

**UWM Enrollment Management Strategic Plan**  
**Report of the Enrollment Management Steering Committee**  
**April, 2005**

The work of the Enrollment Management Steering Committee began in December, 2003 with a campus leadership forum at which discussion evolved from a status report on enrollment trends and questions of determining UWM's enrollment capacity to questions of mix and success rates of enrolled students. Over the next several months, subcommittees examined issues of capacity, mix and retention. Their recommendations were reviewed and summarized in the Enrollment Management Steering Committee report of August, 2004. In turn, and endorsed by Chancellor Santiago in his September plenary, that report launched Phase 2 of Enrollment Management planning with an augmented steering committee and charges to subcommittees to develop implementation strategies based on the goals and vision articulated in the earlier phase.

This report presents a series of action steps articulated to align the characteristics, expectations and success of UWM students with our aspirations to status as a premier research university. As charged, the committee has gone beyond "should" statements to specific action strategies, timelines, and anticipated measurable outcomes.

We began our Phase 2 work understanding that our purpose was to determine means by which undergraduate enrollment growth could be curtailed, undergraduate retention improved, diversity enhanced, access protected, quality of the student body improved, and enrollment of graduate students expanded. Our conclusions and recommendations reflect both our extensive review of retention data and our deliberate and soul-searching considerations of the impact of possible actions on student access.

In particular, our recommendations do not restrict access to UWM. While we began our work seeking ways to both increase the quality of the student body and restrict enrollment growth, our focus gradually turned largely to retention strategies for two primary reasons: first, the consequences of more restrictive admission on access to UWM for Milwaukee high school graduates, and especially students of color, were deemed unacceptable; and second, judging from the Fall, 2004 and the anticipated Fall, 2005 freshman enrollment, the size of the freshman class has shown signs of leveling off, taking away some of the urgency to restrict admissions in order to control enrollment growth. We do suggest that modest modifications be made to our criteria for standard admission for freshmen – a recommendation informed by data on retention – in order to ensure careful review and alignment of students who are likely to need assistance with our retention services. We also propose several strategies to increasingly attract and retain students with high achievement records. We adopted the approach that, rather than turn students away, we need to focus our efforts on improving student performance to raise the overall quality of the student body. We recognize that in future it may become necessary to be more selective and determinate in our admission of students who enter under our discretionary admission category. This might occur because we learn that, despite our strengthened focus and efforts, we cannot ensure acceptable rates of retention and academic success of

poorly-prepared students; or because future freshmen demand grows to exceed our ability to admit the current proportion of applicants. For the near term, however, these recommended changes are neither intended nor expected to result in reduced access.

Our careful examination of retention data validates several observations that figure prominently in our recommendations. First, the most serious drop in retention occurs between the first fall and the second fall of enrollment. Thus, the committee has focused its strategies on first year freshmen, while of course understanding that attention to retention cannot stop with sophomores. Second, there exists an unacceptable gap in retention and graduation between white students and students of color. But largely accounting for this gap is, in fact, a more dramatic gap in retention and graduation between students coming to UWM prepared to start college level courses and students who require remedial courses. In order to close both gaps in success rates, we therefore offer several sequential strategies – strategies that will assist freshmen requiring remedial courses to achieve timely and successful completion of remedial coursework to enter their “real” college experience. Third, we also observe that substantial proportions of successful students also leave after their first year. We need to find out more about why they do so. But we also suggest strategies that address students’ commonly voiced concern with UWM’s size, complexity and non-engaging environment. We believe that these strategies will, in effect, work to create for our freshmen smaller and more meaningful communities and college experiences that counter the uninviting aspects of a large, complex research university.

We recognize that improving the success rates of our overall undergraduate body, while also narrowing the gap in performance between white students and students of color, requires recruitment strategies and retention strategies that are multifaceted and have both broad and targeted impact. The strategies we have identified are, in many instances, identical to those that are called for in the Milwaukee Commitment. As noted in our summary of Milwaukee Commitment strategies mapped to Enrollment Management Strategic Plan strategies, there are action steps identified in the Milwaukee Commitment Phase 2 that, while not fully developed in our plan are essential to implement to achieve our common institutional goals. Therefore, we present these plans together as a package as UWM’s Enrollment Management Strategic Plan.

