

Strategic Enrollment Management (SEM) Plan for 2015 – 2018
University of Wisconsin – Whitewater
Summary Information

Recruitment and enrollment at colleges and universities across the U.S. has become more competitive than ever before and this is especially true in our recruiting region. To understand the overall Strategic Enrollment Plan (SEM), a review of the past SEM results are listed below.

2011 - 14 Proposed Target Recruitment Numbers by Type							
	2011 Class	2012 Class		2013 Class		2014 Class	
	Actual	Proposed	Actual	Proposed	Actual	Proposed	Actual
New Freshmen	2,006	2,125	2,168	2,100	2,108	2,150	2151
New Transfer	666	715	744	715	689	715	706

For this plan there are several assumptions were made: first, we are anticipating consistent recruitment numbers for traditional first-year students at 2,150; second, there are pockets of growth in high school students around the region and state with no overall growth projected in the state; third, the demographics of the students in Wisconsin will change – there will be little growth in number of Caucasian or African American students and significant growth in Hispanic students graduating from high schools. The plan for traditional-aged students is to keep academic profile of incoming class at approximately 22.3-22.5 ACT; 3.20-3.30 HS GPA.

Growth in transfer student numbers has occurred only due to increases in the number of students from Illinois. An analysis of articulation agreements needs to be done to see if they are successful or not.

In two of our smaller target areas, high school students and international students, both markets are unpredictable, but growth is expected in those two areas. With more attention to high school programs in both finances at the state-level and student interest, we are expecting slight increases in that market. With a similar SEM plan for the Center of Global Education being developed, we are anticipating growth in international students including first-time students, transfer students and study abroad students.

2015 - 18 Proposed Target Recruitment Numbers by Type				
	2015 Class	2016 Class	2017 Class	2018 Class
	Proposed	Proposed	Proposed	Proposed
Wisconsin Freshmen	1755	1750	1750	1750
Illinois Freshmen	345	345	345	340
Non-Resident Freshmen	35	35	35	35
International	15	20	20	25
Total New Freshmen	2150	2150	2150	2150
WI Transfer	615	627	630	640
Illinois Transfer	90	100	105	110
Non-Resident Transfer	20	23	25	25
Total New Transfer	725	750	760	775

There is a need for a solid and continued marketing and communication plan for recruiting students, family members and high school counselors.

Finally, success is measured by meeting the recruitment goals; meeting or exceeding retention goals for both first-year and transfer students; lowering transfer-out rates.

Strategic Enrollment Management (SEM) Plan for 2015 – 2018
University of Wisconsin – Whitewater

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Strategic Enrollment Management (SEM) Plan for University of Wisconsin – Whitewater

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I. Introduction

The focus of this document will be on undergraduate student recruitment and the plans for recruiting students for the next few (3-4) years. The document will review our past recruitment and enrollment efforts for both first-time students as well as new transfer students. Planning assumptions for recruitment will be reviewed that include topics such as demographics in our primary recruiting region, financial factors, enrollment at regional and peer institutions, and changes in programs for college credit for high school students.

Our target numbers for first-year and new transfer students will be outlined. Then, communication plans, such as who we are targeting and what marketing material we will be using, will be reviewed. Our recruitment plan will be discussed in terms of where and when our staff recruit students will be formulated. Finally, measures of success will be articulated.

II. What were our goals?

Table 1: 2011 - 14 Proposed Target Recruitment Numbers by Type							
	2011 Class	2012 Class		2013 Class		2014 Class*	
	Actual	Proposed	Actual	Proposed	Actual	Proposed	Actual
WI New**	1,445	1,560	1,450	1,555	1,437	1,550	1579
WI Minority	269	240	309	250	268	250	251
Illinois	209	240	295	260	306	260	255
Illinois Minority	37	30	49	35	35	35	31
Non-Resident	28	30	47	30	41	30	21
Non-Resident Minority	9	10	6	10	9	10	2
International	9	15	15	15	12	15	12
Total New Freshmen	2,006	2,125	2,168	2,100	2,108	2,150	2,151
WI Transfer	580	630	596	615	561	615	575
Illinois Transfer	68	70	118	85	107	85	111
Non-Resident Transfer	18	15	30	15	21	15	20
Total New Transfer	666	715	744	715	689	715	706
OVERALL TOTAL	2,672	2,825	2,912	2,870	2,797	2,870	2,857

* 2014 Class revised after the previous SEM report was finished

** WI Covenant students removed from the previous report and included under WI New

A. Class size

i. First-year

To provide context for this report, a brief evaluation of the goals of recruitment for the past three years are reviewed here. The initial goals in the 2011 UW-Whitewater Admissions Office Strategic Enrollment Plan (2011 SEM) were for planning purposes and were consistent with the UW-Whitewater Growth Agenda enrollment goals. Based on the Growth Agenda projections, the proposed first-year class size for the 2012 fall class was to be 2,115 new first year students; the proposed 2013 fall class was to be 2,155 students, which was revised down to 2,100 due to the restraints of campus housing; the proposed 2014 fall class was to be 2,195 students was revised down to 2,150. Overall, these students were to come primarily from Wisconsin (84%) and Illinois (13%). The remaining 3% of students were to be other non-residents and international students. The projected class size was determined annually in July or August by the Chancellor with input from various constituencies across campus.

The actual first-year class size for 2012 came in higher than projected at 2,168. Of that, 1,811 came from Wisconsin (83.5%); 344 (15.9%) came from Illinois; the remaining 68 (3.1%) were other non-residents and international students. Surprisingly, the number of under-represented minority students (URM) from Wisconsin significantly increased in

2012 and the number of non-URM students did not meet the recruitment projections. Further, the number of non-resident students came in significantly higher than expected.

The actual first-year class size for 2013 (2,108) came in very close to the projected 2,100 students. The number of Wisconsin students was 100 students lower than anticipated with URM students making up some (30) difference in the overall decline in non-URM students from Wisconsin. Our non-resident student numbers continued to be strong in 2013 with a slight dip in URM students from Illinois.

The actual first-year class size for 2014 (2,151) again came in very close to projected class of 2,150 students. The number of students recruited from Wisconsin were better aligned with recruitment estimates. Again the number of URM students from Wisconsin increased over projections. The number of students recruited from Illinois was down significantly from 2013, but were very close to enrollment goals for the year. Other non-resident enrollment was down from projections.

ii. Transfer class size

Transfer students seem to be a bit of an enigma at UW-Whitewater in the way they are counted. There are two types of transfer students – transfer readmits (TA) and regular transfer students (TR). TAs previously attended UW-Whitewater at some point in their academic career; TRs never attended UW-Whitewater before enrolling now. For the purpose of this report, transfer students will be TRs. Further, transfer students who enroll during the *summer term* are not counted in fall enrollment numbers. Summer starters are considered continuing students for fall term. Thus, approximately 60 transfer students each fall semester are not counted in the fall headcount as “new” transfer students. This is not the same for first-time high school students; the high school students can enroll in a summer course, but are still considered first-time freshmen during the fall semester.

The proposed number of transfer students was to reflect the UW-Whitewater Growth Agenda enrollment goals. So, transfer student enrollments were remain approximately 700 each fall students to meet these targets. It was also anticipated that the number of transfer students from Illinois will also grow slightly during this time period.

The actual number of transfer students for 2012 came in at 715 students. This was an increase of over 7% from the 2011 fall recruitment of transfer students. We were anticipating a larger number of resident students from Wisconsin, but came in behind. The Illinois transfer students were almost 70% above projections and other non-resident transfer students doubled what was expected.

The actual number of transfer students for 2013 came in at 689 students, which was down almost 4% from 2012 and 3.5% below recruitment goals based on the Growth Agenda targets. There was a significant drop (nearly 10%) in transfer students from institutions in Wisconsin from 2012 to 2013. Again strong recruitment and enrollment from transfer students in Illinois and other non-residents were about 30% higher than anticipated.

The actual number of transfer students for 2014 came in at 706 students, which was up over 2% from 2013 and are near the Growth Agenda goals of 700. The strong enrollment numbers from students transferring from other Wisconsin institutions drove the growth. Again enrollments from Illinois and other non-residents exceeded expectations and continue to be strong.

Finally, the trends where transfer students are transferring from and the academic program they enroll in at UW-Whitewater will be reviewed later in this document.

III. What have our past enrollment results been?

A. Class size

i. First-year

Table 2: University of Wisconsin – Whitewater Headcount Enrollment 1980 to 2014									
2010-11	2011-12	2012-13	2013-14	2014-15					
11,557	11,615	12,031	12,015	12,159	Total Enrollment				
2,044	1,980	2,168	2,108	2,151	First Year Class				
731	715	794	731	706	Transfer (new)				
2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
10,687	10,566	10,810	10,842	10,955	10,769	10,502	10,737	10,962	11,139
2,077	1,895	2,035	1,833	1,762	1,712	1,805	2,063	2,154	1,953
				650	630	626	649	663	636
1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
10,841	11,011	11,046	10,897	10,897	10,594	10,679	10,808	10,816	10,841
1,953	1,819	1,785	1,846	1,704	1,900	1,842	1,914	1,931	1,953
1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
10,006	10,212	10,321	10,493	10,737	11,027	10,901	10,843	10,458	11,022
									1,836

Source: UW System (1989 to 2014) and UW-Whitewater (1980 to 1989) enrollment data

The University of Wisconsin – Whitewater (UW-W) enrollment has been stable between 10,006 and 12,148 over the past thirty-five years (Table 2). UW-W has exceeded the 11,000 student plateau on four different occasions (1985-86, 1989-90, 1991-93, 2009-current) during that time and 12,000 students the past three years. UW-Whitewater has grown seven of the last eight years with growth totaling 15.7% (1,646 students) during this time span. The size of the first year class has fluctuated between 1,704 (1994-95) and 2,168 (2012-13).

Table 3: Admission/Enrollment Number of New Freshmen Fall 2010 – 2014															
	2010			2011			2012			2013			2014		
	Apply	Admit	Enroll	Apply	Admit	Enroll	Apply	Admit	Enroll	Apply	Admit	Enroll	Apply	Admit	Enroll
Wisconsin	4,094	3,149	1,508	4,077	3,089	1,445	3,950	3,135	1,448	3,958	3,106	1,437	3,813	3,045	1,579
WI Minority	1,186	610	245	1,342	688	269	1,325	737	297	1,340	632	268	1,501	720	251
Illinois	687	504	195	862	612	209	923	705	282	1,111	808	306	986	744	255
IL Minority	116	69	17	126	79	37	147	97	43	208	108	35	226	128	31
Other Non-Resident	156	114	42	140	96	28	150	104	47	144	111	41	127	87	21
Other NR Minority	25	11	1	52	25	9	45	18	6	50	15	9	50	15	2
International	45	20	11	54	18	9	77	36	15	53	22	12	68	34	12
Adult* (age >=25)	29	16	9	36	15	9	33	12	11	31	7	4	39	15	10
Military**/**	37	20	12	39	23	16	50	33	22	42	24	13	51	32	22
TOTAL New Freshmen	6,309	4,477	2,019	6,653	4,607	1,989	6,617	4,832	2,138	6,864	4,802	2,108	6,771	4,773	2,151

* Adult and students with military experience are counted in the state data

** Military includes: disabled veteran, Montgomery, National Guard, National Guard Reserve, Active Reserve, or Post 911

Over the past three years, the number of applications of new undergraduates non-URM students from Wisconsin have dipped about 7% (Table 3) with decreases in enrollments of first-year students from WI in 2011-2013. The applications and enrollment of URM first year students has grown steadily over the past five years from 263 in 2010 to 344 in 2014, a 30% increase during this time period, a significant accomplishment.

UW-Whitewater's growth has also been seen in the number of students from Illinois. The number of students from Illinois has risen from 10.5% of the first year class in 2010 to over 16.0% in 2013. However, the number of applications and enrollment of "other non-resident" students (which includes all non-Wisconsin residents except those from Illinois) has decreased from 2010 to 2014, with the largest decline from 2013 to 2014; however, this group remains a relatively small number compared to Wisconsin and Illinois students. The number of applications of other non-resident URM students has been steady over the past four years.

The number of new, first year international students remained small during this time period, about 9 to 15 students a year; first year adult students and students with military experience together account for 1% of all first year students and have decreased slightly over the past two years. For tracking purposes of this report, students who are at least 25 years old are considered "Adult" students.

ii. Transfers

	2010			2011			2012			2013			2014		
	Apply	Admit	Enroll	Apply	Admit	Enroll	Apply	Admit	Enroll	Apply	Admit	Enroll	Apply	Admit	Enroll
Wisconsin	1,358	843	634	1,383	852	633	1,284	853	596	1,391	849	561	1,251	815	575
Illinois	167	94	60	185	113	62	254	175	118	265	177	107	253	170	111
Other NR	80	34	22	58	22	17	93	49	30	73	36	21	84	42	20
Adult*	271	160	118	287	164	113	284	171	126	342	186	141	300	175	135
Military**	76	41	26	64	34	23	74	43	36	75	42	28	75	47	36
TOTAL	1,605	971	716	1,626	987	712	1,631	1,077	744	1,729	1,062	689	1,588	1,027	706

* Adult and students with military experience are counted in the state data

** Military includes: disabled veteran, Montgomery, National Guard, National Guard Reserve, Active Reserve, or Post 911

Table 4 shows that there has been almost no growth of applications or enrollment of transfer students between Fall 2010 and Fall 2014. The growth that has occurred with transfer students has been with students from Illinois, but the size of that group is approximately 10% of the Wisconsin transfer population. Adult students and students with military experience account for over 15% and 3% of all transfer students respectively. The number of applications and enrollment for adult students has grown steadily over the past four years while the military numbers have grown about 10%.

iii. High School Specials

There are currently four opportunities for high school students to complete college-level courses through UW-Whitewater: Youth Options program (YOP), Course Options (CO), Partners in Education (PIE) and high school specials. There is great uncertainty in terms of providing college credit for high school students in the future as funding for the Course Options program is up-in-the-air until the next legislative budget.

The YOP program allows high school students to enroll in UW-Whitewater credit courses on the UW-Whitewater campus. The Wisconsin legislature created the Post-Secondary Enrollment Options (PSEO) program, later renamed Youth Options, in 1991 (s. 118.55, Wis. Stats.). YOP legislation allows high school students to enroll in public and private institutions of higher education with credits applied to high school graduation requirements and/or postsecondary programs.

