

Office of Pre-College Programs

Final Abstract of OPR process and recommendations,  
including plans for implementation.

Overview

The Office of Pre-College Programs houses two TRIO programs: The Educational Talent Search Program and the Upward Bound Program. In addition, the Office directs the DPI-sponsored Residential Pre-College Camps. The self-study gave an over view of the programs, identified objectives for each of the programs, and provided information about how and whether the objectives had been achieved. The Campus Evaluation Team addressed the programs' centrality to the mission of the university, the demand for the services, the characteristics of the personnel, the quality of service, cost characteristics, resources and assets, assessment and review, and the degree of integration with other services. In addition the Campus Evaluation Team identified 17 possible future objectives.

The external reviewer provided a report that addresses the above characteristics of the program and provides some specific suggestions for improvement. These recommendations are being addressed systematically by the Office.

Both the Campus Evaluation Team and the external consultant support the continuation of the program. There is evidence that the program is making substantial progress toward meeting its objectives.

The following are overall recommendations for the program, based on the self-study, the Campus Evaluation Team report, the consultant's report, and discussions with the Office's Executive Director, the two Program Directors, the Assistant Vice Chancellor for Academic Support Services, and the Associate Vice Chancellor for Academic Affairs.

1. The programs should continue their efforts to address the recommendations made by the external consultant (See Attachment #1).
2. The programs should make adjustments in the programs as indicated on the OPR Report summary page (See Attachment #2). For each of the seven new initiatives, the programs should identify timelines and specific performance expectations.
3. The identified student outcomes for the programs (See Attachments #3 & #4) should be pursued. The programs should continue to collect data related to the achievement of these outcomes. These data should be compared with each year's annual goals and the programs should explicitly address which goals have been achieved, which goals have not been achieved, and what changes will be made to either adjust the goals or ensure that the goals will be achieved.

The Office of Pre-College Programs plays an important role in addressing the goals of the University of Wisconsin-Whitewater, particularly those dealing with learning outcomes and diversity. Continuing to refine the programs with some strategic adjustments and improvements will enhance the impact from this office.

January 9, 2001

## McNair Post-Baccalaureate Achievement Program

Final Abstract of OPR process and recommendations,  
including plans for implementation.

### Overview

The McNair Post-Baccalaureate Achievement Program prepares first generation/low-income and targeted multicultural students for masters' and doctoral study and eventual careers as higher education faculty.

Two external reviewers have examined the program during the last three years. In 1997, the U.S. Department of Education Regional Program Officer noted that the program was in compliance with federal regulations and mandates. He also identified four issues/recommendations (Attachment #1), related to multicultural student recruitment, relationships with Financial Services, creation of a database, and enhanced cooperation with other campuses. In May, 2000, a second review was conducted (also in Attachment #1). The second reviewer noted various successes of the program. He also pointed out a need to enhance the students' preparation for the GRE. In addition, he stressed the need to plan for ways to sustain the program indefinitely.

The McNair Program Advisory Committee functioned as an internal review committee. They indicated that the operation and structure of the program is sound. They also suggested several areas of improvement. First, they indicated that the individual program components should be examined each year. Second, they suggested the need to better publicize the program both on and off campus. Third, they stressed the advantage for students of enrolling in an independent study course as part of the research process.

The McNair Program director presented an Operational Plan for the future (Attachment #2) that identified some activities to be discontinued, some to be maintained, and some to be added. These changes are clearly responsive to the suggestions made by the internal and external reviewers.

The following are overall recommendations for the program, based on the self-study, the Campus Evaluation Team report, the consultant's report, and discussions with the McNair Program director, the Assistant Vice Chancellor for Academic Support Services, and the Associate Vice Chancellor for Academic Affairs.

4. The McNair Program should maintain its core program activities, including the faculty-student mentoring, the summer research seminars and internships, and the academic development activities throughout the year.
5. The McNair Program should explore ways to publicize the activities and successes of the program. These might include such means as a journal and/or a newsletter.
6. The Program should enhance its focus on preparing students to study for the doctorate, including activities ranging from conference attendance/presentations to GRE preparation to developing relationships with graduate school deans and research program directors.
7. The program should develop strategies for helping students get into graduate school and become competitive both in the admissions process and within the graduate programs.
8. The activities in the Operational Plan, in conjunction with the program's overall goals, should be pursued.

The McNair Program plays an important role in addressing the goals of the University of Wisconsin-Whitewater. This program provides the opportunity and the support for talented students to achieve at a very high level. The program has been successful. With the suggested improvements, it can be even more successful.

January 9, 2001

## Latino Student Programs

Final Abstract of OPR process and recommendations, including plans for implementation.

### Overview

The OPR for this program was originally scheduled for 1998 and completed during 2000. As a result, some of the elements are dated, having been completed as early as 1997. The self-study addressed a mission statement, four major goals, and outcomes/objectives related to those goals. Unfortunately, because of the nature of the outcomes/objectives that were identified, it is difficult to determine whether they were achieved.

