

# Achieving Excellence at UW Colleges

This edition of Achieving Excellence at UW Colleges is part of annual UW System accountability reporting. The information below illustrates selected ways UW Colleges is achieving excellence within four broad goals that advance the UW System Growth Agenda for Wisconsin. Each broad goal includes common measures reflecting the mission of the UW System as a whole. In addition, UW Colleges has selected measures that reflect its specific institutional mission.

## Goal I: Increase Access to Produce More Graduates

### Common Measures:

#### Progress Toward Enrollment Plans

Institutional enrollment plans are designed to assure access without compromising educational service. Institutional plans balance programmatic, physical, and fiscal resources while maintaining consistency with UW initiatives and goals.

UW Colleges Full-Time Equivalent (FTE) Enrollment

Fall	Actual FTE	Planned
2004	8,617	8,732
2005	8,693	8,732
2006	9,153	9,166
2007	9,450	9,570
2008*	9,553	9,560

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

\*Data are preliminary.

#### Progress Toward Increasing Diversity

The UW System institutions strive to be inclusive of all people and best prepare students through exposure to diverse settings. To boost inclusivity, each UW institution has the goal of increasing enrollments of students of color.

UW Colleges Headcount Enrollment by Race/Ethnicity

Fall Semester Students Enrolled	1998	2005	2006	2007	2008**
African American	140	153	171	200	247
American Indian	60	99	81	85	118
Hawaiian/Pacific Is.*					14
Hispanic/Latino/a	134	256	264	285	315
Southeast Asian	57	148	153	209	297
Asian American	72	197	220	211	177
Two or more races*					37
Total students of color	463	853	889	990	1,205
International	91	46	35	52	32
White	9,298	11,698	11,715	11,987	12,038
<b>Total Headcount</b>	<b>9,852</b>	<b>12,597</b>	<b>12,639</b>	<b>13,029</b>	<b>13,275</b>

\*New race/ethnicity categories were implemented in 2008.

\*\*Data are preliminary.

### UW Colleges Specific Measures:

#### Goal: Provide access through online courses

UW Colleges extends educational opportunity through an online Associate of Arts and Science Degree. Enrollment in UW Colleges Online has increased 125% in the past five years.

UWC Fall Online Enrollments

	2004	2005	2006	2007	2008
Headcount	524	673	934	1,062	1,212
Full-time Equivalent	178	225	307	357	416

#### Goal: Increase access to adult students through accelerated "blended" course delivery

UW Colleges, with its partner UW-Extension, contributes to the UW System Growth Agenda for Wisconsin through the Adult Student Initiative (ASI). A goal of the ASI is to increase enrollment of adults by delivering classes in an accelerated format, blending face-to-face classes with online participation. This reduces the number of class weeks and the number of class meetings, allowing more adult students with work and family commitments to begin their degree at a UW Colleges campus.

ASI Pilot Accelerated Class Offerings in 2007-2008

Term	# of campuses	# of classes	Class lengths
Fall 2007	3	9	5 to 7 weeks
Spring 2008	4	9	5 to 8 weeks
Fall 2008	8	23	3 to 8 weeks

#### Goal: Provide access to high school seniors of color at rates equal to that for white students

The majority of new freshmen enrolling at each of the 13 UW Colleges campuses come from a relatively small number of regional high schools. The UW Colleges Equity Scorecard Project evidence team has implemented an enrollment access model that takes these regional characteristics into account.

Those high schools that traditionally supply 75% of the fall term new freshmen for each campus are considered the campus's high school market. The numbers of 12<sup>th</sup> graders by race at each of these schools is compared to the next fall's new freshman enrollments from those schools. The goal is equitable access rates by race. For example, if a campus historically enrolls 10% of white 12<sup>th</sup> graders from high school "A," then the goal is to enroll 10% of 12<sup>th</sup> graders of the other races at that school as well.

Campuses are exceeding equity targets for all races except Black students, where the shortfall has been reduced to only one new freshman enrollment across all 13 campuses.

