Spotlight On RETENTION Summit
March 31st, 2016
Learning Objectives

• Learn the impact of current retention strategies through data analysis

• Identify trends in retention practices not currently incorporated into the retention plan

• Discuss and identify roles and responsibilities of all participants in student retention
• Data-driven Assessment
  • A2S Summary Data
  • Mapworks Summary Data
  • Student Success Collaborative

• Panel Presentation on Prioritized Initiatives
  • Development Education Reform
  • Tutoring and Supplemental Instruction
  • First Year Experience
  • P.R.I.D.E. Message
  • Career Decision-making
  • Communications and Services
  • Affordability

• Trends in Retention Strategies
  • Meta-majors
  • Multi-term enrollment
  • Gateway Course revitalization
  • Credit accumulation
Strategic Enrollment Management & Retention Planning

Laura Pedrick, SEM Co-Chair
Kyle Swanson, Modeling Team Member
What is SEM?

• A **vision** and a **plan** for an enrollment mix that will make UWM financially sustainable and allows us to fulfill our mission

• **Modeling philosophy:** Conservative estimates (inflate projected expenses, halve projected revenues)

• Encompasses recruitment & retention
SEM Plan Components

- Situation analysis & competitive scan
- Status quo enrollment projection
- Recommended actions
- Enrollment projections, ROI for recommended actions
- Plan for monitoring implementation, results (Key Enrollment Indicators)
Structure

• 3 Functional Teams
  – Synthesizing & Writing
  – Modeling/Financial
  – Communications

Overall charge is to produce the campus’ first SEM plan by the end of spring semester

• 7 Thematic Teams
  – Undergraduate
  – Graduate
  – High Achieving
  – International
  – Diversity
  – Retention/Student Success
  – Adults/Veterans/Transfer/Online

• 5-year planning horizon
Process

• Thematic Teams began work in October
• Completed templates in February
• Modeling Team reviewed for rigor of evidence, ROI, mission alignment

• Modeling Team presented to CEMAT in March
• Meeting with campus leadership in April
• Draft SEM plan to be ready soon thereafter for campus input
Key Demographic Variable

Annual Wisconsin HS Grads: Public + Private
Status Quo Projection

Historic and Projected UWM Undergrad Headcount:
Base case plus high and low capture rates

- Base Case
- High Case
- Low Case
- ACTUAL HC

Year
2007 2011 2015 2019 2023
Total Undergrad Headcount
18000 19000 20000 21000 22000 23000 24000
Enrollment Funnel Focus

• Suite of interventions:
  – Funnel: Increased tour capacity
  – Funnel: Increased on-site admissions
  – Retention: Policy focus - early declaration, meta-majors
  – Retention: Supplemental Instruction expansion
  – Financial Planning and support
  – Learning communities for all
Enrollment Funnel Focus

• Suite of interventions:
  – Funnel: 40 New Freshmen year 2, increasing to 80 by year 5 (tours + onsite + financial)
  – Retention: All freshmen 2nd year retention increase (1% policies + 1% LCs + 0.5% financial = 2.5% overall)
  – Retention: At risk 2nd year retention increase (additional 2.5% due to supplemental instruction expansion)
Enrollment Funnel Focus

Base Demographic Model:
UWM Undergraduate Enrollment Enrollmemt Funnel Focus

Year

Total UWM Undergraduate Headcount

Model
Actual
Do nothing

24000
23000
22000
21000
20000
19000
18000

Summer/Fall 2016

• August: 2nd annual SEM retreat
• Fall: Implementation of finalized plan to begin
• Progress to be tracked by the Chancellor’s Enrollment Management Action Team (CEMAT)
• A web-based dashboard is in the works
A2S Data Report
Fall 2014 Cohort

UW-Milwaukee
Office of Assessment & Institutional Research
Any Voluntary A2S Participation Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>61.6%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>63.8%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>75.9%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>81.4%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>88.7%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>87.8%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>89.6%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>94.6%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>86.2%</td>
</tr>
</tbody>
</table>
One Year Retention Rates by Participant Intervention

Fall 2014

- All: 89.1%
- Any Voluntary A2S: 73.2%
- Freshman Seminar: 78.2%
- Intro to the Profession: 75.9%
- Mentoring: 71.8%
- Residence Halls: 73.0%
- Service Learning: 77.0%
- Study Skills Course: 69.5%
- Supplemental Instruction: 84.5%
- Tutoring: 75.8%
- UROP
One Year Retention Rates by Intervention Participation Fall 2005 & Fall 2014

