

**Plan 2008 Phase II Programs & Initiatives
Outcomes Reporting Form
January 2007**

Your Institution: UW- Madison	
Program/Initiative: Academic Advancement Program	Year Established:
<p>Target Audience (check all that apply):</p> <p>Administration: <input type="checkbox"/> Faculty: <input type="checkbox"/> Academic Staff: <input type="checkbox"/> Classified Staff: <input type="checkbox"/> Students: <input checked="" type="checkbox"/> Campus Community: <input type="checkbox"/> Other: <input type="checkbox"/> If other, please specify:</p>	
<p>Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):</p> <p>African American/Black: <input checked="" type="checkbox"/> American Indian: <input checked="" type="checkbox"/> Latino/Hispanic: <input checked="" type="checkbox"/> Southeast Asian: <input checked="" type="checkbox"/> Other Asian: <input checked="" type="checkbox"/> European American: <input checked="" type="checkbox"/> Other: <input checked="" type="checkbox"/> If other, please specify: First-generation, Low-income, geographic</p>	
Cost of Program/Initiative:	Funding Sources:
<p>Description:</p> <p>AAP's MISSION FRAMEWORK:</p> <p>The Academic Advancement Program (AAP) is a well established program at the University of Wisconsin-Madison focused on providing access to higher education to disadvantaged individuals who may be academically at risk, but show high potential for success at the university. AAP offers support services in the following areas: orientation, academic advising, tutoring, writing instruction, study skills, and linkages to the UW student body as well as community resources.</p> <p>UNIT'S PURPOSE FRAMEWORK:</p> <p>The primary purpose of this professional unit is to provide professional specialized services designed to integrate the classroom and outside the classroom experience and thus support the institutional and divisional academic mission of the Letters and Science Student Academic Affairs (LSSAA). Services provided include:</p> <ul style="list-style-type: none"> • Access to higher education to individuals who may be academically at risk • An admissions component complemented by a program orientation • Record keeping to improve the institution's understanding of and service to students • Professional counselors (defined in a very broad sense) to assist students with educational, vocational, and personal adjustment • Academic dean-related functions to address exceptions to academic policies/rules requests by individual students. • Instructional support or developmental services in study skills, reading, and speech to facilitate student success • Referral to services provided by affiliated professional units and connections to the UW student body as well as community resources such as: <ul style="list-style-type: none"> ○ Academic instructional and educational services ○ Health and psychological services in both treatment and preventive modes ○ Student activities and events to create a social and cultural environment ○ Student organizations to facilitate student driven interests and activities 	

- Financial aid designed to permit participation and responsibility
- Campus employment opportunities; Career and placement services
- Housing and food services

Point Person(s): DeVon L. Wilson

Department/Unit(s): Student Academic Affairs- L&S

Departments/Units/Groups Involved: AAP is a campus-wide program housed in the College of Letters and Science Student Academic Affairs Division. A recent reorganization of Student Academic Affairs, which created four work groups, placed AAP within the new Academic Engagement and Community Buildings Services Workgroup. This new workgroup also includes the four coordinators from the Pathways to Excellence and the Summer Collegiate Experience (bridge program). This new organizational structure will enable the College of Letters and Science, where approximately 80% of the multicultural/disadvantaged students seek academic programs, to better coordinate programs and services.

Goals & Expected Outcomes:

The Academic Advancement Program is designed to increase the access, retention, and graduation of multicultural and disadvantaged students. The program's goals and outcomes are tied to the institutional goals in these areas.

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof:

Table 1 highlights the 6-year cumulative graduation rate for students in AAP from 1996-2000.

