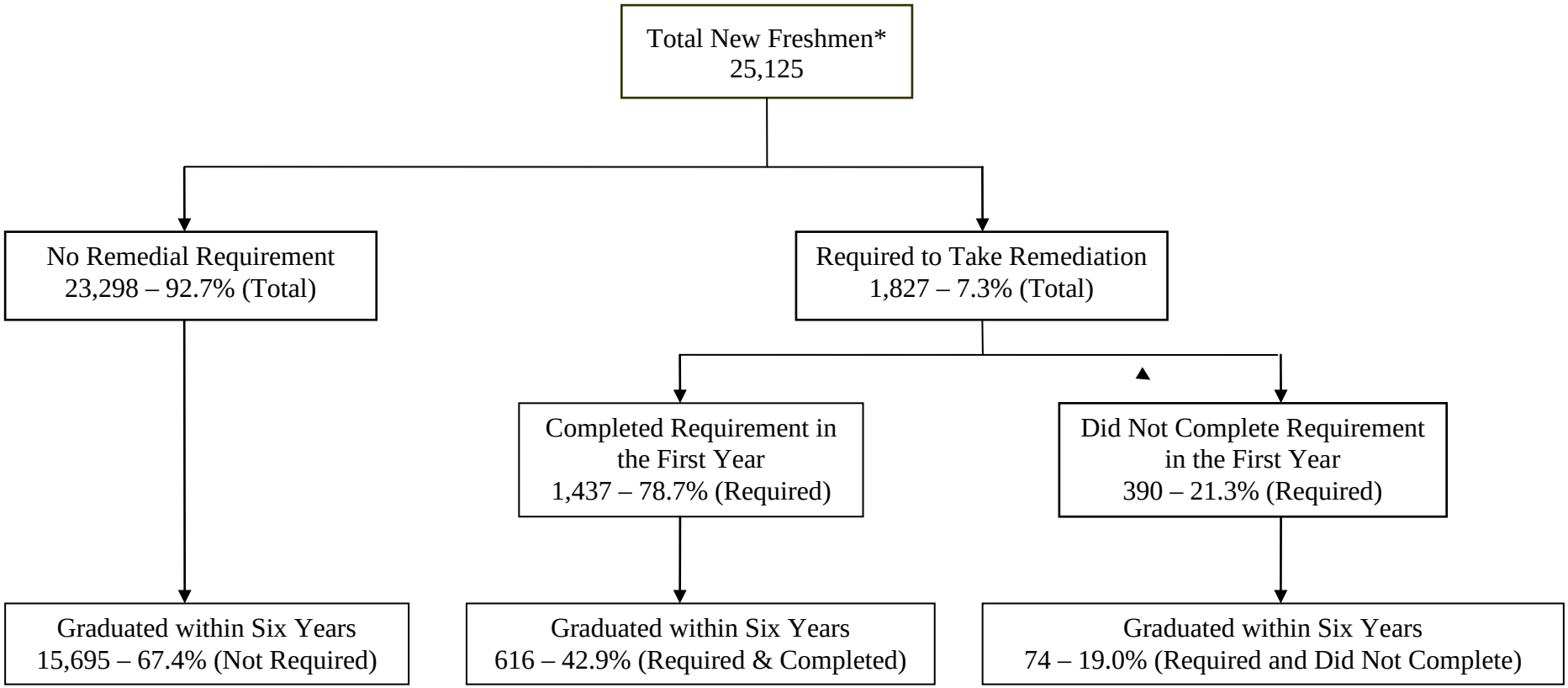
Six-Year Graduation Rate at Any UW Institution for Full-Time New Freshmen Entering Fall 2005 by Completion of Math Remedial Requirement



* UW Colleges were excluded.

Figure 4

Six-Year Graduation Rate at Any UW Institution for Full-Time New Freshmen Entering Fall 2005 by Completion of English Remedial Requirement



* UW Colleges were excluded.

Section VI: Efforts to Reduce Remediation and Promote Student Success

UW institutions are using a variety of tactics to reduce the need for Math and English remediation as well as to ensure that the students who need remediation are retained and graduate.

Examples of efforts to reduce the need for Math and English remediation include:

- State initiatives to standardize learning outcomes and assessment in K-12 education.

