The rites of spring . . .

When I was growing up in New Rochelle, New York, on or around May 1st, my mom and dad would take my two brothers, my sister, and me to the annual Maypole celebration. The celebration took place at the local junior high school grounds where 10 to 15 Maypoles would be erected with long streamers attached. We would watch as hundreds of people would pick a streamer and dance around the beautifully decorated Maypoles to jubilant music. For an entire day, our family would eat great foods, sing, and dance together. This was our family’s rite of spring.

Now, when May comes, I think about our academic rite of spring; the ushering in of final exams, students preparing research papers and final projects, academic advisors preparing students for the summer session and fall classes, instructors determining final grades, graduation ceremonies and the UW Colleges Colloquium/ESFY Conference. Many of our students will transfer to a baccalaureate granting institution, some will stop out of college, and others will earn the UW Colleges Associate of Arts and Science degree.

For me, the coming of May now means another academic year is coming to an end. During this past academic year, our Higher Learning Commission (HLC) self-study process and the implementation of the Bachelor of Applied Arts and Sciences (BAAS) degree completion program have been priorities in the Office of Academic Affairs. You can read more about the progress being made with the BAAS degree in this issue of Academic Matters. I would like to focus briefly here on the progress we have made with the self-study process.

In September 2011, we entered into the evidence gathering phase of the HLC self-study. Each of the five self-study committees went to work collecting evidence and disseminating surveys, our logistics team began planning for the site visit from peer evaluators which will take place on November 5-7, 2012, and our Communication Committee began managing the dissemination of information to our internal audiences and, in partnership with Central IT, developed a website that will provide information about the progress of our self-study.
Additionally, a virtual resource room was created and structured. By December, the self-study process was transitioning from the evidence gathering phase to the evidence analysis and writing phase. From January 2012 to the present, self-study co-chairs Holly Hassel and Katie Kalish have been drafting chapters for the self-study report. Associate Vice Chancellor for Academic Affairs Lisa Seale and I have been carefully reviewing the chapters and providing input and direction. In March and April, key findings of the self-study and the recommendations being developed as a result of the self-study process were shared with the campus executive officers and deans, associate deans, academic department chairs, and the Senate. Within the next few days, eight chapters of the self-study will be posted for a month on the UW Colleges HLC website for everyone in the institution to review and provide feedback to us. Meanwhile, Christa James-Byrnes has been keeping us on schedule so as to ensure that we are ready for our site visit in November. She and the logistics team have planned comprehensive itineraries for the site visit of the peer evaluators who will be visiting all 13 campuses, the UW Colleges Online program, and the Madison-based administrative offices. Additionally, Christa and her team have planned for mock site visits which will occur in September.

This summer, the writing/review processes will end, and the Office of Academic Affairs will make the final preparations necessary for the submission of materials to the HLC. At the Fall Convocation, the HLC leadership team will be sharing an executive summary of the self-study document with all of you and providing you with an update on what will be happening in the fall semester as we prepare for the HLC site visit.

I am grateful to everyone who has contributed to the self-study process. I am confident that we will be well prepared for the site visit in November.

I wish you the very best as you transition from spring to summer. 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 the rite of spring was a positive experience for all of you and that you will enjoy a productive and restorative summer!

**Strategic Enrollment Management Plan Update**
*By Rich Barnhouse*

As you may recall from a previous report, in an effort to maintain strong and ideal student enrollments on all campuses and within the institution, a strategic enrollment management (SEM) plan has been in development since late summer 2011. The development of the plan is moving forward at a fairly rapid pace, and very good progress is being made. Over the past two semesters, the SEM Core Team has met several times and provided essential direction and feedback for Vicki Keegan and me as we develop the plan’s various components. In addition, all Assistant Campus Deans for Student Services (ADSS) met to review, critique, and provide additional feedback and direction for the plan in March 2012. The Academic Affairs team, led by Greg Lampe also provided feedback for the plan in April 2012. On May 21, all ADSS will return for a meeting with all University Relations Directors and Craig Hurst to add additional components and to again review and critique the plan to date.

It is the intent of the Core Team to have an initial phase of the plan competed and in place for utilization by campuses this August. The remainder of the plan will include two additional year-long phases that will be developed and implemented as appropriate for the enrollment cycle.