Table 1 Six-year Cumulative Graduation Rate for AAP Students 1996-2000

Fall Semester of Entrance	Cumulative Graduation Rate
1996	40.5
1997	51.2
1998	52.8
1999	52.8
2000	43.3

While we are encouraged that these graduation rates exceed those of students who are multicultural/disadvantaged students nationally, we realize that many multicultural/disadvantaged students often take non-traditional tracks to degree attainment (NCES 2003-005). We are currently looking at all students who matriculated in Fall 2000 to present. Our initial review of these students' records revealed that 30 percent of the students, who entered since Fall 2000 and who are not currently enrolled, left in good academic standing with grade point averages at 2.5 or higher. As revealed by some of the latest research, many of these students are planning to continue their education in the future using non-traditional methods (on-line degree, evening, and/or weekend programs, etc.). We are following up with these students to determine why they are not enrolled. As we expanded the data view, fifty-five percent (55%) of the students, who entered since Fall 2000 and who are not currently enrolled, have a grade point average of 2.0 or higher. Four of those students have already re-enrolled for the current semester. This provides our program with a great opportunity to develop re-entry plans for many of these students to help them graduate from UW-Madison. We are also planning to utilize the national clearinghouse to track students who may enroll at other institutions.

The retention data for program participants after three years is very high. Table 2 highlights the success the program has achieved from 1996 to 2003.

Table 2. AAP Students Retention Rate After Three Years

Fall Semester of Entrance	Cumulative Graduation Rate
1996	71.4
1997	70.7
1998	69.8
1999	64.4
2000	62.7
2001	68.4
2002	82
2003	71.8

As a result of our self-study, AAP is developing strategies to assist students to successfully navigate barriers that impede their degree completion after the third year. As we understand that departments play an important role in this effort, we are continuing to endeavor to form partnerships with colleagues in academic departments in Letters & Science and other schools and colleges.

Intersections Across Plan 2008 Goals:

Goal 1 Increase the number of Wisconsin high school graduates of color who apply, are accepted, and enroll at UW System institutions.

AAP works closely with the UW Admissions office to identify students of color for whom UW is a good match. In 2006, AAP welcomed 110 freshman and 4 transfer students:

As a campus-wide program housed in the College of Letters and Science, AAP impacts the enrollment of multicultural/disadvantaged students in all of the schools and colleges at UW-Madison. Table 3 demonstrates how AAP serves as a pipeline to the schools and colleges.

Intended Schools & Colleges/Percentage of 06-07 Cohort

	AAP	UW-Madison	% of total from AAP
BA L&S	67*	345 (BA/BS combined)	26%
BS L&S	24**		
ENGR	7	40	18%
PRN	2	NA	
SoHE	3	10	30%
CALS	3	14	21%
EDU	4	20	20%
TOTAL	110	429	23%

* 2 BA Transfer

** 2 BS Transfer

Although AAP students enter UW-Madison with some degree or level academic risk, their pre-college characteristics demonstrate that they have unlimited academic potential and the ability to compete at UW Madison.

High School academic profile for students who entered Fall of 2006 (not including transfer students)

Average HS GPA	Highest	Average ACT	Highest
3.10	3.9	22.9	32

The entering 2006 cohort reflects UW-Madison's effort to serve residents of the state of Wisconsin while

drawing students nationally.

Resident vs Non-resident

	AAP % UW-Madison% '05	
New Fresh/Non-resident	36.4	28.7
WI resident	63.6	71.3

Geographical Distribution by state (14 states and territories)

WEST	CA	3	EAST	CT	1
MIDWEST	IL	13		DC	1
	IN	1		MA	2
	MI	1		NY	1
	MN	13	SOUTH/TERRITORIES		
	WI	66 + 4 TRANSFER		FL	1
				TN	2
				TX	3
				PR	1

PEOPLE

There are currently 74 PEOPLE students enrolled in AAP. AAP has graduated 8 students from the first cohort of PEOPLE. Of the 8 graduates, three of the students are currently enrolled in graduate school. AAP program retained 66% from the second cohort; 100% from cohort 3; 85% from cohort 4; and 93% from cohort 5. In 2006, 28 PEOPLE (all SCE participants) students were admitted, which represents 26% incoming class of AAP students. AAP is clearly supporting the pipeline efforts at UW-Madison.

Goal 2 Encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age.

AAP continues to work very closely with PEOPLE, the main pipeline program at UW-Madison, and the Office of Admissions to identify students who can benefit from the services provided by the program. In 2006, 26% of the incoming class participated in the PEOPLE program. As mentioned in under goal #1, AAP staff members also make themselves available to speak to prospective students and groups.

