Student Retention
and
Enrollment Committee




Final Report
2008-2009




Strategic Plan for Student Retention
2009-2012

**Executive Summary**

Historically, the University of Wisconsin-Superior has faced challenges related to student persistence. This is true in areas of 1st-to-2nd year retention and graduation, especially when using University of Wisconsin System goals for comparative benchmarks.

Of the seven strategic priorities identified for the University of Wisconsin-Superior, Enrollment Management and the creation of a comprehensive student retention plan appeared an appropriate undertaking for the Student Retention and Enrollment Committee. The result of the committee's work is a strategic plan that attempts to do a number of things that is best represented by the Student Retention Mission Statement.

**UWS Strategic Plan for Student Retention Mission Statement**

The Student Retention Plan takes an integrated approach in our retention efforts that recognizes our mission and incorporates both academic and non-academic factors into the design and development of programs to create a supportive academic and socially inclusive environment that addresses the academic, social, and emotional needs of students.

The following strategies and action plans are designed to support 1st and 2nd year student transitioning into our university environment.

This is a first attempt at an integrated plan, reaching across academic and non-academic lines with a common goal: identify who are our students are and how we, as an institution, can make an impact on their expectations, experiences and academic readiness in order to facilitate achieving their educational aspirations.

Based on Documentary Effective Educational Practice (DEEP) project from the Center for Postsecondary Research at Indiana University (Kuh, G.D., Kinzie, J., Schuch J.H., Whitt, E. J. & Associates (2005). *Student success in college: Creating conditions that matter*. San Francisco: Jossey-Bass, pps. 260-261), the policies, practices and conditions worth emulating are:

- Transition programs that welcome and affirm newcomers
- Redundant early-warning systems that identify and respond to students whose academic performance or other behaviors put them at risk of failure or dropping out
- Learning support resources that are available and used by students when they need them
- Advising networks that respond effectively to the academic and related needs of students
- Campus administrators who are responsive and supportive
- Mentoring and other initiatives that help students understand and successfully navigate institutional policies and comply with procedures
- Peers who provide academic and social support in formal and informal ways

- Campus Life environments that provide academic and social support
- Faculty and staff members who are knowledgeable about factors impacting student success and are perceived by students as accessible and helpful

This is a strategically designed approach, recognizing that while overall direction is given within the strategic priorities and goals identified within this plan, action items organized and implemented as project charters with assigned roles and responsibilities provide a level of accountability necessary to move forward.  The committee anticipates that action items will grow and evolve as achievements are recognized.  Some project charters may not be achieved within an academic year timeframe but will be phased over time with an identified end date.

Finally, persistence goals have been identified for 2009-2010.  These modest goals take into consideration that while no one activity impacts student persistence directly, the cumulative effects of integrated activities in the student experience can and do produce positive quantifiable results.

Submitted by:  Jane Birkholz, Ph.D.
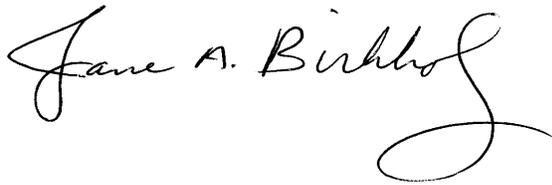              Chair, 2008-2009

# TABLE OF CONTENTS

Executive Summary

Committee Membership:  2008-2009

| | |
|---|---|
| Dr.  Jane Birkholz | Ann Miller |
| Vicki  A. Hajewski | Timothy C. Berg |
| Dr. Faith Hensrud | Dr. Gloria Toivola |
| Dr. Brett Jones | Dr. Mary Lee Vance |
| Ryan Kreuser | Hardijs Paradnieks |
| Dr. Christopher Markwood | |

Invited Guests:

Tonya Roth
James Antilla
Jennifer Bird

**Introduction**

University of Wisconsin-Superior:  An Institution in Transition

According to the most recent data (fall 2007) from the University of Wisconsin System (Informational Memorandum: Retention and Graduation 2008-09) the University of Wisconsin-Superior ranks last among the 13 University of Wisconsin System campuses in regard to new freshman students enrolling fall semester and returning to the same institution for the second year.  For new transfer students enrolling fall 2007 and returning for the second year, the University of Wisconsin-Superior also ranks last.  Looking historically over a ten year period and beyond, student persistence has been a chronic issue on our campus.

The University of Wisconsin-Superior (UWS) is a unique campus in a number of aspects, which may help contribute to the complexity of issues surrounding our retention issues.  The University of Wisconsin-Superior is the smallest campus in the 13 member University of Wisconsin System, geographically located in the farthest reaches of the northwest corner of the state.  Each of our incoming classes is composed of a 40 to 60 percent split between transfer and new freshman students.  Preliminary data on the fall 2009 class indicates the strong possibility that almost 50 percent of the incoming class will be transfer students.  Latest statistics indicate 28% of the undergraduate population is age 25 or older yet, overall the undergraduate population is under the age of 25.  A recent study conducted by Institutional Research found 43% of fall 2007 first-time, full-time freshman were first generation students (n=320),  while 50% of first-time, full-time transfers were first generation (n=232).

The University of Wisconsin-Superior has had a long history beginning as a state normal school in 1893 and continuing to evolve through name and mission changes to include yet another transition in 1998.  The Wisconsin Board of Regents designated UW-Superior as "Wisconsin's Public Liberal Arts College."  In 2001, a revised mission statement was adopted to reflect its new status.  The campus was named to the Council of Public Liberal Arts Colleges (COPLAC) and a new vision adopted in 2008.  In response, the UW-Superior's faculty senate established a "Faculty Task Force on the Public Liberal Arts Mission" and in April 2004, the task force recommended five liberal arts initiatives.

This change in focus and emphasis is significant in that research tells us student persistence and retention is fundamentally tied to the quality of the college student experience aligned with the college mission and vision.  With this relatively recent change, the campus continues to define and align itself as evidenced by adoption, in principle, of the Academic Plan (May 2009) and implementation of the Liberal Arts Initiative.  Recent Student Retention Forums, held in November 2008 and composed of a broad range of constituencies within the university and community at-large brought to light that some confusion exists as to our identity and our mission, as reported by our stakeholder groups, and highlighted the need to communicate our identity for the benefit of all.

**University of Wisconsin System Goals**

The University of Wisconsin System has identified goals related to student persistence and graduation. These goals represent a strategic direction for the member campuses and a benchmark from which to measure achievement. The Office of Policy Analysis and Research (OPAR) collects data system-wide and tabulates averages to measure progress to systems goals in an overall sense. Individual campus data is also tabulated, allowing each campus to compare itself to the system goal.

For 2007-08, the University of Wisconsin System identified the following student persistence and graduation goals:
Retention of New Freshman from the First to Second Year
- Increase the proportion of new freshman retained at the same UW institution for the second year to 82%
- Reduce the gap in retention rates between white students and students of color

Six-year Graduation Rates
- Increase to 64% the six-year graduation rate for new freshman who graduate at any UW institution
- Reduce the gap in graduation rates between white students and students of color

**University of Wisconsin-Superior Persistence and Graduation Rates**

Rates of student persistence and graduation for the University of Wisconsin-Superior (UWS) do not compare favorably when compared with goals established by the University of Wisconsin System.

Retention of New Freshman from First to Second Year
- For 2007, 350 first-time freshman and 276 new transfer students enrolled for an incoming class of 626 students
- For first-time freshman entering in 2007 and returning for the second year, the retention rate is 65.9%
- For new transfer students entering in 2007 and returning for the second year, the retention rate is 64.5%

It is important to note the retention rate for each group of students given each incoming class is composed of approximately 55-60% new freshman and 40-45% transfer students.

Retention of Students of Color

- For 2007, 16 students of color entering and returning for the second year, the retention rate is 56%

Six-Year Graduation Rates
- For fall 2002, University of Wisconsin-Superior cohort (and graduating in 2008) of new freshman and graduating from an UW institution, the six-year graduation rate is 39.9%
- For fall 2002 University of Wisconsin-Superior cohort (and graduating in 2008) of new transfer students and graduating from any UW  institution, the six-year graduation rate is 53.8%
- For fall 2002, University of Wisconsin Cohort (and graduating in 2008) of students of color and graduating from a UW institution is not recorded.  To protect student privacy, rates are not shown when there are five or fewer graduates

**Present and Future Initiatives: Establishing a Direction**

Although the University of Wisconsin-Superior has struggled with low student retention and graduation rates, a renewed emphasis in addressing these issues is prevalent on campus.

