

Academic Matters

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FROM THE INTERIM PROVOST:

Holiday greetings to you all!

I know that as you receive this newsletter you will be busy. Some of you will be grading final exams, papers, projects, and/or student portfolios. Others will be advising and enrolling students or making plans for next semester. Many of you will be writing end of the year reports. We know that eventually the stacks of work will decline and you will be able to enjoy some downtime. In the meantime, I wish you well as you go about your work!

When you do find a moment to relax, or you need a diversion from your work, please take a moment to read this edition of *Academic Matters*. Below is a preview of what you will find inside:

- ∞ A preview of the UW Colleges' Grant Office.
- ∞ A summary of the University of Wisconsin System sponsored "Best Practices in Closing the Achievement Gap" conference.
- ∞ A preview of a five-year strategic plan for Continuing Education-Extension and a review of Continuing Education's activities over the past five years.
- ∞ An introduction of the new Registrar.
- ∞ A preview of the 2005 UW Colleges Colloquium.
- ∞ A summary of a recent Campus Assessment Coordinators meeting in which campus assessment activities were discussed, charted, and more.
- ∞ A summary of the success of Colleges' transfer students within the UW System.

On behalf of the Office of Academic Affairs, I wish you a most enjoyable winter break and a very happy new year!

UNIVERSITY  WISCONSIN
COLLEGES
The freshman/sophomore UW campuses

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Best Practices in Closing the Achievement Gap

By Nora Mc Guire

In a resolution endorsing the Plan 2008: Educational Quality Through Racial and Ethnic Diversity Phase II Guidelines, the Board of Regents stated “The focus of Phase II will be to address the achievement gap between UW System students of color and white students measured by retention and graduation from UW institutions.”

To support institutions in the preparation of their Phase II strategic diversity plans, UW System sponsored the “Best Practices in Closing the Achievement Gap” Conference October 18 and 19. A team of deans, faculty and staff represented the UW Colleges at this conference. UW System President Kevin Reilly delivered the opening remarks. The keynote speaker, Freeman Hrabowski, President of the University of Maryland, Baltimore County, discussed his strategies for creating one of the leading pipelines for underrepresented university graduates in science and engineering. Of particular interest was the session, “Classroom Climate and Influences on Student Persistence: Assertions and Facts” presented by Professor Alberto Cabrera of the Department of Educational Administration, UW-Madison. Dr. Cabrera was previously featured at a UW Colleges Diversity Workshop. Student panelists also provided interesting insights into the issues confronting students of color enrolled in UW System institutions.

In the final session of the conference, which was facilitated by Regent Danae Davis, institutional teams were asked to identify next steps that could be undertaken based upon the information learned at the conference. Those next steps were submitted to UW System. The UW Colleges has incorporated these initiatives into its Plan 2008 Phase II Report that will be submitted to UW System December 15. Each campus has submitted a campus plan, which combined with the institutional initiatives, will provide the rubric for the UW Colleges diversity efforts through the year 2008.



Continuing Education in Review

By Diane Pillard

As we move toward the end of fiscal year 2004-2005, we approach the beginning of a new five-year strategic plan cycle for Continuing Education-Extension. In an attempt to assess our progress, the outreach program managers at each of our campuses will review current goals and objectives, identify trends and needs, examine programs and services, and set new goals and objectives for 2006-2011.

Several key goals/objectives will continue through the next five-year plan, including:

1) To focus on ***service*** to current and potential populations, 2) To expand and strengthen ***partnerships, strategic alliances and collaborative programming***, 3) To improve the ***integration of technology*** in the classroom, 4) To use needs assessment studies and demographic reports to ***identify the needs of diverse and changing populations*** within our service communities, 5) To

develop a colleges-wide comprehensive approach to *professional development and workforce training*, and 6) to identify additional *external funding* sources.

