

Program Curriculum (*These are intended to be guiding prompts/questions*)

Corey King

Identify a scribe and a person who will report back to the large group answering these two questions below:

- What's one or two challenges that need to be addressed?
- What is a strategy or promising practice that you identified?

The prompts below are intended to be possible prompts/questions. The group does not need to discuss each question. Individuals should share their own specific questions and concerns.

- Do you offer credit or non-credit bearing courses?
 - Stevens Point – noncredit
 - Milwaukee – noncredit (used to have a credit bearing)
 - Parkside - noncredit
 - River Falls – noncredit
 - Eau Claire – noncredit
 - Stout – 1 credit bearing
 - Green Bay – 6 credit bearing
- What suggestions are there for embedding social/emotional health and resocializing students post-pandemic?
 - Co-curricular / Programmatic Pieces
 - UWSP on Peer Mentoring, 10 students to 1 peer mentor to enhance believing and belonging. There will be structured time with their peer mentor every afternoon and will participate in the sessions.
 - UWM is helping students deal with financial stress (jobs, financial aid, etc.)
 - Stout discusses financial literacy, uses peer mentoring, getting connected on campus, requires students to talk to their advisors, professors, etc.
- How are you incorporating EDI considerations into curriculum?
 - River Falls has an early arrival program will discuss social justice issues
 - Green Bay will implement a 45-minute module (ABCs of EDI).
 - Stevens Point will have 6 EDI workshops on inclusion, three days each week for one hour each day. Peer mentors will reflect the students in the Bridge program.
 - Milwaukee is considering having peer-to-peer workshops.
 - Eau Claire has an online diversity module for all first-year students.
- What other issues/questions related to scaling Bridge programs do you want to discuss?

How will campuses address COVID-related challenges?

- River Falls will help with math and science (general programming, not a class) and socialization.

- Teresa O'Halloran asked if we've done outreach to our feeder high schools to see what incoming students might most need? This is a challenge and an opportunity.
- Unfinished learning in math and science poses a challenge.
- Unfinished learning in reading at the college level for students. UW Milwaukee encourages reading instruction for students with ACT below 22.
- Capacity is a challenge. How can we serve enough students to maintain funding while preserving the high-touch services necessary for strong outcomes.

What are some opportunities?

- Cohort creation.
- Serving more students and helping them to be successful.
- Collaboration between Academic Affairs and Student Affairs to promote holistic development of our students.
- Opportunities to work with students' families and support structures (at Whitewater).
- Opportunities to collaborate across the UW System (e.g. Critical Thinking at UWSP, etc.)

Parkside and Milwaukee have bridge programs already in place.

Milwaukee serves approximately 100 students in its bridge program.

Green Bay will start with 50 students in their bridge program.

UWSP will attempt to start with 100 students in the bridge program.

River Falls hopes to get 80 students in the bridge program, but will take as many as they can.

UWM is thinking about a model and will determine the enrollment cap based on the model.

Milwaukee has a non-residential program.

UWSP will have an early move-in residential program.

Parkside will be engaging students' parents with sessions about the value of college, finances, and how the college student is changing (with remarks about mental health).