- **All:**
  - Fall 2005: 68.6%
  - Fall 2014: 71.0%

- **Any Voluntary A2S:**
  - Fall 2005: 73.5%
  - Fall 2014: 83.2%

- **Freshman Seminar:**
  - Fall 2005: 78.7%
  - Fall 2014: 82.0%

- **Intro to the Profession:**
  - Fall 2005: 73.7%
  - Fall 2014: 75.9%

- **Mentoring:**
  - Fall 2005: 65.6%
  - Fall 2014: 71.8%

- **Residence Halls:**
  - Fall 2005: 76.3%
  - Fall 2014: 76.0%

- **Study Skills Course:**
  - Fall 2005: 65.8%
  - Fall 2014: 69.5%

- **Supplemental Instruction:**
  - Fall 2005: 83.7%
  - Fall 2014: 84.5%

- **Tutoring:**
  - Fall 2005: 76.8%
  - Fall 2014: 5.8%

- **UROP:**
  - Fall 2005: 89.1%
  - Fall 2014: 83.3%
First Year Satisfactory Performance Rates by Intervention Participation
Fall 2014

- All: 94.5%
- Any Voluntary A2S: 94.3%
- Freshman Seminar: 79.7%
- Intro to the Profession: 81.8%
- Mentoring: 80.6%
- Residence Halls: 76.8%
- Service Learning: 73.1%
- Study Skills Course: 78.4%
- Supplemental Instruction: 75.6%
- Tutoring: 72.9%
- UROP: 58.7%
First Year Satisfactory Performance Rates by Intervention 2005 & 2014

- All: 69.0% (Fall 2005), 72.9% (Fall 2014)
- Any Voluntary A2S: 74.5% (Fall 2005), 75.6% (Fall 2014)
- Freshman Seminar: 81.4% (Fall 2005), 81.8% (Fall 2014)
- Intro to the Profession: 75.7% (Fall 2005), 78.4% (Fall 2014)
- Mentoring: 68.7% (Fall 2005), 73.1% (Fall 2014)
- Residence Halls: 78.5% (Fall 2005), 6.8% (Fall 2014)
- Study Skills: 91.1% (Fall 2005), 94.3% (Fall 2014)
- Supplemental Instruction: 61.1% (Fall 2005), 8.7% (Fall 2014)
- Tutoring: 80.4% (Fall 2005), 9.7% (Fall 2014)
- UROP: 100.0% (Fall 2005), 94.5% (Fall 2014)
One Year Retention Rates
Targeted Populations vs. Non-Targeted

Non-Targeted
- Fall 2005: 70.9%
- Fall 2006: 72.8%
- Fall 2007: 74.1%
- Fall 2008: 72.0%
- Fall 2009: 73.5%
- Fall 2010: 70.1%
- Fall 2011: 69.7%
- Fall 2012: 72.0%
- Fall 2013: 72.0%
- Fall 2014: 73.5%

Targeted Population
- Fall 2005: 69.0%
- Fall 2006: 69.3%
- Fall 2007: 69.6%
- Fall 2008: 70.1%
- Fall 2009: 70.1%
- Fall 2010: 65.5%
- Fall 2011: 68.8%
- Fall 2012: 69.3%
- Fall 2013: 64.9%
- Fall 2014: 62.1%
Gap in One Year Retention
Targeted Populations vs. Non-Targeted

Fall 2005: 15.1%
Fall 2006: 13.3%
Fall 2007: 9.4%
Fall 2008: 8.6%
Fall 2009: 6.4%
Fall 2010: 0.8%
Fall 2011: 4.7%
Fall 2012: 9.9%
Fall 2013: 7.3%
Fall 2014: 8.6%

The chart shows the percentage gap in one year retention between targeted and non-targeted populations from Fall 2005 to Fall 2014.
Gap in One Year Satisfactory Performance Rates
Targeted Populations vs. Non-Targeted

Fall 2005: 24.5%
Fall 2006: 22.0%
Fall 2007: 20.0%
Fall 2008: 17.2%
Fall 2009: 16.3%
Fall 2010: 15.7%
Fall 2011: 14.7%
Fall 2012: 17.9%
Fall 2013: 15.1%
Fall 2014: 18.5%
One Year Retention Rates
College Placement vs. Developmental

Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014
--- | --- | --- | --- | --- | --- | --- | --- | --- | ---
College Placement | 72.8% | 74.0% | 76.1% | 76.5% | 73.7% | 74.9% | 76.6% | 75.3% |
One or more developmental | 61.4% | 65.8% | 63.6% | 68.1% | 67.3% | 65.9% | 63.9% | 65.5% |
Placed in Lowest Level Math Course | 57.1% | 63.1% | 63.4% | 62.8% | 64.8% | 61.7% | 58.2% | 61.1% | 61.1% | 63.6%
Gap in One Year Retention Rates
College Placement vs. Lowest Level Math

