

Final Report of the Enrollment Working Group

Invent the Future Steering Committee

Executive Summary

The EWG was asked to carefully examine the assumptions and processes of our current enrollment strategy and recommend an enrollment approach that meets current and future challenges. Over the last three months our group has examined available data, identified what we feel are the most pressing needs to place UWGB in a competitive advantage in enrollment, and worked to generate suggestions for how to achieve our enrollment goals.

The EWG developed a vision statement to guide our process, and that we believe should guide UWGB's enrollment efforts.

Vision statement: UWGB seeks to be *the destination* for regional college students and all students seeking a high impact educational experience. We will:

- 1) Recruit students that better reflect the demographic composition of the region, and work actively to recruit a diversity of students from the region, the US, and the global community
- 2) Retain students by:
 - a) Supporting student success, with a focus on knowing and respecting students as individuals and providing individualized support (before, during, and after college)
 - b) Providing high impact, transformational educational experiences that promote successful careers and fulfilling lives
- 3) Recruit and retain students through persistent, wide-ranging and targeted marketing and promotion, to internal and external constituents, of UW Green Bay's high impact, transformational educational experiences and individualized student support.

Below we provide a basic overview of the specific issues/problems we explored and highlight the most promising strategies to address each. These are listed in order of priority. In the next section we present more detailed information about each issue, including summaries of relevant data, critiques of current strategies, and details about how to accomplish our recommended strategies.

Overview of Issues

1. **We currently lack a culture of institutional responsibility for enrollment.** We lack long term goals and benchmarks for recruitment and retention, as well as the institutional structures needed to support enrollment work. We do not put adequate resources (either financial or human capital) into enrollment efforts, given the critical role of this work in the financial stability of our institution. And our current budget decision-making model impairs the effectiveness of enrollment efforts by not allowing initiatives that demonstrate a positive impact on recruitment and retention to utilize the funds they generate.

Recommendations:

- a) Create strategic organizational structures for the work ("put someone in charge")
- b) Allocate resources in ways that are consistent with our enrollment priorities
- c) Build enrollment work into administration, faculty, and staff workload responsibilities; professional development; tenure and promotion guidelines; merit review criteria; and awards and recognition

2. **We do not effectively utilize the data platform tools we have purchased and currently use.** We need to better harness available data to more effectively communicate with prospective and newly admitted students and more effectively support the retention of existing students. We possess platforms that have the potential to share information about admitted students with departments, provide early academic progress data or allow advisors to keep sharable records of contact with students (d2l, SIS, the CRM), but we have not yet harnessed them to do so, due mainly to insufficient staff.

Recommendations:

- a) Create a group to oversee decision-making in the area of data platforms, comprised of IT staff, other staff who utilize the platforms, faculty, and students
- b) Provide the resources necessary to develop data tools and provide maintenance and support for their use
- c) Create data tools necessary to assist in recruitment and retention: a campus wide early alert system, a more productive CRM, an electronic storage method for advising records

3. **We underutilize the power of high impact experiences as retention and recruitment tools.** There is a significant causal link between student participation in high impact experiences (HIE) and retention. UWGB has the potential to improve retention enough to generate significant additional revenue, when comparing our retention rates to those of peer institutions in the UW System. Participation in HIE exerts a particularly strong impact for underrepresented students, which will be critically important as we seek to boost enrollment of diverse students. Finally, more effectively marketing HIE opportunities to prospective students and their families is an effective recruitment tool, showcasing our efforts to help students develop career skills and be more competitive on the job market once they graduate.

Recommendations:

- a) Grow the number and quality of HIE available to students, especially internships and undergraduate research
- b) Create a central office and position that oversees the development of HIE
- c) Utilize HIE as a marketing tool for prospective students and to build visibility in the community

4. **Our university website currently does not provide easy access to the information that students and parents want.** A significant redesign of both the actual website and the philosophy behind its uses needs to occur. Easy access to information is expected and required to compete in any market—prospective students become impatient when information is not available and will reject campuses based on their websites alone. Families and students need to see evidence that a UW-Green Bay education is affordable and relevant to their goals. And current students need to be able to easily access the information they need in order to maximize retention.

Recommendations:

- a) Employ an in-house design and support team so the website can be maintained and be innovative
- b) Conduct focus groups of prospective students to discover the information that they want to see on our website
- c) Design pages for prospective students (first year and transfer) that provide immediate access to financial information, campus life information, transfer credits and application processes
- d) Highlight student employability, graduate school, and other markers of student success

5. **We recruit fewer regional students than most of our peer UW institutions.** There is significant potential to boost enrollment of regional students, when looking at the demographics of

the NEW region and comparing our regional enrollments to those of similarly situated UW institutions. But in order to do so Admissions must have the resources to more effectively harness data on prospective students and target the needs of different student populations (e.g., traditional, transfer, diverse). We also need to find ways to identify and attract potential transfer students in the region.

Recommendations:

- a) Enhance our visibility to local high school students and their families
- b) Improve recruitment of transfer students from NWTC and other technical and two-year colleges

- 6. The population of UWGB does not adequately reflect the diversity of our community.** As a comprehensive regional campus, we have an ethical obligation to serve all local students, and we are currently under-serving local students of color. Better reflecting our regional demographic is also vital to the future survival of our campus.

Recommendations:

- a) Increase outreach and contact with underrepresented students and their families
- b) Increase and publicize support and opportunities for underrepresented students

- 7. We must enhance transition support for new students, particularly transfer and underrepresented students.** Although we provide a set of effective transition experiences for traditional first year students (i.e., FOCUS, first year seminars), we provide very little for transfer students beyond a 3 hour orientation program. In addition, we have few institutionalized programs targeted towards the underrepresented students who are most at risk of not being retained, and for whom our existing programs are less effective.

Recommendations:

- a) Connect more quickly, more personally and more intentionally with admitted students
- b) Create more effective orientation experiences for transfer students
- c) Utilize peer leaders more in transition efforts
- d) Ease the process of transfer credit evaluation for new transfer students
- e) Utilize the AIC and Office of International Education more in transition support for diverse students

- 8. We must better support students' path to graduation.** The support we provide for students in helping them to progress through their college education smoothly, successfully, and in a timely manner is critically important for retention. We currently face challenges in our advising system, in the effective utilization of resources such as career services, and in our ability to harness data to identify students requiring assistance.

Recommendations:

- a) Improve students' advising experience
- b) Enhance collaboration between Career Services and other offices and programs that work to support students' path to graduation
- c) Create an early alert system that allows us to identify barriers to students' path to graduation and intervene effectively
- d) Develop a data platform that allows advisors to keep track of contact with students and share information across advisors
- e) Effectively communicate our resources supporting success to current and prospective students and their families

- 9. We must create the perception of a more vibrant campus community with easy access to the city of Green Bay.** Despite a diverse array of well-attended activities on campus, a common student criticism of UWGB is a lack of things to do on campus. Some of this is likely due to the lack of walking proximity to restaurants, shopping and entertainment venues, coupled with a lack of viable transportation options for our residential students without cars. This issue also negatively impacts the capacity of students without cars to take advantage of internship or community service opportunities. Students are also concerned about the quality and cost of campus dining options.

Recommendations:

- a) Create a campus shuttle that provides students with transportation to business districts in the city.
- b) Reinstitute the practice that all FYS courses include a mandatory requirement of all students to attend three co-curricular events during the semester
- c) Explore ways to improve the quality and affordability of campus dining

Detailed Critique of Current Strategies and Recommendations

Issue 1: Creating a culture of institutional responsibility for enrollment

Critique of current strategies:

- We currently lack a cross-campus culture of institutional responsibility for enrollment. An array of factors contribute to, and are evidence of, this problem.
- First, we lack long-term goals and benchmarks. There are currently no such goals or benchmarks in place for campus retention. Recruitment planning occurs on a yearly basis (no long-term planning), and historically Admissions has not received guidance in terms of specific enrollment goals or targets. Most schools provide such goals and benchmarks, and have both shorter and longer-range enrollment plans.
- Second, we lack key institutional structures to support enrollment work. One of the foundational principles of effective institutional change is the need to “put someone in charge”. Although we have campus programs and initiatives across campus working on issues of enrollment, with the exception of Admissions there is little to no structural oversight of this work, which means that no one is truly accountable for reaching enrollment benchmarks. For example, we have no centralized “home” for retention-related work at UWGB. Instead, the programs and initiatives that enhance student retention at UWGB are housed in centers or offices across campus (e.g., FOCUS, the Phoenix GPS Program), or have no organizational structure at all (e.g., undergraduate research, internships). There is no institutional structure supporting collaboration or even communication between these entities, which creates inefficiencies such as duplications of effort and increased faculty and staff workload. This lack of institutional structure also means we have not established retention benchmarks, and no one is accountable for achieving retention outcomes. Many of our peer institutions have created positions that oversee and support transition and retention initiatives across campus. For example, UW Oshkosh has an Assistant Vice Chancellor for Student Engagement & Success, overseen by a Vice Chancellor for Student Affairs. It is not a coincidence that these institutions consistently outperform UWGB on retention and graduation rates.
- Third, our current budget decision-making model impairs the development of enrollment initiatives. Specifically, it does not allow initiatives that demonstrate a positive impact on recruitment and retention to utilize the funds they generate, nor does it utilize existing data on the effectiveness of campus initiatives in making resource allocation decisions.

- The current structure of University Marketing & Communications poses challenges for our recruitment and retention efforts. Right now UM&C reports to Advancement, and so spends significant time on print magazines and press releases, speech-writing, etc. This makes it difficult to provide sufficient time for recruitment needs. UM&C also does not currently work on web-based marketing, and currently does not have sufficient resources to cover and promote campus events, the visibility of which is important to recruitment and retention efforts. Peer institutions have integrated marketing teams within Admissions (e.g., UW Oshkosh, Winona State University), and the Adult Degree program at UWGB is able to staff their own marketing team due to their funding sources.

Recommendations:

In order to truly create a campus culture where enrollment is everybody's job, we must do three things:

1. **Create strategic organizational structures** for the work ("put someone in charge")
 - a) We must **develop long-term recruitment and retention targets**, with links to specific initiatives and benchmarks for each to meet towards these targets. Targets should be created for general enrollment, but also for specific populations of interest (e.g., low income students, students of color, transfer students).
 - b) We must **develop institutional structures** that effectively support enrollment initiatives and that track benchmarks and progress towards targets.
 - i. Specifically, we believe the university should create a position focused on retention-related initiatives - an **Associate Provost for Student Engagement & Success** (or alternatively a Dean or Special Assistant to the Provost). This position would be staffed by an existing faculty member, using a model similar to CATL or the Associate Deans. The primary responsibilities of the position would be to oversee retention-related initiatives on campus, to set and track benchmarks, and to assist in the development and maintenance of activities that promote student engagement and success, and therefore retention. They would need to be able to foster strong, collaborative relationships between faculty and academic staff. Ideally, this person would have experience in the student affairs and academic affairs aspects of student engagement and success, experience with program development and management in retention-related areas, and expertise in the institutional assessment of retention, engagement and academic success. Ideally we could realign existing offices and programs that work directly on student retention and success under this position, potentially including: the Office of Academic Advising, Career Services, the Tutoring Center, the Counseling and Health Center, the AIC, FOCUS, and the GPS Program.
 - ii. The university should also create a **Committee on Student Engagement & Success**, which works with the Associate Provost to create and track benchmarks, and which provides a mechanism for communication and collaboration on enrollment-related initiatives. This committee should be comprised of faculty, staff and students from across campus, and should include directors of offices and programs working directly or indirectly on issues effecting student retention (e.g., Academic Advising, the AIC, Student Life, Career Services, FOCUS, GPS Program, Admissions)
 - iii. Although focused on retention, these structures would also positively impact recruitment because it would expand and strengthen programs that are highly effective marketing tools for prospective students and their families and will provide an institutionalized mechanism for communication and collaboration between recruitment and retention initiatives.
 - iv. These organizational structures should work with the administration and relevant parties to set goals and track benchmarks, and to evaluate the progress of campus initiatives in meeting our goals. In short, the structures should hold us accountable as an institution for meeting our long-term targets.

2. **Allocate resources in ways that are consistent with our enrollment priorities.** We must make a significant shift in budget decision-making, to a model where initiatives that demonstrate a positive impact on recruitment and retention are able to utilize the funds they generate and where demonstrable impact is a primary determinant of resource allocation. In addition, we need to increase the financial resources available to enrollment efforts, such that these initiatives have resources adequate to accomplish the goals with which they are charged.
3. **Build enrollment work into administration, faculty, and staff workload responsibilities; professional development; tenure and promotion guidelines; merit review criteria; and awards and recognition.** If it is truly expected that everyone attend to issues of enrollment, then this should be clearly identified and evaluated in all faculty and academic staff positions, faculty and staff should be provided with the time in their workload to contribute to this work in meaningful ways and opportunities for professional development around enrollment-related issues, and the work should be appropriately acknowledged and rewarded.

Issue 2: Better utilizing the data platform tools we have purchased and currently use, so that we can better harness available data to support our enrollment goals

Critique of current strategies:

- We currently have a variety of data platform tools that we are underutilizing, but which have the potential to be more effectively utilized to support enrollment efforts. SIS is seen as the anchor for many other systems and has proven to be very solid and stable. D2L has been good to work with for most, but has a contract ending in early 2016. Pilots have been started using other products similar to D2L to determine if the UW system should change vendors. The use of a CRM (client relationship management) system as a general operational practice is necessary if we are to be competitive in our markets. But the current program needs attention, and potentially more human resources assigned to support it. If we are to have methods to reach out and communicate with students, or potential students, these software programs can assist us, if leveraged properly.
- We currently have no institutionalized early alert system at UWGB. The goal of such systems is to identify students who need assistance early, and provide the support and resources necessary to help them succeed. Without such a system, it is easy for students early in the semester, either new freshman or new transfer students, to fall short of the minimum academic requirements, which puts them at greater risk of not being retained. Our early alert efforts currently on campus are sparse and reach only small pockets of our students in transition. Athletics conducts a manual mid-semester grade check on student athletes by asking instructors to respond to an email requesting students' grades and any comments about their academic progress. The AIC has just begun trying to collect such data for multicultural students on campus. And the GPS program conducts week 6 academic progress checks for all students enrolled in the program via online surveys sent to instructors and students. In all of these efforts faculty response rates hover around 50% or less, since the reports are completely voluntary. We currently have no policy requiring that students receive a grade or feedback on their performance in a class until the end of the semester. Many other campuses require instructors to input mid semester grades into their course management system, or utilize other more systematic forms of early alert, including purchased products from data analytic companies.
- We currently have a CRM system, but are not maximizing its utility. A productive CRM has the capability to get the attention of, educate, and motivate audiences of all sizes. CRM's are often used to assist with recruitment of new students, inform or reach out to current students and to help stay in touch with alumni or donors. UWGB is in the fifth year of a five year contract with our current CRM vendor. The same CRM is used by Adult Degree, Admissions, and Nursing to assist in keeping track of applicants and where they are in the pipeline. Advancement uses its own CRM, and is currently happy

with this product's abilities. Data can be used to identify target audiences, but this is mostly done outside of the program by IT staff, or manually by CRM users. The vendor has promised updates to the software to better automate this process, but this has not been delivered yet. Although many other campuses are doing so, our CRM is not used for texting students or applicants at this time because UWGB has not purchased the CRM module which performs this function. The majority of CRM users do not have the tech skills to write/create anything beyond very basic events or campaigns within CRM, even after several sessions of vendor training. This is due to the limitations of the software, which requires some knowledge of software programming languages in order to function as designed. The number of users is also limited to the number of shared licenses purchased from vendor and installation of necessary software on users' computers, which makes the costs associated with expanding use on campus of concern. Many of the key staff who have been responsible for supervision of the CRM project have left or are leaving UWGB shortly.

