

Academic Matters

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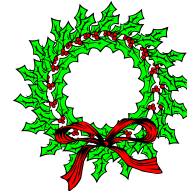
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FROM THE PROVOST:

Of late, in Wisconsin and across the nation, the value of higher education has been called into question. Rebounding from a recession has taken longer than expected, the state budget is tight, student debt is on the rise, and increases in tuition have all caused more scrutiny of the true value of higher education. There is, however, value in a higher education. The devaluing of it creates an opportunity for those of us in higher education to articulate its value clearly and persuasively.

The new inequality in the United States is between those people with a college degree and those without a college degree. A U.S. Census Bureau report entitled *The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings* reveals that over an adult's working life, high school graduates can expect, on average, to earn \$1.2 million while those with a bachelor's degree can expect, on average, to earn \$2.1 million. Then, consider the average weekly income for those that have jobs. According to a 2012 study conducted by the Bureau of Labor Statistics, a person with a high school diploma earns on average \$626 per week; a person with an associate degree earns on average \$767 per week; and a person with a bachelor's degree earns on average \$1,038 per week. Certainly, there are economic benefits to completing a college degree.

However, we know that a college degree yields more than a career and wages. The value of a college education plays out over the long term. For instance, when a person earns a college degree, the odds of his or her children getting through college are excellent and much less so for children born to parents who are high school graduates. And then consider the lifelong benefits of a higher education. College graduates are more likely to enter into long term relationships, less likely to get divorced, and less likely of to have a child out of wedlock than

high school graduates. College graduates are more active in their communities than high school graduates and they are more likely to have larger friendship networks than high school graduates. These are just some of the long term benefits of earning a college degree.

At a recent UW Colleges Deans Meeting, one of our colleagues stated that our UW Colleges Associate of Arts and Science degree provides “practical citizenship training.” Indeed, we must not lose sight of the invaluable transformative experiences we provide daily to our students. We are preparing them to enter into careers and to lead lives as productive citizens.

As you make your way through finishing out the semester, I hope you will take some time to read this edition of *Academic Matters*. On the pages that follow, you will find articles about many of the activities in which the Office of Academic Affairs is engaged. There’s a detailed description of the progress being made with implementing the Bachelor of Applied Arts and Sciences degree completion program, updates on UW Colleges-wide assessment activities, strategic enrollment management, the Engaging Students in the First Year initiative, and Inclusive Excellence work. There’s a reflective piece on a long view of student enrollment and achievement, a description of UW Colleges’ efforts to provide students with voter identification documents, and an update on our efforts to replace Recruitment Plus software system.

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

Bachelor of Applied Arts and Sciences (B.A.A.S.) Degree
By Patti Wise

Significant progress continues to be made on the implementation of the B.A.A.S. degree. The B.A.A.S. is a 60-credit degree completion program offered at six of the UW Colleges: UW-Baraboo/Sauk County, UW-Barron County, UW-Marshfield/Wood County, UW-Richland, UW-Rock County, and UW-Waukesha.

The UW Colleges Senate Academic Policy Committee introduced four B.A.A.S.-related policies at the Senate meeting in October. These institutional curricular policies establish the B.A.A.S. degree, the guidelines for B.A.A.S. professional experience courses, and the guidelines for Credit for Prior Experiential Learning for the UW Colleges B.A.A.S. degree-completion program as well as the UW Colleges Associate Degree of Arts and Science. These draft policies are currently being reviewed at the campus level, and will be brought back to the Senate for discussion and a vote at the January meeting.

Work has begun on completing the documentation required for accreditation by the Higher Learning Commission for the UW Colleges mission change and the B.A.A.S. degree. The accreditation visit for the B.A.A.S. degree will occur concurrently with the UW Colleges re-accreditation visit in November of 2012.

The members of the newly created Senate B.A.A.S. Curriculum Committee have been appointed by the UW Colleges Senate Steering Committee. They will begin their work in January developing the necessary forms used to request approval for all courses to be applied to the

B.A.A.S. degree. It is anticipated that the committee will begin accepting course proposals as early as February 1, 2012.

The four Faculty Teams appointed by the Provost are meeting and making important progress. They have been charged with creating templates for the Cognitive Skills Core Course, the Global Studies Core Course, the Senior Capstone Seminar, and the framework for the service-learning and internship Professional Experience component. Course proposals may be ready as early as mid-January.

