The following graphs summarize retention and satisfactory performance rates for UWM new freshmen for the history 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.

For each cohort, 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.

There have also been marked increases in the number of students who participate in A2S interventions from the 2005 cohort to the 2012 cohort. Whereas for the 2005 cohort, 61.6% of new freshmen participated in A2S voluntary interventions, for the 2012 cohort the proportion of new freshmen participating increased to 89.6%. There has been notable growth in participation in mentoring, supplemental instruction, tutoring and introduction to profession courses.

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. For the 2005 cohort, the gap was 15 percentage points, for the 2012 cohort, the gap was slightly less than 10 percentage points. As the charts suggest, performance in meeting these goals has been mixed with significant fluctuation and no clear positive trend in the case of either gap.

Notes regarding the data:

- The participant/non-participant breakdown for Bridge is the population in AOC that participated in Bridge versus the population in AOC that did not participate in Bridge.

- Participant/non-participant breakdown for Supplemental Instruction is students in course/sections for which SI was offered and participated versus students in course/sections for which SI was offered but did not participate.

- In all other cases, participant/non-participant breakdowns include the entire cohort.
Retention rates for those who participate in A2S interventions have been consistently higher than the overall rate ranging from 2 to almost 5 percentage points greater.
Each year A2S participants consistently demonstrate higher satisfactory performance rates compared to the overall rate. However, results across cohorts are uneven.
Targeted population retention rates have increased. The 2012 rate is 6.3 percentage points higher than the 2005 cohort rate. The gap in one year retention between targeted and non-targeted students, which started at 15.1 percentage points, is now slightly less than 10 percentage points.
The satisfactory performance rates of targeted students of color have increased 10.5 percentage points since the start of A2S. Satisfactory performance rates for non-targeted not witnessed sustained, significant increases.

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

The satisfactory performance rates of targeted students of color have increased 10.5 percentage points since the start of A2S. Satisfactory performance rates for non-targeted not witnessed sustained, significant increases.

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

The satisfactory performance rates of targeted students of color have increased 10.5 percentage points since the start of A2S. Satisfactory performance rates for non-targeted not witnessed sustained, significant increases.

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

The satisfactory performance rates of targeted students of color have increased 10.5 percentage points since the start of A2S. Satisfactory performance rates for non-targeted not witnessed sustained, significant increases.

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

The satisfactory performance rates of targeted students of color have increased 10.5 percentage points since the start of A2S. Satisfactory performance rates for non-targeted not witnessed sustained, significant increases.
Retention rates for students who place in developmental coursework and math 90 specifically have occasional, but not sustained, increases since the start of A2S. Retention rates for those who placed at the college level have varied throughout time.

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One Year Retention Rates
College Placement vs. Developmental

Retention rates for students who place in developmental coursework and math 90 specifically have occasional, but not sustained, increases since the start of A2S. Retention rates for those who placed at the college level have varied throughout time.

One Year Retention Rates

<table>
<thead>
<tr>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%</td>
<td>60%</td>
<td>40%</td>
<td>20%</td>
<td>0%</td>
<td>58.2%</td>
<td>61.1%</td>
</tr>
</tbody>
</table>

Source: Institutional Research 02/10/2014
Satisfactory performance rates for students who place in developmental course work and Math 90 specifically have varied throughout time but the overall trend is positive. Satisfactory performance rates for those who place at the college level also seem to have an overall positive trend, albeit at a lesser rate compared to the other groups.
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.
One Year Retention Rates
Of Participants by Intervention
Fall 2005, Fall 2012

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Fall 2005
Fall 2012

- All: 68.6% (Fall 2005), 69.6% (Fall 2012)
- Any Voluntary A2S: 71.6% (Fall 2005), 74.5% (Fall 2012)
- Freshman Seminar: 73.5% (Fall 2005), 78.7% (Fall 2012)
- Intro to the Profession: 74.5% (Fall 2005), 73.8% (Fall 2012)
- Mentoring: 65.6% (Fall 2005), 72.6% (Fall 2012)
- Residence Halls: 73.7% (Fall 2005), 76.3% (Fall 2012)
- Study Skills Course: 65.8% (Fall 2005), 64.8% (Fall 2012)
- Supplemental Instruction: 83.7% (Fall 2005), 83.3% (Fall 2012)
- Tutoring: 76.8% (Fall 2005), 78.3% (Fall 2012)
- UROP: 78.0% (Fall 2005), 83.3% (Fall 2012)
Gap in One Year Retention Rates
Targeted vs. Non-Targeted Students

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Gap in One Year Retention Rate

-10% 0% 10% 20%

Fall 2005 Fall 2006 Fall 2007 Fall 2008 Fall 2009 Fall 2010 Fall 2011

CHART 9
Source: Institutional Research 02/10/2014
One Year Retention Rates and Six Year Rates of Retention Plus Graduation
Of Fall 2007 Cohort By Intervention

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CHART 11A
Source: Institutional Research 02/10/2014
One Year Retention Rates and Five Year Rates of Retention Plus Graduation Of Fall 2008 Cohort By Intervention