- Many schools also utilize a CRM to create a “lifespan” system that can provide data from first contact through alumni relations. This system is used to track students' advising experiences, their academic progress, their campus involvements, etc. In short, it houses all information to support recruitment and retention efforts in one location. The advantage of this option is the “lifespan” capability and integration of data. The primary disadvantage is the cost to create and maintain this functionality, especially when the system requires site licenses for each user (i.e., we would need licenses for every faculty advisor who uses the system).
- To provide consistent and effective advising, advisors need the ability to document their work with each student and to see students' records of contact with other advisors. Such records need to be able to follow a student through their college career and from advisor to advisor to assist in keeping a student on track to graduation. We do not currently have the capacity to do these things at UWGB. Academic Advising and Adult Degree Advisors started using CRM during the 2013-14 academic year to keep notes on their advisees. Prior to this, notes were kept by individual advisors and not shared with others. Currently Faculty Advisors have no shared or centralized location for keeping notes on advisees. As stated above, the CRM is restricted by number of user licenses, so allowing all faculty advisors to use CRM for maintaining advising notes would have a notable cost for licenses and support. Although the Registrar's Office keeps records of student petitions or appeals, but these are not available to all advisors for viewing.
- Many schools have an analyst who helps Admissions monitor data for trends and assists in better utilizing CRM systems to track and facilitate contact with prospective and newly admitted students. We do not have such a position.
- Better utilizing our data platforms has clear value in our recruitment efforts, as it will allow more effective communication with prospective students. It also has clear value for retention efforts, as creating early alert functions and ways for advisors to keep better track of their contact with students and communicate more effectively with them will both act to boost retention on campus. More effectively utilizing our data for retention efforts can also serve as a powerful recruitment tool, as we can market our use of these strategies to demonstrate to prospective students and their parents that we are proactive about their success.

Recommendations:

1. **Create a group to oversee decision-making** in the area of data platforms, comprised of IT staff, other staff who utilize the platforms, faculty, and students
2. **Provide the resources necessary** to develop data tools and provide maintenance and support for their use
3. **Create a campus wide early alert system**
 - a) Activate the Mid-Term Grade field in SIS to hold the grade so it is viewable for students and available to be queried.

- b) Develop SIS query to identify students doing poorly in more than one course and alert their advisors of performance concern.
 - c) Make advisors responsible for reaching out to these students and meeting with them to discuss what is happening and talk about options with the student.
- 4. Create a more productive CRM**
- a) Establish a small (3-4) CRM oversight group to be responsible for overseeing the contract, implementation of the product, developing policies, such as user access levels, protocols/ procedures for users to follow, and the prioritization of work for IT support staff.
 - b) Work with current vendor to get product working at the level promised by original contract, or search for new vendor with similar services already operational.
 - c) Hire either a permanent position, or at minimum an 18-24 month LTE tech position to extract quality data, develop events and write campaigns. This position should also be responsible for documenting these processes and provide training to other users to enable more robust use of the software.
 - d) Purchase and develop uses for texting module to assist in communication with students and applicants.
 - e) Explore the feasibility of a “lifespan” CRM product for campus.
- 5. Create an electronic storage method for advising records**
- a) Test and launch a newly introduced feature in SIS which has the capability to keep and maintain advising notes which would be connected to a student’s SIS account.
 - b) Create an expectation that all advisors are using a centralized notes system, either in SIS or CRM, to provide history and continuity of service to students.
 - c) Create policy to keep records of all advising sessions to assist as supporting documentation for student appeals, outreach efforts and reminders for students of their past advising sessions.

Issue 3: Increasing student participation in high impact experiences and more effectively marketing these experiences to prospective students and their families

Critique of current strategies:

- High impact experiences are a powerful way to boost student retention and success, especially for the diverse student population that we are seeking to serve more effectively at UWGB. High impact experiences (or HIE) are defined as highly engaging learning experiences that involve practice in real-world environments, significant time on task and effort, frequent and constructive feedback, and substantive engagement with faculty and diverse others. They include activities such as service learning, internships, research with faculty, study abroad, and first year seminars. A growing volume of research suggests that participation in high impact experiences exerts a significant positive impact on retention, graduation, and GPA, and these effects are particularly strong for historically underserved students. For example, higher HIE participation in the first year of college for UWGB’s 2013-14 cohort is associated with significantly higher retention, GPA, and number of credits earned in students’ second year. Data from the 2014 NSSE (National Survey of Student Engagement) indicate that UWGB students participate in fewer high impact experiences than their peers at other UW institutions (e.g., by their senior year 57% of UWGB students report participating in service learning and 17% in research with faculty, as compared to 67% and 26% of students in peer UW institutions, respectively). However, results from a 2012 survey of faculty and departments at UWGB suggest that many do offer such opportunities to students and would like to expand their offerings. Therefore, growing student engagement in high impact experiences would be feasible to implement and highly effective in boosting retention rates at UWGB, especially for diverse and/or low income students. And marketing these opportunities to prospective students and their families would be an effective

recruitment tool, showcasing our efforts to help students develop career skills and be more competitive on the job market once they graduate.

- Our peer institutions are moving to institutionalize HIE in their curriculum. For example, Recently, UW-Oshkosh reformed its General Education program to include internships with local non-profits and businesses. Although we now have First Year Seminars as a required part of our General Education curriculum for first year students, and study abroad fulfills a General Education requirement, we are behind many of our peers when it comes to other HIE. A few departments do require student internships, and others allow internships to count towards upper level requirements. However many of the HIE opportunities we provide do not count towards major or general education requirements (e.g., undergraduate research, peer mentoring).
- There is greater student demand for many HIE than we can provide given existing curricular pressures and workload and compensation policies. For example, Human Development typically has 2-3 applicants for every Research Assistantship position they offer. The Peer Mentor program for First Year Seminars typically receives 50% more applications than they have positions available. Although many faculty and departments would like to provide more HIE to their students, there are significant institutional barriers to doing so. In the 2012 HIE survey UWGB faculty reported the primary barrier was not having the time given their course load (i.e., that these experiences were not typically counted as part of their teaching responsibilities and that they had other more pressing responsibilities for courses that must be “covered” in their curriculum), and that providing HIE were not considered adequately in tenure and promotion or merit review guidelines (and so they felt pressure to spend less time on HIE and more time on the activities that “count”).
- UWGB currently has an exciting opportunity to significantly expand RSCA experiences for students on campus. As a result of the great work our campus team has done with CUR (Council on Undergraduate Research) as part of their program on Institutionalizing Undergraduate research within Systems and Consortia over the last three years, UWGB has been invited by CUR to participate as “exemplar” institutions in the next phase of CUR work, a 4 year NSF-funded project to transform college curriculum to engage students in research. UWGB is one of only 4 campuses from across the country that have been invited to participate by CUR, and this work will allow us the resources and developmental support to dramatically expand research-related HIE on campus. In addition, in fall 2014 our campus created a grant in aid of research for student researchers, allowing them up to \$500 in funding to support student travel to present their research at professional conference.
- It is currently quite difficult for most students to access information about HIE’s on campus. For example, we lack a comprehensive, centralized, easily searchable database of internship opportunities, a system which many of our peer institutions possess. Instead, much internship information at UWGB is located on individual department websites (if available at all), with no link to a centralized database. We also lack a centralized database of opportunities to participate in undergraduate research, scholarship and creative activities (RSCA) with faculty. Currently students access information on RSCA opportunities from departmental websites (when available), or through conversations with individual faculty. Supported by grant funding from the UW System, we are in the process of developing a database that will allow us to post RSCA opportunities from across campus in a centralized, easily searchable way.
- We also need to find ways to help students understand the value of HIE’s and make intentional decisions about participation. Currently students in the GPS program complete a HIE plan that involves discussion of the value of HIE, student guest speakers who discuss the impact of the HIE they’ve participated in, and then asks students to research a variety of opportunities and develop a plan for participation in 8 activities over the course of their college career. This work has been highly successful, as by the end of the first year GPS students report participating in over twice as many HIE’s as non-GPS first year students. As a next step, it is important that we help students to effectively explain the value of the HIE they’ve participated in to prospective employers.

- We provide many programs and resources that should be very appealing to prospective students (e.g., First Year Seminars, undergraduate research opportunities, the Phoenix GPS Program, a problem-focused education), however we are not effectively conveying information about these programs and resources to prospective students and their families. Peer institutions do a better job sharing information about these experiences in local media outlets, through more outward focused web-sites, during community events, etc.
- An underutilized HIE on campus is student employment. Research indicates a direct link between campus employment, retention and GPA. As an example, for the 2011 cohort, 71% of new first year and 74% of new transfer students who worked on campus have either graduated or were still enrolled at UW-Green Bay in fall 2013, as compared to 55% and 59% of cohort members without campus employment, respectively. However a smaller percentage of our first year students work on campus, as compared to our peer UW institutions (13% v. 20%, for 2011).

Recommendations:

- 1. Grow the number and quality of HIE available to students.**
 - a) Set a **campus-wide goal of participation in four high impact experiences** by graduation.
 - b) **Provide faculty reassignments and adequate compensation** so that faculty can participate in HIE. Build this work into guidelines for tenure and promotion as well as merit.
 - c) **Aggressively pursue funding opportunities** to expand our offering of HIE, such as participation in the NSF grant with CUR (the Council on Undergraduate Research).
 - d) Utilize data platforms to **create a system that records student participation in HIE** and places this information on student transcripts. The badge system being proposed by the Academic Portfolio working group would be an effective way to do so.
 - e) Provide **professional development opportunities** on HIE's for faculty and staff.
 - f) **Increase student support for participation** in HIE (monetary [e.g., new Grant in Aid of Research for students], logistical [e.g., transportation])
- 2. Create a central office and position that oversees the development of HIE activities on campus as well as promotion of these activities (i.e., an Associate Provost for Student Success or a Director of High Impact Experiences).** This position will coordinate and centralize information, publicity, and requirements for high impact experiences through a central office and give this office an accessible web presence.
 - a) This position could oversee the development and maintenance of **centralized databases** for internship, RSCA, and perhaps other HIE opportunities.
- 3. Utilize HIE as a marketing tool for prospective students and to build visibility in the community**
 - a) Profile student research, student interns, products of capstone courses, service trips, study abroad, etc. on the website in a visible and celebratory way.
 - i. E.g., Link to videos in which students talk about their high impact experiences
 - b) Use internships, service learning, and other high impact experiences to gain visibility in the community.
- 4. Increase student opportunities to participate in internships.**
 - a) Reach out to the Green Bay community to create more internship opportunities for students.
 - b) Extend internship opportunities to first and second year students.
 - c) Create a central location that disseminates information about all internships.
 - d) Use a campus shuttle or other transportation options to help students access internship locations.
- 5. Increase student opportunities to participate in RSCA (research, scholarship and creative activities).**
 - a) **Support campus participation in the NSF-grant-funded CUR program.**
- 6. Boost student employment opportunities on campus**

- a) Create more paid employment opportunities for our students, such as paid peer mentor and peer advisor positions. Increase opportunities for first year students to access campus employment.
 - b) Improve the structure and support for student employment by offering a campus wide orientation program, job fairs and continued training/professional development opportunities.
 - c) Effectively promote campus employment opportunities, and the value of on campus employment, to prospective students and their families
7. **Provide more opportunities for our students to become stakeholders in their education** at UWGB (e.g., increase student committee participation)

Issue 4: Redesigning the university website to provide more easy access to the information that students and parents want

Critique of current strategies:

- Chancellor Miller has identified the internal focus (“intranet”) of the campus website as a top priority. A significant redesign of both the actual website and the philosophy behind its uses needs to occur. Easy access to information is expected and required to compete in any market—prospective students become impatient when information is not available and will reject campuses based on their websites alone. Families and students need to see evidence that a UW-Green Bay education is affordable and relevant to their goals.
- Given the time requirements for a complete redesign, a temporary partial fix is in place. A temporary homepage fix with a focus on enrollment went live January 16. CMS will be phased-in starting in the next few months. Once the move is made and training takes place, departments will be able to manage more of the content for their areas. A total website redesign will take place once a CIO is hired and web-development resources are addressed. Website redesign is generally an 18 month process even if done externally. There is a proposal for a web/marketing team on the Chancellor’s desk.

Recommendations:

1. **Purposefully and intentionally redesign the campus website** to focus on recruitment and retention and to make resources clearly accessible.
2. **Design pages for prospective students** (first year and transfer) that provide immediate access to financial information, campus life information, transfer credits and application processes.
3. **Use focus groups representing prospective student populations to discover the information that *they* want to see.** The design of the website should give immediate access to the information that prospective students want to know rather than to focus on the information that we think they should have.
4. Highlight student employability, graduate school, and other markers of student success.
5. **Employ an in house design and support team** so the website can be maintained and innovative.
6. **Make the website more interactive**, for example, with chat features for financial aid and admissions. Provide check lists for admissions processes.
7. **Develop a search engine optimization strategy tied to our brand.**

Issue 5: Recruiting more regional students

Critique of current strategies:

- The Provost, Chancellor and Enrollment team have developed a temporary recruitment plan for the immediate year that seeks to significantly increase our yield. The Admissions Office implements a comprehensive recruitment plan including: travel, on campus events, a large communication plan

(both paper and electronic) which is focused on all traditional undergraduate students. The Admissions budget for recruitment has been static for many years. Due to increasing costs and development of new recruitment efforts, in recent years, the chancellor's budget has helped fund additional marketing and recruitment activities.

- A new grant that covers application fees for students in Green Bay and regional high schools currently has had a positive impact on local applications.
- Current recruitment efforts are hampered by the need for a data analyst. Admissions implemented a CRM (customer relationship management) tool two years ago. This is a powerful tool, but requires staff resources to harness the data and use it to aid in recruitment. Right now, two members of the Admissions team have been assigned to spend a good amount of their time creating content that will be shared, building and testing queries, cleaning up data, developing new functionality. These are very time consuming tasks and it has been slow going due to increased demands on the Admissions Office. The Director of Admissions has created a position description for a proposed position to be responsible for the duties above, thereby freeing up the recruitment staff to focus on external recruitment activities.
- It is very difficult to identify potential transfer students outside of the population at 2 year schools, and it's a very competitive environment for prospective transfer students at these schools (i.e., all local 4-years are competing for these students, and internally we even "compete" with Adult Degree). There has been some attempt to address issues of transferability of credits through participation in the NEW ERA Faculty Dialog Group. Although there was some agreement that individual course transfer agreements are very confusing for students and global agreements would be easier to navigate, no data was collected to examine these perceptions.
- At this point in time, and given the fact that approximately 50% of your graduates begin at UWGB as transfer students, very few resources are devoted to transfer students. The list of things that Admissions would *like* to do and has identified as important includes: (a) a timely process for determining transfer credits; (b) a centralized location for articulation agreements, (c) marketing materials directly intended for transfer students/cohesive recruitment efforts, and (d) program-specific transfer guides.
- There is a 3 hour orientation program for new transfer students, but it is nothing like the scale of FOCUS.
- Anecdotally, transfer students slip through the cracks in terms of course transfers and orientation and this causes a "public relations" problem for other potential students.
- We currently have much less information on prospective out-of-state students, enrollment targets, etc than we do for international students, even though out-of-state students also generate significant revenue.
- Overall, existing strategies are more limited by resource constraints than by will or knowledge. Resources need to be dedicated so that recruitment can be effective, not as a one approach fits all mechanism, but targeted to the needs of traditional students, transfer students, diverse students, veteran students, etc.