Preliminary meetings are taking place between the six UW Colleges B.A.A.S. participating campuses and the six UW System partner institutions. Discussions are focusing on curriculum, and the array of courses being considered to be part of the 30-credits provided by the UW partner institution. Similar discussions are occurring within departments at the UW Colleges as faculty members are thinking about re-designing a current course or developing a new course at the 300/400 level to be approved for the B.A.A.S. degree. A select number of these courses may be submitted for early accreditation to the Higher Learning Commission in March and, if approved, these courses could be offered in fall, 2012.

A two-part footprint exercise took place in October and November to trace the path of a prospective student from being recruited into the B.A.A.S. degree-completion program through entering the first day of classes. Participants included the Provost, the Associate Vice Chancellor, the Registrar, the Director of Student Financial Aid, the Bursar, the Director of Marketing, two Assistant Deans of Student Services, a Returning Adult Advisor, and an adult student. A number of issues regarding recruitment, advising, enrollment, SFA, and tuition schedules were raised and will be addressed at future meetings.

One particular issue of high priority is the need to re-structure PRISM in order to accommodate student records for the B.A.A.S. degree-completion program. Monthly meetings have now been scheduled for a core team with representatives from Central IT, campus-based Student Services, Business Services, Student Financial Aid, and the Registrar's Office to plan and implement this critical re-design.

UW Colleges Assessment Activities – Fall 2011

By Laura Lee

The Senate Assessment Committee (SAC) is continuing its focus on tying assessment to the area of Inclusive Excellence. We have been working with the Department Assessment Coordinators (DACs) in developing a new proficiency to assess student learning outcomes in this area, and have had discussions with the Campus Assessment Coordinators (CACs) on how best to assess campus efforts. Members of the new Senate Inclusive Excellence Committee will be joining us at our January meeting as we continue this work.

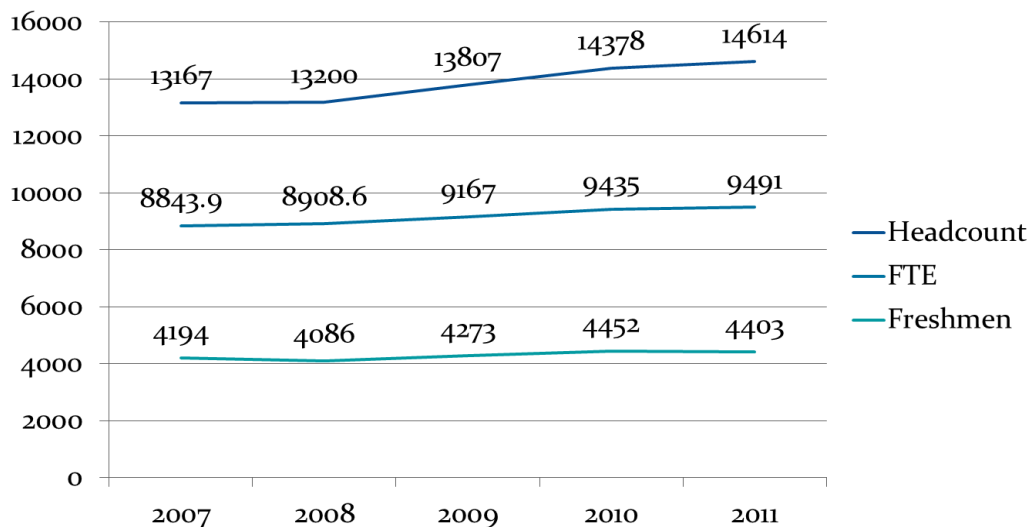
This year the departments are assessing analytical skills and aesthetic skills. Highly-enrolled courses were assessed in the fall; in the spring, assessment will focus on courses with higher percentages of sophomore-level students. As part of our January meeting, the SAC and DACs will also be discussing the fall data and spring assessment work.

The SAC met with the CACs earlier this fall via a WisLine meeting to discuss progress of the assessment programs on the campuses. A common assessment theme this year is campus features that affect student success, including bridge programs, advising, campus facilities, Student Services activities and methods of course delivery. Other campuses are assessing issues relating to transfer, including collaborative programs with four-year institutions. In addition to our January meeting, SAC will be meeting with the CACs again in the spring for updates on how these assessment programs are progressing.

As always, if you have any questions or comments on the assessment process, please feel free to contact your CAC, DAC or myself.

