

# Academic Matters

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## FROM THE VICE CHANCELLOR:

**Happy holidays and best wishes for the new year from all of us in the Office of Academic Affairs!!**

As we look to the spring semester, the re-accreditation visit of the Higher Learning Commission of the North Central Association looms large. The team will visit our institution from March 10-12. We have met with the team chair and have made tentative plans for the visit which must be approved by the HLC.

The team is composed of 12 members and the proposed plan is to have three groups of three team members each visit six of our campuses on Monday, March 10. The groups will visit one campus in the morning and one in the afternoon, and will return to Madison on Monday evening. The groups are:

<u>Team 1</u>	<u>Team 2</u>	<u>Team 3</u>
Rock	Richland	Fox
Waukesha	Baraboo	Fond du Lac

Besides a campus tour, the team will want to talk to staff individually, but we will also be helping the campuses schedule group meetings of faculty, staff and students. The remaining 3 team members will remain in Madison at the Central Office to talk to staff there.

The 7 campuses not being visited in person will be asked to provide a short video tour of the campus. We will be putting all of the videos on one tape, and each team member will get a copy. The team chair understands that these will not be professional productions but will serve to allow the campus to show their facilities, classrooms, labs, library, etc. Several team members will have group meetings with faculty, staff and students via compressed video on Monday for the campuses which they will not be physically visiting---these will be cross-campus meetings for these groups---so all faculty from the 7 campuses will be invited to one meeting, all academic staff from the 7 to another meeting and so on. Details of these meeting times will be sent to you in the early spring. We are also going to try to bring as

many individuals as we can of the 13 member Colleges Board of Visitors to Madison on Monday night to have dinner with the team and then talk to them afterward. If your board member can't make it, the team chair will call him/her prior to the visit for input.

On Tuesday, March 11, some team members will meet with the following groups separately via compressed video: deans, chairs, Senate Steering Committee and Senate Assessment Committee.

The arrangements for this visit are clearly complicated and we will keep you updated on the details as we know them. We hope as many of you as possible will participate in face-to-face and compressed video meetings with team members.

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***Engaging Students in the First Year Initiative Update***  
***By Greg Lampe***

In October 2002, implementing a first-year experience initiative was listed on the institutional priority list for 2003-2004. The chancellor, with input from the campus deans, Senate Steering and Senate Budget Committees, identified the first-year experience initiative as second only to increasing compensation for faculty and staff. To improve student success and retention, the institution will implement an organized, comprehensive, and intentional first-year experience program, and refine the mission, goals, strategies and assessment process for the initiative.

To prepare for implementation, the Office of Academic Affairs has carefully reviewed the campuses' responses to the Engaging Students in the First Year (ESFY) document and analyzed the recommendations they forwarded as to which implementation strategies they would like to pursue in fall 2003. Based on this analysis, the Office will provide support for the following ESFY activities:

***Stage 1: UW Colleges Spring Conference:***

Spring 2003: The Office of Academic Affairs will provide funding and administrative support for a UW Colleges Spring Conference. The conference will focus on three key interest areas: learning communities, first-year seminars, and advising/mentoring/orientation. It will be held at one of the UW Colleges campuses. It is important to note that these interest areas were most frequently cited by the campuses as potential ESFY strategies to be implemented at the campus level.

***Stage 2: Implementation Campus Funding:***

Spring 2003: The Office of Academic Affairs will provide \$500 to each campus to support the implementation of campus strategies that meet the goals of the ESFY initiative.

***Stage 3: UW Colleges Colloquium:***

Spring/Summer 2003: The Office of Academic Affairs in consultation with the Academic Affairs Advisory Council will plan and coordinate a UW Colleges Colloquium that will have as

its theme the ESFY Initiative. The Colloquium will take place in May or June 2003 at one of the UW Colleges campuses. A focus of the meeting will be on best practices and campus programming supporting the ESFY initiative.