Goal 3 Close the gap in educational achievement, by bringing retention and graduation rates for students of color in line with those of the student body as a whole.

One of AAP's unique purposes is that we also exist to strengthen collaborative efforts between campus populations, encouraging and empowering working relationships on current and new initiatives that focus on the improvement and further advancement of campus climate as well. These campus populations include: individual students, student groups, registered student organizations, faculty, staff, academic departments, and any other groups of the campus community and efforts pursued attempting to focus on campus climate.

Retention does not only encompass enabling a sizeable number of students to achieve academically and complete their undergraduate education in a timely fashion. It is also about developing long lasting relationships between this institution and our future alumni, developing stronger collegiate bonds among themselves so we, as a community become also proud of "retaining" them once they have completed their undergraduate education and moved on personally and professionally. They will not forget about their experiences, opportunities provided and the always welcoming attitude and environment our program

always provided. They will remember the helping hands that reached towards them during times of adversity and will feel grateful for the advice provided, appreciative of the sincere and unselfish character of the assistance provided and forever indebted for the rest of their lives. That's the ultimate retention goal.

Goal 4 Increase the amount of financial aid available to needy students and reduce their reliance on loans.

Over the past 40 years, AAP has played an instrumental role in the development of UW students. The vast AAP alumni network offers us an excellent opportunity to develop scholarships for program participants, and connect students with alumni who can serve as mentors and/or resources to assist with career exploration. AAP is currently developing a plan to outreach to AAP Alumni to raise scholarship funds to reduce the reliance on loans by program participants

Goal 5 Increase the number of faculty, academic staff, classified staff and administrators of color, so that they are represented in the UW System workforce in proportion to their current availability in relevant job pools. In addition, work to increase their future availability as potential employees.

One hundred percent of the AAP classified and unclassified staff is from target groups. More importantly, as Assistant Deans, AAP students within the College of Letters & Science have the unique opportunity to work with staff members who understand the academic policies and procedures to assist them in navigating the curriculum.

Goal 6 Foster institutional environments and course development that enhance learning and a respect for racial and ethnic diversity.

The new Academic Engagement and Community Building Services Work Group will enhance AAP's ability to address campus climate issues and impact the courses offered during the Summer Collegiate Experience through the first year. The Program Director, Associate Dean and members from the work group are currently developing a program to assist multi-cultural disadvantaged students in the STEM fields. This initiative offers a great opportunity for the Academic Engagement and Community Building Services to work directly with faculty and the campus learning centers in math, physics, and chemistry.

Goal 7 Improve accountability of the UW System and its institutions.

The Academic Engagement and Community Building Services Work Group is engaged in assessment and evaluation efforts at the unit, divisional, college, institutional, and UW System levels.

Assessment Practices and Program Changes in Response to Challenges:

The Division of Student Academic Affairs is currently developing a framework to assess student learning outcomes to better demonstrate the impact of services on student success. In addition to participating in the SAA Assessment Plan Development project, AAP is also participating in a campus-wide assessment plan development project led by the Office of the Associate Vice Provost for Diversity and Climate. AAP is currently centralizing the program database system to reconcile data with the campus-level database system in a more efficient manner. The program is also working with the Offices of the Registrar and Academic Planning and Analysis to streamline out data collection process.

The decentralize nature of the UW-Madison campus can be challenging for campus-wide programs such as AAP. However, the program staff is developing strategies to formalize relationships with campus partners. The program will be addressing structural deficits that make it difficult to provide the comprehensive services that our program participants need to realize the goals articulated in Plan 2008.

Prepared by: DeVon Wilson, Director of the Academic Advancement Program and Assistant Dean for Academic Engagement and Community Building Services (Primary Contact); José Madera, AAP Admissions Coordinator and Assistant Dean; Christine Poleski, AAP Liaison to the PEOPLE Program and Assistant Dean

Contact Info: DeVon Wilson, Director of the Academic Advancement Program and Assistant Dean for Academic Engagement and Community Building Services, 13 Ingraham Hall, 1555 Observatory Dr., Madison, WI 53706 Phone: (608) 263-5068 Fax: (608) 265-5823