

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

Members:

Jan Ford, Dept of Recruitment and Outreach, Chair
Robert Bucker, Peck School of the Arts
Mark Amsler, L&S, APBC
Jane Hojan-Clark, Dept of Financial Aid
Sharon Kaempfer, CEAS
Ellen Engseth, GML
Janice Miller, SBA
John Dorosz, AOC

Guests/other contributors:

Brett Belden, SA and CEAS
Heidi Jo Bartlett, Honors Student
Paul Fischer, SBA
Greg Jay, L&S
Chris Jacobson, Inst. Budget Research and Analysis
Lawrence Baldarssaro, Honors Program
Kim Romenesko, Honors Program

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.

Goals/outcomes/strategies/resource needs

Goal	Increase the proportion of high-achieving students applying to, and ultimately enrolling at, the University of Wisconsin-Milwaukee.	
Points of contact/strategies		
Program development	Fall 05	<ul style="list-style-type: none"> • Revisit previously submitted proposals such as the Academy of Scholars, outlining accelerated degree options, combined BA-BS/MA degree programs, or campus-wide undergraduate research programs with options for students in humanities and social sciences, natural sciences, creative and performing arts, and professional schools and cash awards (perhaps coordinated in HP) • Create other campus-wide opportunities for high-achieving students through undergraduate research, service learning, and other options, and package as a Scholars option. • 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 annually produce a “top ten” (or twenty/forty/etc) list of compelling information regarding program recognition on the regional, national or

		<p>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.</p> <ul style="list-style-type: none"> • Review transcribing 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.
	Fall 06/ Fall 07	<ul style="list-style-type: none"> • Ongoing program development
Honors experiences	F 05	<ul style="list-style-type: none"> • Review the current Honors Program structure and creatively seek ways in which courses could be developed or redefined to more effectively offer honors courses within each school/college without added time to degree completion. • Seek ways for the existing Honors Program to serve more students.
	F 06/F 07	<ul style="list-style-type: none"> • Continuation of above strategies
Scholarship support	F 05	<ul style="list-style-type: none"> • Continue to work closely with campus fundraisers in furthering awareness of critical need for these awards. • Review existing awards to insure recruitment and retention effectiveness, and augment or adjust as necessary. • Establish new awards as new monies become available, with particular emphasis placed on targeted student groups. • Become more aggressive in scholarship development and matching, targeting locally/regionally/nationally recognized high-achievers. • Improve campus-wide coordination of the marketing, student identification, and awarding process for scholarship recognition.
	F 06/F 07	<ul style="list-style-type: none"> • Continuation of above mentioned strategies
Housing options	F 05	<ul style="list-style-type: none"> • Develop a scheme for potential "saving of space" for students identified as primary target audience. Create living/learning communities for these students. Effective for NF entering Fall 2006.
	F 06	<ul style="list-style-type: none"> • Earmark space in Sandburg for returning honors/scholars students through Sophomore year, preserving cohort and living/learning community.

	F 07	<ul style="list-style-type: none"> Earmark space in Kenilworth for honors/scholars cohort for Junior and Senior years.
Recruitment/Outreach And Marketing	F 05	<ul style="list-style-type: none"> Heighten recruitment efforts of established pools of recognized high-achieving students. Work closely with individual schools/colleges/units to insure that recruitment and outreach efforts are consistent, cohesive and strategic. Improve data gathering and tracking to better and more effectively target recruitment efforts. Improve national, regional and local advertising of UWM as a quality research/teaching university rich in diversity and opportunity for the high-achiever. Network closely with 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. Insure that our UWM web presence is strong, and reflective of a quality research/teaching university. 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. Continue to publicly promote UWM's commitment to recruiting, funding, and educating the very best students possible, and especially minority and underrepresented students. Carefully coordinate UWM policies and network for recruitment, retention, and financial aid to students, especially high-achieving students. Creatively explore ways in which UWM can achieve a more prominent presence in high school achievement.
	F 06/ F 07	<ul style="list-style-type: none"> Continued development of above strategies.
First Year Experience	F 06	<ul style="list-style-type: none"> Seek ways within First Year experience developments to further strengthen community within and among the high-achieving student.
Outcomes and means of assessing		
Assessment of primary goal of enrolling more high-achieving NF students	All years	<ul style="list-style-type: none"> Track and monitor the number of high-achieving students applying, enrolling and graduating. Of this population, give attention to tracking the application, enrollment and graduation of TRED students, out-of-state students, students by program/major and on-campus/off-campus residents.