Fall 2005: 15.7%
Fall 2006: 10.9%
Fall 2007: 13.3%
Fall 2008: 11.7%
Fall 2009: 12.0%
Fall 2010: 15.3%
Fall 2011: 13.8%
Fall 2012: 15.5%
Fall 2013: 11.7%
Fall 2014: 15.7%
First Year Satisfactory Performance Rates
College Placement vs. Developmental

<table>
<thead>
<tr>
<th>Year</th>
<th>College Placement</th>
<th>One or more developmental</th>
<th>Placed in Lowest Level Math Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>75.7%</td>
<td>57.2%</td>
<td>49.8%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>75.6%</td>
<td>63.0%</td>
<td>63.1%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>75.9%</td>
<td>60.0%</td>
<td>63.1%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>79.2%</td>
<td>64.9%</td>
<td>63.6%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>79.2%</td>
<td>65.7%</td>
<td>63.6%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>77.4%</td>
<td>62.5%</td>
<td>63.6%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>79.4%</td>
<td>61.9%</td>
<td>63.6%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>80.7%</td>
<td>65.5%</td>
<td>63.6%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>80.6%</td>
<td>61.9%</td>
<td>63.6%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>80.1%</td>
<td>62.5%</td>
<td>63.6%</td>
</tr>
</tbody>
</table>
Gap in First Year Satisfactory Performance

College Placement vs. Lowest Level Math

Fall 2005: 25.9%
Fall 2006: 15.8%
Fall 2007: 18.2%
Fall 2008: 20.6%
Fall 2009: 17.7%
Fall 2010: 22.3%
Fall 2011: 24.0%
Fall 2012: 23.1%
Fall 2013: 21.7%
Fall 2014: 16.5%
Gap in One Year Retention Rates by Intervention
Targeted vs. Non-Targeted Students

Fall 2005
Fall 2006
Fall 2007
Fall 2008
Fall 2009
Fall 2010
Fall 2011
Fall 2012
Fall 2013
Fall 2014

Any Voluntary A2S
Freshman Seminar
Career Pathways
Mentoring
Residence Halls
Study Skills
Supplemental Instruction
Tutoring
Gap in One Year Retention Rates by Intervention
College-Level vs. Lowest-Level Math Placed
One Year Retention and Six Year Retention/Graduation Rate by Intervention Participation

Fall 2009 Cohort
Six Year Retention/Graduation Rate by Intervention Participation
Fall 2009 Cohort

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Participant</th>
<th>Non Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>47.5%</td>
<td>49.0%</td>
</tr>
<tr>
<td>Any A2S</td>
<td>52.4%</td>
<td>40.5%</td>
</tr>
<tr>
<td>Dorm Res</td>
<td>53.1%</td>
<td>46.6%</td>
</tr>
<tr>
<td>Freshman Seminar</td>
<td>73.3%</td>
<td>46.3%</td>
</tr>
<tr>
<td>Honors</td>
<td>50.0%</td>
<td>46.1%</td>
</tr>
<tr>
<td>Intro to Prof</td>
<td>50.7%</td>
<td>43%</td>
</tr>
<tr>
<td>Mentoring</td>
<td>49.1%</td>
<td>32.7%</td>
</tr>
<tr>
<td>Study Skills</td>
<td>60.4%</td>
<td>45.3%</td>
</tr>
<tr>
<td>Supp Instr</td>
<td>56.0%</td>
<td>45.7%</td>
</tr>
<tr>
<td>Tutoring</td>
<td>75.0%</td>
<td>47...</td>
</tr>
<tr>
<td>UROP</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Contact Us

Charisse Sekyi  sekyi@uwm.edu
Jonathan Hanes  jmhanes@uwm.edu

Presentation slides and other detailed A2S information available on our website:
www4.uwm.edu/oair/surveys/a2s.cfm
Mapworks
First-Year Student Profile

Ericca Pollack
Student Success Center
Mapworks Overview

- Four surveys
- Fluid risk
- Personalized student report
- Campus wide referral system
- Academic updates system

Mapworks Fall Transition Survey of First Year Students (N=3351)

- Respondents 81%
- Nonrespondents 19%
# Top Five Issues

<table>
<thead>
<tr>
<th>Top Five Issues: Fall Transition</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homesickness</td>
<td>51% (#1)*</td>
</tr>
<tr>
<td>Test Anxiety</td>
<td>35.5% (#2)</td>
</tr>
<tr>
<td>Struggling in 2+ Courses</td>
<td>25.6% (#3)</td>
</tr>
<tr>
<td>Not Confident w/Finances</td>
<td>21.5% (#4)</td>
</tr>
<tr>
<td>Low social aspects (on-campus living)</td>
<td>21% (#5)</td>
</tr>
</tbody>
</table>

