

## Reestablish the Learning Communities Program Action Plan

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The Learning Communities (LC) program at UW-Whitewater began in 2004. In that year, the program offered one LC experience with participation from 38 students. In the next 16 years, the LC program went from serving 38 students to engaging over one-quarter of the freshmen class in as many as 36 LCs. In its final year (2020-21), over 450 students participated in 26 LCs. The LC program included the following experience for new freshmen: enrollment in two-to-three courses, including New Student Seminar, with the same cohort of students, housing in the same residence hall, and analysis of a theme through multiple perspectives. The program reported to First Year Experience, and there was a strong partnership with University Housing, the colleges, and the faculty and staff who served as Learning Community Coordinators. University Housing has an Assistant Director who oversaw the residential component and served as a communication link between the Complex Directors and the LC Coordinators. This position was also the main liaison between University Housing and the LC Coordinator in FYE. LC coordinators taught the New Student Seminar section, worked with the linked course faculty members for planning, and provided social and academic programming outside of the classroom for students.

The LC program served as both a recruitment and retention tool. It was unique among its UW System peers in that it included the strong partnerships between Academic Affairs and Student Affairs mentioned above. Generally, LC programs tend to have strong academic components or strong residential components, but not both. Our institution was fortunate that those who created the LC program had the foresight to bring together these essential components at the program's inception. The combination of efforts allowed students to build social, academic, and mentoring relationships with peers, faculty and staff on our campus. The partnership's success is demonstrated in the higher persistence, retention and graduation rates shared later in this proposal. Additionally, University Housing reports anecdotally that the LC residential floors tended to have fewer cases of student misconduct and vandalism.

This proposal seeks to reestablish the LC Program with the same guiding principles that made it so successful in the first place:

- Oversight by First Year Experience with direct program administration by a full-time LC coordinator and adequate student employee support.
- Partnership with University Housing to provide shared living and community-building opportunities for LC students.
- A strong academic foundation with a faculty/staff coordinator, exploration of a common theme and enrollment in two-to-three linked courses, including New Student Seminar.

It is our expectation that reestablishing the LC program would lead to the enrollment of six additional students as well as a five percent increase in retention for students who participate in the program. This is based on recruitment and retention data shared later in the proposal.

## Learning Community Data

### Learning Community Historical Enrollment Data

Academic Year	Students Enrolled	Percent of FY Students	Number of LCs
2004-2005	42	2.4	1
2005-06	103	6.0	3
2006-07	147	8.1	6
2007-08	165	8.0	8
2008-09	212	9.8	10
2009-10	406	20.8	19
2010-11	412	20.2	21
2011-12	413	20.6	18
2012-13	609	28.1	25
2013-14	559	26.5	29
2014-15	559	26.0	29
2015-16	603	27.5	31
2016-17	663	29.9	35
2017-18	590	29.3	36
2018-19	592	32.1	34
2019-20	646	35.7	34
2020-21	453	25.7	26

### Quantitative and Qualitative Student Feedback

Learning Community student satisfaction quantitative data from surveys taken in the fall indicate the following (data reflect 2017, 2019 and 2020 surveys, respectively):

- Students are very satisfied or satisfied with their LC experience: 89%, 97%, 83%
- Participation in a learning community has improved their interest in continuing their education at UW-Whitewater: 91%, 82%, NA
- Would recommend/encourage a friend or prospective student to join a learning community: 94%, 94%, 97%
- Participation in a learning community has improved the students' sense of belonging in the UW-Whitewater community: 88%, 82%, NA
- Participation in a learning community has improved their opportunity to interact with UW-Whitewater faculty and staff: 89%, NA, NA
- Participation in a learning community has improved the quality of their overall experiences at UW-Whitewater: 91%, 84%, NA

Learning Community student satisfaction qualitative data indicate that the LC program creates a connection to campus, sense of belonging and support, eases the college transition, and provides the opportunity to meet new people/make friends with similar interests. Below are a few quotes from students involved in the LC program in fall 2017, 2019, and 2020.

"I have loved my experience in my LC. I have made many friends, several of which I think will be lifelong friends. It has allowed me to get involved, learn about opportunities, and through my LC, I learned what degree path I really wanted to take. I would highly recommend to anyone that struggles to make friends to join an LC, because it puts you with people that have similar likes. Even if you're like me and don't struggle to make friends, it's a great opportunity to get to know people and to make campus feel like home."

"It is a good way to adapt to being in college because it connects you with others right away in order to make you feel more accepted."

"It will help you meet people, learn more about your major, and help you meet staff who can help you down the line."