The CO program started in 2013 to allow students in Wisconsin public schools to enroll in up to two courses at a time. CO courses are to be offered at no cost to students, and school districts are expected to pick up the cost; in 2014 the costs are being covered by the UW System.

The PIE program is similar to YOP and CO, but allows high school students to earn college credit in their high school. The program is a local UW-Whitewater program that started in 2012 and utilizes courses from X departments. Instructors are selected on the basis of criteria set up by each UW-Whitewater academic department; all require a master's degree or significant graduate-level course work.

Table 5: Types of Dual Enrollment Programs High School Students				
Program	Youth Options Program (YOP)	Course Options (CO)	Partners in Education (PIE)	High School Special
Credits	2 courses; Max. of 7 credits	2 courses	1-2 courses	College credit
Eligibility for Admission	Junior or Senior standing; Rank in the top 25% of high school class; HS GPA 3.50	Grades 9-12; Rank in the top 25% of high school class	Rank in the top 25% of high school class OR HS GPA of at least 3.25 on a 4.0 scale OR ACT score of 24 <u>and</u> class rank in the top 50 percent	students must meet the course prerequisites or receive consent from their advisor
Tuition	School district pays the UW course tuition	UW System pays the tuition	\$394 per 3-credit course	Student pays the tuition
Location of courses	UW-Whitewater campus	UW-Whitewater campus or on-line	Local high school	UW-Whitewater campus or on-line
Enrollments Fall 2014	22	2	230	Xx

IV. What is the Profile of our incoming students?

A. Class Profile.....
 i. First Year students

The academic profile of our traditional-aged undergraduates (Appendix Table 6) has remained relatively constant over the past five years. Over the past five years, students attending UW-Whitewater, on average, have a 22.1 to 22.5 (Table 7) average ACT composite score, a 3.20-3.26 high school GPA, and rank in the mid-sixtieth percentile of their high school class. Over the past five years, UW-Whitewater averages 520 new students (nearly 25% of the class) with an ACT composite of 25 or over, which places their score in the top 25% of all test takers nationally (ACTstudent.org). Likewise, UW-Whitewater averages 93 new students (5% of the class) with an ACT composite of 16 or below, which places their score in the bottom 25% of all test takers. The majority (69%) of UW-Whitewater students have an ACT composite between 17 and 24, or the middle quartiles (UW-Whitewater Institutional Research, 2011 and 2014).

Table 6: Academic Profile of New First Year Students by Type									
	Fall 2009			Fall 2011			Fall 2014		
	Applied	Admit	Enrolled	Applied	Admit	Enrolled	Applied	Admit	Enrolled
WI New Freshman ACT	21.53	22.67	22.34	21.43	22.54	22.29	21.42	22.59	22.42
(inc. minority/cov)HS GPA	3.03	3.27	3.23	3.05	3.29	3.26	3.04	3.29	3.23
HS % Rank	58.56	66.91	64.24	60.39	67.67	65.07	57.50	64.69	61.19
WI NF Minority ACT	18.46	19.53	18.84	18.31	19.75	19.42	18.86	20.71	20.52
HS GPA	2.65	3.01	2.96	2.71	3.09	3.02	2.70	3.12	3.02
HS % Rank	52.16	64.43	64.31	57.94	68.60	64.70	54.32	65.74	59.93
IL-New Freshman ACT	22.34	23.21	22.83	22.26	23.10	22.54	22.59	23.36	22.85
(inc. minority) HS GPA	3.04	3.23	3.20	3.08	3.25	3.26	3.10	3.26	3.27
HS % Rank	56.52	63.88	60.64	54.84	61.80	59.68	55.28	61.71	59.91
IL Minority NF ACT	20.19	22.21	22.42	20.26	21.65	20.93	21.13	22.58	21.81
HS GPA	2.56	2.9	2.85	2.72	2.98	2.93	2.89	3.14	3.05
HS % Rank	41.47	51.81	45.38	41.21	49.61	51.52	51.18	58.95	54.21
Other Non Res NF ACT	21.58	22.56	21.89	21.64	22.42	21.81	22.31	23.80	22.94
(inc. minority) HS GPA	3.09	3.23	3.05	3.02	3.20	3.19	3.19	3.39	3.61
HS % Rank	54.12	60.70	53.01	53.58	60.86	58.46	62.15	67.43	73.15
Other NR Minority ACT	18.91	21.59	23.17	21.71	20.36	21.06	20.57	24.02	22.00
HS GPA	2.72	3.01	2.85	3.03	3.08	3.20	2.91	3.36	3.59
HS % Rank	35.14	55.00	54.17	55.45	55.72	55.88	55.80	63.00	62.75
Adult ACT	18.22	19.33	17.00	20.50	21.00	22.00	21.31	21.75	21.94
HS GPA	2.22	2.44	2.73	2.04	2.14	2.12	2.70	2.77	2.77
HS % Rank	38.47	50.50	73.00	30.43	34.00	38.60	48.86	50.02	49.51
Military ACT	21.39	21.96	21.51	20.65	21.17	20.16	22.91	22.63	19.78
HS GPA	2.71	2.80	2.78	2.60	2.83	2.75	2.78	2.88	2.84
HS % Rank	49.28	53.17	54.69	41.97	52.39	49.00	48.44	61.40	48.07
TOTAL New FreshmenACT	21.63	22.74	22.39	21.57	22.63	22.32	21.65	22.76	22.49
HS GPA	3.03	3.27	3.22	3.06	3.28	3.26	3.05	3.29	3.24
HS % Rank	58.16	66.42	63.68	59.46	66.63	64.28	57.16	64.30	61.12

Source: UW Whitewater Admissions Data 2011, 2014

Underrepresented minority students from Wisconsin have a significantly lower average ACT composite score of 20.52 compared to the overall average of 22.49 for Fall 2014 (-1.97 points). The Illinois ACT composite scores (both non-URM and UMR rates) were, on average, above the counterpart Wisconsin rates by approximately .4 points for non-URM students and 1.3 points for URM students. But, their high school GPA was almost identical and their high school rank was significantly lower than both the overall average and Wisconsin minority average. The other non-resident rates vary dramatically year-to-year due to the overall small numbers in that category.

Nearly all adult students and students with military experience start at UW-Whitewater as transfer students; only 25 new first-year students compared to 126 transfer students between the two groups for Fall 2011. The first-year adult students have a similar average ACT to first-time students, but lower high school GPA and class rank. The same is true for the students with military experience, but the numbers of those students is really too small to compare to the larger number in the overall first-year class.

Table 7: ALL Students by ACT Composite Cohort 2010-2014							
Cohort	N=	Blank no score	ACT Comp ≤16 bottom quartile nationally	ACT Comp ≥17 & ≤20 2 nd quartile	ACT Comp ≥21 & ≤24 3 rd quartile	ACT Comp ≤25 top quartile nationally	Average ACT Composite All Students
2014	2,151	32	70 (3.3%)	577 (27.2%)	909 (42.9%)	563 (26.6%)	22.46
2013	2,108	31	101 (4.9%)	540 (26.0%)	931 (44.8%)	505 (24.3%)	22.23
2012	2,168	33	120 (5.6%)	600 (28.1%)	909 (42.6%)	506 (23.7%)	22.14
2011	2,006	33	95 (4.8%)	534 (27.1%)	823 (41.7%)	521 (26.4%)	22.33
2010	2,044	34	93 (4.6%)	501 (24.9%)	908 (45.2%)	508 (25.3%)	22.30

The number of all UW-Whitewater students in the lower quartile of all students taking the ACT exam nationally (16 or below) is very small, about 4.6% of enrolled students, and that number has decreased over the past three years. Currently only 3.3% of the first-year class had an ACT Composite score of 16 or lower. The number of students in the top quartile of students has remained relatively consistent, about 500, which represents about 25% of the first-year class. This past year the number of students in the quartile increased. As a result of more students in the top quartile and few students in the bottom quartile, the overall ACT Composite score has increase significantly this past year.

Table 8: URM Students by ACT Composite Cohort 2010-2014							
Cohort	N=	Blank no score	ACT Comp ≤16 bottom quartile nationally	ACT Comp ≥17 & ≤20 2 nd quartile	ACT Comp ≥21 & ≤24 3 rd quartile	ACT Comp ≤25 top quartile nationally	Average ACT Composite All Students
2014	283	5	32 (11.5%)	123 (44.2%)	87 (31.3%)	36 (13.0%)	20.41
2013	278	6	53 (19.1%)	109 (39.2%)	84 (30.2%)	26 (9.4%)	19.78
2012	319	2	62 (19.6%)	144 (45.4%)	85 (26.8%)	26 (8.2%)	19.49
2011	285	6	51 (18.3%)	115 (41.2%)	76 (27.2%)	37 (13.3%)	20.00
2010	250	2	70 (28.2%)	104 (41.9%)	56 (22.6%)	18 (7.3%)	18.85

Over the past five years the average ACT Composite score has increased from 18.85 to 20.41 for Under-represented minority (URM) students at UW-Whitewater. Further, fewer URM students are scoring in the lowest quartile of students taking the ACT exam. Also, in 2010 URM students were 70 of the 93 students at UW-Whitewater or 75% in the lowest quartile. In 2014, URM students were only 32 of 70 or 46% in the lowest quartile. Thus, there are fewer overall students in the lower quartile, but there are fewer URM students as well. With fewer URM students in the lower quartile and more in the top quartile, the average ACT Composite score has increased significantly this past year for URM students. Much of the increase for all students in ACT Composite scores can be attributed to the increase in scores for URM students.

ii. Transfer Students

Table 9: Academic Profile of Transfer Students by Type										
		Fall 2009			Fall 2011			Fall 2014		
		Applied	Admit	Enrolled	Applied	Admit	Enrolled	Applied	Admit	Enrolled
WI Transfer	ACT	21.01	21.53	21.56	21.00	21.4	21.55	21.07	21.64	21.62
	HS GPA	2.89	2.99	2.98	2.89	3.00	2.99	2.95	3.03	3.03
	HS % Rank	52.42	56.05	55.83	52.61	56.61	56.34	53.61	55.45	55.27
IL Transfer	ACT	20.77	21.42	21.85	21.45	21.51	21.05	22.02	22.39	22.00
	HS GPA	2.92	3.06	3.10	2.99	3.06	3.09	3.02	3.06	3.00
	HS % Rank	49.79	54.02	57.56	51.96	53.58	53.89	49.39	51.31	48.68
Other NR Transfer	ACT	20.10	20.95	21.25	21.67	23.91	25.12	21.55	21.95	23.35
	HS GPA	2.80	3.02	2.94	3.12	3.13	3.20	2.89	3.02	3.09
	HS % Rank	49.80	55.88	46.78	53.60	54.70	56.32	59.50	54.59	61.80
Total Transfer	ACT	20.99	21.51	21.00	21.08	21.45	21.55	21.21	21.78	21.64
	HS GPA	2.89	3.00	2.99	2.90	3.01	3.00	2.96	3.03	3.02
	HS % Rank	52.14	55.88	55.82	52.42	56.2	56.11	52.87	54.73	54.40

Source: UW Whitewater Admissions Data 2011, 2014

The academic profile of our Transfer Students (Table 9) is typically lower in terms of ACT score (.80 points across all categories), high school GPA (approximately .25 for non-residents and .20 for WI residents), and high school rank (approximately 10% points lower for non-residents and 6% points lower for WI residents) compared to traditional-aged first-year students. Thus, it appears our transfer students, who many are also classified as Adult and students with military experience and thus have completed high school or the ACT exam a number of years ago, scored lower on many of the standardized exams and rankings, compared to the current first-year students.

Reviewing Table 10, the number of transfer students from other UW universities has dropped about 20% over the past ten years (166 to 136). The number of students from the UW Colleges has remained even over the past ten years (199 to 202) with some growth from Baraboo and decline from Waukesha. Growth in the number of transfer students during the past ten years have come primarily Illinois which has doubled from 101 to 202.

Table 10: Sending Institution of New Transfer Students* 2004-05, 2009-10, 2012-13			
	2004-05	2009-10	2012-13
UW-Madison	24	14	15
UW-Milwaukee	34	30	30
UW-Eau Claire	12	7	8
UW-Green Bay	6	12	10
UW-La Crosse	7	7	10
UW-Oshkosh	18	10	12
UW-Parkside	26	16	14
UW-Platteville	12	11	19
UW-River Falls	3	1	3
UW-Stevens Point	17	9	8
UW-Stout	7	2	5
UW-Superior	0	1	2
Sub-Total UW Universities	166	131	136
UW-Baraboo/Sauk County	7	6	22
UW-Barron County	0	0	1
UW-Fond du Lac	6	6	3
UW-Fox Valley	2	4	4
UW-Manitowoc	2	2	1
UW-Marathon County	2	1	1
UW-Marinette	1	3	1
UW-Marshfield/Wood County	0	0	0
UW-Richland	4	2	3
UW-Rock County	78	61	73
UW-Sheboygan	9	7	12
UW-Washington County	11	17	12
UW-Waukesha	77	70	69
UW-Colleges Online	0	0	0
Sub-Total UW Colleges	199	179	202
Extension	0	0	0
WTCS	153	153	158
Wisconsin Private	26	46	28
Other States/Territories	101	137	202
Other	0	0	0
International	5	1	5
Total	650	636	731

Source: University of Wisconsin System Informational Memorandum Undergraduate Transfer Students: 2012-13

Retrieved from: http://www.wisconsin.edu/opar/orb-im/im/transfer/ts_1213.pdf

* transfer numbers include fall, spring and summer transfer students

V. Planning Assumptions

A. SWOT Implications Affecting Recruitment and Enrollment:

On August 9, 2011 UW-Whitewater's Provost held a strategic planning retreat for her staff. During the retreat a SWOT analysis (Strengths/Weaknesses/Opportunities/Threats) was conducted. Following each section of the SWOT was an "implications" section and below is a summary of that section that ties to enrollment.

The following environmental factors impact the strategic enrollment plan:

Strengths:

- The number of underrepresented minority students who have graduated has risen, but with more underrepresented students the percentage graduating has not moved much recently.
- We have a higher rate of minority students than other UW campuses.
- Why do our "High Impact" practices not match national level results?
- Small community (weakness or strength?)