*Mapworks changed the way in which homesickness was factored in their algorithm which accounts for the large increase in those reporting high levels of homesickness.
## Commitment

<table>
<thead>
<tr>
<th></th>
<th>Highly Committed to Obtaining a Degree*</th>
<th>Highly Committed to Obtaining a Degree at UWM*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>88%</td>
<td>65.2%</td>
</tr>
<tr>
<td>2014</td>
<td>87.2%</td>
<td>64.5%</td>
</tr>
<tr>
<td>2015</td>
<td>87.2%</td>
<td>67.1%</td>
</tr>
</tbody>
</table>
Academic Behaviors

![Academic Behaviors Chart]

- **2013**: 56.60% (High Basic Academic Behaviors) - 22.70% (High Advanced Academic Behaviors)
- **2014**: 70.60% (High Basic Academic Behaviors) - 23.60% (High Advanced Academic Behaviors)
- **2015**: 81.80% (High Basic Academic Behaviors) - 21.80% (High Advanced Academic Behaviors)
## Behaviors and Perceptions

<table>
<thead>
<tr>
<th>Topics of Interest</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Want to Return Next Year</td>
<td>73.2%</td>
<td>70.7%</td>
<td><strong>70.1%</strong></td>
</tr>
<tr>
<td>Are Struggling In At Least One Course</td>
<td>62.1%</td>
<td>61.1%</td>
<td><strong>63.3%</strong></td>
</tr>
<tr>
<td>Always Attend Class or Missed Only One</td>
<td>82.4%</td>
<td>78.4%</td>
<td><strong>79.8%</strong></td>
</tr>
<tr>
<td>Think They Will Get A 3.0+ GPA In Fall 2015</td>
<td>81.5%</td>
<td>81.2%</td>
<td><strong>81%</strong></td>
</tr>
<tr>
<td>Average Hours Studying/Out-Of-Class Work Per Week</td>
<td><strong>13.7 hours</strong></td>
<td>12.7 hours</td>
<td>12.1 hours</td>
</tr>
<tr>
<td>Met People Who Include Them In Their Activities</td>
<td>81.8%</td>
<td>82.0%</td>
<td><strong>87%</strong></td>
</tr>
<tr>
<td>Work For Pay</td>
<td>31.9%</td>
<td>33.3%</td>
<td><strong>34.7%</strong></td>
</tr>
<tr>
<td>Undecided On An Academic Major</td>
<td>19.3%</td>
<td>17.9%</td>
<td><strong>19.7%</strong></td>
</tr>
<tr>
<td>Undeclared On An Academic Major</td>
<td>32.4%</td>
<td>30.9%</td>
<td><strong>34.5%</strong></td>
</tr>
</tbody>
</table>

All data self-reported on the Fall 2015 Transition Survey
# Academic Updates

## Fall Academic Update (AU) Comparison

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students in MAP-Works (MW)</td>
<td>11204</td>
<td>8872</td>
<td>8410</td>
</tr>
<tr>
<td>Total AU in MW</td>
<td>21201</td>
<td>23059</td>
<td>12879</td>
</tr>
<tr>
<td>Total AUs in MW for FY Students</td>
<td>8760</td>
<td>12112</td>
<td>7389</td>
</tr>
<tr>
<td>Total Students with at least 1 AU</td>
<td>9430 (84.2%)</td>
<td>7883 (88.9%)</td>
<td>5856 (69.6%)</td>
</tr>
<tr>
<td>Total FY Students with at least 1 AU</td>
<td>3153 (96.8%)</td>
<td>3409 (99.7%)</td>
<td>3031 (92.6%)</td>
</tr>
<tr>
<td>Total *Active FY Students without at least 1 AU</td>
<td>104</td>
<td>2</td>
<td>213</td>
</tr>
<tr>
<td>Total Instructors Submitting AU</td>
<td>423</td>
<td>657</td>
<td>404</td>
</tr>
<tr>
<td>Total Positive AU</td>
<td>16962 (80.0%)</td>
<td>19473 (84.4%)</td>
<td>10860 (84.3%)</td>
</tr>
<tr>
<td>Total Positive AU for FY Students</td>
<td>7343 (83.8%)</td>
<td>10642 (87.9%)</td>
<td>6249 (84.6%)</td>
</tr>
<tr>
<td>Total Negative AU</td>
<td>4239 (20.0%)</td>
<td>3586 (15.6%)</td>
<td>2019 (15.7%)</td>
</tr>
<tr>
<td>Total Negative AU for FY Students</td>
<td>1417 (16.2%)</td>
<td>1470 (12.1%)</td>
<td>1140 (15.4%)</td>
</tr>
</tbody>
</table>
Student Success Collaborative

