

Academic Matters

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

Volume 5, No. 3

May 2006



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FROM THE PROVOST:

Recalling well what the end of the semester is like for faculty and staff, I hope you will be able to find a few minutes to catch up on the last several months of activity in Academic Affairs.

We have been very busy as well working hard on a number of important initiatives which you can read about in the pages to follow: the Equity Scorecard; Assessment in Student Services and in courses and on the campuses; Student Engagement data from the CCSSE; the Foundations of Excellence Self-Study; Undergraduate Research; Grant Proposal Development; Outlook Exchange activities; the ESFY spring conference; and information about the inaugural issue of Research Matters. We've tried to keep these articles short and as informative as possible.

I would also like to update you on the move that some of us in Academic Affairs will be making to 432 Lake Street to what is now the Extension Building but will become the Extension and Colleges Building. The following people will be moving: Margaret Cleek, Greg Lampe, Sharon Brickl, Nora McGuire, Gregg Nettesheim, and Tim Urbonya. I very much wish that all of Academic Affairs were going to be at one site, but there is not enough room at 432 to also move the DE operation, the Registrar's operation, Grants or Professional Development. You will be able to use the same address and telephone numbers that you have been using for all of us. Mail from the Regent Street Office will be shuttled to 432 Lake Street. As of today, the move for Academic Affairs is scheduled to take place on May 25. As we pack up our offices, move and unpack, we may not be as prompt at answering calls and e-mails as we always try to be.

I hope to see many of you at the UW Colleges Colloquium on May 24! If not, have as stress free an end of the semester as possible and a productive and pleasant summer.

Equity and Diversity: Equity Scorecard Update
By Greg Lampe

In August 2005, University of Wisconsin System institutions were invited by the UW System Office of Academic Diversity and Development (OADD) to volunteer to be part of the UWS Equity Scorecard Pilot. At that time, as Interim Provost and Vice Chancellor, Greg Lampe volunteered the UW Colleges for the project. The UW Colleges is one of six UW System institutions currently engaged in the Equity Scorecard project. Other UW System campuses engaged in the project are UW-La Crosse, UW-Milwaukee, UW-Oshkosh, UW-Parkside, and UW-Whitewater. The project’s fundamental aim is to close the achievement gap for historically underrepresented students. The UW Colleges’ Equity Scorecard Project Team will be using institutional research data to identify inequities in student achievement between majority and minority student populations. The Center for Urban Education at the University of Southern California is partnering with UW System to facilitate the project.

The Equity Scorecard is a framework that provides four concurrent perspectives on institutional performance in achieving equity in educational outcomes: access, retention, institutional receptivity, and excellence. It is a tool and a process that campus teams will use to organize existing institutional data into indicators of performance that facilitate institutional self-assessment and reflection. Over the next 12-18 months, the UW Colleges’ Equity Scorecard Project Team will be systematically examining each of the four perspectives. The team will be meeting monthly and will be periodically updating the institution on its work and progress. Currently, the team is studying and analyzing issues around access of underrepresented students to the UW Colleges.

UW Colleges team members are as follows: Greg Lampe, Associate Vice Chancellor, team leader; Gregg Nettesheim, Senior Information Manager; Brett Barker, History, UW-Marathon County; Nora McGuire, Chief Student Affairs Officer; Pa Lee Moua, Multicultural Advisor, UW-Fox Valley; Deborah Cureton, Campus Dean, UW-Richland; Dan Vande Yacht, Registrar; and Anna San Diego, Pre-college Advisor, UW-Waukesha. Please feel free to contact team leader, Greg Lampe, with any questions about the Equity Scorecard Project.

Assessment in Student Services
By Nora McGuire

Student Services in the UW Colleges has identified orientation as the first focus for its assessment efforts. The Student Services Assessment Committee, in consultation with all student services staff, developed a mission statement and objectives for orientation programs.

“In order to assist students in a successful transition into the culture of the university, to foster their full and informed participation in the educational and developmental enterprise of the university, and to promote student persistence beyond the freshman year, the University of Wisconsin Colleges conducts new student orientation programming.

