

Academic Matters

A Publication of the University of Wisconsin Colleges - Office of Academic Affairs

Volume 8 No. 1
2008

September



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FROM THE INTERIM PROVOST:

Welcome back to another academic year! I trust your summer months were productive and restorative. I hope your semester is off to an outstanding start! Please take a moment to review the contents of this edition of *Academic Matters*. It provides valuable information about the Office of Academic Affairs, an update on the status of the UW Colleges Campus Climate Survey, an instructional technology update, practical tips on developing a grant budget, an update on the UW Colleges assessment program, information about the changing demographics of public school enrollments, news from the Engaging Students in the First Year initiative, a report about Continuing Education's activities and revenue generation during 2007-2008, and an update on progress made towards offering the Associate of Arts and Science degree with emphases.

The primary activity in which the Provost's Office engaged this past summer was planning the proposed Bachelor of Applied Arts and Science (BAAS) degree. Two committees worked in parallel fashion and, at times, collaboratively toward making the BAAS degree a reality for the UW Colleges. A six-member faculty team representing each of the three academic divisions of the UW Colleges (Humanities, Social Sciences, Natural Sciences and Mathematics) worked throughout the summer months to develop a curriculum for the proposed BAAS degree. The six members of the BAAS Faculty Task Force were Kim Kostka (Chemistry), chair, Mark Brown (Philosophy), Asif Habib (Chemistry), Margaret Hankenson (Political Science), Greg Peter (Anthropology and Sociology), and J.T. Whitney (English). At the same time, the Entitlement to Plan

Working Group met monthly to develop strategies for writing the Entitlement to Plan document which is the first step required by UW System for proposing any new degree or program. Members included Dan Blankenship (CEO/Dean, UW-Fond du Lac), Mark Brown (Philosophy), Colleen Godfriaux (UWC Budget Director), Larry Gomes (Business and Economics), Cary Komoto (Chair of Chairs, Department Chair, Geography/Geology), Paul Langteau (CEO/Dean, UW-Marinette), Jane Oitzinger (Department Chair, English), Jim Perry (CEO/Dean, UW-Fox Valley), Martin Rudd (Associate Dean, UW-Fox Valley, Chemistry), Lisa Seale (Interim Associate Vice Chancellor for Academic Affairs), Annette Severson (Wisconsin Technical College System representative), and Jan Sheppard (Academic Planner, UW System).

I am pleased to report that the work of these two groups resulted in a draft of the Entitlement to Plan document. On September 13, I sent the draft to members of the two committees, Chancellor David Wilson, and UW System Senior Vice President for Academic Affairs Rebecca Martin for their review and feedback. I am currently collecting the feedback and am planning to submit a revised draft to UW System administration in October. Once UW System endorses the Entitlement to Plan document, then it will be presented to the UW System Provosts at one of their monthly meetings for their review and feedback. The document will then be revised and resubmitted to UW System administration. If deemed ready, the document will be sent to the UW System Provosts so that they can share it with their respective campus constituencies for feedback. The feedback will then be sent to UW System administration and shared with me. If all goes well, UW System would grant the UW Colleges entitlement to plan the BAAS degree by late November or early December. The next step will be to develop a complete BAAS proposal and request from UW System administration and the Board of Regents authorization to offer the BAAS degree. I am hoping that the authorization document will be ready for UW System review by April and submitted to the Board of Regents for action at their May meeting.

I remain optimistic that the UW Colleges will receive permission to plan to offer the BAAS degree. I believe our offering this degree will provide a new pathway for underserved adults throughout the state to obtain a bachelor's degree locally. Additionally, this new degree will provide adults in the UW Colleges thirteen service areas a unique opportunity to attain an applied baccalaureate degree that is locally focused and conveniently delivered. I will keep you informed of our progress.

I wish you a very exciting and successful academic year!

Update on Who's Who in the Office of Academic Affairs
Compiled by Sharon Brickl

Greg, Lampe - Interim Provost and Vice Chancellor for Academic Affairs (608) 263-1794. Greg has primary responsibility over the activities and staffing of the Office of Academic Affairs for the UW Colleges. His responsibilities include oversight of the academic departments, personnel issues regarding hiring, retention, tenure and promotion of faculty, institutional research, inter-institutional collaborations and articulations, continuing education and outreach, professional development of faculty and academic staff, student support services and enrollment management, grants, budget for academic affairs, accreditation, and academic planning and program review. Greg is also working on the administrative integration of the UW Colleges and UW-Extension.