Weaknesses:

- What do we need to do to create an identity?
- How can we improve resource base?
- How can we improve access to data?
- Learning as a campus – changing our mindset regarding UW System.

Opportunities:

- Branding/identify marketing
- Plan for growth initiatives
- Focus on mission
- Priorities
- Need to stay nimble, flexible
- Diversify money so not so state-dependent

Threats:

- State System interferences
- Questions about money
- Competition
- Perception that our campus not as great as UW-Madison

B. Student Demographics Affecting Recruitment:

The **number of high school graduates in Wisconsin** decreased slightly from 1,369,000 in 2000 to 1,335,000 (2.5% decline) in 2010 (Wisconsin Population 2030, Wisconsin Demographic Services Center, 2004). According to the Applied Population Laboratory at the University of Wisconsin – Madison (2014), between 2008/09 and 2013/14 many districts (59%) saw declining enrollments and several saw increases such that the overall "statewide school enrollment declining by 0.1%" during that time.

The kindergarten-5th grade enrollments across Wisconsin from 2005/06 to 2012/13 showed slight growth of about 1% over that time. Starting in 2012/13 the K-5 enrollments grow about 2% for 3 years and then flattens out again. Thus, the known pipeline of students coming through the K-12 schools in Wisconsin have hit a relative low and appear to start climbing slightly over the next ten years (Applied Population Laboratory, 2014). Looking at the 9-12 grade enrollments, they plummeted nearly 10 percent in Wisconsin between 2005/06 and 2013/14 from over 290,000 students to just over 260,000 across the state down 10%. This trend line flattens out with no growth from 2013/14 until 2017/18 and then the overall number of high school students begins to rise slightly increasing to 270,000 students in 2022/23. Not surprisingly the K-5 enrollment rates mirror high school graduation rates approximately ten years later.

According to *Wisconsin Population 2030* (2004), starting in 2010 there will now be a slow increase of high school graduates to 1,445,000 (8% growth) in 2030. In the metropolitan markets, Milwaukee and Racine will see slower growth while Madison and Kenosha will see significant growth above the state average during the next 20 years.

The areas of growth (+50 students in multiple districts) throughout the state during that time include: St. Croix (Hudson)/Polk/Burnett; Brown (Green Bay)/ Outagamie (Appleton); Dane (Madison); Waukesha; and Kenosha (Winkler, et. al, 2006). From 2008 and 2013 many of the same districts had 4% or more growth in their schools. Some of the growth areas in the state during that time include: Douglas (Superior); St. Croix (Hudson)/Polk/Burnett; Richland (Richland Center); Brown (Green Bay)/ Outagamie (Appleton); Dane (Madison)/Jefferson/Dodge/Washington/Waukesha; and Racine.

Number of high school graduates and demographics from surrounding counties has changed over the past 10 years and is expected to continue to change. Chart 2 (page 24) identified K-12 school enrollment changes between 1998 and 2003. Chart 3 (page 24) identified K-12 school enrollment changes between 2008 and 2013. There have been distinct areas throughout the state where school districts lost students during both time periods and even clearer areas of growth. Specifically in the counties surrounding UW-Whitewater, enrollments in those school districts have grown significantly have grown over the past five years. The school districts in Dane, southern Columbia county, western Dodge county, and Jefferson county have all seen growth. The growth in school districts is also reflected in demographics of the counties. Since 2000, there has been growth in each of the 14 counties surrounding UW-Whitewater. What is even more impressive is that five counties have over 10% growth including: Jefferson (10.8%); Walworth (11.5%); Kenosha (11.6%); Washington (12.9%); and Dane (16.5%).

The decline in some districts in the region, specifically Milwaukee County, is noticeable. Milwaukee County had only 1.1% growth since 2000, but nearly a 10% change (loss) since 1970. Reviewing Table 22 below, the net gain/loss of students in the Top Feeder high schools to UW-Whitewater over the past ten years to be only an 11 student loss. Some high schools have seen significant increases (Sun Prairie, Oak Creek, Waunakee) and other significant decreases (Tremper, Parker, Whitewater). Thus, demographic shifts across the state are seen in the actual headcount changes by high school.

The **ethnic composition in Wisconsin** is 83.3% Caucasian, 6.3% percent African American, 5.9% Latino, 1.0% American Indian, 1.0% Asian and 1.8% of the population reporting 2 or more races (US Census Bureau 2010). The racial diversity in the state is changing with substantial growth in two specific groups – Hispanics and Asian Americans – primarily of Hmong decent. There has been a 114% increase of the Hispanic population (1997-2006) to over 335,000 and 106% increase in Hmong (1990-2000) population in Wisconsin to over 47,000 in 2010. (Wisconsin's Public School Enrollment: Past, Present, & Future, 2007; Wisconsin's Hmong Population: 2000, 2002). The increase in Hispanic/Latino population has a relatively equal distribution across the state. The Hmong population is fairly concentrated in certain communities including Milwaukee and Madison, Wausau/ Appleton and Sheboygan/ Manitowoc regions. With growth of nearly 15% from 2000-2010, the African-American population of 360,000 in Wisconsin live in four cities: Milwaukee, Racine, Beloit, Kenosha, with Milwaukee home to nearly three-fourths of the state's African-Americans (US Census data 2010).

Wisconsin residents have, on average **higher rate of graduating from high school** compared to the national average, but the percent of Wisconsin residents who are 25 years of age or older have not earned a bachelor's degree or higher is lower than the US average (U.S. Census, 2000). This is true of 12 of the 17 surrounding counties surrounding UW-Whitewater (Appendix Table B). Thus, the perceived benefits of attending higher education may not be supported as much as in other areas, but the ability to serve more adult students is notable. Studying the population of the surrounding counties gives an estimate of the number of people to target. Using current enrollment data by county (Appendix Table A) provides further data on future recruitment.

The **number of international students at U.S. colleges** and universities rose 8.1% to 886,052 during the 2013/14 academic year, a record number of students studying abroad in the U.S. The top countries sending students to the U.S. is summarized in Table 11. Not surprisingly, China leads the world with sending students to study abroad. India is a distant second with less than half of China and the Indians have been sending few students abroad over the past few years. Saudi Arabia has had the most growth over the past five years more than tripling the number of students who are studying in the U.S. during that time. Vietnam and Brazil have also experienced significant growth over that period of time.

Table 11: Top 10 Countries Sending Students to Study in the U.S. 2009/10 to 2013/14					
Rank	Place of Origin	2009/10	2013/14	% of Total	Total % Change
	WORLD TOTAL	690,923	886,052	100.0	+28.2%
1	China	127,628	274,439	31.0%	115.0%
2	India	104,897	102,673	11.6%	-2.1%
3	South Korea	72,153	68,047	7.7%	-5.7%
4	Saudi Arabia	15,810	53,919	6.1%	241.0%
5	Canada	28,145	28,304	3.2%	0.6%
6	Taiwan	26,685	21,266	2.4%	-20.3%
7	Japan	24,842	19,334	2.2%	-22.2%
8	Vietnam	13,112	16,579	1.9%	26.4%
9	Mexico	13,450	14,779	1.7%	9.9%
10	Brazil	8,767	13,286	1.5%	51.5%

Institute of International Education, 2011 and 2013 "Open Doors" Fast Facts.

C. Financial Factors Impacting Student Enrollment:

New freshmen entering UW-Whitewater have fewer financial resources compared to peer institutions in the state.

Table 12: Endowment, Aid, and Student Loan Data by UW Institution					
UW Institution	Endowment per headcount		% of Undergrads receiving Pell grant	Avg Student Loan Debt	
	\$ amount	Rank		% w/loan	Avg Debt
UW-Whitewater	\$1,158	11	32%	76%	\$23,632
UW-Eau Claire	\$3,463	3	28%	75%	\$19,186
UW-Green Bay	\$2,465	6	36%	79%	\$20,663
UW-La Crosse	\$1,807	7	24%	73%	\$20,614
UW-Madison	\$50,666	1	16%	61%	\$17,163
UW-Milwaukee	\$3,176	4	38%	77%	\$25,108
UW-Oshkosh	\$1,019	12	30%	78%	\$23,453
UW-Parkside	\$871	13	48%	73%	\$21,680
UW-Platteville	\$1,394	10	32%	79%	\$20,518
UW-River Falls	\$2,634	5	34%	78%	\$21,190
UW-Stevens Point	\$1,770	8	36%	77%	\$22,574
UW-Stout	\$4,063	2	32%	78%	\$22,903
UW-Superior	\$1,720	9	48%	81%	\$24,429
Average			31%	73%	\$21,463

Source: 2014 IPEDS data; Institutional websites; UW System Student Financial Aid 2012-13 Update (2014)

According to data submitted by the individual institutions to the Department of Education, UW-Whitewater ranks near the bottom of the other state institutions in terms of endowment (Table 12). Endowment is measured by comparing the latest valuation of the institutions endowment (2011) with the overall headcount at the institution. A portion of the university's endowment is often used for annual scholarships; the lower the amount of the endowment, the anticipated lower amount of institutional scholarships. As scholarships are often used in recruiting students to UW-Whitewater, the higher the amount of financial aid that is available, the easier it is to recruit students considering other institutions. Currently, and as was in 2011, UW-Whitewater ranks 11th of the 13 UW universities for endowment; only UW-Oshkosh and UW-Parkside have lower endowments per student.

Average student loan debt is another indicator to consider for prospective students. Students compare loan debt at institutions to see how much institutional aid (scholarships) and federal grants they will receive over their academic career. UW-Whitewater students incur \$2,000 per student more loan debt of graduates in the UW System. This is probably due to the academic need of many students when they enter UW-Whitewater. However, UW-Whitewater students also and receive more Pell and other federal grants.

D. Enrollment at Regional Institutions

Table 13: Enrollment at Regional UW Colleges and Universities 2001/02 to 2014/15						
	Total Enrollment			Total Enrollment		1 st Year Class
	2001-02	2010-11	2014-15	Change '01-'14	Change '10-'14	Change '10-14
UW-Whitewater	10,566	11,557	12,148	15.0%	5.1%	7.9%
UW-Madison	41,159	42,180	43,189	4.9%	2.4%	3.1%
UW-Milwaukee	24,648	30,470	28,060	13.8%	-7.9%	-7.9%
UW-Oshkosh	11,994	13,629	13,741	14.6%	0.8%	4.2%
UW-Parkside	5,068	5,160	4,565	-9.9%	-11.5%	-13.9%
UW-Rock County	991	1,215				
UW-Washington County	942	1,117				
UW-Waukesha	2,253	2,240				
UW-Colleges Online	148	1,290				

Source: UW System 2014.

There is **increased competition** from universities in Wisconsin and in surrounding states in recruiting academically qualified, traditional-aged college students. The growth of regional UW universities (Table 13), namely UW-Madison and UW-Oshkosh indicate the level of competition in the region. UW-Milwaukee's first year class had grown 40% in ten years to 4,600 new first-year students in 2007, but is now on the decline; in 2013 their first-year class was only 3,300 students (a decline of 28%). This is also true of their overall enrollment. The growth in the UW-Colleges On-line suggests potential growth marketing complete on-line degrees both within UW-Whitewater and for transfer students to UW-Whitewater from the Colleges.

Table 14: Enrollment at Wisconsin Private Colleges and Universities 2001/02 to 2014/15				
	2001-02	2010-11	2013-14	% Change
Alverno College (Milwaukee)	1,196	2,759*	2,500	210.0%
Beloit College	1,330	1,385	1,306	-1.8%
Carroll University (Waukesha)	3,000	3,535*	3,539	18.0%
Carthage College (Kenosha)	2,700	3,400*	3,000	11.1%
Concordia University Wisconsin (Mequon)	4,810	7,618*	7,943*	65.0%
Marquette University (Milwaukee)	11,355 ¹	12,002	11,745 ('14)	3.4%
Mount Mary College (Milwaukee)		1,421*	1,475	
Ripon College (Ripon)	900	1,057	904	0.4%
Wisconsin Lutheran College (Milwaukee)	806	1,022*	1,179 ('14)	46.3%

Source: Institutional websites, 2011.

* Indicates record enrollment according to university website

1. Marquette data available from 2003-04

Enrollment at nine nearby private institutions in the region (Appendix Table 14) indicate all but one (Beloit College) have had enrollment growth. Alverno College, Concordia University, and Wisconsin Lutheran College have had significant increases over the past decade. Considering all three institutions are located in Milwaukee, this demonstrates the higher recruiting efforts from colleges and universities in this area.

E. Benchmarking versus Regional Peers (MSEP)

Another factor to consider for non-residents is the Midwest Student Exchange Program (MSEP). UW-Whitewater decided not to continue with the MSEP program in 2011 when the state of Illinois joined the MSEP program. Through the MSEP, public institutions agree to charge students no more than 150% of the in-state resident tuition rate for specific programs. Currently, all UW universities participate in the MSEP program except UW-Madison, UW-Platteville, and UW-Whitewater (Table 15). UW-Whitewater still has a few legacy students in the MSEP program but stopped participating in the program in 2011. Colleges and universities in Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota and Wisconsin participate in the program.

Table 15: Participation in the Midwest Student Exchange Program				
UW Institution	Participants from Illinois		MSEP Total Participants	
	2008	2013	2008	2013
UW-Whitewater	0	0	41	16
UW-Eau Claire	0	64	25	90
UW-Green Bay	0	72	96	173
UW-La Crosse	0	12	50	37
UW-Madison	0	0	NA	0
UW-Milwaukee	0	436	237	521
UW-Oshkosh	0	197	40	267
UW-Parkside	0	346	12	363
UW-Platteville	0	0	NA	3
UW-River Falls	0	19	18	26
UW-Stevens Point	0	302	52	405
UW-Stout	0	105	37	149
UW-Superior	0	0	0	0

Source: 2008 data from: UW System data - <http://www.wisconsin.edu/opar/ssb/>; 2014 data from: Midwest Higher Education Consortium (2014); http://msep.mhec.org/sites/msep.mhec.org/files/13_14enrollment_data_sheet_lr.pdf

Similar to the MSEP program, UW-Platteville's Tri-State Initiative, which started in 2005, students from Illinois and Iowa pay the same tuition and fees as Wisconsin residents plus \$4,000; non-resident tuition is approximately \$4,600 more per student. Thus, the competition for students with UW-Platteville is significant considering they enroll approximately 15% of their student body was from Illinois and about 5% from Iowa – a total of “1,591 are enrolled through the Tri-State Initiative” according to the Milwaukee Journal Sentinel (September 24, 2014). Thus, UW-Platteville “loses” approximately \$7.3M in tuition revenue from these students a year (\$4,600 x 1,591 students). Iowa does not participate in the MSEP program.

