<table>
<thead>
<tr>
<th>Name of Objective</th>
<th>Purpose/ Description</th>
<th>Leaders</th>
<th>Goals</th>
<th>Metrics</th>
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<tbody>
<tr>
<td>Developmental Ed Reforms</td>
<td>Continue to expand summer bridge activities and collaboration with high schools (M³); Implementation of English (ENG) 100 into summer bridge program</td>
<td>Dave Clark; Phyllis King/ Suzanne Boyd/ Shevaun Watson</td>
<td>Reduce the fraction of students placed into remedial math. Have Summer Bridge students pass ENG 100 in the summer and start in ENG 102; Increase overall pass rates of ENG 100</td>
<td>Goal: no more than 33% freshmen in remedial math. Track the number of new first-year students in Math Courses 000—099 (remedial) divided by the total number of new first-year students. No corresponding/historical data for ENG 100 in summer bridge</td>
<td>57/58 students in ENG 100 in summer bridge passed</td>
</tr>
<tr>
<td>Meta-majors</td>
<td>Mainstream developmental writers into credit-bearing composition course (ENG 100)</td>
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*GER revision (MM, JB)*
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<tr>
<th>Implement co-requisite remediation in all Math pathways.</th>
<th>Increase % of students placed into remedial math who finish credit-bearing math.</th>
<th>Goal: 80% of remedial students pass with a C or better grade in a Math course numbered 100 or greater.</th>
<th>In the fall of 2014, the Math Department began the developmental math pathways – which reduced the number of semesters new students would be taking remedial math. This resulted in a marked increase in pass rates in credit-bearing courses for students starting in developmental math.</th>
</tr>
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<tbody>
<tr>
<td>Increase 2nd year retention rate of students who start in remedial math.</td>
<td>Goal: Increase the 2nd year retention rate of first-year remedial math students to 75%.</td>
<td>In 2017-2018 and 2018-2019 Math is piloting and then implementing a “co-requisite remediation” model, in which in each pathway students in a developmental math course will also be taking a credit-bearing math class at the same time. This has been shown in other large state schools to significantly increase the retention and success in completing a credit-bearing math course for students who start in developmental math.</td>
<td></td>
</tr>
<tr>
<td>Improve 2nd year retention rate of ENG 100 students</td>
<td>Goal: Increase the 2nd year retention rate of first-year ENG 100 students to 75%.</td>
<td>Track the total number of students who took a Math 000-099 course in their first year who were also enrolled in credit-bearing courses in their second and third semester, divided by the total number of students who took a Math 000-099 course in their first year.</td>
<td>Track the total number of students who took ENG 100 course in their first year/summer bridge who were also enrolled in credit-bearing courses in their second and third semester, divided by the total</td>
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<table>
<thead>
<tr>
<th>Initiative</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Collaborate with UWM’s multicultural centers to increase success of underrepresented minorities.</strong></td>
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<tr>
<td><strong>Increase the first attempt pass rate for students enrolled in ENG 102</strong></td>
<td></td>
<td>Goal: increase the pass rate (percentage of students earning grade of C or better) for first time ENG 102 enrollees to 100%</td>
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<tr>
<td><strong>Eliminate the achievement gap in Math for underrepresented minorities.</strong></td>
<td></td>
<td>Goal: % pass rates the same for all students in Math Courses based on minority status/race/ethnic group.</td>
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<tr>
<td><strong>Increase overall pass rates of ENG 100 for African American students</strong></td>
<td></td>
<td>Goal: 95% pass rate (% with grade C or above) for African American students taking ENG 100 (see metric note for general increase of ENG 100 pass rate above)</td>
</tr>
<tr>
<td><strong>Reduce final grades of D, F, and W (withdrawals) while maintaining academic standards.</strong></td>
<td></td>
<td>Short-term Objective for Depts: At least a 20% reduction in the baseline DFW rate for each course with a DFW rate ≥ 20%</td>
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<tr>
<td><strong>Support academic departments in their continuous improvement efforts to attain the shorter-term objective established for them &amp; the long-term objective set for the campus.</strong></td>
<td></td>
<td>Long-term Objective for Depts: Less than 20% of students with a DFW grade in each departmental course.</td>
</tr>
<tr>
<td><strong>Creation of opportunities for specific groups of students to start</strong></td>
<td></td>
<td>OAIR grade data will be used to determine whether the objectives are met.</td>
</tr>
<tr>
<td><strong>Exploration of prospects to expand the impact of summer bridge for students.</strong></td>
<td></td>
<td>Launch of Initiative – COMPLETED; Sum 2017.</td>
</tr>
<tr>
<td><strong>Retention rate, GPA, credit accumulation of bridge participants</strong></td>
<td></td>
<td>Ongoing support of departments in their attainment of the shorter-term objective established for them &amp; long-term objective set for the campus – IN PROGRESS</td>
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*GER revision (MM,JB)*
UWM Retention Initiatives
2017

| Courseleaf | Curriculum management software including modules related to course catalog (CAT), class scheduling (CLSS), and course/program approvals (CIM). | Seth Zlotocha | CAT: Produce AY18-19 catalog via system. CLSS: Create Spring 19 class schedule via system. CIM: AY18-19 course approvals and AY19-20 program approvals via system. | System implementation and successful training and use by academic unit representatives. Meaningful, quantitative measures will be derived as implementation progresses. CAT implementation in progress. CLSS implementation scheduled to begin in September/October 2017. CIM implementation scheduled to begin late fall 2017. |