Patricia Fellows – Coordinator: Instructional Technology and Training – (608) 263-3245. Pat is responsible for learning technology development and support. This includes the accelerated/hybrid (a component of the Adult Student Initiative) and hybrid course projects, Desire2Learn (D2L) Support, and investigating instructional technology trends and needs. She is also responsible for training via WisLine Web, face-to-face on campuses and online in formats like the Computing Tip of the Week. Other responsibilities include serving as the primary site administrator and lead trainer for D2L, representing the UW Colleges at UW System Learning Technology Development Council and D2L Site Administrator meetings, and serving on the Office 2007 roll-out team.

Rex Hieser - Professional Development Coordinator. Rex is an Associate Professor of Psychology at UW-Fox Valley where he transferred in 1989 after teaching at UW-Marquette for 11 years. He can be contacted at UW-Fox by email or phone (920) 832-2873. As the institution's Professional Development Coordinator, Rex identifies and communicates workshops, conferences and award opportunities of potential interest to faculty and staff and administers transmittal of grants and awards materials to various Senate committees and the UW System; he provides support to the Senate Professional Development Committee, the Senate Teaching Awards Committee and the UW Colleges Colloquium Planning Committee; serves as the UW Colleges Administrative Representative to OPID and acts as liaison for UW System programs and awards

Cherie Hatlem - Registrar and Director of Admissions (608) 262-9652. Cherie manages the records and admissions components of the PeopleSoft Relational Information System (PRISM). She interacts with department chairs and campus student service personnel regarding the following: transferability and recording of credits, admission processing for international applicants, enrollment issues and reporting, residency and tuition remission appeals, course maintenance, processing of official academic transcripts and student service matters. Additionally, she works with the appropriate committees regarding policy, registrar-related functions, and student service issues.

Laura Lee –Institutional Assessment Coordinator, (715) 389-6524. Laura is an Associate Professor in the Biology Department at the UW-Marshfield/Wood County campus. In addition to teaching three courses on the campus, she is coordinating the UW Colleges'

Assessment Program. She works closely with the Senate Assessment Committee, Department Assessment Coordinators, and Campus Assessment Coordinators helping them plan and implement the Colleges' assessment program, and responding to areas of concern. Laura also works with the Senior Information Manager and Associate Vice Chancellor of Academic Affairs.

Gregg Nettesheim – Senior Information Manager, (608) 263-5991. Gregg works in the area of institutional research, collecting, creating and distributing management information for UW Colleges' staff and faculty. This includes compiling and organizing data in the areas of enrollment management, curricular analysis, student learning assessment, and assessment of the first year experience.

Lisa Seale - Interim Associate Vice Chancellor for Academic Affairs (608) 263-7217. Lisa's principal responsibilities include reviewing and interpreting academic policies and procedures, academic program development and review; library planning; articulation and transfer issues; instructional staffing and budgeting; organizing and facilitating the New Deans and New Chairs Orientations; advancing the Engaging Students in the First-Year initiative; assisting in the institution's assessment of student learning program; and supervising the Director of Library Support Services, the Coordinator for Professional Development, the Assistant Coordinator for Engaging Students in the First Year, and the Institutional Assessment Coordinator.

Eric Smith – Grants Officer, (608) 265-6781. Eric's role is to increase public and private support for Colleges-wide initiatives. The Grants Office provides support to campuses, central administration, and campus foundations by researching potential public and private funding opportunities, developing proposals, promoting multi-campus collaborations, providing grant writing technical assistance and grant development training. The primary focus of the Grants Office is on seeking funding from sources external to the UW System. To facilitate the implementation of a UW Colleges-wide grants strategy, the Grants Office is the central point of contact for all grant applications and maintains a UWC grants database.

Christel Taylor – Assistant Coordinator, Engaging Students in the First Year (ESFY), 262-521-5479. Chris works to promote and coordinate the ESFY initiative institution-wide. She works with the Interim Vice Chancellor for Academic Affairs, the Senior Information Manager, and the campus ESFY coordinators to assess and improve ESFY-related programming and to provide support for ESFY programming on the campuses. Chris also teaches English and First-Year Seminar at UW-Waukesha.

Tim Urbonya - Director of Continuing Education & Extended Services, (608) 263-9676. Tim serves as a resource coordinator for the Continuing Education Outreach Program Managers located at each of our 13 campuses. The major responsibilities include monitoring CE budgets and non-credit programming, and serving as the Colleges liaison with UW-Extension Offices. In addition, this position coordinates the institution-wide study abroad programs for the UW Colleges.