"I think the most valuable thing about my learning community is having classes with people in the learning community."

"I joined a learning community because I thought it would be a good way for me to connect with others who had similar interests as I did, and it turned out to be true. I now have a group of friends that I can walk from class to class with and confide in when I want to have a study party. "

### **Coordinator and Linked Course Faculty Testimonials**

Rowand Robinson – Faculty, COEPS

*I started coordinating the Live and Learn LC in 2012 and have consistently received positive feedback from my students about the experience, even years after they were freshman. The LC events offer a relationship building opportunity for our students which increases their connection to the university community. This outcome leads to increased retention because the university becomes their second family and home.*

*Additionally, the events provide support for academic success. For instance, when we traveled to the Holocaust Museum in Skokie, IL, the students made concrete connections to the content taught in linked courses (e.g., CORE 120). We also schedule study nights that assist students with completing assignments or studying for tests while relying on the support of their peers, peer mentor, and LC coordinator. Our traditional pancake breakfast in December provides a time to lessen anxiety prior to the busy exam week that follows so that they are more likely to experience success on exams.*

*The Learning Community experience creates a foundation for student success and offers an opportunity to create life-long positive memories of their time at UW-Whitewater.*

Beth Bonuso – Assistant Softball Coach

*I have had the very fortunate opportunity to be involved with the Learning Community program as a coordinator since 2012. More specifically, I coordinated one of our UW-Whitewater athletics learning communities. My experience in the program had been nothing short of wonderful. There were so many great opportunities presented to our first-year students as a result of being part of this program. Some of them include but weren't limited to:*

- *A nomination to the program by their coaches. These students were identified outright as a potential leader for their teams & coaches utilized this program as a part of their recruitment discussions with prospective student athletes*
- *Another contact point to keep student athletes on track academically*
- *A chance to meet & connect with other student athletes from the various programs- those immediate connections on campus led to higher retention rates*
- *The LC students had various opportunities to be involved in making a positive impact in the community, through outside activities planned by coordinators (LC day of service, volunteering at Fairhaven, etc)*
- *A curriculum in New Student Seminar that was geared to assist them in being successful academically WHILE being a student athlete*

Heather Niemeier – Faculty, COLS

*I have taught Core 130: Individual & Society in the Learning Community (LC) program for nearly a decade. Core 130 is a course that necessarily and intentionally includes dialogue on difficult topics, including race, class, gender, intersectionality, etc. I have worked with many different LCs (e.g., Get Psyched! (psychology majors), Calculated Careers (accounting majors), Career Explorers (undecided students), Sports and Wellness Focus etc.). During that time, I have also taught non-LC sections of the same course. I have found that the specific interest of the LC is not what matters to the experience. Instead, what is different about LC sections in my particular class, is the comfort of the students to engage in dialogue with each other. Because they take multiple classes, and in some cases live in the same dorm, the students bring to the room a familiarity with each other that allows them to go deeper into the content of the course. They are much more likely to ask questions and challenge each other than non-LC section students. There are also significant benefits to them having other classes together that connect to my course. It is not unusual for students to come into the room discussing something that happened in another class that applies to our work together. When faculty are able to work together over a series of semesters, we can intentionally create courses that complement each other and allow for interdisciplinary exploration of topics of interest to that particular LC.*

*There are benefits to the LC program that extend beyond academics. I have seen firsthand why LCs are considered a "high-impact practice." Students are able to form connections with each other because of their shared learning environment. For many, these relationships are maintained throughout their college career and beyond. Faculty and staff are also able to communicate with each other about difficulties students may experience. There are formal and informal relationships amongst the faculty and staff that coordinate and teach in the LC program. This allows us to collaborate to identify and intervene with students who may be struggling much earlier than otherwise might be the case. There is also an*

*accountability that comes from being a member of a community from both fellow students and the faculty and staff who work with them.*

*In my view, the Learning Community program is worth an investment of our energy and financial resources.*

## **Retention and Graduation Data**

Please refer to Appendix A

As the retention and graduation data strongly demonstrate, LCs had a consistent positive impact on persistence, retention and graduation. The tables highlight every instance where LC participants were more successful than the general student body. Across almost every year and demographic group, participation in LCs increased persistence first to second semester, retention into the second year and the six-year graduation rate. Notably, URM, first-generation and Pell Grant recipient students benefited from enrolling in LCs.

