

**Meeting with Phyllis King and Jeff Meece**  
**March 26, 2013**

Members Present:

D. Amour, J. Anderson, A. Azarian, T. Badura, K. Barnes, J. Broskowski, M. Buhardt, S. Byrne Irwin, Y. Castellano, C. Clark, P. Cobb, T. Current, C. Daly, R. Daniel, A. Datey, J. DeRoche, T. Deutsch, C. Dunlap, K. Eilers, G. Estrada, M. Fero, L. Fitzenberger, K. George, S. Gruzis, J. Hack, N. Halloran, J. Hayes, J. Hill, B. Hinshaw, J. Hutchings, S. Kaempfer, J. Klumpp, M. Knasinski, K. Korinek, A. Kowaliczko, S. Lake, T. Latona, A. Lopez, E. Maldonado, K. Masshardt, N. McCoy, T. McGinnity, I. McLaughlin, C. Morris, M. Mountin, B. Mueller, A. Northrup, D. Northrup, E. Nytes, L. Ori, L. Petersen, C. Piercy, K. Prokuski, K. Raymond, E. Richard, E. Rolland, K. Roosevelt, A. Sadowsky, J. Salzer, A. Schaffner, P. Schoessling, B. Simon, M. Solis, J. Spiess, L. Stark, K. Swetzig, T. Taylor, D. Unertl, D. Wallace, G. Wallander, C. Wolf, S. Zlotocha

**72 total**

**Retention Updates**

- Strategic planning going on right now – Successful Students – thematic group for planning
- If we want to do all of the things we want to do, we need more resources in advising...we know it's a best practice so how does that work here on our campus
- Retention steering committee: charge: identify and implement best practice strategies in student retention. Systematically monitor and evaluate the outcomes of these strategies
  - Goal: 75% persistence rate; 50% graduation rate in 6 years
- Committee meets monthly for 1.5 hours. Retention steering committee action items are tracked monthly by date, action item, responsible party and outcome
  - Access to Success – leading indicators....data-academic side we can measure
  - MapWorks – measures motivation/cognitive piece
  - RRR document – came out Spring 2012, these are the strategies/quick wins to move recruitment, retention and remediation forward
- Retention has been in the 60-70%
- Elements of Successful Retention Programs
  - Strategies improve persistence, progression, retention or graduation measures
  - Establish a retention committee
  - Appoint a person for collaborating across campus – at this point it is Phyllis King
  - Develop a retention program – this is where we are currently at – this is what the steering committee is working on
- Master Retention Plan
  - Key strategies, action plans, timetable, responsibility, budgets, evaluation

- Noel-Levitz – 35 Good Practices in Retention: an Exercise: rate where we are at with each of the practices listed and give to Phyllis
- Dr. Fouad and Ed Psych student did a literature review on best practices in student retention
  - Looked over 300 articles, about 111 empirical articles...found that it's not an area that has been studied well, most studies focused on one aspect of retention. Most focused on persistence...not very sophisticated studies
  - Academic ability is the strongest and clearest predictor of 1<sup>st</sup> to 2<sup>nd</sup> year retention
  - Second strongest predictor is student engagement
  - Student engagement is defined in many ways. Focus of many interventions
    - Freshman Year Experience
    - Create cohort
    - Mentoring/support
    - Living on campus (LLC)
    - Connecting to faculty
    - Connecting to campus resources
    - Connecting to student organizations
    - Football game attendance – how can we use athletics as a means for engagement
    - Facebook
    - Commuter students less engaged
- Skills Development
  - Time management
  - Study skills
  - How to speak up in class
  - Greater confidence (self-efficacy) in academic and study skills
  - Goal orientation and intention
  - Financial management (converse is financial stress)
- Faculty Support
  - Supportive and approachable faculty
  - Early assignments with faculty (for early warning system) – need to work with faculty to have some type of assignment/exam to give the student feedback earlier on
- Family Support
  - Families are source of support, particularly for racial/ethnic minority students
  - First generation families have conflict when don't understand universities policies (e.g. FERPA)
    - After some of these parents learn about what a college education can do for you, some decide to enroll as well
- Advising