As we review the past five years, we note that continuing education at the UW Colleges has made significant progress in reaching diverse audiences, developing partnerships, strategic alliances and collaborative programming, and in identifying external funding. In fact, a number of major projects have incorporated all three goals. For example: UW-Marathon embraced a leadership role in a recent economic development conference bringing K-12 education together with business, industry and higher education. UW-Baraboo, UW-Washington County and UW-Fond du Lac each received collaborative diversity grants from UW-Extension to address the needs of growing multicultural audiences within their communities. And, UW-Fond du Lac and UW-Baraboo each received cross-divisional funding from UW-Extension for their programming work with Cooperative Extension. In addition, UW-Sheboygan, UW-Fond du Lac, UW-Waukesha, and UW-Barron County have joined forces with area public and private K-12 school districts to offer credit courses to high school seniors.

Our list of accomplishments is as varied as the audiences we serve. Continuing Education offices at each of our 13 UW Colleges' campuses play an integral role in providing access to higher education for lifelong learners across the state. Our commitment to lifelong learning is based on a belief that the citizens of Wisconsin can best meet the challenges of success in the 21st century if they have opportunities for learning throughout their lifespan.

Participants in Continuing Education programs, services, and partnerships range in age from elementary school children who enroll in College for Kids or athletic programs, to senior citizens who enroll in a wide array of personal enrichment, professional development, or cultural enrichment non-credit courses. Our for-credit offerings include courses aimed at high school seniors striving to get a head start on their college educations and study abroad opportunities for regularly enrolled students.

From 1998 through 2003-2004, the UW Colleges' outreach program has totaled more than 168,000 non-credit course enrollments, making it the third largest program in the UW System. During the 2003-2004 academic year alone, enrollments totaled 24,821 including more than 500 for-credit enrollments.



New Registrar
By Greg Lampe

Dan Vande Yacht is the new Registrar for UW Colleges. Prior to this Dan was the Associate Director of Student Services at University of Wisconsin-Learning Innovations (UWLI) where he oversaw the daily functions involved in registering distance learners, the financial specialist functions, textbook administration, technical support, staff training, and administration and maintenance of the Learner Relationship Management System (LRMS). Prior to UWLI, he was the Registrar at Milwaukee School of Engineering in Milwaukee, WI.