These statistics align with research conducted on the impact of LCs on student success. A study by the National Survey of Student Engagement (NSSE) looked at NSSE engagement indicators and retention of over 12,000 first-year students at 45 institutions.<sup>1</sup> They found that students who participated in LCs had about a three-percentage point greater retention rate than those who did not. Even more revealing was the finding that the retention benefit of LC participation increased for students with lower SAT scores. For example, LC students who scored in the bottom quartile on the SAT were seven percent more likely to be retained than their non-LC counterparts.

The quantitative and qualitative data as well as the testimonials shared in this proposal clearly illustrate that the LC program has had a positive impact on student success.

## **Proposal Details, Budget and Expected ROI**

This proposal seeks to reestablish the LC Program for the 2023-24 academic year with the same guiding principles that made it so successful.

- Oversight by First Year Experience with direct program administration by a full-time LC coordinator and adequate student employee support.
- Partnership with University Housing to provide shared living and community-building opportunities for LC students.
- A strong academic foundation with a faculty/staff coordinator, exploration of a common theme and enrollment in two to three linked courses including New Student Seminar.

The 2023-24 LC program would include 18 LCs drawn from LCs that have been most successful in recruiting students in the past and have excelled at providing a comprehensive LC experience for new students. The table below provides a breakdown of how the 18 will be distributed, with an understanding that there may be some shifting among the colleges based on interest and demand.

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<sup>1</sup> "NSSE Predictive Validity Study" ( <https://nsse.indiana.edu/nsse/psychometric-portfolio/predictive.html>). Shimon A. Sarraf. 2012

Given the amount of organization, collaboration and cross-campus coordination necessary to run a successful program, it is imperative that a full-time coordinator be appointed to begin in the position in fall 2022. The program also relied on a graduate assistant and student support as well, particularly during the summer SOAR season. These positions are included in the proposed budget. Other items in the budget include stipends for the coordinators of each LC and supplies, marketing and programming.

**Proposed Learning Communities for 2023-2024**

20-22 students per LC (360-396 enrollment)

College/Department	Learning Communities
College of Arts & Communication	3
College of Business & Economics	4
College of Education & Professional Studies	2
College of Letters & Sciences	5 (including one undecided LC)
Student-Athletes	2
Honors Program	1
<i>King/Chávez (self-funded)</i>	1
<b>Total</b>	<b>18</b>

**Proposed Budget**

Cost	Description
\$92,500	<ul style="list-style-type: none"> <li>Salaries</li> <li>\$52,000 (1.0 FTE) (<i>note: start date fall 2022</i>)</li> <li>\$17,000 (17 LC coordinator fall stipends; \$1,000 ea.)</li> <li>\$8,500 (17 LC coordinator spring stipends; \$500 ea.)</li> <li>\$15,000 (10 sections of INTRAUNV 124, \$1,500 ea. faculty stipend)</li> </ul> <p><i>Note: 18 LCs, K/C LCC stipend paid by SDES</i></p>
\$11,000	<ul style="list-style-type: none"> <li>Graduate Student (.5 FTE)</li> </ul>
\$11,000	<ul style="list-style-type: none"> <li>LTE Student Salary (summer employment)</li> </ul>
\$41,400	<ul style="list-style-type: none"> <li>Fringe (estimate)</li> </ul>
\$15,500	<ul style="list-style-type: none"> <li>Supplies (LC programming money-\$500 per LC, training, general supplies, marketing, etc.)</li> </ul>
<b>Total: \$171,400</b>	

## Expected ROI

It is our expectation that reestablishing the LC program would lead to the enrollment of six additional students as well as a five percent increase in retention for students who participate in the program. This is based on recruitment and retention data shared in the proposal.

Calculations for Return on Investment (ROI)					
	Projected	Projected	Projected	Projected	Projected
	2022-23	2023-24	2024-25	2025-26	2026-27
Total New Students:	0	6	30	74	163
Avg Net Tuition per Student:	\$7,900	\$7,900	\$7,900	\$7,900	\$7,900
Total Revenue	\$0	\$47,400	\$237,000	\$584,600	\$1,287,700
Total Expense:	\$78,800	\$171,400	\$171,400	\$171,400	\$171,400
Net Income (loss):	(\$78,800)	(\$124,000)	\$65,600	\$413,200	\$1,116,300
Net Income per student:	\$0	(\$20,667)	\$2,187	\$5,584	\$6,848

Calculations for determining New Students					
	Projected	Projected	Projected	Projected	Projected
	2022-23	2023-24	2024-25	2025-26	2026-27
New students	0	6	6	6	6
Returning 2nd year		0	24	24	24
Returning 3rd year			0	44	44
Returning 4th year				0	89
TOTAL STUDENTS	0	6	30	74	163

## **Appendix A: Retention and Graduation Data**

The tables that follow compare persistence, retention and graduation rates for students enrolled in the LC program to the general student population. It also compares across certain demographic groups including gender, URM status, First-Generation status and Pell Grant Recipient status. Each instance where LC student rates were higher than the general student population is highlighted. Across all variables LC students outperformed the general student population.