Recommendations:

1. **Enhance our visibility to local high school students and their families.** From billboards to tables at events, other UW System schools (most notably, but not exclusively, UW-Oshkosh) have a large visible presence in the region. The university needs to take advantage of the popularity and visibility of UWGB events to share the value of a UWGB education with receptive audiences and community partners. This efficient strategy leverages existing popular programs and sports and builds image and credibility.
 - a) Support externally-focused entities on campus (e.g. Athletics, Weidner Center, Summer Camps, Music, Theatre) to include recruitment materials, Social Media, and/or staffed tables at events.

- b) Expand UW-Green Bay presence (e.g. billboard or poster advertisement, recruitment materials, staffed table) at community events such as UWGB Athletics at Resch and Kress Centers, on Campus Concerts, regional Musical Ensemble Tours, History Day, Academic Decathlon, State Solo Ensemble, AP Exams, WSMA State Honors Camps, UWGB Summer Camps, and UWGB Hosted Athletic events.
 - c) Host an annual Academic Fair for high school students and their families. Financial Aid, Admissions, all student support services, and all academic areas should be represented.
 - d) Hire a bilingual recruiter in the Admissions Office.
 - e) Provide grants for application fees for students in Green Bay and regional high schools.
 - f) Utilize CCiHS courses as recruitment opportunities.
 - g) Better utilize Phuture Phoenix as a recruitment tool.
 - h) Utilize students, especially alumni of local high schools, more in recruiting events in community.
 - i) Hire a business analyst to help Admissions monitor data for trends and to assist in better utilizing CRM system to track and facilitate contact with prospective students.
 - j) Utilize scholarship competitions, perhaps with an on-campus component, to recruit high achievers/Segment recruitment approach to specifically target high achievers.
 - k) Automatically offer scholarships upon admission to National Merit semi-finalists and all students with a designated ACT/GPA combination. (For example, a 3.8 or greater GPA and a 26 or higher ACT.)
 - l) Provide funding to staff the Admissions Office during off-hours (e.g. during on-campus weekend events, after traditional working hours).
 - m) Provide funding for increased outreach activities.
 - n) Improve and market campus amenities, events and transportation.
2. **Improve recruitment of transfer students from NWTC and other technical and two-year colleges.** The UW-Colleges are intended in part as transfer schools within the UW System. Students are able to meet general education requirements at a lower cost than at the four year campuses. NWTC and other technical colleges market the value of their education effectively. In both cases, many students (often first generation college students) from northeastern Wisconsin begin their path to college at one of these types of institutions. Increasing practices, efficiencies and relationships with transfer students builds and sustains the enrollment pipeline for our future.
- a) Increase the efficiency of the course/credit transfer process (and accepted credits), especially with NWTC, including developing a comprehensive list of how courses and programs from NWTC transfer in to UWGB.
 - b) Market that transferability, including a transfer-student-specific link on the campus web site.
 - c) Put a recruiter at NWTC weekly.
 - d) Increase use of transfer fairs at UWS Colleges and other transfer-oriented schools.
 - e) Increase number of scholarships for transfer students.
 - f) Boost marketing support, including development of integrated marketing teams.
 - g) Make UWGB available for select/targeted NWTC evening courses, such as those leading to a transfer into the Engineering Technology Major. This would increase NWTCs availability to East Side residents, and acclimate potential transfer students to our university.
3. **Improve and publicize resources for students with dependents.** Students with dependents are a growing population in the region. Nearly all other UW-campus have on campus childcare, and NWTC offered childcare vouchers. Currently, we have little or no directed recruitment of parents and many of our policies assume all students will be free of care responsibilities.
- a) Offer innovative, efficient and convenient on campus childcare.
 - b) Provide targeted support during Admissions, perhaps using a network of existing students who are parents

- c) Advertise and enhance our support for parents, including assistance with accessing government resources
- d) Consider how our scheduling and in-class policies impact those with care responsibilities

Issue 6: Increasing the diversity of UWGB to better reflect the diversity of our community

Critique of current strategies:

- Application, enrollment and graduation data all show that diverse students are not represented at UW-Green Bay in the numbers that should be present based on the demographics of the region. As a comprehensive regional campus, we have an ethical obligation to serve all local students. Better reflecting our regional demographic is also vital to the future survival of our campus. Students need to see that others like them are represented and successful on campus. Families need to see that their students will be supported on campus. But we are currently not adequately serving local students of color. As of December 2014, 44% of Green Bay School District juniors and seniors are non-white, as compared to just over 9% of UWGB students. The vast discrepancy between these numbers clearly indicates that local non-white students are choosing not to attend UWGB, a fact born out in UW system data on the number of students enrolling in UW schools by county. But these data also point to a significant opportunity – we must find ways to better connect to local diverse students and their families and provide the type of educational experience they are seeking.
- We engage in less contact with parents of prospective traditional-aged students than many of our peer institutions, and seem to rely too heavily on email communication during the admissions process, which may come across as “uncaring” to prospective students and their families and negatively impact our ability to communicate with those who do not have regular access to the internet. Although the utilization of email is understandable given the significant resource constraints the Office of Admissions face, it is especially problematic for the recruitment of diverse students, as direct contact is especially influential in their recruitment. For example, peer UW schools have Admissions counselors hired specifically to work with multicultural admissions (e.g., UW Steven’s Point) and do home visits with prospective diverse students (e.g., UW Oshkosh). UWGB has only one recruiter for students of color, who works in the Admissions Office. Other schools also advertise directly in outlets utilized by different cultural groups, such as the statewide Hmong magazine or bi-weekly Hispanic newspaper or on downtown billboards (e.g., UW Oshkosh). Other schools also target diverse students early, with programs and events that bring them to campus, such as UW Steven Point’s multicultural leadership program for local high school students.
- The energy and enthusiasm of the Admissions and AIC staffs is a significant strength in our work to boost diverse enrollment. But there are resource issues that limit the effectiveness of both recruitment and retention of a diverse student population. Finally, support of diverse students is largely relegated to the AIC, and while many faculty members do care about the success of all students in their classes and the overall demographics of the campus, efforts to address recruitment and the achievement gap are individual and fragmented. There is not a unified campus effort in these areas.

Recommendations:

1. **Increase outreach and contact** with underrepresented students and their families
 - a) Hire additional recruiters specifically to recruit diverse students using recruiting practices that are known to be effective, including home visits to prospective diverse students and their families.
 - b) Diversify recruiters, support staff, and recruitment/support approaches to recognize and address the varying needs of different diverse populations and individuals. One approach does not fit all!
 - c) Utilize multiple media for reaching out to under-represented families. Not all have in-home access to electronic resources. Personalized direct mailings, advertisement in media such as ethnic newspapers, and presence with ethnic organizations should be part of the recruitment

process. Suggested points of contact include the newsletter for Catholic/Hispanic parishes, Hmong Community Church, and African American churches.

- d) Use diverse student representatives to recruit at local high schools.
 - e) Develop and moderate a Spanish Language Facebook group, and family support group “Familia de un ave fénix”
 - f) Enhance transferability with two year tribal colleges and place recruiters on site at those colleges on a regular schedule.
 - g) Develop bi-lingual recruitment materials.
 - h) Develop 3 year, 5 year, and 10 year plans with specific goals for diverse populations.
 - i) Develop under-represented group-specific materials for high school recruitment highlighting recent graduates from that group and published bilingually.
2. **Increase and publicize support and opportunities** for underrepresented students
- a) Provide on-campus day care and support students with family/care responsibilities.
 - b) Increase funding and staffing for the AIC.
 - c) Hire bilingual counselors and advisors.
 - d) Develop summer bridge programs to increase student success.
 - e) Hire more diverse staff (teaching and other) across all areas of the university.
 - f) Highlight opportunities for under-represented students at UW-Green Bay (e.g. research opportunities in the Hmong Studies Center)
 - g) Increase course content in multicultural subjects.
 - h) Develop and maintain Spanish Language Facebook groups for study support.

Issue 7: Boost transition support for new students, particularly transfer and underrepresented students

Critique of current strategies:

- Our FOCUS program is quite effective in supporting students’ initial transition to UWGB. We successfully register over 90% of our incoming students during June R&R, and a high percentage of incoming first year students participate in, and find valuable, our Orientation program. However we currently provide very little support for transfer student transition to UWGB, with a brief 3 hour orientation and no support programs such as FOCUS Orientation or First Year Seminars. Developing these types of transition support services could significantly enhance retention of transfer students and also serve as an effective recruitment tool for prospective transfer students.
- We have recently added First Year Seminars to the general education curriculum for all first year students at UWGB. Past data has found a significant positive impact of seminar participation on student retention and engagement in the first year.
- The Phoenix GPS program, started in 2013-14, is exerting a significant positive impact on retention and engagement of underrepresented students. Over 81% of the students who participated in 2013-14 are still enrolled at UWGB in Spring 2015, as compared to 68% of underrepresented students who did not participate. GPS students also have higher cumulative GPA’s, are significantly more likely to have declared a major and have participated in a significantly higher number of high impact experiences, as compared to non-GPS underrepresented students.
- The first year is a critical point for student retention. We lose almost 24% of our students before the start of the third semester. This means our transition resources may be an important tool in our retention toolkit.

Recommendations:

1. **Connect more quickly, more personally and more intentionally with admitted students.** Admissions should provide lists of admitted students to be distributed at designated times to key players in the semester. Department chairs, faculty, student advocates and general advisors should reach out to students upon admission to discuss interest in a potential major or to answer questions.
 - a) Professional advisors could call transfer students that have been admitted but have not enrolled as of a certain date.
 - b) An Ambassador with a hometown in a certain area could reach out to newly admitted students from that same location.
 - c) Peer advisors can take part in Admitted Student Days to assist Admissions with student/parent questions.
2. **Create more effective orientation experiences for transfer students.**
 - a) Move responsibility for transfer student and international student orientations to FOCUS, and increase resources for programming. One option would be to charge incoming transfer and international students the FOCUS fee we currently charge new first year students.
3. **Utilize peer leaders more in transition efforts.** We need to better utilize our student ambassadors, peer mentors and peer advisors as contacts for newly admitted freshmen and transfer students. Moreover, we need to develop these programs, preferably for pay, in a way that creates a pipeline so we are not drawing from the same students. This will also allow us to run “lean” by doing more without creating additional professional positions. Ambassadors, peer mentors and peer advisors already exist. We must strengthen, diversify and grow these groups.
4. **Ease the process of transfer credit evaluation for new transfer students.** We must examine transferability of courses and expedite the decision on what courses transfer. Moreover, we must allow our transfer students to interact with faculty advisors much more quickly upon admission.
5. **Utilize the AIC and Office of International Education more in transition support for diverse students.**

Issue 8: Better support students’ path to graduation

Critique of current strategies:

- There is significant room for improvement in students’ advising experiences. One very significant factor here is the student to advisor ratio at UWGB. We currently have 5.2 full-time advisors to serve our entire population of students (excluding Adult Degree). Surveys of student advising experiences consistently indicate that students perceive problems with both the structure of the advising experience and the content of the advising. Currently at UWGB many declared students are still utilizing general Advisors (from the Office of Academic Advising) as their primary advising source. For example, during 2013-14 almost 30% of the students Academic Advising met with were juniors and seniors with declared majors. This means that many of our declared students are not utilizing the faculty advisors in their majors, who should provide better advising on major requirements and career options. This also minimizes the time General Advisors can spend working with undeclared and new transfer students, the population their office is designed to focus on. The lack of clarity about advising responsibilities also impairs the quality of advising that students receive from faculty advisors in their majors and can impair timely progress to degree. These problems with our advising process have a significant impact on retention, as students seek out other campuses with a more clear and effective advising process. They also exert an impact on recruitment efforts, as students share their frustrations about advising and their academic progress with others in the community. There is currently an Advising Task Force, created and led by our Director of Academic Advising, and made up of faculty, staff and students from across campus, working to tackle many of these issues. But there must be support from administration to make a significant positive change in students’ advising

experience. Academic Advising has also created a Peer Advising program this year, which trains undergraduate student to provide basic advising support about how to register for courses and understand the general education requirements. These peer advisors have been utilized to provide information sessions in residence halls and first year seminar classes, and provide additional support in the office of Academic Advising during the walk-in periods before course registration.

- The AIC is established to be a point of support and liaison in connecting students to resources, and provides critically important support for our multicultural students. Dr. Mallett is putting an increasing focus on connecting to students, personally meeting with 300 of the 650 minority students during the fall 2014 semester. As a result, the AIC has seen a significant increase in student traffic in the center. However, a recent survey conducted by the AIC makes clear that there is still work to be done to increase student accessing of the center resources. For example, 81% of the minority students who responded to the survey reported not utilizing the AIC, and 68% were not aware of the services that the AIC offers. The AIC is working to improve student knowledge and accessing of the center in many ways, for example hosting Welcome Back Gatherings that showcase their different student organizations in the fall semester, beginning study table nights at the AIC, and sponsoring a Celebration of Success event in the spring. Supporting our diverse students' paths to graduation is an ethical imperative as we seek to grow our enrollment of diverse students. We must provide the support students need, especially if we are recruiting them with the promise of these supports.
- A significant limitation in our capacity to effectively support students' path to graduation is the limitations of our data platforms. As stated in section B above, creating early alert systems as well as tools to keep track of advising interactions and share information across advisors would significantly enhance our ability to support students' path to graduation.
- Scholarship opportunities assist with our recruitment efforts but also help to ensure continued academic success. Per statistics released by University Advancement, 85% of students who receive a scholarship of at least \$1,000 were retained from freshmen to sophomore year, yet only 6% of our students receive an institutional scholarship.
- We need to work to boost the impact of Career Services. Assistance in career exploration, resume development, and job searching is a vital part of our work to support students' path to graduation. Although students who do use the services find them useful, many students are not utilizing the services, due both to a lack of visibility to students and structural barriers to using the services.
- Many campuses have created "one-stop shops" for the services that students' need most to support their path to graduation – often including academic advising, career services, tutoring, and even the counseling and health center.

Recommendations:

1. **Improve students' advising experience.** We must continue the work of the Advising Task Force and implement the changes they recommend.
 - a) We must enforce our split-model of advising so academic departments are talking with students in majors about careers, internships and research. This allows general advisors to focus on assisting new freshmen, transfer and undecided students. Participation for general advisors in first year seminars is vital.
 - b) Since general advisor workloads are so high, the newly created peer advisor programs should be broadened to support and the student to advisee ratios reduced.
 - c) Excellent faculty advisors must be rewarded for exceptional advising. Advising duties must be included in merit.
 - d) Academic departments should identify lead advisors for each program, provide office hours and curriculum guides for students.

