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**AASCU Graduation Rate Outcomes Study
Campus Self Study
University of Wisconsin-Whitewater
February, 2005**

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**Graduation Rate Outcomes
Campus Study
University of Wisconsin-Whitewater**

Organizational Context

University of Wisconsin-Whitewater		Dr. Jack Miller, Chancellor			
UW-Whitewater is a member of the University of Wisconsin System. The University is located in a small town.					
Barron's Admissions Category	Carnegie Classification	Undergraduates (Fall 2002)	All Students (Fall 02)	Appropriations Tuition, & Fees (FY02)	Total Budget (FY 02)
Selective	Masters I	9,351	10,551	\$68,032,262	\$136,929,707

	Fall 96	Fall 04
Percent Admitted	83.91	71.48
Average ACT Score	21.8	21.90
FTE Undergraduate	8287	8613
UG Black %	3.28	4.32
UG Latino %	1.79	2.56
UG Native American %	0.32	0.48
UG Asian %	1.05	2.54
UG White %	93.14	89.16
Race Unknown	0.42	0.93
UG Female %	53.6	52.00
UF Male %	46.4	48.00
UG Pct 25 and over	9.80	10.19
Pct part-time	14.64	14.06
UG Resident %	93.95	94.55
UG Non-Res %	6.05	5.45
Degrees by %		
Sci, Tech, Math, Eng	8.63	11.85
Arts & Sciences	39.63	38.30
Business	29.03	32.67
Education	22.71	17.18
Health Sci		

Campus Identified Features (Programs, Services, Activities) identified as contributing to success in retention and graduation

Freshman Seminar

Duration of Operation 9 years

Purpose

To help freshmen successfully transition to college and improve the freshman to sophomore retention rate. In 2001 the course was offered for academic credit as a general education elective for the first time. Faculty and staff were first paid to teach the course in 2002.

Pervasiveness of the feature

In the 2004-05 academic year approximately 1,000 freshmen will take the class with 60 faculty and Student Affairs staff teaching 58 sections. Enrollment has doubled since the course has been offered for credit.

Organization of the feature

The course is managed by the New Student Programs office located in Student Affairs, instructors are faculty who serve as Master Advisors, staff of New Student Programs and the Academic Advising and Exploration Center, and other Student Affairs staff. Student Affairs over sees the program. The budget is approximately \$167,000.

Integration of the features

It is connected to other retention and graduation features through the Advising Council and newly formed Freshman Experience Committee.

Evidence of the impact of the feature

Retention data comparing students who participated in the course versus students who did not indicates that students who are enrolled in the seminar return at a higher rate than those not enrolled in the seminar.

Year	Students Completing Seminar	Retention	Retention of Students Not Enrolled
2001	306	82%	73%
2002	613	78%	73%
2003	795	80%	69%

In a recent doctoral dissertation examining the 2002 Freshman Seminar participants, the seminar was found to have a positive impact on retention to the second year regardless of the degree of their academic preparation.

Has the feature become more or less effective over time?

It has been a more effective retention tool since being offered for credit with paid instructors because of higher student enrollments.

Does the campus plan to continue the feature?

Yes, through the continued use of the differential tuition dollars.

Student Retention Services

Duration of Operation A federal TRIO program that began on campus in 1972.

Purpose

Student Retention Services provides academic support to first generation college, low income and/or learning/physically challenged students.

Pervasiveness of the feature

Student Retention Services works with 186 students. The program takes a holistic approach in addressing students' needs, and provides a comprehensive array of activities and services. Students prepare individual academic and career plans. They are also involved in social, cultural, and supportive activities. There is more unmet need that the program can support. This need has increased over time.

Organization of the feature

Student Retention Services managed by a director. There are two paid staff and several graduate student assistants. The program receives approximately \$200,000 in federal support each year.

Integration of the feature

Student Retention Services is housed in Academic Support Services. It is connected to other programs in that area. Representatives from the program serve on the advising council as well as on other campus committees.

Evidence of the impact of the feature

Student Retention Services is part of our overall effort to improve the retention of new freshmen.

Has the feature become more or less effective over time?

Students Retention Services has changed its approach over time to be more holistic. There is also now more intensive monitoring of student success.

Does the campus plan to continue the feature? Yes.**Academic Advising and Exploration Center (AAEC)****Duration of Operation**

Started in November 2002, first advising began in January 2003.

Purpose

The AAEC was established to provide professional advising for all new freshmen, continuing freshmen, and students who have yet to declare majors. It is also designed to help students “explore” different subject areas and possible majors. The AAEC works with Career Services to help students consider future occupational options.

