

Academic Matters

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

Volume 8 No. 2

December 2008

UNIVERSITY  WISCONSIN
COLLEGES
The freshman/sophomore UW campuses

ACADEMIC AFFAIRS:

Greg Lampe
Interim Provost
& Vice Chancellor

Lisa Seale
Interim Associate
Vice Chancellor

Sharon Brickl
Newsletter Coordinator

**Cherie Hatlem, Registrar
& Director of Admissions**

**Rex Hieser, Coordinator
Professional Development**

**Laura Lee, Coordinator
Institutional Assessment**

Gregg Nettesheim
Senior Information Manager

Eric Smith
Grants Officer

Cathy Whitford
Interim Director
Distance Education

Christel Taylor
Assistant ESFY Coordinator

**Tim Urbonya, Director
Continuing Ed & Extended Serv**

Patti Wise
Interim Assoc VC for Student
Services & Enrollment Mgmt.



FROM THE INTERIM PROVOST:

'Tis the season to be busy! With final exams upon us, grading final papers, advising and enrolling students, and thinking about the semester ahead, we are all occupied with the business of delivering a quality educational experience to our students. It is hard to believe that the holidays are rapidly approaching. It seems that only a few weeks ago we were gathered at the UW-Fond du Lac campus to usher in a new academic year.

As we enter the holiday season, I know there is widespread concern about the looming state and national budget situation and its potential impact on higher education in Wisconsin. The 5.4 billion dollar deficit is to be taken seriously. Still, as we prepare to deal with the deficit, doing so provides us with an opportunity to revisit and re-evaluate our current activities. In recent weeks, the campus executive officers and deans and academic department chairs have met separately to discuss budget reduction and revenue generating ideas. These brainstorming sessions have led to lists of creative ideas which have been shared with Chancellor Wilson. Within the next month, we should learn more about the impact the state deficit will have on the University of Wisconsin System and, specifically, on the UW Colleges. We will need to work together to determine the steps to be taken to meet the challenges posed by the deficit and remain committed to preserving the mission of the UW Colleges.

In this issue of *Academic Matters*, you will find articles informing you about the many activities and initiatives taking place in the Office of Academic Affairs. There is

news about the results of the Community College Survey of Student Engagement, an update about the UW Colleges' Campus Climate Survey, a report on the UW Colleges Wiki Pilot Project, an article highlighting Grant Office initiatives, a report on the Adult Student Initiative, an announcement about 2009-2010 UW Colleges sabbatical recipients, information about enrollment management strategies, and an update on UW Colleges assessment activities. I hope you will take a moment when things quiet down to review these articles.

On behalf of the Office of Academic Affairs, I wish you a restorative and joyful holiday season, and a very happy and prosperous new year!

The Community College Survey of Student Engagement *By Gregg Nettesheim*

The Community College Survey of Student Engagement (CCSSE), along with the National Survey of Student Engagement (NSSE), are national surveys used to measure student engagement with the teaching and learning process. Administered by the University of Texas at Austin, the CCSSE is specifically designed for two-year colleges and universities, with questions appropriate for commuter institutions having both transfer and applied associate degree missions. The UW Colleges participated in the CCSSE in the spring semesters of 2002, 2005 and 2008. In 2008, a total of 1470 students from the 13 UW Colleges campuses were selected to participate.

The cost of participation in the CCSSE is over 90% subsidized by UW System Administration (UWSA), as is the cost of administering the NSSE at the other UW institutions. Results from both of these surveys are sent to the UWSA. A number of institution-specific and system-wide measures are included in the annual University of Wisconsin System Accountability Report.

Administrative and Academic Services

In this article, I focus on engagement with administrative and academic services. The CCSSE includes a number of questions related to services traditionally offered by two-year campuses. For each service, the survey asked for three pieces of data: (1) the importance of the service; (2) how often the student used the service, and (3) how satisfied the student was with the service.

Importance - Students were asked to rate the importance of each service using the scale 1 = not at all important; 2 = somewhat important, and 3 = very important. When completing the survey, many students skipped one or more of these questions. The “*n*” shown near the top of the data columns is the highest number of students responding to any one of the service importance questions.

