FROM THE PROVOST:

This past Friday evening, I had the honor and privilege of delivering the Graduation Address to graduating students and families, friends, faculty, staff, and administrators at the UW-Richland campus. It was a wonderful evening of laughter, tears, reflections on the past, and looking ahead to the future. Being able to participate in this significant event stirred me deeply. I was profoundly moved by witnessing the joy of our students as they marched across the stage to receive their Associate of Arts and Science degree. Standing beside Campus Executive Officer and Dean Patrick Hagen as he handed each student the folder that will eventually hold his or her degree and we congratulated each person, I thought about how very proud we should all be of the world class, high quality educational experience we provide to our students. Though we have faced numerous challenges over the past academic year, our students continue to learn, thrive, and be transformed on our campuses. Together, we truly make a lasting difference in our students’ lives.

This has been an eventful year in the UW Colleges. In September 2012, our institution and, specifically, our academic departments, committed to developing curricula for the UW Flexible Option. To date, 17 of our academic departments are participating in developing competencies and assessments. Over 50 faculty and instructional academic staff members are converting 28 courses to a Flexible Option format. In November, a team of 9 peer evaluators visited the UW Colleges as part of our institution’s Higher Learning Commission comprehensive self-study and our substantive change requests for adding the Bachelor of Applied Arts and Sciences (BAAS) degree-completion program and mission change. In February 2013, we learned that our institution was granted continuing accreditation for ten years, and we were authorized to offer the BAAS degree-completion program and change our mission. We all celebrated the successful culmination of a two-year, highly
collaborative and engaging self-study process. In January, the UW Colleges Concurrent Enrollment Implementation Committee submitted its final report which clearly mapped out the implementation of a UW Colleges-wide concurrent enrollment program. In April, I completed the first step of the four step implementation plan by naming Tricia Wessel-Blaski as the UW Colleges Concurrent Enrollment Program Coordinator. In the coming academic year, we will roll out UW Colleges Flexible Option competency clusters and assessments, implement the BAAS degree-completion program on six of our campuses, and begin to create a shared approach to a UW Colleges-wide concurrent enrollment program.

These are several of the major academic program-related events of the 2012-2013 academic year. Several of these initiatives are highlighted in this current issue of Academic Matters. I trust that as the semester winds down on the campuses and you begin to transition from spring to summer activities, you will take a moment to read the many articles that appear in this edition of the Office of Academic and Student Affairs’ newsletter.

I want to take this opportunity to thank you for your dedication to our students, to teaching and learning, to the campuses and the communities we serve, and to the UW Colleges. I hope this past academic year was a positive experience for all of you and that you will enjoy a productive and restorative summer!
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Curriculum Planning and Enrollment

Since receiving formal notification of HLC accreditation of the BAAS degree completion program in March, we have moved forward to put the curriculum plan and enrollment process in place. The final pieces included a change to the UW System e-Application and approval by the Department of Education of our eligibility to award student financial aid to students seeking the BAAS degree. As soon as those were confirmed, we launched our marketing campaign, promoting the new degree to prospective students in our local communities. Good news came quickly: We admitted our first BAAS degree-seeking students in mid-April!

Prospective students can anticipate completing the BAAS degree in two years if attending full-time. UW Colleges faculty and IAS have already developed or revised 38 courses at the junior/senior-level for the BAAS degree. Thirty credits are provided by one of the six UW System partner institutions through an array of 67 approved courses in Cognitive Skills or Global Studies.

At their April meeting, the UW Colleges Senate approved a policy revision that will allow both faculty and qualified IAS to teach any of the BAAS courses, including service-learning courses and internships.

New campus-based BAAS Academic Advisors/Coaches have been hired or appointed, each at .25 FTE. They are: Bridget Seals (BRB), Deb Neuheisel (BRN), Mary Beth Knoeck (MSF), Joanna Muller (RLN), and Kaili Lee (RCK). The BAAS Academic Advisors/Coaches are responsible for recruiting, admitting, and advising students in the BAAS degree completion program. They will actively work to retain BAAS students through intrusive advising and ongoing coaching through frequent email and phone communication.