- e) We must create an advising webpage for students and advisors, accessible from our homepage, that explains the importance of utilizing advising, serves as a resource for students, and explains our complete university advising model.
- 2. **Enhance collaboration between Career Services** and other offices and programs that work to support students' path to graduation. Career Services must be improved and collaboration increased across campus. The involvement of this office is so important in path to degree yet it's difficult to get collaborative involvement on student retention issues. There are many ways we can enhance career success.
 - a) We need to market our graduation statistics more openly on our website and webpages and continue to collect and assess our graduate survey information.
 - b) We must improve and centralize the internship experience. We may want to consider an internship coordinator or area on campus in which these experiences are housed.
 - c) We must be a resource for our students by providing effective career counseling with an open-door policy.
- 3. **Create an early alert system** that allows us to identify barriers to students' path to graduation and intervene effectively.
 - a) Grade reports should be administered or grades provided for advisors attempting to track students.
 - b) GPA reports should be routinely provided to department chairs for follow-up by faculty advisors.
 - c) We need to consider an "in house" or early alert tracking software system that helps us in the areas above.
- 4. **Develop a data platform that allows advisors to keep track of contact with students and share information across advisors.** There seems to exist a lack of trust in access to important functions in SIS or otherwise. We must begin trusting our advisors and staff that work closely with students on an "academic need to know" basis.
- 5. **Effectively communicate our resources supporting success to current and prospective students and their families.** With the cost of higher education, students and families need to know that support services are available to ensure student success. Students and families, especially first generation and diverse students, do not always know how to find resources when they need them. UWGB has resources to serve specific populations of students but the visibility of those resources (availability and value) must be increased. Centralized, user-friendly, targeted communications regarding resources should be available to support student success to all audiences who might benefit, internally and externally.
 - a) Highlight support services for academic success in appealing and visible ways during campus tours. They should also be accessible *together* electronically on the campus website (and perhaps physically as well)
 - b) Create a Spanish Language Facebook group for student support
 - c) Identify access points for specific populations (e.g., transfer students, veterans, first generation students, under-represented populations, etc.) and communicate them clearly and in multiple formats including, but not limited to, the campus website.
 - d) Enhance the following support services and increase their visibility on the campus website:
 - i. Student physical and mental health services.
 - ii. Tutoring opportunities.
 - iii. Student/peer advisors.
 - e) Use application materials to create email database of parents/guardians for regular communications (e.g., about how to support their students, issues commonly faced at different points during the first year, etc.)
- 6. **Improve scholarship opportunities for students.** We should centralize scholarship application processes across campus to increase the visibility of scholarships available and assist parents and

students in finding opportunities. This could be done by purchasing software or developing a system for our campus. Simplifying the scholarship process for students would break down the barriers that exist within the administration of our current program.

Issue 9: Creating the perception of a more vibrant campus community with easy access to the city of Green Bay

Critique of current strategies:

- Students often complain that there is nothing to do in the evening and on the weekends on campus. These complaints create the *perception* that UWGB is unfriendly and lacks a total “Campus Experience”. According to recent prospective studies of UWGB students’ transfer intentions, the most common reasons why students who eventually leave UWGB report considering leaving are: (1) not enough to do on campus (60.9% report), (2) campus isolation from rest of city (58.7% report), major not offered (32.6% report), difficulty making friends (23.9%), wanting to move closer to friends or romantic partner (19.6% report), and not feeling comfortable on campus (17.4% report). Academic and financial issues were less commonly reported (8.7% and 13.0%, respectively). These data suggest that retention initiatives focusing on the interpersonal aspects of the college transition and sense of belongingness on campus may be effective in boosting retention.
- The Office of Student Life and its Director Lisa Tetzloff have made significant advances in improving a sense of campus community during the past decade. In the last decade, the number of weekend campus events has jumped from 60 to 265 (last year’s figure). Student Life programming is both engaging and well attended by students. Nonetheless, students continue to report that there is nothing going on campus. This suggests a problem with student perception, as opposed to actual lack of opportunities.
- A common concern voiced by our residential students is the distance of campus from the city of Green Bay, and the lack of viable transportation options for those without cars. Currently students can use the Green Bay Metro bus system for free with a campus ID, and there are fleet vehicles available to students for a minimal fee. But in many ways we assume that our students have their own vehicles for transportation, and students who do not are at a significant disadvantage in terms of internship opportunities as well as access to basic needs such as grocery stores. Though an environmentally sustainable and economical choice, the public transit system is slow (2 hours one way to Bay Park Mall) and does not provide service in the evenings, which is prime time for students, and no service at all on Sundays. Many students choosing to live on campus do so because they do not own cars or wish to drive in the city.
- Students are also fairly dissatisfied with on-campus dining options, particularly the price and quality of food choices. Union Director Rick Warpinski is aware of these issues and consistently strives to make improvements, such as creating a salad bar to increase healthier food choices. UWGB contracts with A’viands and the vendor contract will expire next year. A handful of UW campuses self-operate their campus dining (Platteville, Stevens Point), but those campuses have many more students enrolled in campus dining. Platteville, which is of similar size to UWGB, has four times the number of students enrolled in a campus-dining program. This means more money for self-operation. Becoming a self-operated dining campus may not be possible for UWGB because it requires enormous cash investment for food stock - money up front that we no longer have. Another student complaint that could be addressed is the retail ticket prices students pay each meal.

Recommendations:

1. **Create a campus shuttle** that provides students with transportation to business districts in the city.

- a) Campuses that use a shuttle service (e.g., UW Platteville, UW Stevens Point) tend to have more than one route operating at various intervals depending on that route. For example, University of Wisconsin Platteville and its Pioneer Transit utilize three different routes: a campus route that runs from 7:00AM until 8:00PM every half hour, a dinner route that runs from 4:30PM until 7:30PM every 20 minutes, and a shopping route that runs from 1:00PM until 11:00PM every one hour.
 - b) Bringing a shuttle to campus would reassure parents of first-year students that there is a system with trained drivers that provides safe and reliable transportation year round. Students could get to the things they needed without taking several hours to get to the pharmacy or mall using the city transit system. It is also environmentally friendly. By bringing shuttles to campus, we could potentially cut down on the number of vehicles that travel to and from town.
 - c) Seek out the business of a local dealership to supply us with a two 15-passenger vans and one 7-passenger minivan. Recognizing that three vehicles is ambitious, we decided on such for two reasons: we could have overlapping route times between the two 15-passenger vans, and should one van break down, we could still operate.
 - d) Once we have the vehicles (and hired trained drivers), we propose two routes and possibly a third, if open to the community. The first shuttle would run on Saturdays and Sundays from 8:00AM until 6:30PM, and it would run in a loop that incorporated a grocery store, a pharmacy, the mall, and other businesses that fit into such a loop. Moreover, if possible, we would like to include many of the businesses that accept pass points. Currently, these businesses are two BP Gas Stations, a CVS Pharmacy, Festival Foods, Green Bay Pizza Company, Mackinaw's, Noodles and Co., Toppers, the Bluff Pub and Grille, and Subway. The purpose of this route is to get students around on the weekends if they do not have a car on campus. The second shuttle would run on Fridays and Saturdays in the evening and late night from 6:00pm until 2:00am through downtown Green Bay. The purpose of this route is for students (21+) to get to and from campus on the weekends without the need to drive. A third possible option is to have a shuttle that runs complementary to the Green Bay City Transit system. This option is less developed, but the idea is to have it run on Monday through Friday from 2:00PM until 10:00PM to offset the early closing of the city transit. This option would be available to the community, and would foster community support for our university shuttle system.
 - e) In order to pay for the shuttle, we propose asking the businesses along the routes, and especially those that already accept pass points, to invest for the first two years of its operation. We believe this shuttle will bring students to these places of business, and thus a rise in their sales and customer base. We decided on this form of raising the money because it is not likely to raise student segregated fees in the coming years for a campus shuttle.
2. Reinstitute the practice that all FYS courses include a mandatory requirement of all students to attend **three** Common Theme events during the semester. Students often do not know of the exciting things happening on campus and requiring attendance at these events will help shake up the misperception of flat campus life.
 3. Create a buzz about campus events by making videos showing active and engaged students talking about these events. Ideally, UWGB should hire a media specialist to document our campus culture and work with student interns in Communications to learn how to make their own videos, etc. By spreading the word that things ARE happening on campus, students will feel less disconnected and a greater sense of commitment to enhancing their own campus experience.
 4. Explore ways to **improve the quality and affordability of campus dining**
 - a) At more traditional UW campuses, meal-plan students have \$1,000 automatically deducted from their account at the beginning of the semester - and pay much smaller amounts for each individual meal (\$2 - \$4) throughout the term. Our campus does something different. Instead, we leave the overhead cost as part of the total payment of each meal. For example, other

campuses charge less than \$2.00 for a meal, whereas our campus may charge somewhere close to \$8.00 for a meal. Though students end up paying roughly the same for each system, the latter has the negative effect of reminding the student with each meal how much their food actually costs. The daily “sticker shock” effect experienced by UWGB students could be alleviated by adopting the first option. Because the contract with A’viands is almost up, we will have the chance to switch to another system next year. Thus, Student Government proposed switching to a self-operation, which could increase the quality of food on campus. We could also switch to a multi-vendor option. Rick Warpinski suggests the possibility of bringing in other companies; Festival could potentially take the place of the Corner Store. Kavarna could take the place of Common Grounds. This would mean closer ties with the community businesses, and Festival already has a system that takes student pass points.

Appendix A: Overview of Process

Committee members: Denise Bartell (chair of EWG), Brent Blahnik, Kevin Collins, Diana Delbecchi, Heidi Fencel, Sharon Gajeski, Adolfo Garcia, Ray Hutchison, Jen Jones (chair – Recruitment subgroup), Olyvia Kuchta (student), Vince Lowery, Justin Mallett, Steve Meyer, Cris Nelson, Mark Olkowski (chair – Data Platforms subgroup), Adam Parrillo, Darrel Renier (chair – Clear Path subgroup), Heidi Sherman (chair – Campus Experience subgroup), Sierra Spaulding (student), Alison Staudinger, Tina Tackmier, Gail Trimberger, Alex Wilson (student)

The EWG was asked to carefully examine the assumptions and processes of our current enrollment strategy and recommend an enrollment approach that meets current and future challenges. This includes (1) critiquing the current enrollment strategy, (2) suggesting ways in which to develop a culture of institutional responsibility for enrollment, and (3) suggesting investments that will place the university in a competitive advantage in enrollment.

In our initial work we explored five populations of students: (1) new/first year, (2) transfer, (3) returning adult, (4) international, and (5) historically underserved students. Data on current retention rates show that our year 1-year 2 retention rates for first year students are lower than most of our peer institutions (e.g., 71.9% for 2012 cohort as compared to 75.2% for UW Oshkosh, 78.9% for UW Steven's Point and 82.3% for UW Eau Claire). Potential factors influencing this trend include our relatively high rates of first generation and low income students (60% and 38%, respectively), the fact that other schools have more selective admission requirements (e.g., UW La Crosse), and our campus environment compared to peer institutions (i.e., lack of downtown area within walking distance, larger percentage of commuter students). UWGB first year students also have relatively low 6 year graduation rates from any UW institution (e.g., 54.3% for 2007 cohort as compared to 61.2% for UWO, 67.5% for UWSP and 73.9% for UWEC). UWGB also performs more poorly than most of our peer institutions for low income students (e.g., 69.3% year 1-year 2 retention for 2012 cohort Pell grant recipients as compared to 71.2% for UWO, 74.9% for UWSP and 80.4% for UWEC). However year 1-year 2 retention of underrepresented minority students is about on par with peer institutions (71.7% for 2012 cohort as compared to 66.2% for UWO, 72.0% for UWSP and 74.6% for UWEC). There is clearly room for improvement in our retention rates, both overall and for historically underserved groups. And boosting retention rates will provide significant added revenue for campus, which could ease demands on enrollment for revenue generation. We need to develop and boost support for programs and structures on campus that have a demonstrable positive impact on retention and boost our retention rates to be more in line with, or ideally exceed, that of peer institutions. Growing these programs should also serve as an effective recruitment tool, as transition support is very appealing for prospective students and their families.

We do a better job of retaining new transfer students, although there is room for improvement with this population as well (e.g., 76.0% for 2012 cohort as compared to 80.2% for UWO, 77.2% for UWSP and 71.0% for UWEC). UWGB transfer students also have lower 6 year graduation rates from any UW institution (e.g., 60.2% for 2007 cohort as compared to 66.9% for UWO, 63.6% for UWSP and 63.2% for UWEC). Currently we provide very little support for transfer student transition to UWGB, with a brief 3 hour orientation and no support programs such as FOCUS Orientation or First Year Seminars. Developing these types of transition support services could significantly enhance retention of transfer students and also serve as an effective recruitment tool for prospective transfer students.

After a review of the data, including regional and national demographic trends, the group concluded that UWGB needs to focus more on better serving the regional population, especially underserved and transfer

students. Specifically, we feel UWGB should be *the place* for regional students, and we should strive to provide the support regional students need to be successful in college and the experiences that will allow them to excel professionally and personally. This is not to say that we shouldn't continue to grow our national and international enrollments, but that we are a regional public university, and there is significant potential for growth in regional enrollments. We want to be known as a place where students will receive a student-focused, high quality education that will allow them to excel in their careers and in their lives; a place where students will be supported, and known and respected as a person. We should capitalize on who we are (a regional institution serving largely first generation students), and more effectively highlight our strengths, including: the quality and dedication of our faculty and staff; the quality of the problem-focused, interdisciplinary education we provide; the breadth and depth of high impact experiences that our students participate in, and the value of those experiences; and our student focus, the fact that we are a place where every student will receive personalized attention and support that maximizes success. These characteristics will appeal to a broad range of students - regional, national, and international.

We started by developing a vision statement that should drive all enrollment efforts at UWGB.

Vision statement: UWGB seeks to be *the destination* for regional college students and all students seeking a high impact educational experience. We will:

- 4) Recruit students that **better reflect the demographic composition of the region**, and work actively to **recruit a diversity of students** from the region, the US, and the global community
- 5) Retain students by:
 - a) **Supporting student success**, with a focus on knowing and respecting students as individuals and providing individualized support (before, during, and after college)
 - b) **Providing high impact, transformational educational experiences** that promote successful careers and fulfilling lives
- 6) Recruit and retain students through persistent, wide-ranging and targeted **marketing and promotion**, to internal and external constituents, of UW Green Bay's high impact, transformational educational experiences and individualized student support.

The EWG then began examining, as a large group, data on student enrollment trends and current campus policies and practices regarding recruitment and retention. We also explored trends, policies, and practices at other comparable campuses, focusing primarily on our peer institutions in the UW System. (See Supporting Documentation section for detailed list of data examined.)

In this initial examination, the EWG concluded very quickly that our recruitment and retention efforts are, and must be, inextricably linked. First, most retention-related initiatives are highly appealing to prospective students and their families, and we can boost recruitment by developing and more effectively publicizing these initiatives. Second, it is cheaper and easier to retain existing students than to recruit new ones. In addition, every additional student we retain each year generates significant revenue for our campus. The data suggest, when comparing our retention rates to those of peer institutions and when looking at the effectiveness of retention-related initiatives on campus, that we can realistically improve our yearly retention rates by 5-7% with heightened focus and support for these initiatives.