Gesele Durham, Ph.D., Assistant Provost, Academic Affairs
Brennan O’Lena, Student Services Coordinator, Student Success Center
Joel Spiess, Academic Advisor, College of Health Sciences
• SSC Foundation Tool Use

• School/College Campaign Highlights

• Spring 2016 University-Wide Campaigns

• SSC Campus Implementation Timeline
Monthly Trending for All Areas Combined

Number of Logins

<table>
<thead>
<tr>
<th>Month</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Logins</td>
<td>469</td>
<td>537</td>
<td>685</td>
<td>817</td>
<td>493</td>
<td>404</td>
<td>396</td>
<td>767</td>
<td>1142</td>
<td>1367</td>
<td>1347</td>
<td>1315</td>
</tr>
</tbody>
</table>
Monthly Trending of Total Status Changes

Number of Status Changes per Month

- No action taken
- RVW: No Contact Needed
- RVW: Contacted
- ADV: Phone
- ADV: Email/Online
- ADV: In Person (Appt)
- ADV: In Person (Walk-in)
- No Show Appt
Total Outstanding Reminders and Notes

- Outstanding Reminders: 534
- Total Notes: 39501
Monthly Trending of Students Seen

By Risk Score At Time of Last Status (Each Mth)
Graduation Rate by First Term GPA

Grad Rate in First Major
Grad Rate in First College
Grad Rate out of First College
Institution-Wide
School/College Campaign Examples

Lubar School of Business:

- October/February: Sophomore and Junior Business-undecided students
- October/February: Freshman and Sophomores at-risk of not meeting Admission to Major requirements
- November: Freshman who were not enrolled in Bus Adm 100 fall semester
- November: Targeted Sophomores – email Admission to Major application
- October/March: All students without advising appointment for more than a year
- November/March: Junior and Seniors not Admitted to Major
- October/March: Check-in with current probation students before withdrawal deadline
  Include students in the Academic Recovery Seminar
- Stop outs that could return and graduate easily
- Students with low credit completion ratios for the term
- Moderate or high risk students who were not advised during the fall term
- Project Return Follow-up: 430 Contacted, 216 enrolled in at least 1 course—50.2% success rate
School/College Campaign Examples

College of Health Sciences

• Stop Outs (campaign resulted in an estimated $50,000 in tuition dollars based on standard full-time, Wisconsin resident, on-campus tuition)

• Students at risk for not being admitted to their major due to being in good standing with the University (cum GPA above 2.0) but below admission GPA requirement (2.5/2.75)

• Students at risk for not being admitted to the graduate program for their field of study (OT) because of cumulative GPA high enough to graduate but not competitive enough for graduate program admission.

• First and second year students whose cumulative GPA has never been above 2.5; referring them to more appropriate options at UWM so they can still be retained by the University.
School/College Campaign Examples

Peck School of the Arts
• Stop Outs
• Graduation Checks Needed
• Major without a declared focus

School of Education
• Targeted campaigns to encourage advising including:
  • New Freshmen
  • New Transfers
  • Students with a GPA between 2.0-3.0, credits accumulation of 60+ with moderate to high risk for attrition
  • Focused outreach to students not enrolled for the upcoming term
  • Students with over 130 credits to target degree completion goals
School/College Campaign Examples

Letters and Science
• Identifying new students for targeted outreach
• Identifying and tracking students in a particular course/program
• Tracking probation students
University Wide Campaigns: Spring 2016

1. Encouraging Advising Engagement

Goal: Identify students at moderate or high risk levels who have had no activity with advisor (appointment, phone, email, etc.) since the start of the Fall 2015 term and encourage engagement with advisor. Secondary goal of improving risk level of student with timely and appropriate interventions identified during advising session.

