

**Enrollment Management Subcommittee: High-achieving Student
March 2, 2005**

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Charge to subcommittee: Explore ways to increase the proportion of high-achieving students applying to, and ultimately enrolling at, the University of Wisconsin-Milwaukee, with specific consideration given to program development, honors experiences and scholarship support.

Definition of high-achieving: It is recommended that the “high-achieving” descriptor be applied to students who are strong scorers on the ACT/SAT (26 Composite ACT/ 1170 SAT or above*), National Merit semifinalists/finalists, Who’s Who students, National Honor Roll students, Academic Excellence awardees, AP students, Youth Options participants, Illinois Scholars, Chancellors Awardees, New Directions Awardees and others locally, regionally or nationally recognized for strong academic high school performance.

Beyond this broader campus vision, it is recognized that each UWM school/college may apply other criterion specific to a particular area of study as indication of high-achievement, (i.e., music major may show exceptional talent in a particular instrument). It is crucial to our overarching goal and subsequent assessment process that each school/college produces a measurable definition of what a high-achieving student means for them.

*Historically, ranges of test scores have been used as one indicator of the quality of high school academic performance in the identification and recruitment of prospective students. A minimum ACT composite score of 26 (equivalent SAT score of 1170) is in keeping with UWM existing ranges and definitions of 21-25 (solid performance), 26-29 (strong performance) and 30 and above (excellent performance), and allows for consistent tracking and assessment as already established in OASIS.

Impact Statements

- Impact on students who are entering UWM with need for remedial work:
The focus of our efforts has rested with students who are highly qualified for admission and well-prepared to handle college level work.

- Impact on students who are entering UWM with appropriate academic preparation to allow direct enrollment in non-remedial coursework:
Again, the focus of our efforts has been on students who are academically well-qualified.

- Impact on diversity and the diversity retention gap:
The subcommittee believes strongly that the needs of high-achieving students and needs of under-prepared students, majority and minority, admitted to UWM are not in conflict with one another. Rather, access and achievement are two aspects of UWM's broad undergraduate mission as a public research institution. Recruiting and retaining outstanding minority students at UWM should be one of our long-term goals, even as we also admit less prepared or accomplished minority students and provide the necessary bridge programs necessary for college success. In addition, recruiting and retaining outstanding majority students should also be one of our long-term goals. The campus as a whole benefits from having a diverse pool of high-achieving undergraduates in all programs - students who can take full advantage of the faculty's wide expertise, shape their own educations and careers, serve as role models in their communities and serve as public ambassadors in spreading the word about the kinds of advanced programs and opportunities UWM offers high-achieving students. Recruiting and retaining such a diverse pool of high-achieving students requires a long-term commitment from the university, in aggressive admissions, stronger financial aid, and more degree programs appropriate for such students.

Review of prior efforts

- Academy of Excellence/Academy of Scholars – 2001/02
- Honor/Access Team – 2003
- First Year and High-achieving EM subgroup - March 04
- Review of current Honors Program structure and offerings
- Miscellaneous supporting documents

Primary themes continue to emerge:

- Scholarship importance and availability
- Academic reputation of campus/program
- Experiences and opportunities attractive to the high-achieving student (campus-based, school/college/unit-based)
- Retention efforts once enrolled
- Sensitivity to impact on diversity goals and objectives

Potential barriers:

- Housing limitations
- Limited scholarship monies
- Limits of current Honors Program
 - not conducive for students in certain programs to participate
 - program as currently defined does not address varying needs of differing academic focuses
- Limits to current Honors Program expansion
 - resources necessary for expansion to majors outside the College of Letters and Science
 - difficult to expand without restructure to program or compromise to historical focus
- Limits to establishing other academic experiences targeted to the high-achieving student
 - resources necessary to new program development
 - competing priorities within schools/colleges
- Lack of campus-wide network to identify and promote opportunities that currently exist for the high-achieving student
- Lack of a campus-wide cohesive approach to marketing these honors related experiences
- Lack of a campus-wide cohesive scholarship program (candidate identification, marketing, award process)
- UWM is not publicly perceived as an institution for the high-achieving student

