UWM’s Early Warning System

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Goals

Using a web-based Early Warning System report, all instructors of standard start-date sections with new freshmen will assess the 4-week status of their new freshmen. Advisors will contact students reported as doing unsatisfactory work and report by the eighth week back to instructors their recommendations to students.
Baseline Data

2nd Year Retention Rates
UWM 2003 New Freshmen

- All Students: 63.1%
- Students requiring no remedial education: 73.5%
- Students requiring both math and English remediation: 66.2%
- Students of Color: 48.9%
- White: 77.2% 75.8%
Targeted Improvements

- Increase first year retention rate
- Decrease in number of students on probation after first semester
- Increase course completion rate
- Increase six-year graduation rate
Actions in 2005-06

- Conceptualized, designed and developed Early Warning System accessed through PAWS Peoplesoft Student Administration System
Actions in 2005-06

- Center for Instructional & Professional Development (CIPD) wrote up strategies for gathering information about student learning that would make feedback more informed. See http://www.uwm.edu/Dept/CIPD

- Evaluated results and gathered feedback as basis for system improvements (implemented Spring 2006)
Impact

- 34% of instructors submitted feedback using the Early Warning tool
- Feedback submitted for students in 507 classes
Impact

- 8074 total assessments entered in Early Warning System (reached 90% of freshman class)
- 25.2% (977) of new freshmen received at least one unsatisfactory assessment
- 56% of advisors provided feedback
Impact

- Students who have contact with advisors through the Early Warning System have improved rates of retention (2-6% depending on type of remediation needed)

- Number of unsatisfactory Early Warning reports related to students’ likelihood of being on probation
Impact

- Demonstrates that identification of unsatisfactory performance by an instructor at the four-week mark is a true indicator of that student being “at risk” academically.
- Data underscore the need for continuing early intervention with these students.
Plans for 2006-07

- Increase participation by faculty and advisors
- Further analysis of factors leading to student success