**UW Colleges Colloquium and ESFY Conference**
*By Rex Hieser*
The UW Colleges Colloquium and ESFY Conference will be held on May 23 at UW-Fox Valley. Highlights include a keynote address by the Honorable David “Dave” Obey, former Representative from Wisconsin’s 7th Congressional District, and a preview of the findings and recommendations of the Self Study for Reaccreditation by the Higher Learning Commission. This will be the largest Colloquium in recent years, with 44 presentations during the breakout sessions; we will have 8 concurrent tracks with 32 hours of presentations. Seventeen presentations relate to our ESFY program. You will also be able to attend presentations showcasing your colleagues’ professional and SOTL research. Other presentations will include our efforts in support of the UW System’s “More Graduates Plan,” and our Inclusive Excellence, Accelerated/Blended, and Service Learning program.

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**UW Colleges Assessment Activities (Spring 2012)**

*By Laura Lee*

The Senate Assessment Committee (SAC) had two major projects this year. First, we worked closely with the Higher Learning Commission Self-Study teams and provided them with a variety of information on the assessment program. The department assessment coordinators completed a survey on department assessment for one of the teams. SAC made assessment data and other information available, including access to the newly-improved UW Colleges Assessment web site and the newly-designed Assessment SharePoint site. The second major focus of SAC this year was to continue aligning our work with the work of the new UW Colleges Senate Inclusive Excellence Committee. Representatives from this group attended the January SAC/DAC/CAC meeting, and provided valuable feedback as the departments continue working on an inclusive excellence proficiency and the campuses work to broaden the scope of their projects to include inclusive excellence issues.

This spring, Laura Lee, Greg Nettesheim, and Sarah Bennett had the opportunity to attend the Association of American Colleges and Universities’ *General Education and Assessment: New Contexts, New Cultures* conference in New Orleans. The conference themes explored the growing pace of change in higher education: student populations are dynamic, faculty roles are changing, and areas of specialized knowledge continue to expand. We attended presentations focusing on these new circumstances that require new thinking, new designs, new pedagogies, and new strategies for engagement in and assessment of general education. The sessions encouraged general education and assessment to be more flexible and inclusive enough to meet the needs of multiple cultures and creative enough to make use of the full potential of diverse perspectives (AAC&U Conference overview).

The departments assessed analytical and aesthetic skills this year, and discipline-specific assessment in the departments has been going strong, as well. The Department Assessment Coordinators (DAC) worked within their departments this spring, sharing data collected from the spring semester and planning their assessment work for next year. SAC will be meeting with the DACs again in June and August, as the final department reports are being written.

SAC met again with the Campus Assessment Coordinators (CAC) via WisLine in April. A common theme in many of the campus assessment projects is Student Success; under this umbrella, individual assessment topics include campus reads, academic advising, Bridge programs, facilities improvements and methods of course delivery. After summarizing the progress of these campus projects, the remainder of the meeting was used for discussing various ways in which the assessment process could be streamlined and otherwise improved. The CACs will be submitting their final reports to SAC at the end of May.

As always, please feel free to direct questions and comments concerning assessment to myself, SAC members, department assessment coordinators or campus assessment coordinators. Again, thank you for all of your assessment efforts.
Engaging Students in the First Year Update
By Paisley Harris

As we wind down the semester, I hope many of you are planning to attend the Colloquium and ESFY Conference “Supporting Success, Exploring Interconnections,” on May 23, 2012, at UW-Fox Valley. I also hope that those of you who are first year seminar instructors plan to attend the First Year Seminar Instructors Retreat to be held the next day (Thursday, May 24) at the same location. A keynote by Dr. Laurie Hazard, whose work addresses how to motivate students and move them past procrastination, will be a highlight of the retreat.

This spring, representatives from a number of campuses attended the LEAP Day Conference at UW-Whitewater, sharing ways the UW-Colleges are using high impact practices such as first year seminars, service learning and learning communities. Associate Vice Chancellor Lisa Seale, Developmental Math Coordinator Janette Miller and I, along with incoming UW-Baraboo ESFY Coordinator Frances Auld (with GISE-PD funding through her campus), attended the National Conference on the First Year Experience. We gained new ideas in a number of areas, including ways to bring civic engagement into first year seminars and co-curricular activities and further insights into designing and implementing successful learning communities.

I also attended a very worthwhile OPID-sponsored meeting of UW-System First Year Experience Coordinators. We learned about each others’ programs and shared differing opportunities and challenges. Nine of the UW System Institutions participated. I brought back a number of ideas that we might be able to apply to our program. For example, UW-Lacrosse’s very successful first year program, organized around a one-credit academically-grounded seminar much like ours, structurally integrates Student Services and Academic Affairs in ways that might be interesting for me to consider.

