

D. UW-Stout Student Enrollment/Retention/Graduation

Student Enrollment

- The percentage of women enrolled at UW-Stout rose to 52% and the total minority enrollment also increased to 5.1%. The percentage of Wisconsin residents has dropped by over 2.0 percentage points over the past 5 years but they still comprise 69% of Stout's total enrollment.
- FTE enrollment for fall 2006 reached its highest level of 7,199 FTE (including customized instruction). After dropping to 6,724 in fall of 2004, Stout exceeded the enrollment target by 208 full-time equivalent students in fall 2006. Headcount enrollment also increased from 7,547 in fall 2004 to 8,327 in fall 2006.

Enrollments - Undergrad and Grad	2002	2003	2004	2005	2006	2006 Headcount	2004 target
Women	49%	50%	51%	51%	52%	4,306	
Racial /Ethnic Background							
American Indian	.4%	.4%	.4%	.6%	.7%	61	
African American	1.0%	1.2%	1.2%	1.3%	1.3%	111	
Asian American	1.9%	1.9%	2.2%	2.1%	2.1%	178	
Hispanic American	.9%	.8%	.8%	.8%	.9%	74	
Total Racial/Ethnic Background	4.1%	4.3%	4.6%	4.8%	5.1%	424	
International	1.2%	1.1%	1.2%	1.2%	1.6%	130	200 students
25 Years and Older	17%	14%	16%	15%	18%	1,529	
Resident Status							
WI Resident	70.8%	71.4%	71.0%	69.3%	68.7%	5,721	
MN Resident	25.7%	25.7%	25.8%	27.2%	26.5%	2,203	
Non-Resident	3.4%	2.9%	3.2%	3.5%	4.8%	403	

- In a survey to potential UW-Stout students and parents, respondents indicated that they did not know what it meant to be a polytechnic institution. After being provided with a definition, more than 6 in ten respondents said that they were at least somewhat likely to apply, or encourage their son or daughter to apply to a polytechnic institution.

Historical enrollment data:

- New freshmen enrollments have fluctuated over the past five years, ranging from around 1,300 for fall 2002 through fall 2004 to a peak of 1,694 in fall 2005, and then a decline in fall 2006. New transfer students have been gradually increasing. New graduate students have remained relatively stable, except for a large jump in fall 2006 due to moving the School of Education programs off of continuing education and on to customized instruction.
- The AQIP reviewers identified the decline in transfer enrollments for 01-02 through 03-04 as an opportunity for improvement.

Enrollment (including customized)					
	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
New Freshmen	1,308	1,275	1,281	1,694	1,506
Re-Entry	164	110	189	163	227
Transfers	634	538	565	581	607
New Graduate Students	191	184	192	183	335
Total Headcount Enrollment *	7,902	7,708	7,547	7,895	8,327
Undergraduate (headcount)	7,316	7,101	6,973	7,341	7,492
Graduate (headcount)	586	607	574	554	835
Total FTE	7,042	6,921	6,724	7,047	7,199

* Official CDR enrollment

When customized instruction students are excluded from the enrollment figures, the enrollment trends are as follows:

Enrollment without Customized					
	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Undergraduate (headcount)	7,230	7,022	6,897	7,247	7,358
Graduate (headcount)	527	538	442	370	593
FTE	6,933	6,811	6,583	6,860	6,944

Enrollment growth

- UW-Stout has set a target of 7,500 FTE by fall 2010. In order to achieve this goal, a new freshmen target of 1,525 has been established for each fall semester. If this new freshmen target is achieved and transfer/re-entry and graduate enrollments remain unchanged from fall 2006, it is estimated that total FTE will be 7,519 in fall 2,010 (*using the old counting metric*).

