Welcome back to a new academic year! I trust the activities on our campuses are off to a wonderful, exciting start. Each academic year brings us an opportunity to start anew. We have a chance to introduce students to our disciplines, advise students on their path to a degree, help students experience our campuses as vibrant educational places, and inspire our students for the future. Additionally, we have the opportunity to plant the seeds of lifelong learning and civic engagement. Indeed, we provide a beacon of hope for the future and transform the lives of our students in a myriad of ways!

In the academic year ahead, we will continue to pursue the Bachelor of Applied Arts and Sciences degree. We will also prepare to conduct an intensive and comprehensive self-study in preparation for a site visit from the Higher Learning Commission in 2012-13. In addition, we will continue to develop our institution’s approach to Inclusive Excellence by building on the work of Plan 2008, the Equity Scorecard, and the Campus Climate Study. We will continue to improve the services on our campuses to all veterans, especially those returning from Iraq and Afghanistan. We will continue to develop and implement our Adult Student Initiative and continue to refine and grow our international education and study abroad programs.

While I fully realize that the first few weeks of a semester are hectic, I hope you will find a moment to read this edition of Academic Matters. On the pages that follow, you will find articles written by Academic Affairs members. These articles are informational pieces that cover many topics: the policy side of the proposed Bachelor of Applied Arts and Sciences degree completion program; the significant investments made in UW Colleges campuses by city and county governments; the progress being made in our international education program and in Student Services serving veterans coming to our campuses; an
update on our Engaging Students in the First Year (ESFY) initiative; introductions of two new Academic Affairs personnel; news about BadgerLink; a synopsis of professional development activities; information about emerging instructional technologies; and a review of assessment activities past and present.

I am excited about working with you throughout this academic year and remain committed to student success and academic excellence. I wish you a very productive, fulfilling, and successful 2010-2011 academic year!

The Proposed B.A.A.S. Degree Completion Program and Policy Development
Lisa Seale

In consulting with UW Colleges governance leaders, institutional department heads, academic department chairs, librarians, campus leaders, and others over the past several months about the Proposal for Authorization to Implement the UW Colleges Bachelor of Applied Arts and Science Degree, Wava Haney (Professor Emeritus and Special Assistant to the Provost) and I have found that one area of special interest has been the development of Senate policy to support the proposed degree. With the first reading of the Authorization document having taken place at the June 2010 Board of Regents meeting and a second reading to take place in the near future, many faculty, staff, and campus deans, particularly those on the five UW Colleges participating campuses, are already looking forward to sinking our collective teeth into the real work of fully designing and implementing this degree completion program.

For those who are new to our institution, though, a quick recapitulation of the proposed program and the participating campuses may first be in order. The following table, which is an updated version of that found in the draft Authorization document posted on the UW Colleges Web site, summarizes the participating campuses and their respective University of Wisconsin comprehensive institution partners (those following the details of this process will note that UW-Waukesha is now a part of the proposed program with a partner in UW-Parkside):

**UW Colleges Campuses offering the Bachelor of Applied Arts and Sciences Degree and their UW System Comprehensive University Partners**

<table>
<thead>
<tr>
<th>UW Colleges Campus</th>
<th>UW Partner(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UW-Baraboo-Sauk County</td>
<td>UW-La Crosse</td>
</tr>
<tr>
<td>UW-Barron County</td>
<td>UW-Superior</td>
</tr>
<tr>
<td></td>
<td>UW-Stout</td>
</tr>
<tr>
<td>UW-Marshfield/Wood County</td>
<td>UW-Stevens Point</td>
</tr>
</tbody>
</table>
Students with a UW Colleges Associate of Arts and Science degree or those who have earned a comparable liberal arts associate degree can seek admission to the UW Colleges B.A.A.S. degree-completion program. The degree will be granted by the UW Colleges. The UW Colleges provides the 30 credits (10 courses) of core requirements for the B.A.A.S. degree. The remaining 30 credits (10 courses) will be selected from approved junior/senior-level courses of their respective UW partner(s) institution. In addition, UW partner institutions’ faculty and a proposed UW Colleges Senate Bachelor of Arts and Sciences Curriculum Committee will identify a list of approved courses that will be available from each UW partner.