Transferring Excellence

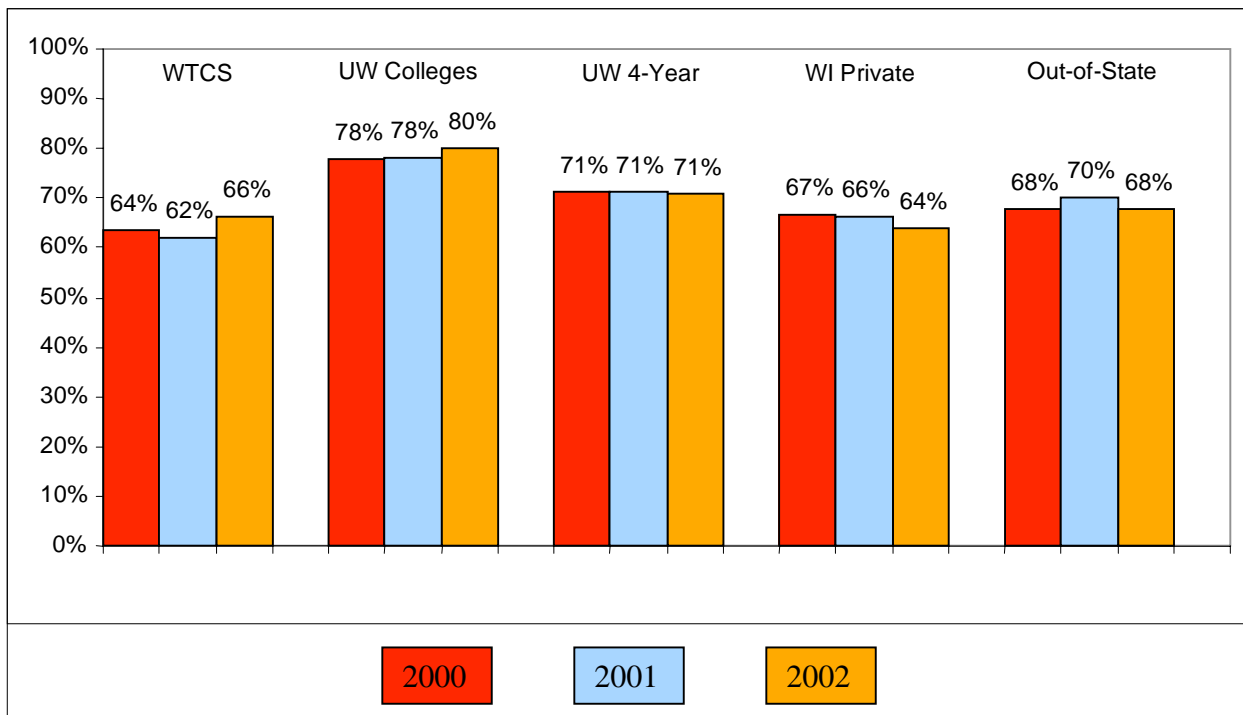
By Gregg Nettesheim

Transferring Excellence

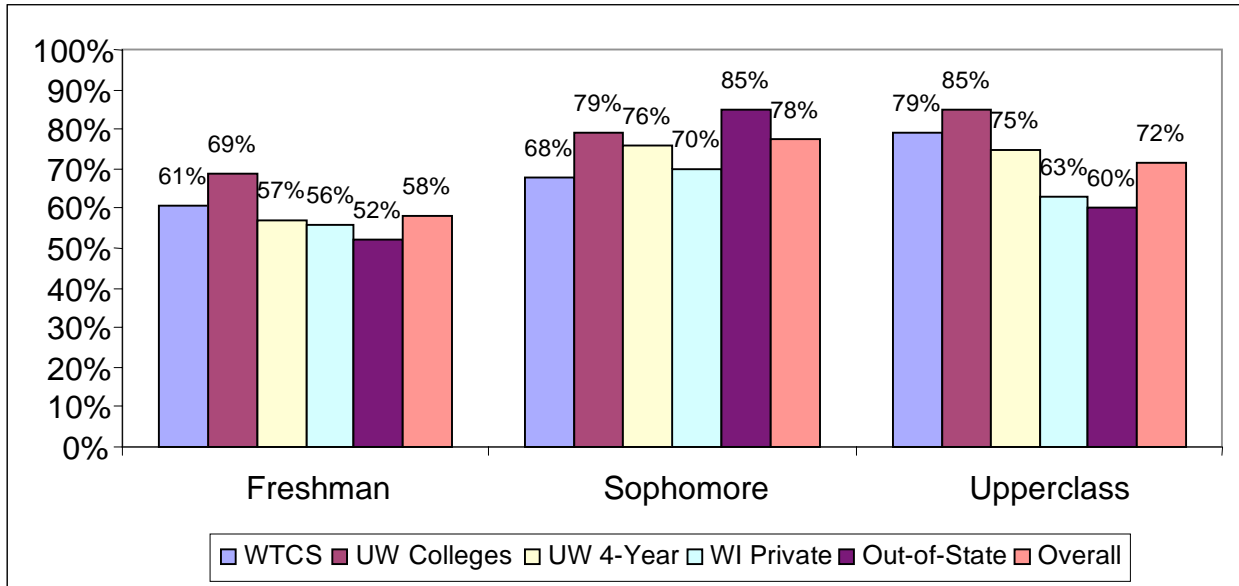
According to a draft report being prepared by the University of Wisconsin System Joint Administrative Committee on Academic Programs (JACAP), the most successful transfer students in the UW System come from the UW Colleges. The report describes the accomplishments of the 8000 to 9000 students who enter UW System institutions each fall as transfer students.

A measure of success included in the JACAP report is a comparison of retention rates for transfer students in the UW System. Comparisons are made based upon the type of sending institution and upon the initial academic level at the receiving institution. Findings indicate that students from the UW Colleges are retained to a second year at the highest rate of any group of transfer students in the UW System. Among UW Colleges' transfers, those entering their new institutions after first completing the sophomore year (i.e. entering as upperclassmen) persist at the highest rate of any group of transfer students.