Enrollment Management *By Rich Barnhouse*

Over the past several months, it has been my privilege to visit all of our campuses throughout the state. It has provided me with a greater understanding for the needs of our students in local communities and our efforts to accommodate those needs. This is just one of the many reasons that our student enrollment continues to grow.



During one of the most competitive fall semesters for enrollments throughout the state, and as the backend of the enrollment-bubble has been realized nation-wide in similar institutions, the enrollment at the UW Colleges has remained strong. Our overall headcount and FTE increased and our new freshmen declined only slightly.

The Strategic Enrollment Management Core Team met for two days in November at UW-Waukesha. Team members include Chris Beloin (Manitowoc), Connie Christensen (Sheboygan), Barb Kauth (Waukesha), Carla Rabe (Fox), Vicki Keegan (Central), and Rich Barnhouse (Central). The team is in the process of developing a comprehensive plan that is flexible enough to accommodate the unique nature of each campus and each local community, while ensuring a strong and competitive plan.

Recruitment PLUS Replacement

By Rich Barnhouse

Recruitment PLUS is the current software system in use to communicate with prospective students and students that have been recently accepted to a campus. This software system is being discontinued by the manufacturer and, therefore, a new software system is required to continue strong and consistent enrollments for campuses. The Recruitment PLUS Replacement Task Force selected Hobsons EMT Connect as the next system to serve this purpose. The UW Colleges recently entered into a contract with Hobsons and anticipates beginning a six to eight month design and implementation in January 2012.

The Long View of Student Enrollment and Achievement

By Gregg Nettesheim

In Academic Affairs it seems we rarely have the time or opportunity for a long view. More often it is only the present that is of interest, with, perhaps, a glance at last year or last semester to see if now is “better.” But when working on the 2011-2012 UW Colleges accountability report I was given the opportunity to look back ten years, and I thought I would share that with you.

Every fall each University of Wisconsin institution, along with the UW System Administration, is required to prepare an accountability report that will be shared with the Board of Regents and other interested parties in the spring. While I won’t be able to share the 2011-2012 report until it is finalized, I have put the three prior year’s reports onto the [IR SharePoint site](#). Click on “Accountability Reports” in the quick launch box to open that folder.

This year’s report includes a focus on four issues very much on the minds of those concerned with higher education in Wisconsin:

1. Growth in access: Are more people beginning post-secondary education? The measure used by UW System institutions to gauge this is the number of full-time new freshmen (though part of the accountability report does call attention to the UW Colleges large part-time enrollment, including part-time new freshmen).
2. Improvement in retention: Are more of these new students staying for a second year? The measure for this is the percentage of fall term full-time new freshmen coming back for a second fall term.
3. Growth in enrollment: Is overall enrollment, regardless of academic level or type of entry (new, returning or transfer) increasing? The most used measure here is the full-time equivalent (FTE) enrollment. In the UW System, you can calculate FTE enrollment by
 - a. summing all of the for-credit credits for all students and dividing by 15, then
 - b. summing all of the audit credits and dividing by 30, then
 - c. adding these two quotients together. There are a few categories of students excluded, but by and large this is how it is done.

4. Growth in attainment: Are more degrees being awarded? For the UW Colleges, for now, this measure is the number of AAS degrees conferred.

In the chart below, I've included values ten years apart for each of these measures. This allows us to take a long view of part of the change that UW Colleges has been experiencing.

Enrollment and Attainment Measures – Ten Year Comparison

Category	Time frame	Value	Change
Full-time new freshmen	Fall 2000	3443	
	Fall 2010	3911	+14%
% retained to the next fall term	Fall 2000 to fall 2001	53%	
	Fall 2010 to fall 2011	59% *	+6 percentage pts or an improvement of 11%
Overall fte enrollment	Fall 2000	9068	
	Fall 2010	10405	+15%
AAS degrees conferred	2000-2001	907	
	2010-2011	1613	+78%

*preliminary calculation

ESFY Update: The Work of the Engaging Students in the First Year Program *By Paisley Harris*

This fall, the UW Colleges Engaging Students in the First Year (ESFY) Program offered over ninety first year seminars (LEC 100's) on a wide array of topics. For example, some first year seminars focused on addressing educational needs of many first year students such as combating Math anxiety, enhancing critical reading skills, or exploring career options. Some promoted a deeper understanding of the liberal arts and others engaged students in service learning.