Cathy Whitford – Interim Director of Distance Education, (608) 890-0745. Cathy is responsible for the planning and administrative management of UW Colleges Online, and of all non-online DE including compressed video (CV) and WisLineWeb (WLW) throughout the UW Colleges thirteen campuses. She interacts with department chairs, campuses and the provost regarding issues of curriculum, staffing, enrollment, and scheduling, and with the faculty/staff teaching in all DE programs. In addition, she works with other institutions with which UWC has collaborations.

Patti Wise – Interim Associate Vice Chancellor for Student Services and Enrollment Management, (608) 263-0476. Patti’s current responsibilities include oversight of the following areas: admissions, registration and academic records, financial aid, marketing, enrollment management, student accessibility services, legal compliance, Title IX compliance, Plan 2008: Educational Quality Through Racial and Ethnic Diversity, including programs for multicultural and disadvantaged students, the UW Colleges Student Support Services Program and Precollege Programs, the UW Colleges Alcohol and Other Drug Education Program, and institutional student government and student leadership. Patti also handles student misconduct, student insurance, external scholarship programs, and support services to the UW Colleges campuses’ student services staffs.

UW Colleges Campus Climate Survey
Lisa Seale

As you know, the UW Colleges is taking part in the [UW System Diversity Climate Assessment Project](#), one of five University of Wisconsin institutions to do so. A campus climate survey was distributed last Spring semester on each of our thirteen UW Colleges campuses, as well as to the UW Colleges Online Program and the UW Colleges administrative offices in Madison. The [UW Colleges Diversity Leadership Committee](#) (DLC), chaired by Associate Professor Ron Gulotta (Sociology, UW-Waukesha), guided the process of distributing the survey. Survey results are now being analyzed by [Rankin and Associates](#), the consulting firm contracted by the UW System to analyze and produce institution-specific reports for each participating University of Wisconsin institution, as well as an aggregate report for the University of Wisconsin System as a whole. In addition to a UW Colleges-specific aggregate report, each UW Colleges campus will receive its own campus-specific report.

On November 18, the aggregate campus climate report for the UW Colleges will be distributed in two presentations. A Colleges-wide one-hour compressed video brown-bag presentation will take place at noon, led by Sue Rankin, lead consultant on the UW System Diversity Climate Assessment Project. Sue Rankin will also present her summary of the report’s findings in the morning to the chancellor and his senior staff, campus deans, DLC members, UW System Administration representatives, and other interested parties, at the Campus CEO/Deans meeting held at UW-Marshfield/Wood County.

Also on November 18, the thirteen individual campus reports will be presented to the campuses. Once these have been delivered, the next phase of this project begins, a phase in which each campus will be asked to carefully consider its report and recommend campus-specific responses to the strengths and weaknesses identified therein.

The UWC Diversity Leadership Committee has been tasked by Chancellor David Wilson with providing each campus with some common tools to assist in the response process. To this end, the DLC has invited campus deans and campus steering committee chairs to appoint a small campus climate steering committee on their respective campuses. These will be charged with initial review of the campus report and with facilitating discussions that will lead to the response. Once these committees are in place, the DLC will then communicate directly with them as it helps to prepare each campus to receive the campus-specific reports.

As we move into this next phase of the campus climate survey process, I look forward to good work by the UWC Diversity Leadership Committee as it helps to foster rich discussions among all of our campus colleagues and the UW Colleges as a whole.

Instructional Technology Update – What’s New? ***By Pat Fellows***

In August, Provost Lampe approved the purchase of classroom response (Clickers) training kits and receivers to be used at five pilot campuses this fall. The five campuses each had a demonstration of classroom response systems in April and decided to move forward as part of the pilot. The campuses involved in the pilot are UW-Fond du Lac, UW-Fox Valley, UW-Manitowoc, UW-Marathon, and UW-Waukesha. The institution plan involves having faculty test clickers, using a training kit the campuses received, and then integrating the use of the clickers on a very regular basis in their classes. When this happens, the students would purchase their own clicker from the campus bookstore. The clicker can be used in all courses using clickers and upon transfer to many of the four-year campuses. This pilot is in its very early stages; however several instructors are already utilizing clickers in their courses.