The proposed Senate B.A.A.S. Curriculum Committee would be created through existing Senate processes guiding amendments to the UW Colleges Senate Bylaws. Those interested in viewing a draft version of what the new B.A.A.S. Curriculum Committee could look like may find it in Appendix C of the draft Authorization document, together with a draft curricular policy that could be used as a template to design the actual policy that will govern the degree itself. Close readers of UW Colleges Senate policy will note that the draft curricular policy for the B.A.A.S. carefully mirrors that for the Associate of Arts and Sciences degree.

In the coming weeks, Wava Haney and I will continue our work with Senate leaders to draft language for prior learning assessment review processes that will be included in an updated Authorization document. Once the degree has been approved to move forward, this language can then be used to help the appropriate Senate committees as they form the structure underpinning the degree component for prior learning assessment.

I look forward to continued dialogue about the B.A.A.S. degree-completion program and to the policy implications that will need to be considered as we move toward the second reading of the Authorization before the Board of Regents, and beyond. As always, the Senate and academic departments will guide, design, write, and ultimately, working in conjunction with campus collegiums, pass through the Senate the policies that will govern this new degree-completion program.
Community Partnership and the Growth Agenda
By Gregg Nettesheim

Since the fall of 2007, the UW System has been pursuing an ambitious growth agenda designed to develop the state’s human potential, create new jobs, and strengthen communities. To accomplish these goals seven core strategies were adopted. UW institutions have been asked to:

1. Prepare students for success in a global society
2. Increase the number of graduates
3. Create more well-paying jobs
4. Build stronger communities
5. Balance, diversify and grow the university’s resources
6. Advance operational excellence
7. Leverage strength through collaboration

The recent history of state budget shortfalls, with the resulting salary freezes and furlough days, helps us to see more clearly the extraordinary way in which the UW Colleges, in partnership with communities across the state, has implemented strategy 5 through investment in Colleges campuses (beginning long before there was a “Growth Agenda”). Unlike any other part of the UW System, the 13 UW Colleges campuses are the product of an intentional commitment by municipalities and counties to bring higher education to the citizens of their area. In spite of a difficult financial climate and intense competition for every dollar, these partners continue to invest in us.

The chart below summarizes the value of investments made in UW Colleges facilities. In 2009 the budgeted expenditures from all partners, including debt service, minor remodeling, improvement projects and operations exceeded $8,000,000.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Ownership</th>
<th>Insured Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009</td>
<td>2005</td>
</tr>
<tr>
<td>Baraboo</td>
<td>City of Baraboo</td>
<td>$22,050,154</td>
</tr>
<tr>
<td></td>
<td>Sauk County</td>
<td></td>
</tr>
<tr>
<td>Barron</td>
<td>Barron County</td>
<td>$22,185,127</td>
</tr>
<tr>
<td>Fond du Lac</td>
<td>Fond du Lac County</td>
<td>$28,535,548</td>
</tr>
<tr>
<td>Fox Valley</td>
<td>Outagamie County</td>
<td>$29,338,950</td>
</tr>
<tr>
<td></td>
<td>Winnebago County</td>
<td></td>
</tr>
<tr>
<td>Manitowoc</td>
<td>Manitowoc County</td>
<td>$14,024,279</td>
</tr>
<tr>
<td>Marathon</td>
<td>Marathon County</td>
<td>$52,908,818</td>
</tr>
<tr>
<td>Marinette</td>
<td>Marinette County</td>
<td>$22,972,272</td>
</tr>
</tbody>
</table>
**Student Services and Enrollment Management Update**  
*By: Patti Wise*

**Veterans Services**

Over the past year, the UW Colleges has seen a significant increase in the number of veterans coming to campus and enrolling in classes. The Campus Veterans Services Coordinator serves as the first point of contact for veterans. The Coordinators are school certifying officials for veterans benefits, and they act as an ongoing resource and advocate for each veteran’s educational success. However, as the complexity of the certification process and the subsequent workload have grown, particularly over this past year, the campus coordinators began to ask for the assistance of a Colleges-wide veterans’ services specialist.

I am happy to announce that Connie Hutchinson, a recently retired student services staff member, has accepted this role. She has been hired as the UW Colleges and UWC Online Veterans Specialist in a half-time LTE position. She will maintain an office at UW-Rock County, but she will attend UW System meetings in Madison, and she will travel to the thirteen campuses to provide onsite consultation.