F. Scholarships and Non-Resident Remission

Table 16: Non-resident remission Scholarship Formula					
HS GPA	ACT 23	ACT 24	ACT 25	ACT 26	ACT 27+
3.75+	\$1,500	\$2,000	\$2,000	\$3,000	\$3,000
3.60-3.74	\$1,500	\$2,000	\$2,000	\$2,000	\$3,000
3.50-3.59	\$1,000	\$2,000	\$2,000	\$2,000	\$3,000
3.25-3.49	\$1,000	\$1,000	\$1,500	\$2,000	\$2,000

UW-Whitewater enrolled 1,539 undergraduate non-residents in 2013-14, not including 55 students from Minnesota. Students from Minnesota are not eligible for non-resident remission and pay a “reciprocity” tuition rate. UW-Whitewater awards non-resident remission to qualified students based on a sliding scale between high school GPA and ACT composite score. Prior to Fall 2011, if non-resident prospective students qualified for merit-based non-resident remission they were notified of the remission during their financial award processing usually in March. Starting in Fall 2011, all prospective non-resident students were told at the time of their admission if they qualified for remission. Starting Fall 2012 the formula (Table 16) was developed based on actual awards from the 3 prior years.

Table 17: Non-Resident Fee Remission 2009 - 2014						
Year	# New	# Renewal	# Total	\$ New	\$ Renewal	\$ Total
2009-10	64	96	160	\$120,000	\$190,804	\$310,804
2010-11	58	95	153	\$ 72,250	\$185,250	\$257,500
2011-12	139	115	254	\$240,134	\$181,500	\$421,634
2012-13	123	160	283	\$200,066	\$268,250	\$468,316
2013-14	134	185	319	\$228,359	\$316,947	\$545,306
2014-15	127	254	381	\$243,252	\$243,750	\$487,002

As the number of non-resident students grows, the non-resident remission funds for these students will also continue to grow as noted in Table 17. Students are eligible to renew the remission by maintaining a 3.0 cumulative GPA at UW-Whitewater. Thus, the number of renewals are lower due to attrition and losing the scholarship.

G. Demand for Current Academic Programs

i. Growth/Decline in programs for incoming first-year students

Between the Fall 2010 and Fall 2011, the College of Business and Economics (CoBE) stopped admitting students as General Business majors. This change encouraged students to declare a major within the college. This has been the largest change for incoming students over the past three years. Before 2010 there were no new first-year students enrolled in the majors listed below (except General Business). There were significant changes in the number of students enrolled in specific majors from 2010 to 2013 and that is noted below in Table 18. Most significant was the increase in Accounting and Marketing majors. General Business and Undeclared Business still enroll a significant number of new students, 132 and 134 respectively in 2013.

Table 18: Changes in College of Business and Economics Majors for First-Year Students 2010 to 2013					
Major	Fall 2010	Fall 2013	Major	Fall 2004	Fall 2013
Accounting	0	183	Information Tech	0	32
Economics	0	12	International Bus	0	21
Entrepreneurship	0	41	Marketing	0	109
Finance	0	47	Supply Chain Op Mgt	0	9
General Management	0	40	Gen Bus/Undeclared	682	266
Human Resource Mgt	0	31			

Source: UW-Whitewater Institutional Research, 2014.

Incoming students are only allowed to declare one major and this ten year summary revealed several interesting changes in students' choice of major. Communicative Disorders majors increased the most during this time period; this is partially due to ending of the Communicative Disorders major. The number of students in specific majors have doubled (Early Childhood Education, Chemistry, English, Biology, and Special Education) and a few have dramatically increased or tripled (Communication Science and Disorders, Social Work, and Physics).

There is a typical ebb and flow in the number of students who are majoring in specific programs year-to-year. However, significant declines were seen in five programs as noted in Table 19. The largest program in that category, Undecided, had 361 students enrolled Fall 2012. Thus, the shifts in this major swing dramatically year-to-year. The other programs have declined over time. Journalism had a top number of students at 50 in 2008 and declined since; Political Science had a top number of 19 in 2007; Art had a top number of 47 in 2007 and 2011; Elementary Education's top number was 142 in 2009.

Table 19: Top Changes in Majors 2004 to 2013 for First-Year Students (excluding CoBE)							
Most Positive Change				Most Negative Change			
Major	Fall 2004	Fall 2013	% Change	Major	Fall 2004	Fall 2013	% Change
Comm Sci Dis	8	33	312.5%	Journalism	48	30	-37.5%
Social Work	12	44	266.7%	Pol Science	18	14	-22.2%
Physics	8	20	150.0%	Art	41	32	-22.0%
Early Childhood	21	46	119.0%	Undecided	370	303	-18.1%
Chemistry	11	24	118.2%	Elementary Ed	124	102	-17.7%
English	14	29	107.1%				
Biology	65	132	103.1%				
Special Ed	26	51	96.2%				
Psychology	53	88	66.0%				
History	20	31	55.0%				

Source: UW-Whitewater Institutional Research, 2014.

ii. Anticipated changes in academic programs (based on SPBC report 2012-14)

UW-Whitewater presented a two-year strategic plan at the beginning of 2012 which articulated priority areas and goals to advance campus strategic mission and values. One area under the strategic plan was reviewing the academic program array. Below (Table 20) are the areas the Vice Chancellor for Academic Affairs and academic deans hope to grow in the coming years.

Table 20: Priority Areas for Expanding Current Academic Programs	
College of Arts and Communication <ul style="list-style-type: none"> Media Arts & Game Development (210) Art & Design (244) Graphic Design (new) Dance (new) International Journalism (new) Music Education (110) 	College of Letters and Sciences <ul style="list-style-type: none"> Physics - Engineering emphasis (78) Legal Studies (new) Asian and Japanese Studies (15) Environmental Science (58) Computer Sciences (159) Liberal Studies (97) Integrated Science & Business (BS) (29)
College of Business and Economics <ul style="list-style-type: none"> Water Business (new) 	College of Education and Professional Studies <ul style="list-style-type: none"> Early Childhood Education (259) Physical Education with HHPR emphasis (473) Special Education – Cross Categorical (255)

Note: Total majors are listed for Fall 2013 (i.e. Physics includes BA, BS, BSE) unless otherwise noted

Greg Cook, Associate Vice Chancellor for Academic Affairs, led a team of deans including Christine Clements, Dean, College of Business & Economics; Katy Heyning, Dean, College of Education & Professional Studies; David Travis, Dean, College of Letters & Sciences; Mark McPhail, Dean, College of Arts & Communication; John Stone, Dean, Graduate Studies & Continuing Education during the 2012-14 Strategic Planning and Budget Review. This group articulated several additional minors and emphases to expand, only the majors are listed above. It will be the assumption that these academic programs (including minors and emphases) will be featured in Admissions material through pictures, stories and other related content.

Further, several programs have had few graduates during the past ten years. Individually designed majors in Arts & Communication and Letters & Sciences have a total of both BA and BS degrees of 27 over the last 10 years in all four degree programs. Finally, some consideration in recruitment should be made to the six majors that have not had any graduates in the past ten years which include: Chemistry BA, Economics Ed BSE, Geography Ed BSE, German Ed BSE, Psychology Ed BSE, and Sociology Ed BSE. There should be no mention of these academic programs in recruitment material other than they exist as approved programs.

H. UW System New Majors and Programs

I. Table 21: Number of New Undergraduate Programs by UW Institution 2001-2011			
UW Institution	New Programs	UW Institution	New Programs
Whitewater		Parkside	
Eau Claire		Platteville	
Green Bay		River Falls	
La Crosse		Stevens Point	
Madison		Stout	
Milwaukee		Superior	
Oshkosh		Average*	

* Three programs (Health & Wellness Mgt, Japanese Studies, and Sustainable Mgt are counted in each institutional total, but not in the overall total)

[DISCUSS MADD reports here](#)

New majors and programs draw students to consider attending a university. In the UW System since 2001-02 there have been 69 new undergraduate programs in the UW system (Table 21). In addition, the UW Colleges (UWC) students can now receive a bachelor's degree at their local campus. "In the UWC collaborative bachelor's degree

programs, UWC faculty teach the general education courses, and the cooperating UW baccalaureate institution faculty teach the courses in the specified major. The UW baccalaureate institution then awards the bachelor's degree upon completion of requirements of the degree program" (<http://www.uwc.edu/transfer/bachelor>), 2012.

Although 75% of UW-Whitewater's applicants only submit an admissions application to only 1 institution (UW-Whitewater), another 15% submit applications to two UW institutions. There 25% of students who submit applications to the UW System submit multiple applications. There is a need to determine the major competitors for UW-Whitewater students based on these multiple applications. This information has been requested, but has not been received.

I. High School Programs –

The current programs serving high school students include: Youth Options (YOP), Course Options (CO), Partners in Education (PIE). As previously mentioned, the first two programs (YOP and CO) host high school students on the UW-Whitewater campus.

The PIE program has been growing over the past few years,

Funding of the Course Options program remains uncertain,

J. Transfer Initiatives

K. International Recruitment Initiatives

L. Importance of a Strong First-Year Class

UW-Whitewater students enter the institution in a myriad of ways with the most common being a traditional first-time, full-time undergraduate. When these students return for their sophomore year, they are considered "continuing" students. Other first-time students who do not start as full-time students are not part of the annual "cohort" group reported to UW System and the Department of Education for IPEDS. Students who attended another institution and then enrolled at UW-Whitewater are "transfer students". Some students are non-degree seeking and are considered "special" students while students still enrolled in high school and enrolled at UW-Whitewater in dual enrollment programs are also counted in this category.

The table below indicates how an initial "cohort" of first-time, full-time students is tracked as continuing students year-to-year. The 2010 cohort, for example, started with 2,033 students. 76.9% of the class returned for the 2011 fall semester. Of the initial class, 68.3% returned for their third year. Some of these students may have enough credits to be classified as seniors and others not enough to still be classified as sophomores; so, it is important to track the cohort and not their academic standing. Of the initial class, 63.7% returned for a fourth year. Some students remain at UW-Whitewater for many years. Their fifth, six and subsequent years are lumped into one cell.

Table 22: Tracking First-Year Cohorts Year-to-Year						
	Initial Cohort	2 nd Year	3 rd Year	4 th Year	5 th Year+	Total Continuing
2009	1,941					
2010	2,033	1,524 (78.5%)				
2011	1,993	1,563 (76.9%)	1,335 (68.8%)			
2012	2,155	1,600 (80.3%)	1,389 (68.3%)	1,209 (65.3%)		
2013	2,107	1,657 (76.9%)	1,409 (70.7%)	1,295 (63.7%)	1,058*	5,419
2014	2,135	1,696 (80.5%)	1,474 (68.4%)*	1,276 (64.0%)*	1,077*	5,523

* estimated numbers

Using the data from the Table 22 above, the initial cohorts are listed in Table x below. Very few first-time students (no other previous college credits at all) are not full-time students (27 and 29 respectively in 2013 and 2014) and are thus not counted into the cohort. The total of all continuing students from the initial cohort (listed in Table x) are totaled in the third column. As these students continue to enroll, they are counted as continuing students as well. For this report they are counted separately. We have a number of students who are “special” students as noted above. Finally, “Spring Starters” include both new first year students (approximately 40 a year) and transfer students (approximately 360 a year). Students who start in the spring semester and continue to enroll in subsequent semesters are totaled separately for this report.

Table 23: Overall Enrollment by Admission Type 2013 and 2014									
	Initial Cohort	Non-cohort	New Transfers	Continuing Students	Continuing Transfers	Special Students	Spring Starters	Graduate Students	Total
2013	2,107	27*	731	5,419	1,384*	340*	844*	1,163	12,015
2014	2,135	29*	706	5,523	1,407*	347*	823*	1,178	12,148

*estimated numbers

The students who are enrolled at UW-Whitewater through the traditional first-time cohort (the initial cohort and the continuing students) account for approximately two-thirds (63%) of the overall headcount at the university (Table 23). The assumption for future enrollment planning is that the traditional first-time, full-time undergraduate will remain a priority for recruiting. Transfer students account for approximately 18%. Graduate students account for approximately 10%. The remaining students, non-cohort part-time freshmen, special students, and spring starters, account for the remaining 9%.

VI. What are our target enrollment numbers and preferred student profile 2015-18?

Table 24: Proposed Target Recruitment Numbers by Type 2015 – 2018					
	2014 Class	2015 Class	2016 Class	2017 Class	2018 Class
	Actual	Proposed	Proposed	Proposed	Proposed
WI New	1526	1455	1450	1450	1445
WI Minority	308	300	300	300	300
Illinois	251	300	300	300	300
Illinois Minority	31	45	45	45	45
Non-Resident	21	30	30	30	30
Non-Resident Minority	5	5	5	5	5
International	9	15	20	20	25
Total New Freshmen	2151	2150	2150	2150	2150
WI Transfer	608	615	627	640	655
Illinois Transfer	80	90	100	110	120
Non-Resident Transfer	18	20	23	25	25
Total New Transfer	706	725	750	775	800
OVERALL TOTAL					

A. Traditional Students

The plan for recruiting new first-time, full-time undergraduate students from Wisconsin reflects previous years' actual headcounts (Table 24). In 2012 and 2013 there were 1,450 and 1,437 non-URM students recruited from Wisconsin. Further, the URM students enrolled from Wisconsin were 309 and 268 during those same years. Thus, the anticipated recruitment numbers of between 1,445 and 1,455 fall well within the expected number of previously enrolled students.

Additionally, the plan to recruit non-resident students from Illinois appears to have significant growth in the Illinois market, however in 2012 and 2013 we enrolled 295 and 306 Illinois non-URM students and 49 and 35 URM students from Illinois. So, the expected number of students does reflect actual enrollments from previous years.

B. Non-traditional students

As noted in Table 3, about 10 students a year start at UW-Whitewater as first-time students who meet the definition of "Adult" students, over the age of 25. In terms of priorities for developing this market will remain relatively low, but will work directly with specific programs, i.e. Liberal Studies as noted in Table 20, to grow those programs.