	Actual Fall 2004	Actual Fall 2005	Actual Fall 2006	Projected Fall 2007	Projected Fall 2008	Projected Fall 2009	Projected Fall 2010
Undergrads							
New Freshmen	1,281	1,694	1,506	1,525	1,525	1,525	1,525
Continuing	4,940	4,903	5,152	5,319	5,460	5,534	5,509
Transfer/Re-entries	751	744	834	834	834	834	834
Total Undergrads	6,972	7,341	7,492	7,678	7,819	7,893	7,868
Grads	575	554	835	835	835	835	835
Total Headcount	7,547	7,895	8,327	8,513	8,654	8,728	8,703
Total FTE	6,724	7,047	7,199	7,355	7,477	7,541	7,519
FTE Target	6,991	6,991	6,991	6,991	6,991	6,991	6,991

Assumptions: (1) Transfer/re-entry and graduate enrollments remain unchanged from last actual

(2) retention/graduation rates do not change

- However, high school graduation projections are expected to decline nationally, as well as within Wisconsin and Minnesota. Assuming UW-Stout continues to attract students from the same geographic region, and the percentage of high school graduates that enter UW-Stout remains the same, projected new freshmen and total university enrollment is as follows:

Fall Semester	New Freshmen	Total Enrollment
2007	1524	7299
2008	1521	7586
2009	1516	7546
2010	1478	7481
2011	1462	7444
2012	1442	7388
2013	1425	7311
2014	1401	7245
2015	1398	7192

Revenue collected:

UW-Stout's tuition and fee revenue has been continually increasing since 2001-02. Tuition revenue from customized instruction has more than tripled over the past five years; however, customized revenue does not count toward UW-Stout's tuition revenue budget.

UW-Stout Tuition and Fee Revenue

Year	Regular Tuition and Fees	Customized Instruction	Access to Learning	Total Tuition and Fee Revenue
2001-02	22,233,456	460,091	\$1,151,281	23,844,828
2002-03	23,950,885	983,045	\$1,192,839	26,126,769
2003-04	27,066,580	1,033,921	\$1,347,736	29,448,237
2004-05	29,819,973	1,185,557	\$1,498,334	32,503,864
2005-06	33,286,620	1,651,567	\$1,685,704	36,623,891
2006-07*		2,820,781		

*preliminary

The following chart shows UW-Stout's tuition revenue budget, regular tuition and fees and the variance. Under the current policy, UW-Stout keeps the excess revenue. For 2006-07, UW-Stout requested and received approval to hire 8 FTE faculty with our excess tuition revenue:

Year	Tuition Revenue Budget	Tuition Revenue (excludes customized and access to learning)	Variance
1999-00	\$19,675,242	\$20,531,923	\$856,681
2000-01	\$20,017,460	\$20,383,925	\$366,465
2001-02	\$21,638,441	\$22,233,456	\$595,015
2002-03	\$23,458,128	\$24,950,885	\$1,492,757
2003-04	\$27,476,999	\$27,066,580	(\$410,419)
2004-05	\$30,579,709	\$29,806,406	(\$773,303)
2005-06	\$32,940,403	\$33,286,620	\$346,217

Retention:

- Fall to spring and one-year retention rates of new freshmen have remained steady and vary by only about 1 to 2 percentage points from year to year.

- The first to second year retention rates for the fall 2005 cohort dropped slightly to 71.5% overall. The AQIP reviewers identified retention rates as an opportunity for improvement.
- Retention rates for students who were retained anywhere in the United States are higher than the UW-Stout retention rates:

Cohort	# Non-Returners	% Retained at UW-Stout	% Retained in UW System	% Retained at any College/University*
F1999	542	76.8%	81.6%	87.3%
F2000	354	74.9%	80.3%	91.1%
F2001	327	73.3%	78.6%	93.6%
F2002	326	72.3%	78.1%	92.6%
F2003	312	73.3%	79.0%	97.7%**
F2004	345	73.3%	79.6%	94.1%**
F2005	487	71.5%	77.9%	91.4%**

*Source: Student Tracker

** Percent retained at any college/university also includes stopouts for these years

- Retention rates for women have been consistently higher than overall retention rates, and retention rates for minorities have been consistently lower than overall retention rates.
- Retention rates by program vary considerably from year to year and from program to program, and are based on small cohort sizes. For the fall 2005 cohort, the following programs had retention rates (in the same program) at or higher than 80%: food systems and technology, graphic communications management, and packaging. Also for the fall 2005 cohort, the following programs had retention rates less than 40% (in the same program): service management, vocational rehabilitation, and no major.
- Consistently, these variables surface as being important influences on retention at UW-Stout:
 - **Student preparation for college:** ACT scores, high school class rank, entering college immediately after high school
 - **Academic performance once enrolling at Stout:** first and second semester GPA, pass math course
 - **Student engagement once enrolling at Stout:** relationships with other students and faculty, involvement in co-curricular activities and work for pay, participating in a sport, use multicultural student services
 - **Financial variables:** independent status, scholarships, debt load, aid received
 - **Stout policies/practices:** enroll in math class during first semester, lived in a dorm, declared a major, program array
- Students report that they transfer out primarily because UW-Stout does not have their major or because of location. Data from a recent study also suggest that students who transfer out are also less engaged at UW-Stout, less academically prepared than those who stay at UW-Stout, receive fewer financial aid dollars, and spend more time engaged in non-Stout activities such as socializing,