Service Importance Summary		
% of students saying service is somewhat or very important		
	2005 <i>Max n≈</i> <i>1400</i>	2008 <i>Max n≈</i> <i>1405</i>
Academic advising/planning	94%	93%
Career counseling	83%	80%
Child care	40%	45%
Computer lab	93%	92%
Financial aid advising	81%	81%
Job placement assistance	64%	63%
Peer or other tutoring	77%	75%
Services to students with disabilities	61%	65%
Skill labs (writing, math, etc.)	81%	79%
Student organizations	69%	68%
Transfer credit assistance	86%	85%

Satisfaction - The average satisfaction score is computed from a range of 1 = Not at all satisfied; 2 = Somewhat satisfied, and 3 = Very satisfied. When summarizing the level of satisfaction with services, an average satisfaction score was computed using only students who said (a) the service was somewhat or very important, and (b) that they used the service sometimes or often. The number of students whose answers met these criteria varied significantly by service. Therefore, the number of responses is included for each data cell.

Satisfaction With Services Summary		
average scores for the number of students indicated		
	2005 <i>n={n}</i>	2008 <i>n={n}</i>
Academic advising/planning	2.4 {886}	2.4 {966}
Career counseling	2.3 {404}	2.3 {404}
Child care	2.2 {33}	2.3 {43}
Computer lab	2.7 {1124}	2.7 {1144}
Financial aid advising	2.4 {600}	2.5 {609}
Job placement assistance	2.2 {111}	2.2 {104}
Peer or other tutoring	2.5 {424}	2.5 {380}
Services to students with disabilities	2.4 {103}	2.4 {119}
Skill labs (writing, math, etc.)	2.5 {609}	2.5 {563}
Student organizations	2.4 {387}	2.4 {364}
Transfer credit assistance	2.4 {607}	2.3 {610}

Academic advising, computer labs, and transfer credit assistance rank as the most important services we offer to students. The inclusion of computer labs in this group is particularly noteworthy. While four-year colleges are de-funding these labs in response to growing numbers of students with laptop computers, UW Colleges students overwhelmingly say that computer labs are important to them. They also indicate high satisfaction with campus computer labs, with an average satisfaction score of 2.7. Other areas where students indicated high satisfaction (average score of 2.5) were financial aid advising, tutoring, and skill labs (math and writing).

UW Colleges Campus Climate Survey Update

By Lisa Seale

The UW Colleges Aggregate Final Report for the campus climate survey conducted in Spring 2008 was released last month and is available on the Web at the [UW Colleges Campus Climate Survey Web site](#) (once there, just scroll down to the bottom of the page to find the aggregate report). In addition to the Colleges-wide report, each campus also received a campus-specific report. Executive summaries of these reports are to be found on the same site as the aggregate report, while each campus's full report has been placed in its campus library.

The opening remarks of the UW Colleges-wide report's executive summary provide a helpful context for our institution's participation as one of the first five University of Wisconsin institutions to take part in the [UW System Diversity Climate Assessment Project](#):

College campuses are complex social systems. They are defined by the relationships between faculty, staff, students, and alumni; bureaucratic procedures embodied by institutional policies; structural frameworks; institutional missions, visions, and core values; institutional history and traditions; and larger social contexts (Hurtado, Milem, Clayton-Pederson, Alma, & Allen, 1998).

Institutional missions suggest that higher education values multicultural awareness and understanding within an environment of mutual respect and cooperation. Academic communities expend a great deal of effort fostering a climate to nurture their missions with the understanding that climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship. Institutional strategic plans advocate creating welcoming and inclusive climates that are grounded in respect, nurtured by dialogue, and evidenced by a pattern of civil interaction.

In the spirit of open dialogue, thirteen Campus Climate Teams have been charged by the [UW Colleges Diversity Leadership Committee](#) (DLC), which is chaired by Associate Professor Ron Gulotta (Sociology, UW-Waukesha), with guiding campus-based discussions about their campus's assessment, identifying both strengths and weaknesses for the purpose of developing three action responses that the campus can undertake.

