

Achieving Excellence at UW Colleges

This edition of Achieving Excellence at UW Colleges is part of an overall effort by the UW System to express our commitment to self-assessment. The goals and measures presented below are intended to provide a description of the many ways in which UW Colleges is achieving excellence. Most goals have measures common to all UW institutions. These common measures reflect the mission of the UW System as a whole. Where appropriate, the UW Colleges has selected supplementary measures that are reflective of its specific institutional mission and values. These institution-specific measures are useful as a means of providing context to the performance on the systemwide measures.

Goal I

Provide Access to Higher Education for the Citizens of Wisconsin

Systemwide Measures:

Progress Toward Enrollment Plans

University of Wisconsin Enrollment Plans are designed to increase access without compromising educational service. Institutional plans balance programmatic, physical, and fiscal resources while maintaining consistency with UW initiatives and goals.

Full-Time Equivalent (FTE) Enrollment

Fall	Actual FTE	Planned
2003	8,756	8,732
2004	8,617	8,732
2005	8,693	8,732
2006	9,153	9,166
2007*	9,450	9,300

Note: The counting methodology was changed in 2006 to more closely align with Federal reporting standards.

Progress Toward Increasing Diversity

Originating in 1998, *Plan 2008* is the UW System's initiative to increase racial and ethnic diversity. Each UW institution has the goal of increasing enrollments of students of color. Building on its success in this initiative, in 2006 and 2007 UW Colleges completed the research-based Equity Scorecard Project (described more fully under Goal III, below). Using information from the Wisconsin Department of Public Instruction, the 13 Colleges campuses are targeting their diversity recruitment efforts at surrounding high schools. This Fall, UW Colleges experienced an 11% increase in the enrollment of students of color over Fall 2006.

Headcount Enrollment by Race/Ethnicity

Fall Semester Students Enrolled	1998	2004	2005	2006	2007
African American	140	145	153	171	200
American Indian	60	81	99	81	85
Hispanic/Latino	134	228	256	264	285
Southeast Asian	57	170	148	153	209
Asian American	72	172	197	220	211
Total Students of Color	463	796	853	889	990
International	91	49	46	35	52
White	9,298	11,654	11,698	11,715	11,987
Total Headcount	9,852	12,499	12,597	12,639	13,029

Mission-Relevant Additional Measures:

Provide Access Through Non-traditional Delivery of Courses

UW Colleges seek to extend educational opportunity through the efficient use of Distance and Continuing Education. This opportunity includes courses delivered through a variety of modes, and an Associate of Arts and Science Degree, available entirely

online. Enrollment in the Online Program has increased 144% in the past five years.

The Adult Student Initiative

Goal: Increase access to adult students through accelerated hybrid course delivery

UW Colleges, with its partner UW-Extension, is participating in the Adult Student Initiative (ASI). The goal of the ASI is to increase baccalaureate attainment among adults in Wisconsin. A pilot program involving four UW Colleges' campuses includes a selection of courses offered on an accelerated schedule and delivered in a "hybrid" format. Students participate in both face-to-face classes and online. By reducing both the number of weeks it takes to complete a course and the number of times a student needs to be on campus, we believe this mode of instruction will encourage more adult students to complete two years at the UW Colleges, then transfer to complete a bachelor's degree.

ASI Pilot Accelerated Hybrid Course Offerings in 2007-2008

Term	# of campuses	# of courses	Class lengths
Fall 2007	3	10	5, 6 and 7 weeks
Winter 2008	2	3	3 weeks
Spring 2008	3	9	5, 7 and 8 weeks
Summer 2008	2	2	4 and 6 weeks

Continuing Education

Goal: Extend educational opportunity to diverse populations throughout Wisconsin

Continuing Education offices at each of the 13 UW Colleges' campuses play an integral role in implementing the Wisconsin Idea, providing access to higher education to the residents of Wisconsin throughout their lives wherever they live. Participants in Continuing Education range from young children to senior citizens. Instruction is offered in a variety of modes, including Distance Education, to allow increased flexibility for students. In addition to an extensive array of non-credit opportunities, UW Colleges for-credit offerings include courses delivered to high school seniors and study abroad opportunities for regularly enrolled students.

For the second year, UW Colleges retained its position as the second largest Continuing Education program in the UW System. The 13 UW Colleges campuses served more than 25,000 students in 2006-07: 18% of the UW System total.

UW Colleges Non-Credit Continuing Education Enrollments

Year	UWC Enrollments	% of Total UWS Continuing Ed. Enrollments
2002-03	21,223	12%
2003-04	21,397	12%
2004-05	22,123	15%
2005-06	34,316	20%
2006-07	29,408	18%

Goal II

Provide academic support services that facilitate academic success

Systemwide Measure:

Progress Toward Retention Targets

The Systemwide measure of progress toward retention targets applies to UW 4-year institutions. UW Colleges has specific mission-related goals for academic success.