For more information about classroom response systems and how they are being used in higher education and on UW System campuses check out these links:

1. [7 Things You Should Know About Clickers](http://net.educause.edu/ir/library/pdf/ELI7002.pdf) (Educause) - <http://net.educause.edu/ir/library/pdf/ELI7002.pdf>
2. [Educause Classroom Response Systems](http://connect.educause.edu/term_view/Classroom%2BResponse%2BSystems) web site - http://connect.educause.edu/term_view/Classroom%2BResponse%2BSystems
3. [UW-Milwaukee Student Response Systems](http://www4.uwm.edu/ltc/srs/) web site - <http://www4.uwm.edu/ltc/srs/>

Developing Your Grant Budget ***By Eric Smith***

As we enter this new academic year, many faculty and staff will work on grant projects of various types. This is a reminder that as you prepare your budgets there are some important procedures that you need to follow. Your campus administrative services office is a good source of help. Our grants office is always available to help you work through budget development questions (eric.smith@uwc.edu).

Fringe Benefits: Any time that a faculty or staff position salary is included in a project budget, you need to also account for fringe benefits for that position. The current rate for faculty and academic staff is 44.5 percent. For classified staff the rate is 57.0 percent. There are other rates for other types of staff. These rates include an LTE (46.0%), a project, teaching or research assistant (34.0%) or a student employee (2.5%). Together, a salary and a fringe benefit cost is significant. Here is an example of how to figure the cost for a faculty member that will spend 10 percent of his or her time on a project. If the faculty member is making \$50,000 per year, the fringe benefit cost will be 44.5 percent or \$22,250. The total annual cost for that faculty member is \$72,250 per year. At 10 percent time, the amount to enter in the project budget will be \$7,225.

Matching Funds: Some grants require an institutional match for the project. If you seek a grant for \$10,000 that requires a 100 percent match, you will need to come up with an additional \$10,000 of institutional or local dollars. Keep in mind that the total project budget is now \$20,000 (their \$10,000 plus our \$10,000). Fortunately, most of the grants we seek either do not require a match or allow for an “in-kind” match. What is an in-kind match? It is any person or resource that contributes directly to accomplishing the goals of the project, but is not being paid by project funds. In the example on fringe benefits, if the faculty member was contributing his or her time to a project without being paid through project funds, then his or her 10 percent (\$7,225) can be used as an in-kind match.

Indirect Costs: Some grants allow UW Colleges to charge an indirect cost. An indirect cost is much like an overhead or institutional maintenance charge. These costs help fund our administrative work, such as personnel and financial management that support the grant project. If an indirect cost rate is allowed, then it should be applied to the project. In recent years, many funding sources either do not allow any indirect costs or limit the amount that can be charged. Our grants office is always available to help you work through this issue.

Our grants office is designed to provide the support you need to work through grant guidelines and often complicated procedures. Hopefully, this support will allow our faculty and staff to save time (and headaches) and concentrate on the primary content of their proposals.

UW-Colleges Assessment Update
By Laura Lee

The UW-Colleges assessment program is in the process of wrapping up the 2007-2008 assessment cycle and gearing up for the new 2008-2009 cycle. Some great work was done last year and we're looking forward to more occurring this year. We will be sending a team to a Higher Learning Commission workshop (Making a Difference in Student Learning: Assessment as a Core Strategy) in October, and plan to give a presentation at the annual Texas A & M Assessment Conference next February.

The Senate Assessment Committee (SAC) and the Department Assessment Coordinators (DACs) met in June at UW-Baraboo and in August at UW-Fox Valley and are in the process of wrapping up the 2007-2008 department assessment cycle. The final reports will be submitted in September. From reading the draft reports already submitted by the DACs, I can see that there are wonderful things going on in many of the departments, including a lot of dialogue about assessment. Many departments are being particularly creative in their assessment of department-specific learning objectives. Some have developed common tools, others allow instructors to use individual tools with a common rubric, and still others are using standardized test questions from their discipline. Some departments are assessing skills important to their discipline, such as interpretation of graphs and vocabulary skills. Others are using a variety of techniques to assess discipline-specific content. In terms of institutional-level assessment, we tested some revisions to the Analytical and Aesthetic Skills proficiencies in rubrics in 2007-2008, and they seem to be working well. In 2008-2009, the departments will return to the assessment of communication and quantitative skills, as well as continue with their department-level assessment. We would also like to welcome the Women's Studies program to the assessment team this year!

This summer we completed the 2007-2008 Campus Assessment Cycle. The CACs are working hard with their campuses to put together meaningful and useful assessment programs. Campuses are engaging in a wide variety of activities, including town halls and focus groups, surveys, mechanical measurements of space use, examination of placement test results and community outreach. Some of the campus areas assessed in 2007-2008 included the strategic plan, campus themes, advising, faculty mentoring, use of campus space and students' reading and writing habits. Many campuses will continue to target these areas of assessment in 2008-2009, while others will move on to new areas of assessment.