Rather than conceiving of orientation as a single event or program, UW Colleges Student Services defines the orientation of new students to the university to be a process that begins with the

student's initial contact with the university and continues through the first semester of enrollment. While the design and approach of the particular campus orientation program is shaped to some extent by the resources, experience, and culture of each campus, the core objectives of orientation programming throughout the UW Colleges include the following:

1. To familiarize new students with the physical resources and facilities of the campus, as well as the related policies and regulations governing their safe and secure use.
2. To enhance student understanding of the purposes and nature of the university in general and the nature and mission of the UW Colleges in particular.
3. To provide students with serviceable information about academic policies, procedures, requirements, and programs sufficient to enable students to make informed choices about their academic careers.
4. To inform students of their formal responsibilities regarding the university and their vital role as partners in their university experience.
5. To acquaint students with the array of valuable support services, co-curricular opportunities, self assessment resources, and auxiliary programs readily available to them.
6. To create opportunities for new students to meet and interact with the faculty, staff, and other students in both structured and unstructured contexts.
7. To provide relevant information and assurance to the primary support groups of new students, both in the recruitment and transitional phase of our relationship with the new student.”

To determine whether the core objectives cited above are being met, an online survey was developed and distributed to new freshmen at each UW Colleges campus. Focus groups are being conducted at four campuses this semester to obtain further information from students about their transition to higher education. An analysis of the survey and focus groups data will be completed and recommendations about best practices in orientation will result.

Comparing Student Engagement among Freshmen and Sophomores
By Gregg Nettesheim

Background

In spring 2005, the UW Colleges participated for the second time in the national Community College Survey of Student Engagement (CCSSE). The questions on the survey are designed to measure the level of engagement with the university in those areas that most affect student success and retention. Administered to over 1400 UW Colleges' students in randomly selected classes, the CCSSE has given us valuable information about the ways students interact with the university and about their behaviors both on and off campus during the time of enrollment.

The questions on the survey are grouped into 5 general areas called benchmarks. These 5 benchmarks address broad areas of student engagement. **Chart A** illustrates that in 2005 the UW Colleges improved in 4 of the 5 benchmarks when compared to scores from 2002. This chart also shows the percentile rank of the UW Colleges when compared to all other institutions participating in the CCSSE in 2005.

Chart A Mean Scores in Areas of Student Engagement

Areas of Measurement	2002 UW Colleges mean scores	2005 UW Colleges mean scores	2005 UW Colleges % ile rank*
Student faculty interactions	42.0	53.6	80%
Support for learners	40.5	49.9	50%
Active and collaborative learning	38.4	50.8	60%
Academic challenge	58.7	53.7	90%
Student effort	50.5	54.3	90%

*e.g. in the area of student effort, the Colleges' mean score was greater than or equal to 90% of scores for all other participants

Concern about First-Year Student Engagement

Chart B illustrates the 2005 findings summarized according to number of credits completed at the time the survey was conducted. These data show consistent and significant differences in the mean scores when comparing freshmen to sophomores. The average difference across the five benchmarks is 8.2 points. This difference is over 16% of the average score for freshmen, with the greatest differences in the areas of student-faculty interactions, active and collaborative learning, and academic challenge.

If we understand sophomores to be students who have survived the period of greatest academic vulnerability in post-secondary education, and that deep and meaningful engagement with the learning process is instrumental in this survival, then it is in our interest to learn more about these differences with the goal of bringing levels of engagement for freshmen more closely in line with those of sophomores.

Chart B Mean Benchmark Scores from 2005 CCSSE

	0-29 credits	30+ credits	Diff
Active & Collaborative Learning	47.4	58.2	-10.8
Student Effort	53.0	57.7	-4.7
Academic Challenge	50.9	60.4	-9.5
Student-Faculty Interaction	49.8	62.1	-12.3
Support for Learners	48.6	52.3	-3.7
Average Mean Scores	49.9	58.1	-8.2

Foundations of Excellence Self-Study Yielding Excellent Findings
By Greg Lampe

In June 2005, the UW Colleges was selected as one of ten, two-year institutions in the United States to participate in the Foundations of Excellence in the First College Year Project. The project is designed to provide an opportunity for each participating institution to conduct an intensive self-study around nine dimensions (philosophy, organization, learning, transitions, campus culture, all students, diversity, roles and purposes, and improvement). As part of the project, a student online survey and a faculty and staff online survey were administered. These surveys provided useful data for each of the dimension reports. Under the able leadership of Christel Taylor (English, UW-Waukesha), the task force is making excellent progress toward completing the project.