2. Engaging Stop-Out Students

Goal: Facilitate the return of students with 90+ credits who have stopped out. Secondary goal of data collection of reasons for stopping out, e.g. transfer, financial hardship, etc.
SSC Campus Roll-Out Timeline

January – March: Data Loads to EAB

Late March/Early April: Permissions and Configuration Settings
Initial Documentation to EAB

April: EAB Build of UWM Platform Test Site
Implementation Strategy Webinar (Leadership Team)
Access to Sandbox for SWAT Team (Trainers) and
Integration Team with pre-training exercises for exploration

May 19: Train the Trainer

June 7: General Training for Phase 1 Users
SSC Campus Roll-Out Timeline

June 20: Phase 1 Go Live

Functions: All current SSC Foundation functions
Offices: All academic advising offices (all schools / colleges, AOC, CIE, Honors, Roberto Hernandez Center & Athletics), Financial Aid (limited related to coordinated care network needs), Kiosk check-in

July 31: Phase 2 Go Live

Functions: Early Warning/Alerts and Progress Reports, Tutoring, Alerts and Cases
Offices: All academic advising offices and school/college personnel for early warnings/alerts; PASS
SSC Campus Roll-Out Timeline

Phase 3: Financial Aid Advising and Outreach
Additional Tutoring Offices, e.g. CEAS, Lubar

Phase 4: Student Support Offices, e.g. ARC, Career Planning, Norris

Phase 5: Additional Unit Requests, e.g. Library
Additional Questions?

SSC Campus Leadership Team
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Webpage
http://uwm.edu/academicaffairs/academic_priorities/student-success/student-success-collaborative/
## UW-MILWAUKEE Retention Plan

**Objectives**

<table>
<thead>
<tr>
<th>Objective 1</th>
<th>Leader(s)</th>
<th>Metric(s)</th>
<th>Resource(s)</th>
<th>Time-frame</th>
<th>Status</th>
<th>Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deliver innovative, engaging, and distinctive undergraduate, graduate, and professional academic programs.</td>
<td>Laura Pedrick/Genele Durham</td>
<td>Identification of support needs unique to new programs</td>
<td></td>
<td></td>
<td>Ongoing</td>
<td></td>
</tr>
</tbody>
</table>

See new programs from academic planning (Appendix A)

**Objective 1a**

1. Support the exploration/development of novel degree options at all levels, including integration between the undergraduate and graduate degrees (i.e., professional science masters, accelerated masters, integrated bachelor's/master's programs).

**Leader(s)**: Laura Pedrick/Genele Durham

**Metric(s)**

- Identification of support needs unique to new programs

**Status**: Ongoing

**Date of Completion**: |

**Objective 1b**

Enhance developmental education instruction, structure and policies to facilitate student success and graduation.

1. Action Steps
   - 1) Action Steps
   - 2) Survey Results
   - 3) Formative and Summative Goals

**Leaders**: Phyllis King-Kyle Swanson/Shevann Watson, Mary Kranziska/Nicole Heiman

**Metric(s)**

- Reduce the fraction of students placed into remedial math to 33%
- Increase completion rate of students placed into remedial math to 85%
- Eliminate the second year retention gap for students placed into remedial math
- 50% of incoming First-Year students testing into a developmental math course participate and retest into a credit-bearing math course by participating in the Panther Math Prep Summer Bridge Program.

**Resource(s)**

- Course development
- Continued study of outcomes for ongoing reforms
- Instructor professional development
- Explore staff incentives for reaching targets

**Time-frame**

- Spring 2015
- Spring and Summer 2015
- Summer 2015
- Summer 2014 & Ongoing

**Status**: |

**Date of Completion**: |

**Notes**:

- Summer 2014: 203 students participated, 144 (71% of eligible participants) retested. 84 of the 144 (58.3%) placed into college algebra or out of their math requirement. In addition, 17 students (11.8%) moved up within the newly structured math 90 sequence. The total Over 50% of students who tested into a developmental math course, enrolled in Panther Math Prep, and then retested were placed into a college-level math course in both Summer
RETENTION PLAN

3 MAIN FOCUS AREAS

1. Academic Experience

2. Student Engagement, Growth & Development

3. Operational Enhancements
Sustained factor of 3 increase in advance rates from remedial for lowest placed students

Carnegie Foundation site visit in April: National case study in successful scaling of remedial reform

20% increase in 200-level math enrollment since initiating reform
ENGLISH: Mainstreaming Basic Writers

- ENG 090 halted c. 2000
- ENG 095 replaced with ENG 100 Fall 2015
- Using “ALP” model (low course cap, best teachers, supplemental instruction, writing center support)
- Current success rate: 91%
- Goals for 2016-2017
  - Improve success rates for target populations
  - Improve 2\textsuperscript{nd} year retention to 75%
  - Multiple measures placement & assessment
PASS: PANTHER ACADEMIC SUPPORT SERVICES

- Objectives: Enhance (developmental) educational instruction, structures and policies to facilitate student success and graduation

- Metrics:
  - 1) 50% in Panther Math Prep & re-test into a credit math course
  - 2) Increased # of SIs and tutoring courses offered

- Status of Current Activities:
  - Of those enrolled in PMP, who re-tested, over 50% were placed into credit-bearing math
  - # of SIs & courses supported decreased 2014 to 2015

- Future Activities:
  - a) 10 additional SIs
  - b) Pilot mandatory SI for A&P 1
First Year Experience: Learning Communities

- Proposal developed in Summer 2015 with Learning Community Council. Led by Dr. Bill Keith as Faculty Learning Communities Coordinator and Ericca Pollack.