In the past year:  (2008-2009) the following initiatives have occurred:

University Community
- A strategic planning process that includes a component for all units to address student retention issues was initiated by the Continuous Improvement Planning Team (CIPT) at the direction of the Provost's office
- Implementation of the Public Liberal Arts Initiative with funding assistance from the University of Wisconsin System, enabling the campus to move forward in engaging students within the classroom as well as a part of campus life, as outlined in the Academic Plan.

CETL Summer Conversations
- June 2008:  Recruitment and Retention at the University of Wisconsin-Superior:  A Forum for the university community to engage in dialogue about these important issues
- June 2009:  Academic Advising: A forum facilitated by Dr. Charlie Nutt, Executive Director of NACADA

Student Retention and Enrollment Committee
- Student Retention Forums (November 2008)
  Provost Markwood sponsored two events in November to engage a broadly-based constituency of internal and student stakeholders, as well as community stakeholders on perceived barriers to student retention

The Student Retention and Enrollment Committee compiled the data collected at the Forums into 23 topical areas.  Next steps involved development of short-term, middle-term and long-term goals.  As a means to implementation, readily achievable short-term goals, "low hanging fruit" were targeted for immediate action.  Several "low hanging fruit" items have been incorporated into this strategic plan.

- Summit meeting on Advisement at UW-Superior (January 2009) with Dr. Charlie Nutt, Executive Director of the National Academic Advising Association (NACADA).  The purpose of the session was to examine topics related to academic advising: assessment of academic advising, academic advising syllabus and student learning outcomes

Campus Life
- First-Year Experience initiative offered optional first-year seminars to incoming first-year students (Fall 2007-Fall 2009) and a FYE Coordinator and First-Year Seminar Coordinator (faculty) positions were posted and filled
- Campus Life staff examined student life programming with the intent of renewing and refocusing energies designed to help incoming students in transitioning into campus life at the University of Wisconsin-Superior as well as engaging continuing students in student development

Enrollment Services
- Academic Advising conducted a self study process utilizing LEAN processing principles.  This comprehensive process examined the function of academic advising, beginning with processes and procedures administered through the Center for Academic Advising and Disability Resources and continued through examination of the critical role faculty academic advisors and academic staff advisors play in student engagement and academic success.
- The Office of Admissions and Recruitment adopted a predictive modelling approach as a means of targeting student recruitment.  Predictive modelling identifies the characteristics of current students at our institution and seeks out prospective students who exhibit the same characteristics

**UWS Retention Rates:  Historical Overview of Performance**

Retention rates and graduation rates are two ways of measuring student persistence through college and successful completion of a degree.  Retention to the second year and graduation with a bachelor's degree within six years are standard national metrics calculated for cohorts of new freshman entering full-time in the fall semester.  Retention and graduation rates are most commonly calculated for new freshman entering full-time in fall semester.  However, retention and graduation rates of full-time fall new transfers are also included in the recently developed Voluntary System of Accountability.

The tables below displaying historical data for retention rates is for the most recent five years for which complete data is available for UW-Superior.

**First to Second Year Retention Rate:  New Full-Time Freshman**

| UW-Superior | Fall 2003 | | Fall 2004 | | Fall 2005 | | Fall 2006 | | Fall 2007 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % |
| | 336 | 67.0 | 329 | 71.7 | 336 | 69.0 | 293 | 62.5 | 343 | 65.9 |

**First to Second Year Retention Rate:  New Full-Time Transfers**

| Entering full-time to: | Fall 2003 | | Fall 2004 | | Fall 2005 | | Fall 2006 | | Fall 2007 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Cohort | Rate | Cohort | Rate | Cohort | Rate | Cohort | Rate | Cohort | Rate |
| UW-Superior | 308 | 66.6% | 286 | 67.8% | 303 | 68.0% | 278 | 65.5% | 276 | 64.5% |

The graduation rate tables below display six-year graduation rates for UW-Superior over a five-year time period.  The most recent entering class for which six-year graduation rates can be computed is fall 2002.

**Graduation Rate:  New Freshman**

| UW-Superior | Fall 1998 | | Fall 1999 | | Fall 2000 | | Fall 2001 | | Fall 2002 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Cohort | Rate % | Cohort | Rate % | Cohort | Rate % | Cohort | Rate % | Cohort | Rate % |
| | 377 | 38.7 | 412 | 40.8 | 406 | 39.9 | 339 | 43.1 | 286 | 39.9 |

**Graduation Rate:  New Transfer**

| Entering full-time to: | Fall 1998 | | Fall 1999 | | Fall 2000 | | Fall 2001 | | Fall 2002 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Cohort | Rate | Cohort | Rate | Cohort | Rate | Cohort | Rate | Cohort | Rate |
| UW-Superior | 244 | 52.0% | 283 | 46.3% | 212 | 54.7% | 222 | 48.6% | 299 | 53.8% |

Retention rates of full-time new fall freshman vary by race/ethnicity.  For students of color, the UW System averages for race/ethnicity cohorts entering full-time in fall 2007 and returning to the same institution varied considerably.  Asian Americans (non-Southeast Asians) had the highest retention rate of any race/ethnic group at 82.6 percent.  African Americans had the lowest rate in the UW System, 67.4 percent.

The table on first to second year retention rates for students of color reflects the smallest cohort (16) in system in 2007, distributed across five race/ethnicity classifications including: African American, American Indian, Southeast Asian, other Asian American and Hispanic/Latino. UW System reports this total includes international students of color.  Tracking and reporting of students of color, including international students of color from 2007 forward will be significant, given implementation of the Liberal Arts Initiative, in particular, the Global Awareness component.

**Students of Color Race/Ethnicity**     **First to Second Year Retention**

| African American | UW-Superior | Students of Color (Fall 2007) | |
|---|---|---|---|
| American Indian | | Cohort | Rate% |
| Asian | | 16 | 56.3% |
| Hispanic/Latino | | | |

**Summary 1998-2007**
**Retention and Graduation Rates for New Freshman**
**University of Wisconsin-Superior**

Although retention to the second year and graduation within six years are the most commonly-used measures, other time periods are also of interest.  The attached Summary 1998-2007 table highlights the University of Wisconsin-Superior data, beginning with the 1998 cohort year for new freshman entering full-time in fall semester.

Retention to the third and fourth years provides information about continued persistence in college.  Graduation within four years of five years shows how many new freshmen attain a bachelor's degree within the minimum number of years needed if enrolled full-time.  The credits necessary to graduate from the majority of UW academic programs can be earned within four years, for certain professional programs with additional requirements, five years is more common.  Finally, the rate of continued enrollment in the seventh year, when added to the percent who graduated within six years, is a good predictor of the proportion of new freshman who will eventually graduate from the UW-Superior campus or within the UW System.

# Summary 1998-2007
## University of Wisconsin-Superior
## Retention and Graduation Rates
## New Freshmen Entering Full-Time in the Fall Semester

| Cohort Year (Fall) | Entering Class Size | At Same UW Institution | | | | | | | At Any UW Institution | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | Retention Rates | | | Graduation Rates | | | Enrolled 7th Year | Retention Rates | | | Graduation Rates | | | Enrolled 7th Year |
| | | 2nd Yr | 3rd Yr | 4th Yr | 4-year | 5-year | 6-year | | 2nd Yr | 3rd Yr | 4th Yr | 4-year | 5-year | 6-year | |
| **UW-Superior** | | | | | | | | | | | | | | | |
| 1998 | 377 | 61.8% | 50.9% | 46.9% | 14.6% | 26.8% | 34.2% | 6.4% | 66.0% | 56.8% | 52.8% | 15.6% | 30.0% | 38.7% | 8.0% |
| 1999 | 412 | 67.0% | 51.5% | 45.6% | 9.5% | 27.2% | 36.9% | 3.9% | 71.8% | 56.6% | 51.9% | 10.2% | 30.1% | 40.8% | 5.1% |
| 2000 | 406 | 65.5% | 51.5% | 42.4% | 14.8% | 29.6% | 35.2% | 4.2% | 68.5% | 57.6% | 48.0% | 16.0% | 33.0% | 39.9% | 5.2% |
| 2001 | 339 | 70.2% | 56.6% | 49.3% | 15.6% | 34.8% | 39.8% | 4.7% | 71.7% | 59.9% | 54.3% | 17.1% | 37.5% | 43.1% | 5.6% |
| 2002 | 286 | 66.4% | 52.4% | 44.1% | 12.9% | 29.9% | 36.0% | 3.8% | 69.9% | 57.3% | 48.6% | 14.3% | 31.5% | 39.9% | 4.2% |
| 2003 | 336 | 67.0% | 51.5% | 44.0% | 19.6% | 35.1% | | | 70.5% | 57.1% | 50.9% | 20.8% | 38.7% | | |
| 2004 | 329 | 71.7% | 58.1% | 48.6% | 16.4% | | | | 74.8% | 62.6% | 54.1% | 17.0% | | | |
| 2005 | 336 | 69.0% | 53.6% | 48.2% | | | | | 72.3% | 60.1% | 52.4% | | | | |
| 2006 | 293 | 62.5% | 47.1% | | | | | | 67.9% | 54.6% | | | | | |
| 2007 | 343 | 65.9% | | | | | | | 71.7% | | | | | | |

The Student Retention and Enrollment Committee set the following goals for student retention at UW-Superior and developed strategies to accomplish those goals.

