

**Higher Learning Commission
Self-Study Questionnaire/Report for Non-Instructional Units**

Background Information

1. Describe in a paragraph what your unit does.

Academic Support Services provides services to the campus with emphasis on multicultural/disadvantaged students who are first-generation/low-income students at the pre-college, undergraduate, and graduate level. Pre-College students receive after school support, Saturday college support, and summer residential camp experiences. College students receive developmental education, tutorial support, academic advising, and are provided academic services such as: preparation for graduate studies; undergraduate research; study abroad; internship placement.

2. Who is/are the constituency/ies you serve, and how many do you serve annually?

Office of Pre-College Programs

<u>Program</u>	<u># Served Annually</u>	<u>Grades</u>
Upward Bound Program	78	9 th -12 th
Educational Talent Search Program	600	6 th -12 th
Academic Summer Camps	400	6 th -12 th

- Students served are low income/first generation college prospects.
- The Upward Bound Program serves college-bound student in grades 9-12 at targeted schools in Milwaukee, Racine, Kenosha, Palmyra/Eagle and Whitewater.
- The Educational Talent Search Program serves students from grades 6-12 in targeted schools in Beloit, Milwaukee, Whitewater, and Delevan.
- The Pre-College academic summer residential camps includes five-weeks of academic, career, cultural, and recreational activities. The camps are:
 - Latino Institute
 - Native American Institute
 - Southeast Asian Institute
 - Reading for Success in Math & Science Institute
 - ACT Preparation Cam
 - GEAR UP Camp
 - Business & Commerce Camp
 - Science & Technology Camp
 - Arts & Humanities Camp

Office of Developmental Education

Developmental Education

Developmental Education serves 850 students annually in the following courses:

Course	# of Students Served Annually
Writing Skills	30
Math 040	100
Math 041	650
Academic Survival Skills	100
Developmental Reading	50

They are required to take Developmental Math because of their low ACT scores. Students required to take Developmental Education courses are encouraged to take Study Academic Survival Skills and Reading courses.

Tutorial Center

General university population utilizing tutorial center

Year	# students*	# visits	# contact hours	% of total population
1999-2000	1,033	4,434	4,516.2	10.6%
2000-2001	1,116	4,301	3,905.8	11.3%
2001-2002	1,229	7,572	7,550.1	12.5%
2002-2003	1,676	10,149	10,550.9	16.6%
2003-2004	1,556	9,451	10,033.8	15.3%

Minority/disadvantaged students utilizing tutorial center

Year	# students*	# visits	# contact hours	% of total population
1999-2000	174	800	831.7	24.4%
2000-2001	198	918	834.6	27.4%
2001-2002	184	1,587	1,611.3	23.2%
2002-2003	278	2,170	2,410.2	29.8%
2003-2004	276	2,188	2,486.8	29.1%

*unduplicated headcounts

Office of Student Retention Services

Currently, there are over 900 undergraduate multicultural students who have access to services in the Office of Student Retention Services. However, in-line with the direction of the UW-System, the University, and the Chancellor's objectives, the Unit uses a "Cohort-based" system in which students are identified according to the fall semester that they enter the university with a "new freshmen" status. The following departments and initiative program totals are reflective of the past four cohorts.

	2001	2002	2003	2004	Total
AN	8	17	25	38	88
NASS	8	8	4	9	29
SASS	10	4	7	6	27
LSP	18	18	34	54	124
EOP	186	186	186	186	186

Academic Network (AN)

Academic Network targets multicultural/disadvantaged students who are not designated users of Minority Business/Teacher Preparation Program; EOP; Latino Student Programs; McNair Program; Native American Support Services; Southeast Asian Support Services.

Educational Opportunity Program (EOP)

Educational Opportunity Program (EOP) provides academic support services to 186 students who are first generation, low income, and/or learning/physically challenged.

FRESH START (FS)

The FRESH START Initiative is crucial to the inclusion of first year students into academic support programs. It is designed to provide students with viable alternatives to success in undergraduate education.

Latino Student Programs (LSP)

Latino Student Programs (LSP) foster the retention and graduation of Latino and other student through: academic advising; multicultural/globalized programming; study abroad experiences.