We then created **four subgroups** to examine in greater detail specific areas we determined were of greatest need:

- (1) **Clear Path to Degree** – focused on ways to promote academic progress and timely completion of degree (especially for historically underserved students) as well as participation in the high impact experiences that lead to retention, graduation and career success;

- (2) **Recruitment** – focused on ways to enhance the recruitment planning and implementation processes and recruitment of diverse, local and transfer students;
- (3) **Data Platforms and Tools** – focused on the development of tools to assist in recruitment and retention efforts, including early alert and data analytics platforms to enhance early intervention efforts with students at risk of not being retained, and more effective tools to provide early and consistent communication with new admitted and current students; and
- (4) **Campus Experience** – focused on finding ways to enhance students’ experiences on campus and improve the perception of our campus as a vibrant student community.

Subgroup Work Guidelines

- A. Each group should identify the scope of their work, the “problems” or issues they will focus on.
- B. Each group should examine existing campus strategies and philosophies, and explore what other campuses are doing.
- C. Each group should generate a list of recommendations and ideas for the future that includes existing strategies and new recommendations, and provide rationales for why each is important for UWGB.
For each recommendation/idea generated, consider:
 - How it might be funded (so costs associated) and staffed? What institutional structures will the idea need to move through?
 - What specific recruitment or retention issue does it address (with priority on those that address more pressing needs, and have the potential to exert more significant positive effects)? What’s the goal of the idea?
- D. Each group should consider these groups in their work and review existing strategies, develop ideas/strategies that address the needs of each population:
 - First year students (i.e., students who begin at UWGB as new first year students)
 - Transfer students
 - Historically underrepresented students (i.e., students of color, low income students, first generation college students)
 - Other non-traditional student populations (e.g., older college students, international students)

Each subgroup worked over a period of two months to gather as much information as possible and identify strategies to meet our current and future enrollment challenges. The summary above reflects an integration of the work of these subgroups, with the individual subgroup final reports available in an appendix at the end of this document.

Appendix B: Supporting Documentation

Part I: Data Exploration

The following questions guided our data gathering phase:

Recruitment:

1. What are our current recruitment practices and strategies and the guiding philosophy (if any)?
 - a. Who holds responsibility for recruitment efforts?
2. What are the current enrollment trends at UWGB and in WI?
 - a. Who comes and why? Why do students not come?
3. Above for new freshmen, transfer, adult students, international students
4. What can/should we do? (generating priorities, ideas)

Retention:

5. What are our current retention practices and strategies and the guiding philosophy (if any)?
 - a. Who holds responsibility for retention efforts?
6. What are the current retention trends at UWGB and in WI?
 - a. Who stays and why? Why do students not stay?
7. What are our graduation rates, and how do they compare to the rest of WI?
 - a. Who graduates from UWGB and why? Why do students not graduate?
8. Above for new freshmen, transfer, adult students, international students
9. What can/should we do? (generating priorities, ideas)

We examined the following data:

1. UW System data on enrollment, retention and graduation
2. NSSE data on student engagement and high impact experiences– most recent 2-3 cohorts
 - a. Data: NSSE 2011-12, 2012-13 (BCSSE), 2013-14 (BCSSE)
 - b. Data: UWGB institutional inventory of high impact practices (2012)
3. National-level recruitment and retention trends (STAMATS reports and national publications)
4. Factors impacting recruitment and retention at UWGB: Institutional data on (1) participation in programs and initiatives such as First Year Seminars, the GPS Program, Learning Communities, (2) demographic variables such as race/ethnicity, SES, first generation status, residential vs. commuter status, declaration of major (3) challenges such as physical or mental health issues, financial constraints
5. Current enrollment targets and goals for future - from Enrollment Services (first year and transfer), Adult Degree, International Education
6. Breakdown of enrollments (FTE's and other) – number of full and part time, degree seeking and not, average number of credits
7. Association between online courses and retention rates
8. Current techniques for recruitment contacts – from Admissions
9. Information on diversity of local high schools vs. UWGB population and perceptions about UWGB - Stamats 2011 and summer 2014 surveys
10. Current enrollment capacity – simple: how many open seats; optimal
11. Utilization of ACT names in recruitment – Admissions data on major interests of local students from our ACT lists
12. Number of students in CCIHS, where, how staffed
13. Non-academic reasons students don't choose or don't want to remain at UWGB - Data: Transfer intentions surveys 2011 and 2012, with follow up from fall 2013
14. Reasons why transfer students choose or do not choose UWGB - Stamats surveys
15. Needs of students choosing alternatives like Lakeland College - Numbers of students enrolled in any college (including for-profit) in Brown County. Demographics of the population of all potential students in Brown County (e.g., adult, transfer, h.s. grad)

16. The “academic slide” of sophomores (i.e., students who reach sophomore or higher status and then start a slow descent into academic suspension). Identifying patterns of credits earned, Cum GPA, Term GPA’s for students who end up suspended after 2nd year
17. When students leave UWGB (year 2, 3,4). The predictors of attrition at each point (e.g., failure in gateway courses, enrollment in major).

Part II: Findings of Data Review

Recruitment-related information:

- Recruitment planning currently occurs on a yearly basis (no long-term planning), and historically Admissions has not received guidance in terms of specific enrollment goals or targets. Most schools provide yearly goals and have longer-range plans.
- Many schools have an analyst who helps Admissions monitor data for trends and assists in better utilizing CRM systems to track and facilitate contact with prospective and newly admitted students. We do not have such a position.
- It is very difficult to identify potential transfer students outside of the population at 2 year schools, and it’s a very competitive environment for prospective transfer students at these schools (i.e., all local 4-years are competing for these students, and internally we even “compete” with Adult Degree)
- We currently have much less information on prospective out-of-state students, enrollment targets, etc than we do for international students, even though out-of-state students also generate significant revenue.
- We provide many programs and resources that should be very appealing to prospective students (e.g., First Year Seminars, undergraduate research opportunities, the Phoenix GPS Program, a problem-focused education), however we are not effectively conveying information about these programs and resources to prospective students and their families. Peer institutions to a better job sharing information about these experiences in local media outlets, through more outward focused web-sites, during community events, etc.
- We engage in less contact with parents of prospective traditional-aged students than many of our peer institutions. This contact is especially influential in the recruitment of multicultural students. For example, peer UW schools have Admissions counselors hired specifically to work with multicultural admissions (e.g., UW Steven’s Point) and do home visits with prospective diverse students (e.g., UW Oshkosh). Other schools also advertise directly in outlets utilized by different cultural groups, such as the statewide Hmong magazine or bi-weekly Hispanic newspaper or on downtown billboards (e.g., UW Oshkosh). Other schools also target diverse students early, with programs and events that bring them to campus, such as UW Steven Point’s multicultural leadership program for local high school students.
- The Admissions department does not currently work at all with graduate admissions. If we intend to grow our graduate programs we will need to develop a structure that effectively markets our programs and recruits prospective students.
- The current structure of University Marketing & Communications poses challenges for recruitment efforts. Right now UM&C reports to Advancement, and so spends significant time on print magazines and press releases, speech-writing, etc. This makes it difficult to provide sufficient time for recruitment needs. UM&C also does not currently work on web-based marketing, and currently does not have sufficient resources to cover and promote campus events, the visibility of which is important to recruitment and retention efforts. Peer institutions have integrated marketing teams within Admissions (e.g., UW Oshkosh, Winona State University), and the Adult Degree program at UWGB is able to staff their own marketing team due to their funding sources.

- A shift in budget decision-making, to a model where initiatives that demonstrate a positive impact on recruitment and retention are able to utilize the funds they generate, would significantly assist in recruitment efforts. Enhancing recruitment efforts is going to require an increase in resources.

Retention-related information:

- Currently our year 1-year 2 retention rates for first year students are lower than most of our peer institutions (e.g., 71.9% for 2012 cohort as compared to 75.2% for UW Oshkosh, 78.9% for UW Steven's Point and 82.3% for UW Eau Claire). Potential factors influencing this trend include our relatively high rates of first generation and low income students (60% and 38%, respectively), the fact that other schools have more selective admission requirements (e.g., UW La Crosse), and our campus environment compared to peer institutions (i.e., lack of downtown area within walking distance, larger percentage of commuter students). UWGB first year students also have relatively low 6 year graduation rates from any UW institution (e.g., 54.3% for 2007 cohort as compared to 61.2% for UWO, 67.5% for UWSP and 73.9% for UWEC). UWGB also performs more poorly than most of our peer institutions for low income students (e.g., 69.3% year 1-year 2 retention for 2012 cohort Pell grant recipients as compared to 71.2% for UWO, 74.9% for UWSP and 80.4% for UWEC). However year 1-year 2 retention of underrepresented minority students is about on par with peer institutions (71.7% for 2012 cohort as compared to 66.2% for UWO, 72.0% for UWSP and 74.6% for UWEC). There is clearly room for improvement in our retention rates, both overall and for historically underserved groups. And boosting retention rates will provide significant added revenue for campus, which could ease demands on enrollment for revenue generation. We need to develop and boost support for programs and structures on campus that have a demonstrable positive impact on retention and boost our retention rates to be more in line with, or ideally exceed, that of peer institutions. Growing these programs should also serve as an effective recruitment tool, as transition support is very appealing for prospective students and their families.
- We do a better job of retaining new transfer students, although there is room for improvement with this population as well (e.g., 76.0% for 2012 cohort as compared to 80.2% for UWO, 77.2% for UWSP and 71.0% for UWEC). UWGB transfer students also have lower 6 year graduation rates from any UW institution (e.g., 60.2% for 2007 cohort as compared to 66.9% for UWO, 63.6% for UWSP and 63.2% for UWEC). Currently we provide very little support for transfer student transition to UWGB, with a brief 3 hour orientation and no support programs such as FOCUS Orientation or First Year Seminars. Developing these types of transition support services could significantly enhance retention of transfer students and also serve as an effective recruitment tool for prospective transfer students.
- According to recent prospective studies of UWGB students' transfer intentions, the most common reasons why students who eventually leave UWGB report considering leaving are: (1) not enough to do on campus (60.9% report), (2) campus isolation from rest of city (58.7% report), major not offered (32.6% report), difficulty making friends (23.9%), wanting to move closer to friends or romantic partner (19.6% report), and not feeling comfortable on campus (17.4% report). Academic and financial issues were less commonly reported (8.7% and 13.0%, respectively). These data suggest that retention initiatives focusing on the interpersonal aspects of the college transition and sense of belongingness on campus may be particularly effective, as may a reevaluation of academic majors offered in order to be more competitive with our peer institutions.
- UWGB is relatively inexpensive as compared to other 4-year UW schools, partly because we haven't utilized differential tuition.
- Our FTE numbers are significantly influenced by CCiHS (college credit in high school) enrollments. One FTE = 15 credits, and this fall we had 980 enrollments in CCiHS courses in our region (the equivalent of 196 FTE). So this is boosting our FTE numbers considerably, and growth in the CCiHS program has helped our enrollment numbers significantly over the last three years as our number of full time students has decreased significantly.

- There is significant room for improvement in students' advising experiences. Surveys of student advising experiences consistently indicate that students perceive problems with both the structure of the advising experience and the content of the advising. Currently at UWGB many declared students are still utilizing general Advisors (from the Office of Academic Advising) as their primary advising source, and are not utilizing the faculty advisors in their majors, who can provide better advising on major requirements and career options. This also minimizes the time General Advisors can spend working with undeclared and new transfer students, the populations their office is designed to focus on. The lack of clarity about advising responsibilities also impairs the quality of advising that students receive from faculty advisors in their majors and can impair timely progress to degree. These problems with our advising process have a significant impact on retention, as students seek out other campuses with a more clear and effective advising process. They also exert an impact on recruitment efforts, as students share their frustrations with advising and their academic progress with others in the community.
- One very promising avenue to boost retention is providing high impact experiences to students, defined as highly engaging learning experiences that involve practice in real-world environments, significant time on task and effort, frequent and constructive feedback, and substantive engagement with faculty and diverse others. High impact experiences include activities such as service learning, internships, research with faculty, study abroad, and first year seminars. A growing volume of research suggests that participation in high impact experiences exerts a significant positive impact on retention, graduation, and GPA, and these effects are particularly strong for historically underserved students. Data from the 2014 NSSE (National Survey of Student Engagement) indicate that UWGB students participate in fewer high impact experiences than their peers at other UW institutions (e.g., by their senior year 57% of UWGB students report participating in service learning and 17% in research with faculty, as compared to 67% and 26% of students in peer UW institutions, respectively). However, results from a 2012 survey of faculty and departments at UWGB suggest that many do offer such opportunities to students and would like to expand their offerings. Therefore, growing student engagement in high impact experiences may be a practical and effective way to improve retention rates at UWGB, especially for diverse and/or low income students. And marketing these opportunities to prospective students and their families would be an effective recruitment tool.
- Currently, the programs and initiatives that enhance student retention at UWGB are housed in centers or offices across campus (e.g., FOCUS, the Phoenix GPS Program), or have no organizational structure at all (e.g., undergraduate research, internships). There is no institutional structure supporting collaboration or even communication between these entities, which significantly impairs our capacity to improve retention rates. Many other campuses have created positions that support and coordinate transition and retention initiatives across campus (e.g., Dean of Student Success and High Impact Experiences). Creating such a position at UWGB, as well as a governance group that brings together constituents working on these initiatives from across campus, would significantly enhance retention at UWGB.

In this initial work we explored five different populations of students: (1) new/first year, (2) transfer, (3) returning adult, (4) international, and (5) historically underserved students. After a review of the data, including regional and national demographic trends, the group concluded that UWGB needs to focus more on better serving the regional population, especially underserved and transfer students. Specifically, we feel UWGB should be *the place* for regional students, and we should strive to provide the support regional students need to be successful in college and the experiences that will allow them to excel professionally and personally. This is not to say that we shouldn't continue to grow our national and international enrollments, but that we are a regional public university, and there is significant potential for growth in regional enrollments. We want to be known as a place where students will receive a student-focused, high quality education that will allow them to excel in their careers and in their lives; a place

where students will be supported, and known and respected as a person. We should capitalize on who we are (a regional institution serving largely first generation students), and highlight our strengths, including: our student focus, the fact that we have higher retention rates for low income students than any other UW school, that we are a place where those unsure of their major and career interests can receive the support they need to figure it out, and that we are a place where every student will participate in high impact experiences and will receive personalized attention and support that maximizes success. These characteristics will appeal to a broad range of students - regional, national, and international.

Appendix C: Subgroup Final Reports

Subgroup 1: Clear Path to Success

Chair: Darrel Renier

Members: Denise Bartell, Diana Delbecchi, Adolfo Garcia, Justin Mallett, Steve Meyer, Alex Wilson (student)

Final Report: Enrollment Working Group (EWG) Clear Path to Success Subgroup

Date: February 4th 2015

Members:

The Clear Path to Success Subgroup was convened to recommend strategies to improve retention as a basis of improving recruitment. Recruitment allows institutions to create new programs, hire faculty and staff, maintain optimum course availability and increase morale through promotion and merit. Yet, often we don't purposefully connect recruitment with its sibling; retention. It would be a mistake not to invest in retention efforts at the University of Wisconsin-Green Bay. It's time for a cultural shift in the way we view the enrollment/retention link. We must not lose sight of the power of retention as a recruitment tool. Below are some of our recommendations. These recommendations are based upon data we reviewed, interviews we've conducted and experiences we've had from the student, academic staff and faculty perspectives.