A detailed requirement analysis about how to configure the new BAAS degree in the current PeopleSoft application was successfully completed last March with consultative technical support. All BAAS student information, including student records, financial aid, and student financials, will be managed in PeopleSoft under the new configuration.

Benefits of an Applied Baccalaureate Degree

The BAAS degree completion program provides an attractive option for students who have completed a liberal arts associate degree, are placebound due to family or work responsibilities, and have not yet completed their bachelor’s degree. This applied baccalaureate degree offers the unique opportunity for the student to earn 15 credits in service-learning and internships and six credits in a year-long senior capstone seminar.

A survey of 318 employers conducted earlier this year by the Association of American Colleges and Universities (AAC&U) indicated that employers support the idea that students should be broadly educated and should apply their learning to the real world during college.
What Are Employers Saying?

- **Innovation a Priority:** 95% of employers say they give hiring preference to college graduates with skills that enable them to contribute to innovation in the workplace.
- **It Takes More than a Major:** 93% of employers say that a demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than a candidate’s undergraduate major. More than 75% want higher education to place more emphasis on: critical thinking, complex problem solving, written and oral communication, and applied knowledge.
- **Broad Learning is Expected:** 80% of employers agree that, regardless of their major, all college students should acquire broad knowledge in the liberal arts and sciences.
- **Students Need Liberal and Applied Learning:** Employers strongly endorse educational practices that involve students in active, effortful work—practices including collaborative problem solving, research, internships, senior projects, and community engagements.


Pathway for WTCS Students to Enroll in the BAAS Degree Completion Program

We continue to investigate a possible pathway into and through the BAAS degree completion program for Wisconsin Technical College System (WTCS) students holding an applied associate degree. A task force chaired by Provost Greg Lampe studied the issue and several recommendations were submitted to Chancellor Ray Cross. It was decided that one of the options will be pursued and sent to the UW Colleges Senate for their consideration.

This new option would allow the UW Colleges to accept the 60-credit block of the WTCS applied associate degree. The WTCS general education credits would then be mapped to the core requirements of the UW Colleges AAS degree and technical credits would be mapped to the professional experience or elective component of the BAAS degree. The student would complete a total of 120 AAS and BAAS degree credits to graduate.

There are many benefits to this option. The WTCS student could be accepted into the BAAS degree completion program with an applied associate degree, and would use the next two years to complete the core requirements of the UW Colleges liberal arts AAS degree and the BAAS degree. The integrity of the UW Colleges BAAS degree would be protected. This option would be seen as locally friendly in our communities where place-bound adults holding a WTCS applied associate degree will view the BAAS degree completion program as a convenient, attractive, and affordable choice.

The BAAS degree policy changes that would be needed to accommodate this recommendation will be brought to the UW Colleges Senate for consideration next fall.
Trends in Developmental Education
By Gregg Nettesheim

In the past year, a number of us in Academic and Student Affairs have joined colleagues from the English and Mathematics Departments in focusing attention on better understanding the first-year English and math curriculum. This recent involvement of Academic and Student Affairs follows several years of curricular innovation and change lead by instructional staff in these two departments. The goal of all of this work is to improve rates of student success in some of the highest enrolled courses in the entire UW Colleges curriculum.

My own work has included a specific focus on the developmental English and math curriculum. Over time, subtle but important shifts in entry level composition and quantitative skills among students coming to the UW Colleges are having an impact on the relative importance of the developmental curriculum. Table 1 illustrates the relationship of enrollment in developmental courses to enrollment in all courses in these two disciplines in the ten year period from 2002-2003 through 2011-2012.