Our goals for this year include the continued assessment of online courses, the exploration of potentially new performance indicators, and preparing for the Higher Learning Commission's next visit in 2013. Please feel free to continue providing informal feedback to the DACs, CACs and myself. Thanks so much for all of your efforts in the assessment program.

The Changing Demographics of Public School Enrollments
By Gregg Nettesheim

Over the past five years, school districts in 33 of the 72 Wisconsin counties have supplied the UW Colleges with 100 or more new freshmen. Looking at changes taking place in the K-12 populations in these counties may provide us with a glimpse of future changes in UW Colleges enrollments

The two charts shown below compare the fall 2003 and fall 2007 public school enrollments for these 33 counties. The first chart includes the 13 counties that comprise the primary feeder counties for each of the 13 campuses. The second chart includes the other 20 counties that supplied 100 or more new students over the past five years.

Looking at table 1, we see that 6 of the 13 counties have experienced an overall decline in the public school age population during this period. The public school populations in Barron and Marinette counties in particular have each shrunk by roughly 8%. These changes form the backdrop for critical budget discussions happening now in rural school districts, and they will certainly impact the UW Colleges for a number of years. On the other hand, 7 counties experienced growth in the public school population during this period, with Outagamie and Waukesha counties showing the largest increases at approximately 5%.

If we think of table 2 as those counties that include the second tier of school districts supplying UW Colleges' new freshmen, the impact of changes in enrollments will be less significant, though still important. In this table, the change is more uniformly toward smaller overall enrollments, with 17 of the 20 counties experiencing declines during this period. The public schools in Milwaukee County in particular have experienced a significant decline in overall population, with most of the change occurring equally among Black and White students.

While the changes in overall school population presents a mixed picture, the changes in the racial and ethnic makeup of those populations is more consistent. In all of the 33 counties, the number of students of color as a proportion of the overall population has increased. Looking just at table 1, the aggregate shift has been from 10% students of color in 2003 to 14% in 2007. Overall, the numbers of white students declined in these thirteen counties, while the numbers for the other racial and ethnic groups increased, with very significant increases for Black (45%) and Hispanic (63%) students. Five of 13 counties experienced an increase of 90% or more in black student enrollments, while seven of the counties experienced an increase of 70% or more in Hispanic student enrollment.

I would invite you to take a moment to look at these tables, looking particularly at the counties served by your campus. There are some eye-popping changes occurring in the demographics of Wisconsin's public school districts. These changes will almost certainly become the basis for changes in UW Colleges enrollments in the near future.

Table 1 – Counties with Public School Districts Supplying the Greatest Number of UW Colleges New Freshmen in the Past Five Years

County	Asian		Black		Hispanic		Native American		White		Totals		SOC % of total	
	2003	2007	2003	2007	2003	2007	2003	2007	2003	2007	2003	2007	2003	2007
Barron	81	80	70	137	145	202	130	121	7867	7118	8293	7658	5%	7%
Fond du Lac	245	303	149	296	499	868	72	60	14742	14245	15707	15772	6%	10%
Manitowoc	1434	1500	176	360	584	1032	148	160	21564	20398	23906	23450	10%	13%
Marathon	5342	5320	336	606	420	784	212	296	33014	32892	39324	39898	16%	18%
Marinette	26	38	38	51	58	81	51	62	6937	6277	7110	6509	2%	4%
Outagamie	1852	2003	397	756	842	1440	597	643	27929	28498	31617	33340	12%	15%
Richland	7	6	23	16	17	49	2	7	1853	1731	1902	1809	3%	4%
Rock	333	439	2447	2812	1582	3007	103	116	23011	21965	27476	28339	16%	22%
Sauk	172	204	206	328	650	1140	570	586	22154	21078	23752	23336	7%	10%
Sheboygan	1848	1929	260	453	1188	1677	116	139	16225	15567	19637	19765	17%	21%
Washington	212	309	165	398	350	552	111	114	18832	18540	19670	19913	4%	7%
Waukesha	1487	2328	1336	1862	2197	3094	304	244	54841	55554	60165	63082	9%	12%
Wood	468	477	114	191	201	359	165	163	12636	12040	13584	13230	7%	9%
Totals	13507	14936	5717	8266	8733	14285	2581	2711	261605	255903	292143	296101	10%	14%

Table 2 – Other Counties (not in table 1) Supplying at Least 100 New Freshmen from Public School Districts