University of Wisconsin-Whitewater  
Whitewater Campus  
Retention and Graduation Rates  
Full-Time First-Time First-Year Students Starting in the Fall Semester  
  
Learning Community Program Participation

Learning Community Participants

LC First-Year Cohort	Persistence and Retention Rates			Graduation Rates
	Class Size	2nd Semester	2nd Year or 3rd Semester	6 Yr Grade Rate
2007-08	163	90.2%	76.7%	58.3%
2008-09	210	97.1%	86.7%	65.2%
2009-10	401	94.8%	83.0%	66.1%
2010-11	412	93.4%	78.6%	56.8%
2011-12	412	97.1%	85.2%	71.4%
2012-13	605	95.4%	81.2%	62.6%
2013-14	557	95.2%	82.0%	66.2%
2014-15	558	94.3%	81.9%	61.6%
2015-16	599	93.7%	85.0%	
2016-17	659	91.0%	77.8%	
2017-18	588	96.8%	87.1%	
2018-19	588	93.4%	84.4%	
2019-20	639	95.1%	81.4%	
2020-21	452			

All UW-Whitewater Undergraduates

First-Year Cohort	Persistence and Retention Rates			Graduation Rates
	Class Size	2nd Semester	2nd Year or 3rd Semester	6 Yr Grade Rate
2007-08	2,048	92.0%	76.1%	54.8%
2008-09	2,132	92.9%	78.0%	57.7%
2009-10	1,941	93.9%	78.5%	60.0%
2010-11	2,033	92.4%	76.9%	57.4%
2011-12	1,993	94.4%	80.3%	61.7%
2012-13	2,155	91.6%	76.9%	58.0%
2013-14	2,096	93.9%	80.5%	62.5%
2014-15	2,141	93.3%	80.9%	60.6%
2015-16	2,179	93.9%	81.6%	
2016-17	2,199	91.5%	78.2%	
2017-18	2,000	94.2%	82.1%	
2018-19	1,832	91.9%	79.7%	
2019-20	1,795	92.9%	78.5%	
2020-21	1,750			

Note: Learning Community (LC) enrollment is defined as census date enrollment in INTRAUNIV 104 (CAC 4913), in a section ending with an "X". While LC enrollment includes new first-time students, new transfer students and a small number of continuing and re-entry students (as well as part-time students), this report is limited to full-time, first-time, first-year students who began their academic careers at UW-W in the Fall semester. Retention and graduation rates reflect student enrollment or graduation across consecutive years Fall-to-Fall on the UW-Whitewater Main Campus only.

Additional definitions are available in the IRP Glossary at <http://www.uww.edu/irp>

University of Wisconsin-Whitewater  
Whitewater Campus  
Retention and Graduation Rates  
Full-Time First-Time First-Year Students Starting in the Fall Semester

Learning Community Program Participation  
by Gender: Women

Learning Community Participants

LC First-Year Cohort	Persistence and Retention Rates			Graduation Rates
	Class Size	2nd Semester	2nd Year or 3rd Semester	6 Yr Grade Rate
2007-08	109	89.0%	78.9%	58.7%
2008-09	128	96.1%	86.7%	66.4%
2009-10	240	95.8%	87.1%	71.3%
2010-11	243	93.4%	81.1%	62.1%
2011-12	250	96.0%	82.8%	70.4%
2012-13	351	97.2%	84.3%	69.5%
2013-14	310	96.5%	85.5%	70.3%
2014-15	303	95.4%	81.2%	66.7%
2015-16	282	93.6%	86.9%	
2016-17	321	89.7%	78.8%	
2017-18	293	96.6%	85.3%	
2018-19	295	92.5%	82.4%	
2019-20	336	96.7%	87.8%	
2020-21	229			