**Persistence Goals**

Given the historical data on first to second year retention rates at the University of Wisconsin-Superior, the Student Retention and Enrollment Committee was challenged with setting appropriate goals for year 1 of this five-year strategic plan. This is particularly true in light of the disparity established by the University of Wisconsin System goals in relationship to the level achieved by the UW-Superior campus in first to second year retention.

As a result, year 1 goals were established after reviewing retention rates achieved at UW-Superior over the past five years (2003-2007). These goals represent a starting point for measuring future performance.

- Achieve a 3 to 5% (67.9 to 70.9%) increase in first to second year for new freshman entering full-time in fall 2008
- Achieve a 3 to 5% (66.5% to 69.5%) increase in first to second year for new transfer students entering full-time in fall 2008
- Achieve a 3 to 5% (56% to 59%) increase in first to second year for new students of color entering full-time in 2008

**Stretch Goals**

Identification of stretch goals appeared to be an appropriate next step in establishing longer term innovation processes aimed at making desirable outcomes achievable at some future time. While we identify a stretch goal, either in large measure, or in full within a defined time frame (such as within the five years of this strategic plan), the timing of the achievement of the stretch goal cannot be guaranteed-it can only be striven for.

A preferred state stretch goal indicates what we would really like to achieve and that is a retention rate equal to the rate identified as the system goal (82%). The intermediate stretch goal is an interim goal that we know to be technically double, but which, in practical terms, represents a major challenge of implementation.

Proposed stretch goals (strategic plan year 2-year 5)

First to second year retention rate target: New Freshmen

| Year 2 | 2008 cohort | 71-74% | Intermediate stretch goal |
|--------|-------------|--------|---------------------------|
| Year 3 | 2009 cohort | 74-77% | " |
| Year 4 | 2010 cohort | 77-80% | " |
| Year 5 | 2011 cohort | 80-83% | Preferred state stretch goal |

First to second year retention rate target:  New Transfer

| Year 2 | 2008 cohort | 70-73% | Intermediate stretch goal |
| Year 3 | 2009 cohort | 73-76% | " |
| Year 4 | 2010 cohort | 76-79% | " |
| Year 5 | 2011 cohort | 79-82% | Preferred state stretch goal |

First to second year retention rate target:  Students of Color

| Year 2 | 2008 cohort | 58-61% | Intermediate stretch goal |
| Year 3 | 2009 cohort | 61-63% | " |
| Year 4 | 2010 cohort | 63-65% | " |
| Year 5 | 2011 cohort | 65-67% | Preferred state stretch goal |

Graduation rates

In 2007, the University of Wisconsin System targeted a goal for the six-year graduation rate of new freshman (2002 cohort graduating in 2008) and graduating from a UW institution to increase to 64%.

While this goal presents a benchmark to strive toward, it is important to note that all cohort groups (2003-2006) began their University of Wisconsin-Superior academic experiences prior to the creation of this strategic plan.  The ability to impact graduation rates decreases in relationship to the years remaining until the six-year graduation date, thus for example, the 2003 cohort year (year 2 of the strategic plan) will graduate in 2009, and the 2004 cohort year (year 3 of the strategic plan) will graduate in 2010.  Historical data for UW-Superior shows the largest percentage of graduates complete their education in the sixth year, compared with 4-year and 5-year rates.

The College Portrait of Undergraduate Education is a component of the Voluntary System of Accountability (VSA), and is a program designed to provide greater accountability through accessible, transparent and comparable information.

While the University of Wisconsin System data identifies a 39.9% six-year graduation rate for 2002 new freshmen cohort graduating from any UW institution, college portrait data identifies an additional percentage of new freshman students from this cohort who graduated from institutions outside the University of Wisconsin System.  This is also true of new transfer students.

To give a complete picture of both new freshmen and new transfer student success in graduating six years later, the University of Wisconsin-Superior will examine six-year graduation rates from both the University of Wisconsin System and six-year graduation rates from public institutions in Minnesota, given the large percentage of Minnesota students who attend

UW-Superior.
Six-year graduation rate: stretch goals for new freshmen

| Plan Year | Cohort | Percentage Goal * |
|---|---|---|
| Year 1 | 2003 cohort graduating in 2009 | 42-46% + factor |
| Year 2 | 2004 cohort graduating in 2010 | 46-50% + factor |
| Year 3 | 2005 cohort graduating in 2011 | 50-54% + factor |
| Year 4 | 2006 cohort graduating in 2012 | 54-58% + factor |
| Year 5 | 2007 cohort graduating in 2013 | 58-62% + factor |

Six-year graduation rate stretch goals for new transfers

| Plan Year | Cohort | Percentage Goal |
|---|---|---|
| Year 1 | 2003 cohort graduating in 2009 | 56-58% + factor |
| Year 2 | 2004 cohort graduating in 2010 | 58-60% + factor |
| Year 3 | 2005 cohort graduating in 2011 | 60-62% + factor |
| Year 4 | 2006 cohort graduating in 2012 | 62-64% + factor |
| Year 5 | 2007 cohort graduating in 2013 | 64-66% + factor |

∗ Percentage goal equals a 2 to 4% growth rate in University of Wisconsin-Superior graduation rate plus a factor representing UW-Superior students graduating from Minnesota 4-year institutions.

**Strategies to achieve student persistence goals:**

Identification, tracking and evaluating the variables that can impact persistence and graduation rates can be a daunting task. While enrollment reporting can measure retention numerically, isolating factors that impact retention in a cause-and-effect manner can be more of an art than a science. With this in mind, a broadly-based approach was used to create eight goals that align with the UW-Superior strategic priorities and our campus mission. Overall, thirty action items are attached to these goals and are targeted for further development as project charters with project managers and project teams from across the university lending time, talents and expertise to see these projects to completion.

While strategies and action plans focusing on success are important to all students, focusing on students entering the University of Wisconsin-Superior environment (new freshman and new transfers) and students transitioning into the second year in the university appear to be most at-risk, as identified in persistence data collected by UWS Institutional Research. This strategic plan focuses predominantly on strategies that impact first-to-second year transitions for new freshman and new transfer students.

**UW Superior Campus Mission Statement**

Effective persistence initiatives establish a strong relationship with the institution's mission. Our mission states:

The University of Wisconsin-Superior fosters intellectual growth and career preparation within a liberal arts tradition that emphasizes individual attention and embodies respect for diverse cultures and multiple voices.

To accomplish these ends, the University will:

1. Provide students with a carefully articulated and comprehensive foundation in liberal studies as a base for all degree programs.
2. Award baccalaureate degrees in selected fields in education, the arts and humanities, in the sciences and social sciences, and in business.
3. Offer graduate programs in areas associated with its undergraduate emphases and strengths.
4. Extend its undergraduate and graduate resources beyond the boundaries of the campus through distance learning programs.
5. Expect scholarly activity, including research, scholarship and creative endeavor that support its programs at the associate and baccalaureate degree levels, its selected graduate programs, and its special mission.
6. Engage in appropriate inter-institutional relationships to enhance educational and service opportunities.
7. Foster, with University of Wisconsin-Extension, the development of cooperative and general outreach programming and the integration of the Extension function with that of this institution.