**Second Year Retention Rates for UW System Transfer Students
By Type of Sending Institution and UWS Enrollment Year**

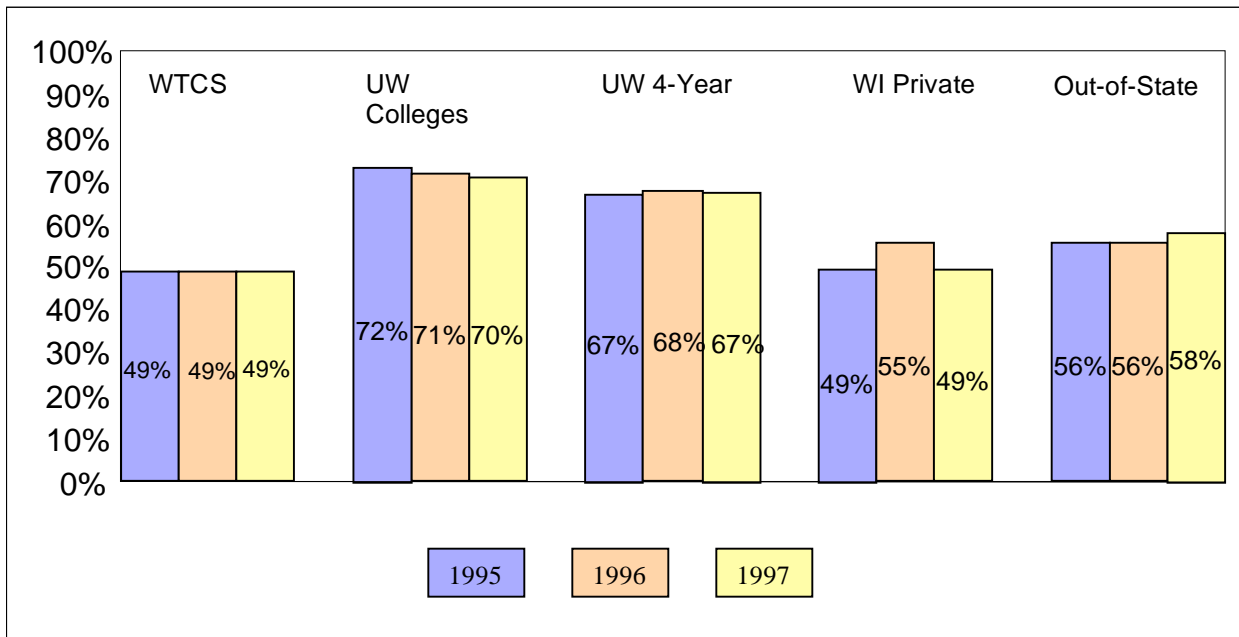


**Second Year Retention Rates for UW System Fall 2002 Transfer Students
By Type of Sending Institution and Initial UWS Classification**



A second measure of success used in the JACAP report is graduation with a bachelor's degree. For purposes of the report this measure includes both students who have graduated within 5 years and students who are still enrolled in a 6th year. Continued enrollment to a 6th year indicates a high likelihood of eventual completion of the bachelor's degree. Just as with retention, UW Colleges' students graduate at the highest rate of any transfer students in the UW System.

**5th Year Graduation/ 6th Year Retention Rates for UW System Transfer Students
By Type of Sending Institution and UWS Enrollment Year**





Campus Assessment Coordinators Meeting ***By Renee Gralewicz***

The Campus Assessment Coordinators met via teleconference on November 2, 2004. We had all campuses represented during the meeting. Each campus reported the events being conducted as well as the number of assessment experts (department assessment coordinators, senate assessment committee members) on their campus. Additionally we discussed and clarified the CAC role within the UWC assessment plan.

The following is a synopsis of what was reported.

<u>UWC</u>	<u>#DACs</u>	<u>#SAC</u>	<u>#SoTL</u>	<u>#ESFY</u>	<u>Common Reading</u>	<u>Theme</u>
Baraboo/Sauk	4	1	3	10		
Barron	3	1	6	5	Yes	Yes
Fond du Lac	2		10	7		Yes
Fox Valley	0		13	13		
Manitowoc	1		3	*		
Marathon	4	2	12	14		
Marinette	0		2	1		
Marshfield/Woods	1		0	6		Yes
Richland	1		4	2	Yes	Yes
Rock	3	1	0	5	Yes	Yes
Sheboygan	0		1	10	Yes	
Washington	0		0	3		Yes
Waukesha	2		3	5	Yes	Yes

* Please note that Carrie Geary stated that there was activity in this area but was gathering more information.