As part of the Foundations of Excellence project, the UWC receives a site visit from one of the National Policy Center staff. On Monday and Tuesday, April 10 and 11, the UWC hosted Dr. Betsy Barefoot, Co-director and Senior Scholar of the National Policy Center for the First Year of College. Dr. Barefoot spent the first day of her visit at the UW-Waukesha campus where she met with administrative and faculty leaders, conducted a student focus group and a faculty/staff focus group, and made a public presentation on engaging students. Dr. Barefoot spent the second day of her visit meeting with UWC administrative leaders in Madison, conducting a compressed video Town Meeting, previewing the Online First-Year Seminar course, meeting with Foundations of Excellence Task Force members, and ESFY Campus Coordinators. Dr. Barefoot left Wisconsin with a broader and deeper understanding of the UW Colleges and its comprehensive, intentional approach to the first year of college. In addition, she offered many suggestions for helping the UW Colleges improve the first college year for our students and asked thought-provoking questions about the structure and organization of our institution.

To date, all nine dimension reports have been completed, and action steps for each one have been documented. In all, over eighty different action items have been identified, and the task force is currently reviewing and prioritizing them. Next, a comprehensive action plan will be developed and then shared with members of the institution. The task force will then prepare a detailed report for Chancellor-designee David Wilson which will include long-term and short-term action items for him to consider. The task force will also be sharing with the institution the significant findings of the self-study. For more information about the Foundations of Excellence project, please contact project co-leaders Christel Taylor (ctaylor@uwc.edu) or Greg Lampe (glampe@uwc.edu), or visit the Foundations of Excellence website: <http://fyfoundations.org>.

UW Colleges Students Participate in
UW System Undergraduate Student Research Events
By Wava Haney

A record number of UW Colleges students from a record number of campuses are participating in two UW System sponsored events that feature undergraduates and the individual and collaborative research projects they do under the direction of faculty sponsors. The first event was Posters in the Rotunda held on April 25, 2006 at the Capitol Rotunda; the second event is the UW System Symposium for Undergraduate Research and Creative Activity at UW-Stout on Friday, May 5,

2006. These are important opportunities, especially for our sophomores, and our students are great ambassadors of the UW Colleges by the quality of their work and its presentation.

Twenty-three students from nine campuses of the UW Colleges participated in Posters in the Rotunda and seventeen students from seven campuses will participate in the Seventh Annual UW System Symposium for Undergraduate Research and Creative Activity. Some students participated in both events. UW System President Kevin Reilly, Lt. Governor Barbara Lawton, UW System Board of Regent President David Walsh and Dr. Tina Sauerhammer, a former student researcher at UW-Green Bay and now a resident in the general surgery program at the UW-Madison Medical School, spoke at Posters in the Rotunda event. Between votes on the assembly or senate floor, several members of the state legislature were able to view posters prepared by students from their districts.

The students who participated in Posters in the Rotunda, their campuses, home towns and faculty sponsors are:

- UW-Baraboo/Sauk County: Ryan Petty (Baraboo), Professor Isaac Solomon, Mathematics and Joni Braudt (Portage) and Courtney Ring (Prairie du Sac), Professor Diann Kiesel, Geography and Geology
- UW-Fond du Lac: Andrew Jansen (Oshkosh), Professor Michael Jurmu, Geography and Geology
- UW-Fox Valley: Klaire Laux (Menasha) and Karla Marquez (Kaukauna), Professor Dubear Kroening, Biological Sciences; Kasey Harroun (Appleton), Gregory Kokke (Appleton) and Angela Van Straten (Shiocton), Professor Martin Rudd, Chemistry; Virginia Elandt (Weyauwega), Heather Lind (Green Bay), Nicole Daubert (Neenah) and Brint Schwerbel (Menasha), Professors James Brey and Kristin Runge, Geography and Geology and Communication Arts and Theatre, respectively; Kris Anne Regeth (Kimberly), Professor George Waller, Political Science and Erik Kraemer (Kaukauna), Professor Gregory Peter, Sociology
- UW-Manitowoc: Lee Hraby (Madison) and Cheryl Nessman (Manitowoc), Professor Rick Heim, Biological Sciences
- UW-Marshfield/Wood County: Sarju Patel (Marshfield) and Hatem Kouraichi (Neillsville), Professor Andrea De Palma, Computer Science
- UW-Richland: Kelsey Putnam (Spring Green), Professor Norlene Emerson, Geography and Geology
- UW-Rock County: Jason Johnson (Hayward) and Chiara Licary (Beloit), Professor Nathan Zook, Political Science; Rachel Mosher (Janesville), Professor Andrea Lukowiak, Biological Sciences
- UW-Washington County: Justin Straub (West Bend), Professor Mohamed Ayoub, Chemistry and
- UW-Waukesha: James Gapinski (Delafield), Professor Margaret Rozga, English.