Table 1 - English and Math Course Enrollment Summary

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<tbody>
<tr>
<td><strong>English</strong></td>
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</tr>
<tr>
<td>Developmental enrolls*</td>
<td>636 in 36 sections</td>
<td>462 in 40 sections</td>
<td>755 in 43 sections*</td>
<td>1041 in 60 sections</td>
<td>1107 in 69 sections</td>
</tr>
<tr>
<td>All enrollments</td>
<td>11,650 in 661 sections</td>
<td>11,165 in 619 sections</td>
<td>12,622 in 657 sections</td>
<td>13,621 in 724 sections</td>
<td>13,819 in 771 sections</td>
</tr>
<tr>
<td>Ratio – developmental to all enrollments</td>
<td>5% of enrollments; 5% of sections</td>
<td>4% of enrollments; 6% of sections</td>
<td>6% of enrollments; 7% of sections</td>
<td>8% of enrollments; 8% of sections</td>
<td>8% of enrollments; 9% of sections</td>
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</tbody>
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<tbody>
<tr>
<td><strong>Mathematics</strong></td>
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</tr>
<tr>
<td>Developmental enrolls*</td>
<td>2054 in 103 sections</td>
<td>2718 in 117 sections</td>
<td>3171 in 133 sections</td>
<td>3357 in 143 sections</td>
<td>3060 in 142 sections</td>
</tr>
<tr>
<td>All enrollments</td>
<td>12,336 in 603 sections</td>
<td>12,899 in 574 sections</td>
<td>14,444 in 610 sections</td>
<td>14,977 in 644 sections</td>
<td>14,861 in 641 sections</td>
</tr>
<tr>
<td>Ratio – developmental to all enrollments</td>
<td>17% of enrollments; 17% of sections</td>
<td>21% of enrollments; 20% of sections</td>
<td>22% of enrollments; 22% of sections</td>
<td>22% of enrollments; 22% of sections</td>
<td>22% of enrollments; 21% of sections</td>
</tr>
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For the purposes of this analysis:
- English developmental courses include English098 and Lea106
- Mathematics developmental courses include Math090, 091, 095 and 097

Table 1 shows enrollment growth in both departments, with an increasing share of overall departmental enrollment attributable to developmental classes. If we focus just on the first and last years of table 1, as well as bring in some additional information about UW Colleges students as a whole, we can better understand the magnitude of these changes.
Table 2 - Changes in English and Mathematics Enrollments
Compares 2002-2003 to 2011-2012

<table>
<thead>
<tr>
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<th>2002-2003</th>
<th>2011-2012</th>
<th>change</th>
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<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental enrollments</td>
<td>636</td>
<td>1107</td>
<td>471</td>
</tr>
<tr>
<td>All enrollments</td>
<td>11,650</td>
<td>13,819</td>
<td>2169</td>
</tr>
<tr>
<td>% developmental</td>
<td>5%</td>
<td>8%</td>
<td>22%</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental enrollments</td>
<td>2054</td>
<td>3060</td>
<td>1006</td>
</tr>
<tr>
<td>All enrollments</td>
<td>12,336</td>
<td>14,861</td>
<td>2525</td>
</tr>
<tr>
<td>% developmental</td>
<td>17%</td>
<td>21%</td>
<td>40%</td>
</tr>
</tbody>
</table>

By comparing changes in developmental course enrollment to changes in overall enrollment we more clearly see a shift in the relative importance of the developmental curriculum within these two departments. In the English Department, 22% of all growth in enrollments from fall 2002 through spring 2012 was attributable to enrollments in developmental classes. In mathematics, the impact of growth in developmental class enrollment was even greater, with 40% of the overall increase in enrollment attributable to developmental classes.

Looking at this change as it is experienced by students gives us yet another perspective. Among all students enrolled during the 2002-2003 academic year, 30% either had or would take a developmental course with the UW Colleges. By 2011-2012, that ratio had jumped to 40%. These changes reinforce the importance of work being done in these two departments to improve the success of students in the critical first-year English and math curriculum.