Connie’s primary responsibilities will include certifying and advising veterans enrolled in distance education courses, providing consultation and training to the Campus Coordinators for Veterans Services, and developing standardized policies and procedures for the provision of veterans’ services at the UW Colleges.

The University of Wisconsin Colleges is fully approved for the certification of educational benefits for veterans and veterans' dependents under both federal and state veterans administration programs. At the present time, we are serving well over 500 veterans and their family members.
International Education Program

Last year, the UW Colleges enrolled international students from over fifteen different countries. A number of those students came from China, and this past spring, Provost Greg Lampe and Director of Continuing Education Tim Urbonya, visited school administrators in China to talk about collaborative agreements to bring more students to our campuses. Then in late June, former Chancellor David Wilson traveled to China where he signed an agreement in principle with Shanxi Polytechnic College that could bring Chinese students to the UW Colleges and send UW Colleges faculty to China.

This increased focus on international recruitment efforts raised the need to establish a separate international coordinator position to handle the unique requirements of additional students applying for admission from other countries. Kathy Neckar, who directed the campus international program at UW-Richland, was recently hired in a half-time LTE position to meet this need.

As the International Education Coordinator for the UW Colleges, Kathy will manage and oversee the recruitment of international students, international admissions, and student services processes. Kathy will be responsible for authenticating and determining the acceptability of academic documents in order to issue I-20s, approving student status requests, and updating Student and Exchange Visitor Information System (SEVIS) records. She will develop and maintain a procedures manual and standardized forms, and she will provide ongoing administrative support for campus Student Services staff in admitting and working with international students.

Kathy will work under the program direction of the Registrar and Director of Admissions, and she will be located at the Central Office.

Please join me in welcoming Connie and Kathy as they take on these important new roles and responsibilities for the UW Colleges.

ESFY Update: “It All Starts Here”- The On-going Work of the Engaging Students in the First Year Program
By Paisley Harris

I hope all of you are enjoying a good start to the semester. As I began writing this update, I was reminded of why we all do this. The head of the Wisconsin Department of Child Protective services, a former student of my office neighbor, Sociology Professor Mike Nofz, stopped by to see Mike. He wanted to tell Mike how the classes he took at UW-Fond du Lac thirty years ago made such a difference in his life. “It all started here,” he said.

The road to a more engaged and rewarding life starts at the UW Colleges for thousands of students every year. That’s why our work matters with first year students, and all of our students. For many, the first year of college is life-changing. By engaging students in their first year of college, we are engaging them in their lives. That’s why the Engaging Students in the First Year Program (ESFY) matters.
And that is why, despite tough fiscal times, the UW Colleges continue to strongly support the ESFY program by supporting professional development through Grants to Increase Student Engagement for Professional Development (GISE-PD), the ESFY Conference and First Year Seminar Instructors Retreat and other professional enrichment opportunities; funding as many freshman seminar (Lec 100) sections as possible given budget constraints; and funding a course release for an ESFY Coordinator for each campus; and appointing a tenured professor to the Colleges-wide Coordinator position.

Before going further, I want to take a moment to thank someone who has helped to give many students a good start on their college careers through her work with ESFY. Christel Taylor served as the UW Colleges Assistant ESFY Coordinator from Fall 2004 to Fall 2009. Working with Greg Lampe and then Lisa Seale, she led ESFY as it grew into a strong and vibrant program. Her commitment, creativity, and knowledge of the scholarship on how we can best serve first year students have been crucial to the success and growth of the Engaging Students in the First Year Program. While she has moved to teaching full time, I am grateful she is still involved with the program and available for advice!

One of Chris’s many important contributions was to lead the ESFY Strategic Planning group which identified Strategic priorities for the ESFY program by drawing on the existing ESFY Mission and Goals statement and the results of our Foundations of Excellence self-study of the first year in the UW Colleges. The 2009-2011 ESFY Strategic Priorities are:

- To promote an understanding and appreciation of a liberal arts education.
- To support the implementation and further development of structures and programs that support at-risk students.
- To understand and advise our students in deeper and more effective ways.

These priorities shaped our approach to the 2010 Combined ESFY Conference and Colloquium and the First Year Seminar Instructors Retreat that took place last June. The ESFY Conference and Colloquium attracted a record number of participants and panels. The First Year Seminar Instructors retreat focused particularly on the goal of serving at risk students, a label that could apply to many of our students given the high proportion who begin their college careers underprepared to handle college-level reading. Joanne Giordano, our UW Colleges Developmental Reading and Writing Coordinator presented strategies for improving college success for these students. These strategies were identified through a research project undertaken by Giordano and Holly Hassel.