New Freshman Equity Enrollment Summary for all UW Colleges High School Markets

Fall Terms	Racial Group	Equity Enrollment (rate equal to White 12 <sup>th</sup> graders)	New Freshman Actual Enrollment	Difference
2003 - 2005	Asian	249	273	+24
	Black	53	46	-7
	Hispanic	118	151	+33
	Native American	12	37	+25
2006 - 2008	Asian	295	353	+58
	Black	88	87	-1
	Hispanic	168	195	+27
	Native American	21	50	+29

## Goal II: Support Students Through Graduation

### Common Measures:

#### Progress Toward Retention Targets

The systemwide measures do not apply to UW Colleges.

#### UW Colleges Specific Measures:

Preparing students to successfully complete a baccalaureate degree is central to the mission of UW Colleges. The following measures reflect progress toward this goal.

#### Retention of New Freshmen to the 2nd Year

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

As a freshman/sophomore transfer institution, UW Colleges tracks retention both within UW Colleges and at transfer destinations within the UW System. Achieving retention goals is a high priority for UW Colleges.

**New Freshmen Retention – All Students**

Fall Semester Cohort	Retained to 2 <sup>nd</sup> Year	
	At UW Colleges	At Any UW Institution
2003	54%	64%
2004	54%	64%
2005	54%	63%
2006	57%	65%
2007	57%	65%

**Goal: Increase UW Colleges 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 <sup>nd</sup> Year	
	At UW Colleges	At Any UW Institution
2003	51%	59%
2004	53%	60%
2005	51%	55%
2006	52%	57%
2007	60%	66%

#### First-Year Seminars for New Freshmen

**Goal: Help new students make a successful transition to college**

Providing a high quality first-year experience is a key component in our continuing effort to improve student success, retention, and graduation. The first-year seminar continues to be a cornerstone in this effort. Offered in a variety of face-to-face and distance formats, and frequently linked with other courses to form a learning community, the first-year seminar helps students develop the academic skills that will help them be successful throughout their academic career.

**First-Year Seminars**

Fall	# of Sections	HC Enrollments	% of New Freshmen
2004	67	1,300	28%
2005	91	1,637	35%
2006	108	1,616	40%
2007	118	1,667	40%
2008	100	1,304	32%

## Online Writing Lab

**Goal: Help all UW Colleges Students Become Better Writers**

The Online Writing Lab (OWL) is a service that affords any UW Colleges student the opportunity to email drafts of writing assignments to the OWL staff and receive feedback from a peer writing tutor, with summary comments going to the instructor as well. Begun in 1999, 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 significantly over the years. In the 2007-08 academic year, over 1,500 draft papers were received from students at all 13 campuses and UW Colleges Online. They included topics from disciplines in all three of the divisions of UW Colleges (Humanities, Mathematics and Natural Sciences, and Social Sciences). Classroom performance of students submitting papers is routinely assessed as a way of measuring the effectiveness of the OWL.

**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
2007-08	1,588	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 5<sup>th</sup>-Year Graduation and 6<sup>th</sup>-Year Retention Rates for UW Colleges Students who Transferred to Another UW Institution

Ultimately, the best assessment of the UW Colleges’ mission to “prepare students for success at the baccalaureate level of education” is the record of success of students who transfer from the UW Colleges to other UW institutions. The following table summarizes this record, showing the combined 5<sup>th</sup> year graduation/6<sup>th</sup> 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 more successful they are after transfer. In each of the last three cohorts reported (2000 through 2002), 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.

**Combined 5<sup>th</sup>-Year Graduation and 6<sup>th</sup>-Year Retention for UW Colleges Transfers**

Transfer Cohorts	Freshmen	Sophomores	Upperclassmen*
2000	65%	73%	78%
2001	61%	70%	78%
2002	63%	72%	81%

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

## Goal III: *Prepare Students and Build Stronger Communities*

### Common Measures:

#### **Critical Thinking and Civic Participation**

Critical thinking skills are one of the most fundamental outcomes of learning, essential to preparing students for success after graduation. Encouraging students' civic participation helps build stronger communities. Success in these areas is evaluated by comparison to national benchmarks.