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CHART 11B
Source: Institutional Research 02/10/2014
One Year Retention Rates and Four Year Rates of Retention Plus Graduation
Of Fall 2009 Cohort By Intervention

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CHART 11C
Source: Institutional Research 02/10/2014
One, Two and Three Year Retention Rates
Of Fall 2010 Cohort By Intervention

Source: Institutional Research 02/10/2014
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One and Two Year Retention Rates
Of Fall 2011 Cohort By Intervention

- Access to Success
- UROPTutoring Supplemental Instruction
- Study Skills Course
- Residence Halls
- Intro to the Profession
- Mentoring
- Honors
- Freshman Seminar
- Any Voluntary A2S

Retention Rate

2nd fall
3rd fall

CHART 11E
Source: Institutional Research 02/10/2014
Six Year Rates of Retention Plus Graduation Of Fall 2007 Cohort By Intervention Participation

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Participant</th>
<th>Non Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>47.4%</td>
<td>49.7%</td>
</tr>
<tr>
<td>Any Voluntary A2S</td>
<td>40.2%</td>
<td>49.8%</td>
</tr>
<tr>
<td>Freshman Seminar</td>
<td>46.7%</td>
<td>53.8%</td>
</tr>
<tr>
<td>Honors</td>
<td>73.4%</td>
<td>45.0%</td>
</tr>
<tr>
<td>Intro to the Profession</td>
<td>47.3%</td>
<td>47.4%</td>
</tr>
<tr>
<td>Mentoring</td>
<td>47.4%</td>
<td>53.4%</td>
</tr>
<tr>
<td>Residence Halls</td>
<td>41.8%</td>
<td>48.7%</td>
</tr>
<tr>
<td>Study Skills</td>
<td>38.1%</td>
<td>48.7%</td>
</tr>
<tr>
<td>Supplemental Instruction</td>
<td>45.8%</td>
<td>44.9%</td>
</tr>
<tr>
<td>Tutoring</td>
<td>44.9%</td>
<td>66.7%</td>
</tr>
<tr>
<td>UROP</td>
<td>47.3%</td>
<td>47.3%</td>
</tr>
</tbody>
</table>

Source: Institutional Research 02/10/2014
Five Year Rates of Retention Plus Graduation
Of Fall 2008 Cohort By Intervention Participation

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CHART 12B
Source: Institutional Research 02/10/2014
Four Year Rates of Retention Plus Graduation
Of Fall 2009 Cohort By Intervention Participation

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Access to Success

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Participant</th>
<th>Non Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>49.9%</td>
<td>45.7%</td>
</tr>
<tr>
<td>Any Voluntary A2S</td>
<td>51.9%</td>
<td>49.5%</td>
</tr>
<tr>
<td>Freshman Seminar</td>
<td>40.8%</td>
<td>44.2%</td>
</tr>
<tr>
<td>Honors</td>
<td>48.9%</td>
<td>42.0%</td>
</tr>
<tr>
<td>Intro to the Profession</td>
<td>48.7%</td>
<td>42.0%</td>
</tr>
<tr>
<td>Mentoring</td>
<td>52.5%</td>
<td>45.7%</td>
</tr>
<tr>
<td>Residence Halls</td>
<td>52.9%</td>
<td>44.2%</td>
</tr>
<tr>
<td>Study Skills</td>
<td>53.7%</td>
<td>51.0%</td>
</tr>
<tr>
<td>Supplemental Instruction</td>
<td>53.7%</td>
<td>51.0%</td>
</tr>
<tr>
<td>Tutoring</td>
<td>58.3%</td>
<td>51.0%</td>
</tr>
<tr>
<td>UROP</td>
<td>81.3%</td>
<td>73.3%</td>
</tr>
</tbody>
</table>

Source: Institutional Research 02/10/2014
Three Year Retention Rates
Of Fall 2010 Cohort By Intervention Participation
Two Year Retention Rates
Of Fall 2011 Cohort By Intervention Participation

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Two Year Retention Rate

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Participant</th>
<th>Non Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>56.4%</td>
<td>55.3%</td>
</tr>
<tr>
<td>Any Voluntary A2S</td>
<td>58.2%</td>
<td>53.5%</td>
</tr>
<tr>
<td>Freshman Seminar</td>
<td>63.1%</td>
<td>54.7%</td>
</tr>
<tr>
<td>Honors</td>
<td>54.7%</td>
<td>50.6%</td>
</tr>
<tr>
<td>Intro to the Profession</td>
<td>55.3%</td>
<td>52.8%</td>
</tr>
<tr>
<td>Mentoring</td>
<td>60.5%</td>
<td>58.0%</td>
</tr>
<tr>
<td>Residence Halls</td>
<td>59.1%</td>
<td>57.7%</td>
</tr>
<tr>
<td>Study Skills</td>
<td>58.0%</td>
<td>57.7%</td>
</tr>
<tr>
<td>Supplemental Instruction</td>
<td>52.8%</td>
<td>67.3%</td>
</tr>
<tr>
<td>Tutoring</td>
<td>62.4%</td>
<td>64.0%</td>
</tr>
<tr>
<td>UROP</td>
<td>75.0%</td>
<td>56.1%</td>
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</tbody>
</table>