This research is only one example of efforts undertaken to better serve our underprepared students growing out of the Foundations of Excellence study. The ESFY program first focused on working with the English and Math Departments to improve student success in reading, writing and math. These efforts included workshops by the Math Department on how to improve student learning in Mat 105; a study on how to engage students in reading led by Mary Hoeft; and work by Giordano, Hassel, and a team from Marathon that resulted in a set of advising recommendations that can be used to place students in appropriate classes based on their English and Math skills. These efforts are beginning to yield concrete pedagogical and advising improvements.

I hope to continue to build on this work with the English and Math Departments and possibly expand to support similar efforts to improve learning and success in key first year courses taught by other departments. This year’s GISE-PD deadline has been moved up to Fall which will
enable departments (and campuses and individuals) to apply for funds to pursue professional development that furthers this, or other, ESFY Strategic Priorities in the coming year.

The Engaging Students in the First Year program also continues to promote the goal of enhancing our students’ understanding and appreciation of a liberal arts education in a number of ways, particularly by encouraging campus common reads and themes and other interdisciplinary efforts. This year, many of our campuses have common reads, common themes or interdisciplinary programming focused on a diverse array of topics including food politics, ‘why people believe weird things,’ fitness—broadly defined, the aesthetic experience, and the consequences of war. The ESFY program also promotes appreciation for the liberal arts by supporting the development of Lec 100’s that encourage interdisciplinary exploration or deeper examination of a particular discipline. Individuals, campuses, and departments may want to think creatively about GISE-PD grant proposals that would support professional development that furthers this goal.

In the upcoming year, I also have several other priorities. I will be working with colleagues to continue the good work begun by the First Year Seminar Advisory group. This group was examining a number of policy issues, such as visitation policies for Lec 100’s and how home departments for Lec 100’s should be determined. I will work with this Advisory group and interested department chairs on these policy matters and others. I will also continue to look for ways that the Engaging Students in the First Year program can advance service-learning and the Inclusive Excellence initiative.

In closing, I want to note that you will begin to see ESFY updates in Academic Matters because the ESFY Matters Newsletter is being discontinued in favor of other ESFY priorities. Many thanks to Chris Taylor and others who worked on the newsletter. We will continue to communicate about the ESFY program and ways to better serve our first year students through these Academic Affairs newsletter updates, through enhanced use of our ESFY website, and perhaps in other ways as well.

If you have ideas, questions, or concerns about the ESFY program, please feel free to contact me. I am here to work with you to give our students the best possible start on their college educations and their lives.

---

**New Academic Affairs Staff**

_by Sharon Brickl (as reported by Larry Graves and Bill Trippett)_

The UW Colleges Office of Academic Affairs would like to welcome our new Registrar/Director of Admissions, Larry Graves. Larry grew up in Luck, a small town in northwestern Wisconsin. After high school, he joined the United States Air Force to see the world, but ended up in northern Michigan. For the past 10 years, his life has revolved around the University of Wisconsin-Stout where he completed a BS and MS degree, met his wife, Heather, and worked in the Registrar’s Office. Larry’s son, Tyler, is currently a high school freshman and enjoys playing football and hockey. His ‘other kids’ include two cocker spaniels that keep him busy. In his free time, Larry enjoys working in his vegetable garden, building plastic models, and building dollhouses.

We would also like to welcome our new Director of Student Financial Aid, Bill Trippett. Bill served as Associate Director at UW Colleges in the Student Financial Aid Office since
December 1999. He grew up in Williamson, West Virginia, and attended Wake Forest University in Winston-Salem, North Carolina, where he earned a BS in Business Administration. Two years later, Bill attended the University of Illinois at Urbana Champaign (UIUC) where he earned an MBA and later earned a Master of Education in Higher Education Administration while working for UIUC. Prior to coming to UW Colleges, Bill worked for the University of Illinois at Urbana-Champaign in student financial aid for 5.5 years. Outside of work, Bill enjoys traveling, tennis, running, and movies.