Campus ESFY Coordinator teams are working on several projects related to the continuous improvement of the quality of the experience of first-year students in the first-year seminar classroom and in the transition to college more generally. One team is fleshing out the details of the proposal for campus-centered peer visitation of LEC 100 instructors. Another is writing rubrics for the assessment of two of the three common learning objectives for LEC 100’s. Another team will be using the HLC self-study recommendations regarding the ESFY program to establish strategic priorities for the ESFY program for 2012-2014.

The HLC Self-Study has been a major focus this semester. As we look back on the then years of ESFY programming since the 2003 HLC visit, we have reviewed development and assessment of the program. We have also undertaken a multifaceted assessment of the current status of the program. The self-study process is still underway, but some major themes seem to be emerging: The purpose and scope of the ESFY program as a curricular and co-curricular initiative to help all students transition to college needs to be better communicated to the Colleges as a whole. Further, we want to look for ways to bring Student Services more fully into the planning and implementation of the program. Campus ESFY Coordinators reviewed the recent assessment data and are taking it back to their campuses for discussion. They will be bringing the results of these discussions to the First-Year Seminar Instructors’ Retreat for further discussion, resulting in campus action plans to improve or continue the success of their programs.

As always, if you have ideas, questions or concerns about any aspect of the ESFY program, please feel free to contact me.

Paisley Harris, UW Colleges ESFY Coordinator; paisley.harris@uwc.edu; 920-929-1165.
Significant progress has been made on the implementation of the BAAS degree since the last newsletter update in December. The BAAS is a 60-credit degree completion program offered at six of the UW Colleges: UW-Baraboo/Sauk County, UW-Barron County, UW-Marshfield/Wood County, UW-Richland, UW-Rock County, and UW-Waukesha.

**Senate Actions:**
- At the January meeting, UW Colleges Senate approved the BAAS degree and related policies, including guidelines for Prior Learning Assessment. Chancellor Ray Cross approved the Senate policy actions in February.
- A new UW Colleges Senate BAAS Curriculum Committee (SBCC) was created within the Senate Bylaws. Chancellor Ray Cross approved the change in February.

**Curriculum Development:**
- The UW Colleges will provide 30 credits towards the BAAS degree, including two core courses in Cognitive Skills and Global Studies, fifteen credits in Professional Experience, and a Senior Capstone Seminar.
- Faculty Teams have completed the development of the two new core courses and a framework for the professional experience components and the senior capstone seminar.
- A course that meets the following criteria can be considered for the BAAS degree:
  - An existing course as is or re-designed, or a new course
  - Fulfills the degree proficiencies and fits under one of the components of the BAAS degree
  - Meets the standards and rigor of a junior/senior level course
- The six UWS partnering institutions will provide 30 credits towards the degree. Of these 30 credits, 9-12 are in Global Studies, 9-12 are in Cognitive Skills, and 6-9 are electives. If faculty members at the partnering institution are not available to teach the desired courses, faculty from the UW Colleges could be approved by the partnering institution to teach them.

**Senate BAAS Curriculum Committee:**
- The BAAS Course Proposal Forms (SBCC-001 and SBCC-002) have been approved.
- The Professional Experience Faculty Team report has been endorsed.
- Course proposals for the Cognitive Skills core course, “Creativity and Problem Solving,” and the Global Studies core course, “The World in the 21st Century,” have been submitted for review.

**Higher Learning Commission Accreditation Visit:**
- Work continues on developing the necessary documentation for the accreditation of the BAAS degree and the approval of the mission change. Part One (of four) of the documentation was completed and submitted in March. Development of the other parts is underway. A brief narrative that will introduce the HLC self-study chapter on the accreditation of the BAAS degree and approval of the mission change is also under development.
- A ninth reviewer, who will focus specifically on accrediting the BAAS degree, has been added to the team of evaluators coming to the UW Colleges in November. The UW Colleges will be expected to demonstrate that our institution has the capacity to teach junior/senior level courses, and we will have to provide documentation that establishes a curriculum of 60 credits (30 credits from the UW Colleges/30 credits from each of the
UW partner campuses) will be offered to students enrolled in the BAAS degree-completion program.

Professional Experience:

- The BAAS degree requires 15 credits of Professional Experience provided by the UW Colleges. This includes credits through internships, courses with a service-learning component, and a maximum of six credits brought in through prior experiential learning. Each campus offering the BAAS degree will have a Professional Experience Coordinator who will facilitate and develop relationships between the campus – faculty, students, and administration – and community groups, organizations, and businesses partnering in internship or service learning programs and projects. These six Professional Experience Coordinators, at .25 FTE, will begin on July 1, 2012.