Other underlying issues and assumptions

- A comprehensive summary of currently available academic experiences/options specifically designed for the high-achieving student does not exist.
- Also lacking is a comprehensive summary or understanding of what experiences/options exist that are not directly targeted to the high-achiever but which this audience would find attractive.
- It is recognized that there exist a few UWM units and programs on campus that specifically target high-achieving students, and that many groups are committed to recruiting more qualified undergraduates and retaining them to graduation. But it is also evident that many campus initiatives focus on retaining under prepared or nontraditional students from many different backgrounds and ethnicities. The university must carefully look at how monies and resources are currently allocated and utilized on behalf of these two groups of students (i.e., what portion of available monies and resources is being used to recruit and retain high-achieving or even “above-average” students versus what portion is directed to remediating and retaining under prepared students?). A better understanding is needed of how effective these allocations of monies and resources have been, and how we will effectively support and maintain our University dual commitment to achievement and access in a time of restricted budget and resources.

Findings and recommendations

- On-campus housing can currently accommodate approximately 2700 students.
 - Strategy (S): Develop a scheme for potential “saving of space” for students identified as primary target audience. Create living/learning communities for these students.
 - S: Recognizing current goal of identifying the new Kenilworth housing project as living space for graduate and upper class students, none-the-less earmark space enough to accommodate continuing honors/scholars students, retaining cohort and living/learning community.
- Scholarship support: At this time, there exist very few scholarships for incoming freshman students, and fewer yet for the high-achieving student. In fact, for students entering in fall of 2005, UWM can currently offer a total dollar amount of only \$86,500 spread to 30 incoming deserving high-achieving freshman students. Other school/college based awards are made (see page 9); however the number is extremely limited, and many or most of these awards are one-time monies, applied to a first semester of enrollment.
 - S: Continue to work closely with campus fundraisers in furthering awareness of critical need for these awards
 - S: Review existing awards to insure recruitment and retention effectiveness, and augment or adjust as necessary. Establish new awards or expand existing ones as new monies become available, with particular emphasis placed on targeted student groups as identified in campus enrollment planning documents. Examples of strategies include but are not limited to:
 - Target students from local or regional high schools with strong GPAs/test scores or who are recognized for excellence in artistic, scientific, or professional areas, establishing specific goals of increasing enrollments by 50 students per year (targeted increase of 10 students for each year over previous year, for next five years), offering competitive scholarship assistance of renewable full tuition @ \$6000/student.
 - Establish \$2,000 renewable awards for 100 qualifying incoming freshman high-achieving students (targeting introducing 25 students into program each year beginning fall 06, until maximum capacity of 250 new and continuing students is reached).
 - In 2003-04, a new initiative was launched targeting students from 11 area high schools with diverse populations, with the goal of increasing enrollment of students from these schools by 50 students annually. In fall 2004, the number of