- Presented to CEMAT and Academic Dean’s Council in Fall of 2015.

- Work with individual Schools and Colleges.

- Expanded Summer Bridge Options for Summer 2016.

- Block Scheduling and new Ed Psych Learning Community Course for AOC Students for Fall 2016.

### Learning Community Participation – Three Year Trends

<table>
<thead>
<tr>
<th>Type of Learning Communities</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016 capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Seminars (FYS)</td>
<td>454</td>
<td>494</td>
<td>321</td>
<td>400*</td>
</tr>
<tr>
<td>Intro to the Professions (IP)</td>
<td>167</td>
<td>96</td>
<td>392</td>
<td>450</td>
</tr>
<tr>
<td>Transition Courses (EP)</td>
<td>324</td>
<td>214</td>
<td>361</td>
<td>550**</td>
</tr>
<tr>
<td>Living Learning Communities (LLC)</td>
<td>537</td>
<td>515</td>
<td>631</td>
<td>732</td>
</tr>
<tr>
<td>First Year Impact (FYI)</td>
<td>906</td>
<td>408</td>
<td>114</td>
<td>0***</td>
</tr>
<tr>
<td>Total</td>
<td>2126</td>
<td>1727</td>
<td>1819</td>
<td>2132^</td>
</tr>
</tbody>
</table>

¥ Total Participation includes non-First Year students and some duplicates.
P.R.I.D.E in the curricular and co-curricular experience

Orientation and Fall Welcome (P.R.I.D.E)
- Initiatives (Video, handout, incorporation in speaker’s and small group events)
- (P & D) Exit surveys indicate increase in plan of hours spent on homework (up to 24/wk from 19/wk in ’14)
- (R, I, D, E) over 90% satisfaction with Health and Safety, Involvement sessions

First year student MAPWorks data (R, D):
- Over half of students have not reached out to discuss difficulties with faculty in a meaningful way
- A majority of students indicated talking with faculty outside of class

Panther Academic Welcome Day (P. R., D.)
Positive differences in GPA and retention for students who attended and on pre/post survey of participants related to learning outcomes:
- Students can identify ways to manage their time in college
- Students can interpret a university course syllabus and know what is expected of them
- Students can recognize appropriate study habits/behaviors for a college environment
- Students can articulate appropriate etiquette for communicating electronically with faculty or advisors
- Students can successfully identify one office and one campus resource to help enhance their academic success

Syllabus Language Example
- Get to know you and UWM (Week 1-P.)
  - Introductions (tell your UWM story), “What is a Learning Community?” and class icebreaker
  - D2L, PAWS, and Microsoft 365 review
  - Professionalism and expectation setting (professional communication, attending office hours, classroom expectations, etc.)
Career Decision-making

2g - All students will develop career decision-making skills needed to successfully transition to post-graduate plans (career/graduate/professional school) in their major.

- 2gi - By beginning of sophomore year, 80% of undeclared/undecided students will have an intended or declared major.
- 2gii - By the completion of 60 credits, 80% of undeclared/undecided students will have completed their career/graduate/professional transition plan as determined by the college or school.

CURRENT ACTIVITY - Information gathering to support item 1 - Ideally completed by beginning of Fall 2016 semester for Letters & Science; following include schools with ‘intended but undecided’ - College of Health Sciences, Lubar School of Business, School of Education; following include remaining schools with undergraduate programs

Level 1 - Formative Assessment driven by completion of following activities:
1. Formalized collaboration between College/School Academic Advisors and Career Planning & Resource Center to support Academic Advisor planning

FUTURE ACTIVITIES -

Level 2 Formative Assessment driven by completion of following activities:
1. College/School Academic Advisors and Career Planning & Resource Center Staff will work with faculty to create career path information packets for students in each major
Communication & Services

Provide timely, seamless, well-coordinated communication and services to students from their initial point of contact through enrollment, graduation and beyond. Establish baselines for current satisfaction level, develop metrics and relevant interventions. Identify source of correlation between retention and satisfaction with operations.