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**Academic Matters**

*By Lisa Seale*

**Access to Success (A2S) Projects**

As part of the UW Colleges Growth Agenda for Wisconsin goals project, in May 2012, the UW Colleges Office of Academic and Student Affairs sent a three-member team to the Access to Success Annual Meeting in Washington, D.C., upon invitation from UW System Administration, which funded this participation. As noted in Access to Success organizational materials, “The Access to Success (A2S) Initiative, led by the National Association of System Heads (NASH) and The Education Trust, is the nation’s longest standing, voluntary initiative for college access and success. More than 20 public higher education systems have come together to increase the number of college graduates in their states and to cut the college-going and graduation gaps for low-income and minority students in half by 2015. The initiative reaches 300 campuses and more than 3.5 million students.” An important outcome of the May 2012 meeting was identification of a multi-faceted project that the UW Colleges Office of Academic and Student Affairs has subsequently developed over the past year under the team leadership of Rich Barnhouse (Associate Vice Chancellor for Student Affairs and Enrollment Management), Gregg Nettesheim.
(Institutional Research), and myself. The project has four components, divided into two major foci:

1. Appropriate advising for students considering dropping from full to part-time status
2. Closing the achievement gap between full and part-time students
3. Success in completion of the college algebra series from developmental Mathematics through college algebra
4. Success in completion of English Composition from developmental writing through college English Composition

One major focus of the project comprises the first two items listed above, improving part-time student success. A proposal for funding this half of the project, titled “UW Colleges Access to Success Part-Time Attainment, Transfer, and Retention (PART),” was submitted earlier this semester to the UW System Administration 2013-3014 Growth Agenda for Wisconsin Institutional Change Grant program and is presently under review.

The second major focus of the project focuses on student pathways through developmental course sequences in English and Mathematics with the ultimate goal of increasing the number of students who can complete the core requirements of the UW Colleges Associate of Arts and Science (AAS) degree and subsequently achieve the AAS degree. This half of the project grew out of UW Colleges participation in “Give Students a Compass,” a related 2010-2011 Inclusive Excellence initiative sponsored by UW System (http://www.wisconsin.edu/vpacad/compass/). The A2S project is also informed by excellent reform efforts underway in the UW Colleges Mathematics and English departments, as well as information gathered for the 2012-2013 UW Colleges Self-Study Report prepared for the Higher Learning Commission.

In Fall 2012, a UW-Madison graduate student researcher, Peter Kinsley, joined the UW Colleges A2S team for the “Access to Success in First-Year English and Mathematics” portion of the project to provide research support, participate in planning, develop reporting of outcomes, and develop effective evaluation and assessment measures for the A2S project. His work will culminate in a final report in Summer 2013, to include review of department documents and reports; a survey of faculty, administration and staff; and analysis of student data for all thirteen campuses and the UW Colleges Online program.

In mid April 2013, the UW Colleges A2S team was joined by Provost Greg Lampe at a UW System sponsored workshop titled “Delivering Student Success for All Students.” The workshop was led by the U.S. Education Delivery Institute (EDI) and included the four UW System institutions taking part in the UW System Access to Success initiative. In addition to the UW Colleges, these include UW-Parkside, UW-Platteville, and UW-Superior. The first day of the workshop coincided with a meeting of the English Department in Madison, which provided an opportunity for Greg Lampe and Gregg Nettesheim to further brief the department’s Composition Committee on the UW Colleges A2S project and learn more about the Composition Committee’s work in evaluating needs and directions for improving outcomes in developmental English and Composition courses. The provost and institutional researcher have also met with the Mathematics Department chair and UW Colleges Developmental Math Coordinator who, like the English Department, are also working with the UW Colleges A2S team on the A2S project.

The UW Colleges A2S team looks forward to preparing a formal implementation plan for all components of the Access to Success, pending notification of the PART Institutional Change
Grant proposal and completion of the “Access to Success in First-Year English and Mathematics” final report. This implementation plan will expand the A2S team to include faculty and campus administrative staff, and will be widely discussed by academic departments, campuses, and administrators, to assist all participating parts of the institution in bringing about intentional, assessed, and carefully timed improvements to curriculum and pedagogy that will lead to greater student success.