**Mission Statement for UWS Strategic Plan for Student Retention**

The Student Retention Plan takes an integrated approach in our retention efforts that recognizes our university mission and incorporates both academic and non-academic factors into the design and development of programs to create a supportive academic socially inclusive environment that addresses the academic and socially inclusive needs of students.

The following strategies and action plans are designed to support 1$^{st}$ and 2$^{nd}$ year student transitioning into our university environment.

**Campus Strategic Goals and Strategic Plan for Retention Goals**

Strategic priorities for the University of Wisconsin-Superior highlighted seven themes to be addressed by the university community as an institution focused on providing a liberal education. See the Strategic Priorities document (updated January 2008) in Appendix C for a detailed description of these themes.

The goals identified within this plan support achievement of the strategic priorities in the following manner.

Strategic Priorities:    Academic Excellence, University Image

           Goal 1: Provide student-centered programs, policies and procedures which focus on student retention

Strategic Priorities:    Academic Excellence, Continuous Improvement

           Goal 2: Provide support services to enable students to succeed in coursework, especially those courses identified as having high attrition

Strategic Priorities:    Continuous Improvement, Culture of Respect, Resource Management

           Goal 3: Define and assess role for Center for Academic Advising and Disabilities Services as a university office providing service to all incoming students

Strategic Priorities:    University Image, Academic Excellence, Continuous Improvement

           Goal 4: Build university commitment to programs, services and activities related to student persistence

Strategic Priorities:    Academic Excellence, Resource Management, Continuous Improvement

           Goal 5: Review and adjust course offerings and scheduling, including distance learning offerings to better meet student needs.

Strategic Priorities:    Campus Life, Culture of Respect
           Goal 6: Showcase Campus Life contributions to student engagement for first and second year students and commuting students to the university community

Strategic Priorities:    Continuous Improvement, Academic Excellence

           Goal 7: Conduct research to identify contributing retention factors and interventions to prevent student attrition

Strategic Priorities:   Continuous Improvement, Culture of Respect

Goal 8:  Create a staff development program which includes training concerning university programs, services and policies to prepare staff to assist students

**Next Steps: Action Items Defined as Project Charters**

Overall, the Strategic Plan for Student Retention currently contains eight (8) goals with a total of 30 action items.  All the goals included in this plan are grounded in the policies, practices and conditions worth emulating as identified in the DEEP project from the Center for Postsecondary Research at Indiana University.

The project manager will complete a project charter document in conjunction with the project team members and project sponsor.  A project charter template is found in Appendix B and the project manager will submit project charters for each action item to the Student Retention and Enrollment Committee in fall semester.  The Committee will serve as a steering committee and compile an overview of the project charter progress to support the strategic plan.

Action items are identified for each goal.  In some cases, multiple action items are attached to a single goal.  Each action item will become a project charter with defined roles and responsibilities.  In keeping with the mission statement identified for the Strategic Plan for Student Retention, an integrated approach including cross-functional teams composed of university community members will be used to create a project charter.

**Project Charters**

The project charter is a planning document that clearly spells out the scope of the action item including a description of what is to be accomplished, project parameters and deliverables.  Stakeholders are to be identified as well as the action item timeline and milestones, which may be refined as the plan for the action item is developed.  To complete the project charter, identification of measurable results, tools and resources and risks are to be identified in the planning and managing of the work by the project manager.  The roles of project sponsor, project manager and project team are defined as part of the project charter and are included in Appendix B.

**Target Dates**

Inclusion of target dates as part of this strategic plan provides a means by which the Student Retention and Enrollment Committee can monitor progress toward goal completion.  Project managers within the scope of the project charter will identify creation dates, identifying when the charter was created, as well as deadlines for major accomplishments and completion of the project.  These dates may be refined as the plan for the project is developed.  The target date represents an anticipated completion date and is submitted to the Student Retention and Enrollment Committee as year-end status report.

**Goals and Action Items to be Implemented as Project Charters**

<u>Goal #1:</u>       Provide student-centered programs, policies and procedures which focus on student retention.

Data:        All new freshman entering full time in fall semester and new transfer students (under 20 credits entering full time in fall semester) are required to participate in SOAR (either in person or virtually).

New
Freshman:    SOAR participation rates reveal:  (226 of 367 total students)

2007:  a)  61% of new freshman participated in SOAR + mini-SOAR sessions
         b)  9.8% (36 students) SOAR + mini-SOAR participants did not enroll the following spring term
         c)  7.9% (29 students) did not attend SOAR and did not enroll for the following spring

2008:  a)  78.9% (270 of 342 total students) participated in SOAR sessions
         b)  11.4% (39 students) SOAR participants did not persist and enroll the following spring term
         c)  8.2% (28 students) did not attend SOAR and did not enroll for the following spring term

| | | Project Sponsor | Project Manager | Target Dates |
|---|---|---|---|---|
| G-1 Action item: Plan 1 | Increase SOAR new freshman participation rate by 3 to 5%, survey non-attendees(full time freshmen and full time transfer students) Identify SOAR participation rate of transfer students (less than 20 semester credits) | AVC Enr Mgmt | Dir. Acad. Advising | |
| G-1 Action item: Plan 2 | Identify number of students admitted after August 1 prior to entering fall semester term.  Determine persistence rate of this student group.  (fall term to spring term) and analyze data -identify common characteristics  such as demographic variables, undeclared status, credit loads | AVC Enr Mgmt | Instit Research | |

|  |  | Project Sponsor | Project Manager | Target Dates |
|---|---|---|---|---|
| G-1 Action item: Plan 3 | Survey the needs of transfer students who have more than 20 credit hours transitioning into UW-Superior. Explore feasibility of developing a delivery system to address these needs (in person or on-line) | AVC Enr Mgmt | Instit Research & FYE Coord. | |
| Plan 3-a | Create a matrix of transfer credits from from our feeder schools for: -general education courses -major course work -Associate Degrees transferred into UWS | AVC Enr Mgmt, Provost | Dir of Admissions, Registrar, & Transfer Coord. | |
| G-1 Action item: Plan 4 | Establish First Year Experience Program goals (non-academic) Identify First Year Experience Assessment Plan (Student Persistence) | VC Campus Life | FYE Coord. & FYE Seminar Coord. | |
| | -implement IDS 130: Introduction to the College Experience (1 credit) -Implement MapWorks initiative | VC Campus Life | FYE Coord. | |
| G-1 Action item: Plan 5 | Conduct a comprehensive review of all non-academic policies and procedures having an impact on student retention | AVC Enr Mgmt | VC Campus Life & Registrar | |
| G-1 Action item: Plan 5-a | Compile a one-stop comprehensive source for academic policy | Provost | Provost | |

**Goal #2**      Provide support services to enable students to succeed in coursework, especially those courses identified as having high attrition

Data:      Fall 2008 ASSIST Report  (Note: students identified were not limited to first or second year)
Student Support Services cross-listed the probation/dismissal list generated at the end of term for fall 2008 with the ASSIST participation list for fall semester 2008.  The results:

126 students registered with Student Support Services in ASSIST
2% (3 out of 126) remain unknown students
9% (11 out of 126) were dismissed
11% (14 out of 126) did not enroll for following spring term
20% (35 out of 126) are on academic probation
58% (73 out of 126) are enrolled

|  |  | Project Sponsor | Project Manager | Target Dates |
|---|---|---|---|---|
| G-2 Action item: Plan 1 | Develop a follow-up procedure with those on academic probation and those re-admitted through the reinstatement process for 100 & 200 level courses | AVC Enr Mgmt & Faculty Senate | Registrar, Student Support Services, & Acad. Advising |  |
| G-2 Action item: Plan 2 | Identify high-risk 100 & 200 level courses Identify course completion (for all courses) and average GPA by course | AVC Enr Mgmt | Instit Research |  |

| | | Project Sponsor | Project Manager | Target Dates |
|---|---|---|---|---|
| G-2 Action item: Plan 3 | Explore Supplemental Instruction Program (SI).  This approach is a unique form of academic assistance designed to help students in historically difficult college courses to master course content while they develop and integrate effective learning and study strategies applicable to that course.<br><br>Propose a pilot for:  math course<br>chem. course<br>English course | AVC Enr Mgmt & Provost | Student Support Services, Dept. Chairs, & Faculty | |
| G-2 Action item: Plan 4 | Explore expansion of MapWorks to use with reinstated students | FYE Coord, MapWork Committee & Faculty Senate | Student Support Services, interested faculty & Reinstate-ment Com-mittee | |
| G-2 Action item: Plan 5 | Clarify the role of Student Support Services in serving all university incoming students at SOAR/Orientation | Manager, Student Support Services | Campus Life Staff & ASSIST Coord. | |