We administered the FYI (First Year Initiative) Survey to all LEC 100 students. As mentioned in my September update, this survey collects a wide variety of information about students' learning experiences in first year seminars; students' confidence levels; and the degree to which students have been introduced to important skills and resources needed to succeed in college to students in all the LEC 100's. These results will enhance our understanding of students' first semester experiences on our campuses. First Year Seminar instructors also participated in assessment of whether students in their courses used active learning techniques. We'll examine these results this spring.

A number of ESFY Coordinators, First Year Seminar instructors, Student Services personnel and learning center staff attended, or will be attending, regional conferences and workshops related to the First Year Experience. These professional development opportunities included the Midwest First Year Experience Conference, UW-Madison's First Year Experience Conference and an upcoming workshop on High Impact Practices put on by UW-Green Bay.

At the Midwest First Year Experience Conference and UW-Madison's First Year Experience Conference, I was able to attend workshops on the most current research on the practices and techniques that really makes a positive impact on student learning and success. Ryan Padgett, Assistant Director for Research, Grants, and Assessment, National Resource Center for the First-Year Experience and Students in Transition; and Dr. Jennifer Keup, who has recently replaced John Gardner as the Director of the National Resource Center, both focused on the fact that High Impact Practices such as first year seminars, learning communities, and service learning do not have a direct impact on student learning. Instead, it is really what happens within the context of these experiences that increases student learning. These findings are in line with what I learned last year at the National Conference on the First Year Experience.

Two things seem to be key to truly improving student learning and college success:

1. Involving students in integrative learning, and 2. Exposing students to diverse ideas and people.

These national findings support aspects of our ESFY program such as common reads and themes. They also suggest that we may want to enhance other kinds of programming. For example, we may want to encourage more cooperation and shared programming among campus LEC 100's in different disciplines or enhance interdisciplinary learning of first year students in other ways. We may want to encourage more learning communities with linking seminars or offer more programming or LEC 100's meant specifically to expose students to diverse people and ideas. I welcome your ideas on ways we can encourage integrative learning and exposure to diverse ideas and people on our campuses and in our first year curriculum.

As always, if you have ideas, questions, or concerns about this, or about any aspect of the ESFY program, please feel free to contact me.

Paisley Harris, UW Colleges ESFY Coordinator; paisley.harris@uwc.edu; 920-929-1165.

Voter Identification ***Rich Barnhouse***

On December 12, 2011, the Government Accountability Board and the University of Wisconsin System approved the voter ID documents and process for UW Colleges. An additional part of our obligation will be to educate students about the voter ID process immediately upon their return for Spring semester. There are two components required for authorization to vote utilizing student identification.

1. Enrollment Verification document: a single sheet verifying that a student is enrolled for the current semester. This document is required to register to vote.
2. Student Voter ID card: an ID card similar to a student ID but includes specific voter requirements. This document plus the Enrollment Verification document are required to vote on election-day.

Both the Enrollment Verification document and the Voter ID card will be issued to students in person at their home campus student services office. The documents have been created by the central office and will be available to campuses by January 3, 2012.

Upon request, the appropriate official at each campus will:

- Verify the student's enrollment status on Prism.
- Verify the student's identity by comparison with the student's campus ID card or other ID document.
- Both the Enrollment Verification document and the Voter ID card will be produced and provided to the student in person, held for later pick-up, or mailed to the student's home address if requested.
- Students will sign the ID cards prior to cold-lamination or with a Sharpie after they are produced. There is no requirement that the signature be witnessed.

Although institutions are not required to provide Voter ID cards to their students, it has been strongly encouraged by the UW System and we are, therefore, doing so as a service to our students.

- Our production of the Voter ID documents is a very simple and low cost method. We estimate that this will cost less than a dollar per request. The verification of enrollment document is printed on standard letterhead. The ID card is perforated business card stock and cold-laminated. There are not any expensive machines, and everything is accomplished on premise.
- We expect very few requests as nearly all of our students have a Driver's License – they commute to campus after all.
- Both documents will be available by request after the start of the 2nd semester, well in advance of the February 21, 2012, primary.

Campuses will communicate and educate students regarding the new Voter ID law and how to access documents upon their return for Spring semester.

Ongoing UW Colleges Inclusive Excellence Work ***By Lisa Seale***

The year 2011 saw good work done to institutionalize Inclusive Excellence in the UW Colleges. This included the Senate's having created its first new bylaws committee in a number of years, the Senate Inclusive Excellence Committee (co-chaired by Assistant Professor [Amanda Hakemian](#) and UW-Richland Dean [Patrick Hagen](#)) and the Senate Assessment Committee (SAC)'s ongoing exploration of a new institutional proficiency in global awareness and intercultural competencies. Questions about the Senate Assessment Committee may be directed to SAC Chair [Deborah Paprocki](#) or Institutional Assessment Coordinator [Laura Lee](#).