  The Wisconsin Department of Public Instruction (DPI) is a leader in the Common Core State Standards for Mathematics and English Language Arts initiative, a state-by-state effort to ensure that all students, regardless of where they live, are ready for college or careers when they finish high school. UW System institutions are a partner in this initiative as the Standards are incorporated into their educator preparation and professional development programs. Wisconsin is also a governing state within the multi-state SMARTER Balanced Assessment Consortium, which is developing an assessment system aligned with the Common Core State Standards. In addition, the UW System is active in the College Readiness Partnership, a national collaborative effort to implement the Common Core Standards.

- Collaboration with high schools to align the mathematics curricula.

  A UW-Eau Claire faculty member in the Mathematics Department received a UW System *Growth Agenda* grant for a project titled "Improving Paths from High School to College Mathematics through Teacher Development of Pedagogical Content Knowledge." The project focused on increasing the percentage of college freshmen from Northwestern and West-central Wisconsin high schools ready to enter credit-granting courses in mathematics in the UW System. Multiple workshops were conducted with sixteen high school mathematics teachers in the area to discuss student difficulties with transitioning from high school to collegiate mathematics. During the workshops, mathematical threshold concepts were identified. The teachers engaged in "lesson studies" which addressed these concepts.

- Intervention programs with precollege populations.

  UW-Stout's 2011 TEACH precollege program was funded through a UW System *Closing the Achievement Gap* grant to serve 20 high school students from diverse populations. The program's goal was to increase students' academic skills in math and English through academic instruction during the two-week summer program. Pre- and post-assessment methodology was used to demonstrate that the students made statistically significant gains in both academic areas over the two-week period.

  UW-Milwaukee's Panther Math Prep program is designed to help incoming first-year students, who placed into either Math 90 or 95, retake the placement test and place into a higher level math course. The Panther Math Prep course can be taken online or on campus. Students who register for the online portion can complete the course through an online prep system called ALEKS that is used in tandem with Desire 2 Learn (D2L). The instructor will set deadlines, ask for coursework, and communicate with the student weekly. Students choosing the online option must attend an on-campus orientation. Panther Math Prep is offered as free service to students. Last year, 57 percent of the students who participated in Panther Math Prep improved their performance when retaking the math placement test.

Examples of efforts to ensure the success of students who need remediation include:

- Use of new delivery models for remedial courses.

  Fall 2012 will mark the third year of UW-Parkside's LINK (Learning Integrated for New Knowledge) learning communities. In LINK, cohorts of students who place into ACSK A083 "College Reading/Learning Strategies" and ACSK A090 "Composition Preparation" also enroll in a general education course with supplemental instruction. The curriculum for the Academic Skills and general education courses is integrated to provide skills support for the general education course.

  In summer 2012, UW-Parkside is offering ACSK A010 "Essential Mathematics" as a six-week hybrid course. In conjunction, students will attend a computer-based literacy workshop focused on improving reading and writing skills. At the end of the six weeks, students will retake the Math and English placement tests with the hope that they will advance their placements. This project is funded through a UW System *Leading Indicators* grant.

  UW-Green Bay continues to provide an alternative delivery model for remedial mathematics. Instead of the standard 14 week, the course is delivered in an intensive seven week module in which students meet five days a week for either 55 or 80 minutes per day. Following this seven week course, students are able to take a seven week basic mathematics course that is a common pre-requisite for other university courses in math and/or chemistry. By putting both these courses in a single semester, students are on track with their non-remedial peers.

  UW-River Falls offers its remedial math course in different formats so that students can choose what works best for their circumstances. Several sections of the traditional face-to-face course (supplemented with the online system) are offered during the semester. A three-week, face-to-face, ultra-condensed format is offered during J-Term. In addition, a seven- to eight-week hybrid format is offered in the summer months; where most learning takes place online, with in-person instructor office hours and a face-to-face class meeting one evening per week.

  UW Colleges was a recipient of a grant from the Committee on Baccalaureate Expansion (COBE) to study and implement new approaches for teaching and delivering developmental mathematics. With the grant funding, UW-Sheboygan redesigned all of the developmental courses and 50 percent of the first credit bearing math course. Instead of a traditional lecture format, the Emporium Model, designed in accordance with the NCAT (National Center for Academic Transformation) playbook, has been implemented. Students are actively engaged during class and use comprehensive mastery-based computer software to learn the curriculum, while receiving one-on-one instruction from classroom instructors. Students have the opportunity to advance through the curriculum at either a normal or accelerated pace. Thus, students have the opportunity to complete more than one course in a given semester, thereby reducing the time it takes to complete their Associate's degree requirement in math. This model is also being used, in part, at UW-Marinette and UW-Rock.