Mission-Relevant Additional Measures:

The mission and goals of UW Colleges state that the institution is to “prepare students for success at the baccalaureate level of education.” The following measures reflect progress toward this goal.

Retention of New Freshmen to the 2nd Year

Goal: Increase UWC retention to 58% and retention at any UW to 68%

The UW Colleges’ transfer mission directs that we not only track those students who are retained at UW Colleges, but also those who began at the Colleges and transferred to another UW institution. Achieving these goals continues to be a top priority for UW Colleges.

New Freshmen Retention – All Students

Fall Semester Cohort	Retained to 2 nd Year	
	At UW Colleges	At Any UW Institution
2002	57%	66%
2003	54%	64%
2004	54%	64%
2005	54%	63%
2006	57%	65%

Goal: Increase UWC retention of new freshmen of color to 58% and retention at any UW to 68%

UW Colleges is committed to attaining retention rates for students of color that are equal to those for white students.

New Freshmen Retention – Students of Color

Fall Semester Cohort	Retained to 2 nd Year	
	At UW Colleges	At Any UW Institution
2002	54%	61%
2003	51%	59%
2004	53%	60%
2005	51%	55%
2006	52%	57%

Provide First-Year Seminars for New Freshmen

Goal: Enroll 33% of new freshmen in First-Year Seminars

Providing a high quality first-year experience is a key component in our continuing effort to improve student success and retention. The first-year seminar continues to be a cornerstone in this effort. By increasing the number of sections offered, we have been able to exceed our target enrollment of 33% of new freshmen in each of the past three Fall semesters.

First-Year Seminars

Fall	# of Sections	HC Enrollments	% of New Freshmen
2003	59	1,284	25%
2004	67	1,300	28%
2005	91	1,637	35%
2006	108	1,616	40%
2007	118	1,667	40%

Online Writing Lab

Goal: Provide an online service to help students improve their writing

The Online Writing Lab (OWL) is a service that affords any UW Colleges’ student the opportunity to email drafts of his or her writing to the OWL staff and receive feedback from a peer writing tutor. Begun in Fall 1999 as part of the Study-Center tutoring program at UW-Waukesha, the lab is certified by the College Reading and Learning Association and is staffed by peer tutors. Tutors are UW Colleges students who received an “A” in Composition II, have been recommended by their instructors, and have undergone extensive tutor training.

Use of the OWL has grown in each year of operation. In the 2006-07 academic year, over 1,500 draft papers were received from students at all 13 campuses and UWC Online. They included topics from disciplines in all three of the divisions of UW Colleges (Humanities, Mathematics and Natural Sciences, and Social Sciences).

Use of the Online Writing Lab

Academic Year	Papers Reviewed	Campus(es)	Disciplines
1999-00	58	Waukesha	English
2002-03	844	13 campuses	Multiple disciplines
2006-07	1,589	13 campuses + UWC Online	Multiple disciplines in all three divisions

In addition to peer tutoring, the OWL provides information on a wide variety of topics related to writing. These include a review of the most common mechanical errors, tips for organizing and writing essays, methods for documenting sources and avoiding plagiarism, and special techniques for writing across disciplines.

Combined 5th Year Graduation and 6th Year Retention Rates for UW Colleges Students who Transferred to Another UW Institution

Ultimately, the best assessment of fulfillment of UW Colleges’ mission to “prepare students for success at the baccalaureate level of education” is the record of success of students who transfer on from the Colleges to other UW institutions. The following table summarizes this record, showing the combined 5th year graduation/6th year retention rates for UW Colleges students who transferred to other UW institutions. As the table indicates, the longer students remain at UW Colleges before transfer, the higher their graduation and retention rates at the baccalaureates. In each of the last five cohorts reported (1997 through 2001), UW Colleges transfer students have graduated at the highest rates of any group of transfers, including those from other UWs, Wisconsin Technical College System, Wisconsin private colleges, and colleges in other states.

5th Year Graduation/6th Year Retention for UW Colleges Transfers

Transfer Cohorts	Freshmen	Sophomores	Upperclassmen*
1997	57%	72%	77%
1998	60%	65%	80%
1999	61%	71%	78%
2000	65%	73%	78%
2001	61%	70%	78%

*Note: Upperclassmen refers to students who have 60 or more credits upon transfer.

Goal III

Provide a campus environment that fosters learning and personal growth.