A UW Colleges and UW-Extension pilot Program on Inclusive and Engaged Leadership will be offered this January. The course aims to connect the areas of civic engagement and inclusion, and focuses on learning the skills of intercultural communication, deliberation, community engagement, and self-assessment. Two faculty members from UW Colleges will be teaching in this program: Associate Professor Patricia Clasen from UW-Rock County and Associate

Professor Eric Giordano from the Wisconsin Institute of Public Policy and Service at UW-Marathon County. Other instructors include Julie Keown-Bomar and Jennifer Kushner from UW-Extension. The program has filled at capacity with 40 participants, with ten more on a waiting list. This is a great sign of the interest in Inclusive Excellence. The pilot was developed by the UW Colleges/UW-Extension Office of Inclusion under the leadership of UW Colleges/UW-Extension Chief Diversity Officer Stephan Gilchrist, and UW-Extension Division of Continuing Education, Online and E-Learning.

In addition, work begun by UW Colleges teams at two UW System-sponsored workshops that focused on making Inclusive Excellence efforts directly meaningful to our institution was advanced throughout 2011. In all of these efforts, Steve Gilchrist has been instrumental in research, planning, and implementation efforts. A summary of each team's work is found below.

UWSA Task Force on Access to Success (A2S) for Native American Students

In February 2011, Provost Greg Lampe invited a UW Colleges team (Associate Professor Salah Bassiouni, Assistant Professor Richard Eckert, UW-Richland Dean Patrick Hagen, Chief Diversity Officer Stephan Gilchrist, Associate Professor Renee Gralwicz, UW-Baraboo/Sauk County Assistant Dean for Student Services Matt Jurvelin, Associate Professor Annette Kuhlmann, UW-Baraboo/Sauk County Dean Thomas Pleger, and Associate Vice Chancellor Lisa Seale) to participate in this two-day workshop. Former UWSA Vice President for Academic Affairs Rebecca Martin provided this context for the task force meeting:

In 2009, the UW System began participating in a national initiative on Access to Success (A2S) for Native American Students launched by the National Education Trust. The National Education Trust, a partner of the National Association of System Heads, seeks to promote high academic achievement for all students from pre-kindergarten through college. Their goal is to close the gaps in opportunity and achievement that consign far too many young people, especially those from low-income families or who are black, Latino, or American Indian to live on the margins of the American mainstream (retrieved December 10, 2010 from <http://www.edtrust.org/dc/about>). A2S is a consortium of state public higher education systems committed to increasing access to postsecondary education and improving degree completion rates for low income and minority students.

In 2010, the UW System began gathering data to inform us how effectively we recruit and retain Native American students, staff and faculty within our system. As a result of both the National planning effort and the outcome of the data analysis, I believe it is important that we prioritize our focus on Native American student, staff and faculty populations as part of our commitment to making excellence inclusive for everyone in our system.

The UW Colleges team identified several directions that our institution could pursue. The team, joined by La Vonne J. Cornell-Swanson (Director, OPID) and Amanda Hakemian (Chair, Senate Inclusive Excellence Committee) briefed Provost Greg Lampe on these in October 2011. Follow-up by team members in November 2011 has included exploratory discussions about ways in which the task force might facilitate in:

- Assisting academic departments, campuses, faculty and staff in professional

development needs by setting up a Speakers Bureau on Native American topics and pedagogical approaches to address these topics, as well as culturally sensitive practices that could help student success. Campus deans and academic department chairs will be polled to help identify particular topics of interest.

- Assisting academic departments with considering whether UW Colleges might wish to collaborate with other institutions on delivery of language learning opportunities (e.g., Ojibwe, Ho-Chunk).

Additional meetings have been scheduled. These include a meeting with several academic department chairs to consider proposing an Emphasis in American Indian Studies (AIS) that would complement the existing AIS certificate, as well as a meeting with Associate Vice Chancellor Richard Barnhouse to learn how the UW Colleges Strategic Enrollment Management Plan now under development might best address recruitment, retention, and success through to graduate rates of Native American students.