- S: Create other campus-wide opportunities for high-achieving students through undergraduate research, service learning, and other options, and package as a Scholars option.
 - S: Identify within each school/college specific courses or opportunities attractive to the high-achiever, and propose a package or slate of these offerings that could be marketed in recruitment efforts as a Scholars experience or program. Each school/college further assist marketing efforts by annually producing a “top ten” (or twenty/fifty/etc) list of compelling information regarding program recognition on the regional, national or international scene, noteworthy accomplishments or recognitions of faculty or staff, unique achievements of graduates of their programs, and other news useful to promoting the academic reputation of the institution.
 - S: Review transcripting policies of scholar experiences and explore ways in which we might better identify on a student’s final transcript not only bona fide Honors Program participation but also completion of a series of honors/scholars experiences as defined by each school/college in which the degree has been earned.
- Additional strategies for enhancing enrollment of high-achieving students. Current efforts to reach out to high-achieving undergraduate students include targeted mailings, on and off-campus programming, promotion of the Honors Program to targeted groups, programming and mailing efforts designed to promote the overall academic reputation of UWM to our high school colleagues and followed up with specific information related to areas of interest and academic opportunity, promotion of scholarships, and personalized attention toward this audience. Much more could be done to enhance our efforts:
 - S: Heighten/augment current recruitment efforts of established pools of recognized high-achieving students.
 - S: Work closely with individual schools/colleges/units to insure that recruitment and outreach efforts are consistent, cohesive and strategic and that there is a campus-wide systematic stream of campus contact and communication.
 - S: Improve data gathering and tracking to better and more effectively target recruitment efforts.
 - S: Improve national, regional and local advertising of UWM as a research/teaching urban university with strong faculty and opportunities, rewards, and incentives for students who have achieved distinction and desire a rigorous program of study, networking closely with appropriate high school colleagues, parents, community agencies, and other appropriate groups that serve in a liaison and advocacy role for our efforts in reaching these targeted populations.
 - S: Insure that our UWM web presence is strong. Establish a Scholars network or web presence where students self-identified as high-achieving could be easily linked to school/college and campus-based opportunities. Through look, design and content, insure that UWM's public profile as a high quality teaching and research campus is effectively represented.
 - S: Continue to publicly promote UWM’s commitment to recruiting, funding, and educating the very best students possible, and especially minority and underrepresented students.
 - S: Carefully coordinate UWM policies and network for recruitment, retention, and financial aid to students, especially high-achieving students.
 - S: Creatively explore ways in which UWM can achieve a more prominent presence in high school achievement arenas (i.e. scholarship award ceremonies, honors programming, high school scholar contests). For example, each school/college/department might “adopt” an appropriately identified high school and establish a recognition or small scholarship award to be presented at the school’s annual award ceremony.

Retention implications

While not part of the original charge of this subcommittee, attention must be given to the retention of the high-achieving student, once s/he has applied and enrolled. There are a number of possible strategies which could serve well to support retention efforts. Examples include:

- S: Continue current discussion, review and consideration of various first-year experience models, and seek ways within these models to further strengthen community within and among the high-achieving student, through cohorts, living/learning communities, a scholars track or other such possibilities. Insure that a student development model is supported for the recruitment and retention of high-achieving majority and minority students, including solid and consistent collaboration between all participating units from the point of a first contact through the freshman year and beyond.
- S. Work to establish continued housing options targeting high-achieving cohorts.
- S: Build in appropriate and ongoing recognition and reward systems throughout a student's education at UWM to further support a sense of connection and community.

H:/High-Achiever/EM High-Achieving Subgroup Summary – March 2, 2005

SCHOLARSHIP DEVELOPMENT

Background information and current UWM scholarship offerings

Regional/national merit based programs

The **National Merit® Scholarship Program** is an academic competition for recognition and scholarships that began in 1955. High school students enter the National Merit Program by taking the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®)—a test which serves as an initial screen of approximately 1.3 million entrants each year — and by meeting published program entry/participation requirements.

- **Program recognition:** Of the 1.3 million entrants, some 50,000 with the highest PSAT/NMSQT® Selection Index scores (critical reading + math + writing skills scores) will qualify for recognition in the National Merit® Scholarship Program. In April following the fall test administration, high-scoring participants from every state will be invited to name two colleges or universities to which they would like to be referred by NMSC. In September, these high scorers will be notified through their schools that they have qualified as either a Commended Student or semifinalist.
- **Commended students:** In late September, more than two-thirds or about 34,000 of the approximately 50,000 high scorers on the PSAT/NMSQT® will receive Letters of Commendation in recognition of their outstanding academic promise, but they will not continue in the competition for Merit Scholarship® awards. Some of these students, however, will be candidates for Special Scholarships sponsored by corporations and businesses
- **Semifinalists:** In early September, about 16,000 students, or approximately one-third of the 50,000 high scorers, will be notified that they have qualified as semifinalists. To ensure that academically able young people from all parts of the United States are included in this talent pool, semifinalists are designated on a state representational basis. NMSC will provide scholarship application materials to semifinalists through their high schools. To be considered for a Merit Scholarship® award, semifinalists must advance to finalist standing in the competition by meeting high academic standards and all other requirements explained in the materials provided to each semifinalist.
- **Finalists:** In February, some 15,000 semifinalists will be notified by mail at their home addresses that they have advanced to finalist standing. High school principals will be notified and provided with a certificate to present to each finalist.
- **Winners:** All winners of Merit Scholarship® awards (Merit Scholar® designees) will be chosen from the finalist group, based on their abilities, skills, and accomplishments—without regard to gender, race, ethnic origin, or religious preference. A variety of information is available for NMSC selectors to evaluate—the finalist's academic record, information about the school's curricula and grading system, two sets of test scores, school official's written recommendation, information about the student's activities and leadership, and the finalist's own essay

