



Board of Regents of the University of Wisconsin System
Office of the Secretary

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

DATE: January 30, 2013

TO: Each Regent

FROM: Jane S. Radue *JSR*

MEETING NOTICE

Meetings of the UW System Board of Regents and Committees to be held at
Van Hise Hall, 1220 Linden Drive, Madison, Wisconsin 53706 on February 7 & 8, 2013

Thursday, February 7, 2013

9:00 a.m. All Regents – Room 1820

1. Calling of the roll
2. *Presentation and Discussion:* “Improving Student Success within the UW System”
3. *Presentation and Discussion:* “Knowledge Powers Wisconsin” Update
4. Next in a Series of Discussions with Chancellors about UW Institutions’ Strategic Goals: UW-Oshkosh Chancellor Rick Wells

12:00 p.m. Box lunches

1:00 p.m. Capital Planning and Budget Committee – Room 1920

1:00 p.m. Research, Economic Development, and Innovation Committee – Room 1820

2:30 p.m. Education Committee – Room 1820

2:30 p.m. Business, Finance, and Audit Committee – Room 1920

Friday, February 8, 2013

9:00 a.m. All Regents – Room 1820

Persons with disabilities requesting an accommodation to attend are asked to contact Jane Radue in advance of the meeting at (608)262-2324. Information about agenda items can be found the week of the meeting at <http://www.uwsa.edu/bor/meetings.htm>. The meeting will be webcast at <http://www.uwex.edu/ics/stream/regents/meetings/> on Thursday, February 7, 2013, and on Friday, February 8, 2013, from 9:00 a.m. until approximately 12:00 p.m.

IMPROVING STUDENT SUCCESS WITHIN THE UW SYSTEM

EXECUTIVE SUMMARY

BACKGROUND

One of the Board's priorities has been systemwide goals and long-term plans regarding the educational attainment of students, with a focus on retention and graduation rates, as well as closing achievement and equity gaps. At its February 2012 meeting, the Board will examine its compelling interest in and commitment to achieving student success. This priority discussion is also linked to the presentation of the *2010-11 Minority and Disadvantaged Student Annual Report* in May 2012, (pursuant to the statutory requirement of s. 36.25(14m)(c), Wis. Stats.). One of the topics for the March Board of Regents' meeting is to continue the discussion of the goals from the viewpoint of individual institutions.

As set forth in s. 36.01(1), Wis. Stats., it is the statutory mission of the University of Wisconsin System to enable students of all ages, backgrounds, and levels of income to participate in the search for knowledge and individual development, to foster diversity of educational opportunity, and to develop human resources. A commitment to Inclusive Excellence in student performance is articulated in the UW System's Strategic Plan as well as individual institutions' strategic plans and initiatives.

Senior Vice President Mark Nook will update the Regents on the most recently available data on UW System student retention and graduation rates, as well as apparent equity gaps with respect to Underrepresented Minority (URM) status and Pell Grant eligibility. This focus on equity gaps recognizes the need to educate students from traditionally underrepresented backgrounds in order to reach the goal of having 60% of the Wisconsin adult population hold a college degree by 2025. The numbers presented for review are aggregate data sets that show the System's collective performance. Mr. Nook will also briefly describe programs that have been established to help System institutions meet their student success goals. Chancellors from two UW System universities will present on the work at their institutions to assure student access and success.

A compilation of examples of current institutional efforts to improve student success, entitled *Proven and Promising Programs and Strategies: Strengthening Retention, Closing Equity Gaps and Degree Attainment*, prepared by the Office of Equity, Diversity and Inclusion at UWSA, will be distributed at the meeting.

REQUESTED ACTION

No action requested at this time. For information only.

DISCUSSION

In 2009-2010 the University of Wisconsin System established the *Growth Agenda for Wisconsin: Growing People, Jobs, & Communities*. The principle goal of the plan is to boost by approximately 80,000 the cumulative number of UW graduates by 2025. Each institution established a goal for the number of additional graduates and a plan to reach that goal. In light of limited budgets, institutions have reallocated funds in an effort to meet these goals. A presentation to the Regents at the October 2012 meeting showed that the System is ahead of schedule in the production of degrees relative to its trajectory toward its goal.

As part of the development of the 80,000 more graduates goal, the System also established a set of vital signs that indicate the likelihood of staying on trajectory over the next few years. These vital signs are indicators of student success and include the first-to-second-year retention rate and the four-year and six-year graduation rates. These vital signs are also important indicators of the quality and efficiency of education within the UW System.