**Goal #3**    Define and assess role for the Center of Academic Advising and Disabilities Services as a university office providing service to all incoming students

| | | Project Sponsor | Project Manager | Target Dates |
|---|---|---|---|---|
| G-3 Action item: Plan 1 | Develop the academic advising system for undeclared and pre-business students | Provost | Dir., Acad. Advising & UAAC | |
| G-3 Action item: Plan 2 | Develop and implement the proposed new advisement model for new undeclared and pre-business | Faculty Senate | Dir. Acad. Advising, & UAAC | |
| G-3 Action item: Plan 3 | Develop and implement a professional development program for academic advisors | Provost & Faculty Senate | Dir. Acad. Advising & CETL | |

**Goal #4**    Build university commitment to programs, services and activities related to student persistence

| | | Project Sponsor | Project Manager | Target Dates |
|---|---|---|---|---|
| G-4 Action item: Plan 1 | Make a financial commitment to support and provide incentives for retention efforts-to support programs, conduct research and ongoing assessments | Provost | To be assigned | |

| | | Project Sponsor | Project Manager | Target Dates |
|---|---|---|---|---|
| G-4 Action item: Plan 2 | Recognize and reward scholarly efforts of faculty and staff that focus on retention of students | Provost & Faculty Senate | CETL & Departments | |
| G-4 Action item: Plan 3 | Provide grants for the academic development of credit-bearing service learning opportunities to support student persistence | Provost | CASL | |
| G-4 Action item: Plan 4 | Replace current Student Digest with a more user-friendly attractive option (i.e. Yellowjacket Daily Newsletter) | VC Campus Life & Student Senate | Webmaster & Campus Life Staff | |
| G-4 Action item: Plan 5 | Develop program-to-program articulation agreements | Provost & Faculty Senate | Transfer Coord., Assoc. Dean Academic Affairs & Departments | |

**Goal #5**     Review and adjust course offerings and scheduling, including distance learning offerings to better meet student needs

| | | Project Sponsor | Project Manager | Target Dates |
|---|---|---|---|---|
| Data review: | Map course timetable and assess for course conflicts or overlap between knowledge categories | Provost | Dept. Chairs & Registrar | |

**Goal #6**    Showcase Campus Life contributions to student engagement for first and second year students and commuting students to the university community

| | | Project Sponsor | Project Manager | Target Dates |
|---|---|---|---|---|
| G-6 Action item: Plan 1 | Develop a comprehensive on-line database outlining student engagement opportunities and a calendar of events a calendar of events | VC Campus Life | Webmaster | Campus Life Staff & Student Activities Coord. |
| G-6 Action item: Plan 2 | Continue to develop "Hive Night" programming in residence halls | VC Campus Life | Campus Life Staff | |
| G-6 Action item: Plan 3 | Further develop programming and define terms for: SOAR, Orientation, Weekend of Welcome, Welcome Back Week, etc. | VC Campus Life | Campus Life Staff & Dir. of Acad. Academic Advising | |
| G-6 Action item: Plan 4 | Explore opportunities to integrate SOAR as a multiday summer program for students and parents to come to campus overnight | VC Campus Life | Campus Life Staff, Dir. of Acad. Advising & FYE Coord. | |
| G-6 Action item: Plan 5 | Explore (for August admits) a a supplemental SOARientation day before Weekend of Welcome | VC Campus Life, Provost & Faculty Senate | Campus Life Staff, Dir. of Acad. Advising & FYE Coord. | |

**Goal #7**        Conduct research to identify contributing retention factors and interventions to prevent student attrition

| | | Project Sponsor | Project Manager | Target Dates |
|---|---|---|---|---|
| G-7 Action item: Plan 1 | Conduct a longitudinal study of incoming students (new freshman and transfer) identifying 1$^{st}$ and 2$^{nd}$ year persistence rates for students | Instit Research | Student Retention & Enrollment Teams & UAAC | |
| G-7 Action item: Plan 2 | Conduct a study of FYE seminar participants to determine if seminar participants were more likely to return for subsequent semesters (matched groups based on predictive factors) | First Year Seminar Coord. | Instit Research, First Year Experience Faculty Sub-Committee | |
| G-7 Action item: Plan 3 | Develop a transfer student needs assessment tool | Provost | Instit Research & Transfer Coord. | |
| G-7 Action item: Plan 4 | Identify persistence rates -by academic program -by frequency of change of major -by 1$^{st}$ to 2$^{nd}$ year in program | Provost, Dept. Chairs, AVC Enr Mgmt | Instit Research & Student Retention Committee | |

**Goal #8**        Create a staff development program which includes training concerning university programs, services and policies to prepare staff to assist students

| | | Project Sponsor | Project Manager | Target Dates |
|---|---|---|---|---|
| G-8 Action item: Plan 1 | Define a common language to describe university programs and services and create a glossary of terms for university-wide use | VC Campus Life & VC Enr Mgmt | TBD | |

# APPENDIX A

## UW-Superior Summary
## Enrollment and Related Facts

Distributed at

UW-Superior
Workshop

Planning and Leading in
Higher Education

SCUP Planning Institute

May 21 & 22, 2009

UNIVERSITY *of* WISCONSIN

# Superior

Wisconsin's Leading Public Liberal Arts College

# UW-Superior Summary of Enrollment and Related Facts

**For additional UW-Superior facts see http://www.uwsuper.edu/ir/facts/index.cfm**

## Freshmen Characteristics (N=312)
Fall, 2008 (Does not include transfer students)

**Admission Activity**
- 921 Freshmen Applications Received
- 643 Offers of Admission
- 312 Freshmen Enrolled

**Class Rank**
- 13% from the top 10% of the high school class
- 33% from the top ¼ of the class
- 79% from the top half of the class

**UWS Requires ACT or SAT (Score Summary Below)**
- 20-24 Middle 50% of ACT Composite Scores
- 3% ACT Composite 30-36
- 23% ACT Composite 24-29
- 68% ACT 18-23
- 7% ACT 12-17
- 0% ACT <12

**Ethnic Heritage**
- 7.3% Students of Color (not including international students)
- 4.7% International Students

## All Student Demographic Data (N=2689)
Fall, 2008

**Geographic Breakdown:**
- 23 States
- 30 Other Countries*

*Total number of International Students = 114 from 30 countries

**Residency of Undergraduates:**
- Wisconsin 53%
- Minnesota 39%
- Other States 3%
- Other Countries 5%

**Student Persistence:**
- 36% of 2002 entering freshmen graduated in 6 years or less
- 66% of 2007 freshmen returned in fall 2008
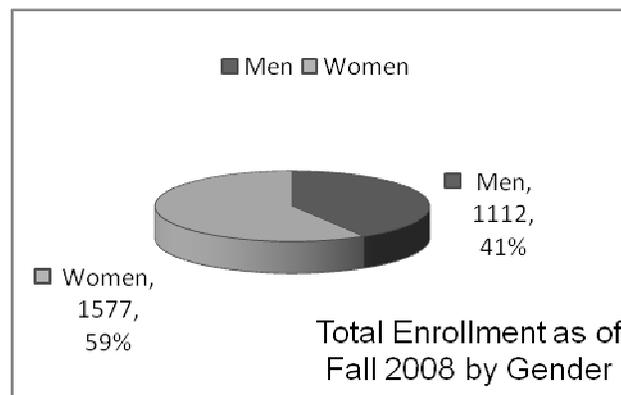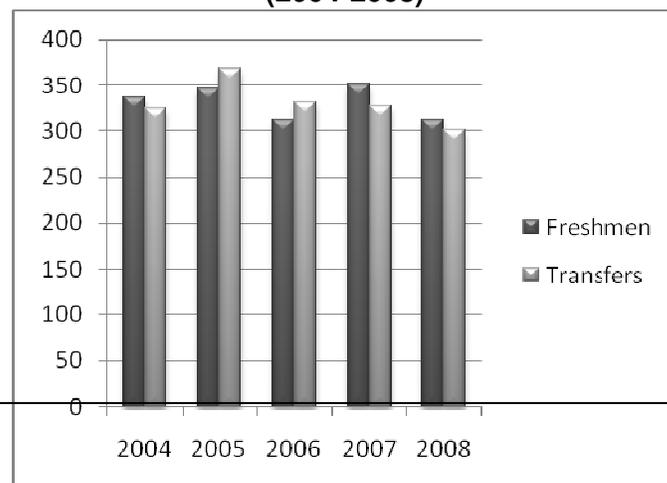- 95% of 2007 freshmen were academically eligible to return in fall 2007