All UW-Whitewater Undergraduates

First-Year Cohort	Persistence and Retention Rates			Graduation Rates
	Class Size	2nd Semester	2nd Year or 3rd Semester	6 Yr Grade Rate
2007-08	993	91.3%	77.0%	58.2%
2008-09	1,025	93.2%	78.9%	60.6%
2009-10	941	93.9%	81.3%	65.0%
2010-11	973	92.1%	78.9%	61.5%
2011-12	999	95.1%	82.2%	65.3%
2012-13	1,093	93.6%	80.0%	62.4%
2013-14	1,050	94.9%	83.2%	66.3%
2014-15	1,043	93.8%	81.1%	64.9%
2015-16	1,037	93.7%	82.5%	
2016-17	1,031	91.4%	79.8%	
2017-18	950	94.3%	82.8%	
2018-19	844	92.1%	80.9%	
2019-20	821	94.3%	82.6%	
2020-21	796			

Note: Learning Community (LC) enrollment is defined as census date enrollment in INTRAUNIV 104 (CAC 4913), in a section ending with an "X". While LC enrollment includes new first-time students, new transfer students and a small number of continuing and re-entry students (as well as part-time students), this report is limited to full-time, first time, first-year students who began their academic careers at UW-W in the Fall semester. Retention and graduation rates reflect student enrollment or graduation across consecutive years Fall-to-Fall on the UW-Whitewater Main Campus only.

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University of Wisconsin-Whitewater  
Whitewater Campus  
Retention and Graduation Rates  
Full-Time First-Time First-Year Students Starting in the Fall Semester

Learning Community Program Participation  
by Gender: Men

Learning Community Participants

LC First-Year Cohort	Persistence and Retention Rates			Graduation Rates
	Class Size	2nd Semester	2nd Year or 3rd Semester	6 Yr Grade Rate
2007-08	54	92.6%	72.2%	57.4%
2008-09	82	98.8%	86.6%	83.4%
2009-10	161	93.2%	77.0%	58.4%
2010-11	169	93.5%	75.1%	49.1%
2011-12	162	98.8%	88.9%	72.8%
2012-13	254	92.9%	76.8%	53.1%
2013-14	247	93.5%	77.7%	61.1%
2014-15	255	92.9%	82.7%	55.7%
2015-16	317	93.7%	83.3%	
2016-17	338	92.3%	76.9%	
2017-18	295	96.9%	88.8%	
2018-19	293	94.2%	86.3%	
2019-20	303	93.4%	74.3%	
2020-21	223			

All UW-Whitewater Undergraduates

First-Year Cohort	Persistence and Retention Rates			Graduation Rates
	Class Size	2nd Semester	2nd Year or 3rd Semester	6 Yr Grade Rate
2007-08	1,055	92.6%	75.3%	51.7%
2008-09	1,107	92.6%	77.1%	55.0%
2009-10	1,000	93.9%	75.9%	55.2%
2010-11	1,060	92.7%	75.1%	53.6%
2011-12	994	93.8%	78.5%	58.0%
2012-13	1,062	89.5%	73.8%	53.4%
2013-14	1,046	93.0%	77.7%	58.6%
2014-15	1,098	92.8%	80.8%	56.5%
2015-16	1,142	94.0%	80.7%	
2016-17	1,168	91.7%	76.7%	
2017-18	1,050	94.1%	81.3%	
2018-19	988	91.7%	78.7%	
2019-20	974	91.7%	75.1%	
2020-21	954			

Note: Learning Community (LC) enrollment is defined as census date enrollment in INTRAUNIV 104 (CAC 4913), in a section ending with an "X". While LC enrollment includes new first-time students, new transfer students and a small number of continuing and re-entry students (as well as part-time students), this report is limited to full-time, first-time, first-year students who began their academic careers at UW-W in the Fall semester. Retention and graduation rates reflect student enrollment or graduation across consecutive years Fall-to-Fall on the UW-Whitewater Main Campus only.

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University of Wisconsin-Whitewater  
Whitewater Campus  
Retention and Graduation Rates  
Full-Time First-Time First-Year Students Starting in the Fall Semester

Learning Community Program Participation  
by Underrepresented Minority (URM) Status: URM

Learning Community Participants

LC First-Year Cohort	Persistence and Retention Rates			Graduation Rates
	Class Size	2nd Semester	2nd Year or 3rd Semester	6 Yr Grade Rate
2007-08	28	84.6%	53.8%	23.1%
2008-09	48	100.0%	83.3%	50.0%
2009-10	74	90.5%	68.9%	36.5%
2010-11	89	92.1%	69.7%	41.6%
2011-12	81	97.5%	80.2%	66.7%
2012-13	97	94.8%	68.0%	36.1%
2013-14	85	94.1%	80.0%	56.5%
2014-15	90	92.2%	76.7%	52.2%
2015-16	104	93.3%	82.7%	
2016-17	128	89.1%	71.1%	
2017-18	135	94.1%	79.3%	
2018-19	92	93.5%	80.4%	
2019-20	94	94.7%	77.7%	
2020-21	75			