Pervasiveness of the feature

The AAEC works with all freshmen (approximately 2,200 each semester) as well as with all undeclared students (approximately 500 each semester). There are nine professional advisers as well as two graduate students. The AAEC advisers have pre-advising “check in” and advising sessions with the students identified above. They also respond to phone calls and e-mail inquiries. Currently, the AAEC meets the need for freshmen/undeclared advising. The AAEC is working in conjunction with Career Services to expand the opportunities for students to explore different options.

Organization of the feature

The AAEC is managed by a director with a program assistant. There are eight (7.75 FTE) professional advisers and two graduate assistants. The budget for supplies and expenses is approximately \$64,000.

Integration of the feature

The AAEC is located in the center of the campus. The AAEC director reports to the provost and works closely with the advising coordinators in the four academic colleges, as well as the Director of New Student Programs. He also sits on the Advising Council, with representatives from the colleges and from various support units across campus.

Evidence of the impact of the feature

The AAEC has high student satisfaction ratings. First-second year retention is up over the period of time the center has been operating.

Has the feature become more or less effective over time?

Since the AAEC is new, this is not known.

Does the campus plan to continue the feature? Yes.**Student Employment****Duration of Operation**

Student employment has existed since the institution was founded but tracking the impact of student employment on retention began in 2001-2002 to see if it was possible to track data on anecdotal reports of the positive impact of student employment.

Purpose

To provide students with opportunities to earn money while working on campus and to help students connect with a faculty or staff member. A number of departments have also established specific learning outcomes for students and provided them with special training opportunities such as customer service.

Pervasiveness of the feature

Over 2,000 students annually are employed by approximately 100 campus offices and departments.

Organization of the feature

Student employment is managed by the Financial Aid Office with the cooperation of Career Services for posting of jobs on the "Job Line". Payroll functions are handled by the Human Resources Department. Positions are funded by work study, state funds, student fees and grants. In 2003-04 \$3,828,000 was spent on student employment.

Integration of the feature

Student employment extends to every office and department on the campus. Job Fairs are held to connect students with employers and special sessions are held during summer orientation to help students learn how to seek employment on the campus.

Evidence of the impact of the feature

In the three years we have been tracking data the average retention rate for students in all class designations has been 90.06%, 86.7%, and 89.4%.

Has the feature become more or less effective over time?

Since we have been tracking the data it has been consistently effective.

Does the campus plan to continue the feature?

Yes, however, due to state budget cuts the amount of money departments are allocated to student employment has been reduced.

Early Warning Program**Duration of Operation:**

A pilot of this program was done in the fall of 2001 and was made fully operational with the opening of the Academic Advising and Exploration Center in spring semester 2003.

Purpose

The purpose of the program is to provide advising and academic support to freshmen students who are encountering difficulty early in the first or second semester.

Pervasiveness of the feature

All faculty and staff who teach predominantly freshman classes are asked to provide feedback in the fourth week of the semester on students who are receiving a D or F grade.

Potentially, all freshmen could be involved. Typically about 200 reports are filed.

Organization of the feature

Reports on students who are encountering difficulties are provided to the Academic Advising and Exploration Center (AAEC). The staff at the center or other advisers contact the students to discuss the difficulties and possible strategies for addressing those difficulties.

Integration of the feature

The AAEC directs the program. The Provost asks faculty and staff to provide feedback. Not all faculty participate.

Evidence of the impact of the feature

Approximately 70 percent of early warned students met with an AAEC advisor, all received at least one recommendation from the advisor, and those who made the effort to visit the AAEC enjoyed significantly better course-level grade outcomes, on average, than those who did not. On the face of it, the conclusion must be that the early warning program with advisement follow-up is an effective direct means toward the goal of enhancing short-term academic success. And since the typical forms of advice, meeting with the professor or getting some tutoring, are easily remembered and transferable to any course where the student encounters difficulty, it seems reasonable to conclude positive indirect effects also flow from the program which impact longer term outcomes such as retention and graduation.

Has the feature become more or less effective over time?

The effect has remained about the same since its inception.

Does the campus plan to continue the feature? Yes.

Plan 2008, Phase 1 and Phase 2

Duration of Operation

Plan 2008 Phase 1 began in 1998. Phase 2 is beginning now.

Purpose

Plan 2008 is designed to increase the number of students of color who attend the university, are retained, and graduate. Plan 2008 is also designed to increase the number of

faculty and staff of color on the campus. In addition, Plan 2008 is designed to make the campus climate more multicultural.