County	Asian		Black		Hispanic		Native American		White		Totals		SOC % of total	
	2003	2007	2003	2007	2003	2007	2003	2007	2003	2007	2003	2007	2003	2007
Calumet	48	34	42	68	94	292	20	42	8078	7612	8282	8048	2%	5%
Chippewa	98	107	55	93	46	74	55	59	8592	8958	8846	9291	3%	4%
Clark	31	36	23	39	142	268	43	41	5419	4825	5658	5209	4%	7%
Columbia	73	74	89	134	257	347	57	74	9077	8817	9553	9446	5%	7%
Dodge	63	82	49	94	366	492	30	34	7939	7514	8447	8216	6%	9%
Grant	59	51	62	94	32	86	18	23	7925	6950	8096	7204	2%	4%
Juneau	27	26	46	47	50	103	50	46	3994	3713	4167	3935	4%	6%
La Crosse	1434	1499	413	570	140	222	133	126	13626	13603	15746	16020	13%	15%
Langlade	15	22	28	33	31	61	62	72	3456	3043	3592	3231	4%	6%
Lincoln	54	43	14	43	41	57	16	25	4869	4447	4994	4615	3%	4%
Milwaukee	6555	6486	65865	59105	19351	23563	1388	1317	59221	53095	152380	143566	61%	63%
Portage	624	586	106	122	317	385	43	69	9127	8446	10217	9608	11%	12%
Rusk	17	16	19	30	16	25	17	24	2589	2285	2658	2380	3%	4%
Shawano	47	45	40	56	94	139	787	780	5222	4819	6190	5839	16%	17%
Taylor	26	25	18	23	39	49	7	11	3278	2966	3368	3074	3%	4%
Vernon	25	18	22	30	19	40	16	6	4375	4082	4457	4176	2%	2%
Walworth	137	195	214	277	1887	2925	55	57	13186	12862	15479	16316	15%	21%
Washburn	18	22	19	28	24	32	76	82	2777	2509	2914	2673	5%	6%
Waupaca	59	50	76	72	262	371	75	73	9925	9116	10397	9682	5%	6%
Winnebago	1202	1055	409	650	764	1118	125	156	20975	20129	23475	23108	11%	13%
Totals	10612	10472	67609	61608	23972	30649	3073	3117	203650	189791	308916	295637	34%	36%

Engaging Students in the First Year
By Christel Taylor

Each academic year brings an opportunity to work with a new group of first-year students. The ESFY Initiative will focus attention this year on reaffirming the value of the good things we do for our first-year students throughout the UW Colleges. We will be applying and developing assessment processes for several components of our initiative.

This fall, we are asking all First-Year Seminar (LEC 100) instructors to assess student learning in engaging with resources beyond the classroom and engaging with other students, using rubrics that were developed through close attention to the First-Year Seminar Course Guide. At the same time, we will continue to develop other rubrics to assess student learning in the course. At the First-Year Seminar Instructor Retreat held at UW-Waukesha this summer, Senior Information Manager Gregg Nettesheim shared some new research that compares the grades of students who take First-Year Seminar to the grades of students who do not take the course. The instructors in attendance were quite excited by the data, and we will examine it in greater depth this year.

We will also turn our attention this year to advising and orientation. Students' experiences in learning about their new campuses and the various processes involved in making college-related decisions dominate their early experiences as first-year students. We will look at best practices in advising and orientation throughout the Colleges.

With so many new people in the roles of department chair, chair of campus curriculum committee, and campus ESFY coordinator, it is important to provide information and support to assist these individuals in developing new LEC 100 courses and making decisions about LEC 100 course proposals. We will make the procedures and proposal forms available on our ESFY website, along with past syllabi that exemplify some of the excellent courses we already have in place.

