



Access to Success Day: The Early Warning System

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Goals

Using a web-based Early Warning System report, all instructors of standard start-date sections with new freshmen will assess the 4-week status of their new freshmen. Advisors will contact students reported as doing unsatisfactory work and report by the eighth week back to instructors their recommendations to students.

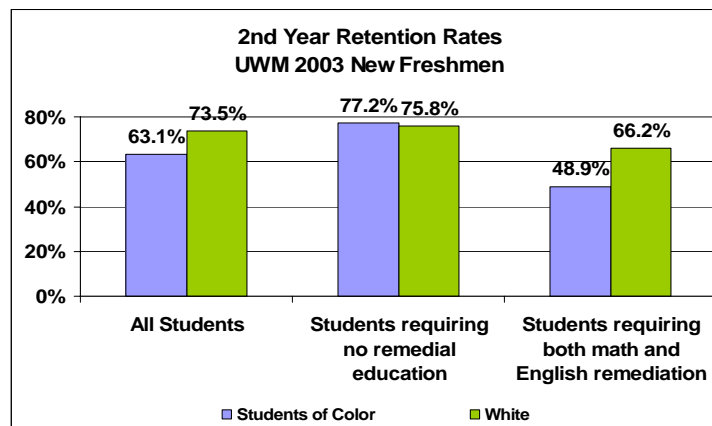
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Goals

- Participation by Faculty: First year 40% satisfactory, 50% exceed expectations
- Participation by advisors: First year 80% satisfactory, 90% exceed expectations.
- Student outcome: First year students on probation 2% less than baseline satisfactory; 5% exceed expectations

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Baseline Data



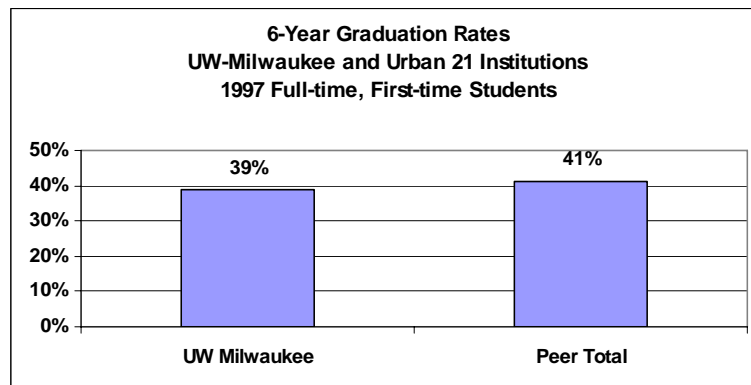
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Baseline Data

- 22% on probation after 1st term
- 5% academic drops after first year (Fall 2002)

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Baseline Data



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Targeted Improvements

- Increase first year retention rate
- Decrease in number of students on probation after first semester
- Increase course completion rate
- Increase six-year graduation rate

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Actions in 2005-06

- Conceptualized, designed and developed Early Warning System accessed through PAWS/PAWSAdmin
- Created and distributed four communications detailing system and included step-by-step instructions
- CIPD developed and made available strategies for gathering information about student learning that would make feedback more informed. These are available at the CIPD website:

<http://www.uwm.edu/Dept/CIPD>

- Evaluated results and gathered feedback as basis for system improvements (implemented Spring 2006)

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Impact

- 311 out of 902 (34%) instructors submitted feedback using the Early Warning tool
- Feedback submitted for students in 507 classes
- 3880 new freshmen had instructors provide feedback on their performance (90% of freshmen class)
- 8074 total assessments entered in Early Warning System
- 25.2% (977) of new freshmen received at least one unsatisfactory assessment
- 112 (11%) unsatisfactory assessments were communicated directly to student by instructor
- 38 out of 68 (56%) advisors provided feedback

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Impact

Early Warning System Unsatisfactory Reports	Start Fall 2005	Re-Enroll Spring 2006		Early Warning System Satisfactory Reports	Start Fall 2005	Re-Enroll Spring 2006	
		#	%			#	%
Total	964	806	84%	Total	3570	3237	91%
Targeted Minorities	220	179	81%	Targeted Minorities	493	427	87%
Placed in no remedial course	511	441	86%	Placed in no remedial course	2255	2088	93%
Targeted Minorities	58	51	88%	Targeted Minorities	138	122	88%
Placed in any remedial course	453	365	81%	Placed in any remedial course	1315	1149	87%
Targeted Minorities	162	128	79%	Targeted Minorities	355	305	86%
Placed in Math 90	139	105	76%	Placed in Math 90	377	317	84%
Targeted Minorities	72	55	76%	Targeted Minorities	148	121	82%

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Impact

Early Warning System Unsatisfactory Reports						
	With Advisor Contact			Without Advisor Contact		
	Start Fall 05	Re-Enroll Spring 2006		Start Fall 05	Re-Enroll Spring 2006	
		#	%		#	%
Total	661	558	84%	350	282	81%
Targeted Minorities	141	115	82%	98	79	81%
Placed in no remedial course	380	329	87%	149	127	85%
Targeted Minorities	40	36	90%	20	17	85%
Placed in any remedial course	281	229	81%	201	155	77%
Targeted Minorities	101	79	78%	78	62	79%
Placed in Math 90	84	64	76%	69	48	70%
Targeted Minorities	46	36	78%	35	26	74%

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Impact

- 23.4% of Fall 2005 new freshmen are on probation after their first semester
- The more Early Warning reports a student received, the greater the likelihood that they are on probation now
- Demonstrates that identification of unsatisfactory performance by an instructor at the four-week mark is a true indicator of that student being "at risk" academically
- Data underscore the need for continuing early intervention with these students

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Plans for 2006-07

- Enhanced and distributed reporting
- Possible expansion of targeted population
- Exploration of the feasibility to add functionality that would communicate faculty feedback to student
- Survey of faculty and teaching academic staff to collect information about how useful they found the strategies suggested by CIPD and to determine what they considered when making their EWS entries

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