C. High School Programs (YOP, CO, PIE)

As previously noted, there is currently great uncertainty in terms of providing college credit for high school students. There are four ways high school students can complete college-level courses through UW-Whitewater: Youth Options program (YOP), Course Options (CO), Partners in Education (PIE) and high school specials. The YOP program has remained relatively stable over the past 25 years with about 10-20 students per year.

The new Partners in Education program has grown the numbers of high school students enrolled at the university.

The Course Options program

Thus, without knowing the future of the CO and its impact on the PIE program, for sake of this report, it is anticipated that there would be little or no growth in this population.

D. Transfer students

Although our transfer student numbers remained relatively flat from 2004 until 2014 between 630 and 730 with one spike in 2012 (790), we are anticipating planned growth with this group of students from 706 in 2014 to 800 by 2018. The Admissions office is dedicating resources to recruiting more transfer students and looking to build upon existing partnerships across Wisconsin and Illinois. Some of this growth will come from non-traditional students and building upon existing programs such as the ECE4U and other programs reaching non-traditional students. The Admissions

office will start using the *Intelligent Capture* software for ImageNow over the course of the next year which will reduce the amount of time processing applications.

E. International students

Recruitment of undergraduate international students was moved under the control of the Center for Global Education in 2013. As international students are a part of the overall numbers for recruitment of undergraduate students, and recognizing that they are an important group of students to diversity and internationalize the student body, they are included in this report. The number of new, first-year international undergraduate students will follow the Center for Global Education's plan to increase overall numbers of international students on the campus. Significant amounts of resources have been dedicated to recruiting these students and developing additional partnerships around the world. Thus, over the next few year it is anticipated that the number of new, first-time international students will grow from 9 in 2014 to xx in 2018.

VII. Who are we targeting and when are we targeting them

A. Traditional Students

For a Strategic Enrollment Plan, all aspects of the recruitment process needs to be considered, especially for traditional-aged first-time students. Recruitment occurs whenever a prospective student encounters the university albeit from reading the local newspaper to a campus visit, from a summer camp to a visit at a college fair at a regional high school. Active recruitment occurs on and off-campus. Off-campus recruitment occurs at local high schools during school visits and after school “college event” nights. Wisconsin Educational Fairs (WEFs) have been important to share the message of UW-Whitewater to high school counselors across the state. UW-Whitewater admissions staff attended the 23 fairs. Other off-campus recruitment occurs at local, regional, and national college fairs. Thus, UW-Whitewater needs to consider all facets of recruitment and marketing to students.

As previously discussed, we need to understand that the number of students available to recruit in the future will be changing. We will need to target and market to different segments of the population over time. There will be significant growth (nearly 80%) in the number of Hispanic students who are graduating from Wisconsin high schools over the next ten years (Table 25 below) and this is the reason that there will not be a significant decline in the number of students graduating from all high schools in Wisconsin. In the long-term, 2023 as noted in Table 25, the number of African American students will increase nearly 10%. Between 2013 and 2018 there will be more Hispanic students graduating from high schools in Wisconsin than African American students.

Understanding where our students come from is important and understanding which high schools send the most students to UW-Whitewater. A list of the Top 100 high schools was developed using five years of data from 2008 to 2014 and from that a list of the top 25 schools are noted on Chart 1. All top 25 feeder high schools come from within the 11 county regional area in Wisconsin.

Table 25: High School Graduates in Wisconsin 2013-2023							
		Five-Year Changes			Ten-Year Changes		
	2013-14	2018-19	Changes	% Change	2023-24	Changes	% Change
All students	64,327	64,978	651	1.0%	67,692	3,365	5.2%
Caucasian	47,533	47,625	92	0.2%	47,179	-354	-0.7%
Hispanic	3,862	5,359	1,497	38.8%	6,931	3,069	79.5%
Black	4,290	4,153	-137	-3.2%	4,771	481	11.2%
Asian/Pacific Islander	2,203	2,385	182	8.3%	3,118	915	41.5%

Source: WICHE – Knocking on the college door (2012).

As we are targeting and recruiting students from Illinois, there are approximately twice as many high school graduates a year in the state than Wisconsin. Further, it should be noted that Illinois is already much more ethnically diverse than Wisconsin (Table 26). Already Illinois has six times the number of Hispanic students, four and a half times the number of African American students, and three times the number of Asian/Pacific Islanders. There will be noted differences in terms of changes in the demographics in Illinois with growth in Hispanic and Asian/Pacific Islander's graduation rates.

Table 26: High School Graduates in Illinois 2013-2023							
		Five-Year Changes			Ten-Year Changes		
	2013-14	2018-19	Changes	% Change	2023-24	Changes	% Change
All students	131,131	140,547	-1,584	-1.1%	138,190	-3,941	-2.8%
Caucasian	76,432	73,491	-2,941	-3.9%	66,664	-9,768	-12.8%
Hispanic	23,205	27,009	3,804	16.4%	27,324	4,119	17.8%
Black	19,756	18,029	-1,727	-8.7%	16,430	-3,326	-16.8%
Asian/Pacific Islander	6,531	7,710	1,179	18.1%	8,785	2,254	34.5%

Source: WICHE – Knocking on the college door (2012).

There are two ways that students can find UW-Whitewater. First, the student can find the university. Among many ways, this occurs through web searches, high school counselor, summer camps, or word-of-mouth. The other way is that UW-Whitewater can contact the student based on buying names or other sources.

Chart 1: Top Feeder High Schools – new first-year students 2005 and 2014

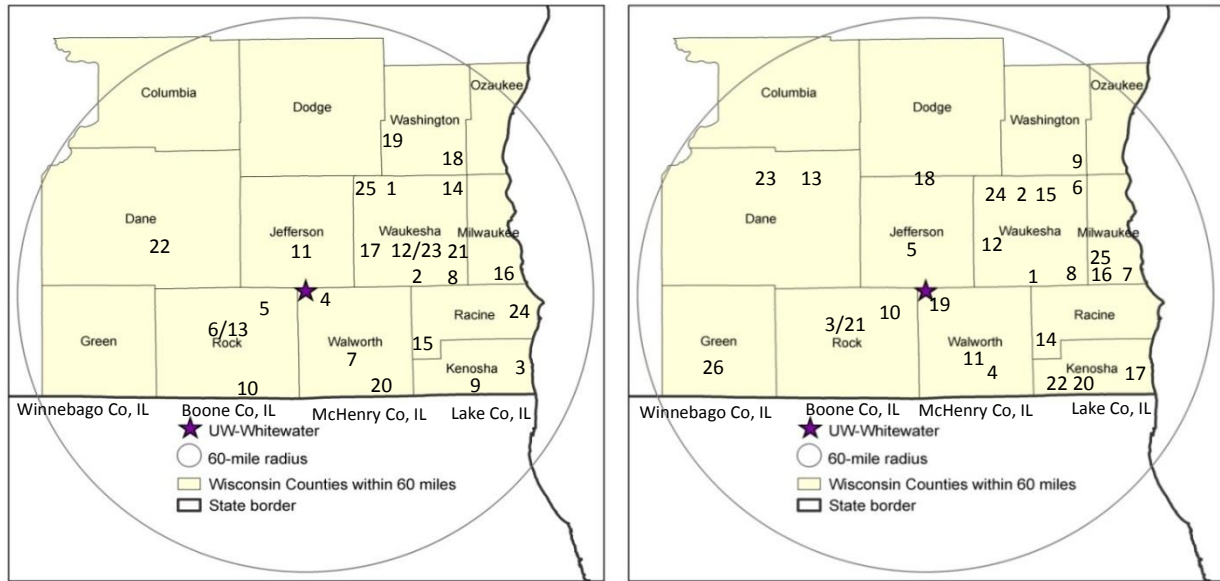


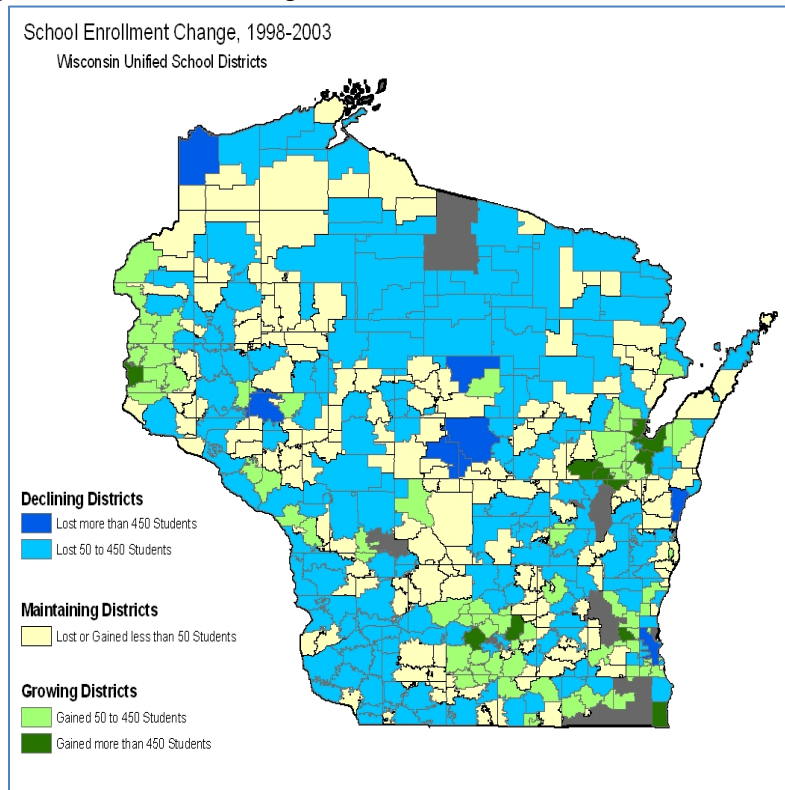
Table 27: UW-Whitewater Top Feeder High Schools
2004 & 2005, 2009 & 2010, and 2013 & 2014 by Enrolled Students

Rank	School Name	Avg 2004 and 2005	Avg 2009 and 2010		Avg 2013 and 2014		HS Enrollment		
		Enrolled*	Applicants	Enrolled	Applicants	Enrolled	2004	2013	+/-
1	Mukwonago HS	36 (2)	49	15	77	29	1741	1580	-161
2	Arrowhead HS (Hartland)	34 (1)	78	26	77	27	2281	2248	-33
3	Craig HS (Janesville)	31 (6)	51	17	76	27	1824	1765	-59
4	Badger HS (Lake Geneva)	17 (20)	26	10	66	27	1280	1469	+189
5	Fort Atkinson HS	32 (11)	33	16	49	24	956	998	+42
6	Menomonee Falls HS	18 (14)	34	14	57	24	1502	1457	-45
7	Oak Creek Senior HS	16 (16)	39	12	62	23	1751	2038	+287
8	Muskego HS	13 (8)	52	18	63	22	1613	1652	+39
9	Germantown HS	7 (18)	27	9	67	22	1295	1409	+114
10	Milton HS	23 (5)	36	14	58	21	969	930	-39
11	Elkhorn HS	17 (7)	32	16	51	21	816	853	+37
12	Kettle Moraine HS	34 (17)	31	9	71	21	1492	1452	-40
13	Sun Prairie HS	16 (nl)	28	12	67	21	1632	2030	+398
14	Burlington HS	26 (15)	41	14	50	20	1316	1213	-103
15	Hamilton HS (Sussex)	6 (nl)	32	11	51	20	1188	1368	+180
16	Franklin HS	8 (nl)	29	9	49	20	1356	1462	+106
17	Tremper HS (Kenosha)	13 (3)	52	17	53	19	2307	1765	-542
18	Watertown HS	12 (nl)	22	8	36	18	1440	1296	-144
19	Whitewater HS	18 (4)	41	19	32	17	727	552	-175
20	Central HS (Westosha)	11 (9)	35	17	51	17	1207	1163	-44
21	Parker HS (Janesville)	23 (13)	25	8	44	17	1778	1533	-245
22	Wilmot HS	11 (nl)	24	8	44	17	1025	1100	+75
23	Waunakee HS	11 (nl)	22	7	49	16	955	1164	+209
24	Oconomowoc HS	11 (25)	39	12	57	15	1454	1484	+30
25	Greendale HS	7 (nl)	21	8	42	15	876	932	+56
26	Monroe HS	6 (nl)	34	12	30	15	851	708	-143

Source: UW-Whitewater Admissions (2014); Wisconsin Sports Network (2014)

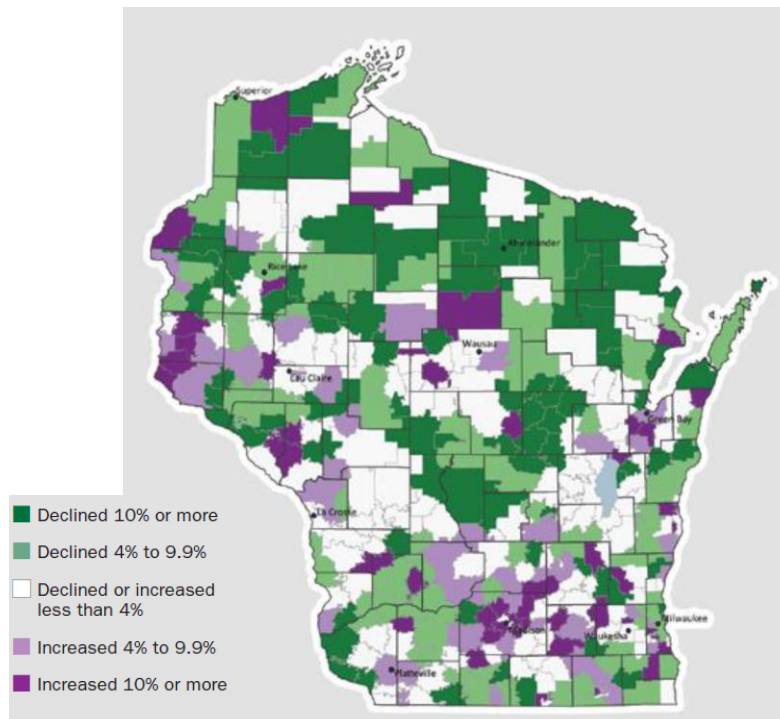
* 2005 ranking on map – not listed (nl): 10. Beloit Memorial; 12. Waukesha West; 19. Hartford Union; 21. Eisenhower (New Berlin); 22. Verona Area; 23. Waukesha North; 24. Case (Racine).