At the same time, and in addition to conducting its own review, the DLC will charge several Colleges-wide groups with reviewing the UW Colleges Aggregate Final Report. These groups include the Library Council, the academic Department Chairs, Campus CEO/Deans, representatives of the Central Administration, the Student Governance Council, and representatives of the classified staff. Other UW Colleges-wide groups interested in sending a response to the DLC are encouraged to contact Ron Gulotta. The DLC will ask that each of these groups send their action response plans to the DLC by April 1, after which the DLC will compile the responses into a report to be issued in mid to late April.

Finally, those who wish to respond by email to the aggregate report or a campus report may do so via this address: CampusClimateReport@uwc.edu. UW Colleges Diversity Leadership Committee Chair Ron Gulotta will receive these emails, which will be treated as confidential.

Chancellor David Wilson, addressing the UW Colleges in a November 18, brown-bag presentation on the climate assessment (archived and available on the [UW Colleges Campus Climate Survey Web site](#)), stated: “I value and believe in the central importance of an open, tolerant, welcoming work and learning environment, and we want to be ever mindful of the richness inherent in the widely diverse backgrounds of those in our campus communities.” We have the opportunity now in the Colleges to take a look in the mirrors of the aggregate report and our campus reports to learn more about the climate in which we work and learn to better understand how to make our campus communities ever more open, tolerant, and welcoming work and learning environments.

UW Colleges Wiki Pilot Project Report ***By Pat Fellows and Karen Franker***

At five UW Colleges campuses this fall (Fond du Lac, Fox, Manitowoc, Marathon and Washington), students and faculty are piloting the use of course wiki Websites. Wikis are increasingly used in education to promote active learner involvement. Students using course wikis have a virtual “anytime, anywhere” workspace which facilitates small group work and collaborative projects. The free MediaWiki software selected for our wiki project assures student security through user authentication, and course wikis can be accessed from home or school. At the end of this semester, instructors and students at the five participating campuses will complete a brief online survey to share their challenges and successes with using wikis. This information will be of great help as we move forward to expand course wikis to additional campuses within the next year.

Grants Office Initiatives ***By Eric Smith***

The grants office is actively engaged in several important initiatives. Here is a summary of a few of the current priorities. As always, the grants office is more than willing to discuss grant projects, assist in the preparation of grants, and conduct grant writing workshops at our campuses.

Currently, there are two active planning groups. One is for the upcoming Title III comprehensive grant program that supports a broad range of improvement opportunities for higher education. Our UW Colleges team is focusing on retention issues related to assisting more students to complete math requirements. The second initiative is a new grant to increase the number of veterans that attend and complete a degree. This program is funded through the

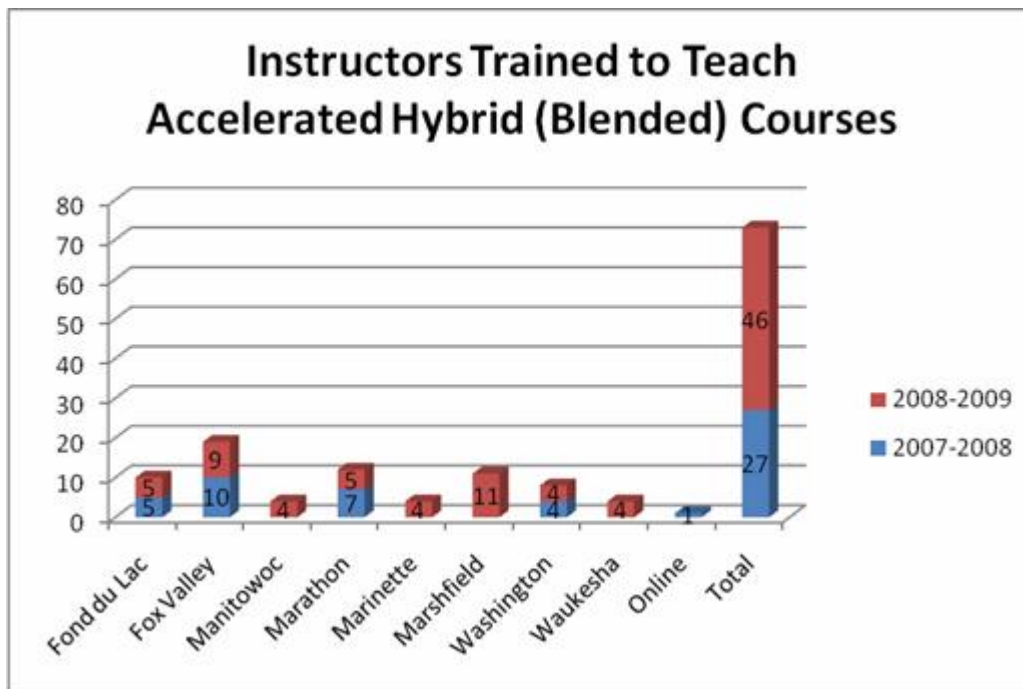
American Council on Education through funds provided by the Wal-Mart foundation. In addition, TRIO program competitions are coming up in the near future, and there will be considerable activity related to continuing the funding for the ones we have in place, along with seeking funding for new TRIO opportunities.