- Metrics: Anecdotal reports of student satisfaction, assumed links between satisfaction and retention
- Progress: One Stop web, universal FERPA, onsite admissions, admitted student communications, housing cancellations, etc.
- Proposal: Comprehensive campus operational survey
  - Neutral development, shared ownership
  - Establish baseline for student satisfaction
  - Team-based development of interventions and ongoing assessment
Address Affordability and Develop Avenues for Students to Afford UWM

Thursday, March 31, 2016
Total Full-Time Freshmen Institutional Aid (2013)

- University of Toledo: $15.4M
- West Virginia University: $11.6M
- Utah State University: $10.1M
- University of Akron Main Campus: $9.0M
- The University of Texas at San Antonio: $6.2M
- Texas Tech University: $6.0M
- University of North Carolina at Charlotte: $4.6M
- The University of Texas at El Paso: $1.8M
- University of Wisconsin-Milwaukee: $630.9K
Award Example

-Family size of 2 with 1 in college
-Parent Adjusted Gross Income (AGI) is 61,648

ESTIMATED FAMILY CONTRIBUTION (EFC) PER FAFSA 7,513

Estimated Cost of Attendance 2015/2016

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Tuition/Fees</td>
<td>$9,452</td>
</tr>
<tr>
<td>Books</td>
<td>$700</td>
</tr>
<tr>
<td>Room</td>
<td>$6,290</td>
</tr>
<tr>
<td>Meals</td>
<td>$3,740</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$20,182</strong></td>
</tr>
</tbody>
</table>

Award

<table>
<thead>
<tr>
<th>Loan Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsidized Stafford Loan</td>
<td>$3,500</td>
</tr>
<tr>
<td>Unsubsidized Stafford Loan</td>
<td>$2,000</td>
</tr>
<tr>
<td><strong>Total Loans</strong></td>
<td><strong>$5,500</strong></td>
</tr>
</tbody>
</table>

Direct costs $20,182

Would cost family roughly 33% of AGI
META MAJORS

• “Exploratory Majors”
• Students often have a general sense notion
• Hold on registration if haven’t selected a true major by end of 3 semesters
• Employs 2 behavioral economics concepts: 1) active voice & 2) offers a prescribed exploratory process
• Part of larger retention efforts implementing mandatory advising
• Case study – from 2011 to 2014, retention rate of undeclared freshmen jumped 16 percentage points from 62% - 78%.
Simplifying Decision Making

Sample Exploratory Tracks for Undecided Students

- **Physical Science and Engineering**
  - Related Majors:
    - Civil Engineering
    - Computer Science
    - Earth and Space Exploration
    - Construction Management
    - Informatics
  - Common prerequisite courses include:
    - Calculus
    - Physics

- **Fine Arts, Humanities, and Design**

- **Health and Life Sciences**
  - Related Majors:
    - Agribusiness Science
    - Nursing
    - Microbiology
    - Exercise and Wellness
    - Animal Physiology
  - Common prerequisite courses include:
    - Biology
    - Chemistry

- **Social and Behavioral Sciences**
Multi-term Enrollment

Immediate Benefits to Students
Students able to plan further ahead to accommodate complex schedules, requirements, and plans

Retention increased three percentage points in first year

Departments able to forecast section demand

Academic units realize cost-efficiency gains, better aligning resources and instructor workload with enrollment

Broader Impact on Campus

Student Participation Is Voluntary, but High and Growing Quickly

100%

Student Participation in 2012 and 2013:
- 0% in 2012
- 60% in 2012
- 82% in 2013

Technical Worries Unwarranted
I’m kind of surprised it’s not more widespread, because it’s not technologically a challenge. I think it makes a lot of sense if you can do it. It’s good resource planning."

Michael V. Reilly, Executive Director, American Association of College Registrars
• Combination of active learning strategies and academic support
• Faculty require knowledge of range of success strategies to select those that complement teaching style.
• CETL organize faculty groups to discuss pedagogical approaches.
• Incorporate self-regulated learning activities.
• Supplement classroom learning with external support.
• Mid-term faculty assessments
• Ongoing formal reviews of course curricula
• Faculty annual reviews include student evals, course completion rates and peer reviews
Credit Accumulation

There is no way 12 credits per semester will add up (in 4 years) for a bachelor’s degree!

Barriers:

- Advisors may encourage students to pace themselves by taking fewer classes
- Most state financial aid programs only require students to take 12 credits
  - Students may be shut out of courses required for their majors
  - The maximum PELL grant award allows no more than 12 credits.

15 to FINISH! 4 YEARS 4 U!

15 credits get better grades & are less likely to drop out than peers taking 12
Table Exercise

Roles and Responsibilities

• Discuss and identify how your role and responsibilities contribute to student retention

• What specific strategies in the retention plan and/or trends discussed today can you engage in to improve impact?
Reports and Feedback
Next Steps