  UW-Waukesha has redesigned, in part, the developmental courses using a blended model whereby developmental students utilize computer software for drill and practice in conjunction with lectures. The developmental curriculum is blended with the curriculum from the first credit bearing course and students finishing both curricula in the same semester are given credit for the credit course as opposed to the remedial course. UW-Marathon, UW-Fond du Lac, and UW-Richland Center are exploring this option for possible redesigns in the near future.

- Curriculum changes for remedial Math and English courses.

  UW-Eau Claire has developed a new credit-bearing developmental writing course, ENGL 108 "Introductory Seminar in Critical Reading and Writing". The course pairs a rigorous college composition curriculum with a smaller class size and in-and out-of-class support from tutors from the Center for Writing Excellence.

  Beginning fall 2012, all remedial courses at UW-Parkside will be competency based, meaning that students will be required to meet all student learning outcomes designated for each course in order to successfully exit the course. Students will no longer receive letter grades for these courses; instead, based on demonstrated competency in student learning outcomes, students will receive Credit (CR) or No Credit (NC). The courses will no longer count toward the student's overall GPA.

- Providing additional support for students in remedial Math and English courses.

  In fall 2010, UW-Whitewater implemented the *Pathway to Success Program*. Approximately 50 students each fall semester, who enter with an ACT mathematics test sub-score of 18 or less, an English test sub-score of 17 or less, and a high school cumulative grade point average of 2.75 or less, are enrolled in the program. The students are limited to 15 credits per semester. Besides enrollment in remedial Math and/or English, the students are required to be enrolled in DEVLPED 050 "Study/Academic Survival Skills" to promote effective learning strategies and study skills. The *Pathway* coursework incorporates supplemental instruction math study groups, in-class writing tutors, and cyber tutoring.

  Campus Tutorial Services at UW-Whitewater has expanded its support for students in remedial Math and English courses. In addition to students utilizing the walk-in Math and Writing Centers, new levels of support were offered, upon request: In-Class Tutors, Supplemental Instruction (including Peer Writing Mentors and Math Major Mentors), and Tutor-Led Study Groups. Early analysis of data shows that students who utilized these additional services averaged a quarter to half letter grade higher than their peers who did not.

  UW-Stout's Writing Center offers assistance to all UW-Stout students with writing assignments for any class. The Writing Center provides confidential tutorial services and addresses students' individual concerns or needs. Tutors work with students to develop skills, strategies, and confidence to improve their writing skills. According to recent tutorial evaluation statistics, 98 percent of the students assigned an "excellent" or "good" rating to the "usefulness of their tutor's suggestions" about their writing, and 99 percent of the students said "yes" when asked if they planned to use the Writing Center again.

- Summer bridge programs to give students a head-start on developing college success skills and completing remedial requirements.

  The Titan Advantage Program (TAP) at UW-Oshkosh provides students identified as high-risk with the advantage of becoming oriented to campus life and resources while getting a head start on their academic careers. TAP students not only earn general education credit, but they are also provided with foundations in mathematics, writing, and reading study skills. Enrollment in this summer-before-college program has expanded to 50 students. Initial follow-up studies demonstrate that TAP students continue to be successful as they continue their programs at UW-Oshkosh.

UW-Platteville offers a summer bridge program which serves 50 at-risk students, identified based on their ACT and English and Mathematics placement scores. The program is known as SUCCEED (Scholars Unleashing College Creativity and Enriching Educational Development). Workshops are offered in: reading comprehension, mathematics skills, and writing skills. In addition, students will begin two courses in advance of the semester: either English 1130 "English Composition I" or English 10 "Fundamentals of English" and "Introduction to College Life".

UW-La Crosse's Academic Success Institute (ASI) provides a transitional bridge for students between high school and college. Students in the program are 1) a first generation college student; 2) a member of a historically under-served group; or 3) have an economic disadvantage. Most of the students in ASI are required to successfully complete the summer program before entering as first year students in the fall semester. ASI students are enrolled in a remedial English course and take a Math workshop. The summer program extends into the freshman year with additional support.

UW-Milwaukee's Student Support Services (SSS) has conducted a summer bridge program for incoming SSS freshmen every summer since 2001. This experience serves two general purposes: 1) to increase students' academic preparation for fall semester courses, focusing on Math, Writing, and Reading skill development, and 2) to ease students' psychological transition to UWM by familiarizing them with the campus, its resources, staff, instructor expectations, and facilitating interaction with other incoming freshmen.