Systemwide Measure:

Student Involvement in Planned Out-of-Classroom Activities that Promote Learning and Good Citizenship

Assessment of success in this area is evaluated by comparisons to national benchmarks. UW Colleges participated in the Community College Survey of Student Engagement (CCSSE) in both 2002 and 2005.

2005 Community College Survey of Student Engagement

	UW Colleges	Large Colleges
Participated in college-sponsored activities (organizations, publications, student government, sports, etc.)	33%*	16%
Did/doing/plan to do internship, field experience, or clinical assignment	41%*	56%
Active participation in a community service project as a class requirement (service learning)	20%	19%

*Significant difference from Large Colleges percentage at the 0.05 level.

UW Colleges campuses continue to develop opportunities for internships, field experiences, and service-learning within the constraints of a freshman/sophomore curriculum in which nearly 70% of instruction is delivered to students in their first year.

Mission-Relevant Additional Measures:

Engaging Students through Curriculum

Goal: Offer curricular learning communities to improve learning and promote student engagement

UW Colleges also promotes student engagement through the curriculum. Increasing numbers of students across UW Colleges are enrolling in curricular learning communities, in which students co-enroll in courses from two or more disciplines. Faculty teaching these courses collaborate when developing the course syllabus, building in opportunities for students to connect ideas from different disciplines. Studies using data from the National Survey of Student Engagement have confirmed that curricular learning communities help students engage with the learning process.

Growth in Curricular Learning Communities

Fall Term	# of Campuses	# of Different Learning Communities	Enrollments
2004	5	10	471
2005	6	22	1,093
2006	7	20	987
2007	8	21	1,273

Engaging Students in the First Year (ESFY)

Goal: Increase campus participation in ESFY activities

The UW Colleges ESFY program continues to grow and evolve as campuses experiment with new models and activities for engaging first-year students. Survey results of the curricular and co-curricular campus programs demonstrate growth in the number of campuses offering various ESFY programs. Our goal is to extend a diverse range of engaging activities to first-year students at all of the 13 UW Colleges campuses.

UW Colleges Campuses* Offering ESFY Activities

	2005	2006	2007
First-year seminars	13	13	14
Introduction to college programs	13	12	14
Common reading	8	10	8
Academic success skills workshops	13	12	10
Study abroad	9	13	13
Career center	9	12	12
Enhanced curricular offerings (learning communities, service-learning, etc.)	12	13	11

*Counts UWC Online as a separate campus.

Equity in Access and Outcomes

Goal: Engage faculty, staff, and students in a conversation about race, strengthening commitment among all members of the university community to the goals of equitable access and outcomes across racial and ethnic groups

Beginning in March 2006, UW Colleges joined five other UW System institutions, the UW System Office of Academic Diversity and Development, and the University of Southern California Center for Urban Education in the Equity Scorecard project, a systematic study of racial equity and inequity in the university. Committed to continuing this work, members of the UW Colleges Office of Academic Affairs are traveling to each of the 13 campuses and beginning a structured conversation about access, retention, excellence and institutional receptivity, and the ways that race affects our attainment and understanding of each of these perspectives. The goal of this conversation is steady and sustained progress toward equity, with the particular goals shown in the table below.

Equity Scorecard Goals

Perspective	UW Colleges Specific Goal
Access	Recruit and enroll new students at rates that are consistent with the racial makeup of the high schools that supply the greatest numbers of new students.
Retention	Retain students from the 1 st to 2 nd year consistent with their demonstrated readiness for college, regardless of race/ethnicity.
Excellence	Promote equitable and high rates of academic achievement, and seek equitable rates of transfer to other UW institutions regardless of race/ethnicity.
Institutional Receptivity	Provide campus and classroom environments equally inclusive of and receptive to all races and ethnicities.

Alcohol and Other Drug Education (AODE)

Goal: Inform students of the risks related to alcohol and other drug use and abuse

For the past two years, the AODE program has received grant support for the "e-Chug" online alcohol education and assessment program. Over 700 students accessed the program in just the first two months of the Fall 2007 semester and were given seven pages of personalized feedback about their drinking practices and suggestions for reducing their personal risk. Student feedback about the program has been very positive. "E-Chug" can be accessed at www.uwc.edu/aode.

A new alcohol harm-reduction curriculum was introduced and has been used in first-year seminar courses, new student orientations, and learning skills courses. Additionally, a password protected faculty/staff resource page was added to the AODE Program website. The web page offers curriculum infusion materials and ideas, and general information on new topics of interest regarding alcohol and other drug use and abuse.

