The following graphs summarize retention and satisfactory performance rates for UWM freshmen for the first four years of Access to Success (A2S) along several dimensions. The rates are compared between A2S participants and non-participants, between targeted (students of color) and non-targeted freshmen and between freshmen placing at college level and those place at development course levels.

Freshman participants in Access to Success interventions consistently perform satisfactorily (defined as achieving a GPA of 2.0 or better) and are retained at higher rates than those who do not. Retention rates for those who participate in A2S interventions have increased 1.4 percentage points and have been consistently higher than the overall rate. The overall rate of satisfactory performance is at its highest level and 4 percentage points higher for the 2008 cohort compared to the 2005 cohort. A2S participants consistently demonstrate higher satisfactory performance rates compared to the overall rate and the rate is 1.5 percentage points higher for the 2008 cohort compared to the 2005 cohort.

There have also been marked increases in the number of students who participate in A2S interventions from the 2005 cohort to the 2008 cohort. Whereas for the 2005 cohort, 61.6% of new freshmen participated in A2S voluntary interventions, for the 2008 cohort the proportion of new freshmen participating has increased to 81.4%. Student participating in mentoring has increased from 3.8% to 49%. There has also been notable growth in student participation in Supplemental Instruction and tutoring.

Two of the primary goals of Access to Success are to close the gap in performance and retention between targeted populations and non-targeted populations and between those who place at the college versus developmental level in English or math. Over the first four years of A2S, the gap in performance and retention rates has closed between targeted and non-targeted students. As for the gap between those who place at the development level versus college level, while there has been some fluctuation during the first four years of A2S, that gap has also diminished. However, while the gap in retention for those who place at the college level v those placed in Math 90 is generally lower for the 2008 cohort compared to the 2005 cohort, the gap widened for the 2008 cohort compared to the 2007 cohort for those participating in many of the A2S activities.

Notes regarding the data:
- The participant/non-participant breakdown for Bridge=Population in AOC that participated in Bridge versus population in AOC that did not participate in Bridge.
- Participant/non-participant breakdown for Supplemental Instruction=Students in courses/sections for which SI was offered and participated versus students in courses/sections for which SI was offered but did not participate.
- In all other cases, participant/non-participant breakdowns include the entire cohort.
From the start of A2S, overall retention rates have increased nearly 4 percentage points. Retention rates for those who participate in A2S interventions have increased 1.4 percentage points and have been consistently higher than the overall rate ranging from 2 to almost 5 percentage points greater.
The overall rate of satisfactory performance is at its highest level and 4 percentage points higher for the 2008 cohort compared to the 2005 cohort. A2S participants consistently demonstrate higher satisfactory performance rates compared to the overall rate and the rate is 1.5 percentage points higher for the 2008 cohort compared to the 2005 cohort.
Targeted population retention rates have increased each year with the 2008 cohort nearly 10 percentage points higher compared to the 2005 cohort. Retention rates for whites/non-targeted students have increased over 3 percentage points.
Targeted Students of Color satisfactory performance rates have increased each year with an 11 percentage points increase since the start of A2S. Satisfactory performance rates for whites/non-targeted students have increased over 3 percentage points.
Access to Success
Retention Rates
Cohorts 2005 to 2008

While there has been some variation throughout time, retention rates for students who place in developmental coursework and/or Math 90 specifically have notable and sustained increases since the start of A2S, increasing 6.7 and 5.7 percentage points from the 2005 to 2008 cohorts respectively. Retention rates for those who placed at the college level also increased for the 2008 cohort and are now 3.3 percentage points higher than the 2005 cohort.
While there has been some variation throughout time, satisfactory performance rates for students who place in developmental course work and/or Math 90 specifically have notable and sustained increased since the start of A2S, increasing 7.7 and 8.8 percentage points from the 2005 to 2008 cohorts respectively. Satisfactory performance rates for those who place at the college level, which have been relatively steady throughout time, increased by 3.6 percentage points for the 2008 cohort compared to
Participation of new freshmen in A2S interventions has increased substantially throughout time. Whereas for the 2005 cohort, 61.6% of new freshmen participated in A2S voluntary interventions, for the 2008 cohort the proportion of new freshmen participating has increased to 81.4%. Student participating in mentoring has increased from 3.8% to 49%. There has also been notable growth in student participation in Supplemental Instruction and tutoring.
A2S participants in many interventions are consistently retained at higher rates than non-participants and at higher rates than the overall cohort each year.
Targeted students of color who participate in A2S have increasingly improved retention thereby mitigating the retention gap between TRE and non-TRE students. For the 2008 cohort, however, the gap increased compared to 2007 for those participating in Freshman Seminars, Intro to Profession Courses, Residence Halls, Supplemental Instruction and Tutoring.
While the gap in retention for those who place at the college level vs those placed in Math 90 is generally lower for the 2008 cohort compared to the 2005 cohort, the gap widened for the 2008 cohort compared to the 2007 cohort for those participating in many of the A2S activities.
The retention plus graduation rates each year are consistently higher for participants compared to the overall rate for most A2S interventions.
Retention rates each year consistently higher for participants compared to overall rate for most A2S interventions.
Retention rates each year consistently higher for participants compared to overall rate for most A2S interventions.
Access to Success
Fall 2005 Cohort Four Year Retention plus Graduation by Intervention
Participants v Non-Participants

Four year retention plus graduation rates are higher for participants than non-participants for many but not all A2S interventions.
Three year retention rates are higher for participants than non-participants for most A2S interventions.
Access to Success
Fall 2007 Cohort Two Year Retention by Intervention
Participants v Non Participants

Two year retention rates are higher for participants than non-participants for most A2S interventions.