Chart 2: Wisconsin High School Enrollment Changes 1998-2003



Source: Demographic Trends and Enrollment in Wisconsin's Public Schools, Winkler, et. al (2006).
Retrieved from: <http://paa2006.princeton.edu/papers/61082>

Chart 3: Wisconsin High School Enrollment Changes 2008-2013



Source: University of Wisconsin-Madison Applied Population Laboratory. A Look at Population Trends, Anderson (2008).
Retrieved from : http://www.wasb.org/websites/wisconsin_school_news/File/April_2014/population_trends_April_2014.pdf

Table 27: Majors of New First-Year Students 2004-2013											
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	+/-
Accounting	0	0	0	1	0	0	0	194	226	183	183
Art	41	36	29	47	43	37	35	47	28	32	-9
Art Education	12	12	15	14	14	13	12	12	4	10	-2
Art Multimedia	0	8	20	38	17	26	39	0	0	0	0
Biology	65	67	60	90	113	95	123	140	156	132	67
Business Education	5	4	9	7	6	5	6	6	5	3	-2
Business Undeclared	0	0	0	0	0	0	0	0	0	134	134
Chemistry	11	12	12	16	24	21	27	20	21	24	13
Early Childhood Ed	21	20	27	21	24	30	46	33	48	46	25
Computer Science	0	0	0	0	0	0	0	0	21	50	50
Communication	0	0	0	0	0	0	0	17	31	33	33
Communicative Disord	8	9	7	13	8	10	14	17	21	33	25
Economics	0	0	1	0	0	0	0	5	6	12	12
Elementary Education	124	125	118	139	127	142	138	112	113	102	-22
English	14	18	26	29	40	29	46	33	42	29	15
Entrepreneurship	0	0	0	0	0	0	0	34	32	41	41
Environmental Science	0	0	0	0	0	0	0	0	3	7	7
Finance	0	0	0	0	0	0	0	49	44	47	47
French	1	0	1	1	0	1	1	1	1	0	-1
General Business	682	689	762	893	967	755	724	270	260	132	-550
General Management	0	0	0	0	0	1	0	29	55	40	40
General Science	10	1	3	4	1	0	0	0	0	0	-10
Geography	3	0	6	3	2	3	1	1	3	3	0
German	1	1	2	2	4	1	2	3	1	0	-1
Human Resources Mgt	0	0	0	0	0	0	0	17	8	16	16
History	20	35	29	22	37	25	31	27	26	31	11
Information Technology	0	0	0	0	0	0	0	10	21	32	32
International Business	0	0	0	0	0	0	0	0	11	21	21
Integrated Sci-Business	1	0	1	2	4	3	4	7	1	5	4
International Studies	2	6	6	13	8	7	8	5	6	5	3
Japanese Studies	0	0	0	0	0	0	0	0	2	3	3
Journalism	48	39	40	42	50	35	44	29	30	30	-18
Liberal Studies	1	2	0	2	1	3	5	2	2	2	1
Mgt of Computer Sys	27	22	22	11	17	8	6	22	4	0	-27
Marketing	0	0	0	1	0	0	0	98	104	109	109
Math	29	31	13	33	35	32	42	27	30	31	2
Media Arts & Game Dev	0	0	0	0	0	0	0	53	37	44	44
Music	39	42	43	48	46	30	41	37	32	38	-1
Occupational Safety	7	5	5	1	9	4	7	13	15	12	5
Physical Education	27	39	46	37	60	58	72	46	46	41	14
Physics	8	10	8	15	16	14	17	14	23	20	12
Political Science	18	18	15	19	15	18	12	14	18	14	-4
Psychology	53	48	39	67	63	75	73	90	90	88	35
Public Policy & Admin	3	0	0	1	1	1	1	1	1	0	-3
Supply Chain & Op Mgt	0	0	0	0	0	0	0	4	17	9	9
Social Studies	7	7	22	8	4	11	12	7	7	3	-4
Social Work	12	21	21	31	17	35	19	31	40	44	32
Sociology	32	30	33	36	38	38	47	41	43	45	13
Spanish	6	5	2	4	6	5	11	6	5	1	-5
Special Education	26	24	23	23	17	24	46	41	54	51	25
Speech	13	11	8	8	6	8	9	0	0	0	-13
Theatre	15	11	10	11	14	14	19	19	13	17	2
Undeclared	370	304	321	310	299	336	304	322	361	303	-67
	1762	1712	1805	2063	2153	1953	2044	2006	2168	2108	346

The UW-Whitewater Admissions staff will continue to be proactive in recruiting students. The first way to do that is to buy names through various sources. ACT and College Board (SAT) have been the primary suppliers of the college-bound students in the past as students take the PSAT/SAT or ACT for college enrollment. In the recent past UW-Whitewater has bought names sporadically targeting specific areas and groups. This is an easier way to find students who meet the institutional profile and to target specific populations of students.

WHO:

WHEN:

CRITERIA:

SPECIALTY AREAS: i.e. women in business

Search engines such as Colleges.com, CollegeSearch.com (College Board), and Niche.com (formerly known as CampusProwler.com) have all contacted UW-Whitewater looking to expand their business. UW-Whitewater used CollegeWeekLive as one way of promoting the university in an on-line environment. This product allowed UW-Whitewater to have on-line “booth” for prospective students to “visit”. UW-Whitewater paid \$x,000 during 201x to 201x.

One of the strengths of the UW-Whitewater Admissions office is the in-house communication and letter generation process. The current system allows for tracking prospects, applicants and matriculated students but does not allow for any analytics to be used on the prospects. Other companies such as Datatel CRM Constituent Relationship Management (CRM) for Student Recruitment, Azorus' Social Media Intelligence, and Oracle On Demand provide similar services. UW-Whitewater has recently purchased Ellucian Recruiter and will be implementing it over the next year. The Admissions staff needs to understand who is enrolling at the institution and how to better attract those students.

The primary campus contact with prospective students occur through a number of campus visit venues including Warhawk Premiere Days, Wheels to Whitewater, group tours, departmental visit days, and summer conferences.

FOCUS ON WHO

Follow-up from events: WPD; campus tours; group tours (counselors); Wheels Programs (counselors)

Off-campus recruiting occurs through visiting high schools, college fairs, transfer college fairs. Each of these visits must be reviewed to see how/when the UW-Whitewater message is being delivered.

FOCUS ON WHO

Discuss WEFs;

Discuss HS college fairs

Discuss HS visits – which schools we have added in the past year; which schools we need to add based on growth of HS in the state (i.e. Eau Claire, Chippewa Falls, Hudson)

Top 100 schools visit 2x per year if allowed

Other recent developments in recruiting potential students is occurring with non-traditional and students with military background. Thus, contacting businesses to partner with them on specific programs or implementing tuition assistance programs will help recruit students to UW-Whitewater.

WHO?

Identifying military partners and developing long-term strategies to remain in contact with them and provide them on-going updates to garner further support will be a challenge.
WHO?

Further, communication with students who have expressed an interest in UW-Whitewater needs to further developed. First, students who have submitted their ACT scores and have not submitted an application are not contacted. Second, students who have submitted a FAFSA, but no application are also not sent information. Finally, students who were high school juniors when they visited UW-Whitewater for a campus tour, Warhawk Premiere Day or Wheels to Whitewater program need to be contacted. HOW?

Recruiting of traditional students within the 80-mile radius of Whitewater in both Wisconsin and Illinois will remain the focus of the Admissions office. As admissions recruitment becomes more competitive, additional steps will be taken to expand our reach into further markets outside our regional area to include Madison, Appleton/Oshkosh, and Kenosha/Racine in Wisconsin, and Rockford and Grayslake/McHenry in Illinois.

Plan for Illinois

B. Non-traditional students
WHO ARE THEY?

C. High School Programs (YOP, CO, PIE)

Currently the Youth Options program (YOP) works with approximately X school districts to place students into courses during the fall and spring semesters.

The Partner in Education (PIE)

E. Transfer students

The UW-Whitewater Admissions office has a general understanding of the top transfer institutions. Transfer students (TR) never previously attended UW-Whitewater. Although transfer students may have attended multiple institutions in the past, the institution below is the last institution they attended. The three top institutions (Madison Area Technical College, University of Wisconsin – Rock County, University of Wisconsin Waukesha) account for nearly 40% of the total transfer enrollment.

Table 29: UW-Whitewater Top Feeder Transfer Schools 2008 & 2009, 2010 & 2011, and 2013 & 2014 by Enrolled Students									
Rank	School Name	Avg 2008 & 2009		Avg 2010 & 2011		Avg 2013 & 2014		Change 2008-2014	
		Apps	Enrolled	Apps	Enrolled	Apps	Enrolled	Apps	Enrolled
1	Madison Area TC	215	91	239	116	266	118	51	28
2	UW – Rock County	150	76	190	98	198	92	48	16
3	UW – Waukesha	150	78	157	82	167	85	17	8
4	UW – Milwaukee	117	51	134	57	94	34	-23	-17
5	Milwaukee Area TC	63	15	95	26	78	23	15	8
6	UW – Madison	49	22	40	17	48	21	-1	-1
7	UW – Oshkosh	34	11	37	19	42	21	9	10
8	Rock Valley College (IL)	23	9	27	8	43	21	20	12
9	McHenry County College (IL)	20	7	29	11	58	20	38	14
10	College Of Lake County (IL)	33	11	57	20	53	19	20	8
11	Waukesha County TC	47	13	54	18	52	18	5	5
12	UW – Platteville	43	20	45	22	42	16	-2	-4
13	Blackhawk TC	43	18	43	17	50	15	8	-4
14	Gateway TC	62	22	76	29	48	14	-15	-9
15	UW – Stevens Point	31	17	32	18	26	14	-5	-4
16	UW – La Crosse	26	15	35	19	29	14	3	-1
17	Carroll University	25	13	22	9	24	13	-1	0
18	UW – Parkside	47	18	67	26	41	12	-6	-6
19	UW – Sheboygan	16	8	37	16	25	12	9	4
20	UW – Washington County	28	15	32	14	28	12	1	-3

Source: UW-Whitewater Admissions and UW-System Transfer Student Reports (2011; 2014).

Understanding our top institutions where students transfer from is also important (Table 29). As UW colleges such as UW- Rock County, UW-Sheboygan, and UW-Washington County, change in demographics and size (Table 13), transfer programs need to be enhanced communication between the potential student and UW-W. As new majors are developed (i.e. Computer Science, Environmental Science), agreements need to be updated or initiated as appropriate. Table 30 shows the academic programs transfer students enroll in and differentiates enrollment in programs by students from UW universities, UW colleges and Technical institutions. **It is surprising that during that time there was almost equal enrollments by institution type (university/college/tech).**

As mentioned, a list of academic programs students transfer into is in Table 24. During the five years that data was collected, it is not unexpected that the top transfer programs were Undecided and Pre-Business/Business Undecided. These two programs were the top programs in the 2011 SEM as well, but reversed order. In fact, the top eight programs were the same with only Social Work and Early Childhood Education (ECE) being reversed. Reviewing Table 30, many of the top majors were similar regardless of institution type. The only significant difference across the institutions was that more ECE majors came from universities in the UW System.

Table 30: Enrollment of All Transfer Students 2010-2014
by University Type and by Program (**Top 15 program in BOLD by enrollment**)

		UW universities		UW Colleges		Tech Schools		Total	
		Apply	Enroll	Apply	Enroll	Apply	Enroll	Apply	Enroll
1	Undeclared	290	134	266	151	187	105	743	390
2	Pre-Bus/Bus Undecided	288	97	154	75	199	73	641	245
3	Elementary Ed BSE	143	52	121	59	79	38	343	149
4	Sociology BA/BS	146	55	78	51	57	27	281	133
5	Biology BA/BS	90	38	89	54	72	37	251	129
6	Psychology BA/BS, w/	106	48	80	46	79	31	265	125
7	Social Work BA/BS	126	54	79	45	45	21	250	120
8	Early Childhood Ed BSE	166	80	35	14	51	19	252	113
9	General Business BBA	118	45	76	33	78	30	272	108
10	Accounting BBA	90	37	53	28	70	31	213	96
11	Physical Education BSE	75	32	50	23	67	28	192	83
12	Liberal Studies BA/BS, no	45	26	35	20	27	13	107	59
13	Marketing BBA	49	20	42	20	35	13	126	53
14	Communications BA/BS	32	10	30	19	20	12	82	41
15	Journalism BA/BS	39	13	34	14	23	9	96	36
16	Occ Safety BS, no, emp	28	16	18	10	16	9	62	35
17	Special Education BSE	41	12	34	14	25	8	100	34
18	Political Science BA/BS	41	17	22	12	15	5	78	34
19	Art BA	21	12	29	16	11	4	61	32
20	Media Art& Game BA/BS	23	8	23	16	16	7	62	31
21	Finance BBA	25	6	25	14	25	10	75	30
22	Mathematics BSE	19	8	20	10	19	11	58	29
23	History BA/BS, no	15	8	22	12	14	9	51	29
24	English BSE	18	7	21	11	16	9	55	27
25	English BSE	18	7	21	11	16	9	55	27
26	Chemistry BA/BS	20	9	25	10	16	7	61	26
27	General Mgt BBA	44	12	21	9	24	5	89	26
28	History BSE	27	8	20	11	17	6	64	25
29	Geography BA/BS	15	7	10	8	11	7	36	22
30	Mathematics BA/BS	12	4	17	10	11	7	40	21
31	Information Tech BBA	15	7	12	7	13	7	40	21
32	Intl Studies BA/BS	18	13	10	4	7	2	35	19
33	HR Management BBA	16	6	9	3	17	8	42	17
34	English BA/BS	25	16	0	0	4	1	29	17
	Other	231	83	188	107	171	87	590	277
	TOTAL	2475	1007	1769	947	1553	705	5797	2659

UW Universities: La Crosse, Madison, Milwaukee, Oshkosh, Parkside, Platteville, Stevens Point

UW Colleges: Rock County, Waukesha

Tech Schools: Blackhawk, Gateway, Madison, Milwaukee, Waukesha

VIII. How and when do we communicate our message?

A. Trends in college decision-making

The *Journal of College Admissions* (2013) indicated the top influencers on college decision-making were parents and high school counselors. In the journal *Higher Education*, Lee, Almonte, and Youn (2012) found “Parental involvement and parents’ expectations for their child’s educational attainment positively influence post-secondary decisions.” The 2014 Noel-Levitz E-expectations survey indicated “More than three-quarters of students listed their parents as the greatest influence on their enrollment decision.” Noel-Levitz (2009) mentions that parents should be included in any college recruitment process; “When a prospective student has highly involved parents, you will need to engage his or her parents as well as the student as “co-purchasers.”