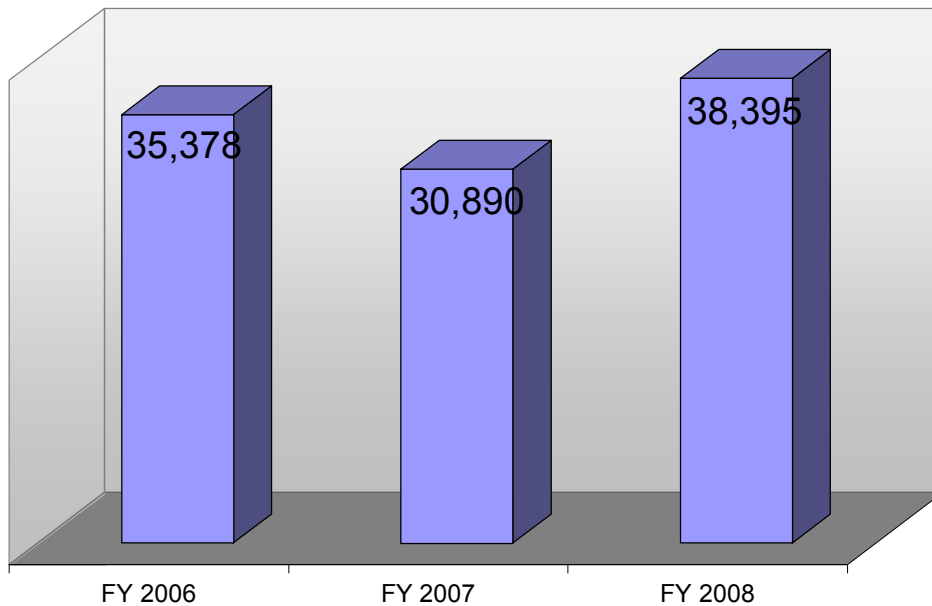
A team of representatives from the Office of Academic Affairs and members of the math department are developing an application for an institution-wide Title III grant to improve student success in mathematics courses. Math 105 and Math 110 are among the courses that enroll the highest number of first-year students, yet so many students struggle in these courses. The team will explore alternative delivery methods and providing learning support for mathematics support.

As we work on new projects and continue with past activities, we look forward to our annual conference to provide us with new inspiration and an opportunity to learn from each other how we might better support our first-year students. The 7th ESFY Spring Conference will be held on Saturday, March 7, at UW-Marinette. Save the date!

Continuing Education Posts Banner Year
By Tim Urbonya

The UW Colleges Continuing Education programs experienced record enrollments, revenue and income for 2007-08 fiscal year. Enrollments rebounded to 38,395, up 24 percent from the previous year. Youth and children's programming accounted for the largest share of enrollments at 8,978, jumping 34 percent from the 2006-07 period.

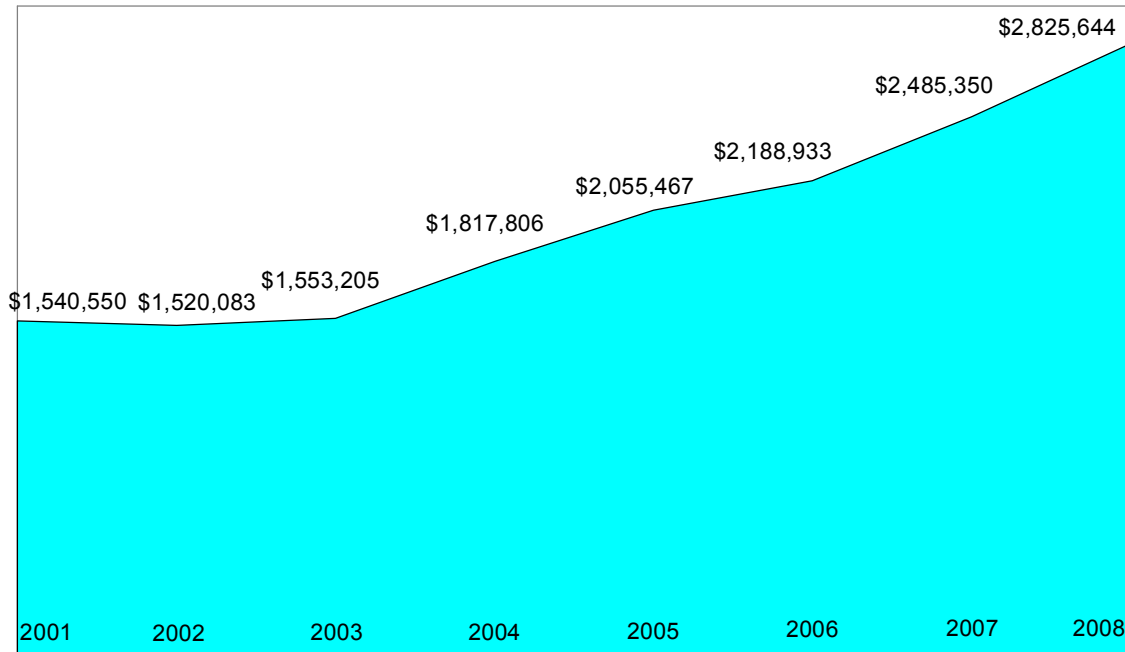
UW Colleges CE Enrollment Trends FY06-08