A secondary goal of the strategic plan is to cut in half equity gaps in student success rates by 2015. These equity gaps are in retention and six-year graduation rates for both URM students and Pell-grant-eligible students. The System has been successful in reducing the retention equity gap for URM students; however, the six-year graduation rate equity gap for both the URM and Pell-grant-eligible students has not shown significant change from the 1998-2000 benchmark cohort.

The University of Wisconsin System has undertaken several systemwide programs in an effort to improve the overall success of students and to target efforts to close the equity gaps. Intentional design for student success is built into the *Growth Agenda* Action Step #4: “*Model Inclusive Excellence in UW System Education and Employment.*” The Inclusive Excellence framework was put in place to integrate the core values of diversity and equity into the UW System’s education practices.

Among the specific desired outcomes are:

- Proportional representation of students from underrepresented and underserved populations in competitive academic programs and co-curricular activities that are indices of excellence;
- Improved campus climates that provide a strong, abiding sense of belonging and community for all UW students;
- Better alignment and cohesiveness between diversity efforts and other institutional initiatives, particularly those that focus on excellence in undergraduate education;
- Greater numbers of UW students who possess the requisite multicultural competencies they need to navigate an increasingly diverse democracy;
- Enhanced capacity of UW System institutions to meet the ever-emerging and complex needs of its students, the state, and society, now and in the future.
- More reliable measures used to assess how UW System and its member-institutions are doing in their Inclusive Excellence-related efforts.

Commitment to student success is also evident in the establishment of Shared Learning Goals for all UW undergraduates which are intended to help prepare students to be competent citizens in the 21st-century, knowledge-based, global society. UW System has also created new pathways to degrees for Wisconsin's adult student population by providing flexible, convenient learning opportunities. For example, the Adult Student Initiative and the UW Flexible Option are designed to reach out to adults and non-traditional students who have some previous UW college credit to help them complete their degree.

Each institution has developed its own approach to Inclusive Excellence by addressing institutional context and culture and focusing on its specific challenges. Building on ongoing efforts, the Campus Climate Survey and Equity Scorecard Project are two means for advancing this work. All institutions have completed the Campus Climate Survey, and eleven institutions are participating in the Equity Scorecard project to foster institutional change and close gaps in achievement. UW System institutions also support a large and diverse array of precollege programs to enlarge the pool of multicultural and economically disadvantaged students in Wisconsin. Through these pre-college programs, UW institutions provide opportunities for academic skills enrichment, an introduction to college life, and career exploration.

Highlights from Student Success Data

- Since the baseline period of 1998-2000, URM students and Pell grant recipients increased as a share of full-time fall new freshman.
- In 2011, 61 percent of URM students were Pell grant recipients compared to less than 23 percent of non-URM students.
- The Systemwide retention rate is 80.2 percent. This is not statistically significantly different from the projected target for the 2011 cohort of 80.5 percent, and is 0.9 percentage points above the national average of 79.3 percent for four-year institutions.
- The equity gap between URM students and non-URM students in terms of retention rate has decreased from the baseline of 11 percentage points to eight percentage points. The System is on track to reach its goal of reducing this gap to five percentage points by 2015.
- The equity gap between Pell grant eligible and non-Pell grant eligible students is seven percentage points, which is greater than the baseline of five percentage points.
- The Systemwide six-year graduation rate is 59.6 percent. This is on track with the trajectory of 59.9 percent for the 2006 cohort, and is 3.3 percentage points above the national average for four-year institutions of 56.6 percent.
- The equity gaps in six-year graduation rate for both URM students and Pell students, 21 percent and 15 percent, respectively, show no significant change from the baseline 1998-2000 cohorts.
- The participation rate of new Wisconsin high school graduates at UW institutions has been steady at 31 percent, but does show increasing participation rates for Hispanic and American Indian students.

CONCLUSION

Efforts to promote and improve student success have been pursued with greater intentionality and attentiveness as to how they serve the needs of diverse UW System students. This work is core to the missions of our institutions, but has been extremely difficult within the current economy and levels of funding. The continuing goal is to create those diverse learning environments that educators know are vital to UW students' growth, learning, and achievement.

UW System will continue examining retention and graduation data to measure the effectiveness of the services and strategies employed and to make programmatic and strategic improvements over successive years. Parallel systemwide interventions aimed to close the equity gap and increase the graduation rate will be augmented to meet student success goals.

RELATED POLICIES

Regent Resolution 7692, adopted 5/8/98

Regent Resolution 8850, adopted 6/10/04

Regent Resolution 8970, adopted 2/11/05