- Development of a common set of learning outcomes and professional development for faculty teaching the courses.

  In 2011, UW-Superior created a Remedial Math sub-committee which looks at the High School Common Core Math Standards to determine how to create a smooth transition from high school. The purpose is to create a collegiate math standard to help differentiate remedial courses from general education math courses.

  UW Colleges compiles a comprehensive program report every calendar year to keep campuses informed of the progress of the developmental students with regard to success rates, transition rates, and the performance of developmental students in the first credit bearing course after they exit the developmental courses.

Appendix A

University of Wisconsin System Regent Policy Document

(Source: http://www.uwsa.edu/bor/policies/rpd/rpd4-8.htm)

SECTION IV, 4-8 REMEDIAL EDUCATION POLICY

1. New freshman who are admitted to Institutions of the University of Wisconsin System in accord with criteria approved by the Board of Regents and whose scores on English or mathematics placement or proficiency tests indicate a low probability for success in college level courses in either or both of those subjects shall be required to complete successfully the necessary remedial courses prior to completion of 30 credits. Institutions may grant exceptions to individual students; however, they must clearly document the reasons for such exceptions.
2. Remedial courses in English and mathematics shall not generate credit toward a degree from Institutions in the University of Wisconsin System.
3. Remedial courses in English and mathematics offered by Institutions of the University of Wisconsin System may be taught by faculty and staff they employ, through the University of Wisconsin-Extension, or through contractual arrangements with local VTAE Units. An Institution's remedial courses should be available for students on its campus. The faculty of the University of Wisconsin System shall control the content, standards, and methods of instruction in its remedial courses.
4. The appropriate credit load for all students enrolled in remedial courses will be determined by the Institution. The Institution will be expected to advise students carefully about the appropriate number of credits based on students' high school performance and test scores. Beginning in fall of 1990 each Institution will provide an annual report to System Administration on the number of new freshman identified as needing remediation in English and/or mathematics and the number who successfully completed remedial courses in English and/or mathematics. The president will use this information to compile an annual report for the Board of Regents. *
5. No later than Fall 1991, all remedial courses in the University of Wisconsin System shall be offered on a fee recovery basis.
6. By October 1989, the University of Wisconsin System shall develop a detailed statement of the minimum college-level skills and competencies students are expected to have in mathematics and English upon entrance to the University. This statement shall be widely circulated and periodically updated. It should form the basis for college-preparatory courses in mathematics and English offered by secondary schools and for remedial courses offered by the University.
7. An initial screening for these competencies shall include admitted freshmen's scores on the ACT and any other additional performance criteria that each University of Wisconsin System Institution may choose. Students who score above the University of Wisconsin System established level on the ACT mathematics and English subtests are expected to have a high probability of success in college-level courses and may be exempted from further testing. For students who score below the University of Wisconsin System-established level, each Institution shall determine the specific instruments and performance criteria used for placement in college-level or remedial courses. Information about the University of Wisconsin System-established level on ACT mathematics and English subtests and each Institution's instruments and performance criteria shall be made available to the secondary schools and to potential University of Wisconsin students.
8. The University of Wisconsin System will cooperate with the Department of Public Instruction in developing a plan for assessing English and mathematics skills of high school students throughout the state. Examination results shall be made available to students, their parents, and their schools. Students whose scores suggest they are unlikely to place into college-level English and mathematics courses upon entering college shall be encouraged to take courses in high school that are designed to improve their English and mathematics competencies and lessen the possibility of their placing into remedial courses.
   *Reporting period changed to once every three years by Res. 7382, 2/7/97.
   History: Res. 5088 adopted 11/11/88; amended by Res. 5957 and 5958, 11/91.

