Retaining Our Students
The Role of Instructors and Departments
Goals: Outstanding Learning Environment

• Increasing four and six-year graduation rates including disaggregating by Pell-eligibility
• Decreasing the average credits to degree of graduates
• Increasing first-year students completing 30 or more credits in their first year of enrollment
• Increasing engagement in experiential learning opportunities
• Decreasing DFW rates in course work
• Increasing retention rates from year 1 through year 5
• Eliminating retention and graduation achievement gaps between historically underrepresented minority (URM) students and non-URM students
### Key Metrics

<table>
<thead>
<tr>
<th></th>
<th>Current</th>
<th>Three-year goal</th>
<th>Six-year goal</th>
<th>10-year goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six-year graduation rates</td>
<td>44.1%</td>
<td>46%</td>
<td>48%</td>
<td>50%</td>
</tr>
<tr>
<td>Six-year graduation rates (Pell eligible)</td>
<td>34.5%</td>
<td>35-37%</td>
<td>37-39%</td>
<td>39-42%</td>
</tr>
<tr>
<td>Four-year graduation rates</td>
<td>18.2%</td>
<td>20-22%</td>
<td>22-24%</td>
<td>24-26%</td>
</tr>
<tr>
<td>Four-year graduation rates (Pell eligible)</td>
<td>10.7%</td>
<td>12-14%</td>
<td>14-16%</td>
<td>16-18%</td>
</tr>
<tr>
<td>Average credits to degree</td>
<td>135.5</td>
<td>135</td>
<td>133</td>
<td>128</td>
</tr>
<tr>
<td>% completing &gt;= 30 credits in year one</td>
<td>48.4%</td>
<td>50%</td>
<td>53%</td>
<td>60%</td>
</tr>
<tr>
<td>% in &gt;= 1 experiential</td>
<td>80%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>DFW rates (classes of 50-100)</td>
<td>15.7%</td>
<td>10-13%</td>
<td>9-12%</td>
<td>8-11%</td>
</tr>
<tr>
<td>Retention rates, 1-5 (year one)</td>
<td>75.5</td>
<td>74-77</td>
<td>77-79</td>
<td>79-80</td>
</tr>
<tr>
<td>Eliminating URM retention gaps</td>
<td>-2.8</td>
<td>&lt;3</td>
<td>&lt;3</td>
<td>&lt;3</td>
</tr>
<tr>
<td>Eliminating URM six-year grad gaps</td>
<td>-18.4</td>
<td>-15%</td>
<td>-13%</td>
<td>-10%</td>
</tr>
</tbody>
</table>
# Graduation rates

<table>
<thead>
<tr>
<th>Year of initial fall enrollment</th>
<th>UWM Actual</th>
<th>UWM Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3-year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6-year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10-year</td>
</tr>
<tr>
<td>6-year graduation rate</td>
<td>40.3</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>39.4</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>41.2</td>
<td>50</td>
</tr>
<tr>
<td>6-year graduation rate (Pell)</td>
<td>31.9</td>
<td>33-35</td>
</tr>
<tr>
<td></td>
<td>31.7</td>
<td>34-36</td>
</tr>
<tr>
<td></td>
<td>32.2</td>
<td>35-40</td>
</tr>
<tr>
<td>4-year graduation rate</td>
<td>14.3</td>
<td>20-22</td>
</tr>
<tr>
<td></td>
<td>13.5</td>
<td>22-24</td>
</tr>
<tr>
<td></td>
<td>14.9</td>
<td>24-26</td>
</tr>
<tr>
<td>4-year graduation rate (Pell)</td>
<td>9.4</td>
<td>12-14</td>
</tr>
<tr>
<td></td>
<td>8.7</td>
<td>14-16</td>
</tr>
<tr>
<td></td>
<td>8.9</td>
<td>16-18</td>
</tr>
</tbody>
</table>

Narrative: The 6-year rates represent the percentage of new freshmen enrolled officially in fall who earned their first UWM bachelor’s degree prior to their 7th fall term. The 4-year rates represent the percentage of new freshmen enrolled officially in fall who earned their first UWM bachelor’s prior to their 5th fall term.
## Average credits to degree

<table>
<thead>
<tr>
<th>Graduating cohorts</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>3-year</th>
<th>6-year</th>
<th>10-year</th>
</tr>
</thead>
<tbody>
<tr>
<td>New freshmen</td>
<td>136.3</td>
<td>135.4</td>
<td>135.5</td>
<td>135.5</td>
<td>135</td>
<td>133</td>
<td>130</td>
</tr>
<tr>
<td>Transfers</td>
<td>142.1</td>
<td>142.8</td>
<td>142.9</td>
<td>142</td>
<td>138</td>
<td>135</td>
<td>133</td>
</tr>
</tbody>
</table>

Narrative: These rates reflect students who earned their first UWM bachelor’s degree and were officially enrolled in the past as new freshmen or new transfers. Credits can include UWM credits, test credit, and transfer credit (including any credits earned prior to their first fall term). Remedial and audit units are not included.
% of students completing at least 30 credits in year one

<table>
<thead>
<tr>
<th>Year of initial fall enrollment</th>
<th>UWM Actual</th>
<th>UWM Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>33.1</td>
<td>3-year</td>
</tr>
<tr>
<td>2015</td>
<td>37.4</td>
<td>6-year</td>
</tr>
<tr>
<td>2016</td>
<td>42.1</td>
<td>10-year</td>
</tr>
<tr>
<td>2017</td>
<td>48.4</td>
<td></td>
</tr>
<tr>
<td>New freshmen</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