All UW-Whitewater Undergraduates

First-Year Cohort	Persistence and Retention Rates			Graduation Rates
	Class Size	2nd Semester	2nd Year or 3rd Semester	6 Yr Grade Rate
2007-08	197	87.3%	62.9%	31.0%
2008-09	201	91.5%	73.1%	44.3%
2009-10	223	90.1%	66.8%	36.8%
2010-11	250	90.8%	67.6%	37.2%
2011-12	285	94.4%	76.5%	51.2%
2012-13	319	87.5%	63.3%	35.4%
2013-14	278	89.9%	75.0%	48.2%
2014-15	283	91.9%	75.6%	48.1%
2015-16	309	91.9%	76.1%	
2016-17	307	87.3%	69.7%	
2017-18	325	91.7%	73.5%	
2018-19	252	88.9%	73.0%	
2019-20	281	89.7%	70.8%	
2020-21	251			

Note: URM status refers to students with a Race/Ethnicity of African American/Black, American Indian, Hispanic/Latino(a), and Southeast Asian, either alone or as one of 'Two or More Race/Ethnicities'. Non-URM status refers to students with a Race/Ethnicity of Other Asian, Native Hawaiian/Pacific Islander, White/Caucasian, Unknown, and students who have identified as 'Two or More Race/Ethnicities' (none of which are on the URM list). Learning Community (LC) enrollment is defined as census date enrollment in INTRAUNIV 104 (CAC 4913), in a section ending with an "X". While LC enrollment includes new first-time students, new transfer students and a small number of continuing and re-entry students (as well as part-time students), this report is limited to full-time, first time, first-year students who began their academic careers at UW-W in the Fall semester. Retention and graduation rates reflect student enrollment or graduation across consecutive years Fall-to-Fall on the UW-Whitewater Main Campus only.

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University of Wisconsin-Whitewater  
Whitewater Campus  
Retention and Graduation Rates  
Full-Time First-Time First-Year Students Starting in the Fall Semester

Learning Community Program Participation  
by Underrepresented Minority (URM) Status: Non-URM

Learning Community Participants

LC First-Year Cohort	Persistence and Retention Rates			Graduation Rates
	Class Size	2nd Semester	2nd Year or 3rd Semester	6 Yr Grade Rate
2007-08	137	91.2%	81.0%	85.0%
2008-09	161	96.3%	87.6%	89.6%
2009-10	325	95.7%	86.2%	72.6%
2010-11	322	93.8%	81.1%	80.9%
2011-12	331	97.0%	86.4%	72.5%
2012-13	507	95.5%	83.8%	87.9%
2013-14	471	95.3%	82.4%	88.2%
2014-15	486	94.8%	82.8%	83.5%
2015-16	482	93.7%	85.4%	
2016-17	528	91.7%	79.5%	
2017-18	453	97.8%	89.4%	
2018-19	495	93.3%	85.1%	
2019-20	544	95.2%	82.0%	
2020-21	377			

All UW-Whitewater Undergraduates

First-Year Cohort	Persistence and Retention Rates			Graduation Rates
	Class Size	2nd Semester	2nd Year or 3rd Semester	6 Yr Grade Rate
2007-08	1,834	92.4%	77.5%	57.3%
2008-09	1,915	93.1%	78.4%	58.1%
2009-10	1,706	94.4%	80.0%	62.9%
2010-11	1,769	92.7%	78.2%	60.3%
2011-12	1,898	94.4%	81.0%	63.4%
2012-13	1,821	92.4%	79.3%	61.8%
2013-14	1,806	94.6%	81.1%	64.7%
2014-15	1,845	93.4%	81.6%	62.4%
2015-16	1,851	94.2%	82.4%	
2016-17	1,869	92.3%	79.8%	
2017-18	1,866	94.7%	83.7%	
2018-19	1,570	92.3%	80.7%	
2019-20	1,508	93.4%	79.9%	
2020-21	1,494			

Note: URM status refers to students with a Race/Ethnicity of African American/Black, American Indian, Hispanic/Latino(a), and Southeast Asian, either alone or as one of 'Two or More Race/Ethnicities'. Non-URM status refers to students with a Race/Ethnicity of Other Asian, Native Hawaiian/Pacific Islander, White/Caucasian, Unknown, and students who have identified as 'Two or More Race/Ethnicities' (none of which are on the URM list). Learning Community (LC) enrollment is defined as census date enrollment in INTRAUNIV 104 (CAC 4913), in a section ending with an "X". While LC enrollment includes new first-time students, new transfer students and a small number of continuing and re-entry students (as well as part-time students), this report is limited to full-time, first-time, first-year students who began their academic careers at UW-W in the Fall semester. Retention and graduation rates reflect student enrollment or graduation across consecutive years Fall-to-Fall on the UW-Whitewater Main Campus only.

