Access to Success Campus Conference
Summary Findings
February 11, 2011

The following graphs summarize retention and satisfactory performance rates for UWM freshmen for the first five 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 placing 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 percentage point and have been consistently higher than the overall rate. The overall rate of satisfactory performance is at its highest level and 4.5 percentage points higher for the 2009 cohort compared to the 2005 cohort. A2S participants consistently demonstrate higher satisfactory performance rates compared to the overall rate.

There have also been marked increases in the number of students who participate in A2S interventions from the 2005 cohort to the 2009 cohort. Whereas for the 2005 cohort, 61.6% of new freshmen participated in A2S voluntary interventions, for the 2008 and 2009 cohorts the proportion of new freshmen participating increased to 81.4%. Student participating in mentoring has increased from 3.8% to 58.1%. 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 five years of A2S, the gap in performance and retention rates has closed between targeted and non-targeted students. Whereas for the 2005 cohort, the gap was 15 percentage points, for the 2009 cohort, the gap was only 6.4 percentage points. There are more mixed results when examining the gap between those who place at the development level versus college level. There has been some fluctuation during the first five years of A2S and no clear trend. The gap has seemingly diminished if one compares the rates from 2005 to those for the 2009 cohort. However, the gap was smaller for the 2007 cohort than for the 2008 or 2009 ones.

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 3.5 percentage points. Retention rates for those who participate in A2S interventions have increased one percentage point and have been consistently higher than the overall rate ranging from 2 to almost 5 percentage points greater.

One Year Retention Rates
Overall vs. Any Voluntary A2S

- University of Wisconsin--Milwaukee
  Access to Success

One Year Retention Rate

- Fall 2005: 68.6%
- Fall 2006: 71.0%
- Fall 2007: 72.6%
- Fall 2008: 72.1%
- Fall 2009: 74.5%

- Any Voluntary A2S
  - Fall 2005: 73.5%
  - Fall 2006: 74.9%
  - Fall 2007: 74.9%
  - Fall 2008: 74.5%

Source: Institutional Research 11/30/2010
The overall rate of satisfactory performance is at its highest level and 4.5 percentage points higher for the 2009 cohort compared to the 2005 cohort. A2S participants consistently demonstrate higher satisfactory performance rates compared to the overall rate and the rate is 2.2 percentage points higher for the 2009 cohort compared to the 2005 cohort.
Targeted population retention rates have increased each year with the 2009 cohort 11 percentage points higher compared to the 2005 cohort. Retention rates for non-targeted students have increased 2.3 percentage points.

University of Wisconsin--Milwaukee
Access to Success

One Year Retention Rates
Targeted Populations vs. Non-Targeted

Targeted population retention rates have increased each year with the 2009 cohort 11 percentage points higher compared to the 2005 cohort. Retention rates for non-targeted students have increased 2.3 percentage points.

One Year Retention Rates
Targeted Populations vs. Non-Targeted

Targeted Population
- Fall 2005: 55.8%
- Fall 2006: 59.5%
- Fall 2007: 65.5%
- Fall 2008: 66.8%
- Fall 2009: 70.9%

Non-Targeted
- Fall 2005: 60%
- Fall 2006: 60.3%
- Fall 2007: 66.8%
- Fall 2008: 72.8%
- Fall 2009: 74.1%

Source: Institutional Research 11/30/2010
The satisfactory performance rates of targeted students of color have increased each year with an 11.9 percentage point increase since the start of A2S. Satisfactory performance rates for non-targeted students have increased 3.7 percentage points.

First Year Satisfactory Performance Rates
Targeted Populations vs. Non-Targeted

<table>
<thead>
<tr>
<th>Year</th>
<th>Targeted Population</th>
<th>Non-Targeted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>48.1%</td>
<td>52.0%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>52.0%</td>
<td>51.9%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>58.6%</td>
<td>60.0%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>72.6%</td>
<td>74.0%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>75.8%</td>
<td>76.3%</td>
</tr>
</tbody>
</table>
While there has been some variation throughout time, retention rates for students who place in developmental coursework and math 90 specifically have notable and sustained increases since the start of A2S, increasing 5.9 and 7.7 percentage points from the 2005 to 2009 cohorts respectively. Retention rates for those who placed at the college level also increased for the 2009 cohort and are now 3.7 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 Math 90 specifically have notable and sustained increases since the start of A2S, increasing 8.5 and 13.1 percentage points from the 2005 to 2009 cohorts respectively. Satisfactory performance rates for those who place at the college level, which had been relatively steady throughout time, increased by 4.9 percentage points for the 2009 cohort compared to the 2005 cohort.
Participation Rates

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 2009 cohort the proportion of new freshmen participating has increased to 81.4%. Students participating in mentoring has increased from 3.8% to 58.1%. There has also been notable growth in student participation in supplemental instruction and tutoring.