In addition to the Access to Success project described above, a related initiative called the UW System Task Force for Access to Success for Native American Students continues, most recently with a two-day meeting held in Green Bay in February 2013, which focused on recruitment and retention of Native American students in higher education. UW Colleges was represented by Renee Gralewicz (Associate Professor, Anthropology, UW-Fox Valley), Ed Stredulinsky (Professor and Chair, Mathematics, UW-Rock County), and Patti Wise (Special Assistant to the Provost, UW Colleges). Meeting notes and agenda are posted in the Provost Office’s SharePoint site for those interested in learning more about recruitment and retention strategies and ideas for this important population of students.

### Initiating Campus-Based Discussions

*By Jennifer Flatt*

**ESFY Matters:** On Friday, March 1, nearly 100 members of the UW Colleges gathered at UW-Fox Valley for the Engaging Students in the First Year Conference (ESFY). This year, an enthusiastic group of ESFY Campus Coordinators organized a stand-alone spring conference attended by a wide array of UW Colleges employees. Librarians, Student Affairs staff, professors, instructional academic staff, administrators, and others gathered for a full day of conversation and innovative idea sharing.

Together, we learned about programs to help students ‘bounce back’ from early academic troubles, about teambuilding strategies and active learning, about internships, intergroup dialogue, integrating information literacy, and numerous other classroom-based and outreach activities which are a part of strong first-year programs. We invited attendees to come with questions and challenges, and we spent time in some sessions brainstorming solutions to those areas of concern. Certainly, everyone went away re-invigorated with wonderful new ideas.

I hope everyone also went away with questions about how we can best meet the needs of our students in their first year because we truly will be engaged in the process of developing a strong first-year program for our students for the rest of our careers. In many ways, our strategic priority for 2012-2015, “create and enhance a focused and coordinated approach to the first year campus wide,” could be a guiding focus for the ESFY program in perpetuity. That’s one reason that this year’s component to the strategic priority is *initiating* campus-based discussions. Those discussions, begun this year, must continue over the long-term because students change, what we know about the educational process changes, and we must respond through change as well.

Since the conference, many of our ESFY Campus Coordinators have begun to work with others on the Web-based enrollment management plan for each campus fondly known as the iPlan).
The campus iPlans are a tangible component to those discussions; they represent the various initiatives that come forth from conversations among disparate groups on our campuses.

Of course, one important component of a successful ESFY program on the campuses and in the Colleges is LEC 100, First-Year Seminar, and we haven't forgotten this academic year to work on ways to enhance that class and its role in helping students make the transition to the first year of college. We’ve been examining the role of class visits to LEC 100 in the strength of campus ESFY programs, completing the assessment rubrics for the remaining LEC 100 proficiencies, examining the online LEC 100, and planning the upcoming LEC 100 Instructors Retreat. We can’t build an ESFY program solely around LEC 100, but we recognize that strengthening its efficacy is essential as well. I look forward to an invigorating First Year Seminar Instructors Retreat on May 22nd kicked off by keynote speaker Dr. Regan Gurung. No doubt his presentation will initiate even more campus conversations about our students and their transition to college! If you are interested in attending, please contact your campus ESFY Coordinator.

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**Online Program Update**

*By Margaret Cleek*

Greetings from the UW Colleges Online program! It is great to be back in the UW Colleges communicating with old friends and colleagues and meeting new colleagues as well.

There are a number of things in the works on the Beltline in Madison besides road construction. Like all of you on the campuses, we’ve been busy getting students enrolled for summer courses, starting fall registration and completing initial plans for the spring.