Appendix B

Math Remediation Required and Completed in the First Year by UW Institution Fall 2008 to Fall 2010

Institution	Fall 2008				Fall 2009				Fall 2010			
	# Req Rem	% of Total New Freshmen	# Compl	% Compl of Rem Req	# Req Rem	% of Total New Freshmen	# Compl	% Compl of Rem Req	# Req Rem	% of Total New Freshmen	# Compl	% Compl of Rem Req
UW-Madison	37	0.6%	19	51.4%	21	0.4%	12	57.1%	13	0.2%	8	61.5%
UW-Milwaukee	1,553	37.7%	1,038	66.8%	1,717	41.4%	1,176	68.5%	1,634	42.7%	1,093	66.9%
UW-Eau Claire	100	4.9%	89	89.0%	100	5.0%	88	88.0%	129	6.2%	120	93.0%
UW-Green Bay	209	20.6%	155	74.2%	194	18.5%	171	88.1%	129	14.2%	116	89.9%
UW-La Crosse	82	4.6%	62	75.6%	66	3.6%	48	72.7%	86	4.7%	66	76.7%
UW-Oshkosh	803	43.6%	460	57.3%	904	47.4%	587	64.9%	766	41.2%	490	64.0%
UW-Parkside	528	56.8%	288	54.5%	477	53.6%	301	63.1%	432	53.7%	258	59.7%
UW-Platteville	599	38.5%	258	43.1%	570	34.9%	362	63.5%	579	36.1%	350	60.4%
UW-River Falls	97	7.2%	64	66.0%	129	9.7%	97	75.2%	124	10.0%	74	59.7%
UW-Stevens Point	145	8.9%	113	77.9%	151	9.2%	133	88.1%	149	9.0%	126	84.6%
UW-Stout	220	13.4%	194	88.2%	167	10.8%	115	68.9%	77	4.8%	52	67.5%
UW-Superior	122	39.1%	87	71.3%	139	37.7%	93	66.9%	147	38.7%	113	76.9%
UW-Whitewater	437	20.3%	415	95.0%	372	19.0%	347	93.3%	388	19.0%	368	94.8%
UW Colleges	1,615	38.8%	740	45.8%	1,510	34.8%	707	46.8%	1,785	39.8%	867	48.6%
TOTAL	**6,547**	**21.6%**	**3,982**	**60.8%**	**6,517**	**21.5%**	**4,237**	**65.0%**	**6,438**	**21.3%**	**4,101**	**63.7%**

Note: UW institutions use incoming students' scores on the UW System Mathematics Placement Test, ACT/SAT Math subscores, or a combination of these scores to determine if mathematics remediation is needed. Cutoff scores for mathematics remediation differ across the UW institutions.

Appendix C

English Remediation Required and Completed in the First Year by UW Institution Fall 2008 to Fall 2010

Institution	Fall 2008				Fall 2009				Fall 2010			
	# Req Rem	% of Total New Freshmen	# Compl	% Compl of Rem Req	# Req Rem	% of Total New Freshmen	# Compl	% Compl of Rem Req	# Req Rem	% of Total New Freshmen	# Compl	% Compl of Rem Req
UW-Madison	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
UW-Milwaukee	713	17.3%	614	86.1%	840	20.2%	671	79.9%	731	19.1%	616	84.3%
UW-Eau Claire	22	1.1%	22	100.0%	17	0.8%	17	100.0%	28	1.4%	24	85.7%
UW-Green Bay	83	8.2%	78	94.0%	88	8.4%	83	94.3%	62	6.8%	54	87.1%
UW-La Crosse	42	2.4%	22	52.4%	37	2.0%	21	56.8%	23	1.3%	10	43.5%
UW-Oshkosh	67	3.6%	35	52.2%	87	4.6%	50	57.5%	46	2.5%	27	58.7%
UW-Parkside	397	42.7%	291	73.3%	338	38.0%	264	78.1%	260	32.3%	188	72.3%
UW-Platteville	130	8.4%	85	65.4%	135	8.3%	98	72.6%	104	6.5%	77	74.0%
UW-River Falls	104	7.7%	88	84.6%	128	9.6%	115	89.8%	95	7.6%	83	87.4%
UW-Stevens Point	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
UW-Stout	290	17.6%	208	71.7%	242	15.7%	213	88.0%	173	10.8%	132	76.3%
UW-Superior	52	16.7%	44	84.6%	71	19.2%	57	80.3%	56	14.7%	49	87.5%
UW-Whitewater	159	7.4%	150	94.3%	135	6.9%	129	95.6%	161	7.9%	154	95.7%
UW Colleges	453	10.9%	223	49.2%	506	11.7%	240	47.4%	649	14.5%	333	51.3%
TOTAL	**2,512**	**8.3%**	**1,860**	**74.0%**	**2,624**	**8.6%**	**1,958**	**74.6%**	**2,388**	**7.9%**	**1,747**	**73.2%**

Note: UW-Madison and UW-Stevens Point do not identify students needing English remediation and do not offer courses that are specifically intended for remedial English.