Co-Curricular Experiences

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<tr>
<td>First Year Learning Communities</td>
<td>Creation of opportunities for first-year students to participate in a Learning Community experience during their first semester at UWM. Currently, the phrase &quot;Learning Community&quot; (LC) is an umbrella term to describe a variety of different types of courses typically designed for first-time, first-year students.</td>
<td>Kay Eilers</td>
<td>To determine the future of the LC program at UWM. As such, the following steps are planned: 1. Determine a standard definition and requirements for any experience called an LC. 2. Determine a final set of LC learning outcomes, which are included in any course, called an LC. 3. Assess impact of experiences falling within the standard LC definition.</td>
<td>Percent of first-year students enrolled in LCs A list of LC courses is provided to the Registrar’s Office and a flag is placed on them. OAIR can then generate a report comparing students enrolled in those courses against non-participant students.</td>
<td>Throughout the 2016-17 academic year, the LC Council reviewed current practices at UWM including a survey of student participants, interviewed peer institutions and researched national best practices related to LCs. With the information gathered through that research, the LC Council is working to draft and propose a standard definition.</td>
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</table>
students. LC courses are typically (but not always) small courses, which build in topics related to the college transition.

4. If assessment indicates the above is impactful, design and implement LC opportunities for all first-year students.

Retention rate and GPA of LC participants vs. non-LC participants

A list of all participants is maintained. A profile needs to be created (i.e. GPA range, ACT range, etc.) and data pulled from all non-participants with a similar profile to determine if there is an impact.

for LCs at UWM. Current practices vary greatly across campus making assessment of the program’s impact difficult.

During fall 2016 one paired-course option was piloted with AOC students and showed modest yet promising results. With this information, a few additional paired-course options are offered for fall 2017 so that the LC Council can review the results and make a recommendation going forward. The fall-to-spring retention rates and GPAs of participating students will be compared to those of non-participating students to assess any impact of the efforts. Unfortunately, some of the new paired-course options were un-paired so the pilot courses to assess will be limited.

The factors and roadblocks include the need for buy-in across campus and the need for financial resources to make this effort scalable. Specifically, schools/colleges/departments can elect whether they wish to participate and to what extent courses will align with the LC definition. If we do scale up this effort to reach 100% of students, financial resources will be necessary to have a full-time LC coordinator overseeing logistics, have instructor training designed for LCs as well as any financial support departments see necessary to offer courses which fit within a standard
| Increase Campus Engagement | UWM needs to understand how students engage with campus and how that influences their persistence | Colin Daly/Eric Jessup Anger | Understand Impact of Student Engagement at UWM | • Summary of student perception of UWM experience compared to national trends  
• Identify strengths/opportunities  
NSSE/BCSSE – the data resides on the NSSE website – nsse.indiana.edu; Data points analyzed provided by the survey and are TBD  
• Student employees will have shorter time to degree completion  
• Student employees will have higher GPAs  
UWM Grow: Data resides with each department within Student Affairs with student employees; will be collected and analyzed in Student Involvement; data on student employees lives in Campus Labs |
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<tbody>
<tr>
<td>Utilize Student Employment as a Learning Experience</td>
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<tr>
<td>Measure Student Learning Outcomes in the Co-Curricular</td>
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<tr>
<td>Enhance student Transition experience *Could be its own initiative</td>
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<tr>
<td>Undergraduate Research</td>
<td>UW-Milwaukee’s core aspiration, to be a top-tier research institution focused on student success and community engagement, has motivated the campus’ commitment to advancing undergraduate research (UR). While part of attracting high-achieving undergraduate students to the university, UR is also part of the larger campus research infrastructure supporting faculty and graduate student research. UR initiatives are organized by the central Office of Undergraduate Research (OUR). The OUR is part of the Office of Research and provides a suite of programs, from pre-college to graduation, facilitating students becoming engaged in faculty research in all areas of the campus. For more information, see uwm.edu/our.</td>
<td>Jean Salzer</td>
<td>Ongoing since 2008</td>
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<td>Highlight and build interdisciplinary research efforts to attract undergraduate and graduate students to UWM. Provide a fertile environment for fundamental and applied research that leads to publication and presentation opportunities. Expand and promote interdisciplinary research efforts as an attractor for students. Develop an environment that leads to publication and presentation.</td>
<td>Nigel Rothfels/Mark Harris</td>
<td>Ongoing since 2013</td>
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<td>Formative Assessments:  • Track numbers of all undergraduate students supported by the Office of Undergraduate Research (students receiving pay, credit, travel assistance, etc.) to work as research assistants to faculty. Data sources: OUR provides an annual list of students to OAIR and runs its own in-house analysis tracking demographics.  • Build reporting tools into Digital Measures (DM) to track co-authorship of students on faculty publications and grant activity. Data sources: DM is not uniformly completed by faculty across the university. With limited or incomplete compliance rates the data is not robust. In order for this data to be useful, the campus would have to increase DM use.  • Track 4- and 6-year graduation rates of freshmen in the UR@UWM program. Data sources: The OUR maintains a list of all students who have been part of the UR@UWM program and tracks their 2nd year retention and 4th and 6th year graduation rates.  • Develop utility to discover all undergraduates employed to work as research assistants on outside grants (NSF, NIH, etc.) Data sources: Riley Hale</td>
<td></td>
<td>Ongoing since 2015</td>
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(Office of Research) has developed a dashboard through which we can identify all students paid through funds 144 and 133. The OUR retrieves the data annually and pulls students from those lists who are engaged in faculty research grants.

