

UW-STOUT RETENTION PLAN

Purpose Statement: *Develop and execute an integrated enrollment management plan to shape recruitment and increase retention.*

A subcommittee was formed in 2009-2010 to look at retention efforts at UW-Stout. The subcommittee included co-chairs Joan Thomas and Pamela Holsinger-Fuchs and members: Scott Correll, Jeff Keenan, Meredith Wentz, Amy McGovern, Dennis Shaw, Darrin Witucki, Mike Broetzman, Dan Riordan and Abel Adekola. To inform our initial decisions information was used from the NSSE institutional research practices based on in-depth examination of 20 Project DEEP (Documenting Effective Educational Practice) schools that have higher-than-predicted graduation rates. From these practices various programs were identified that have an impact on retention but will be worked on by individual offices and organizations as a part of their normal work plans.

- SAGE early alert system piloted in 2009 has a goal of 75% of first year instructors participating within three years.
- In the 2009 exit survey the primary reason for leaving UW-Stout was identified “to pursue a major/program not offered at UW-Stout” (29%). To combat this, the Academic advising center will target undeclared students and look at creating a “major pathway” event to introduce students to Stout majors.
- Another DEEP practice that was identified was the need for tradition/legacy programs on a campus. The SSA has volunteered to change the focus of their orientation session to include a history of Stout, the meaning of Polytechnic, as well as looking at developing or reviving former traditions.
- SSA also agreed to assist with involvement of new students in professional organizations to introduce them to hands-on involvement in their first year and increase our involvement of students in experiential activities.
- Funding for students was also identified as a retention issue. As a result priority awarding of freshman scholarship/financial aid was approved and began spring of 2010. A review of work-study will take place in the fall of 2010 and continued discussions regarding leveraging scholarship dollars.
- The Dean of Students office along with Student Life Services will be focusing attention on recognizing those students who are high achievers so that our energy as an institution shifts from those that are struggling to those that are doing well-a culture shift our committee feels is important.

Goals that are larger and will require additional resources to achieve are listed below:

Goals: Retention		Strategies/Implementation			Cost	Assessment	Targets
Activities	Responsible Partners	2010-11 <i>Yearly strategies to increase retention to 73% by 2015.</i>	2011-12	2012-13			Focus 2015 goals in red
Expand learning communities	Dean of Students, University	Expand learning communities to enroll greater numbers (2 additional)	2 additional Look at thematic learning communities	2 additional learning communities	\$6,000 per year for faculty stipends, summer	Number of learning communities	Increase retention to

	Housing MSS, Aspire, LC coordinator	Pre-registered for Linked courses Increase marketing (website/print materials) Express interest in orientation Early recruitment through Advisement, Housing, MSS, and TRIO. Expand summer “bridge” learning communities	that are available to any interested students.		workshops, supplies and activities=\$18,000	Number of pre-registrations for linked courses Number of inquiries through Advisement, Housing, MSS and TRIO Number of summer “bridge” learning communities	73% by 2015 Six-year graduation rate of 87% or higher Students who participate in learning communities to be retained at a rate exceeding the national average.
Identify resources for a retention coordinator and/or designate formal committee to coordinate retention efforts.	Student Life/Dean of Students	<ul style="list-style-type: none"> Inventory and review current implemented retention strategies for available student success measures (GPA, Satisfaction, graduation rates) as well as scalability to return on retention investment (RORI). Develop a website that lists all of the various retention efforts. Work to increase experiential learning experiences as part of retention. 	Cull/shed least or less successful strategies Target demographics with greater need Focus energy on most impactful strategies with broadest effect and greatest ROI Apply for VISTA volunteer to assist with experiential/service learning opportunities.	Look at additional programs and needs as identified by best practices such as parent outreach. Expand experiential learning opportunities during orientation.	.5 FTE/\$25,000 + fringe+ budget of \$10,000	Number of students involved in experiential learning experiences each year	Increased retention rate to 73% by 2015. Six-year graduation rate of 87% or higher Focus 2015 goal to have 100% of students involved in an experiential learning experience to be part of this person's responsibilities Statistically higher ratings on NSSE questions about culminating Senior experience than Poly Peers
FYE seminar: High impact retention strategy.	Academic affairs/retention coordinator or Committee.	Pilot proposal drafted to be considered for credit. Consider utilizing 2 credit technology course. Use Strategies for Academic Success (TRIO program as FYE model. Address transition issues – alcohol, roommates, academic challenges, sexual assault, academic integrity, critical thinking/problem solving, research focus, major and career exploration	Evaluate and modify program and expand FYE seminar course to other populations.	Have credit bearing FYE Seminar for all incoming freshman.	\$50,000	Retention rate of pilot participants compared to non- participants	Increase retention to 73% by 2015 Six-year graduation rate of 87% or higher

Examine gateway courses for freshman	Nakatai T & L, Math center, writing center, Advisement center	Replicate math model with English composition courses	Expand to other first year gateway courses based on data for failure rates with freshman.	Review data to determine next with high failure rate	Utilize curricular incubation funding	DWF rates for Gateway courses and relationship to retention Student satisfaction with Gateway courses	Satisfaction > than peer comparisons on ACT student opinion survey
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Assumptions:

- *Moderately selective institution*
- *Scalability & time matter—measures need to target enough to create a measurable change and be consistent for a period of time to see a change.*
- *Declining high school graduate population until 2015 vs.—Growth Agenda*

Assessment Measures:

- Retention
- GPA
- Persistence Rate
- Graduation Rate
- Student Satisfaction