- Advisors tracking attendance and contacting students with poor attendance records early
- E-mailing students prior to first homework – student mentors will plan to do this next semester
- Requiring all students to meet with advisors early and often
- Counseling
  - Students who participated in either individual or group counseling are more likely to persist
- Freshman Year Course
  - Included in them are time management and study skills, planning and coping skills, career exploration...
- Remedial Math – want to change terminology (rather than calling it remedial or developmental...)
  - Out of 3,435 new freshmen in 2012, 44.10% needed remedial math
  - In fall 2010, only 58.9% completed remedial math in one year
  - Of all 2004 new freshman needing remedial math, only 31% graduated
  - Placement cutoff scores at UWM are higher than the majority of UW System institutions
  - No one entity coordinates all remedial Math efforts and has a comprehensive view
  - Questions we should ask...why do we do what we do? Should we use a different placement cutoff score? Should we use ACT score? We haven't revisited why we do things the way we do.
  - Math 90, 95, and 105 are not in alignment
  - If students learn differently...shouldn't we have different options for instruction
  - For developmental education, it is important for things to be self-paced (like with ALEKS) – you need to know that concept to be able to move on
  - Math 94 pilot for Fall 2013 from UW Waukesha model
  - Jan-March – online MOOC that UW-LaCrosse, will be getting students college ready to take the Math placement test in March – hopefully that will have improved their scores
    - Could this be used for preparation for college if they are successful – something to be offered in high school – some of the reasons students do poorly on math placement is because it has been so long since they have had a math course
    - Work with high school guidance counselors to help get students college ready – getting them ready for placement testing...using MOOCS or ALEKS program
  - Dual Enrollments: high school students would have the ability to offer classes for credit and non-credit at the high school level – send one of our faculty members to the school or have the student come to UWM (Dual credit is certifying a

teacher at the school to teach our courses). This allows us to show what UWM has to offer...and it is at half tuition

- This is something that we are looking at...two high schools in Sheboygan have an interest
- Items we are currently doing for remedial Math: Math 90 (AOC), Math 94, 95, 105 (L&S), Tutoring (PASS & math), high school & college curricular alignment, academic advising, summer bridge/Panther Math Prep, UW Colleges fall 2013 Math pilot, UW LaCrosse MOOC, Placement testing, MOOC with DPI

## Q&A

- We need to look at and evaluate how we score our Math placement test...some students may be in calculus but get placed into remedial math because they haven't done the basic Math skills in so long
- Q: about foreign language – we don't have them do a placement test, we just waive them out of it if they had the 2 years in high school...we aren't testing their competency in this area so why have the requirement if we aren't assessing their competency? We should be assessing their level of competency for requirement completion
- When discussing working with high schools....what high schools/areas are we targeting? -The group has not identified what certain schools they are targeting/wanting to work with
- What outreach to the math instructors has there been/will there be? Many of the lower level Math teachers are adjunct instructors...not as connected to the department
  - There are training program for TA's – but not standardized and not enforced
  - We need to have those Math TA's go through a standard training process – something they are looking at for who is teaching these classes for students that need remedial Math because otherwise we may be further disadvantage them
  - Need to look at the curriculum...how fast they are going with the material in 95 and 105...some students have said they try to ask questions but instructor says they need to get through X material...
- Retention steering committee – should add in a front line advisor and a student on this committee
- Add advisor on the student success committee

## Enforcement of Board of Regents Policy - Handouts

- Enforcing the remedial education coursework within the first 30 credits – we as an institution haven't enforced it previously but we need to
  - To drop a remedial course – Math & English competency courses, would need to meet with their advisor
  - Remedial education website

- PAWS to do list item – complete your remedial education credits
  - Enforce this message at New Student Orientation
  - Talking about having an appeals committee
    - Should include SAC office member
    - Consequences if student doesn't complete by 30 credits, what is listed in the handout that they could only take remedial credits – affect Financial Aid...
      - As an institution we shouldn't put students in the situation where they reach 30 credits without completing remediation – we need to be proactive and reinforce this policy
  - Need to think about how this affects international students...they could hit the 30 credits before able to complete these
  - Need to discuss how this affects transfer students
  - Also need to think about SAP for Financial Aid
  - Also think about reasonable cost for Math courses
  - Discussion for using ALEKS in more classes – having lab space here (and discussion of using it more in high schools so we don't have to do it as much here)
  - For New Student Orientation, how do we keep sections open for students to be able to get into those classes when they register late
    - Working on saving sections until later on...could use Math placement figures for each NSO day of what section needs are
      - For Math, based on previous data we haven't had enough sections of Math 95 to accommodate for our freshmen and our current students
      - University needs to address this problem because if we are going to require these courses be done in first 30 credits, we need to have the sections available for them to take
    - English wants to release a certain number of sections for each orientation – will be monitoring it
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- Keep a tally of how the new scheduling process has affected students/any benefits – e-mail Jeff ideas on how to track this
  - Students going to new rooms....(due to loss of space in Merrill) found about 7 classrooms that haven't previously been used