## Transfer Students
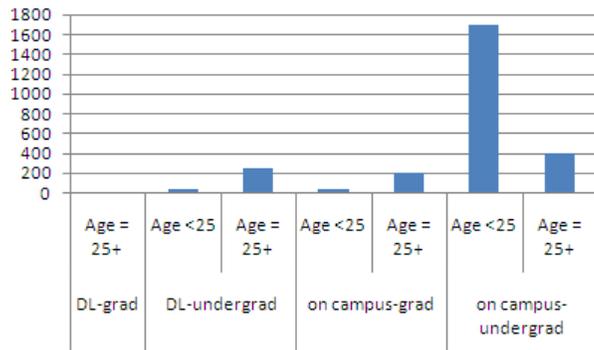(N=301) Fall 2008

**Admission Activity**
- 545 Transfer Applications Received
- 435 Offers of Admission
- 301 Transfer Students Enrolled

**Comparison of Numbers of
New Freshmen and Transfer Students
(2004-2008)**





Total Enrollment as of Fall 2008 by Gender

## All Students by Age and Program:

N=2689, Fall, 2008 (Grad/Undergrad Programs)



**DL = Distance Learning**
**Age (On-campus Students):**
18.7% of undergraduates are 25 or older
**Age (Distance Learning Students):**
83% of undergraduate distance learning students are 25 or older
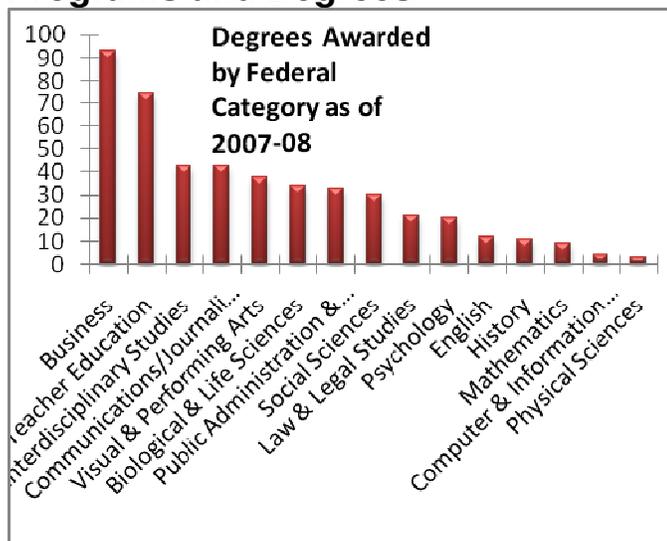**Age:** Overall 29.5% of undergraduates are 25 or older

## Retention Rates:

Full-time bachelor's degree-seeking undergraduate
- From 2007 to 2008 – 66%
- From 2006 to 2007 – 63%
- From 2005 to 2006 – 69%
- From 2004 to 2005 – 71%
- From 2003 to 2004 – 65%

(from previous fall semester to next fall semester

## Programs and Degrees



## Undergraduate Diversity Data

Fall, 2008

**Race/Ethnicity**
- 31 African American
- 18 Hispanic/Latino
- 80 Native American
- 8 Southeast Asian American
- 22 Other Asian
- 0 Hawaiian/Pacific Islander
- 11 Two or more Races
- 114 Non-resident Aliens (International)
- 2156 White, non-Hispanic & Unknown

**Donations/contributions to UWS:**
- Value of endowment: $7.2M as of 7-01-08
- Number of undergraduate alumni solicited in 2007-2008: 16,555
- Number of alumni donors in 2007-2008: 1,527

UW-Superior has one of the lowest in-state tuition rates of all public four-year colleges in the region. The student-teacher ratio at UWS = 17:1
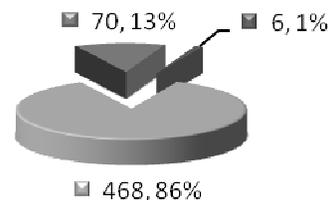


Associate Degrees: 6
Bachelor's Degrees: 468
Master's/Specialist Degrees: 70

APPENDIX B

Charter and Project Roles
Template

Distributed at

UW-Superior
Workshop

Planning and Leading in
Higher Education

SCUP Planning Institute

May 21 & 22, 2009

Templates may be duplicated as needed

**Goal:**
**Action Item:**
**Project Manager:**
**Charter**

Project Title:
*What we will call this project*

Creation Date:
*When this charter was created*

Sponsor:
*Who is charging this team?*

Description:
*What we are trying to accomplish, one or two sentences, usually starts with "This project will…"*

Goals:
*Why we are doing this*

Deliverables:
*What the group is being asked to produce, nouns that name the things that will exist as a result of the project*

Assumptions:
*Givens relative to process and outcomes*

Scope:
*What are the boundaries for the project? What is in scope? Out of scope?*

Stakeholders:
*Who cares about this? Who is affected?*

Project Team Roles:
*Who will work on this and what is their role?*

Measurable Results:
*How we will know we are successful with this project*

Timeline and Milestones:
*Deadlines for major accomplishments and completion of the project, these will be refined as the plan for the project is developed*

Tools and Resources:
*What is available to the group to accomplish its work-money, people, etc.*

Risks:
*What could derail this project? How will risks be mitigated?*

**Project Sponsor**

*The Project Sponsor initiates and serves as the primary owner of the project.*

- Define the project and develop a charter for the project team
- Provide high level strategic project direction
- Provide general project support and ensure buy-in of key campus stakeholders
- Act as an advocate for the project and the team
- Stay informed of the status and progress of the project
- Work to eliminate obstacles to project success
- Serve as the primary communication link between the project and the Cabinet
- Make high level decisions, especially with regard to scope or timeline changes
- Assure project success

**Project Manager**

*The Project Manager is responsible for planning and managing the work necessary to complete the project.*

- Lead Project Team in the development of the project plan
- Manage and track project tasks, schedule, and budget
- Manage the activities of the project team
- Conduct regular status meetings with the project team
- Develop a communication plan for the project and manage its implementation
- Regularly communicate project status, including risks and mitigation strategies, to Project Sponsor
- Control the scope of the project
- Identify risks to project success and develop mitigation strategies
- Assure that documentation is complete
- Close the project-identify lessons learned and outstanding issues

**Project Team**

*The Project Team executes the work necessary to complete the project.*

- Participate in the development of a project plan
- Complete assigned tasks according to established time lines
- Participate in regular status meetings with the Project Team
- Participate in the development of a communication plan for the project and participate in its execution
- Help identify risks to project success and develop mitigation strategies
- Identify key stakeholders and plan for their involvement in the project
- Bring specific professional expertise to the team

**Appendix C**

# Strategic Priorities
## Updated January 2008
## Abridged Version

## Institutional History and Identity
### The University of Wisconsin-Superior

traces its roots to 1893, when Wisconsin legislators established a school in Superior to train teachers. Three years later, with strong support from local residents and businesses, Superior Normal School welcomed its first students. The new school's mission was vital to the region's future. Properly educated teachers trained in the latest classroom methods were desperately needed in the small towns and rural school districts of northern Wisconsin, Minnesota and Michigan.

Superior Normal School's first class graduated in 1897. Three young men completed the "full course" and nine women and men met the requirements of the shorter "elementary course." These early graduates were pioneers who first brought the benefits of public education to the region's children regardless of their race, social status or economic standing.

Innovation and quality were hallmarks of Superior Normal School from its earliest days. In 1909, the institution became Wisconsin's first normal school to offer a full-scale training program for the then-new idea of kindergarten. It also was the first to offer a four-year program for high school teachers beginning in 1923. In 1916, Superior Normal School earned accreditation for its academic programs. Today, UW-Superior maintains the longest continuous accreditation of any academic institution in Wisconsin.