UW institutions use incoming students' scores on the UW System English Placement Test, ACT/SAT English subscores, or a combination of these scores to determine if English remediation is needed. Cutoff scores for English remediation differ across the UW institutions.

Appendix D

New Freshmen Needing Math Remediation by Student Characteristic Fall 2008 to Fall 2010

Category	Characteristic	Fall 2008			Fall 2009			Fall 2010		
		All New Fresh	Need Remed	%	All New Fresh	Need Remed	%	All New Fresh	Need Remed	%
Gender	Male	14,223	2,657	18.7%	14,282	2,648	18.5%	14,369	2,674	18.6%
	Female	16,106	3,890	24.2%	16,056	3,869	24.1%	15,888	3,764	23.7%
H.S. Rank*	Bottom Quartile	1,088	608	55.9%	1,116	567	50.8%	1,138	617	54.2%
	3rd Quartile	4,308	1,812	42.1%	4,188	1,733	41.4%	4,193	1,733	41.3%
	2nd Quartile	8,218	2,179	26.5%	8,146	2,130	26.1%	7,783	2,064	26.5%
	Top Quartile	10,873	815	7.5%	10,707	828	7.7%	10,354	821	7.9%
Race/ Ethnicity	African American	911	544	59.7%	906	551	60.8%	920	557	60.5%
	Hispanic/Latino(a)	916	311	34.0%	1,042	341	32.7%	1,175	404	34.4%
	American Indian	206	74	35.9%	127	42	33.1%	120	43	35.8%
	Southeast Asian	600	176	29.3%	637	176	27.6%	696	198	28.4%
	Two or More Races - URM	234	65	27.8%	391	129	33.0%	458	165	36.0%
	URM Subtotal	2,867	1,170	40.8%	3,103	1,239	39.9%	3,369	1,367	40.6%
	Hawaiian/Pacific Is.	42	12	28.6%	31	8	25.8%	38	10	26.3%
	Other Asian	414	52	12.6%	412	46	11.2%	423	47	11.1%
	Two or More Races - Non-URM	79	13	16.5%	158	17	10.8%	190	31	16.3%
	White	25,803	5,175	20.1%	25,665	5,090	19.8%	25,539	4,926	19.3%
	Unknown	573	103	18.0%	423	84	19.9%	72	14	19.4%
	Non-URM Subtotal	26,911	5,355	19.9%	26,689	5,245	19.7%	26,262	5,028	19.1%
	International	551	22	4.0%	546	33	6.0%	626	43	6.9%
Age	19 and Under	29,015	5,999	20.7%	28,846	5,855	20.3%	28,641	5,642	19.7%
	20 to 24	808	328	40.6%	902	367	40.7%	1,026	491	47.9%
	25 to 34	361	168	46.5%	402	217	54.0%	424	222	52.4%
	35 and Over	145	52	35.9%	188	78	41.5%	166	83	50.0%
Pell Grant	Recipient	5,679	1,853	32.6%	7,399	2,333	31.5%	8,972	2,809	31.3%
	Not a Recipient	24,650	4,694	19.0%	22,939	4,184	18.2%	21,285	3,629	17.0%
Total	All Char.	30,329	6,547	21.6%	30,338	6,517	21.5%	30,257	6,438	21.3%

* Subtotals do not necessarily sum to total due to missing data.

Note: Two or More Races-URM includes students identifying as two or more races, one of which is an underrepresented minority group. Two or More Races-Non-URM includes students identifying as two or more races, none of which is an underrepresented minority group.

Appendix E

New Freshmen Needing English Remediation by Student Characteristic Fall 2008 to Fall 2010