	F 05	<ul style="list-style-type: none"> • Conduct surveys, focus groups or other follow-up activities most appropriate to the exercise, to determine what impact scholarship, program opportunities, housing options, or other recruitment/marketing strategies ultimately had on a high-achieving student's decision to enroll. • Similarly assess those high-achieving students who applied but did not enroll, to determine reasons as they relate to the context of efforts described in this document.
	F 06	<ul style="list-style-type: none"> • Utilizing similar strategies as described above, conduct assessment with non-returning high-achieving students to determine why they chose not to remain enrolled at UWM.
	All years	<ul style="list-style-type: none"> • Ongoing assessment
Resource needs		
Program Development	Yr ?	<ul style="list-style-type: none"> • To be determined by each school/college
Honors Program	Yr ?	<ul style="list-style-type: none"> • To be determined by Honors Program administrators/L&S
Scholarship Support NOTE: Funding that is tied to tuition is based on a \$6000 base tuition figure and does not account for expected tuition increases. Also, it is recognized that additional strategies and needs will be identified. This list represents a	F 06 and after	<p>In first year, target of 10 full tuition awards, renewable at \$6000/student, with goal of increasing by 10 each year to 50 awards in five years and a total of 150 students. Funding need, reaching an annual total funding level of \$900,000:</p> <ul style="list-style-type: none"> • F 06: \$60,000 (10 New) • F 07: \$180,000 (20 N, 10 Continuing) • F 08: \$360,000 (30 N, 30 Continuing) • F 09: \$600,000 (40 N, 60 Continuing) • F 10: \$900,000 (50 N, 100 Continuing)

<p>crucial starting point.</p>	<p>F 06 and after</p>	<p>Present 25 \$2,000 renewable awards to qualifying high-achieving students, increasing by 25 each year to goal of 100 incoming students and total of 250 students in the program, at final annual total funding level of \$500,000:</p> <ul style="list-style-type: none"> • F 06: \$50,000 (25 New) • F 07: \$150,000 (50 N, 25 Continuing) • F 08: \$300,000 (75 N, 75 Continuing) • F 09: \$500,000 (100 N, 150 Continuing)
	<p>F 06 and after</p>	<p>In support of 17 MPS school initiative, present 50 renewable full tuition awards annually to qualifying high-achieving students, reaching capacity of 200 students in this program, at final annual total funding level of \$1,200,000:</p> <ul style="list-style-type: none"> • F 06: \$300,000 (50 New) • F 07: \$600,000 (50 N, 50 Continuing) • F 08: \$900,000 (50 N, 100 Continuing) • F 09: \$1,200,000 (50 N, 150 Continuing)
	<p>F 06 and after</p>	<p>For the Illinois Scholar Award increases made to the existing base of \$5000, new money funding needed to support the differential between current resident and non-resident tuition at 30% support, for existing pipeline of ISA awardees as well as incoming new students:</p> <ul style="list-style-type: none"> • F 06: \$241,012 (30 New, 33 Continuing students@30% of \$12,752 [\$3,825]) • F 07: \$367,258 (40 N, 56 Continuing) • F 08: \$535,585 (50 N, 90 Continuing) • F 09-12: continued increases until fall 2012, when number of ISA awardees and maximum total funding targets are met (NF of 50 and continuing students of 150, totally 200 students in program. Annual differential funding support: \$765,120, added to annual base funding of \$1,000,000).
	<p>F 06 and after</p>	<p>To provide renewable full tuition (based on \$6000) to five NMS incoming freshman finalists, with target of funding 20 students in program at \$120,000 annual total funding level:</p> <ul style="list-style-type: none"> • F 06: \$30,000 (5 New) • F 07: \$60,000 (5 N, 5 Continuing) • F 08: \$90,000 (5 N, 10 Continuing) • F 09: \$120,000 (5 N, 15 Continuing)

	F 06 and after	In support of increasing the university's current AES match of \$1,125 per student annually up to the total cost of tuition, and at the same time, phasing in increased enrollments by 25 AES students each year for the next four years, beginning in fall 2006, \$4,875/student (based on \$6000), and annual total funding need reaching approximately \$1,010,000): <ul style="list-style-type: none"> • F 06: \$643,500 for 132 students • F 07: \$765,375 for 157 students • F 08: \$887,250 for 182 students • F 09 and each year thereafter: \$1,009,125.
Housing Options	F 06	Up to 50 spaces in year one identified for incoming NF high-achievers.
	F 07	Sufficient space to accommodate continuing high achievers in cohort/living learning community
Recruitment/Outreach and Marketing	F05 F05	Funding support for staff oversight, coordination, tracking and assessment. 1 FTE, Advisor series. \$40,000 added to departmental base Funding support for increased advertising, publication production, mailing, purchase of name lists of targeted pools of students, program development. \$10,000 added to dept. base
First Year Experience	Yr ?	To be determined by participating units

Non-first year student goals/outcomes/strategies/resource needs

The work of this subcommittee has been focused on the recruitment of NF high achieving students. Non-first year student goals, outcomes/strategies/resource needs are therefore included above as continued development of efforts as they relate to ongoing program, scholarship and housing opportunities, and supporting recruitment, outreach and marketing. Some mention has been made related to ongoing scholarship support (see pages 3 and 5 in supporting narrative) and base budget support for ongoing recruitment and marketing development (see page 4 above).