

# November, 2009 Update

## First-year Retention and Satisfactory Performance

As UWM enters the fifth year of Access to Success, we're very pleased to report that one-year retention of the freshman class has improved from 68.7% for the first A2S cohort in 2005 to 72.6% for our most recent freshman cohort that entered in 2008. This four percentage point increase in retention is a good indicator of success in increasing overall one-year retention for freshmen. Even more encouraging is the 10 percentage point increase in one-year retention for freshmen of color over the same time period, from 55.8% for the 2005 cohort to 65.5% for the 2008 cohort. These gains reflect the many, many efforts to improve all aspects of first-year support, teaching and learning. Greater detail on UWM Access to Success will be reported later and summarized in detail at our 2010 Access to Success Campus Conference scheduled for February 12, 2010.

## Student Satisfaction

For the past several years, UWM has surveyed graduating seniors regarding their satisfaction with a number of aspects of UWM. Student satisfaction has risen extensively. For example, 88% of 2009 seniors indicated that they would either definitely or probably make the choice again, if doing it over again, to attend UWM – while 79% of 2001 seniors indicated the same. Even more dramatic is the change in seniors indicating that they have a sense of commitment to and involvement with UWM – with 79% of 2009 seniors agreeing as compared with only 37% of 2001 seniors.

## Success in Meeting Enrollment and Diversity Goals

The Provost's Enrollment Management Steering Committee and its subcommittees oversee enrollment reports and strategies to meet the campus enrollment goals.

**Goal: Maintain a freshman class within the range of 4,100 - 4,600.** The 2009 new freshman class of 4,100 represents a 1.1% increase from 2008.

Freshmen enrolled	Fall 2006 4,043	Fall 2007 4,535	Fall 2008 4,050	Fall 2009 4,100
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**Goal: Increase racial/ethnic diversity of the freshman class by at least 1% per year (using fall 2006 as the starting point) until we reach at least 20% underrepresented (TRED) students.** The diversity of the freshman class enrolled in 2009 is 17.5% targeted and 20.1% students of color (targeted ethnic groups plus Asian Americans and non-targeted multi-ethnic students.) The diversity of the freshman class has increased in total and in percentage for the past four years:

Enrolled TRED	Fall, 2006 557	Fall, 2007 645	Fall, 2008 678	Fall, 2009 717
% Freshman Class	13.8%	14.2%	16.7%	17.5%

**Goal: Enroll increasing numbers of transfer students.** Total transfer student enrollment rose from 1459 in 2008 to 1556 in 2009, representing a 6.6% increase. The targeted transfer student enrollment increased 26.6%, non-targeted increased 3.2%. Targeted students made up 17.4% of the new transfer students.

**Goal: Increase new masters students by 5% per year for five years while also increasing diversity.** Total enrollment at the masters level increased 4.0% from 2008 to 2009 (3.5% for targeted and 4.1% for non-targeted). For new masters, there was a 16.7% increase in enrollment primarily made up of non-targeted new masters students.

**Goal: Increase new doctoral students by 10% per year for five years while also increasing diversity.** Total enrollment at the doctoral level increased 16.7% from 2008 to 2009 (6.0% for targeted and 18.1% for non-targeted). For new doctoral students, there was a 30.4% increase in enrollment made up of non-targeted new doctoral students.

## **Total Enrollment:**

Fall, 2009 marks UWM's largest and most diverse student body, with 30,455 students. Students of color make up 18.3% of the undergraduate population and targeted students of color make up 15.7%. UW-System diversity goals have focused on under-represented – or targeted - students of color, which includes African American, American Indian, Latino/a, and Southeast Asian students.

A UWM strategy for enhancing access, particularly for adult and returning students, has been to offer more online and blended course options. These courses allow for enrollment growth but minimize the impact on the University's already-constrained classroom space, while also improving teaching and learning. Substantial numbers of students choose these options, with 1,325 students enrolled entirely in online courses.

<b>Fall 2009</b>				
<b>Total Enrollment</b>	30,455			
<b>Diversity</b>	<b>Targeted Populations</b>		<b>Students of Color</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Undergraduate	3973	15.7%	4613	18.3%
Graduate	519	10.0%	657	12.6%
<b>Online and Blended Enrollments</b>	<b>#</b>		<b>% Change from Fall 2008</b>	
Students in at least one <b>blended</b> course/section	1738		59.6%	
Students in at least one <b>online</b> course/section	5731		49.1%	
Student exclusively enrolled in <b>online</b> courses/sections	1325		36.7%	