Category	Characteristic	Fall 2008			Fall 2009			Fall 2010		
		All New Fresh	Need Remed	%	All New Fresh	Need Remed	%	All New Fresh	Need Remed	%
Gender	Male	14,223	1,278	9.0%	14,282	1,369	9.6%	14,369	1,200	8.4%
	Female	16,106	1,234	7.7%	16,056	1,255	7.8%	15,888	1,188	7.5%
H.S. Rank*	Bottom Quartile	1,088	212	19.5%	1,116	229	20.5%	1,138	243	21.4%
	3rd Quartile	4,308	796	18.5%	4,188	786	18.8%	4,193	744	17.7%
	2nd Quartile	8,218	815	9.9%	8,146	853	10.5%	7,783	738	9.5%
	Top Quartile	10,873	319	2.9%	10,707	335	3.1%	10,354	261	2.5%
Race/ Ethnicity	African American	911	348	38.2%	906	369	40.7%	920	333	36.2%
	Hispanic/Latino(a)	916	162	17.7%	1,042	170	16.3%	1,175	192	16.3%
	American Indian	206	28	13.6%	127	16	12.6%	120	12	10.0%
	Southeast Asian	600	177	29.5%	637	184	28.9%	696	208	29.9%
	Two or More Races - URM	234	31	13.2%	391	54	13.8%	458	63	13.8%
	URM Subtotal	2,867	746	26.0%	3,103	793	25.6%	3,369	808	24.0%
	Hawaiian/Pacific Is.	42	2	4.8%	31	3	9.7%	38	4	10.5%
	Other Asian	414	42	10.1%	412	42	10.2%	423	36	8.5%
	Two or More Races - Non-URM	79	7	8.9%	158	7	4.4%	190	11	5.8%
	White	25,803	1,657	6.4%	25,665	1,722	6.7%	25,539	1,492	5.8%
	Unknown	573	34	5.9%	423	25	5.9%	72	5	6.9%
	Non-URM Subtotal	26,911	1,742	6.5%	26,689	1,799	6.7%	26,262	1,548	5.9%
	International	551	24	4.4%	546	32	5.9%	626	32	5.1%
Age	19 and Under	29,015	2,362	8.1%	28,846	2,447	8.5%	28,641	2,155	7.5%
	20 to 24	808	108	13.4%	902	128	14.2%	1,026	153	14.9%
	25 to 34	361	30	8.3%	402	39	9.7%	424	58	13.7%
	35 and Over	145	12	8.3%	188	10	5.3%	166	22	13.3%
Pell Grant	Recipient	5,679	901	15.9%	7,399	1,135	15.3%	8,972	1,172	13.1%
	Not a Recipient	24,650	1,611	6.5%	22,939	1,489	6.5%	21,285	1,216	5.7%
Total	All Char.	30,329	2,512	8.3%	30,338	2,624	8.6%	30,257	2,388	7.9%

* Subtotals do not necessarily sum to total due to missing data.
Note: Two or More Races-URM includes students identifying as two or more races, one of which is an underrepresented minority group. Two or More Races-Non-URM includes students identifying as two or more races, none of which is an underrepresented minority group.

Appendix F

Math Remediation completed in the First Year by Student Characteristic Fall 2008 to Fall 2010

Category	Characteristic	Fall 2008			Fall 2009			Fall 2010		
		Need Remed	Compl in the First Year	%	Need Remed	Compl in the First Year	%	Need Remed	Compl in the First Year	%
Gender	Male	2,657	1,461	55.0%	2,648	1,614	61.0%	2,674	1,562	58.4%
	Female	3,890	2,521	64.8%	3,869	2,623	67.8%	3,764	2,539	67.5%
H.S. Rank*	Bottom Quartile	608	250	41.1%	567	289	51.0%	617	267	43.3%
	3rd Quartile	1,812	1,021	56.3%	1,733	1,020	58.9%	1,733	1,016	58.6%
	2nd Quartile	2,179	1,490	68.4%	2,130	1,540	72.3%	2,064	1,491	72.2%
	Top Quartile	815	584	71.7%	828	636	76.8%	821	637	77.6%
Race/ Ethnicity	African American	544	250	46.0%	551	279	50.6%	557	297	53.3%
	Hispanic/Latino(a)	311	180	57.9%	341	202	59.2%	404	241	59.7%
	American Indian	74	30	40.5%	42	22	52.4%	43	23	53.5%
	Southeast Asian	176	122	69.3%	176	125	71.0%	198	138	69.7%
	Two or More Races - URM	65	37	56.9%	129	75	58.1%	165	88	53.3%
	URM Subtotal	1,170	619	52.9%	1,239	703	56.7%	1,367	787	57.6%
	Hawaiian/Pacific Is.	12	7	58.3%	8	6	75.0%	10	2	20.0%
	Other Asian	52	37	71.2%	46	28	60.9%	47	30	63.8%
	Two or More Races - Non-URM	13	5	38.5%	17	9	52.9%	31	16	51.6%
	White	5,175	3,241	62.6%	5,090	3,419	67.2%	4,926	3,222	65.4%
	Unknown	103	60	58.3%	84	50	59.5%	14	10	71.4%
	Non-URM Subtotal	5,355	3,350	62.6%	5,245	3,512	67.0%	5,028	3,280	65.2%
	International	22	13	59.1%	33	22	66.7%	43	34	79.1%
Age	19 and Under	5,999	3,755	62.6%	5,855	3,933	67.2%	5,642	3,742	66.3%
	20 to 24	328	146	44.5%	367	173	47.1%	491	226	46.0%
	25 to 34	168	63	37.5%	217	94	43.3%	222	101	45.5%
	35 and Over	52	18	34.6%	78	37	47.4%	83	32	38.6%
Pell Grant	Recipient	1,853	1,065	57.5%	2,333	1,418	60.8%	2,809	1,689	60.1%
	Not a Recipient	4,694	2,917	62.1%	4,184	2,819	67.4%	3,629	2,412	66.5%
Total	All Char.	6,547	3,982	60.8%	6,517	4,237	65.0%	6,438	4,101	63.7%