Finally, we know that the strategies we are recommending will make a difference in students’ lives and success at UWM. But we also recognize that, to really make a difference, the entire institution must be committed to being welcoming, helpful, and instructive to our students. As noted in the May, 2002 report of the UWM Black and Gold Commission:

*“The Bottom Line:*

*From the first meeting of the Black and Gold Commission, the primary theme that has emerged time and time again in our discussions is that a cultural shift within the UWM community is necessary for the student experience we envision to become a reality. We realize that our vision has much more to do with such things as attitude, respect, and dignity than with new structures and sophisticated programs. Over the past six months, we’ve thought a lot and, hopefully, listened even more. The result is that we are, in fact,*

*recommending some new structures and programs. We believe that these recommendations provide a framework for fostering student success – success that is inextricably linked to those mentoring relationships that allow a student to feel recognized, valued, and honored as a unique person who has ideas, talents, and other strengths to contribute. However, the framework alone won't make it happen. The essential catalyst is a campus community that embraces an investment in UWM's students.”*

The goals and action strategies the Enrollment Management Steering Committee is recommending are summarized in the attached table, followed by the table mapping our strategies to the Milwaukee Commitment. The specific reports detailing the rationale, goals, recommended actions, anticipated outcomes, timelines and anticipated resource needs are posted, along with all referenced data summaries and reports, at the Enrollment Management website: [http://www.uwm.edu/Dept/Acad\\_Aff/enrollmentmgmt/](http://www.uwm.edu/Dept/Acad_Aff/enrollmentmgmt/)

Please provide feedback to the Enrollment Management Steering Committee by Friday, May 6:

- Send comments to [enrollsteer@uwm.edu](mailto:enrollsteer@uwm.edu)  
and/or
- Attend the forums sponsored by the Enrollment Management Steering Committee
  - Wednesday, April 27 12:00 – 1:00 PM Wisconsin Room
  - Tuesday, May 3 12:00 – 1:00 PM Union 191

**Summary of Enrollment Management Recommendations with  
references noted to strategies in the Milwaukee Commitment  
(MKE Com) Phase 2  
April, 2005**

<b><u>Recruitment</u></b>
<b>Goal</b> : Increase the proportion of <b>high-achieving students</b> applying to, and ultimately enrolling at, the University of Wisconsin-Milwaukee. (also MKE Com 1.6, 1.8, 1.13)
<b>Actions</b>
<b>Program Development:</b> <ul style="list-style-type: none"> <li>• Clarify a comprehensive definition of “high achieving” students inclusive of all campus academic units</li> <li>• Develop “Honors” tracks within all disciplines as well as expanded research opportunities for high-achieving students</li> </ul>
<b>Scholarship support in five years:</b> <ul style="list-style-type: none"> <li>• 370 enrolled students on full tuition renewable awards (150 general high achievers, 200 MPS high achievers, and 20 National Merit Scholars). Annual need - \$2.2M</li> <li>• 250 \$2,000 renewable awards to qualifying high-achieving students – annual need is \$500,000</li> <li>• 200 enrolled “out of state”(such as Illinois) Scholars – need \$765,120, added to annual base funding of \$1,000,000</li> </ul>
<b>Housing Options</b> <ul style="list-style-type: none"> <li>• 50 spaces minimum for incoming new freshmen high-achievers.</li> </ul>
<b>Recruitment/Outreach and Marketing</b> <ul style="list-style-type: none"> <li>• additional staffing and marketing</li> </ul>