A Critical Note on the Structure of Student Affairs

We believe there needs to be a restructuring of Student Affairs with a focus on collaboration. We suggest the creation of a Associate Dean or Dean of Student Success position. Additionally, we suggest consideration be given to the creation of an Retention Director. Both of these positions will unite various Student Affairs offices such as Advising, Tutoring, American Intercultural Center, Counseling and Health etc., be highly involved in the day to day operations of student affairs and have a collaborative relationship with Academic Affairs. Other UW Schools have positions in place that serve this purpose (below). Let's be clear, we're not necessarily advocating for new positions, though funding opportunities may come from grants in either Title 3 or First in the World Grants. It may be more advantageous and practical to appoint someone internal to coordinate retention efforts. Someone that understands the personnel issues, historical roadblocks and campus challenges might have the most impact. The structure of Student Affairs may be the most critical piece of any significant change we face in the coming year. We need to take action immediately in the regard.

Schools that have an administrator tasked with overseeing some sort of student success/retention and/or first year experience area:

- **UW Oshkosh**: has a Vice Chancellor for Student Affairs which oversees an **Assistant Vice Chancellor for Student Engagement & Success/Dean of Students**.
- **UW Lacrosse**: has a **Vice Chancellor for Student Affairs**, that oversees a Director of Student Life where student orientation, pre-orientation and new student success are held.

- **UW Milwaukee**: has a **Vice Chancellor for Student Affairs** that oversees a Student Success Center where the First Year Program, Transfer/Adult services, Orientation programs, mentorship and advising take place.
- **UW Parkside**: has a **Provost Vice Chancellor for Academic Affairs** that oversees an **Associate Vice Chancellor for Enrollment Management, which includes below them a Director of College Readiness, Access and Transition**

A Critical Note About the Diversity

We are on the precipice of missing a major opportunity of increased diversity on our campus. As a comprehensive regional campus, we have an obligation to serve all local students. A demographic shift in the City of Green Bay should be reflected by a shift at the University of Wisconsin-Green Bay. Our data indicates the need to begin preparing to support our Green Bay Public School graduates and provide support that focus on academic preparation. Diversity is a critical point in our report because support networks must be in place for authentic growth. To promise diverse students support on the recruitment side and not deliver on the retention side is the worst thing we could do. This is a social justice issue and it needs to be addressed to increase diversity.

Source:GBAPS Office of the District Equity Coordinator

As of December 2014, Green Bay Area Public Schools (GBAPS) students are 48% non-white and this number will only increase. In comparison, during Fall 2013 (latest numbers) UW-Green Bay undergraduates had 9% non-white enrollment. There are, of course, many reasons why these percentages aren't more balanced, like preparation level for college, but the stark contrast is a reason to start asking questions. So I did. I requested data from the District Equity Coordinator at GBAPS about the number of potential area students that could come to UWGB. "Potential" equates to students who are currently juniors and seniors in high school.

Current Total # of Juniors and Seniors	Hispanic Juniors and Seniors	African-American Juniors and Seniors	Other Non-White Juniors and Seniors	White Juniors and Seniors
2,783	643	222	356	1562
Total	23%	8%	13%	56%

These numbers of potential UW-Green Bay freshman are telling in several ways. First, enrolling even a fraction of the diverse students coming from our public schools drastically changes the landscape at our institution in two years. If we were able to enroll half the non-white juniors and seniors (610 students) this would double the student diversity on our campus. Second, we can see that diversity is even higher at the lower public school grades (48% total diversity versus 44% juniors and seniors), so we will have the potential to grow our enrollment even more as time goes on.

A Cultural Shift in Three Key Areas

We identified three focus areas to improve that will positively change the retention landscape and culture at the University of Wisconsin-Green Bay. The three areas, described below, break down silos and force a supportive campus environment. Most importantly, they'll provide all students the authentic experience that our admissions counselors will be promoting on the recruitment side. Our recommended strategies and some examples are provided as well.

Key Area 1: Transition

The moment a student is admitted we need to begin to acclimate him/her to campus. We struggle in our efforts on transition. Why transition? The simple answer is that transition increases yield. Admissions reports our 2014-2015 yield, total number of students admitted that actually enroll, is 41%. Last year, at this time, it was 43%. Just as important, improvement in transition strengthens a student's decision to attend the University of Wisconsin-Green Bay and prepares him/her for the academic journey they are about to take.

Recommended Strategies to Improve Transition

1. Connect with Admitted Students

Admissions should provide lists of admitted students to be distributed at designated times to key players in the semester. Department chairs, faculty, student advocates and general advisors should reach out to students upon admission to discuss interest in a potential major or to answer questions.

- Example: Professional advisors could call transfer students that have been admitted but have not enrolled as of a certain date.
- Example: An Ambassador with a hometown in a certain area could reach out to newly admitted students from that same location.
- Example: Peer advisors can take part in Admitted Student Days to assist Admissions with student/parent questions.

2. Utilize Students as College Guides

We need to better utilize our student ambassadors, peer mentors and peer advisors as contacts for newly admitted freshmen and transfer students. Moreover, we need to develop these programs, preferably for pay, in a way that creates a pipeline so we are not drawing from the same students. This will also allow us to run "lean" by doing more without creating additional professional positions. Ambassadors, peer mentors and peer advisors already exist. We must strengthen, diversify and grow these groups.

3. Enhance Transition for Identified Populations

We need to examine and modify our approaches and policies in ways that assist student transition without compromising academic integrity.

- a. Example: For transfer students, we must examine transferability of courses and expedite the decision on what courses transfer. Moreover, we must allow our transfer students to interact with faculty advisors much more quickly upon admission.

- b. Example: For diverse students, we must assist the American Intercultural Center and International Education to support newly admitted diverse students.
- c. Example: For commuter students, we must make the campus more friendly to students that do not live on campus. Offer various events or course options that suit our commuter student population.
- d. Example: For parents, we must offer a personal connection via social streams, modify the website to demonstrate the effectiveness of our retention efforts, connect majors to jobs and incorporate them, as much as possible, as a member of the support network.

Key Area 2: Boosting Engaging Experiences

Students with high impact experiences are less likely to transfer and tend to be more successful. We must strengthen and enhance our experiences with orientation, first year seminars, extra-curricular events, service learning, capstone experiences and others. Engaged students are successful students.

Recommended Strategies to Boost Engagement

1. Enhance Orientation Programs

As a campus we must unify our orientation programs and connect them to the First Year Experience. We suggest one individual or group of connected individuals to oversee them.

- a. Example: Transfer Student Orientation, International Orientation and New Freshmen Orientation should be under the same roof. Special attention must be given to Transfer Student Orientation. Lack of funding and resources has weakened this program for such an important group of students.

2. Scholarships and Student Employment

We need these opportunities to be easily accessible and equally available for all students. We need to build upon both programs to create more visibility among prospective and current student populations.

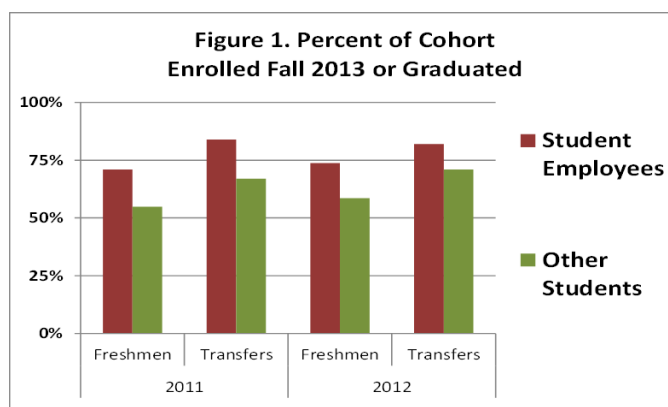
- a. Example: Create more paid employment opportunities for our students, such as paid peer mentor and peer advisor positions. Improve the structure and support for student employment by offering a campus wide orientation program, job fairs and continued training/professional development opportunities.
- b. Example: Centralize scholarship application processes across campus to increase the visibility of scholarships available and assist parents and students in finding opportunities. This could be done by purchasing software or developing a system for our campus. Simplifying the scholarship process for students would break down the barriers that exist within the administration of our current program.

Scholarship opportunities assist with our recruitment efforts but also help to ensure continued academic success. Per statistics released by University Advancement, 85% of students who receive a scholarship of at least \$1,000 were retained from freshmen to sophomore year, yet only 6% of our students receive an institutional scholarship.

Percent of Students Working for Pay (NSSE 2011)

Type		On Campus	Off Campus
Freshmen	UWGB	13%	39%
	Other UW Comprehensives	20%	31%

1,100 students were employed in 1,569 positions across campus in 2013-14. UWGB falls behind other UW schools in on campus student employment opportunities.



Students who have campus employment during their first year have higher retention rates at UW-Green Bay than members of their cohort who do not have campus employment. For the 2011 cohort, 71% of New Freshmen and 74% of New Transfers who worked on campus have either graduated or are still enrolled at UW-Green Bay in fall 2013. These percentages are 16% and 15% higher than cohort members without campus employment, respectively. For the 2012 cohorts, the difference in outcomes is 17% for the freshmen and 11% for the transfers.

Source: [Impact of Student Employment on Academic Outcomes](#) (2013)

3. High Impact Experiences

We need to encourage and strengthen high impact experiences on our campus. First Year Seminars should have consistent components such as professional advisors, study skills training and extra-curricular activities. We should not limit the freedom of faculty to teach topics, but we should require components that will increase engagement.

Key Area 3: Better Support for Path to Graduation

Whether we want to believe it or not, we are competing with other colleges on time to graduation and career opportunities. We must move past challenges that have plagued this campus for far too long.

Recommended Strategies to Improve Path to Graduation

7. Campus Advising

Advising on our campus exists in pockets. Some departmental advising is very good and some is not. There is currently an Advising Task Force tackling many of these issues. Administration must support their efforts to make campus advising more consistent and effective.

- f) Example: General advisor workloads are very high. Peer advisor programs must be broadened to support and the student to advisee ratios reduced.
- g) Example: Excellent faculty advisors must be rewarded for exceptional advising. Advising duties must be included in merit.
- h) Example: We must enforce our split-model of advising so academic departments are talking with students in majors about careers, internships and research. This allows general advisors to focus on assisting new freshmen, transfer and undecided students. Participation for general advisors in first year seminars is vital.
- i) Example: Academic departments should identify lead advisors for each program, provide office hours and curriculum guides for students.
- j) Example: We must create an advising webpage for students and advisors, accessible from our homepage, that demonstrates the importance, serves as a resource and explains our complete university advising model.

STUDENT UTILIZATION OF ADVISING SERVICES

Number of UW Students Served by Class Rank DROP INS & APPOINTMENTS COMBINED (Fiscal Years 2008-09 to 2013-2014)

NUMBER SERVED	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
By Class Rank						
Freshman	1593	1514	1313	1698	1756	1352
Sophomore	1057	1352	1036	1275	1313	1077
Junior	674	711	753	820	917	763
Senior	576	584	601	822	716	656
PR/TR/Other	1129	769	1197	807	815	890
TOTAL	5029	4930	4900	5422	5517	4738

Number of Advisor Assignments
(Fiscal Years 2008-09 to 2014-2015)

Individual Advisor Assignments	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Darrel Renier	422	392	302	398	249	104	246
Nora Kanzenbach	288	391	349	307	316	225	280
Deanne Kusserow	295	416	538	355	511	236	446
Amy Van Oss	406	469	384	366	321	205	251
Rosa Retrum	185	492	450	377			
Jane Swan	450						
Laura Stark		393	366				
Mary Simonsen				350	332	174	96
Mike Herrity				184			
Ashley Vandenlangenberg					435	223	215
TOTAL	2,046	2,553	2,389	2,337	2,164	1,167	1,534

2. Career Success

Career Services must be improved and collaboration increased across campus. The involvement of this office is so important in path to degree yet it's difficult to get collaborative involvement on student retention issues. There are many ways we can enhance career success.

- Example: Utilize alumni to attract more students. We must more effectively connect successful alumni in the community to current students.
- Example: We need to market our graduation statistics more openly on our website and webpages and continue to collect and assess our graduate survey information.
- Example: We must improve and centralize the internship experience. We may want to consider an internship coordinator or area on campus in which these experiences are housed.
- Example: We must be a resource for our students by providing effective career counseling with an open-door policy.

3. Early Alert

We need to better identify and track academic and personal challenges through a systematic and routine approach.

- Example: Grade reports should be administered or grades provided for advisors attempting to track students.
- Example: GPA reports should be routinely provided to department chairs for follow-up by faculty advisors.
- Example: We need to consider an "in house" or early alert tracking software system that helps us in the areas above.

4. Campus Technology

We need to examine our current systems and improve or discontinue them. There seems to exist a lack of trust in access to important functions in SIS or otherwise. We must begin trusting our advisors and staff that work closely with students on an "academic need to know" basis.

- a) Example: PeopleSoft (SIS) has many inaccuracies confusing to advisors and students. Improving SIS is vital to clear path to graduation.
- b) Example: Our Constituent Relationship Management Software (CRM) has existed for five years and is still not working to capacity. The option for faculty involvement with this system is still unknown and unlikely. It currently exists in only Admissions, Adult Degree and very few Student Services Offices. We must examine whether to invest further or explore other options.
- c) Example: We need to implement a way to get accurate queries from the Registrar's Office. We request queries often, but frequently get inaccurate information. It is undetermined whether the inaccuracies are user error or whether all tools are being utilized for accuracy purposes. We must improve the accuracy of this information.

A Final Note

We cannot emphasize enough the importance of not overlooking the power of retention. There's one undeniable truth. It is cheaper to retain a student than it is to recruit one. With a position/person that coordinates and organizes our efforts, his/her decisions that break down barriers and his/her courage to make decisions, we can make large strides very quickly. Make no mistake, we have numerous cultural challenges to overcome. From lack of trust on SIS access to territoriality for certain departments, there is much to do. We can strengthen retention at the University of Wisconsin-Green Bay. In doing so, we can and will impact recruitment.

Respectfully submitted on February 4th, 2015 by Darrel Renier (Chair), Adolfo Garcia, Justin Mallet, Diana Debecchi, Alex Wilson, Steve Meyer, Denise Bartell

Subgroup 2: Recruitment

Chair: Jen Jones

Members: Kevin Collins, Kim Desotell, Heidi Fencl, Olyvia Kuchta (student), Alison Staudinger, Ray Hutchison

Recruitment Subcommittee Report to the Enrollment Committee

Jennifer Jones (chair), Kevin Collins, Kimberly Desotell, Heidi Fencl, Ray Hutchison, Olyvia Kuchta, Alison Staudinger

Opportunity 1

The UW-Green Bay website can be improved to provide more easy access to the information that students and parents want.

Chancellor Miller has identified the internal focus ("intranet") of the campus website as a top priority. Easy access to information is expected and required to compete in any market—prospective students

become impatient when information is not available and will reject campuses based on their websites alone. Families and students need to see evidence that a UW-Green Bay education is affordable and relevant to their goals.

Existing Strategies:

- A temporary homepage fix with a focus on enrollment went live January 16.
- CMS will be phased-in starting in the next few months. Once the move is made and training takes place, departments will be able to manage more of the content for their areas.
- Total website redesign will take place when a CIO is hired and web-development resources are addressed. There is a proposal for a web/marketing team on the Chancellor's desk.
- Website redesign is generally an 18 month process even if done externally.