Willoughby, Rhyneer, and Royall (2012) found parents to be engaged in multiple ways including: talked with child about schools being considered; searched for information on a college’s website; read printed materials colleges sent to child; and read email messages sent directly to them. In their annual E-expectation report, Noel-Levitz (2014) found “Parents and seniors both rated college websites as the most influential recruitment resource by a significant margin. More than half of all parents and 65 percent of seniors reported looking at a college website within the past week of when the survey was conducted.” Thus, in communication to parents of prospective students, information about college-choice should be clearly articulated. Further, a significant amount of time and effort should be invested in the UW-Whitewater Admissions website.

Noel-Levitz (2011) published a report on why students enroll at their current institution. Cost of attendance, financial aid, and academic reputation were the top enrollment factors for students attending four-year public institutions. In the same report, there were differences over a 15-year cycle. The trends that emerged focused on three factors - financial aid, personalized attention prior to enrollment, and recommendations from family and friends. These were the items that had increased the most for students in terms of importance for students. In the report Noel-Levitz suggested making financial information a priority, both cost-of-attendance and availability of financial aid.

It should also be noted when students submit applications to UW-Whitewater (Table 31). Over the past four years, 75% of the total applications are started by January 1. Another 10% of applications are submitted in January. So, the majority of students submit information early in their senior year of high school. As students are admitted, we need to continue that communication stream with them ensuring that they enroll at UW-Whitewater the following fall semester.

Table 31: Applications of New First-Year Students by Month 2011 – 2014 for Fall Admission				
	Fall 2011	Fall 2012	Fall 2013	Fall 2014
September	737	689	765	714
October	1,504	1,571	1,731	1,634
November	1,793	1,715	1,599	1,679
December	882	854	968	913
January	756	720	798	772
February	389	421	429	302
March	250	260	288	386
April	169	223	174	172
May	100	87	58	100
June	39	46	35	63
July	22	30	16	38
August	12	7	21	15
Total	6,653	6,623	6,882	6,788

Trends in marketing and promoting institutions have turned to special events and programs. For example, a few institutions have designed “1st admit” sessions where they personally distribute several admissions letters to students who were the first ones to be admitted – as a sign of personal attention. Other institutions have competitions for creative ways students are posting admission letter. A program UW-Whitewater is considering is announcing and distributing new admit letters for students attending WPD during the week of their admission.

Transfer students have a very different cycle for submitting their application (Table 32). Few students submit applications early in the fall semester for the next fall semester. Plan-It-Purple (PIP) orientation programs have been designed around transfer student applications. The first PIP program occurs in late April during the time current junior and senior-level students register for class for the fall semester. Two PIPs occur in May; one in July; two in August.

Table 32: Applications of New Transfer Students by Month 2011 – 2014 for Fall Admission				
	Fall 2011	Fall 2012	Fall 2013	Fall 2014
September	21	33	34	42
October	55	52	64	56
November	76	80	75	85
December	110	93	92	86
January	290	307	319	249
February	262	248	243	168
March	222	236	259	266
April	193	226	240	221
May	181	163	162	174
June	115	116	130	112
July	60	71	72	95
August	41	7	39	33
Total	1626	1632	1729	1587

- B. Printed material for who and when (uw system viewbook, viewbook, search piece, transfer brochure, admit packet, value piece, counselor update, adult/non-trad, multilingual, counselor visit – invite, save-the-date; HS visit poster; checklists (5); ads (??); Find Your Fit; Warhawk head; non-resident remission page; covenant)

The Admissions Offices uses multiple pieces of printed materials to communicate directly to students, families, counselors and others interested in UW-Whitewater. Printed material that prospective students would receive includes a UW System Viewbook called “Find Your Fit.” This is a comprehensive viewbook with each institution receiving a 1-page layout and a half-page admission requirement page. This document is often given out at Wisconsin Education Fairs, Inc. (WEF) events that are located throughout the state each fall (<http://wefs.org/Org/about.html>).

The primary communication to prospective students directly from UW-Whitewater is through a Viewbook. The current Viewbook started during the 2012-13 recruitment cycle. Between 2008-09 and 2012 the Viewbook was discontinued due to cost and a series of 4-page flyers were used. The current Viewbook uses the theme “10 Reasons to Become a Warhawk”. This piece is given to every prospective student and is not differentiated between year in school or academic program. **Transfer students receive an x-page transfer brochure.** When students are admitted, starting with the 2015 incoming class, the students receive an Admit Packet in a purple envelope including their admission letter and other information. Other printed material prospective students may receive includes information for non-resident students on remission (out-of-state scholarships) and on the Wisconsin Covenant.

A university specific piece is also given to all high school counselors who attend the one of a series of counselor workshops sponsored by UW Help. This document provides updates on new programs and university policies related to admissions (i.e. change in foreign language requirements, deadlines for FAFSA – now March 1, etc.). High school counselors also receive a Visit Poster to announce when an Admissions Counselor will be stopping at their school They also receive an invitation (and save-the-date postcard) to a campus visit later each spring semester.

- C. At recruiting events (WEF, college fairs, high school visits, visiting businesses)
(Table toppers, table banners,
(non-admissions material: study abroad; LC brochure; CoBE; Education; On-line; CSD; [add: L&S, Arts & Comm, IR piece])

D. Website (analytics, chat, viewbook on-line, virtual tour,

Table x: Website Analytics

E. On-line (Cappex, ads with Pandora/Facebook/LinkedIn)

ads: linkedIn, facebook, Twitter, monthly newsletters to incoming students)

The UW-Whitewater admissions office has done very little direct marketing over the past few years. For example, small advertising projects have occurred with the Rockford RiverHawks and the Beloit Snappers in 2011. Billboards have been used by the College of Business, but not by the university as a whole.

F. Video (why UW-Whitewater, website: Top 10 Reasons, Premiere Days, Campus Tour, at Welcome Center, CA video for PD, You Know You are a Warhawk When) when update/theme

G. On-campus events: Premiere Days; campus visit/campus tour; Counselor Visit Day

Visitor center, camps/conferences, group tours,

Above table banners, Willies' Wall, CA umbrellas, CA ponchos

Wheels-to-Whitewater

IX. What is our recruitment plan?

A. High School Visits

In 2012-13 recruitment cycle was changed from visiting primarily at regional college fairs (including Wisconsin Education Fairs [WEF]) to include multiple high school visits. Each counselor was assigned a particular group of high schools with a focus on visiting our top 100 feeder high schools in Wisconsin at least once a year and the top 25 feeder high schools multiple times. Visit plans for our top feeder transfer institutions were also to be developed.

The overall plan will include reviewing how and when campus visits are completed. As there are many types of campus visits, from Warhawk Premiere Days, Wheels to Whitewater, daily individual tours, large group tours and conferences, each type of contact will be have to reviewed. Expanded efforts in terms of additional Warhawk Premiere Days in the summer and a campus-wide Open House have been discussed. The WPD events will occur in July and August 2012 and the Open House early in 2013.

Several of our targeted market areas including veterans, non-traditional/adult, and international will all have a plan developed around expanding our presence in those areas. With a new director of the Center for Global Education coming on board this summer, new and expanded efforts should be developed specifically in this area.

An integral part of developing a wider target audience in 2012 and beyond will be working with vendors to find additional prospects. The Admissions office plans to use CollegeBoard, ACT and Zinch to buy student names that fit the academic profile of prospective students. Other social media sites such as CollegeWeekLive, Facebook and Twitter will be developed as marketing outlets to prospective students.

Once the prospective students are identified, the appropriate recruitment material will be sent. Thus, as we develop the 2013 Viewbook, we need to make sure it is comprehensive and representative of the university. Further, continuous communication to prospective students will be at the forefront. Communication to prospective students before visits to high schools, evaluations of visits (both with counselors at schools/fairs and on campus) will be conducted, and throughout the year will be added.

Admissions also looks to increase the advertising in upcoming years. This would include advertising at past venues such as with the Rockford Riverhawks and Beloit Snappers, but may also expand to other arenas as appropriate. Other advertising may include using Facebook ads or related electronic media. Further, more promotional material such as pens, folders, and t-shirts will be given to prospective students during campus visits.

B. WEF and College Fairs

Review success of national college fairs (Chicago, Minneapolis, Indianapolis, St. Louis)

Review success of WEF and other college fairs

C. Non-traditional students (military, adult, community members, on-line)

D. Youth Options, Course Options, and Partners in Education

E. Transfer (articulation agreements, CLC/McHenry/Rock Valley

X. How do we measure success?

A. Meet admissions targets/goals

There are a number of factors that can be used to measure recruitment success including meeting the established recruitment and enrollment targets for both first-time freshmen as well as transfer students.

Based upon the proposed goals, this would include increasing (slightly over time) the number of underrepresented minority students and increasing the number of non-resident students (slightly over time).

Further, the number of international students recruited would meet or exceed the number the Center for Global Education has planned for.

Also, if colleges and/or departments have set and shared recruitment goals for specific programs, the Admissions office will seek to meet or exceed those goals. To date, no colleges or departments have established goals for any programs.

B. Maintain or increase student academic profile

Another factor than can be used to quantify success for the Admissions office is to meet the standards of the academic profile that has been established. Overall, that

TABLE X: Number of Students Needing Remedial Math and English

C. Increase the retention and graduation rates

Another measure that can be used to quantify the success of the SEM for the Admissions office is measuring the retention and graduation rates of a particular cohort class. Included in Table 33 is retention data for two particular groups, under-represented minority students (URM) and non-resident students. As these two populations tend to be “higher risk” for retention and graduation, they are included here as benchmarks for future years.

Table 33: Retention and Graduation Rates of URM, Non-Residents and All Students 2000-2013												
	URM Students				Non-resident Students				All Students			
Cohort Year	Cohort Size	2 nd yr Retention	4-yr Grad	6-yr Grad	Cohort Size	2 nd yr Retention	4-yr Grad	6-yr grad	Total Cohort	2 nd yr Retention	4-yr Grad	6-yr Grad
2000	186	67.7%	11.8%	37.6%	137	72.3%	27.0%	56.9%	2,052	74.6%	20.7%	52.1%
2001	149	71.1%	5.4%	35.6%	109	70.6%	31.2%	54.1%	1,857	77.3%	20.4%	53.0%
2002	148	77.7%	12.8%	41.9%	108	72.2%	25.9%	52.8%	2,004	78.3%	23.1%	55.6%
2003	195	72.3%	9.7%	47.4%	91	69.2%	22.0%	42.9%	1,825	76.9%	25.2%	55.7%
2004	234	69.2%	9.4%	36.8%	79	70.9%	31.6%	60.8%	1,745	77.0%	24.5%	55.7%
2005	159	64.8%	10.1%	32.7%	101	67.3%	29.7%	51.5%	1,701	74.6%	25.7%	53.9%
2006	129	76.0%	12.4%	44.2%	116	84.5%	37.9%	62.1%	1,780	77.0%	29.9%	58.2%
2007	197	62.9%	8.1%	31.0%	214	74.8%	30.4%	57.9%	2,048	76.1%	27.5%	54.8%
2008	201	73.1%	13.9%		203	74.9%	33.5%		2,132	78.0%	27.0%	
2009	223	66.8%	12.1%		202	78.2%	27.7%		1,941	78.5%	27.9%	
2010	250	67.6%			258	80.2%			2,033	76.9%		
2011	285	76.5%			279	82.8%			1,993	80.3%		
2012	319	63.3%			286	73.3%			2,155	76.9%		
2013	278				373				2,096	80.5%		

Source: UW-Whitewater Institutional Research (2014)

Another strong indicator is student feedback through the National Study of Student Engagement (NSSE) survey that is conducted frequently at UW-Whitewater. Two summarizing questions near the end of the survey ask about overall satisfaction at the institution: “How would you evaluate your entire educational experience at this institution?” and “If you could start over again, would you go to the same institution you are now attending?” in Table 34.

Table 34: NSSE Satisfaction Questions					
		2013		2014	
		First-year	Seniors	First-year	Seniors
“How would you evaluate your entire educational experience at this institution?” % “Excellent” or “Good”	UW-Whitewater	91%	92%	87%	90%
	Carnegie Classification	88%	88%	86%	86%
“If you could start over again, would you go to the same institution you are now attending?” % “Definitely” or “Probably”	UW-Whitewater	91%	88%	85%	88%
	Carnegie Classification	85%	82%	85%	83%

D. Other measures

Several other factors can be used to determine the success of the Admissions office. Some factors would include: increase the number of prospective students by measure of overall applications, increase the number of campus visits by measure of visits annually during campus tours and Warhawk Premiere Days, decrease the number of students who transfer with assistance from UW System, and finally reduce the number of students dismissed due to academic reasons.