Pervasiveness of the feature

Plan 2008 has many aspects. A number of the initiatives work to prepare middle and high school students for eventual entry into college. These programs include the Federal TRIO programs Talent Search and Upward Bound. In addition, summer camps and Saturday College programs aimed at raising the level of preparation and at encouraging students to enroll in college are offered. A number of initiatives work with students as they make the transition to college. These include the TRIO EOP program (on this campus called Student Retention Services), the King-Chavez Program, and the Fresh Start Program. These programs begin with a summer transition program prior to the first semester of college and continue with support during the school year. A number of initiatives work to provide a more multicultural curriculum and university environment. One program provided grants for faculty to infuse more diversity-related topics into the curriculum. Other ongoing initiatives provide speakers and other multicultural programs. Taken together, these programs address the entire campus as well as from 700-1000 pre-college students.

Organization of the feature

Plan 2008 overseen by a Plan 2008 committee. However, the various aspects are directed by the provost, the academic deans, Academic Support Services, and the Multicultural Education Center.

Integration of the feature

Plan 2008 efforts are found in all aspects of the campus. Faculty and staff are encouraged to participate in all aspects. Students in the specific identified programs are expected to participate; other students are invited to the ongoing events.

Evidence of the impact of the feature

Since this is such a complex set of activities, it is difficult to separate out how each component contributes to the overall results. Some overall results include (a) an increase in the number of students of color of about 40% in eight years, (b) an increase in the retention rate for students of

color, and (c) the highest graduation rate for students of color (for the 1998 cohort) 44.7%.

Has the feature become more or less effective over time?

Plan 2008 is becoming effective. We have seen increases in the numbers of students of color, in the retention rate for those students, and in graduation rates. The retention rates and graduation rates still need to improve, though. Phase 2 will allow us to concentrate on solidifying and improving upon those rates.

Does the campus plan to continue the feature? Yes.

Project ASSIST

Duration of Operation: Project ASSIST began in the 1977 as a program offered through the Special Education Department to help students with diagnosed learning disabilities.

Purpose

Project ASSIST was designed to help students with diagnosed learning disabilities function effectively in college. During the last 2-3 years Project Assist and the Center for Students with Disabilities have begun to merge and consolidate services.

Pervasiveness of the feature

There are approximately 230 students that submit documentation and are eligible for the services of the program and on average 80 – 85 students utilizing the program services each semester. Each year, approximately 20-25 students attend a summer session prior to beginning as freshmen. They are required to attend the summer program and be successful in order to preserve their admission to the university

Organization of the feature

Project ASSIST has a director who oversees the program, an assistant director and 35-40 student tutors. Students in Project ASSIST can get tutoring help, testing accommodations, assistive technology, and other services at the Project ASSIST center.

Integration of the feature

Project ASSIST is well integrated into the campus. Students using the services of the center are able to get specific accommodations when needed and support from the center when necessary.

Evidence of the impact of the feature

Students in Project ASSIST have been successful at UW-Whitewater with increasing freshman to sophomore retention rates from 70% in 2000-01 with 80 students utilizing services to 92% in 02-03 with 90 students utilizing services.

Has the feature become more or less effective over time?

The program has been successful consistently over time. The current efforts to integrate Project ASSIST more fully into the Center for Students with Disabilities should make the program more successful.

Does the campus plan to continue the feature? Yes.

Integration, Leadership, Campus Culture, Context

Context-Are there unique aspects of campus context that influence retention and graduation such as location, community resources, campus history, etc.? How do these influences operate?

UW-Whitewater was founded in 1868 as the second normal school in the state of Wisconsin. It began as a teacher training institution, in 1913 it added business education to the curriculum which eventually became the College of Business and Economics. The University currently has four undergraduate colleges as well as School of Graduate Studies and Continuing Education. There are 45 undergraduate and 16 graduate degree programs offered. In 1971 the campus became part of the University of Wisconsin System. In 1973 it established services to students with disabilities as a special mission of Whitewater. The University also has developed a reputation for attracting and working with students of color particularly from the Milwaukee and Beloit areas.

Located in a small town in the southeastern corner of the state, the campus is a traditional residential institution with 55% of degree seeking undergraduates living in on campus university housing. The average age of undergraduate students is 22 years. Approximately 95% of students are residents of Wisconsin and most live within a 100 mile radius of the campus. Approximately eighty-nine percent of undergraduates are White, 4% are Black, 3% Latino, 3% Asian, less than 1% Native American with almost 1% unknown. Over 50% of the students are first generation college students.