	UW Colleges	National <sup>1</sup>
<b>Critical Thinking</b>		
Thinking critically and analytically	72%	66%*
Application of theories or concepts	58%	55%
Analyzing basic elements of an idea	70%	67%
<b>Civic Participation</b>		
Contributing to community welfare	22%	27%*
Community-based course project	24%	21%

\*Significant difference from the UW Colleges percentage at the 0.05 level.

<sup>1</sup>Other large community colleges nationally.

Source: 2008 Community College Survey of Student Engagement.

### UW Colleges Specific Measures:

#### **Continuing Education**

##### ***Goal: Extend educational opportunity to diverse populations throughout Wisconsin***

Continuing Education offices at each of the 13 UW Colleges campuses implement the Wisconsin Idea by providing access to higher education to 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 has retained its position as the second largest Continuing Education program in the UW System, behind UW-Madison. The 13 UW Colleges campuses served more than 35,000 students in 2007-08, 24% of the UW System total.

#### **UW Colleges Non-Credit Continuing Education Enrollments**

Year	UWC Enrollments	% of Total UWS Continuing Ed. Enrollments
2003-04	21,397	12%
2004-05	22,123	15%
2005-06	34,316	20%
2006-07	29,408	18%
2007-08	36,833	24%

#### **The Dream Team Program**

##### ***Goal: Implement programs to achieve equity in academic outcomes***

Research shows that for high school students, the decision to enroll in college, and the many decisions that result in completing a degree, are based upon high expectations for achievement and relationships that encourage achieving those expectations. Building on the work of the Equity Scorecard Initiative, the UW-Rock County campus is engaging in a partnership with Beloit Memorial High School that focuses on developing these high expectations and sustaining relationships in order to improve college access, retention and graduation rates for first-generation

minority students. This project, funded jointly by the UW System Office of Equity, Diversity, and Inclusion and by the Alliant Energy Foundation, addresses four crucial steps to academic success:

1. **Linking students with students** – By intentionally forming cohorts of students with the expectation to enroll in, excel at, and graduate from college, we will work to help students find mutually supportive peers that can help them through the challenges of completing a college degree.
2. **Linking high school teachers with UW Colleges faculty** – By engaging Beloit Memorial teachers with UW-Rock County faculty we will ensure a common understanding of the expectations students will face once they enroll in college.
3. **Strengthening the relationship between high school students and high school teachers** – Before enrolling in college, all Beloit Memorial high school students must first successfully complete courses that will prepare them for college, graduate from high school, and take the necessary admission tests. High school teachers can have a positive influence in all of these areas.
4. **Build and strengthen relationships between high school students and UW-Rock County faculty** – A personal relationship between a high school student and a university professor can help that student to envision the possibility of attending college, then move from “possibility” to an expectation of high achievement and graduation from college.

#### **Alcohol and Other Drug Education (AODE)**

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

Use of the e-Chug online alcohol assessment continues for the third year with the number of students accessing the site increasing each year. In the first three months of the fall 2008 semester, over 1,200 students took the e-Chug assessment. Each student received personalized feedback to help them reduce alcohol consumption and other risky behaviors. This year e-Toke, a personalized marijuana assessment, was added as a new AODE program offering. Both tools can be found at [www.uwc.edu/aode](http://www.uwc.edu/aode).

In 2007, e-Chug was integrated into a targeted prevention/intervention program for high-risk drinkers. Students of concern can be screened to determine the best option for assistance. Trained faculty and staff administer the screening tool, then give each student feedback on the results. For those students at moderate risk, e-Chug is recommended. For students at higher risk, a meeting with AODE staff is recommended.

The alcohol harm-reduction curriculum introduced last year continues to be well received by students and instructors. The curriculum is used during new-student orientations, in first-year seminars, and in health and study skills oriented courses. Requests for this class presentation continue to grow.