The grants office will be assisting the Wisconsin Institute for Public Policy and Service located at UW-Marathon County and the campus climate teams to find and write funding proposals to support their program priorities. UW-Sheboygan Continuing Education is hosting a grants workshop scheduled for March.

Congratulations to Alexey Kryukov (UW-Waukesha) for his successful National Science Foundation grant. The title of his project is “Ontological Implications of a Geometric Approach to Quantum Mechanics”. I am sure that most of us understand perfectly what this project is about, but to avoid any misunderstandings please direct inquiries to Alexey.

The Adult Student Initiative (ASI) Today and In the Coming Year
By Pat Fellows

We have been very busy with the Accelerated Hybrid Course program over the past two years. The chart below shows how many instructors have been trained to redesign their courses for accelerated hybrid delivery. With the third cohort for 2008-2009 well underway, we are at a point where 73 instructors have been trained, and more than 80 courses have been redesigned for offering between Fall 2007 and Fall 2009.



Recently, Greg Lampe, Interim Provost; Patti Wise, Interim Associate Vice Chancellor for Student Services and Enrollment Management; Vicki Keegan, Director of Marketing; and my colleague Karen Franker and I met to talk about moving forward with the ASI and Accelerated Hybrid Courses. Beginning with the Fall 2009 academic year, we will be referring to “Hybrid” as “Blended” to reflect naming conventions in the state and nationally. Accelerated Hybrid courses will be referred to as “Accelerated Blended” courses. The campus accelerated hybrid course programs will be called “Fast Track”, which reflects the idea behind the Adult Student Initiative in the UW Colleges. This renaming process will be a gradual one; however, we feel it will make a difference in helping students better understand both the kind of program and type of courses in which they will be enrolling.

Professional Development News
By Rex Hieser

The following sabbatical leaves have recently been approved by Interim Provost Lampe for next year.

Fall semester, 2009: Malcolm Allen, Professor of English, UW-Fox Valley, will research the impact of France, French culture, and French novelists on George Gissing, an English, Victorian era novelist. The work will build on prior research on Gissing presented at an international conference in 2008 and directly impact Professor’s Allen’s courses in English literature.

Academic Year, 2009-10: Jean Berger, Associate Professor of History, UW-Fox Valley, will conduct research on the life of Deng Yingchao, a prominent twentieth century Chinese revolutionary leader and wife of Zhou Enlai. The first semester will focus on researching material available outside mainland China. She will spend the second semester living and teaching in Xi’an, China, during which she will research materials available there. This will inform multiple courses that Professor Berger teaches and lead to publishable materials.

Academic Year, 2009-10: Nancy Chick, Associate Professor of English, UW-Barron County, will develop a book on teaching disciplinary skills and habits of mind in the literature classroom. It will extend prior SoTL projects, particularly on intentional teaching in ways that help students perform the kinds of thinking, reading, and writing that literature instructors expect – both at the in-process, intermediate stages of learning and in the final products of their learning.