Native American Support Services (NASS)

Native American Support Services provides support for the retention and graduation of Native American undergraduates.

Southeast Asian Support Services (SASS)

Southeast Asian Support Services (SASS) guide and provides resources for Southeast Asian student on academic, social and personal issues to increase retention and graduation by connecting with Academic Support Services, the community, parents, and student organizations.

Office of Academic Excellence Programs

Profile by Cohort of McNair Scholars Program

Year	Cohort Size	Completed BA	Attended Grad School	Currently Enrolled MA	Completed MA	Currently Enrolled PhD	Completed PhD
92-93	15	15	14	2	10	2	1
93-94	10	10	10	0	8	1	1
94-95	7	7	7	1	5	0	2
95-96	15	15	11	3	6	3	1
96-97	12	12	10	3	7	1	0
97-98	14	14	9	3	3	2	0
98-99	10	9	6	1	3	2	0
99-00	5	5	4	3	0	1	0
00-01	8	7	4	3	0	0	0
01-02	9	7	5	4	0	1	0
02-03	11	1	1	1	0	0	0
03-04	9	0	0	0	0	0	0
Total	125	102	81	24	42	13	5

- McNair Scholars Program prepares first generation and multicultural students for doctoral study and eventual careers as college professors.

Profile by Cohort of King/Chavez Scholars Seminar

Year	Total Number	Graduated	Enrolled	Not Enrolled	Transferred
97-98	16	9 (56.63%)	0 (0.00%)	6 (37.50%)	1 (6.25%)
98-99	13	10 (76.92%)	0 (0.00%)	2 (15.38%)	1 (7.69%)
99-00	16	5 (31.25%)	1 (6.25%)	5 (31.25%)	5 (31.25%)
00-01	24	6 (25.00%)	11 (45.83%)	5 (20.83%)	2 (8.33%)
01-02	25	0 (0.00%)	15 (60.00%)	7 (28.00%)	3 (12.00%)
02-03	22	0 (0.00%)	20 (90.90%)	2 (9.09%)	0 (0.00%)
03-04	35	0 (0.00%)	32 (91.42%)	2 (5.71%)	1 (2.86%)
04-05	28	0 (0.00%)	28 (100.00%)	0 (0.00%)	0 (0.00%)
Total	179	30 (16.76%)	107 (59.78%)	29 (16.20%)	13 (7.26%)

- King/Chavez Scholars Seminar is designed to attract and retain exceptional incoming multicultural and first-generation undergraduate scholars for participation in the following: McNair Scholars Program; University Honors Program; Undergraduate Research Program; Fall and Spring semester seminar are held; incoming students participate in a freshman college transition; all participants receive freshman scholarships.

3. Overview in a paragraph the **human resources** (e.g., number of full-time and part-time employees), **physical resources** (e.g., office space, supporting technology), and **fiscal resources** (e.g., annual budget) the unit employs to serve the constituencies identified above?

Human Resources

Office of Pre-College Programs

The Executive Director presides over six unclassified staff and one classified staff.

Office of Developmental Education:

Developmental Education

The developmental education unit has 14 academic staff employees. 13 of the 14 employees are instructional staff.

Tutorial Center

One full-time academic staff supervisor and approximately 40 part-time student workers serve the campus's entire student body. While this arrangement can enhance coordination of separate programs without duplicating resources, at some point services must be limited in order to maintain quality control.

Office of Student Retention Services

The Office of Student Retention Services presides over two full time staff and four graduate assistants.

Office of Academic Excellence

The executive director presides over one classified staff and two graduate assistants.

Physical Resources

Office of Pre-College Programs

Given the number of staff and student workers, the current office space is sufficient to accommodate the day to day administrative operations. Our unit has full use of (1) central office utilized by the Executive Director and Program Assistant, as well as (7) individual offices, four of which are shared by multiple student workers. Supporting technology is upgraded on a regular basis, all computers have access to the internet, printers, and the central office houses a large (Sharp Ar-287) digital copier.