Strengths and Limitations: The existing strategies recognize that a significant redesign of both the actual website and the philosophy behind its uses needs to occur. Given the time requirements for a complete redesign, a temporary partial fix is in place. Strategies below include the elements that the Recruitment Subcommittee finds to be important in the re-conceptualization of the website.

Suggested Strategy 1: *Purposefully and intentionally redesign the campus website to focus on recruitment and to make resources clearly accessible*

- Design pages for prospective students (first year and transfer) that provide immediate access to financial information, campus life information, transfer credits and application processes.
- Use focus groups representing prospective student populations to discover the information that *they* want to see. The design of the website should give immediate access to the information that prospective students want to know rather than to focus on the information that we think they should have.
- Highlight student employability, graduate school, and other markers of student success.
- Employ an in house design and support team so the website can be maintained and innovative.
- Make the website more interactive, for example, with chat features for financial aid and admissions. Provide check lists for admissions processes.
- Develop a Search Engine Optimization Strategy tied to our brand.

Suggested Strategy 2: *Strengthen and publicize High Impact Practices*

There is strong evidence that high impact experiences attract and retain students. These include, but are not limited to, student/faculty research partnerships, internships, study-abroad and capstone experiences. A more coordinated approach to these activities would help us tell these stories for recruitment, measure their impact and allow more students to engage in high impact experiences.

- B. Profile student research, student interns, products of capstone courses, service trips, study abroad, etc. on the website in a visible and celebratory way.
- C. Coordinate and centralize information, publicity, and requirements for internships (and perhaps other high impact experiences) through a central office and give this office an accessible web presence.
- D. Use internships to gain visibility in the community.

- E. Link to videos in which students talk about their high impact experiences.
- F. In order for these experiences to be strong:
 - G. Create standards for high impact experiences.
 - H. Provide faculty reassignments and workload adjustments for those involved in significant high impact practices.
 - Aim for every student at UWGB to complete at least two high impact experiences in their time here.
 - Build on CATL grants (such as the new \$50,000 undergraduate research grant) to increase support (monetary, pedagogical and logistical) for undergraduate research.
 - I. Provide more opportunities for our students to become stakeholders in their education at UWGB (e.g., increase student committee participation)

Suggested Strategy 3: *Enhance and effectively communicate resources for success (especially for freshmen and sophomores)*

With the cost of higher education, students and families need to know that support services are available to ensure student success. Students and families, especially first generation and diverse students, do not always know how to find resources when they need them. UWGB has resources to serve specific populations of students but the visibility of those resources (availability and value) must be increased. Our civic mission includes reflecting the diversity of our region and world, which requires coordinated and robust support. Centralized, user-friendly, targeted communications regarding resources should be available to support student success to all audiences who might benefit, internally and externally.

- Implement suggestions from the Pathways to Success subcommittee. Pathways should be highly visible on the campus website, in printed recruitment materials, and in presentations. Pathways to Success should be framed as success and not treated in any way as remedial.
- Place all support services for academic success in beautiful and visible environments and highlighted in a positive light on campus tours. They should be accessible *together* electronically on the campus website (and perhaps physically as well.)
- Create a Spanish Language Facebook group for student support.
- Create efficient Connection Points/Access Points that are communicated clearly and in multiple formats including, but not limited to, the campus website.
- Identify Access Points or people unique to specific populations (transfer students, veterans, first generation students, under-represented populations, etc.) and communicate them clearly and in multiple formats including, but not limited to, the campus website.
- Enhance the following support services and increase their visibility on the campus website:
 - Student physical and mental health services.
 - Tutoring opportunities.
 - Student/peer advisors.
- Use application materials to create email database of parents/guardians for regular communications (e.g., about how to support their students, issues commonly faced at different points during the first year, etc.)

Opportunity 2

UW-Green Bay can recruit more students from the local region, and at a minimum close the local market share gap between UWGB and other UW System campuses from our region.

The problem was identified based on the recruitment/enrollment data for UW System schools. Relevant to this data, this region of the state does not have the same tradition of higher education (as given by Bachelor's Degrees per capita) than much of Wisconsin. NWTC is in our immediate region and has both a strong reputation in the community and markets its value well.

Existing Strategies:

- The Provost, Chancellor and Enrollment team have developed a temporary recruitment plan for the immediate year.
 - Grants for application fees for students in Green Bay and regional high schools currently have a positive impact on local applications.
- The Admissions Office implements a comprehensive recruitment plan including: travel, on campus events, a large communication plan (both paper and electronic) which is focused on all traditional undergraduate students. The Admissions budget for recruitment has been static for many years. Due to increasing costs and development of new recruitment efforts, in recent years, the chancellor's budget has helped fund additional marketing and recruitment activities.
- Current recruitment efforts are hampered by the need for a data analyst. Admissions implemented a CRM (customer relationship management) tool two years ago. This is a powerful tool, but requires staff resources to harness the data and use it to aid in recruitment. Right now, two members of the Admissions team have been assigned to spend a good amount of their time creating content that will be shared, building and testing queries, cleaning up data, developing new functionality. These are very time consuming tasks and it has been slow going due to increased demands on the Admissions Office. The Director of Admissions has created a position description for a proposed position to be responsible for the duties above, thereby freeing up the recruitment staff to focus on external recruitment activities.
- Existing strategies relating to recruitment of transfer students:
 - NEW ERA Faculty Dialog Group was intended to address the perception that students lose credits when they transfer because faculty members are reluctant to accept courses from other institutions as meeting their requirements. There was some agreement that individual course transfer agreements are very confusing for students and global agreements would be easier to navigate, although no data was collected.
 - At this point in time, very few resources are devoted to transfer students. The list of things that Admissions would *like* to do and has identified as important includes:
 - A timely process for determining transfer credits
 - A centralized location for articulation agreements
 - Marketing materials directly intended for transfer students/cohesive recruitment efforts

- Program transfer guides
 - There is an orientation for transfer students, but nothing like the scale of Focus.
 - Anecdotally, transfer students slip through the cracks in terms of course transfers and orientation and this causes a “public relations” problem for other potential students.

Strengths and Limitations: Existing strategies are more limited by resource constraints than by will or knowledge. In other words, a main weakness in the existing strategies is that there is not enough of them. Resources need to be dedicated so that recruitment can be effective, not as a one approach fits all mechanism, but targeted to the needs of traditional students, transfer students, diverse students, veteran students, etc.

Suggested Strategy 1: *Enhance visibility to local high school students and their families*

From billboards to tables at events, other UW System schools (most notably, but not exclusively, UW-Oshkosh) have a large visible presence in the region. The university needs to take advantage of the popularity and visibility of UWGB events to share the value of a UWGB education with receptive audiences and community partners. This efficient strategy leverages existing popular programs and sports and builds image and credibility.

- Support externally-focused entities on campus (e.g. Athletics, Weidner Center, Summer Camps, Music, Theatre) to include recruitment materials, Social Media, and/or staffed tables at events.
- Expand UW-Green Bay presence (e.g. billboard or poster advertisement, recruitment materials, staffed table) at community events such as UWGB Athletics at Resch and Kress Centers, on Campus Concerts, regional Musical Ensemble Tours, History Day, Academic Decathlon, State Solo Ensemble, AP Exams, WSMA State Honors Camps, UWGB Summer Camps, and UWGB Hosted Athletic events.
- Host an annual Academic Fair for high school students and their families. Financial Aid, Admissions, all student support services, and all academic areas should be represented.
- Hire a bilingual recruiter in the Admissions Office.
- Provide grants for application fees for students in Green Bay and regional high schools.
- Utilize CCiHS courses as recruitment opportunities.
- Better utilize Phuture Phoenix as recruitment tool.
- Utilize students, especially alumni of local high schools) more in recruiting events in community.
- Hire a business analyst to help Admissions monitor data for trends and to assist in better utilizing CRM system to track and facilitate contact with prospective students.
- Utilize scholarship competitions, perhaps with an on-campus component, to recruit high achievers/Segment recruitment approach to specifically target high achievers.
- Automatically offer scholarships upon admission to National Merit semi-finalists and all students with a designated ACT/GPA combination. (For example, a 3.8 or greater GPA and a 26 or higher ACT.)
- Provide funding to staff the Admissions Office during off-hours (e.g. during on-campus weekend events, after traditional working hours).
- Provide funding for increased outreach activities.

- Improve and market campus amenities, events and transportation.

Suggested Strategy 2: *Improve recruitment of transfer students from NWTC and other technical and two-year colleges*

The UW-Colleges are intended in part as transfer schools within the UW System. Students are able to meet general education requirements at a lower cost than at the four year campuses. NWTC and other technical colleges market the value of their education effectively. In both cases, many students (often first generation college students) from northeastern Wisconsin begin their path to college at one of these types of institutions. Increasing practices, efficiencies and relationships with transfer students builds and sustains the enrollment pipeline for our future.

- Increase the efficiency of the course/credit transfer process (and accepted credits), especially with NWTC, including developing a comprehensive list of how courses and programs from NWTC transfer in to UWGB.
- Market that transferability, including a transfer-student-specific link on the campus web site.
- Put a recruiter at NWTC weekly.
- Increase use of transfer fairs at UWS Colleges and other transfer-oriented schools.
- Increase number of scholarships for transfer students.
- Boost marketing support, including development of integrated marketing teams.
- Make UWGB available for select/targeted NWTC evening courses, such as those leading to a transfer into the Engineering Technology Major. This would increase NWTCs availability to East Side residents, and acclimate potential transfer students to our university.

Suggested Strategy 3: *Improve and publicize resources for students with dependents*

Students with dependents are a growing population in the region. Nearly all other UW-campuses have on campus childcare, and NWTC offered childcare vouchers. Currently, we have little or no directed recruitment of parents and many of our policies assume all students will be free of care responsibilities.

J. Offer innovative, efficient and convenient on campus childcare.

- Provided targeted support during Admissions, perhaps using a network of existing students who are parents
- Advertise and enhance our support for parents, including assistance with accessing government resources
- Consider how our scheduling and in-class policies impact those with care responsibilities

Opportunity 3

We can attract a diverse student population that reflects the demographics of our community.

Application, enrollment and graduation data all show that diverse students are not represented at UW-Green Bay in the numbers that should be present based on the demographics of the region

(approximately 30% of Green Bay public school students.) Our campus should better reflect our regional demographic and serve the local region. This is healthy for our campus and vital to the survival of our campus in the future. Students need to see that others like them are represented and successful on campus. Families need to see that their students will be supported on campus. We have very little tradition of reaching out to underrepresented students and their families.

Existing Strategies:

- Existing strategies (see below) largely relate to retention of diverse students by work of the AIC. There is a great need for resources for minority recruiters. There is currently only one recruiter for students of color in the Admissions Office.
- Diverse students are told about resources to support them during FOCUS-Registration and Resource, and FOCUS-Orientation. Transfer students are told during Transfer Orientation. Students do not like to be singled out for their ethnicity during these events and not a single student or family member spoke with advisors about these resources during the three Preview Days. AIC is a better point of access. Family members are not made aware of resources unless they talk to AIC staff during Orientation.
- AIC is established to be point of support and liaison in connecting students to resources. Dr. Mallett is putting an increasing focus on connecting to students. He personally met with 300 of the 650 minority students during the fall semester alone, and is seeing more traffic in the AIC as a result.
- From a recent survey, “81% of our minority students (220 respondents out of 650 total minority students) do not utilize the American Intercultural Center and another 68% are not even aware of the services that we offer within the AIC.” (Justin)
- AIC hosts Welcome Back Gathering/Fall Showcase.
- Resources or centers include:
 - First Nations Studies
 - BSU (Black Student Union)
 - WOC (Women of Color)
 - ISC (Intertribal Student Council)
 - SASU (Southeast Asian Student Union)
 - OLA (Organization Latino Americana)
- New things coming up include:
 - Academic Progress Report program
 - Study table nights in AIC
 - Cooperation with Tutoring Learning Center
 - Celebration of Success in the spring
- Relevant findings from Equity Scorecard (quoted from their report)
 - Students/Applicants have financial concerns.
 - UWGB has multiple communication issues, including a perhaps too heavy reliance on email during the admissions process, and the presence of on-campus "silos" (initiatives and projects not widely shared among faculty and staff alike) which affect public perception, and hence, access.
 - UWGB needs to build stronger community and support structures for underrepresented minority students on our campus.

- While reviewing UW-Green Bay's website, a few areas for potential confusion and frustration were identified. For example, the first piece of information requested from students is their intended major. (The 'not specify' button is buried at the bottom of the page); little explanation is provided regarding 'special circumstances' and how a student would know if he or she had special circumstances that could be considered along with their application; also, information for financial aid was hard to locate.
- Recruitment officers shared that, due to current low enrollment of African Americans, "They don't see others like themselves." Also, a reliance on online and electronic communication may come across as 'uncaring' and affect those who do not have regular access to the internet.

Strengths and Limitations: The greatest strength in this area is the energy and enthusiasm of the Admissions and AIC staffs, but again there is a resource issue which limits effective recruitment of a diverse student population. There is also a resource need for support of under-represented students when they arrive on campus. Finally, support of diverse students is largely relegated to the AIC, and while many faculty members do care about the success of all students in their classes and the overall demographics of the campus, efforts to address recruitment and the achievement gap are individual and fragmented. There is not a unified campus effort in these areas. As stated above, there is a great need for resources to hire minority recruiters.

Suggested Strategy 1: *Increase outreach and contact with underrepresented students and their families*

Unlike some other UW System schools, UW-Green Bay does not have the recruiting staff to make personal connections with families and under-represented communities.

- Hire additional recruiters specifically to recruit diverse students using recruiting practices that are known to be effective, including home visits to prospective diverse students and their families.
- Diversify recruiters, support staff, and recruitment/support approaches to recognize and address the varying needs of different diverse populations and individuals. One approach does not fit all!
- Utilize multiple media for reaching out to under-represented families. Not all have in-home access to electronic resources. Personalized direct mailings, advertisement in media such as ethnic newspapers, and presence with ethnic organizations should be part of the recruitment process. Suggested points of contact include the newsletter for Catholic/Hispanic parishes, Hmong Community Church, and African American churches.
- Use diverse student representatives to recruit at local high schools.
- Develop and moderate a Spanish Language Facebook group, and family support group "Familia de un ave fénix"
- Enhance transferability with two year tribal colleges and place recruiters on site at those colleges on a regular schedule.
- Develop bi-lingual recruitment materials.
- Develop 3 year, 5 year, and 10 year plans with specific goals for diverse populations.

- Develop under-represented group-specific materials for high school recruitment highlighting recent graduates from that group and published bilingually.

Suggested Strategy 2: *Increase and publicize support and opportunities for underrepresented students*

- Provide on-campus day care and support students with family/care responsibilities.
- Increase funding and staffing for the AIC.
- Hire bilingual counselors and advisors.
- Develop summer bridge programs to increase student success.
- Hire more diverse staff (teaching and other) across all areas of the university.
- Highlight opportunities for under-represented students at UW-Green Bay (e.g. research opportunities in the Hmong Studies Center)
- Increase course content in multicultural subjects.
- Develop and maintain Spanish Language Facebook groups for study support.

Opportunity 4

UWGB can create a campus-wide culture of recruitment.

Existing Strategies:

- None

Strengths and Limitations: Many opportunities to connect with prospective students are missed.

