

**Plan 2008 Phase II Programs & Initiatives
Outcomes Reporting Form
January 2007**

Your Institution: University of Wisconsin-Milwaukee																																																						
Program/Initiative: Access to Success				Year Established: Fall 2005																																																		
Target Audience (check all that apply): Administration: <input type="checkbox"/> Faculty: <input type="checkbox"/> Academic Staff: <input type="checkbox"/> Classified Staff: <input type="checkbox"/> Students: <input type="checkbox"/> Campus Community: <input checked="" type="checkbox"/> Other: <input type="checkbox"/> If other, please specify:																																																						
Race/Ethnic Groups Affected by this Program/Initiative (check all that apply): African American/Black: <input checked="" type="checkbox"/> American Indian: <input checked="" type="checkbox"/> Latino/Hispanic: <input checked="" type="checkbox"/> Southeast Asian: <input checked="" type="checkbox"/> Other Asian: <input checked="" type="checkbox"/> European American: <input checked="" type="checkbox"/> Other: <input checked="" type="checkbox"/> If other, please specify: International and NA students																																																						
Cost of Program/Initiative: \$0.5 million annually Funding Sources: Campus priority/Academic Affairs																																																						
Description: Access to Success is UWM's campus blueprint to enhance access to the university and, at the same time, promote greater student success. It's a blueprint that combines the recommendations of the Enrollment Management Steering Committee with those of the Milwaukee Commitment, UWM's strategic plan for diversity.																																																						
Point Person(s): Associate Vice Chancellor Ruth Williams Department/Unit(s): Academic Affairs																																																						
Departments/Units/Groups Involved: Access to Success is a campus-wide initiative so all schools/colleges and departments are involved, particularly for the early warning strategy and first-year transition courses. Other strategies involve specific departments/units such as the tutoring programs, mentoring programs, Academic Opportunity Center, Math Department, residence halls, etc.																																																						
Goals & Expected Outcomes: The goals and outcomes are to: <ul style="list-style-type: none"> • Build a pool of diverse, high-achieving applicants, admits, and enrolled students. • Increase first-year retention and performance of all freshmen. • Decrease the gap in first-year retention and performance between students of color and non-targeted students. • Decrease the gap in first-year retention and performance between students placing in remedial courses and those who don't require remedial work. 																																																						
Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof: Comprehensive data were obtained on student participation in the following intervention strategies: Tutoring, Supplemental Instruction, Math Pilot, AOC Summer Bridge Program, First-Year Transition Courses (Freshman Seminar, Introduction to the Profession, and Study Skills), Freshman Mentoring Network, Residence Halls, and Early Warning Report. Summary impact data on these strategies for fall 2005 new freshmen are presented below:																																																						
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Initiative/ Intervention Strategy *</th> <th rowspan="2">Participation Status</th> <th colspan="2">Targeted Students of Color *</th> <th colspan="2">Non-Targeted Students</th> </tr> <tr> <th>n</th> <th>% Retained</th> <th>n</th> <th>% Retained</th> </tr> </thead> <tbody> <tr> <td colspan="2">All Fall 2005 New Freshmen</td> <td>634</td> <td>55.8</td> <td>3,666</td> <td>70.9</td> </tr> <tr> <td rowspan="2">Supplemental Instruction</td> <td>Participant</td> <td>21</td> <td>71.4</td> <td>102</td> <td>86.3</td> </tr> <tr> <td>Not Participant</td> <td>613</td> <td>55.3</td> <td>3,564</td> <td>70.4</td> </tr> <tr> <td rowspan="2">Tutoring</td> <td>Participant</td> <td>125</td> <td>65.6</td> <td>440</td> <td>80.0</td> </tr> <tr> <td>Not Participant</td> <td>509</td> <td>53.4</td> <td>3,226</td> <td>69.6</td> </tr> <tr> <td rowspan="2">Math Pilot (Math 90 & 95 combined course)</td> <td>Enrolled</td> <td>6</td> <td>50.0</td> <td>38</td> <td>76.3</td> </tr> <tr> <td>Not Enrolled</td> <td>628</td> <td>55.9</td> <td>3,628</td> <td>70.8</td> </tr> </tbody> </table>						Initiative/ Intervention Strategy *	Participation Status	Targeted Students of Color *		Non-Targeted Students		n	% Retained	n	% Retained	All Fall 2005 New Freshmen		634	55.8	3,666	70.9	Supplemental Instruction	Participant	21	71.4	102	86.3	Not Participant	613	55.3	3,564	70.4	Tutoring	Participant	125	65.6	440	80.0	Not Participant	509	53.4	3,226	69.6	Math Pilot (Math 90 & 95 combined course)	Enrolled	6	50.0	38	76.3	Not Enrolled	628	55.9	3,628	70.8
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	Not Participant	473	55.6	3,321	72.1
Summer Bridge Program (AOC students)	Participant	45	75.6	62	69.4
	Not Participant	116	49.1	283	60.1
First Year Transition Course: Freshman Seminar	Enrolled	139	69.1	845	80.2
	Not Enrolled	495	52.1	2,821	68.1
First Year Transition Course: Intro to the Profession	Enrolled	128	60.2	1,019	75.4
	Not Enrolled	506	54.7	2,647	69.1
First Year Transition Course: Study Skills	Enrolled	151	56.3	451	69.0
	Not Enrolled	483	55.7	3,215	71.1
Freshman Mentoring Network	Participant	33	54.5	130	68.5
	Not Participant	601	55.9	3,536	71.0
Residence Halls	Live in dorm	102	75.5	2,040	76.3
	Commuter	532	52.1	1,626	64.0
Early Warning Report	Satisfactory	253	66.8	2,244	75.7
	Unsatisfactory	351	50.7	1,283	64.4
	No Report	30	23.3	139	53.2

*Targeted students of color include African American, American Indian, Latino/a, and Southeast Asian populations.

Strategies where targeted students of color have shown increased retention rates are: **supplemental instruction and tutoring, AOC Summer Bridge Program, and Freshman Seminar**. Detailed information and data on each of these initiatives will be presented and discussed in a separate Plan 2008 Outcomes Reporting Form.

In addition, the above data showed that students, including targeted students of color, who lived in residence halls achieved a very high retention rate as compared to students who did not live in residence halls. For example, of the 102 new freshmen of color who lived in residence halls in fall 2005, 75.5% of them were retained to the next year as compared to 52.1% retention rate for new freshmen (n=532) who commuted to campus that year. This holds true for all targeted race/ethnic groups except Latino/a where the percent difference between living in residence halls and commuting is still significant, but less prominent (64.9% and 56.9%, respectively). Strategies should be implemented (including scholarships and financial support) to increase the number of students of color living in the residence halls.

Intersections Across Plan 2008 Goals:

Access to Success initiatives intersect the following Plan 2008 goals:

- Goal 1: Recruitment and enrollment
- Goal 3: Retention and graduation
- Goal 6: Campus climate
- Goal 7: Accountability

Built into the Access to Success is a comprehensive mechanism to assess and evaluate the retention and performance outcomes of students who participate in the intervention strategies.

Assessment Practices and Program Changes in Response to Challenges:

Although we are experiencing successes after one year of implementation, the Access to Success is still a relatively new program. We need more time to longitudinally assess the initiatives, as well as increasing student participation, particularly for students of color.

The participation data for fall 2006 is currently being evaluated and will be available soon.

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