Office of Developmental Education:

Developmental Education:

Office space – 9; Storage space – 2; Supporting Technology – 9 (2005 only); Other equipment – VCR, screens- 5

Strengths: Offices- All 14 staff have private offices large enough to assist small groups in: Storage- One cupboard for staff supplies located in the Director's office; Technology- All 14 staff have newer computers; 2 student computer labs with 26 & 20 stations with new computers. There needs to be a set rotation of updating computers every 3 or 4 years.

Limitations: Classrooms need new desk/chairs; Tutorial Center study area needs chairs; New building design could enhance learning areas and support group activities

Tutorial Center

The tutorial services are provided in the basement of a former residence hall; while most of the rooms are usually adequate for program activities, the space cannot comfortably accommodate large study groups or workshops of more than 25 people. The lack of windows and air conditioning (except in the computer labs) at times make the physical environment quite uncomfortable for student learning. Computer labs are currently up-to-date; however, multimedia instruction is not available.

Office of Student Retention Services

The Office of Student Support Services has adequate space to advise and carry out the mission of the program. Resources are made available through the grant to periodically update technology in order to meet the requirements set by the US Department of Education (USDOE). The building space, however, is old and has not been updated.

Office of Academic Excellence:

The office has space for staff. A Conference room is available for McNair Scholars.

Fiscal Resources

Office of Pre-College Programs

Although the unit has adequate funds to service the students currently enrolled in its programs, the fact remains that Pre-College programs service a very small portion of students eligible for the program. Funding is provided by the U.S. Department of Public Instruction, state funds, and private support.

Office of Developmental Education

Developmental Education:

Funds are generated on a cost reimbursement basis. Faculty are paid accordingly.

Strengths- The unit budget is adequate and has been adequate, not enough to expand services.

Tutorial Center

Quantity of services, both in terms of hours per week and of academic areas covered, is limited by the number of student workers who can be employed at minimum wage under current funding and to what one academic staff instructor can supervise at an acceptable level.

Office of Student Retention Services

The average EOP cost per student is \$1,340 (Ed.gov), which the program is able to use effectively for staffing, programming, travel and supplies. In addition, the program has received additional funding to award loan replacement grants to eligible program participants. The remaining program support comes from State of Wisconsin funding (402) for minority/disadvantaged students. Level funding has been provided for the past six years.

Office of Academic Excellence Programs

Funding for the McNair Scholars Program comes from the U.S. Department of Education TRIO Grants. King/Chavez Scholarships are funded by the UW-Whitewater Foundation. 402 funds provide graduate assistant support.

- 4. In a sentence or two, overview how, if at all your unit has changed since 1996 (i.e., the last North Central Association Accreditation Visit). In another sentence or two, describe why these changes occurred.**

Office of Pre-College Programs

A new executive director is the centralized authority responsible for eliminating duplicative costs. The inclusion of the Whitewater and Delavan school districts into Upward Bound and Education Talent Search Programs is a response to the changing demographic profiles in Southeastern Wisconsin.

Office of Developmental Education

Changes in math test scores placing students in developmental math classes result in fewer students the second semester.

Office of Student Retention Services

A new director was put into place in 2000. Routine office operations handled by undergraduate students, making full time staff available for advising and program management.

Office of Academic Excellence Programs

Implementation of King/Chavez Scholars. This compliments the pool of students needed for the McNair Scholars Program and it helps to define multicultural students as scholars at UW-Whitewater.

Mission & Planning

5. Below are five “core values” the university identifies as central to its purposes and operation. Please evaluate the importance of each core value in terms of how each aligns with the purpose of your unit (i.e., take a hypothetical 100 points and distribute them among the five values, with those values that align more closely to the purposes of your unit receiving more points).