## Goal IV: *Balance Resources, Improve Operations, Collaborate Among UWs & Other Wisconsin Partners*

### Common Measure:

#### Progress toward reducing credits to degree

The systemwide measure of reducing credits to degree applies to 4-year UW institutions. The UW Colleges has specific mission-related goals for balancing resources, improving operations and collaborating with Wisconsin partners.

### UW Colleges Specific Measures:

#### 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 the UW Colleges provides access to students on campuses that do not have sufficient enrollment or instructors to sustain the courses themselves. This has been particularly helpful in the delivery of sophomore level mathematics, science, engineering, and world language courses to smaller campuses. Both technologies are also 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 modalities.

#### Compressed Video and WisLine Web Course Offerings

Academic Year	Enrollment	# of Courses
2003-04	1,198	51
2004-05	1,355	52
2005-06	1,367	55
2006-07	1,397	59
2007-08	1,409	67

#### 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 Office provides assistance to faculty and staff throughout the Colleges in applying for external funding. Assistance is also provided to faculty and staff seeking UW System grants. In fiscal 2008, total grant funding from external sources (federal, state, and private foundation) was just over \$1.6 million, excluding financial aid. For the 2007 and 2008 fiscal years, external funding increased 16.3% over the prior two fiscal years.

#### External Grant Funding

		Federal	State	Private Foundation
2007	#	14	5	6
	\$	\$1,389,013	\$54,511	\$350,150
	%	80%	3%	17%
2008	#	14	4	6
	\$	\$1,278,765	\$54,894	\$273,375
	%	77%	5%	18%

#### Collaborative Agreements

##### *Goal: Expand educational opportunity through collaboration*

For over 30 years, the UW Colleges has collaborated with other Wisconsin partners to deliver bachelor's degrees, programs, and college courses to students. These collaborations have resulted in more efficient use of resources and an expansion of educational

opportunity for Wisconsin citizens. The UW Colleges' Wisconsin partners include other UW System institutions, private colleges, technical colleges, and high schools.

These collaborations generally fall into four categories:

1. Collaborative degree programs that allow students to complete bachelor's degree on a UW Colleges campus.
2. Course collaborations that allow faculty from the UW Colleges and from another institution to offer courses at both institutions.
3. Articulation agreements that allow UW Colleges students to take courses pre-approved for transfer to another institution and/or program.
4. Nursing agreements that allow the UW Colleges and another institution to share delivery of courses leading to a Nursing degree.

#### Growth in Collaborations with Post-Secondary Institutions

	1. Collaborative Degree Programs with Other UWs	2. Course Collaborations, 3. Articulation Agreements and 4. Nursing Agreements		
		With Other UWs	With Wisconsin Private Colleges	With Wisconsin Technical Colleges
2000	9	10	6	3
2004	18	10	7	3
2008	21	13	8	13

#### Using the Desire2Learn Course Management System

##### *Goal: Enhance teaching and learning*

Along with all UW System institutions, UW Colleges faculty use the "Desire2Learn" course management system to supplement face-to-face instruction. Increased efforts in faculty training have led to significant increases in the effective use of D2L to enhance teaching and learning.

#### Use of the Desire2Learn Course Management System

Term	# of Sections	Instructors
Fall 2004	597	227
Fall 2005	821	284
Fall 2006	882	329
Fall 2007	1,256	375
Fall 2008	1,385	379

#### Facilities Improvement

##### *Goal: Work with city and county stakeholders to improve UW Colleges campuses*

All UW Colleges building renovations and additions are funded by the cities and counties that originally built the campus buildings. The current value of these facilities exceeds \$320 million. Despite tight finances, these municipal partners demonstrate their strong commitment to their local UW Colleges campus, making campus 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
2004	\$1,001,000	\$1,854,000	\$6,738,000	\$9,593,000
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
2008	\$1,057,974	\$962,941	\$5,859,355	\$7,880,270