***Stage 4: Fall 2003: Implementation of the ESFY Initiative:***

Fall 2003: The institutional budget will provide support for launching the ESFY initiative. Currently, the Office of Academic Affairs is planning to focus on the first-year seminar, learning communities, and mentoring/advising activities.

The institution is committed to supporting the campuses' Engaging Students in the First Year curricular and co-curricular programming activities. More details of the implementation plan will be shared in January. The Office of Academic Affairs looks forward to collaborating with the campuses as we work to implement this important initiative across the Colleges.



***UW-Madison/UW Colleges Summer Research Grants Program***  
***By Shirley Hensch***

Just a reminder that applications are still being accepted for the UW-Madison/UW Colleges Summer Research Program. Grants provide for support of two months of full-time summer research work in Madison for a UW Colleges faculty member working in collaboration with a UW-Madison professor. The award carries a 2/9 salary stipend. Applications must be submitted by **Wednesday, December 31, 2002** as e-mail attachments (MS Word please) to Shirley Hensch, Professional Development Coordinator.



***PRISM Update***  
***By Patty McGregor***

The PRISM Schedule of Classes will be available to campuses on December 16. This is the first of many units of the Student Records module to go live! Training for campus users was held in November and December, and as campuses start to enter their schedules for Fall 2003, they will be able to contact members of the PRISM Student Records team for assistance.



***Enrolling and Retaining Students of Color***  
*By Gregg Nettesheim*

**Changes in enrollment**

The UW Colleges have experienced dramatic changes in overall enrollment over the past 5 years. As significant as these changes have been, the changes in enrollment of students of color have been even greater. “Students of Color” is a term used to describe that group of students who are of African American, American Indian, Asian, or Hispanic ethnic heritage. For purposes of this article, and for reporting of enrollment to the UW System, this does not include foreign students regardless of ethnic background.

From Fall 1998 to Fall 2001, overall headcount enrollment at the colleges grew 26%. During the same period the enrollment of students of color grew 67% from 463 students in fall 1998 to 771 students in fall 2001. For fall 2002, we enrolled 832 students of color bringing our 5 year increase for the period 1998 – 2002 to 80%. While comparative numbers for the fall 2002 term have not yet been published for the other UWs, the chart below indicates that the 67% increase for 1998-2001 far exceeds the rate of growth for any other UW System institution.

As of Fall 2001, the Colleges ranked 5<sup>th</sup> overall in the UW System in terms of both the number of students of color enrolled, and the percent of students of color in the overall enrollment.

UW Institution	<u>Fall 1998</u>		<u>Fall 2001</u>		% Change in SOC: Fall 1998-Fall 2001
	Count	% of total enrollment	Count	% of total enrollment	
Madison	3704	9.4%	3734	9.1%	0.8%
Milwaukee	3746	16.6%	4045	17.0%	8.0%
Eau Claire	452	4.2%	520	4.9%	15.0%
Green Bay	296	5.3%	298	5.4%	0.7%
LaCrosse	385	4.1%	459	5.0%	19.2%
Oshkosh	426	4.0%	475	4.3%	11.5%
Parkside	721	15.5%	911	18.2%	26.4%
Platteville	169	3.4%	175	3.2%	3.6%
River Falls	198	3.6%	282	4.8%	42.4%
Stevens Pt	257	3.0%	285	3.3%	10.9%
Stout	286	3.8%	292	3.8%	2.1%
Superior	98	3.7%	129	4.6%	31.6%
Whitewater	690	6.5%	789	7.5%	14.3%
<b>COLLEGES</b>	<b>463</b>	<b>4.7%</b>	<b>771</b>	<b>6.2%</b>	<b>66.5%</b>
			<b>Colleges Fall 2002</b>		<b>% Change in SOC: Fall 1998-Fall 2002</b>
			832	6.6%	79.7%

**Retention of students of color**

For the past three years the Colleges has focused on better understanding and improving student retention. This work has included efforts to improve retention of students of color.