Core Value	Importance (100 Points)
Commitment to the pursuit of Knowledge and understanding	20
Development of the individual	20
Personal and professional integrity	20
Commitment to serve	20
Commitment to develop a sense of community, respect for diversity and global perspective	20
Total=	100

6. **Each and every academic and non-academic unit engages in planning for the future. Review the list of variables below and evaluate the extent to which each of the following influences decision-making behind the planning process for your unit (i.e., take a hypothetical 100 points and distribute them among the planning variables listed below, with those variables playing the larger role in your unit’s planning efforts receiving more points)**

Planning Variables	Importance (100 points)
The mission of the university or the unit	10
Academic assessment data/information relevant to student performance against learning outcomes	10
Other data/information gathered relevant to performance (e.g., Audit & Review feedback)	10
Societal/Cultural trends (e.g., changes in demographics, lifestyles, professions)	10
Campus trends (e.g., changes in university-initiated needs and demands)	10
Technology trends (e.g., technology developments that affect delivery of service)	10
Professional trends (e.g., changes evident at other universities/colleges)	10
Available human resources (e.g., # of employees, talents, etc.) within the unit	10
Available financial resources (e.g., budget, available and accessible \$)	10
Available physical resources (e.g., space, existing technology, etc.)	10
Other:	10
Total=	100

- 7. Does your unit have a mission statement? If you answered “yes”, please list the mission statement. If you answered “yes”, please describe how, if at all, this mission statement plays a role in your unit’s planning and/or decision-making.**

Yes.

“Serving students with potential; challenging students who are academically talented”

The primary goal of Academic Support Services is to improve the retention and graduation rates of students and multicultural /disadvantaged students to a level comparable to the general student population. Planning and implementation center around this purpose. Students in the targeted population have access to support to be retained at the university and graduate within a timely manner. All students are monitored. The gamut of services provided moves from developmental education to undergraduate research and study abroad participation.

Operation and Performance

8. What are the major or measurable objectives of the unit?

Office of Pre-College Programs

- Percentage of students retained in the program
- Rate of high school graduation
- Improvement in G.P.A.
- Improvement in standardize test performance (ACT)
- Post-secondary institutions enrollment
- Rate of college graduation

Office of Developmental Education

The first measurable objective is utilization of services. Second, the number of students completing services and enrolling in required courses.

Office of Student Retention Services

- Percentage of Students retained at the UW-Whitewater
- 5 to 6 year graduation rates at UW-W

Office of Academic Excellence Programs

- Percentage of Students retained at the UW-Whitewater
- 5 to 6 year graduation rates at UW-W
- Graduate Study (MA/Ph.D.)

9. What outcomes measures provide evidence that your unit’s objectives are being met?

Office of Pre-College Programs

The graduate profile, Upward Bound Program, 1995

Graduation Year	Graduated from HS	Enrolled in College upon HS Graduation	Graduated from College	Attended Grad. School	Graduated from Grad. School
2004	9	9	0	0	0
2003	13	11	0	0	0
2002	17	14	0	0	0
2001	11	10	0	0	0
2000	10	9	1	0	0
1999	15	13	4	1	0
1998	15	15	5	2	0
1997	8	8	2	0	0
1996	6	4	2	1	1
1995	13	10	3	2	2
Total	117	103	17	6	3

Office of Developmental Education

Yearly report and the report “The Success of Developmental Students in 141 and 140”

Annual report of Outcomes

<u>Course</u>	<u>Passing</u>	<u>Failing</u>
Pre Algebra	68%	32%
Beg. Algebra	73%	27%
Study Skills	89%	11%
Reading	78%	22%
Writing	90%	10%

Overall Success Report in 141 & 140

85% of all remedial students passed 141 or 140 on the first try

Office of Student Retention Services

The outcomes for the Educational Opportunity Program (EOP), 1999-2003

UWW Cohort	Started	W/D	DISM	TR	Total Drop	GRAD	Enrolled for Fall 2004	Advised
2003	43	0	0	0	0	0	43	43
2002	52	4	2	2	8	0	44	52
2001	41	7	3	4	14	2	25	41
2000	67	18	4	12	34	9	24	67
1999	54	7	14	10	31	11	12	54

The following is a cohort listing of multicultural students, 1973-2003.