Suggested Strategy: *Create a campus culture for recruitment as everyone's job*

Faculty, staff and students are all active in the community and have relationships with community members and interest organizations. Recruitment training opportunities for general campus members offer a means to increase recruitment success across campus.

- Offer training opportunities for general campus members as a means to increase recruitment success across campus.
- Regularly share outcomes of recruitment/enrollment strategy.
- Identify and recognize excellence in recruiting of both departments and individuals.
- Support and publicize Undergraduate Research Experiences and Student/Faculty Research Partnerships.
- Examine resource allocation for Admissions and Academic programs affected by recruitment and re-allocate or provide additional resources as needed.

Subgroup 3: Data Platforms and Tools

Chair: Mark Olkowski

Members: Brent Blahnik, Sharon Gajeski, Cris Nelson, Adam Parrillo, Gail Trimmerger

Data Platforms Final Report

The Data Platforms Subcommittee of the Enrollment Working Group was charged with looking at the current software systems used today and look for ways to leverage them in order to assist with recruitment and retention. We focused on three functions, an early alert system for students underperforming academically, Constituent Relationship Management (CRM) uses and abilities to further our recruitment and retention goals, and a central location for advising notes.

Opportunity #1: Create an Early Alert System

Early alert systems are used by campuses across the country, and to a limited extent, have been used at UWGB. The goal is to identify students who need assistance early, and provide the support and resources necessary to help them succeed. Without such a system, it is easy for students early in the semester, either new freshman, or new transfer students, to fall short of the minimum academic requirements, which hurts both the student and the university.

Existing Strategies

- Currently Athletics has the best and most recognized early alert system on our campus, but participation by faculty is about 50%.
- American Intercultural Center and the GPS program use similar methods, but they are labor intensive, and faculty responses are not required.
- There is no current policy requiring students receive a grade/feedback until the end of the semester.

Suggested Strategy : Create a campus wide early alert system.

- Begin a pilot program for an early alert system with a targeted or high risk group of students.
- Start with 100 level general education courses, requiring those faculty to post in SIS an early grade by the end of the fourth week of the semester.
- Activate Mid-Term Grade field in SIS to hold the grade so it is viewable for students and available to be queried.

- Develop SIS query to identify students doing poorly in more than one course and alert their advisors of performance concern.
- Make advisors responsible for reaching out to these students and meeting with them to discuss what is happening and talk about options with the student.

Opportunity #2: Create a more productive CRM

The committee looked at the Constituent Relationship Management (CRM) program to determine what was the original plan for this software product, where is it today, and how will it help us in the future. A productive CRM has the capability to get the attention of, educate, and motivate audiences of all sizes. CRM's are often used to assist with recruitment of new students, inform or reach out to current students and to help stay in touch with alumni or donors.

Existing Strategies:

- UWGB is in the fifth year of a five year contract with our current CRM vendor.
- The same CRM is used by Adult Degree, Admissions, and Nursing to assist in keeping track of applicants and where they are in the pipeline.
- Data can be used to identify target audiences, but this is mostly done outside of the program by IT staff, or manually by CRM users. The vendor has promised updates to the software to better automate this process, but this has not been delivered yet.
- Not used for texting students or applicants at this time because UWGB has not purchased the CRM module that performs this function.
- The majority of users do not have the tech skills to write/create anything beyond very basic events or campaigns within CRM, even after several sessions of vendor training. This is due to the limitations of the software which requires some knowledge of software programming languages in order to function as designed.
- Number of users is limited to the number of shared licenses purchased from vendor and installation of necessary software on users' computers.
- Key staff responsible for supervision of CRM project have left or are leaving UWGB shortly.
- Advancement uses its own CRM, and is currently happy with this products abilities.

Suggested Strategies:

- Establish a small (3-4) CRM oversight group to be responsible for overseeing the contract, implementation of the product, developing policies, such as user access levels, protocols/procedures for users to follow, and the prioritization of work for IT support staff.
- Work with current vendor to get product working at the level promised by original contract, or search for new vendor with similar services already operational.
- Hire either a permanent position, or at minimum an 18-24 month LTE tech position to extract quality data, develop events and write campaigns. This position should also be responsible for documenting these processes and provide training to other users to enable more robust use of the software.
- Purchase and develop uses for texting module to assist in communication with students and applicants.

Opportunity #3: Electronic Storage of Advising Record

To provide a consistent and comprehensive advising model, advisors need the ability to document their work with each student. Such records need to be able to follow a student through their college career and from advisor to advisor to assist in keeping a student on track to graduation.

Existing Strategies:

- Academic Advising and Adult Degree Advisors started using CRM during the 2013-14 academic year to keep notes on their advisees. Prior to this, notes were kept by individual advisors and not shared with others.
- Currently Faculty Advisors have no shared or centralized location for keeping notes on advisees.
- CRM is restricted by number of user licenses, so allowing all faculty advisors to use CRM for maintaining advising notes would have a notable cost for licenses and support.
- Registrar's Office keeps records of petitions or appeals, but these are not available to all advisors for viewing.

Suggested Strategies:

- Test and launch a newly introduced feature in SIS which has the capability to keep and maintain advising notes which would be connected to a student's SIS account.
- Create an expectation that all advisors are using a centralized notes system, either in SIS or CRM, to provide history and continuity of service to students.
- Create policy to keep records of all advising sessions to assist as supporting documentation for student appeals, outreach efforts and reminders for students of their past advising sessions.

Overall, the data platforms UWGB uses are either strong or showing great potential. SIS is seen as the anchor for many other systems and has proven to be very solid and stable. D2L has been good to work with for most, but has a contract ending in early 2016. Pilots have been started using other products similar to D2L to determine if the UW system should change vendors. The use of a CRM as a general operational practice is necessary if we are to be competitive in our markets. But the current program needs attention, and potentially more human resources assigned to support it. If we are to have methods to reach out and communicate with students, or potential students, these software programs can assist us, if leveraged properly. We believe our recommendations would do this, and help move UWGB forward in reaching its enrollment goals.

Subgroup 4: Campus Experience

Chair: Heidi Sherman

Members: Vince Lowery, Sierra Spaulding (student), Tina Tackmier

Note: Jacob Immel (student) recused himself from the committee in November 2014 due to other time commitments.

Sub-Committee on Campus Enhancement Final Report February 4, 2015

Heidi Sherman (Chair), Vince Lowery, Sierra Spaulding, Tina Tackmier

Problem 1:

The more than 2,000 students who live on campus feel isolated from the city of Green Bay due to the distance from campus to business districts. We do not attract those students to UWGB who are seeking connection with an urban community even though Green Bay is the third largest city in Wisconsin.

Existing Strategies:

- Free use with a campus ID of the Green Bay Metro bus system.
- Making fleet vehicles available to students for a minimal rental fee.
- Expecting students to use their own vehicles for transportation.

Strengths and Limitations: Though an environmentally sustainable and economical choice, the public transit system is slow (2 hours one way to Bay Park Mall) and does not provide service in the evenings, which is prime time for students, and no service at all on Sundays. Many students choosing to live on campus do so because they do not own cars or wish to drive in the city.

Suggested Strategy: *Create a campus shuttle such as those adopted at UW Platteville and UW Stevens Point that provides students with transportation to business districts in the city.*

- To begin, we decided on a set of guiding questions. These include, who is going to fund the shuttle and how, if the shuttle will be open for community use as well, for what purpose will the shuttle be used, what the hours of operation would look like as well as how the routes would map out, what the environmental impact would be of using a shuttle, how this could be used as a recruitment and retention tool, how it is possible to accommodate people with specific needs or disabilities.
- Once we determined this set of questions, we began to research what other campuses are doing. We found that campuses that use a shuttle service tend to have more than one route operating at various intervals depending on that route. For example, University of Wisconsin Platteville and its Pioneer Transit utilize three different routes: a campus route that runs from 7:00AM until 8:00PM every half hour, a dinner route that runs from 4:30PM until 7:30PM every 20 minutes, and a shopping route that runs from 1:00PM until 11:00PM every one hour. This helped us determine the types of routes we made need for our campus.
- Seek out the business of a local dealership to supply us with a two 15-passenger vans and one 7-passenger minivan. Recognizing that three vehicles is ambitious, we decided on such for two reasons: we could have overlapping route times between the two 15-passenger vans, and should one van break down, we could still operate.
- Once we have the vehicles (and hired trained drivers), we propose two routes and possibly a third, if open to the community. The first shuttle would run on Saturdays and Sundays from 8:00AM until 6:30PM, and it would run in a loop that incorporated a grocery store, a pharmacy, the mall, and other businesses that fit into such a loop. Moreover, if possible, we would like to include many of the businesses that accept pass points. Currently, these businesses are two BP Gas Stations, a CVS Pharmacy, Festival Foods, Green Bay Pizza Company, Mackinaw's, Noodles and Co., Toppers, the Bluff Pub and Grille, and Subway. The purpose of this route is to get students around

- on the weekends if they do not have a car on campus. The second shuttle would run on Fridays and Saturdays in the evening and late night from 6:00pm until 2:00am through downtown Green Bay. The purpose of this route is for students (21+) to get to and from campus on the weekends without the need to drive. A third possible option is to have a shuttle that runs complementary to the Green Bay City Transit system. This option is less developed, but the idea is to have it run on Monday through Friday from 2:00PM until 10:00PM to offset the early closing of the city transit. This option would be available to the community, and would foster community support for our university shuttle system.
- We have found there to be several positive outcomes to bringing a shuttle to campus. First, it would reassure parents of first-year students that there is a system with trained drivers that provides safe and reliable transportation year round. Students could get to the things they needed without taking several hours to get to the pharmacy or mall using the city transit system. Second, it is environmentally friendly. By bringing shuttles to campus, we could potentially cut down on the number of vehicles that travel to and from town. Third, there is potential to use the shuttle to bring nursing students to and from Bellin Health, which could contribute to retention in that it saves money.
 - In order to pay for the shuttle, we propose asking the businesses along the routes, and especially those that already accept pass points, to invest for the first two years of its operation. We believe this shuttle will bring students to these places of business, and thus a rise in their sales and customer base. We decided on this form of raising the money because it is not likely to raise student segregated fees in the coming years for a campus shuttle.

Problem 2:

Students are lacking in the hands-on professional experience due to the low numbers of internships available in the city of Green Bay. Recently, UW-Oshkosh reformed its General Education program to include internships with local non-profits and businesses.

Green Bay is a larger community than Oshkosh, offering more opportunity for connection building, but our campus has done little to seek out these contacts and make them available to students.

Existing Strategies: Several budgetary units and disciplines offer internships for their students and these have proven successful for student professional development.

Strengths and Limitations: Students do not know how to find information on internships. Also, most internships are restricted to juniors and seniors, who have heavy academic demands. Finally, there simply aren't enough internships for all students who desire them.

Suggested Strategy:

- Like UW Oshkosh, reach out to the Green Bay community to create more internship opportunities for students.
- Extend these internships opportunities first and second year students, not only juniors and seniors.
- Create a central location that disseminates information about all internships.
- Use a campus shuttle to help students get to their internships.

Problem 3:

Students complain that there is nothing to do in the evening and on the weekends on campus. These complaints create the *perception* that UWGB is unfriendly and lacks a total "Campus Experience".

Existing Strategies: The Office of Student Life and its Director Lisa Tetzloff have made significant advances in improving a sense of campus community during the past decade.

Strengths and Limitations: In the last decade, the number of weekend campus events has jumped from 60 to 265 (last year's figure). Student Life programming is both engaging and well attended by students. Nonetheless, despite fantastic efforts to get students involved, there is anecdotal evidence that students continue to believe there is nothing going on campus. This suggests a problem with **student perception**, which could be mitigated by the following:

Suggested Strategies:

- Reinstitute the practice that all FYS courses include a mandatory requirement of all students to attend **three** Common Theme events during the semester. Students often do not know of the exciting things happening on campus and requiring attendance at these events will help shake up the misperception of flat campus life.
- Create a buzz about campus events by making videos showing active and engaged students talking about these events. Ideally, UWGB should hire a media specialist to document our campus culture and work with student interns in Communications to learn how to make their own videos, etc. By spreading the word that things ARE happening on campus, students will feel less disconnected and a greater sense of commitment to enhancing their own campus experience.
- Finally, the Office of Student Life recommends that if someone complains about campus programming, recommend they take their complaint to Student Life to suggest a programming idea.

Problem 4:

Students complain about facilities and rules/restrictions in the Residence Halls. Anecdotal evidence suggests students have transferred to other UW campuses more freedom in residential living.

Existing Strategies: Residence Life staff is always on call and responsive to student concerns. In response to student requests to limit quiet hours, they were modified: quiet hours now end at 9:00am instead of the previous 11:00am and pushing back quiet hours on the weekends from 11pm to midnight. The Director also reported plans for a major exterior makeover of the traditional apartments planned for this coming summer, with new siding and windows, which should downplay the perception that the halls are drab, outdated, and drafty.

Strengths and Limitations: Residence Life success in creating a positive campus living experience is evinced by recent EBI results (a customer satisfaction survey given each year with a 60% response yield) and an impressive **67% retention rate** (compared to the 41% norm for most campuses). Nonetheless, UWGB's campus distance from the city of Green Bay makes on-campus housing the only choice for students who wish to walk to class.

Suggested Strategies:

- Create a campus shuttle from the residence halls to business districts in town that would give students more options to socialize and connect with the city.
- As we recruit more students, invest in housing facilities for these students to avoid imminent overcrowding issues. The residence halls are filled to capacity and cannot house more students without additional capital investment in facilities.

Problem 5:

Students are dissatisfied with on-campus dining options, particularly the price and quality of food choices.

Existing Strategy: Union Director Rick Warpinski is aware of these issues and consistently strives to make improvements, such as creating a salad bar to increase healthier food choices.

Strengths and Limitations: UWGB contracts with A'viands and the vendor contract will expire next year. A handful of UW campuses self-operate their campus dining (Platteville, Stevens Point), but those campuses have many more students enrolled in campus dining. Platteville, which is of similar size to UWGB, has four times the number of students enrolled in a campus-dining program. This means more money for self-operation. Becoming a self-operated dining campus may not be possible for UWGB because it requires enormous cash investment for food stock - money up front that we no longer have. Another student complaint that could be addressed is the retail ticket prices students pay each meal.

Suggested Strategy:

- K. At more traditional UW campuses, meal-plan students have \$1,000 automatically deducted from their account at the beginning of the semester - and pay much smaller amounts for each individual meal (\$2 - \$4) throughout the term. Our campus does something different. Instead, we leave the overhead cost as part of the total payment of each meal. For example, other campuses charge less than \$2.00 for a meal, whereas our campus may charge somewhere close to \$8.00 for a meal. Though students end up paying roughly the same for each system, the latter has the negative effect of reminding the student with each meal how much their food actually costs. The daily "sticker shock" effect experienced by UWGB students could be alleviated by adopting the first option.
- L. Because the contract with A'viands is almost up, we will have the chance to switch to another system next year. Thus, Student Government proposed switching to a self-operation, which could increase the quality of food on campus.
- M. Switch to a multi-vendor option: Rick Warpinski suggests the possibility of bringing in other companies; Festival could potentially take the place of the Corner Store. Kavarna could take the place of Common Grounds. This would mean closer ties with the community businesses, and Festival already has a system that takes student pass points.