After training a generation of teachers, Superior Normal School was authorized in 1926 to grant a bachelor's degree in education. A new name, Superior State Teachers College, proclaimed the institution's new role. Reflecting the quality of its programs, the college's new president was a member of its first graduating class of 1897.

More growth followed as the needs of northern Wisconsin changed. After World War II, the institution began to look beyond teacher training and added undergraduate degrees in other academic fields. In 1950, it offered its first graduate program – a master's degree in school administration. The next year, the state board of regents changed the institution's name to Wisconsin State College-Superior to better reflect its expanding role.

The college grew significantly in the 1950's and '60's. Campus boundaries were expanded and numerous buildings erected. Undergraduate offerings continued to expand into areas such as business, science, music and art. Several graduate programs in education were added, including guidance and counseling, reading, and school psychology. A specialist in education degree was added in 1965 to further the professional training of school principals, district superintendents and business managers. This

program grew to play a critical role in Wisconsin's educational system. Since 1977, graduates of UW-Superior's educational administration programs have served in school leadership posts in approximately half of the Wisconsin's school districts.

Wisconsin's state colleges eventually were reclassified as universities, so in 1964 the school was renamed Wisconsin State University-Superior. Finally, in 1971 it became part of the University of Wisconsin System and acquired its present name.

In recent years, UW-Superior has continued to focus its academic programs to meet the needs of students and employers. A graduate degree in instruction was added in 1985 followed by a graduate degree in special education three years later. The university also has added innovative undergraduate programs, such as legal studies, art therapy, and transportation and logistics management.

Today, UW-Superior takes pride in its designation as Wisconsin's Leading Public Liberal Arts College, and in providing its 2,900 undergraduate and graduate students with quality academic programs, small classes, and a friendly, supportive atmosphere. A solid liberal arts program offers the skills needed to perform on the job and in society. Quality professional training provides specific skills to succeed in teaching, business, science, the arts, and in a host of other endeavors. We accomplish this effort by focusing on our strengths: Small classes, one-on-one contact with instructors, an emphasis on active learning, and a supportive environment. As part of the University of Wisconsin System, UW-Superior advances the Growth Agenda for Wisconsin.

Our mission as an institution is focused on liberal education. We are members of the Council of Public Liberal Arts Colleges and the Association of American Colleges and Universities and partners in the Liberal Education and America's Promise (LEAP) program. A liberal arts education means that we advance a set of learning outcomes essential for success in today's world.

### Knowledge of Human Cultures and the Natural and Physical World
• Grounded in the study of the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
• Focused through engagement with big questions, both contemporary and enduring

### Intellectual and Practical Skills
• Inquiry, critical and creative thinking
• Written and oral communication
• Quantitative literacy
• Information literacy
• Teamwork and problem solving

### Individual and Social Responsibilities
• Civic knowledge and engagement – local and global
• Intercultural knowledge and competence
• Ethical reasoning and action
• Foundations and skills for lifelong learning

### Integrative Learning
• Synthesis and advanced accomplishment across general and specialized studies
• The demonstrated capacity to adapt knowledge, skills, and responsibilities to new settings and questions [1]

The **"Growth Agenda for Wisconsin"** is a plan to achieve access and affordability for UW students, and boost economic growth for the state. With reinvestment from the state and intentionality on the part the UW-Superior, the University of Wisconsin System will:
1. **Enroll** more Wisconsin residents and graduate more four year college-degree holders.
2. **Attract** college graduates from other states to Wisconsin.
3. Use university resources to **grow** knowledge-economy jobs for Wisconsin's future.

In the end, the "Growth Agenda for Wisconsin" is about solving the silent crisis that confronts Wisconsin and the nation as a whole. National research projects that if current trends continue, for every 100 of our eighth graders, some 30 will earn a college degree.

To contribute to the "Growth Agenda for Wisconsin" and ensure the best for our students, UW-Superior is moving toward the future with new programs and new ideas. To strengthen UW-Superior for the future, the UW-Superior Foundation has begun Campaign Superior: *Higher Expectations*, a comprehensive plan to ensure the university provides the facilities, programs and support needed for students to become active learners and engaged citizens for the 21st century.

[1] "Communicating Commitment to Liberal Education," (Washington,
D.C.: Association of American Colleges and Universities, 2006), 3.

## Mission Statement
The University of Wisconsin-Superior fosters intellectual growth and career preparation within a liberal arts tradition that emphasizes individual attention and embodies respect for diverse cultures and multiple voices.

To accomplish these ends, the University will:

1. Provide students with a carefully articulated and comprehensive foundation in liberal studies as a base for all degree programs.

2. Award baccalaureate degrees in selected fields in education, the arts and the humanities, in the sciences and social sciences, and in business.

3. Offer graduate programs in areas associated with its undergraduate emphases and strengths.

4. Extend its undergraduate and graduate resources beyond the boundaries of the campus through distance learning programs.

5. Expect scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree levels, its selected graduate programs, and its special mission.

6. Engage in appropriate inter-institutional relationships to enhance educational and service opportunities.

7. Foster, with University of Wisconsin-Extension, the development of cooperative and general outreach programming and the integration of the Extension function with that of this institution.

## Values Statement
At the University of Wisconsin-Superior, we value ourselves and our long-term commitment to student learning by emphasizing academic excellence, intellectual development, a student-centered campus, integrity, continual improvement, and mutual respect for diversity.
• Intellectual Development - In the liberal arts tradition, we seek to cultivate life-long learners who can think critically, communicate in a variety of mediums, and apply knowledge in order to solve problems.

• Student Focus - We emphasize personal attention to the student.

• Integrity - We earn trust through honest, sincere, and humble leadership.

• Continual Improvement - We seek to enhance the quality of all programs and services.

• Collegiality - We stress mutual respect, appreciation for diversity, and respect for diverse perspectives.

• Community - We foster civic engagement and community involvement.

# Vision Statement

The University of Wisconsin-Superior shall be firmly established as a nationally recognized public liberal arts institution where the learning community emphasizes individual attention and promotes intellectual growth, personal development, career preparation, professional studies, and life-long learning in an atmosphere of individual dignity with respect for the diversity of human cultures. To this end, UW-Superior continually engages its students and the larger community in global research and discourse, and exposes all to challenging ideas that forge new models of responsible citizenship. UW-Superior will also celebrate its regional climate and multi-ethnic heritage on a vibrant and beautiful campus.

# Process Preface
## Phase I

Beginning in March 2006, the Strategic Planning and Budget Committee (SPBC) launched a series of strategic planning forums to gather campus and community perceptions from a variety of constituencies. Utilizing a S.W.O.T. (strengths, weaknesses, opportunities, and threats) analysis, approximately 250 faculty, staff, students, alumni, and community members provided their direct input and ideas about the future of UW-Superior. During each session, participants were asked to prioritize and vote for their top issues. These responses were collected and categorized, providing SPBC members with a good sense of opinion from the campus and community participants.

In May 2006, SPBC members, department chairs, and other campus leaders met in Solon Springs for a two-day planning retreat. During the first day of the retreat, the group heard presentations and visioning ideas from several key areas on campus, including Admissions, Advising, Athletics, Campus Life, Campus Recreation, Distance Education, Facilities, and Information Technology. During the second day, SPBC members began analyzing, synthesizing, and prioritizing the information received from campus and community members during the forums and the retreat. Further, SPBC members began to identify and discuss the campus mission and core values.

Appendix I contains a summary of the recurring themes that were revealed out of the S.W.O.T. analysis. SPBC members met during the summer months to continue the process of reviewing all the input and to begin the process of identifying major categories for the next strategic plan.

## Phase II

During the Fall 2006 semester, SPBC identified nine (9) major categories and a large number of objectives or projects that could be included in the strategic plan. This draft was submitted to governance and other campus groups for their input, asking them to help refine categories, prioritize objectives, and establish measurable outcomes. Among the many useful suggestions included advice to 1) reduce the number of major categories, 2) reduce the number of objectives or projects, and 3) provide more focus. Utilizing these and other more specific suggestions, SPBC adopted the following format and definitions.

Theme
> A unifying subject of discussion around a dominant idea. Themes are linked to our mission and values. Each theme is followed by a number of goals that would be addressed in support of the theme.

Goal
> A broadly defined outcome. Each goal may have a number of more specific actions that would be identified and acted upon. It is likely that some goals will take a number of years to complete.