The OPR committee supports the need for the program and makes both long term and short term recommendations for improvement. Similarly, the outside consultant agrees that the program should be continued and endorses the recommendations from the OPR committee. At the same time, the consultant notes that the data provided are not always helpful in determining whether the program has achieved its goals.

The OPR committee has provided ten recommendations (five short-term and 5 long-term) for improvement. These recommendations are attached (See Attachment #1). Unfortunately, these recommendations, while they seem to be desirable, are not specifically tied to the goals.

The following are overall recommendations for the program, based on the self-study, the OPR committee report, the consultant's report, and discussions with the Program Director, the Assistant Vice Chancellor for Academic Support Services, and the Associate Vice Chancellor for Academic Affairs.

9. Goals, objectives, and outcomes should be revised to more clearly identify the intended role of Latino Student Programs. This revision should allow achievement of the goals, objectives, and outcomes to be more easily assessed. It is suggested that the following three goals be identified as the goals of the program: (Please note that Attachment #2 is a draft of this revision)
  - a. To increase the representation of Latinos in all aspects of UWW life.
  - b. To promote academic excellence, critical thinking, and leadership development for Latino students at UWW.
  - c. To provide for increased intercultural understanding on the part of Latino and non-Latino members of the UWW community.
10. A plan should be developed and implemented to collect the data necessary to assess the program's success in achieving its desired goals, objectives, and outcomes. The attached comments identify suggested changes in the data collection and analysis (See Attachment #3).
11. The short-term and long-term recommendations from the OPR Evaluation Committee should be associated more closely with the goals of the program.
  - a. For example, if the recommendation for additional staffing is to be forwarded, it must be explained in terms of how this change would impact on the program goals.
  - b. Similarly, the other recommendations should be tied directly goals of the program.
12. The first long-range recommendation, strengthening existing university-wide recruitment efforts to hire Latino faculty, is an important goal, but it does not seem to be an appropriate goal for Latino Student

Programs. Instead, this goal should be addressed by the university as a whole; Latino Student Programs can and should be supportive of this goal.

13. The attached Operational Plan (Attachment #4, dated May 4, 2000) identifies a number of activities to maintain as well as some to discontinue. In addition, this document suggests some new initiatives to pursue. While these seem likely to be worthwhile, they need to be tied to the programs goals, objectives, and outcomes.

The Latino Student Programs Office can play an important role in addressing the goals of the University of Wisconsin-Whitewater, particularly those dealing with core values, learning outcomes, and diversity. By focusing more specifically on the goals, objectives, and outcomes to be expected from the programs, the Office can increase its effectiveness.

February 13, 2001

### Student Retention Services

Final Abstract of OPR process and recommendations,  
including plans for implementation.

#### Overview

The Student Retention Services Program (SRS) provides academic support services to all university students through the Educational Opportunity Program (EOP) and the Learning/Tutorial Center.

The external reviewer provided a report that addressed the dimensions outlined in the OPR guidelines. Overall, the reviewer found the program to be well designed and effective. The reviewer did, however, suggest that several of the program objectives were unrealistic, pointing out the inherent difficulty in achieving those several objectives.

The campus evaluation team examined the self-study and surveyed current students, alumni, and faculty/staff. The survey results indicated overall satisfaction with the program.

The Student Retention Services program director presented a list of new initiatives for the future (Attachment #3). Although not explicitly tied to the self-study, many of the items are clearly linked to the information presented in the self-study.

The following are overall recommendations for the program, based on the self-study, the Campus Evaluation Team report, the consultant's report, and discussions with the Office's Director, the Assistant Vice Chancellor for Academic Support Services, and the Associate Vice Chancellor for Academic Affairs.

14. The Student Retention Services program should continue to offer services to both students who qualify for the Educational Opportunity Program and students who do not meet the guidelines.
15. The program evaluation should be expanded to explicitly evaluate the Tutorial/Learning Center as well as the Educational Opportunity Program.

16. The program should look again at the goals, particularly those that have not been met/are not being met. Specifically, Goal #2 (related to graduate school application, admission, and enrollment), Goal #5 (participation in 4 or more activities), and Goal #7 (adhering to academic plans). The external consultant suggested that some of the goals may not be realistic. If they are realistic, the shortfall on these three particular goals is of concern. The program should have specific strategies to address these goals.
17. The new initiatives for the future should be pursued. However, these initiatives should be tied directly to the overall goals and objectives of the program (e.g., Recommendation #7 related to exposing all students to the benefits of graduate school could be tied directly to Goal #2 increasing the number of students who apply for, are accepted to, and enroll in graduate school). In addition, there should be clearly identified assessment of the success of these initiatives.
18. Student Retention Services should work to develop ways of assessing the success and impact of all their activities. This may involve setting up comparison groups of those in the program and those who are not.

The Student Retention Services program plays an important role in addressing the goals of the University of Wisconsin-Whitewater, particularly those dealing with learning outcomes and diversity. The program should continue to offer its services and work to enhance the quality and success of those services.