Merit Scholar Designees: Beginning in March and continuing to mid-June, NMSC will notify approximately 8,200 Finalists that they have been selected to receive a Merit Scholarship® award. Merit Scholarship awards are of three types:

- **National Merit® \$2500 Scholarships**
Every Finalist competes for these single payment scholarships, which are awarded on a state representational basis. Winners are selected without consideration of family financial circumstances, college choice, or major and career plans.
- **Corporate-sponsored Merit Scholarship awards**
Corporate sponsors designate their awards for children of their employees or members, for residents of a community where a company has operations, or for finalists with career plans the sponsor wishes to encourage. These scholarships may either be renewable for four years of undergraduate study or one-time awards.

- College-sponsored Merit Scholarship awards
Officials of each sponsor college select winners of their awards from finalists who have been accepted for admission and have informed NMSC by the published deadlines that the sponsor college or university is their first choice. These awards are renewable for up to four years of undergraduate study.

The **National AchievementSM Scholarship Program** is an academic competition established in 1964 to provide recognition for outstanding Black American high school students. Black students may enter both the National Achievement Program and the National Merit[®] Program by taking the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT[®]) and meeting other published requirements for participation. The two annual programs are conducted concurrently but operated and funded separately. A student's standing is determined independently in each program. Black American students can qualify for recognition and be honored as Scholars in both the National Merit Program and the National Achievement Program, but can receive only one monetary award from NMSC. This program works the same as the program previously described. However, numbers are far fewer (i.e., 120,000 students enter, approximately 4,600 will be honored, 3,000 will be referred to colleges for their potential for academic success in college, 1,600 will be named as semifinalists, 800 will be named as finalists). In addition, there are only two types of awards, the national achievement scholarship of \$2500 and the Corporate-sponsored achievements scholarship awards.

The National Hispanic Scholar Awards Program is a merit-based program administered by the College Board and funded by the Andrew W. Mellon Foundation. Five hundred scholarships of \$1,500.00 and 500 honorable mention cash awards of \$100.00 are awarded each year. The program uses the PSAT/NMSQT as a qualifying instrument. Students take the PSAT test in their junior year of high school, and they indicate on the test that they are interested in participating in NHSAP.

Wisconsin Academic Excellence Scholarship: This scholarship is awarded to high school seniors who have the highest grade point average throughout the State of Wisconsin. The scholarships are awarded to Grade 12 students who have the highest cumulative grade point average in all subjects, based upon grades received in first seven semesters of high school. A student must be enrolled at a University of Wisconsin Campus, Wisconsin Technical College or independent institution in the state. The value of the scholarship is \$2250.00 per year to be applied to tuition.

UWM Awards currently targeted to high-achieving incoming freshman students

There are a number of scholarships available to incoming freshman students, either through UWM or offered by an outside agency and administered through the University, and including several intended for students of color. The following short list includes those scholarships and awards offered through UWM specifically for the high-achieving student and not included in the \$86,500 referenced on page 3.

Illinois Scholar Award: \$5000 award, renewable for four consecutive years, to incoming new freshmen who are Illinois residents demonstrating strong academic performance with a class rank of the top 25% of their high school graduating class and a minimum ACT composite score of 26 (SAT 1170).

The Chancellor's Award: Multiple \$2,000 non-renewable awards given to a select group of Wisconsin high school student valedictorians and salutatorians accepted to UWM. ACT score of 30 or above.