Data collected over the past several years indicate that students of color who enter the colleges as new freshmen are retained at a rate equal to or greater than white students. For the period fall 1997 – fall 2001, the fall to fall retention rate (egg. new freshmen beginning in fall 1997 and continuing enrollment in fall 1998) for all new freshmen students of color was 52% as compared to 52.2% for white students. If we look only at full time students, the average over this same 5 year period was 58.7% for students of color and 55.4% for white students.

The chart below shows comparative data by institution, the fall 2000 full-time new freshmen enrolled in the UW System. These data show that while the Colleges do not retain students at rates as high as other UW institutions, in large measure due to our mission as the UW institution of access, the gap in retention rates between students of color and white students at most institutions in the UW System is not occurring in the UW Colleges.

**Rates of Retention for Full-Time New Freshmen**

UW Institution	Rates of Retention			
	Student s of Color	%	White Student s	%
<b>Madison</b>	84.7	%	91.6	%
<b>Milwaukee</b>	66.9	%	75.5	%
<b>Eau Claire</b>	72.4	%	78.5	%
<b>Green Bay</b>	58.1	%	74.7	%
<b>LaCrosse</b>	77.2	%	84.5	%
<b>Oshkosh</b>	69.1	%	72.1	%
<b>Parkside</b>	54.8	%	62.5	%
<b>Platteville</b>	76.9	%	74.8	%
<b>River Falls</b>	62.5	%	74.0	%
<b>Stevens Point</b>	69.1	%	77.4	%
<b>Stout</b>	56.5	%	75.5	%
<b>Superior</b>	63.6	%	64.9	%
<b>Whitewater</b>	67.8	%	75.1	%
<b>Systemwide(w/o Colleges)</b>	71.6	%	79.5	%
<b>UW Colleges</b>	58.7	%	54.9	%



*Grant Monies Make Teacher Training Possible  
By Diane Pillard*

Trends having the greatest significant impact on continuing education at the UW Colleges include an increased need for partnerships, strategic alliances and collaborative programming, an increased

dependence on technology in society, an emphasis on professional development and workforce training, and an increased dependence on outside funding. Take all four of those trends, roll them together, and what do you have? “Integrating Geographic Information Systems (GIS) Technology in the Classroom,” a PK-16 Initiative that has reached more than 100 K-12 teachers over the past three summers.

This three-year project, which has been offered at UW-Barron, UW-Baraboo/Sauk County, UW-Fond du Lac, UW-Fox Valley, UW-Rock County, and UW-Stevens Point, has received more than \$100,000 in funding from UW System.

GIS, a new technological tool that is rapidly gaining importance, offers a unique capability to bring together a wide variety of data types for detailed spatial analysis. Unfortunately, at present, few teacher education and certification programs include GIS as part of their curricula. Therefore, there have been few opportunities for classroom teachers to acquire an understanding of GIS, its uses, and how to integrate it into an existing, standards-based curriculum.

In an attempt to fill that void, teacher workshops were held at three-four UW Colleges’ campuses and UW-Stevens Point each of the past three summers, offering intense hands-on software training and opportunities to build curricula that incorporate GIS projects. Assessment focused on how successful GIS can be as a learning tool, how it can be introduced in the K-12 classroom, and specific obstacles.

Participants in the workshops were given three options: non-credit, undergrad credit, or graduate credit (available through a partnership with UW-Stevens Point). All were expected to present their final curricula projects to their peers for final evaluation.

According to Jim Brey, a UW-Fox Valley geography/geology professor who taught the workshops offered at his campus, the winning strategy for improving the quality of today’s students is to assist teachers in creating better learning environments. “Teachers today are expected to teach tomorrow’s knowledge with yesterday’s tools. If, by preparing teachers to use cutting edge technology to teach modern standards-based science, we are improving science literacy in this country, then this project is a step in the right direction,” he said.



*Best wishes for a happy holiday season!!!*