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University of Wisconsin-Whitewater  
Whitewater Campus  
Retention and Graduation Rates  
Full-Time First-Time First-Year Students Starting in the Fall Semester

Learning Community Program Participation  
by First-Generation Status: First-Gen

Learning Community Participants

LC First-Year Cohort	Persistence and Retention Rates			Graduation Rates
	Class Size	2nd Semester	2nd Year or 3rd Semester	6 Yr Grade Rate
2010-11	192	92.7%	75.0%	53.1%
2011-12	168	95.8%	79.2%	66.7%
2012-13	243	92.2%	77.4%	58.4%
2013-14	226	93.8%	81.9%	63.3%
2014-15	243	93.0%	81.1%	60.1%
2015-16	217	92.6%	85.3%	
2016-17	251	88.1%	72.9%	
2017-18	232	95.7%	84.5%	
2018-19	212	90.1%	79.7%	
2019-20	217	95.4%	82.5%	
2020-21	160			

All UW-Whitewater Undergraduates

First-Year Cohort	Persistence and Retention Rates			Graduation Rates
	Class Size	2nd Semester	2nd Year or 3rd Semester	6 Yr Grade Rate
2010-11	934	92.8%	76.2%	54.6%
2011-12	925	93.4%	78.4%	58.1%
2012-13	953	89.5%	72.7%	52.6%
2013-14	893	93.3%	78.3%	58.0%
2014-15	917	92.0%	78.6%	55.8%
2015-16	840	92.6%	81.0%	
2016-17	886	88.6%	74.5%	
2017-18	825	93.9%	80.7%	
2018-19	889	89.3%	74.5%	
2019-20	834	90.5%	75.6%	
2020-21	587			

Note: First-generation status refers to undergraduate students, neither of whose parents have earned a four-year college/university degree. Learning Community (LC) enrollment is defined as census date enrollment in INTRAUNIV 104 (CAC 4913), in a section ending with an "X". While LC enrollment includes new first-time students, new transfer students and a small number of continuing and re-entry students (as well as part-time students), this report is limited to full-time, first-time, first-year students who began their academic careers at UW-W in the Fall semester. Retention and graduation rates reflect student enrollment or graduation across consecutive years Fall-to-Fall on the UW-Whitewater Main Campus only.

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University of Wisconsin-Whitewater  
Whitewater Campus  
Retention and Graduation Rates  
Full-Time First-Time First-Year Students Starting in the Fall Semester

Learning Community Program Participation  
by First-Generation Status: Not First-Gen

Learning Community Participants

LC First-Year Cohort	Persistence and Retention Rates			Graduation Rates
	Class Size	2nd Semester	2nd Year or 3rd Semester	6 Yr Grade Rate
2010-11	220	94.1%	81.8%	60.0%
2011-12	244	98.0%	89.3%	74.6%
2012-13	362	97.5%	83.7%	65.5%
2013-14	331	96.1%	82.2%	68.3%
2014-15	315	95.2%	82.5%	62.9%
2015-16	382	94.2%	84.8%	
2016-17	408	94.1%	80.9%	
2017-18	358	97.5%	88.8%	
2018-19	376	95.2%	87.0%	
2019-20	422	95.0%	80.8%	
2020-21	292			

All UW-Whitewater Undergraduates

First-Year Cohort	Persistence and Retention Rates			Graduation Rates
	Class Size	2nd Semester	2nd Year or 3rd Semester	6 Yr Grade Rate
2010-11	1,099	92.1%	77.5%	59.7%
2011-12	1,068	95.3%	82.0%	64.8%
2012-13	1,202	93.3%	80.3%	62.2%
2013-14	1,203	94.4%	82.1%	65.8%
2014-15	1,224	94.2%	82.7%	64.1%
2015-16	1,339	94.7%	82.0%	
2016-17	1,313	93.5%	80.7%	
2017-18	1,175	94.4%	83.0%	
2018-19	1,143	93.4%	82.9%	
2019-20	1,161	94.1%	80.1%	
2020-21	1,163			

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University of Wisconsin-Whitewater  
Whitewater Campus  
Retention and Graduation Rates  
Full-Time First-Time First-Year Students Starting in the Fall Semester