Goal IV

Utilize resources in an efficient and effective manner

Systemwide Measure:

Progress toward reducing credits to degree

The Systemwide measure of progress toward credits to degree applies to UW 4-year institutions. UW Colleges has specific mission-related goals for the efficient and effective use of resources.

Mission-Relevant Additional Measures:

Use resources efficiently to fulfill the mission of UW Colleges at 13 locally owned campuses.

Use of Distance Education Media

Goal: Extend the delivery of curriculum to meet student needs

Using either compressed video (CV) or WisLine Web (WW) technology, instructors can teach courses to students at multiple campuses from a single site. In this way UW Colleges provides access to students on campuses that do not have sufficient enrollment or staff to sustain the courses themselves. Both technologies are used to deliver instruction to off-site classes, for example, to high school students taking advanced placement classes in Mathematics and English. UW Colleges has seen steady increases in both enrollments and courses delivered using these distance media.

Compressed Video and WisLine Web Course Offerings

Academic Year	Enrollment	# of Courses
2002-03	1,020	52
2003-04	1,198	51
2004-05	1,355	52
2005-06	1,367	55
2006-07	1,397	59

Supplementing Scarce Resources

Goal: Provide support for faculty and staff to improve success when applying for external funding

Located in the Office of Academic Affairs, the UW Colleges Grants Officer provides assistance to faculty and staff throughout the Colleges in applying for external funding. In fiscal 2007, total grant funding from external sources (federal, state, and private foundation) was nearly \$1.8 million, excluding financial aid. This was a 26% increase over fiscal year 2006, with most of the increase coming from successful federal grant applications. Assistance is also provided to faculty and staff seeking UW System grants.

Administrative Efficiency

Goal: Adjust grading policy to more efficiently deliver financial aid

The federal requirements governing receipt of Title IV financial aid state that an institution must have a procedure for determining whether an aid recipient who receives a 0.00 grade point average for the term attended classes throughout the term, or simply stopped attending. For students who stopped attending the institution must document when the student stopped attending. Students who attend throughout the term and receive all F's are entitled to their financial aid, while students who stop attending may not be entitled to some or all of the aid.

At the end of each term, the UW Colleges routinely has a number of financial aid recipients with a 0.00 grade point average. Prior to 2007, the means of resolving these cases was cumbersome and error-prone, with some students being unnecessarily billed for repayment of aid simply because they did not respond to communication from the Financial Aid Office.

To address this issue, the UW Colleges Financial Aid Director worked with the Registrar, the Associate Vice Chancellor, and the Senate Steering Committee to adopt a date-coded "F" grade that would enable the Financial Aid Office to clearly differentiate between the students entitled to keep their financial aid and those who would owe a repayment. For example, a student who stops participating after the first week of classes will receive a grade of "F1" and will likely owe a repayment, while a student participating through the entire term will receive a grade of "F16" and will be entitled to keep the entire aid package. This change has resulted in more efficient use of time in the Financial Aid Office and improved compliance with federal financial aid policy.

Utilization of Technology

Goal: Enhance teaching and learning through increased use of the Desire2Learn (D2L) course management system.

Since Spring 1999, UW Colleges instructors have been using course management system (CMS) software as a means of supplementing traditional face-to-face instruction. Along with other UW System institutions, UW Colleges' faculty began using the "Desire2Learn" CMS in the Fall of 2003. Increased efforts in training, including an intensive summer program and periodic training in best practices, have led to significant increases in the use of D2L. Just as the numbers have increased significantly, so, too, has the effective use of more tools. Faculty continue to find creative and effective ways to use D2L to enhance teaching and learning.

Use of the Desire2Learn Course Management System

Fall	# of Sections	Instructors
2003	227	96
2004	597	227
2005	821	284
2006	882	329
2007	1,256	375

Facilities Improvement

All UW Colleges building renovations and additions are funded by the cities and counties that built the campus buildings. The current value of these facilities exceeds \$300,000,000. Despite tight finances at the local level, these municipal partners continue to demonstrate their strong commitment to their local UW Colleges campus, making building additions, renovations, and maintenance a top priority. While we do not have a specific dollar goal for city/county financial support, our six-year facilities plans provide a mutual working agenda for facilities improvement.

City/County Financial Support for UW Colleges Facilities

Year	Operations	Minor Projects	Debt Service	Total
2003	\$976,000	\$1,326,000	\$6,806,000	\$9,109,000
2004	\$1,001,000	\$1,854,000	\$6,738,000	\$9,592,000
2005	\$1,104,116	\$2,272,630	\$5,721,721	\$9,098,467
2006	\$960,039	\$1,480,039	\$6,560,682	\$9,000,760
2007	\$957,423	\$6,099,668	\$6,199,306	\$13,256,397