This chart gives an overview of the campus level of assessment engagement based on the number of participants in both formal UWC assessment (DAC and SAC) and SoTL.

Additionally, CACs were asked to discuss some of the projects on their campus which could be linked to assessment. [A more formal report of their details will be submitted to SAC in January.]

In particular we are looking at campus efforts at:

- ∞ assessment of student learning (using aggregate data provided to CACs and deans from Gregg Nettesheim)
- ∞ assessment and its relationship to the UWC mission
- ∞ assessment and its relationship campus mission and strategic plan

CACs will not be required to *do* new assessments, nor will campuses. The role of the CAC is to assist the campus in accessing and using assessment data in meaningful and creative ways. The

CAC is to report how their campus is using the array of available data from the UWC assessment, SoTL, common readings, common themes, mission statements, and strategic plans among other activities.



2005 UW Colleges Colloquium
By Wava Haney

Faculty and staff, please reserve Tuesday, May 24, 2005 for participation in the 2005 UW Colleges Colloquium. The Colloquium is an opportunity to bring together faculty and academic staff from across the institution to learn, engage in lively dialogue and make acquaintances in a professional and collegial setting. In a few weeks, you will receive an invitation to submit abstracts, proposals and other ideas to the UW Colleges Colloquium Planning Committee.

UW-Manitowoc will host this year's Colloquium. Some of you may not know that the UW-Manitowoc sits along the shore of Lake Michigan with beautiful lake view vistas from many campus rooms where our meetings will occur.

Joining Voices: Connections and Collaborations is the theme of the 2005 Colloquium. This theme invites faculty and staff to explore a wide variety of connections between departments, administrative offices, programs, campuses and the community. We might think of it as an opportunity to make connections and establish collaborations across different units of the campus, across different campuses of the UW Colleges, with other campuses of the UW System and with community partners.

Andrea De Palma, Assistant Professor of Computer Science at UW-Marshfield/Wood County chairs the 2005 UW Colleges Colloquium Planning Committee. Other members of this enthusiastic planning group appointed by the Senate Steering Committee are: Mohamed Ayoub, Assistant Professor of Chemistry at UW-Washington County; Ellyn Lem, Assistant Professor of English at UW-Waukesha; Heidi D. Rosenberg, Assistant Professor of English at UW- Barron County; Kristine Buchanan, Lecturer in Art at UW-Fond du Lac; and Patricia Thwaites, Outreach Coordinator in the Office of Student Services at UW-Marathon.



UWC Grants Office: Looking to the Future
By Eric Smith

Grant writing is one of the necessities of modern life in higher education. At some point in our careers most, if not all, of us will be supported fully or in part by grants. With this in mind, the UWC grants office is designed to provide grants information and support to our campuses and seek out and obtain funding that supports our UWC institutional priorities. As the new UWC grants officer since September, I am getting acquainted with our many needs and have spent much time exploring grant sources that can be accessed. It will not be easy, but there are many sources of grant funding ranging from the federal and state government and business support to state and national foundations.

The primary role of the grants office is to seek out and obtain what might be termed the larger, institutional grants. In most instances, these will be grants over \$50,000. This service is designed to complement the grant writing that is already being done by individual faculty and campuses. While most of my time will be spent on these larger grants, I would welcome anyone who is writing a grant to send it my way if you wish to have another pair of eyes look it over. I am also available to work with planning groups or faculty teams who could use additional training on grant design or grant searching.

Beginning this month, our grants office is distributing a monthly chart of grant prospects that relate specifically to our UW Colleges. These are being sent to the Deans and Department Chairs. Be sure to look these over for grant ideas or projects that relate to your work. It is particularly helpful if you let me know about ideas, projects, or model programs you feel could be part of a grant project. One of the best ways to obtain funding is to build on model programs that are already in place. I look forward to working with our fine faculty and administration on the many present and future grant projects that we will develop. Be sure to contact the grants office if you want additional information or wish to develop a future project. The contact information is: Dr. Eric C. Smith, UWC Grants Office, (608) 265-6781 or esmith@uwc.edu.



NOTE: The 2005-2007 UW Colleges Catalog will be available in the spring semester.