Year	Size (HC)	2nd Year		3rd Year		4th Year		5th Year		6th Year		7th Year
		Ret %	GR %	Ret %	GR %	Ret %	GR %	Ret %	GR %	Ret %	Enrl %	
2003	219											
2002	173	77.4										
2001	169	71.5		56.8								
2000	214	67.7		53.2		48.1						
1999	147	62.5		45.5	6.8	40.1		33.3				
1998	132	74.2	0.7	55.3	8.3	53.0	32.5	42.4		15.1		
1997	123	73.1		52.8	4.8	46.3	17.0	34.9	30.8	21.9	8.9	
1996	107	83.1		60.7	7.4	55.1	24.2	40.1	33.6	13.0	6.5	
1995	124	76.6		58.0	4.0	53.2	25.0	47.5	40.3	25.8	6.4	
1994	143	64.3		48.2	6.9	45.4	21.6	34.2	29.3	16.0	6.9	
1993	140	60.7		47.1	2.8	40.0	20.0	38.5	23.5	16.4	7.8	
1992	155	72.9		62.5	4.5	54.8	26.4	41.9	34.1	15.4	5.8	
1991	155	67.7	0.6	50.3	3.8	44.5	17.4	37.4	30.3	18.7	6.4	
1990	146	65.0		52.7	5.4	45.2	22.6	39.7	34.9	19.8	6.8	
1989	134	67.1		52.9	2.2	47.0	23.1	38.0	32.8	16.4	5.2	
1988	119	67.2		54.6	4.2	46.2	15.9	36.1	22.6	19.3	9.2	
1987	128	70.3		46.8	7.0	43.7	17.1	34.3	25.0	23.4	7.0	
1986	96	64.5		53.1	7.2	43.7	23.9	37.5	32.2	16.6	8.3	
1985	103	56.3		36.8	1.9	29.1	14.5	24.2	22.3	14.5	1.9	
1984	104	66.3		37.5	3.8	35.5	10.5	25.0	20.1	14.4	3.8	
1983	70	62.8		47.1	2.8	38.5	11.4	28.5	18.5	14.2	5.7	
1982	64	56.2		39.0	9.3	39.0	18.7	28.1	25.0	12.5	4.6	
1981	58	67.2		44.8	8.6	39.6	22.4	25.8	29.3	6.8		
1980	71	53.5		25.3		23.9	7.0	23.9	11.2	9.8	2.8	
1979	60	63.3		31.6	1.6	30.0	6.6	26.6	13.3	11.6	3.3	
1978	61	50.8		29.5	3.2	13.1	11.4	11.4	13.1	1.6		
1977	77	67.5	1.2	33.7	1.2	20.7	6.4	11.6	7.7	7.7	5.1	
1976	91	50.5		30.7	3.2	19.7	12.0	14.2	13.1	4.3	2.1	
1975	130	40.0	0.7	23.8	3.0	16.9	10.7	13.0	12.3	3.8	2.3	
1974	75	69.3		34.6	6.6	22.6	17.3	13.3	20.0	2.6		
1973	93	59.1	1.0	33.3	6.4	24.7	16.1	18.2	18.2	5.3	4.3	

Ret %=Retention Percentage

(HC) = Headcount

GR %=Graduation Percentage

Enrl %=Enrollment Percentage

Office of Academic Excellence Programs
 Profile of McNair Scholars since program's inception

Year	Cohort Size	Completed BA	Attended Grad School	Currently Enrolled MA	Completed MA	Currently Enrolled PhD	Completed PhD
92-93	15	15	14	2	10	2	1
93-94	10	10	10	0	8	1	1
94-95	7	7	7	1	5	0	2
95-96	15	15	11	3	6	3	1
96-97	12	12	10	3	7	1	0
97-98	14	14	9	3	3	2	0
98-99	10	9	6	1	3	2	0
99-00	5	5	4	3	0	1	0
00-01	8	7	4	3	0	0	0
01-02	9	7	5	4	0	1	0
02-03	11	1	1	1	0	0	0
03-04	9	0	0	0	0	0	0
Total	125	102	81	24	42	13	5

Profile of King/Chavez Scholars since program's inception

Year	Total Number	Graduated	Enrolled
97-98	16	9 (56.63%)	0 (0.00)
98-99	13	10 (76.92%)	0 (0.00%)
99-00	16	5 (31.25%)	1 (6.25%)
00-01	24	6 (25.00%)	11 (45.83%)
01-02	25	0 (0.00%)	15 (60.00%)
02-03	22	0 (0.00%)	20 (90.90%)
03-04	35	0 (0.00%)	32 (91.42%)
04-05	28	0 (0.00%)	28 (100.00%)
Total	179	30 (16.76%)	107 (59.78%)

10. Related to question #10, does the unit regularly collect data/information to evaluate how effectively it serves its constituency (ies)? (This might include surveys of constituencies). If "yes", please list specific data/information sets that the UW-W Self Study Committees, and/or the Higher Learning Commission's Visiting Accreditation Team can access to review/consult.