<b><u>Admissions</u></b>
<b><i>Revised Admission Requirements</i></b>
<b>Goals:</b> Improve the academic success and retention of new freshmen entering UWM. <ul style="list-style-type: none"> <li>• Reduce the gap in academic success and retention between students of color and white students entering UWM as freshmen (also MKE Com 2)</li> <li>• With the above goals in mind, ensure that UWM’s undergraduate admissions policy and procedures are aligned with broader institutional goals and available resources</li> </ul>
<b>Actions</b> <p>Under the current undergraduate admission policy, students meet <b>standard admission</b> criteria (assuming they have taken the required pattern of high school units) if they have either an ACT of 21 or better or if they graduated in the upper half of their high school class. Students not meeting either of these criteria are considered for <b>discretionary admission</b> based on extended criteria including additional test scores, etc.</p> <p>The committee recommends a modest restriction in UWM <i>standard</i> admission criteria that will place increasing numbers of students into <i>discretionary</i> admission status. Those in discretionary admission status can be:</p> <ul style="list-style-type: none"> <li>○ Better connected with retention strategies</li> <li>○ Wait-listed for final admission decision to ensure that the incoming freshman class will not exceed the institution’s capacity</li> </ul> <p>Specifically, the Admissions and Records Policy committee recommends modifying the undergraduate admission policy to establish a minimum ACT score of 17 (or equivalent SAT) for <i>standard</i> admission of otherwise qualified applicants. In practice, this would move students who rank in the top half of the high school class who have ACT scores below 17 from the <i>standard</i> admission category to the <i>discretionary</i> admission category.</p>

The Admissions and Records Policy Committee emphasizes that retention and academic success are not described by simple formulas, and proposes that academic units should be afforded additional options of selectivity with respect to the criteria for discretionary admission. In particular the Admissions and Records Policy committee recommends that units be given the option to designate as either *standard* or *discretionary* the admission category for otherwise qualified freshman applicants who rank in the bottom quartile of their high school class and have ACT scores of 21 or higher.

In addition, the committee notes that UWM retention and success data largely support the academic potential of students with ACT scores of 19 and 20 whose high school class rank is between the 40<sup>th</sup> and 50<sup>th</sup> percentile. To maintain the admission regulation afforded by current standards, yet acknowledge student potential for applicants in this group, the Admissions and Records Policy Committee recommends that academic units be given the option to either continue to review these applicants on an individual basis (as *discretionary*) or if preferred, to instruct Enrollment Services to admit them directly, as is currently the case with other “unit guidelines” students.

***Expanded points of access to UWM***

**Goals:** Enhance multiple points of entry to UWM:

- Develop proposals for an articulated transition program between UWM and MATC;
- Enhance transfer options generally (also MKE Com 1.4 and 1.7); and
- Expand distance education
- Increase the success and retention rates of students seeking admission to UWM with remedial placements in math and English (also MKE Com 2.2)

***Actions***

Develop more tracks within MATC leading to UWM degree programs  
 Coordinate with MATC to bring their assistance in helping remedial students who apply to UWM succeed.

- Expand degree completion options
- Develop “front door” to attract adult learners
  - Expand degree completion options and packages

**Retention**

**Goal:** Improve the first-year success and retention to the second fall of:

- New freshmen entering UWM with remedial placements in English and/or mathematics
- New freshmen entering UWM with college-level ACT and placement scores who attain grade point averages or 2.0 or better in the first year
- New freshmen of color to continually narrow the gap in retention and persistence between all students of color and white students (also MKE Com 2).

***Ensuring timely remedial course completion – Bridge programs and accelerated math***

**Goal:** Students entering UWM with remedial placements in math and/or English will have the courses and programs in place to be able to advance to college-level placement by the spring semester of the first year (also MKE Com 1.4 and 2.2)

***Actions***

Extend capacity of summer bridge programs currently offered – 4-6 weeks of instruction in math, writing, reading and study skills

Offer summer bridge experience to new freshmen placing in Math 090 or English 090 in which students complete these courses in the summer bridge experience such that they can enroll in 095 in the Fall.

Combine the content of Math 090 and Math 095, and Math 095 and Math 105, each into one semester of instruction, with morning classes and afternoon laboratories, using computer adaptive testing software.