BadgerLink Connects the UW Colleges to the World of Information
By Mary Rieder

Library Support Services (LSS), housed on the UW-Fond du Lac campus, is the unit of Academic Affairs which provides centralized acquisitions, cataloging, electronic resources and automated systems support for the thirteen UW Colleges libraries. One of the electronic resources we support access to is BadgerLink, a project of the Wisconsin Department of Public Instruction (DPI), Division for Libraries, Technology and Community Learning. This project is funded through the Universal Service Fund at over $2.2 million annually.

BadgerLink provides all residents of the state of Wisconsin access to dozens of full-text online databases from eight vendors: EBSCO, Encyclopaedia Britannica, Gale/Cengage Learning, Heritage Microfilm, Learning Express, ProQuest, TeachingBooks.net, and the Wisconsin Newspaper Association. Among the databases offered are Academic Search Premier, Access NewspaperARCHIVE, the Auto Repair Reference Center, Business Source Premier, Encyclopaedia Britannica, HeritageQuest Online, LitFINDER, Newspaper Source Plus and the Wisconsin Newspapers Digital Research Site. In all, access is provided to over 8,000 full-text magazines and journals, over 1,500 newspapers and newswires, and approximately 6,800 full-text books.

BadgerLink is accessible on all of the UW Colleges campuses, and from off-campus via the proxy server, which you can log into with your normal network username and password. It can be accessed on-campus directly from http://www.badgerlink.net, or via the Electronic Resources and Online Databases page at http://library.uwc.edu/e-resources. BadgerLink may also be used in most public, school, academic and special libraries throughout the state.

Professional Development Activities
By Rex Hieser

UW Colleges Colloquium

We held the very successful UW Colleges Colloquium and ESFY Conference on May 25, 2010 at UW-Fox Valley. Highlights included a keynote address by Lt. Governor Barbara Lawton, over 40 different presentations on a wide range of topics, and a plenary session on the UW Colleges implementation of the UW System’s Inclusive Excellence initiative. Over 120 faculty, staff and administrators attended, a significant increase from the year before. We commend the members of the Colloquium and ESFY Conference Planning Committee (Dave Carlson, LSC/Tutorial Services Coordinator, Senior Lecturer, UW-Rock County; Co-Chair Joel Friederich, English, UW-Barron County; Paisley Harris, History, UW-Fond du Lac; Rex Hieser,
Grant and Award Programs

I am pleased to report that the same grant and award programs will be available this year as last year. The announcements will be made in the e-mail series, “Occasional Professional Development Notes.” The timing will be similar, with the exception that the announcement, due date, and review of proposals for the Knowledge and Skill Expansion Grants (KSEG) and the Grants to Increase Student Engagement-Professional Development (GISE-PD) will occur during the fall semester rather than the spring semester. We shifted the date to allow more time to implement the grant activities, which are supposed to conclude before the start of the 2011-2012 academic year.

Fall 2010 – Technology Tidbits
By Pat Fellows and Karen Franker

Welcome to a new academic year. Things have been very busy here in Madison for Karen Franker and me. We have been busy with new technologies, new software, the Accelerated Blended course program, a Desire2Learn upgrade, and more. The purpose of this message is to let you know what is available, what’s new and what is coming soon.

What’s available?

- **Desire2Learn** is our learning management system.
- **Library Course Pages** are available either via a website or Desire2Learn by clicking on the Library link. Note that the link won’t work until a couple of days before classes begin. You can work with your Librarian to update your page.
- **ARTstor** is a huge online resource for images of art, artifacts, etc. Go to ARTstor.org and create an account. Then contact the Service Center and ask for an instructor’s account.
- **Sloan Online Workshops** are available to all faculty and staff for free. They last about 10 days and require about 8 hours work maximum to complete the workshop. Go to [www.sloan-c.org](http://www.sloan-c.org) and click on workshops. If you find one you want to attend, send a request to the Service Center: [http://uwex.uwc.edu/it/forms/service/](http://uwex.uwc.edu/it/forms/service/) with the Sloan in the description as well as the name of the workshop and dates. We will get you registered.
- **CourseCasting** is available to instructors interested in recording their lectures, supplemental talks, etc. for courses. These are then made available online and via the Library Course Page in D2L. If you are interested in learning more, contact your campus ITS staff person.
What’s New?