Outstanding Scholar Award (UWM Alumni Association): Full tuition scholarship, renewable up to four years, given to a Wisconsin high school senior graduating in top 5 percent of class.

UWM Faculty/Staff Children's Scholarship: \$500-\$1,000 award given to a child, stepchild or grandchild of a current, retired, or deceased UWM faculty or staff member who is a high school senior enrolling at UWM in the fall following graduation. Ranked in top 25% of class, and ACT score of 25 or better.

Alumni Memorial Scholarship (UWM Alumni Association): \$2,000 non-renewable award given to incoming freshmen who are Wisconsin high school graduates, based on strong academic record, volunteer experience and extracurricular activities.

New Directions Scholarship (College of Letters and Science): Multiple \$1000 - \$2000 non renewable awards given to incoming first-year students intending a major with L&S, based on outstanding ACT score and high GPA.

In addition to the above named, there are a few awards targeting high-achieving students that are strictly defined. For example, the Jack F. and Corrine V. Reichert Scholarship Award is a renewable award (dollar amount varies from year to year) targeting a graduating senior from West Allis Central or Nathan Hale High School, admitted to UWM, Wisconsin resident, with high academic achievement and showing extracurricular involvement and demonstrated financial need. The contact and application process is made through the High School Guidance Office and not UWM. This type of award, while recognized as a good thing, is also restrictive and limiting.

University of Wisconsin-Milwaukee
School of Business Administration
Business Scholars Program

(Approved by the SBA Faculty, February 11, 2005)

The UWM School of Business Administration's Business Scholars Program allows outstanding business students to build a rich portfolio of academic, extra-curricular and professional achievements.

Academically talented Business Scholar students connect and interact with a small learning community of students, faculty, and staff that pays close attention to the student's aspirations and goals. Students take a series of common honors courses that are more stimulating and challenging. Class sizes will be smaller (limited to 30 persons), will be taught by the most qualified faculty, and will involve more class discussion and interaction than the typical mass lecture.

Students in the Business Scholars Program will build strong business competencies as well as enhanced communication and quantitative skills. They will develop the ability and confidence to apply these skills to real-world experiences through participation in small, interactive seminars and extra-curricular events offered through the School of Business Administration. They are also eligible and strongly encouraged to participate in study abroad opportunities.

An undergraduate advisor will be assigned specifically to assist Scholars students from enrollment to graduation. The UWM Business Scholars Program will host a graduation reception for the students and their guests. [And finally, students will be recognized at the UWM Graduation Convocation and permanent acknowledgment of this distinction will be recorded on students' transcripts. - These two items require campus approval.]

Eligibility and Requirements

Enrollment as a Business Scholar begins once a student is admitted into the Program. The following requirements must be met in order to be admitted to the Program:

1. A student must have completed 24 credits (the equivalent of sophomore standing) with an overall cumulative grade point average of 3.30 (on a 4.0 scale), including completion of Math 211 (or equivalent) with a grade of B or better, completion of English 101 and 102 with a grade of B or better (or attainment of placement score of 525 or higher), and completion of Economics 103 with a grade of B or better. [Note: a student can be waived from Math 211 based on AP credits.]
2. Students must submit an application that includes a one-page essay. Students may also be required to prepare and present a 10-minute presentation to the Business Scholars faculty committee.

Students admitted to the UWM Honors Program will automatically be admitted to the SBA Business Scholars Program upon completion of the Math 211, English 101 and 102, and Economic 103 requirements.

Business Scholars Curriculum

Students are required to complete a minimum of 21 credits in Business Scholars course sections. Courses required are as follows:

1. A Business Scholars section of Bus Adm 201, 210, and 230
2. A Business Scholars section in a minimum of two Core courses: Bus Adm 330, Bus Adm 350, Bus Adm 360, or Bus Adm 370
3. A minimum of two 400-level Business Scholars Seminar courses (only one is required if Bus Adm 498 is completed)

Bus Adm 4xx courses, such as Bus Adm 495-Managerial Skills and Bus Adm 495-Consumer Decision-Making and Persuasion will be open to all majors with prerequisites being limited to the core course in each specific area. In the area of accounting, the suggested Bus Adm 4xx course will be an honors section of Bus Adm 404 (which will require only the honors section of Bus Adm 201 as a prerequisite).