Learning Community Program Participation  
by Pell Grant Recipient Status: Pell Recipient

Learning Community Participants

LC First-Year Cohort	Persistence and Retention Rates			Graduation Rates
	Class Size	2nd Semester	2nd Year or 3rd Semester	6 Yr Grade Rate
2007-08	38	92.1%	73.7%	52.6%
2008-09	53	98.1%	86.8%	60.4%
2009-10	114	91.2%	73.7%	45.6%
2010-11	144	89.6%	70.8%	46.5%
2011-12	123	96.7%	78.0%	61.0%
2012-13	164	95.1%	77.4%	56.1%
2013-14	157	94.9%	82.8%	60.5%
2014-15	161	91.3%	80.7%	58.4%
2015-16	174	91.4%	83.3%	
2016-17	188	87.8%	75.0%	
2017-18	172	94.8%	86.0%	
2018-19	156	89.7%	79.5%	
2019-20	164	97.0%	82.9%	

All UW-Whitewater Undergraduates

First-Year Cohort	Persistence and Retention Rates			Graduation Rates
	Class Size	2nd Semester	2nd Year or 3rd Semester	6 Yr Grade Rate
2007-08	373	90.3%	68.9%	41.0%
2008-09	362	93.1%	76.5%	51.7%
2009-10	461	92.0%	71.8%	47.9%
2010-11	612	90.5%	70.1%	45.8%
2011-12	587	94.7%	79.2%	54.0%
2012-13	627	90.7%	71.9%	49.9%
2013-14	624	93.8%	76.6%	55.1%
2014-15	614	92.3%	78.7%	54.1%
2015-16	594	92.8%	77.8%	
2016-17	543	89.3%	75.1%	
2017-18	585	94.0%	78.8%	
2018-19	519	89.6%	75.0%	
2019-20	467	91.2%	75.4%	

Note: Pell Grant Recipients are defined as undergraduate students who have received a Federal Pell Grant during their first semester at UW-Whitewater. Learning Community (LC) enrollment is defined as census date enrollment in INTRAUNIV 104 (CAC 4913), in a section ending with an "X". While LC enrollment includes new first-time students, new transfer students and a small number of continuing and re-entry students (as well as part-time students), this report is limited to full-time, first time, first-year students who began their academic careers at UW-W in the Fall semester. Retention and graduation rates reflect student enrollment or graduation across consecutive years Fall-to-Fall on the UW-Whitewater Main Campus only.

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University of Wisconsin-Whitewater  
Whitewater Campus  
Retention and Graduation Rates  
Full-Time First-Time First-Year Students Starting in the Fall Semester

Learning Community Program Participation  
by Pell Grant Recipient Status: Not Pell Recipient

Learning Community Participants

LC First-Year Cohort	Persistence and Retention Rates			Graduation Rates
	Class Size	2nd Semester	2nd Year or 3rd Semester	6 Yr Grade Rate
2007-08	125	89.6%	77.8%	60.0%
2008-09	157	96.8%	86.6%	66.9%
2009-10	287	96.2%	86.8%	74.2%
2010-11	268	95.5%	82.8%	62.3%
2011-12	289	97.2%	88.2%	75.8%
2012-13	441	95.5%	82.5%	65.1%
2013-14	400	95.3%	81.8%	68.5%
2014-15	397	95.5%	82.4%	63.0%
2015-16	425	94.8%	85.6%	
2016-17	471	92.4%	79.0%	
2017-18	416	97.6%	87.5%	
2018-19	432	94.7%	86.1%	
2019-20	475	94.5%	80.8%	

All UW-Whitewater Undergraduates

First-Year Cohort	Persistence and Retention Rates			Graduation Rates
	Class Size	2nd Semester	2nd Year or 3rd Semester	6 Yr Grade Rate
2007-08	1,675	92.4%	77.7%	57.9%
2008-09	1,770	92.8%	78.2%	58.9%
2009-10	1,480	94.5%	80.6%	63.7%
2010-11	1,421	93.2%	79.9%	62.4%
2011-12	1,406	94.3%	80.8%	64.9%
2012-13	1,528	92.0%	79.0%	61.3%
2013-14	1,472	94.0%	82.1%	65.6%
2014-15	1,527	93.6%	81.9%	63.2%
2015-16	1,585	94.3%	83.0%	
2016-17	1,656	92.3%	79.2%	
2017-18	1,415	94.3%	83.4%	
2018-19	1,313	92.8%	81.6%	
2019-20	1,328	93.4%	79.6%	

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