- Develop utility to discover students working as research assistants to faculty (outside of curricular requirements) for credit. *Data sources*: OUR has compiled a list of all specialized curricular numbers being used throughout the university to designate students engaged in faculty and independent research. Some departments have as many as 4 or 5 course numbers in use. Shane Dunlap (Office of Research) runs a query in the spring semester every year to identify the students enrolled in those course numbers.

**Summative Assessments:**

- We will report on the number of students engaged in faculty research who a) are paid through internal and external grants, b) receiving non-salary support from the OUR and c) receiving credit. This will be the best picture we have ever been able to provide of undergraduate engagement with faculty research outside of the departmental curricula. *Data sources*: This report will combine the various streams of data we have been accumulating. We ran a test in the spring of 2017 with mixed results. The Chancellor also asked for a different metric: the percentage of students engaged in research. We were able to provide figures on the number of students who graduate from UWM having had a sustained research experience -- close to 50% -- and are continuing to explore better ways of capturing the statistics on these students.

*GER revision (MM, JB)*
We will report on “outcomes” of undergraduate research using queries of the data warehouse (performance and graduation rates), digital measures, and other resources. In concert with the Office of Research, we will develop realistic targets for undergraduate research participation rates and outcomes for the future.

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<tr>
<td>Standardized Degree Progress</td>
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<td>Retention Grant Program</td>
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<td>One Stop Student Services</td>
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<td>Scholarships</td>
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<td>Financial emergency assistance</td>
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<tr>
<th>Academic Support</th>
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<tbody>
<tr>
<td>Name of Objective</td>
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<tr>
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*GER revision (MM,JB)*
## UWM Retention Initiatives
### 2017

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<tr>
<td><strong>Faculty Advising Support</strong></td>
<td>Margaret Noodin / Bill Hebert / Diane Reddy / Pete Sands / Paul Roebber</td>
<td>Summarize the status quo and identify current connections between advising and teaching. Identify and/or produce materials to increase use of SSC by faculty. Identify and/or produce materials to increase use of Progress Reports. Note successes and barriers that relate to the success and retention of students. Offer a long term vision for engaging Faculty and Teaching Staff in academic success.</td>
<td>Goal: Increased use of SSC by Faculty and Teaching Staff (metric 1) Goal: Increased use of Progress Reports (metric 2) Goal: Decreased W rates correlating with metrics in #1 and #2 Goal Increased retention of students with progress reports</td>
</tr>
<tr>
<td><strong>Expand Supplemental Instruction (SI)</strong></td>
<td>Students who take advantage of SI are retained and perform better overall than those who do not participate, by as much as 10-15 percentage points. An effective practice, the current challenge is offering SI to more students for more courses.</td>
<td>Identify and add 10 additional SI courses. Students who participate in these specific SI courses will perform better than students who do not participate in SI.</td>
<td>Goal: Participation: 10% of the total section enrollment in the course will participate in SI Goal: GPA: average course GPA of students who participated in SI will be 2.5 or above A,B,C: of those students who participated in the SI, 80% will earn an A, B, or C Goal: Sessions: students will participate in 60% or more of the SI sessions offered This status is on-going. Each semester, 10 SIs are identified and added or continued from the previous semester. Analysis is completed using the established metrics at the completion of each semester and shared.</td>
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<tr>
<td><strong>“Why 30?” Credit Accumulation</strong></td>
<td>Jeremy Page / Kay Eilers</td>
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<tr>
<td><strong>SSC Collaborative</strong></td>
<td>Gesele Durham</td>
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