commuting, and working off campus. The majority of students who transfer to another institution attend either a community college or technical college or another UW System campus. CVTC and UW-Eau Claire were the most common transfer schools.

Graduation:

- Six-year graduation rates for the 2000 cohort also increased from 53.1% to 53.9%.
- Six-year graduation rates for students who graduated from anywhere in the United States are higher than the UW System graduation rates:

Cohort	total # in cohort	Graduation Rates		
		from UW-Stout **	from UW System 6-yr	from anywhere (includes 2-yr degrees)
F1996	1,275	48.5%	52.4%	66.7% (70.2%)
F1997	1,241	45.6%	50.7%	64.9% (67.8%)
F1998	1,333	47.6%	52.6%	64.2% (67.5%)
F1999	1,317	48.0%	53.1%	
F2000	1,307	48.3%	53.9%	

**=also includes some students who took more than 6 years to graduate

- Six-year graduation rates for minority students continue to be lower than rates for all students, and the rates for women are higher than the rates for all students.
- Six-year graduation rates by program vary considerably from program to program.

Programs to improve retention and graduation

Per Credit Tuition

- Since the implementation of the per credit tuition system in fall 2002, Stout's average credit load for freshmen has remained about the same, about 14.6. It is slightly higher than the comprehensive average of 14.4.
- Average cumulative GPA for freshmen has increased slightly to 2.77 in fall 2006, up from 2.61 in fall 2001. This is also slightly higher than the System average.
- Consistently, over 90% of undergraduates passed their courses in spring 2003 through spring 2006. The percentage of undergraduates passing dropped from 95% in spring 2005 to 93% in fall 2005 and spring 2006.

Supplemental Instruction

- In fall 2006, 93 students attended SI sessions, which represented 60% of all students enrolled in SI courses. Most students who participated in SI attended between 4-10 sessions.

- Overall, SI attendees in fall 2006 had a higher pass rate than students who did not attend any SI sessions and the pass rate increased with additional sessions. The average course grade, however, did not show a pattern of grade increase with the number of SI sessions attended.
- A comparison of students' grades who attended SI sessions was done with a matched control group of students who took courses before the SI program began. The average course grade and pass rates increased substantially after the SI program was implemented. Pass rates increased from 78% to 100% and average course grades increased by 28%.

Childcare Needs

- Students were surveyed regarding their child care needs. Mean satisfaction ratings with childcare were higher for students using the UW-Stout Child and Family Study Center (3.67) than for those using a different childcare program (3.28) (4 point scale). All students who used the center agreed or strongly agreed that the cost was reasonable.
- Students indicated the highest level of agreement with the center making it possible for them to be actively involved in their studies and to attend college. In addition, almost three-fourths of the students agreed or strongly agreed that the availability of childcare services until 5:30 p.m. has permitted more flexibility in their class schedules and 85% agreed or strongly agreed that it has provided the opportunity to take classes they need to graduate.

First Year Experience Program

Early evaluation findings from the first year experience program indicate:

- The retention rate for the early alert participants falls below the matched control
- The retention rate of the learning community participants exceeds the university-wide rate
- The retention rate for the undecided students who declared a career cluster exceeds the rate for those who did not declare a career cluster
- The percentage of students who completed a math course in their first year in 2005-06 is 77%. The percentage who completed an English course is 92%, and the percent who completed speech is 78%.

Title III

Mid-grant Title III evaluation results indicate:

- 1,764 undergraduate students and 281 faculty/staff have been touched by the grant.
- Students report that their level of knowledge of career possibilities with a UW-Stout education has increased.
- Over 170 student undergraduate students have created electronic portfolios.
- Preliminary impact estimates on student retention for targeted groups have been encouraging.