Website Analytics

Table 35

Campus Tour numbers

Table 36

Warhawk Premiere Day numbers

Table 37

Appendix I: Supporting Charts

Table A: Population of 14 county regional area 1970 to 2013								
	1970	1980	1990	2000	2010	2013 est.	% growth 1970-2013	% growth 2000-2013
Columbia	40,150	43,222	45,088	52,468	56,833	56,804	41.5%	8.3%
Dane	290,272	323,545	367,085	426,526	488,073	497,021	71.2%	16.5%
Dodge	69,004	75,064	76,559	85,897	88,759	88,875	28.8%	3.5%
Green	26,714	30,012	30,339	33,647	36,842	36,799	37.8%	9.4%
Jefferson	60,060	66,152	67,783	75,767	83,686	83,940	39.8%	10.8%
Kenosha	117,917	123,137	128,181	149,577	166,426	166,915	41.6%	11.6%
Milwaukee	1,054,249	964,988	959,275	940,164	947,735	950,410	-9.8%	1.1%
Ozaukee	54,461	66,981	72,831	82,317	86,395	86,705	59.2%	5.3%
Racine	170,838	173,132	175,034	188,831	195,408	195,174	14.2%	3.4%
Rock	131,970	139,420	139,510	152,307	160,331	160,148	21.4%	5.1%
Walworth	63,444	71,507	75,000	92,013	102,228	102,579	61.7%	11.5%
Washington	63,839	84,848	95,328	117,496	131,887	132,612	107.7%	12.9%
Waukesha	231,335	280,203	304,715	360,767	389,891	391,478	69.2%	8.5%
13-county area	2,374,253	2,442,211	2,536,728	2,757,777	2,934,494	2,949,460	24.2%	7.0%
State TOTAL	4,417,821	4,705,642	4,891,769	5,363,715	5,686,986	5,717,110	29.4%	6.6%

Table B: Demographics of 17 county regional area (S. Wisconsin/N. Illinois) by County							
	2012 HS Graduates	County Pop (2010)	% Under 18 y.o.	% Caucasian	HS Graduates	College Graduates	Median Income 2009
Columbia	733	56,833	23.3%	95.8%	89.8%	19.6%	\$52,967
Dane	5,160	488,073	21.7%	84.7%	93.9%	44.4%	\$58,002
Dodge	739	88,759	22.1%	93.8%	86.3%	15.0%	\$50,483
Green	432	36,842	24.4%	96.6%	90.0%	18.3%	\$51,030
Jefferson	1,118	83,686	23.7%	94.0%	88.0%	21.3%	\$53,261
Kenosha	2,497	166,426	25.7%	83.8%	87.2%	22.0%	\$52,914
Milwaukee	13,378	947,735	24.9%	60.6%	84.7%	26.8%	\$42,012
Ozaukee	1,235	86,395	23.6%	94.9%	94.5%	42.2%	\$73,830
Racine	2,268	195,408	24.8%	79.7%	86.6%	22.4%	\$52,063
Rock	2,306	160,331	25.1%	87.6%	87.7%	19.6%	\$49,347
Walworth	1,321	102,228	23.5%	91.9%	89.1%	25.2%	\$50,097
Washington	1,692	131,887	24.5%	95.8%	92.0%	25.9%	\$61,756
Waukesha	5,697	389,891	24.1%	93.3%	94.7%	38.4%	\$72,982
WISCONSIN Avg.		5,686,986	23.6%	86.2%	89.0%	25.5%	\$49,994
Boone Co, IL		54,165	29.0%	84.4%	85.8%	19.3%	\$60,425
Lake Co, IL		703,462	27.4%	75.1%	88.0%	40.9%	\$76,336
McHenry Co, IL		308,760	27.3%	90.1%	91.1%	31.2%	\$74,669
Winnebago Co, IL		295,266	24.9%	77.4%	83.8%	20.5%	\$44,390
ILLINOIS Avg.		12,830,632	24.4%	71.5%	85.7%	29.8%	\$53,974
U.S. Avg.		308,745,538	24.0%	72.4%	84.6%	27.5%	\$50,221

Source: US Census Bureau 2010

Table C: UW-Whitewater Current Undergraduate Enrollment by County (13 counties in WI; 4 counties in IL)			
	2009	2011	2014
Columbia	137	122	165
Dane	1,047	1,054	1,027
Dodge	205	197	121
Green	101	118	155
Jefferson	527	522	508
Kenosha	357	388	360
Milwaukee	896	966	1,108
Ozaukee	149	170	236
Racine	415	447	530
Rock	927	985	935
Walworth	893	865	796
Washington	248	270	308
Waukesha	1,432	1,425	1,518
ALL other Wisconsin	1,392	1,418	1,459
Boone Co, IL	9	16	33
Lake Co, IL	163	230	284
McHenry Co, IL	95	150	273
Winnebago Co, IL	47	83	127
ALL other Illinois	318	429	1,325
ALL other non-WI/IL	170	162	199
ALL International	85	98	102
TOTAL Enrollment	9,613	10,115	10,852

Source: UW-Whitewater Institutional Research.

Chart 4: Strengths, Weaknesses, Opportunities, Threats

UW-Whitewater Provost's Strategic Planning Retreat – Meeting Notes, Tuesday, August 9, 2011

Strengths

- Location – proximity to Illinois
- Positive leadership
 - Good and committed
 - Principled and coherent and diverse
- Recruiting multi-cultural students
- Reputation
- Sense of community
- Strong faculty
- Dedication to students
- Commitment to LEAP
- Success of athletics
- Innovative teaching
- Spirit of innovation
- Established interdisciplinary core courses
- UWW is used to being frugal
- Strong campus leadership
- Diversity in student body
- Pride in being part of UWW
- Collaborative efforts
- Quality of HIP's offered
- Access mission
- Many new buildings
- Proactive
- Strong standing with HLC
- Amount of LC's offered
- Amount of on-campus prof development opportunities
- Beautiful campus
- Accessible Leadership
- Increasing or stable enrollments
- Strong focus on innovation and entrepreneurship
- Stable financially
- LEAP as a campus organizing principle
- Facilities – campus look good
- For a university, can move quickly
- Educational value
- Sports program
- Strong and diverse leadership and innovation
- Community sense
- Question of work life, physical facilities, financial invest
- Equitable quality in facilities
- Diverse student success (compared)
 - How to communicate strengths to attract faculty/staff
 - LEAP and HIP sustainability
- Use strength in leaders
- Cultivate leadership and innovation

Strengths: Themes/questions/comments

- Why do our "High Impact" practices not match national level results?
- Overall, graduation rate for minority students has risen, but with more underrepresented students has not moved much recently
- Why isn't everyone in "New Student Seminar"?
- We have a higher rate of minority students than other UW campuses
- Helpful to disaggregate the retention data by ethnicity
- Small community (weakness or strength?)

Weaknesses

- No strategic marketing – best kept secret in Wisconsin, decentralized (program-based)
- No systematic strategic planning process (with goals) Budget should be more tied to goals
- Retention and graduation gap
- Lack of data – driven decision process
- Insufficient endowments
- No clear identity
- Resource competition/budgetary constraints
- Failure to broadly embrace IE
- Disengagement
- Communication challenges within university
- Lack of advocacy beyond campus
- Lack of use regarding innovative/current technology to communicate with students
- Silos
- Need to do more with Inclusive Excellence
- Bureaucracy impedes rapid movement
- Lack of time to work on key issues (stop the bus)
- Perceptions (external)
- Our location may not attract
- Faculty/staff diversity (lack of)
- Educational programs need greater integration (capstone, etc)
- Limited number of scholarships
- Not nearly enough financial aid

- Some facilities/buildings falling part
- Number of students involved in HIPs
- Faculty/staff buy-in to professional development
- Need more capacity to manage data
- Faculty/staff need more time to reflect, connect
- Facility/infrastructure limitations
- Non-residential may mitigate community building
- Opportunism
- Lack of student jobs on campus
- Little or no shopping opportunities
- Too much assessment and no evaluation
- Facilities dated/upkeep in academic areas

Weaknesses: Themes/questions/comments/implications

Themes:

- 1.Lack of strategy
- 2.Lack of identity as a campus
- 3.Resources
- 4.Data use/availability
- 5.Achievement gap
- 6.Time for reflection

Questions

- 1.What's working, not working in our efforts to close achievement gap?
- 2.Systematically to address resource issue
- 3.How do we create time to engage in planning and reflection?

Opportunities

- Greater System flexibilities in revenue generation and expenditure – other flexibilities too
- Beautiful campus, some nice facilities
- Innovation (focus on)
- Financially stable
- Recent retirements can bring new blood
- New faculty and staff
- Expanding digital world (more and more “digital natives” and stable pool of “digital immigrants”)
- Leadership by example
- Collaboration
- Leverage location better
- Great Research and Sponsored Programs area
- Expand programs
- Tech advances can help us bridge gap
- Possibility for increased engagement and involvement of UWW family members (in the interest of student success and retention)
- Build better, stronger relationships with local business schools
- New mechanisms of/for engagement, scholarly activity, and revenue
- Integration
- Diversity
- Assist in the development of students
- Strong business outreach
- Grant writing
- Changes in demographics
- Strong faculty in sciences
- Changing PK-12 environment
- Opportunity to grow enrollment
- Opportunity to grow endowment
- EDD program
- Committed Chancellor and Provost and other administrators
- Implement LEAP and Inclusive Excellence
- Early into online learning
- Change in campus flexibilities
- Develop greater presence in nano science (center, interdisciplinary employers)
- Generation (tech transfer, competitions, prizes service projects, ISRAs, etc.)
- Synchronize annual reports with audit and review
- Health Sciences Program (high percent of work)
- Reaching out to families
- Expand “Common Read” to curriculum (NSS?)
- Comprehensive review of retention strategies to see what works/what to cut/what to add
- Regional engagement

Opportunities: Themes/questions/comments/implications

Summary of Opportunities

- Classroom/Program Development
- Technology
- Regional Engagement
- Staffing
- Finances
- Retention
- Recruitment

Implications

- Priorities
- Timing
- Need to stay nimble, flexible
- Diversify money so not so state-dependant
- Branding/identify marketing
- Plan for growth initiatives
- Focus on mission

Threats

- | | |
|---|--|
| <ul style="list-style-type: none">• Economy• UW System control• State, nation and world changes/uncertain times• State legislature meddling• Perceptions• Diminished federal and state resources• Federal government “regulations”• University infrastructure for growth• Insufficient endowments• Ability to retain talented faculty, staff and students• Growing without a plan• No clear identity – who are we in comparison with others? | <ul style="list-style-type: none">• Competition is intensifying• National/state pressure to change without knowing what to change into• Other schools with offerings in our backyard• Declining number of traditional students• Change in flexibility could mean system control• Internal competition for resources• Cost control• New recruits might want to avoid Wisconsin• National fear about what is to come (perpetuated)• Increasing tuition and costs for families• Students not coming because of their finances• Poaching of faculty and staff by other states |
|---|--|

Threats: Themes/questions/comments

1. State System interferences
2. Questions about money
3. Competition
4. Perceptions? (What do we mean?)
 - a. Educators viewed as not important – overpaid and not contributing
 - b. That our campus not as great as UW-Madison

Table E: Admissions Marketing and Promotional Material				
Project	Audience	Distribution	Number	Cost
Printed material				
Find Your Fit (System)	All HS seniors in WI	Mailed by System		
Viewbook	HS juniors/seniors and families; campus visitors	Mailed; handout		
Junior Viewbook	HS sophomores/juniors and families	Mailed		
Admissions Packet (LIST all) envelope; letter; cling	Admitted students- New freshman and transfers	Mailed		
Freshman Checklist	Admitted freshmen	Mailed		
Transfer Checklist	Admitted transfer	Mailed		
ReAdmit Checklist	Admitted Readmits	Mailed		
Special Full Checklist	Admitted Special Full	Mailed		
Special No Checklist	Admitted SNC Students	Mailed		
HS Counselor Update	HS counselors @ WEFs	Handout at WEF		
High School Visit Poster	HS guidance offices	Mailed		
Non-resident remission information	All non-residents and families	Mailed & handed out		
Adult/non-traditional Brochure	Adult/non-traditional students	Mailed & handed out		
Transfer Brochure	All transfer students	Mailed & handed out		
Premiere Day Schedules	Visiting students/families	Handout		
xCounselor Visit Day (Save the date & invitations)	High school counselors	Mailed /emailed		
xAdmitted Student Football Game promotional Flyers	Admitted students	Handout		
<i>nViewbook in Spanish</i>	Select students and families	Mailing/handout		
<i>nValue Piece</i>	Prospective Students	Mailed/handout		
Other office printed material used by Admissions				
Center for Students with Disabilities	Prospective Students	Handout		
Financial Aid	Prospective Students	Handout		
Study Abroad	Prospective Students	Handout		
Learning Communities	Prospective Students	Handout		
Involvement?				
Diversity?				
LEAP? High Impact?				
Music?				
Athletics?				

Electronic material				
Admissions Website	All	Web		
Online chat	Prospective students and families	Web		
Warhawk Premiere Day intro video (video)	Prospective students visiting during WPD	During WPD		
Warhawk Premiere Day student intro (video)	Prospective families visiting	Video		
Slideshow	High school visits	Slideshow		
Welcome Presentation	Prospective families visiting	Slideshow		
Top MMR Video Reel	Prospective visiting students	Prior to tours		
Student Video Blogs	Prospective students	Facebook		
Facebook - UW-Whitewater Admissions Page	All	Facebook		
Facebook- Class of group	Admitted students	Facebook		
Twitter @uwwadmissions	All	Twitter		
Social Media Campaigns and competitions	Prospective students	social media		
Photos with Willie	Prospective students	social media		
Prospective Student Communication Stream	Prospective students	email		
Admitted Student Communication Stream	Admitted students	email		
Counselor Communication Stream	High school counselors	email		
Counselor Day (save the dates/invite)	High school counselors/ two year counselors	mail and email		
xAdmitted Student Football Game promotional Flyers	Admitted students	social media/email		
<i>nViewbook online</i>	Prospective students	web		
<i>nVirtual Tour</i>	Prospective students unable to visit	web		
<i>nCongratulations Video</i>	Admitted Students	Email		
Promotional Items/Other				
Promotional Items (LIST)	Prospective students	Premiere Days/ Mailing/ visits		
Pennants	HS counselors/ prospective students	Handout/mailed		
Warhawk Head Cut out	Prospective students	Handout/mailed		
Table Top banners (4 designs)	Used at college fairs and high school visits	Table top		
Campus Assistant Clothing	CAs	CAs		
Staff Clothing	Admissions staff	Admissions staff		
Premiere Day Shirts	Visiting students	Handout		

Advertising				
Ads for Facebook	Prospective students on Facebook	On-line		
Ads for LinkedIn	Veterans/Adult Students	web		
Rockford Aviators ad/outfield sign/T-shirts	Prospective families-Rockford area	game/t-shirt night		
Ads for college fair booklets (new?)	Prospective Students	Magazines, etc.		
New Quarterly Magazine	Chicago and southern Milwaukee	Dr. Offices/dentists/local businesses		
Billboards	Milwaukee/Madison/Appleton/N. Illinois			
Radio Ads	Milwaukee/Madison	Radio		
Milwaukee Magazine	Milwaukee area	Handed out/mailed		
Financial Fit	IL prospects	Handout		
Other				
Visitor Center photos	Prospective visiting students	Wall		