Fall semester, 2009: Sarada Prasad, Professor of Business and Economics, UW-Washington County, will create a course new to the UW Colleges on entrepreneurship. In addition to reviewing courses offered at two-year and four-year universities, she will research local and regional entrepreneurs and firms to determine appropriate content and support activities, such as business plan competitions, entrepreneurship organizations, and entrepreneurship forums.

Enrollment Management Strategies

By Patti Wise

We are addressing the issue of enrollment management at the UW Colleges with new strategies that will provide direction and guidance to our institutional and campus-based efforts. A market research study is underway with Gene Kroupa and Associates targeting traditional age students and exploring motivations and decision-making in choosing a particular college campus. Questions for the student survey are being finalized, and phone interviews and online surveys will be conducted during December and January. A final report of the campus-specific market research data is expected to be available by mid-February. Similarly, an ad hoc committee has been studying possible prospective student database programs. These software programs can track the history of new student inquiries, develop reports outlining patterns of information, and then drive decisions to expand efforts in targeted market niches. The committee has been asked to compare and contrast cost, ease of utilization, service delivery options, and compatibility with PRISM.

We are also researching enrollment management consultants who will review existing data, analyze the market research, and develop specific recommendations for managing and growing our enrollments. Plans are underway for a Colleges-wide strategic enrollment management summit to be held in early March.

An Enrollment Management Advisory Task Force has been formed to provide consultation, feedback, and recommendations concerning the progress of these efforts. Interim Provost and Vice Chancellor Greg Lampe has approved the slate of invited members on this task force who represent different levels of administrative function and responsibility on the UW Colleges campuses.

Members of the Enrollment Management (EM) Advisory Task Force include:

Paula Langteau, CEO/Dean, UW-Marinette
David Nixon, CEO/Dean, UW-Washington County
Jim Perry, CEO/Dean, UW-Fox Valley
Jeff Meece, Assistant Dean for Student Services, UW-Marshfield/Wood County
Steve Ullrick, Assistant Dean for Student Services, UW-Rock County
Laurie Krasin, University Relations Specialist, UW-Fond du Lac
Barbara Lang, University Relations Specialist, UW-Barron County
Vicki Keegan, Director of Marketing
Cherie Hatlem, Registrar and Director of Admissions
Patti Wise, Interim Associate Vice Chancellor for Student Services & Enrollment Management

As we move forward with these initiatives, please feel free to contact one of the committee members with ideas, comments, or suggestions.

UW Colleges Assessment Activities – Fall 2008
By Laura Lee

The UW-Colleges continue to make great strides in the area of assessment. In order to share our story with others, the following people will be giving a presentation describing our journey to HLC accreditation at the annual assessment conference at Texas A&M University in February: Laura Lee, Iddi Adams (Chair of Senate Assessment Committee), Gregg Nettesheim (Office of Academic Affairs) and Lisa Seale (Office of Academic Affairs).

The Department Assessment Coordinators and Senate Assessment Committee had a very productive meeting in August at UW-Fox Valley. We discussed the 2007-2008 reports, possible adjustments to the assessment process, and the potential for incorporating cultural diversity/awareness into our assessment proficiencies. Each department is currently implementing its fall plan of assessing Communication or Quantitative Skills, and in the spring will be shifting from assessing courses with high enrollments to assessing courses with large numbers of sophomores enrolled.

The Campus Assessment Coordinators and the Senate Assessment Committee recently met via WisLine for a very productive fall meeting. All of the CACs shared their campus plans and implementations of assessment activities for the 2008-2009 year. Some areas that are being assessed on campuses this year include advising, student accessibility (to activities, tutoring and space), retention efforts, and student placement guidelines. The meeting was a great chance to hear what other campuses are doing, and it resulted in some very interesting discussions.

The Department Assessment Coordinators and the Senate Assessment Committee will be meeting on January 23 at UW-Fox Valley. If you have any issue you would like us to address, please inform your DAC or myself.



Wishing you peace and joy
during the holiday season and
in the New Year!