At the UW System Symposium for Undergraduate Research and Creative Activity, nine students will present posters based on their research, five will make oral presentations on creative work and two will do a theater performance.

The students who participated in the Symposium, their campuses, home towns and faculty sponsors are:

- UW-Baraboo/Sauk County: Allison Herriot (Adams) and Ryan Petty (Baraboo), Professor William Drennan, English

- UW-Barron County: Tammy Hopke (Shell Lake), Professor Renee Gralewicz, Anthropology and Sociology
- UW-Fond du Lac: Joe Vande Slunt (Fond du Lac) and Holly Whitemarsh (Princeton), Professor Richard Gustin, Communication Arts and Theatre
- UW-Fox Valley: Kasey Harroun (Appleton), Gregory Kokke (Appleton) and Angela Van Straten (Shiocton), Professor Martin Rudd, Chemistry; Virginia Elandt (Weyauwega), Heather Lind (Green Bay), Nicole Daubert (Neenah) and Brint Schwerbel (Menasha), Professors James Brey and Kristin Runge, Geography and Geology and Communication Arts and Theatre, respectively
- UW-Marinette: Su-Yeon Kim (Seoul, South Korea), Professor Katherine Holman, English
- UW-Marshfield/Wood County: Sarju Patel (Marshfield) and Hatem Kouraichi (Neillsville), Professor Andrea De Palma, Computer Science
- UW-Waukesha: Anthony Menzia (West Allis), Professor Mark Lococo, Communication and Theatre Arts; James Gapinski (Delafield), Professor Margaret Rozga, English.

Assessment Activities
By Renee Gralewicz

As we near the end of the semester, most of the 2005–2006 assessment activities will come to a close. Individuals will be compiling their results to send to their Department Assessment Coordinators or their Campus Assessment Coordinators and to Gregg Nettesheim. We each will be reflecting on how the semester went for our classes and campus. Given the information that was shared by many of the DACs and the CACs this past semester, this was a good year for gathering evidence that is both viable and usable.

In January, the Department Assessment Coordinators met with the Senate Assessment Committee to reflect on the fall 2005 data and prepare for the spring. Their plans were reassuring, and the culture of assessment seemed positive. In March, the Campus Assessment Coordinators met with the Senate Assessment Committee, and we discovered that the campuses were producing some very interesting and valuable information. It was gratifying hearing about all of the assessments on each campus. The CACs are recording many of the events that historically have been offered on campuses but may not have been assessed in the past. However, many of the events historically were assessed, and now there is a central place for them to be discussed and evaluated on a campus level.

As always we appreciate the sincere efforts that each of you bring to assessment, whether at the campus, department, or institutional level. We are able to work together to improve student learning and improve our programs that broaden the student college experience.

Taking It One Step at a Time
By Eric Smith

Developing a grant proposal can be an intimidating experience for faculty and staff that have not had much experience in grant writing. The idea of taking time out of an already busy schedule

seems impossible. Anxiety levels increase even higher when faced with some of the key questions. Where do I find a funding source? How much money should I ask for? How do I submit a grant? Grant writing, like a lot of life's lessons, is very experiential. Climbing over the hill of your first few grants will find you facing a smoother road in the future. Here are two suggestions that will make your grants journey easier.

Take it one step at a time. Writing a grant is a series of steps that begins with a good idea. Begin by developing a solid concept that has a foundation in your expertise and experience. Put this in writing and share it with colleagues (and your friendly UW Colleges Grants Office). At this first stage, avoid thinking about money, funding sources, or writing the grant. Keep your focus on the concept.

Participate in a grant writing seminar. A good training session on grant writing can make a great difference in alleviating your anxiety and will give you some great tools that you will need to be successful. Grant writing seminars come in many shapes and sizes (and with many price tags). The UW Colleges Grants Office conducts half day workshops on a rotating basis at our 13 campuses. These are (in my humble opinion) excellent introductory sessions that will give you the basic information you need to get started. And the price is right! (They are free) If you are interested in a more in-depth training, various national training organizations conduct seminars in various locations around the United States. These seminars can be one to three days and range from about \$200 up to \$700 per person. These are great for anyone who wants to advance to the next level and become a grant writing guru, but for the novice grant writer, start with the UW Colleges grant writing workshop.