In addition, we’re working on a number of other fronts. In June, we’ll be having a Provost sponsored summit with the department chairs, members of the Online Program team, and members of the Senate Online Program Committee (SOPC). As a group we will revisit the current staffing model for Online and discuss possible ways forward and will discuss alternative models for the course development and revision process. This should be a very productive meeting, and we hope for a lively exchange of ideas and discussion of the benefits and challenges of different paradigms that will take the Online Program and UW Colleges into the future.

We’re working on the development of a newsletter from UW Colleges Online that will focus on program issues and activities. I’m hoping that we can feature articles on topics such as online pedagogy, services to students, new technology, and program initiatives. We’ll be asking our online instructors to contribute articles regarding their experiences and expertise in this alternative method of course delivery.

Currently, we’re developing protocols that we can share widely in the Colleges on factors to be considered when choosing courses for our Online curriculum, for course development and for course redesign. These will be shared with the SOPC for advice and input. The purpose is to make our internal procedures as transparent as possible.
Our website is getting a much needed redesign with the help of central office marketing. The new site should be launched in mid-October. We’re aiming for an attractive (and attracting) look, easier navigation, and additional information for prospective and current students.

The deadline for applications for the Associate Director of the program was May 5. The following individuals have agreed to serve on the screening and interview committee for this position: Holly Hassel, Chair of Chairs; Frances Perkins, SOPC Chair; Kim Kostka, former associate dean and online instructor; Kevin Crow, Instructional Design Manager; Robin Dax, Business Manager; Chris Logterman, Director of Student Affairs; Olivia Kroll, Assistant to the Director; and Amy Pikalek, Marketing Manager. We also hope to have a representative from the central office.

I’ll save the rest for upcoming newsletters. Have a good end of the semester and summer.

****Call for Nominations***

With warm gratitude to outgoing UW Colleges Engaging Students in the First Year Coordinator Jennifer Flatt, who wishes to return to teaching and who is excited about an upcoming learning community long in the planning, the Office of Academic and Student Affairs announces that it is seeking nominations and self-nominations for the UW Colleges Engaging Students in the First Year (ESFY) Coordinator. All nominations and self-nominations will be screened and reviewed by a group of UW Colleges Campus ESFY Coordinators and members of the Office of Academic and Student Affairs. The associate vice chancellor for academic affairs will appoint the coordinator. Please note that the deadline for application materials is Monday, May 13, 2013. The person selected for the position will begin his or her appointment on July 1, and is expected to work over the summer months. Jennifer Flatt has graciously offered to help with the transition. Thanks again, Jennifer, for your excellent leadership of the ESFY Program!

For more information, please contact Lisa Seale (lisa.seale@uwc.edu).

Summer Technology Workshop
By Pat Fellows

This summer Pat Fellows (UW Colleges/Extension Instructional Technology & Training Specialist) and Karla Farrell (UW Colleges Instructional Designer) are running three “Technology Infusion Boot Camp,” to which faculty and/or instructional academic staff are invited. These are two-day programs being offered at UW- Fox Valley (Full), UW-Marathon (May 30 & 31) and UW-Waukesha (June 12 & 13.) Travel and meals are covered by a Technology Infusion Grant from Chancellor Cross. Registration closes soon so don’t delay.
Copyright Advisory Committee Appointments

The provost has appointed two new members to the UW Colleges Copyright Advisory Committee, Marc Boucher and Laurie Petri. The three-member committee’s terms are as follows:

- Marc Boucher, Library Director, UW-Baraboo/Sauk County, will serve a three-year term, which will run July 1, 2013 – June 30, 2016
- Laurie Petri, Academic Librarian, UW-Marshfield/Wood County, will serve a two-year term, which will run July 1, 2013 – June 30, 2015
- Beth Webb, Associate Academic Librarian, UW-Rock County, will continue in the final year of a three-year term, which will end June 30, 2014

For more information about this committee and for answers to questions about copyright, please see the UW Colleges Copyright Web site: [http://www.uwc.edu/academics/copyright](http://www.uwc.edu/academics/copyright)

Have an Enjoyable and Relaxing Summer!!