Office of Pre-College Programs

Yes, the Upward Bound and Educational Talent Search Program submit annual performance reports to the U.S. Department of Education.

Office of Developmental Education

Yes, a yearly report on student success in developmental math.

Office of Student Retention Services

Yes, annual performance report to the U.S. Department of Education

Office of Academic Excellence

Yes, annual performance report by the McNair Program to the U.S. Department of Education

11. What specific changes to the unit's operation or planning, if any, have resulted from the collection and use of the data/information identified in question #10 and #11? Please be specific.

Office of Student Retention Services

Staff members record advising information electronically and a master database has been created. All program information related to permissions, current status and participation are in a password protected database located on a network drive for advisor office access.

Office of Academic Excellence Programs

The U.S. Department of Education requires the McNair Program to annually submit a data file on all project participants. The King/Chavez Scholars use a similar model.

Student Learning

12. If your unit serves students as its primary constituency, does the unit have learning or development-related objectives relevant to its work with students?

If "no", please proceed to question #15.

If "yes", please list these outcomes/objectives.

Office of Developmental Education

Yes.

The Supplemental Instruction program fosters students' success in "high-risk" courses. On average, UW-Whitewater students participating in the Supplemental Instruction program have performed significantly better than students who did not attend SI sessions:

	SI Group mean final course grade	Non-SI Group mean final course grade
1996-97	2.81	2.42
1997-98	2.69	2.28
1998-99	2.65	2.13
1999-00	2.66	2.42
2000-01	2.90	2.40
2001-02	2.58	2.10
2002-03	2.57	2.20
2003-04	2.66	2.16

13. Does the unit use data/information to evaluate the extent to which these learning or development-related objectives are, or are not being met?

“No”

If “yes”, please list specific data/information sets that the UW-W Self-Study Committees, and/or the Higher Learning Commission’s Visiting Accreditation Team can access to review/consult.

14. What specific changes to the unit’s operation or planning, if any, have resulted from the collection and use of the data/information identified in question #13? Please be specific.

N/A

Self-Evaluation

15. List and prioritize no more than three primary strengths that have emerged in your unit’s efforts to meet its mission, goals, or objectives. To identify these strengths, you may wish to consider: What does your unit do very well? What good things do people say about your unit? How has your unit aided the campus in meeting its mission? In what ways has your unit “gone beyond the call of duty?”

1. Develop a pool of outstanding pre-college prospects
2. Retain and graduate a significant number of multicultural college students
3. Prepare and graduate multicultural students in masters and Ph.D., programs.

After identifying each strength, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to unit performance, trend data, information gathered from audits or external agencies visit, etc.

Supporting data is the pre-college database, M/D cohort study, and cohort study of McNair alums.

- 16. List and prioritize no more than three primary concerns that have emerged in your unit's efforts to meet its mission, goals, or objectives. To identify these concerns, you may wish to consider: What could be improved? What is done poorly? What do we, as a unit, avoid doing, even though we know it's important?**

There is a continuing need to get multicultural college students involved in undergraduate research, study abroad initiatives, and summer internships.

After identifying each concern, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to unit performance, trend data, information gathered from audits or external agencies visit, etc.

The few students currently involved in these activities are McNair Scholars and King/Chavez Scholars.

Finally, identify one or more recommended actions to address the area of concern. This may include actions that your unit has already begun, actions being planned, or preliminary thinking about how to address the area of concern.

A series of fall and spring seminars focused on the entire pool of multicultural students becoming involved in undergraduate research, study abroad, and summer internships.