From the 1977 entering freshman class to the 1989 entering freshman class, the six-year graduation rates rose linearly from 42.9% to 55.7%. During the 1990's the graduation rate dropped to as low as 47.2%. With a freshman to sophomore retention rate of 74% in 1999, the lowest it had been since 1994, the new Chancellor Jack Miller appointed a task force to examine retention and graduation rates chaired by the Provost and Assistant Chancellor for Student Affairs in the fall of 2000. In the summer of 2001 the task force presented the Chancellor with a synopsis of its activities and findings along with a list of ideas and issues for future focus.

Year	1977	1978	1979	1980	1981	1982	1983
2 nd year persistence	66.9%	68.7%	68.7%	70.1%	71.8%	72.9%	71.5%
6 th year graduation	42.9%	43.3%	43.9%	43.4%	45.5%	46.8%	45.1%

Year	1984	1985	1986	1987	1988	1989	1990
2 nd year persistence	72.7%	70.9%	75.2%	75.6%	75.9%	77.6%	75.0%
6 th year graduation	47.0%	47.6%	52.6%	53.2%	55.4%	55.7%	50.6%

Year	1991	1992	1993	1994	1995	1996	1997
2 nd year persistence	76.6%	77.1%	72.2%	73.9%	75.9%	79.1%	76.0%
6 th year graduation	50.2%	49.7%	47.2%	48.5%	52.1%	54.1%	52.3%

Year	1998	1999	2000	2001	2002	2003	2004
2 nd year persistence	75.6%	74.0%	74.2%	77.1%	78.0%	76.7%	
6 th year graduation	53.2%						

During that same year the Whitewater Student Government conducted a study to identify significant student issues and sought student feedback on a proposal that would eliminate the fee plateau structure for tuition and put in its place a per credit tuition structure. In the spring they presented their findings to a number of administrative and faculty groups. They concluded that they did not want to eliminate the fee plateau, but they had identified specific needs that would require a significant increase in budget to address. As a result they passed legislation requesting that the university create a differential tuition. The proposal was presented by the university to the Board of Regents in December, 2001.

“This initiative is designed to promote continual student success---from admission through graduation. The initiative would create two comprehensive programs: (1) A multilevel advising model that systematically guides students through the various stages of course scheduling, academic major identification, college placement, career

exploration, and job preparedness and (2) an integrated freshman experience program that provides both summer and fall orientation sessions, coordinates first-year experience programs in residence life, student leadership, health and counseling, recreation services, and various other offices and services: offers a credit bearing "Freshman Seminar" course; and creates peer mentoring opportunities for upper classmen to work closely with first year students."

The funding provided by this initiative was used to fund the expansion of the Freshman Seminar Program including faculty salaries, the creation of the Academic Advising and Exploration Center, the Master Advisor Program in the colleges, the Peer Mentor Program, Parent Newsletters, expansion of the fall orientation program, enhanced career services, early warning and assessment activities such as CIRP and NSSE. All of these initiatives have been added or enhanced since the fall of 2002. Most recently learning communities and a staff position to assess the programs has been added. Because these programs have all been added so recently we do not have the ability to completely document the impact they may have.

Also in 2000 Chancellor Miller set specific University goals to increase graduation and retention rates. The goals included specific targets for retention and graduation for the institution and for students of color and athletes. These goals were reconfirmed in the process of creating a list of core values and updating the mission statement approved by the Board of Regents in February 2005. The Chancellor has also made retention and graduation a theme of the State of the University address and challenges incoming freshmen to succeed in graduating.

Integration-How are specific campus features integrated and coordinated? Who is responsible for integrations? Historically, how did integration occur, how/why did the linkages get put in place, who led these efforts? What are the problems with integration?

The specific campus features are integrated primarily through the cooperation and coordination of Academic Affairs and Student Affairs with the Provost and the Assistant Chancellor for Student Affairs taking the leadership roles. Much of the integration is done with several advisory committees such as the Advising Council, the Live Learn Committee, and the Integrated Programming Team. The linkages were formed based on the types of activities various groups were involved in like advising and were led by people designated either by Academic Affairs or Student Affairs.

The integration works well within the existing groups but there is no single entity that looks at all programs in the way the original Task Force on Graduation and Retention did in 2000-01. The newly formed Standing Committee on the Freshman Year Experience will look at a broader perspective but will still not encompass all aspects related to graduation and retention.