Graduation Requirements

The requirements to graduate from the Business Scholars Program are as follows:

1. Students are required to maintain a cumulative GPA of 3.25 or higher (on a 4.00 scale).
2. Students must complete the minimum 21 credits of UWM SBA Business Scholars course work.
3. Students are also required to participate in Business Scholars Program activities, including special programming events such as “Great Journeys.”
4. Students must complete a Scholars checkout with the Business Scholars Advisor during last semester.
5. Students must meet all other published BBA degree requirements.

ACT Profile Data

In 2004, 45,480 Wisconsin graduating high school students wrote the ACT exam, with an average composite ACT score of 22.2. Of this number, 10,652 students sent their scores to the University of Wisconsin-Milwaukee, indicating some level of interest in attending the institution. The average ACT score for these students was 21.6. Final fall 2004 UWM enrollment of 2004 graduating high school students yielding ACT data through the EIS service was 3,126 students, with an average ACT of 21.9 (note that overall new freshman enrollment for fall was 3,772 students and that ACT scores for these individuals were received through other reporting means).

The table below provides an overview of 2004 graduating high school student ACT data from the state of Wisconsin. Additional highlights are included in the following pages, and provide a number of profiles and yields as sorted by ACT composite score, ethnicity, UWM as a 1st choice/2nd choice, and geographic location (Wisconsin, Milwaukee County, Milwaukee Public Schools). It should be noted that the number of high-achieving students as defined by an ACT composite score of 26 or better remains relatively limited, and strikingly so for students of color.

Subgroup	Total N	Average Comp	Average English	Average Math	Average Reading	Average Science
All Students	45480	22.2	21.5	22.1	22.5	22.2
Female	25074	22.0	21.8	21.4	22.6	21.6
Male	20147	22.5	21.1	23.0	22.4	22.9
African American	1652	17.2	16.3	16.8	17.3	17.7
American Indian/Alaskan	304	20.2	19.0	19.8	20.8	20.6
Asian American	1483	20.3	19.0	21.1	19.9	20.7
Caucasian	38095	22.6	21.9	22.5	22.9	22.5
Mexican American	678	19.7	18.7	19.4	20.1	20.0
Multiracial	479	22.2	21.9	21.5	22.9	22.0
Other	405	20.1	18.9	20.6	19.9	20.4
Prefer NR	1213	23.4	23.1	22.8	24.2	23.1
Puerto Rican/Cuban/Hispanic	357	19.8	18.8	19.4	20.5	19.9

In viewing additional data not included in this document, the University of Wisconsin-Madison emerged as our primary competitor in receiving the most scores from the same pool of high-achieving students (ACT 26 or above) who sent scores to UWM. This held true for all racial/ethnic subgroups as well. Additional competitor information is as follows.

	N	UWM N	top comptr N	2 nd comptr N	3 rd comptr N	4 th comptr N	5 th comptr N
All students	10786	1870	Madison 5157	Twin Cities 2030	La Crosse 1660	Marquette 1505	Eau Claire 1472
Caucasian	9537	1668	Madison 4601	Twin Cities 1845	La Crosse 1548	Eau Claire 1378	Marquette 1374
African Amer	50	7	Madison 19	Marquette 6	Twin Cities 6	New York U. 5	Columbia 5
Latino/Hisp	106	22	Madison 51	Marquette 18	Twin Cities 14	Northwestern 13	La Crosse 8
Asian Am	239	39	Madison 127	Twin Cities 45	Northwestern 26	Marquette 25	La Crosse 18
Am Indian/Alask	36	6	Madison 16	La Crosse 4	Marquette 4	Eau Claire 4	Univ not indi 3
Multi/Other/Prefer NR	593	105	Madison 258	Twin Cities 89	Marquette 64	La Crosse 61	Eau Claire