* Subtotals do not necessarily sum to total due to missing data.

Note: Two or More Races-URM includes students identifying as two or more races, one of which is an underrepresented minority group. Two or More Races-Non-URM includes students identifying as two or more races, none of which is an underrepresented minority group.

Appendix G

English Remediation Completed in the First Year by Student Characteristic Fall 2008 to Fall 2010

Category	Characteristic	Fall 2008			Fall 2009			Fall 2010		
		Need Remed	Compl in the First Year	%	Need Remed	Compl in the First Year	%	Need Remed	Compl in the First Year	%
Gender	Male	1,278	917	71.8%	1,369	1,006	73.5%	1,200	847	70.6%
	Female	1,234	943	76.4%	1,255	952	75.9%	1,188	900	75.8%
H.S. Rank*	Bottom Quartile	212	118	55.7%	229	144	62.9%	243	134	55.1%
	3rd Quartile	796	575	72.2%	786	594	75.6%	744	524	70.4%
	2nd Quartile	815	651	79.9%	853	669	78.4%	738	589	79.8%
	Top Quartile	319	261	81.8%	335	254	75.8%	261	213	81.6%
Race/ Ethnicity	African American	348	241	69.3%	369	275	74.5%	333	254	76.3%
	Hispanic/Latino(a)	162	125	77.2%	170	118	69.4%	192	133	69.3%
	American Indian	28	15	53.6%	16	10	62.5%	12	10	83.3%
	Southeast Asian	177	139	78.5%	184	142	77.2%	208	157	75.5%
	Two or More Races - URM	31	24	77.4%	54	35	64.8%	63	47	74.6%
	URM Subtotal	746	544	72.9%	793	580	73.1%	808	601	74.4%
	Hawaiian/Pacific Is.	2	0	0.0%	3	3	100.0%	4	4	100.0%
	Other Asian	42	35	83.3%	42	25	59.5%	36	25	69.4%
	Two or More Races - Non-URM	7	5	71.4%	7	4	57.1%	11	7	63.6%
	White	1,657	1,240	74.8%	1,722	1,317	76.5%	1,492	1,091	73.1%
	Unknown	34	22	64.7%	25	17	68.0%	5	3	60.0%
	Non-URM Subtotal	1,742	1,302	74.7%	1,799	1,366	75.9%	1,548	1,130	73.0%
	International	24	14	58.3%	32	12	37.5%	32	16	50.0%
Age	19 and Under	2,362	1,791	75.8%	2,447	1,874	76.6%	2,155	1,621	75.2%
	20 to 24	108	53	49.1%	128	61	47.7%	153	83	54.2%
	25 to 34	30	12	40.0%	39	18	46.2%	58	32	55.2%
	35 and Over	12	4	33.3%	10	5	50.0%	22	11	50.0%
Pell Grant	Recipient	901	670	74.4%	1,135	823	72.5%	1,172	864	73.7%
	Not a Recipient	1,611	1,190	73.9%	1,489	1,135	76.2%	1,216	883	72.6%
Total	All Char.	2,512	1,860	74.0%	2,624	1,958	74.6%	2,388	1,747	73.2%

* Subtotals do not necessarily sum to total due to missing data.
Note: Two or More Races-URM includes students identifying as two or more races, one of which is an underrepresented minority group. Two or More Races-Non-URM includes students identifying as two or more races, none of which is an underrepresented minority group.