[The Compass Institute](#)

In November 2010, the Office of Academic Affairs sent eight individuals to the University of Wisconsin System Compass Institute, a part of the *Give Students a Compass: A Tri-State Partnership for College Learning, General Education, and Underserved Student Success*, one of the UW System's signature projects in its collaboration with AAC&U on the LEAP Campaign (*Liberal Education and America's Promise*). These were then Interim Associate Vice Chancellor for Student Services and Enrollment Management Patti Wise, Institutional Assessment Coordinator Laura Lee, Associate Professor Brett Barker, UW Colleges/UW-Extension Chief Diversity Officer Steve Gilchrist, then English Department Chair Jane Oitzinger, Mathematics Department Chair Ed Stredulinsky, and two alternates, Institutional Researcher Gregg Nettesheim and Associate Vice Chancellor for Academic Affairs Lisa Seale.

Highlights from co-chair Brett Barker's preliminary report on the work that grew out of participation in the Compass Institute are provided here:

During the 2010-2011 academic year, a group of faculty and Central Office staff undertook a project to improve student success rates in, and engagement with, courses in English and Mathematics leading to the successful completing of ENG 102 and MAT 110. These courses are key to students' success, as measured by their retention in the UW Colleges, their completion of the Associate of Arts and Science degree, and their ability to transfer. While the group was interested in all students' success, it focused more specifically on the DFW (Drop, Fail, or Withdraw: all evidence of non-completion) rates of selected subsets of students. In particular, the group looked at DFW rates for:

- a. African American, Native American, Latino, and Southeast Asian students
- b. Non-traditional students (age 22+)
- c. Lower-income ("Pell") students
- d. Part-time students (measured in relation to full-time status)
- e. First-generation college students

As part of the investigation, the group collected and examined specific data for DFW rates for English (098, 101, and 102) and Math (091/095/097, 105, and 108/110) courses. Some of the critical findings are summarized below:

- 1) DFW rates are significant amongst *all* students in these courses, ranging from 26% to 50%.
- 2) In ENG 098 and 101, African American, Latino, and Native American students had significantly higher DFW rates. In ENG 102, these differences decreased or disappeared entirely. Similar differences appeared in MAT 091/095/097, 108, and 110. Even though in some cases the number of students in certain racial categories was small, these trends were still suggestive.
- 3) Age and part-time status also seemed significant. When students' ages were divided into three categories—under 22, 22-24, and over 25—DFW rates were consistently higher in the 22-24 group across all English and Math courses measured. In all courses measured, part-time students had higher DFW rates than their full-time counterparts.
- 4) Although socioeconomic status was more difficult to measure and interpret, DFW rates were higher for students eligible for Pell grants, a form of needs-based financial aid.

As part of the group's work, the role of High Impact Practices (HIPs) in student retention and success became clear. A brief overview of HIPs can be found here:

<http://www.aacu.org/leap/hip.cfm>. Data from the University of California system suggests that HIPs are even more effective in the success of students from racial minorities and first-generation college students. Based on these findings, efforts to infuse HIPs into the student experience in the UW Colleges, either inside or outside the classroom, could support the Compass Initiative. Other projects within the UW Colleges, although not directly related to or funded by the Compass Initiative, also provide useful models for work that would support the Compass Initiative:

- 1) The English Department has implemented a multiple measures approach to placement—including the evaluation of a writing sample—on several campuses to identify students who benefit from academic support programs and learning support courses. Some campuses also make course enrollment recommendations to help underprepared students select first-year courses that are an effective match for their reading and writing skills. The Office of Academic Affairs has funded an English Developmental Reading and Writing Coordinator position that provides support to developmental course instructors.
- 2) The Mathematics Department has sponsored a pilot for course redesign at UW-Sheboygan (coordinated by Developmental Mathematics Coordinator Janette Miller) that offers students a more seamless transition from developmental to for-credit courses. Using modular design and an “Emporium” model that offers an alternative to the traditional lecture approach, this pilot has resulted in increased success rates for students in the pilot.

The Compass Institute work is one of the several targeted strategies for fulfilling the UW Colleges Growth Agenda (More Graduates) goals. Campuses and departments have been invited

to submit pre-proposals for consideration as a UW Colleges-sponsored grant proposal to the recently announced UW System Institutional Change Grants.

For more information about UW System Administration-sponsored grants and other funding opportunities, please see the [UW Colleges Grants Web site](#). Questions may be directed to lisa.seale@uwc.edu. I am always happy to help.



*Happy Holidays
From the Staff in the Office of Academic Affairs*