<b><i>First year transition experiences</i></b>
<p><b>Goals:</b> Lower first year course drop, withdrawal, and failure rates</p> <ul style="list-style-type: none"> <li>• Enhance student self-perception of abilities as a learner and level of student engagement</li> <li>• Raise first spring and second fall retention rates; lower probation rates (also MKE Com 2.2)</li> <li>• Enable students to identify one significant mentor by end of 1st semester (also MKE Com 2.6)</li> <li>• Increase success rates within key freshmen gateway courses</li> </ul>
<b><i>Actions</i></b>
Place all first year students in a 1 <sup>st</sup> year credit transition course with enrollments no larger than 25 per section
Expand capacity of mentoring programs to enroll 1000 new freshmen in 2005-06 and eventually all freshmen
Consider restricting new students placing at remedial levels to limited course offerings that must include completion of remedial requirements
Expand Supplemental Instruction and Teaching Teams toward high-risk first year classes
<b><i>Early Warning System</i></b>
<p><b>Goal:</b> Provide timely information for first year students regarding progress in courses.</p> <ul style="list-style-type: none"> <li>• Enable advisors and instructors to help first year students assess how successfully they are transitioning into college early enough to make a difference in the students' success (also MKE Com 2.2).</li> </ul>
<b><i>Actions</i></b>
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.
<b><i>Student Support Services</i></b>
<b><i>Improve Academic Advising</i></b>
<p><b>Goals:</b> Provide academic advising at UW-Milwaukee that will support and enhance student success to develop and achieve far better assessment of academic advising, to utilize assessment tools to improve academic advising campus-wide, and to improve communication between students and academic advisors.</p> <ul style="list-style-type: none"> <li>• Use assessment results to adjust advisor student loads, improve inadequate advising resources, and provide academic advisor training and development programs as justified (also MKE Com 2.1).</li> </ul>
<b><i>Actions</i></b>
<p>Assessment Strategies</p> <ul style="list-style-type: none"> <li>▪ Advisee satisfaction surveys following each advising session (current)</li> <li>▪ College/School surveys sent out yearly to include students who have not seen an advisor (Fall 2005)</li> <li>▪ Survey for assessment of learning outcomes</li> </ul>
<p>Taking action using the assessment tools, possibly including but not limited to:</p> <ul style="list-style-type: none"> <li>▪ Training academic advisors</li> <li>▪ Examining the distribution/organization of advising resources campus-wide</li> <li>▪ Initiating the use of best-practices in academic advising</li> </ul>
<p>Improving communication between students and advisors, including but not limited to:</p> <ul style="list-style-type: none"> <li>▪ Creating campus-wide Academic Advising website</li> <li>▪ Holding forums to inform students of the assessment efforts</li> </ul>

<b><i>Organizing for Student Success</i></b>
<b>Goal:</b> Improve the organization of student support programs to better ensure student success by reviewing current programs/organization and recommending modifications (also MKE Com 2.3 and 6)
<b>Actions</b>
Annually assess, beginning with the spring, 2005 budget planning process, the effectiveness of UWM's array of student support programs in improving retention and learning, especially for <ul style="list-style-type: none"> <li>• New freshmen entering UWM with remedial placements in both English and math</li> <li>• New freshmen entering UWM with college-level ACT and placement scores who attain grade point averages of 2.0 or better in their first year</li> <li>• New freshmen of color, especially to reduce gaps in success and retention between students of color and white students.</li> </ul>
Convene on a regular basis the UWM Retention Network – coordinators of all student support programs – to better coordinate and focus retention efforts.
Improve communications to students, faculty and staff of retention services available to students.
Consolidate career services
Consolidate tutoring services
Consolidate mentoring services
Establish a Multicultural Student Center