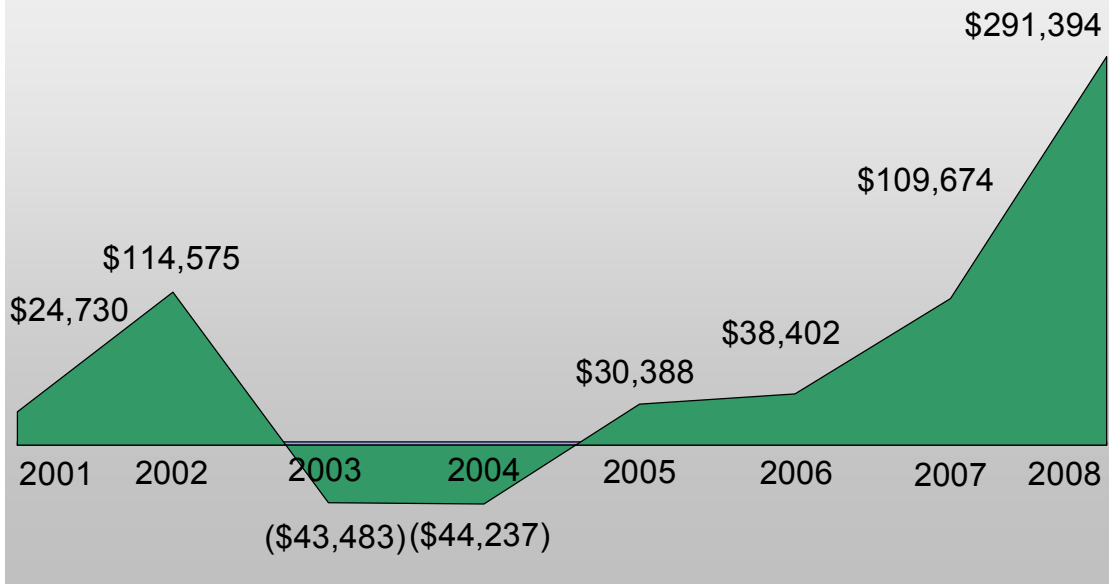
Revenues for the 13 campus CE programs totaled a combined \$2.83 million in 2007-08, up 13.7 percent from the previous fiscal year. Revenues have been rising steadily since 2003. Educational travel is by far the largest category of revenue at 28 percent, but this number is skewed because of the expenses associated with educational travel, particularly for overseas trips. The next largest revenue generating categories of programming were credit outreach and youth and children's programming, both at 15 percent.

Meanwhile, net income climbed to a record \$291,394 in 2007-08, a 166 percent increase over the \$109,674 earned in 2006-07 period. More than a third of this total was generated by the UW-Waukesha CE program, which continues the dramatic turnaround orchestrated by director Kathy Eckhardt.

UW Colleges CE Revenue 2001-2008



UW Colleges CE Net Income 2001-2008



The Associate of Arts and Science Degree with Emphases

Patti Wise

Over the past year, the UW Colleges has moved in the direction of developing academic emphases or concentrations within the Associate of Arts and Science degree. As students consider choosing a college and a degree, the addition of disciplinary tracks within the curriculum convey additional clarity and specificity that influence student enrollment and improve our recruitment efforts.

Similarly, the opportunity to pursue the AA&S degree with Emphases will enhance our success in the area of retention and reduce the rate of early transfer of our students to four-year baccalaureate institutions. The emphasis that a student chooses within the AA&S degree will provide a relevant academic goal and the opportunity to develop an academic identity that will encourage achieving the emphasis while completing a full two-years at the UW Colleges.

In support of this effort, the UW Colleges Senate Academic Policy Committee created a new policy to guide emphases development. The full Senate passed this new institutional curricular policy, #101.05, in April 2008.

Shortly thereafter, department faculty began to develop proposals for discipline-specific emphases. As these were completed and approved by the department's curriculum committee, they were sent to the Registrar's Office for course review and transfer credit evaluation.

As we begin the fall semester, a number of these proposed AA&S degrees with areas of emphases are being sent to the Senate Curriculum Committee for review and approval. The Senate Curriculum Committee will study each proposal and forward its recommendations to the Provost's office for final action.

These first academic emphases will provide curricular enhancements that will accelerate our ongoing recruitment and retention efforts. Implementation of the AA&S degree with Emphases will reduce the trend of early transfer to a four-year university and will, in turn, encourage persistence to degree. Once awarded, the AA&S degree with the area of emphasis will appear on the student's transcript.



Fall
2008-2009

**"Success is to be measured not
so much by the position that one
has reached in life as by the
obstacles which he has
overcome."**

Booker T. Washinaton