A small number of courses which were categorized as Freshman Seminar in the cohort years prior to fall 2009, are now categorized more appropriately with Intro to the Profession courses. This explains most of the decrease in Freshman Seminar courses from fall 2008 to fall 2009.

CHART 7
Source: Institutional Research 12/27/2010
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 their one year retention rates thereby mitigating the retention gap between TRE and non-TRE students. For the 2009 cohort however, the gap increased compared to 2008 for those participating in Freshman Seminars.
While the gap in retention for those who place at the college level vs. those who place in math 90 is generally lower for the 2009 cohort compared to the 2005 cohort, the gap widened for the 2009 cohort compared to 2008 for those participating in freshman seminars, intro to the profession courses, and residence halls.
The one year retention rates are consistently higher for participants compared to the overall rate for most interventions. Further, the sum of those who have graduated plus those who are still enrolled after five years is consistently higher for participants compared to the overall rate for most interventions.
The one year retention rates are consistently higher for participants compared to the overall rate for most interventions. Further, the sum of those who have graduated plus those who are still enrolled after four years is consistently higher for participants compared to the overall rate for most interventions.
The retention rates each year are consistently higher for participants compared to the overall rate for most interventions.

One, Two and Three Year Retention Rates
Of Fall 2007 Cohort By Intervention

<table>
<thead>
<tr>
<th>Intervention</th>
<th>2nd fall</th>
<th>3rd fall</th>
<th>4th fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>74.3%</td>
<td>66.7%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Any Voluntary A2S</td>
<td>57.4%</td>
<td>55.0%</td>
<td>54.9%</td>
</tr>
<tr>
<td>Freshman Seminar</td>
<td>60.5%</td>
<td>60.0%</td>
<td>57.8%</td>
</tr>
<tr>
<td>Honors</td>
<td>62.5%</td>
<td>58.2%</td>
<td>57.4%</td>
</tr>
<tr>
<td>Intro to the Profession</td>
<td>63.8%</td>
<td>60.5%</td>
<td>60.0%</td>
</tr>
<tr>
<td>Learning Community</td>
<td>66.7%</td>
<td>66.7%</td>
<td>69.0%</td>
</tr>
<tr>
<td>Mentoring</td>
<td>74.3%</td>
<td>72.2%</td>
<td>83.3%</td>
</tr>
<tr>
<td>Residence Halls</td>
<td>76.4%</td>
<td>76.4%</td>
<td>84.7%</td>
</tr>
<tr>
<td>Supplemental Instruction</td>
<td>78.4%</td>
<td>66.7%</td>
<td>63.8%</td>
</tr>
<tr>
<td>Tutoring</td>
<td>78.5%</td>
<td>66.4%</td>
<td>60.5%</td>
</tr>
<tr>
<td>UROP</td>
<td>83.3%</td>
<td>66.7%</td>
<td>66.4%</td>
</tr>
</tbody>
</table>

University of Wisconsin--Milwaukee
Access to Success

CHART 11D
Source: Institutional Research 11/30/2010
The retention rates each year are consistently higher for participants compared to the overall rate for most interventions.
Five year rates of retention plus graduation are higher for participants than non-participants for many but not all A2S interventions.
Four year rates of retention plus graduation 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 many but not all A2S interventions.
Two year retention rates are higher for participants than non-participants for many but not all A2S interventions.

University of Wisconsin--Milwaukee
Access to Success

Two Year Retention Rates
Of Fall 2008 Cohort By Intervention Participation

Two year retention rates are higher for participants than non-participants for many but not all A2S interventions.

CHART 12E
Source: Institutional Research 11/30/2010