<b><i>Assessment and Accountability</i></b>
<b>Goal:</b> Monitor progress and assure accountability at all levels (also MKE Com 5.3)
<b>Actions</b>
Assess performance of all administrative levels on achievement of overall retention goals
Increase the data base of knowledge regarding why students leave UWM as well as why students remain and succeed <ul style="list-style-type: none"> <li>• Implement surveys of new freshmen who reenroll and who leave after one/two semesters</li> <li>• Implement surveys of sophomores and juniors who continue to enroll and who do not reenroll</li> <li>• Continue in-house surveys (such as the graduating senior survey) and nationally benchmarked surveys (such as the NSSE, CIRP and YFCY)</li> <li>• Include in survey regimes the collection of classroom and campus climate impact on student satisfaction, learning and persistence especially as these factors relate to students of color.</li> </ul>
Increase the data base of knowledge regarding student participation in student services and the impact of that participation on student achievement and retention.
Assess the impact of strategies adopted in this report on student success and retention; determine future strategies, including mandating participation in services, on these assessments.

<b><i>Graduate Student Enrollment</i></b>
<b>Goal:</b> Increase the proportion of graduate students to undergraduate students (also MKE Com 1.16)
<b>Actions:</b>
The Graduate Faculty Council with the Dean of the Graduate School will develop a plan for graduate enrollment management and new program development based on school/college plans presented by Deans for increasing graduate enrollment.

# Summary of Milwaukee Commitment Strategies Mapped to Enrollment Management Strategic Plan (EMSP)

*Creating and maintaining of climate that enhances success of all students and faculty*

## Primary Goals

1. Recruitment and Success of TRE/D Students
2. Recruitment and Retention of Faculty and Staff of Color
3. Development of organizational structures that coordinate and facilitate campus diversity initiatives

### Primary Goal 1: Recruitment and Success of TRE/D Students\*

Benchmarks: Urban 13 retention and graduation rates of TRE/D students

Retention and graduation rates of TRE/D students and majority students

<u>Strategy in EMSP</u>	<u>Strategy In MKE Com</u>	<b>1. Recruit TRE/D students to achieve critical mass at UWM and move forward in achieving goal to be in the top quartile among the Urban 13 institutions for retention and graduation rates</b>
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	<b>Focus</b>	<b>Action Steps</b>
no	Community	1.1 Enhance recruitment activities in the Greater Milwaukee schools and communities including targeted recruitment efforts from area schools which provide a high yield of TRE/D students
no		1.2 Establish satellite recruitment offices at multiple locations in community
no		1.3 Create recruitment material in various languages, targeting TRE/D students e.g. Spanish, Hmong, Laotian, Vietnamese and Cambodian
yes		1.4 Create bridge programs with MPS and technical schools to prepare TRE students for standard admission to UWM
no		1.5 Create Diversity Ambassadors to promote UWM
yes	Wisconsin and Beyond	1.6. Recruit more high achieving TRE students
yes		1.7 Recruit TRE transfer students from UW colleges, technical college system and other transfer partners

yes		1.8. Recruiting high achieving TRE students from out of state metropolitan areas such as the Twin Cities and Chicago
no	Pre-College	1.9 Increase the pre-college experience for TRE/D students
no		1.10 Aggressively market UWM to the TRE/D pre-college students
no		1.11 Early admission of successful TRE/D pre-college students who meet the standard admission criteria.
no		1.12 Launch a Future Leaders Program to increase the number of pre-college participants who will ultimately enroll at UWM
yes	Financial	1.13 Improve the availability of financial aid in the form of grants and scholarships for high achieving TRE/D students by raising funds from private and corporate donors
no	Campus	1.14 Increase availability of campus housing for TRE/D students
no		1.15 Expand campus offerings of training for faculty and instructors on diversity and on effective teaching and learning.
no	Graduate	1.16 Develop and implement strategies for recruitment of Master's and doctoral level TRE/D students
		<b>2. Continuous reduction of gap in retention to realize a 25% reduction by 2008 and parity in long-term</b>
		<b>Action Steps</b>
yes/no		2.1 Based on placement examination results, provide appropriate academic advising, including the creation of a long-term individualized achievement plan leading to graduation
yes		2.2 Strengthen the freshman year program for students requiring remedial instruction based on the recommendations of the Enrollment Management Steering Committee
yes		2.3 Create effective support services that are easily accessed by all students
no		2.4 Increase the grant/scholarship portion of financial aid packages for needy TRE/D students to enable them to focus more on the academics