Narrative: These percentages represent the percentage of new freshmen enrolled officially in fall who earned 30 credits or more prior to their 2nd fall term (including any credits earned prior to their first fall term). Credits can include UWM credits, test credit, and transfer credit. Remedial and audit units are not included.
% of students in at least one experiential opportunity

<table>
<thead>
<tr>
<th>Year of initial enrollment</th>
<th>UWM Actual</th>
<th>UWM Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009</td>
<td>2010</td>
</tr>
<tr>
<td>Student participation</td>
<td>80%</td>
<td>80%</td>
</tr>
</tbody>
</table>

Narrative: Goal is 100% participation. Data collection and goal setting in progress.
DFW rates (classes of 50-100; complete data below)

<table>
<thead>
<tr>
<th>DFW Rates</th>
<th>UWM Actual</th>
<th>UWM Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of Fall Term</td>
<td>2015</td>
<td>2016</td>
</tr>
<tr>
<td>50-100 students</td>
<td>15.9</td>
<td>16.1</td>
</tr>
<tr>
<td>More than 100 students</td>
<td>18.7</td>
<td>18.9</td>
</tr>
</tbody>
</table>

Narrative: Course section sizes are based on official enrollment in grade-carrying course sections. These rates only reflect students enrolled officially in grade-carrying course sections who did not drop, did not receive an incomplete, did not audit, and received a standard grade or were withdrawn.
## Retention

<table>
<thead>
<tr>
<th>Year of initial fall enrollment</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-year retention</td>
<td>69.7%</td>
<td>71%</td>
<td>72%</td>
<td>73.9%</td>
<td>72.8%</td>
<td>75.5%</td>
</tr>
<tr>
<td>Two-year retention</td>
<td>59%</td>
<td>59.6%</td>
<td>61.3%</td>
<td>61.2%</td>
<td>62%</td>
<td>TBD</td>
</tr>
<tr>
<td>Three-year retention</td>
<td>53.3%</td>
<td>53.9%</td>
<td>55.0%</td>
<td>54.9%</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Four-year retention</td>
<td>32.3%</td>
<td>31.6%</td>
<td>30.7%</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Five-year retention</td>
<td>13.2%</td>
<td>12.4%</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>UWM Actual</td>
<td>UWM Goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year of initial fall enrollment</td>
<td>2014</td>
<td>2015</td>
<td>2016</td>
<td>2017</td>
<td>3-year</td>
<td>6-year</td>
</tr>
<tr>
<td>First Year URM Reten.</td>
<td>65.1</td>
<td>67.7</td>
<td>68.6</td>
<td>70.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year Non-URM Reten.</td>
<td>73.6</td>
<td>73.5</td>
<td>76</td>
<td>73.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diff. in retention (if any)</td>
<td>-8.5</td>
<td>-5.8</td>
<td>-7.4</td>
<td>-2.8</td>
<td>&lt;3</td>
<td>&lt;3</td>
</tr>
</tbody>
</table>

| Year of initial fall enrollment | 2009 | 2010 | 2011 | 2012 | 3-year | 6-year | 10-year |
| 6-Year URM Grad | 24.8 | 27 | 25.9 | 30.1 |
| 6-Year Non-URM Grad | 43.6 | 43.1 | 45.9 | 48.5 |
| Diff. in 6-Year Grad (if any) | -18.8 | -16.1 | -20 | -18.4 |

Narrative: This achievement gap is the percentage-point difference in the one-year retention rates of non-underrepresented students and underrepresented students [African American, American Indian, Latino/a, and Southeast Asian American students (including those who are multi-ethnic)].
Outstanding Learning Environment

• Provide an increased comprehensive institutional aid plan
• Develop comprehensive academic maps to guide students from enrollment through graduation
• Implement expanded student support model

Our focus today
• Cultivate campus engagement with student success efforts
Today’s topics

- Re-enrollment dashboard and other data tracking and assessment (Jonathan)
  - Quality Initiative: Supplemental Instruction (Dev and Kay)
  - Navigate and Progress Reports (Jeremy)
  - Best Practices and Student Communication Plans (Dave)
  - Experiential Learning (Laurie)
- Questions and discussion: What tools/information would be helpful?
Best Practices and Student Communication Plans

Student Success Best Practices

Welcome to Student Success Best Practices, a new cross-campus collaborative project focused on how we can all better serve our students. Each Tuesday, a campus-wide email to all faculty and staff will provide an overview of key metrics (e.g., student retention, re-enrollment, success rates), along with one or two key success practices, of two different types:

- Success strategies. Small changes instructors can make to optimize their courses for our students.
- Campus connections. Things to discuss with students, regardless of your role on campus.

I'm sure that many of you are already aware of key success metrics and are
Best Practices and Student Communication Plans

• Student Success Best Practices
• Weekly, collaborative email/blog:
  • Data of the week
  • Success Strategy
  • Campus Connection
  • Possibilities: Highlights, Hidden Gems
• First, clear outcome: Better resource lists needed
• Longer term: Social media, regular media focus on UWM best practices.
Best Practices and Student Communication Plans

Student Success Feedback

Please share an idea for a blog post, a success story or feedback on existing post.

Name *

First

Last

Email

Feedback *

Comments *
Best Practices and Student Communication Plans

**Student-facing communication:**
Starting in fall 2020:

- Coordinated campaign to build pride in UWM among current students, while also connecting them with high-impact practices and programs.
- Collaboration with Academic Affairs; coordinated with Student Success Best Practices. For example:
  - The week we push undergraduate research to instructors on SSBP, students see a cup sleeve on their Grind coffee that reminds them to sign up.
  - The week we post a blurb about registering for spring classes and helping students re-enroll, campus digital signage reminds students to make advising appointments.