• **Online Rooms** can be set up on the navbar in your Desire2Learn course sites. Online Rooms is a tool called Elluminate, similar to Breese, and Live Meeting or WisLine Web. It is a great tool for office hours and tutoring sessions. There is a whiteboard, chat, and desktop sharing so software applications can be shown to students. To use Online Rooms, send a request to the Service Center: [http://uwex.uwc.edu/it/forms/service/](http://uwex.uwc.edu/it/forms/service/).

• **Desire2Learn – Manage Dates** is a new tool in Desire2Learn that is found under the **Tools** heading on the left side of the page at **Edit Course>Manage Dates**. This tool allows you to “View, edit, offset, and remove availability dates, and change Schedule display settings for your course objects.” It is a great addition to D2L.

What’s coming?  (Before classes begin!)

• **Google Apps** – This is a multi-tool application. One tool in Google Sites will allow you to have a wiki for your course and link to it from D2L. We’ll also have Google Docs, and other tools. More information to come in a few days.

• **Blogs** – Do you want to write a blog for your course or courses? Do you want your students to blog during the semester? In early November, we’ll be launching WordPress for use as the UW Colleges/UW Extension blogging tool. More information to come.

For more information about Instructional Technology go to: [http://www.uwex.uwc.edu/it/instruct-support/ITtools.cfm](http://www.uwex.uwc.edu/it/instruct-support/ITtools.cfm) our Instructional Technology Tools page.

Have a great Fall Semester and be sure to send us your questions via the Service Center: [http://uwex.uwc.edu/it/forms/service/](http://uwex.uwc.edu/it/forms/service/)

---

**UW Colleges Assessment Activities 2009-2010 and 2010-2011**

*By Laura Lee*

The UW Colleges Assessment Program is in the process of wrapping up the 2009-2010 assessment cycle and gearing up for the new 2010-2011 cycle. The Senate Assessment Committee (SAC) and the Department Assessment Coordinators (DACs) met in June at UW-Fox Valley and in August at UW-Marshfield/Wood County. In June, we reviewed the data on student learning collected during the spring semester, and reported on the successful Assessment Summit held in March. In August, our guest was Steve Gilchrist, the UW Colleges/UW-Extension Chief Diversity Officer, who led us in a discussion of how assessment can play a part in the Inclusive Excellence Initiative.

The academic departments’ final reports from 2009-2010 are currently being submitted; some great work on Analytical and Aesthetic Skills was done last year and we plan on following that up with more work on Quantitative and Communication Skills this year. Some departments have developed common tools for assessment, others allow instructors to use individual tools with a common rubric, and still others are using standardized test questions from their discipline. Some departments are putting their own spin on institutional proficiencies such as interpreting graphs.
and vocabulary skills, and using them for department-level assessment. Others are going beyond these proficiencies to assess content and skills specific to their disciplines.

This summer we completed the 2009-2010 Campus Assessment Cycle. The CACs are working hard with their campuses to put together meaningful and useful assessment programs. Campuses are engaging in a wide variety of activities, including town halls and focus groups, surveys of students and faculty/staff, examination of placement test results and community outreach. Some of the campus areas assessed in 2009-2010 included strategic plans, campus themes, advising, laboratory safety, connections with four-year institutions and students’ reading and writing habits. Many campuses will be “closing the loop” on these assessment projects in 2010-2011. Others will be moving on to new areas of assessment, including projects related to our mission goals of access and transfer.

One of our major goals for 2010-2011 is to use the results of last spring’s Assessment Summit to further explore how data on student learning outcomes can be used to guide institutional development outside the classroom, in areas such as mentoring, professional development, advising and curriculum. We plan to have a joint meeting of the Campus Assessment Coordinators and Department Assessment Coordinators with this goal in mind. Another goal for this year is to continue working with Steve Gilchrist to further explore how assessment can aid in the Inclusive Excellence Initiative, perhaps with the creation of a new institutional proficiency. And of course, we are preparing for the Higher Learning Commission’s next visit in 2013. Please feel free to continue providing informal feedback to the DACs, CACs and myself. Thanks so much for all of your efforts in the Assessment Program.

---

**Fall 2010-2011**

In the other gardens  
And all up the vale,  
From the autumn bonfires  
See the smoke trail!

Pleasant summer over  
And all the summer flowers,  
The red fire blazes,  
The grey smoke towers.

Sing a song of seasons!  
Something bright in all!  
Flowers in the summer,  
Fires in the fall!

*Autumn Fires*  
--Robert Louis Stevenson