yes	2.5 Improve TRE/D Student Campus Engagement (e.g., Student Association participation, Center for Volunteerism, etc.) and peer mentoring
yes	2.6 Establish a program for mentoring of TRE/D students by faculty and staff
no	2.7 Develop and maintain an appropriate learning environment by strengthening the diversity components of the curricula
	<b>Primary Goal 2: Recruitment and Retention of Faculty and Staff of Color</b>
	Benchmarks: U.S. Department of Labor accepted availability and utilization data Promotion and retention rates of TRE/D faculty and staff and non-TRE faculty and staff
	<b>3. Increase the percentage of TRE Faculty and the percentage of TRE staff to reflect and/or exceed the U.S. Department of Labor accepted availability and utilization data and achieve parity in the promotion rate with non-TRE faculty and staff.</b>
	<b>Action Steps</b>
no	3.1 Institutionalize recruitment processes that utilize the best practices to expand the diversity of candidate pools
no	3.2 Empower deans and Provost working in conjunction with EDS to fully enforce affirmative action guidelines and to close down faculty and staff searches if it can be shown that good faith efforts have not been made to diversify the applicant pool
no	3.3 Enhance professional and social mentoring of faculty and staff to increase retention and promotion rates
no	3.4 Provide leadership training and professional development opportunities to prepare racial/ethnic minorities for leadership positions and seriously consider these applicants to fill vacancies
	<b>Strategy 4. Expand effective diversity training for all faculty and staff</b>
	<b>Action Steps</b>
no	4.1 Develop diversity training materials and modules in a variety of formats (literature, multimedia, web-based)

no		4.2 Include diversity training as part of new employee orientation
no		4.3 Support faculty attendance at discipline-specific professional development opportunities that assist faculty in learning methods to teach courses to a diverse student body
	<b>Primary Goal 3: Development of organizational structures that coordinate and facilitate campus diversity initiatives</b>	
	Benchmarks: Best practices culled from review of successful structures at other campuses	
	<b>Strategy</b>	<b>5. Establish an organizational structure on campus that effectively (i) coordinates diversity initiatives on campus, (ii) monitors progress and assures accountability at all levels.</b>
		<b>Action Steps</b>
no		5.1 Advisory Council to the Chancellor on Issues of Race, Ethnicity, and Gender
yes/no		5.2 Identify and allocate necessary resources (financial and personnel) at all levels (campus, unit, department) to successfully implement action plans
no		5.3 Require all units to include diversity goals and strategies in unit strategic planning processes and to submit their plans to implement the strategies in The Milwaukee Commitment Phase II Plan
no		5.4 Progress in diversity initiatives will be used in the evaluation of employees with assigned responsibilities
	<b>Strategy</b>	<b>6. Establish an infrastructure that develops and sustains a climate for academic success</b>
		<b>Action Steps</b>
no		6.1 Create a campus-wide advisory committee as a site to mediate and provide advice to individuals who believe that they have experienced a race/ethnicity related event that is painful and/or hurtful, but does not meet the test of violating either the law or campus policies

no	6.2 All administrators and supervisors will be required to participate in university sponsored professional development workshops and seminars that will assist them to improve their interpersonal relationship, leadership, intergroup relations, and group management skills. In addition, the performance of administrators and supervisors will be assessed via a 360 degree evaluation
no	6.3 Review and revise UWM's Discriminatory Conduct Policy to restore the rights of employees (including third-party observers) to report instances of discrimination
no	6.4 Systematically conduct exit surveys of TRE/D students, faculty and staff leaving UWM and use the information for continuous improvement

\* TRE - Historically targeted racial/ethnic groups (African American; American Indian/Native American; Hispanic/Latino(a); and Asian American, with a particular emphasis on Southeast Asian American).

D - Disadvantaged groups include metropolitan Milwaukee residents who are from low income and first-generation college families. Low income equals 150% of the poverty level, and first-generation college means neither parent has received a baccalaureate degree.