Our UW Colleges Grants Office door is always open. Be sure to use this resource regardless of how far you have progressed in your project. You will always find some good advice and a wealth of resources on any aspect of grant writing. Help is just an e-mail away at esmith@uwc.edu.

Outlook Exchange and Collaboration with UW Extension
By Pat Fellows

One of the nice benefits of using Microsoft Outlook Exchange is the collaborative nature of the software. We are able to set up meetings, share calendars, share documents in Public Folders, and more! Currently, I am working on a collaborative project with Lisa Linfield from UW Extension to develop and carry out a training plan for UW Extension as they migrate from a multitude of email programs to Microsoft Outlook Exchange. As each Extension staff member is migrated to Outlook, they also become part of our Global Address Book. Once the migration and training is complete, both UW Colleges and UW Extension will be able to use the many productivity tools in Outlook to collaborate with each other. The current plan is to have most UW Extension staff using Outlook by the end of July, so Lisa and I will be very busy training in June and July!

***2006 Engaging Students in the First Year (ESFY) Spring Conference
a Resounding Success!***

By Greg Lampe

The 2006 ESFY Spring Conference was held on Saturday, March 11, 2006, at the UW-Marshfield/Wood County campus. This year's conference featured an opening general session on teaching the First-Year Seminar as the linking seminar as part of a learning cluster, fifteen break-out sessions, an open session in which great ideas for teaching students in First-Year Seminars were shared, and a Town Hall Meeting on the future of the ESFY initiative. In all, over 40 faculty, instructional academic and professional staff, and administrators presented sessions at the conference. Approximately 80 members of the institution attended the one-day event. Participants engaged in conversations about the many curricular and co-curricular aspects of the ESFY initiative, including first-year seminar courses, learning communities, student support services, service-learning, students/faculty research, community service activities, advising and orientation programming, using technology, assessment, common readings, instructional strategies to increase student engagement, and more!

The Program Review Committee: Linda Gentes, UW-Richland; Jennifer Flatt, UW-Marquette; Theo Koupelis, UW-Marathon County; and Julie Tharp, UW-Marshfield/Wood County did a superb job of reviewing the proposals for each of the sessions and then structuring the conference program. Participants were encouraged to take part in any of the workshops that were of interest to them.

The feedback from those who participated in the conference was extremely positive, and it seems that participants found the day engaging, meaningful, and energizing. The UW-Marshfield/Wood County provided excellent hospitality and facilities and an outstanding teaching and learning environment. Overall, it was an exciting day of learning and dialogue. From all accounts, the 2006 ESFY Spring Conference was a resounding success!

***Academic Affairs Publishes Inaugural Issue
of Research Matters: Your Research Newsletter***

By Greg Lampe

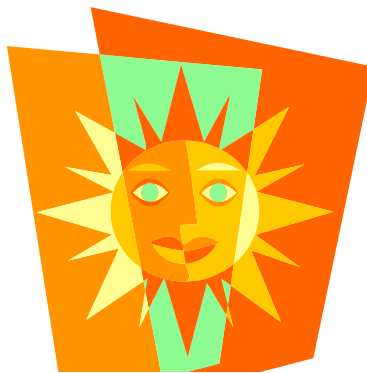
On Friday, April 21, members across the institution received the first edition of a new Office of Academic Affairs electronic publication, ***Research Matters***. The purpose of the newsletter is to provide information about significant research findings to the institution. The newsletter will be published periodically throughout the academic year. The inaugural edition of ***Research Matters*** entitled, "Teaching Excellence: Teaching is Not a Profession; it's a Passion!," focused on significant findings around teaching from the spring 2005 Higher Education Research Institute (HERI) faculty survey. Results from the survey reveal and affirm the strong commitment of UW Colleges' faculty to teaching excellence. We hope you will take the time to review this one-page newsletter and then provide the Office of Academic Affairs with feedback about its new publication.



Important Upcoming Events! Mark Your Calendar!!

Wednesday, May 24, 2006: UWC Colloquium, UW-Baraboo/Sauk County

Friday, June 23, 2006: ESFY First-Year Seminar Instructor Retreat



ENJOY THE SUMMER!