Action Plan
> A well-defined and focused action with intended and measurable outcomes. Utilizing input from a variety of sources, as part of the annual planning and budgeting process, the Continuous Improvement and Planning Team will identify and select a reasonable number of achievable objectives.

## Phase III

Each department and unit will develop a strategic plan aligned with the institutional themes and goals, complete with assessment and accountability measures, and annually report on its progress. Utilizing input from a variety of sources, the Continuous Improvement and Planning Team will assist the University in coordinating initiatives and action plans and recommending resource allocations/reallocations.

## Phase IV

University of Wisconsin-Superior is committed to continual improvement. Continual improvement is an ongoing effort to improve our programs, services and processes. These efforts can seek "incremental" improvement over time or "breakthrough" improvement all at once. Among the most widely used tools for continuous improvement is a four-step quality model—the plan-do-check- act (PDCA) cycle, also known as Deming Cycle or Shewhart Cycle:
• Plan: Identify an opportunity and plan for change.
• Do: Implement the change.
• Check: Use data to analyze the results of the change and determine whether it made a difference.
• Act: If the change was successful, implement it on a wider scale and continuously assess your results. If the change did not work, begin the cycle again.

## Continuous Improvement and Planning Team

With this information in mind, what follows are seven (7) Strategic Themes. Under each theme are identified goals. Each year, the Continuous Improvement and Planning Team (formally known as SPBC) will prioritize an institutional action plan from the identified improvement goals and articulate achievable objectives, asking the responsible office, organization, or governance group to respond. Initiatives will be accompanied with appropriate assessment and review criteria. In addition, utilizing shared governance and a variety of inputs, the Continuous Improvement and Planning Team (CIPT) will review the strategic themes and goals and make adjustments as internal and external environments necessitate. Appendix II outlines goal priorities.

## Seven Strategic Themes

*Academic Excellence*
*Culture of Respect*
*Campus Life*
*Continuous Improvement*
*Resource Management*
*Enrollment Management*
*University Image*

## *Academic Excellence*

Develop a creative and dynamic learning environment within a liberal arts tradition that enables students to meet their individual goals while fostering life-long learning.

**Goals:**
1. Implement the Liberal Arts Initiative including Writing Across the Curriculum, Academic Service Learning, Senior Experience, Global Awareness, and First Year Experience. (Immediate)

2. Recognize and support practices that encourage and celebrate student achievements. (Immediate)

3. Expand undergraduate research and internship opportunities. (Long Term)

4. Respond to the continuing and changing needs of both traditional and non-traditional students. (Long Term)

## *Culture of Respect*

Create and foster an accepting community in which all staff and students feel safe, and diverse perspectives are valued.

**Goals:**
1. Create a community of shared leadership and decision-making. (Immediate)

2. Foster the highest standards of ethical conduct, both personally and professionally. (Immediate)

3. Create a campus and classroom climate that celebrates diversity and creates a nurturing environment for all. (Immediate)

## *Campus Life*

Create an intellectual and cultural experience outside of the classroom that supports, complements, and enhances the in-class experience, reflective of the public liberal arts education.

**Goals:**
1. Increase participation in intellectual, cultural, and social activities. (Short Term)

2. Develop programs targeted at increasing student retention. (Immediate)

3. Promote programs that enhance our unique natural environment. (Short Term)

4. Develop inclusive programming that allows greater participation of non-traditional/commuting students, staff, and the local community. (Immediate)

5. Promote and recognize outstanding leadership of staff and students. (Short Term)

6. Increase the number of opportunities for leadership development for all staff and students. (Short Term)

## *Continuous Improvement*

The University will improve its programs and services on a continual basis. All facets of operations will be regularly assessed and modified when appropriate.

**Goals:**
1. Develop a culture of evidence, accountability, and transparency. (Long Term)

2. Develop and implement tenure, promotion, and evaluation processes that provide meaningful and measurable feedback. (Short Term)

3. Launch a continuous quality improvement program. (Immediate)

4. Develop and implement a comprehensive student and program outcomes assessment and improvement plan. (Immediate)

5. Develop an improved campus-wide process for student evaluation of instructor and advisor effectiveness. (Short Term)

### _Resource Management_

Exercise responsible stewardship of all resources.

**Goals:**

1. Develop an administrative and academic structure for the university that is functionally sound. (Immediate)

2. Develop an efficient and productive scheduling process to maximize use of resources. (Short Term)

3. Utilize shared governance through which fiscal priorities are established, annually reviewed, and communicated. (Immediate)

4. Seek alternative funding mechanisms. (Immediate)

5. Foster relationships with public and private agencies. (Short Term)

6. Develop attractive physical environments and appropriate infrastructures. (Immediate)

7. Develop facilities that conserve and protect natural resources. (Immediate)

8. Reduce the campus' energy consumption. (Immediate)

### _Enrollment Management_

Utilize enrollment management principles to ensure a diverse student body while strengthening our academic standards.

**Goals:**

1. Develop and implement a recruitment and admissions plan that addresses our changing demographics. (Immediate)

2. Review existing articulation agreements and develop new agreements to make the transfer process more easily navigable. (Short Term)

3. Develop and implement a comprehensive student retention plan. (Immediate)

4. Increase diversity of the student body. (Long Term)

5. Develop and implement a seamless recruitment, admission, advisement, and registration process. (Short Term)

### _University Image_

Project a positive image of the University that promotes our unique qualities and enhances public relations, recruitment, and retention.

**Goals:**

1. Develop and maintain a vibrant and engaging web presence. (Immediate)

2. Implement a unified, comprehensive marketing strategy. (Immediate)

3. Strengthen campus connections with alumni, parents, and families. (Short Term)

4. Develop the campus as a cultural center and regional destination point. (Long Term)

5. Increase public awareness of the University's contributions to regional economic development. (Short Term)

6. Create and foster connections and partnerships with government, businesses, non-profits, and K-16 schools that foster development and economic growth. (Long Term)

# Strategic Theme Goals Categorized by Timeline

## Immediate

1) Implement the Liberal Arts Initiative including Writing Across the Curriculum, Academic Service Learning, Senior Experience, Global Awareness, and First Year Experience

2) Recognize and support practices that encourage and celebrate student achievements

3) Create a community of shared leadership and decision making

4) Foster the highest standards of ethical conduct, both personally and professionally

5) Create a campus and classroom climate that celebrates diversity and creates a nurturing environment for all

6) Develop programs targeted at increasing student retention

7) Develop inclusive programming that allows greater participation of non-traditional/commuting students, staff, and the local community

8) Launch a continuous quality improvement program

9) Develop and implement a comprehensive student and program outcomes assessment and improvement plan

10) Develop an administrative and academic structure for the University that is functionally sound

11) Utilize shared governance through which fiscal priorities are established, annually reviewed, and communicated

12) Seek alternative funding mechanisms

13) Develop attractive physical environments and appropriate infrastructures

14) Develop facilities that conserve and protect natural resources

15) Reduce the campus energy consumption

16) Develop and implement a recruitment and admissions plan that addresses our changing demographics

17) Develop and implement a comprehensive student retention plan

18) Develop and maintain a vibrant and engaging web presence

19) Implement a unified, comprehensive marketing strategy

## Short Term

1) Increase participation in intellectual, cultural, and social activities

2) Promote programs that enhance our unique natural environment

3) Promote and recognize outstanding leadership of staff and students

4) Increase the number of opportunities for leadership development for all staff and students

5) Develop and implement tenure, promotion, and evaluation processes that provide meaningful and measurable feedback

6) Develop an improved campus-wide process for student evaluation of instructor and advisor effectiveness

7) Develop an efficient and productive scheduling process to maximize use of resources

8) Foster relationships with public and private agencies

9) Review existing articulation agreements and develop new agreements to make the transfer process more easily navigable

10) Develop and implement a seamless recruitment, admission, advisement, and registration process.

11) Strengthen campus connections with alumni, parents, and families

12) Increase public awareness of the University's contributions to regional economic development

## Long Term

1) Expand undergraduate research and internship opportunities

2) Respond to the continuing and changing needs of both traditional and non-traditional students.

3) Develop a culture of evidence, accountability, and transparency

4) Increase diversity of the student body

5) Develop the campus as a culture center and regional destination point

6) Create and foster connections and partnerships with government, businesses, non-profits, and K-16 schools that foster development and economic growth