Advising and Marketing:

- The preliminary BAAS Curriculum will need to be approved by the SBCC by July, and submitted to the HLC by August in preparation for the accreditation visit in November. As soon as the curriculum is approved, advising guides will be created. Academic Advisors will attend informational sessions in early fall in anticipation of a positive accreditation announcement in early spring. Advisors will then begin to advise prospective students to enroll in accredited BAAS courses in Fall 2013.
- As soon as the results of the accreditation visit are received, we will begin a full-scale marketing campaign for the UW Colleges BAAS degree. Up until that point, we can continue to talk about the degree with prospective students and encourage them to consider enrolling in new junior/senior level courses that will be offered in Fall 2013.

Restructuring PRISM to Accommodate the BAAS Degree:

- Work on restructuring PRISM to accommodate student records for the BAAS degree-completion program continues.
- Monthly meetings of the core team continue with representatives from Central IT, campus-based Student Services, Business Services, Student Financial Aid, and the Registrar’s Office to implement this critical re-design.

2011 Student Services Awards
By Rich Barnhouse

Each year the Office of Student Services and Enrollment Management recognizes colleagues and external colleagues/contributors for their outstanding performance and contributions to Student Services over the past year. The nominees are required to have exhibited outstanding service through: (1) attitude; (2) relationships with students, fellow staff and others; (3) creativity and initiative; (4) quality and quantity of work produced; (5) reliability and responsibility; (6) special tasks accomplished; (7) working beyond the “call of duty”; and (8) other supporting evidence.

The 2011 nominees and recipients were:

Nora McGuire Outstanding Academic Staff Member in Student Services Award
Nominees: Sara Hladilek (UW-Marshfield/Wood County)
          Patti Thwaits (UW-Marathon)
Recipient: Patti Thwaits (UW-Marathon)

Outstanding Classified Staff Member in Student Services Award
Nominees: Tamara Lavender (UW-Baraboo/Sauk County)
Cathy Buchner (UW-Manitowoc)
Recipient: Cathy Buchner (UW-Manitowoc)

Outstanding Team in Student Services Award
Nominees: UW-Marshfield/Wood County
UW-Baraboo/Sauk County
Recipient: UW-Baraboo/Sauk County

Outstanding External Contributor to Student Services Award
Nominees: David Caithamer (UW-Barron County)
Tom Neal (UW-Baraboo/Sauk County)
Roger Peterson (UW-Washington County)
Brandon Fetterly (UW-Richland)
Recipient: Brandon Fetterly (UW-Richland)

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**Blackboard Collaborate**
*By Karla Farrell*

Do you want to hold a meeting with someone at another location but don’t want to travel? Would you like to provide your classes with a meeting place for group work that doesn’t involve them driving to campus? Would you like to hold office hours in your pajamas without raising an eyebrow? Blackboard Collaborate is your answer to all three of these questions, and it is **free**.

In a Blackboard Collaborate meeting you can:

- Show a PowerPoint
- Share an application. Viewers don’t even need to have the application on their machines. You can show them any application or your entire desktop AND pass control of the application to your meeting participants.
- Give a web tour. If you have a website that you want to show, you can give a web tour.
- You can transfer files so that you can share documents with participants for later review.
- Your participants can communicate via chat, video, or audio.
- You can take polls throughout your session to check-in with your audience or solicit their opinions.
- You can create break-out rooms to break your large group into smaller work groups.

If you are an instructor, you already have access in your D2L sites. Click the Online Rooms link in the blue navigation bar of your D2L course site, and you can create virtual meeting rooms. Meetings can be recorded, and recordings are automatically saved to the Archives area of Online Rooms.

If you are an administrator, you can request a Blackboard Collaborate account from the Service Center. I’ll create an account for you and send you some reference materials to get you started. You can also record these meetings. A link to the recording is automatically sent to you after the meeting.

Central ITS Instructional Technology offers moderator training periodically so you can learn how to lead a meeting. If you can’t make the training, these sessions are recorded using – what else? – Blackboard Collaborate, and you can watch what you missed.

What are you waiting for? Request an account today!
A New Institutional Coordinator
By Lisa Seale

I am pleased to introduce a new institutional coordinator with the Office of Academic Affairs. Asif Habib, Professor, Department of Chemistry (UW-Waukesha), will serve as the next UW Colleges Professional Development Coordinator beginning in July 2012.

Dr. Habib has a distinguished history of service with the UW Colleges. He served as chair of the Senate Professional Development Committee in 2000-2001, and was a member of the committee for several terms, most recently in 2008-2009. He was a member of the original faculty team that designed the Bachelor of Applied Arts and Sciences (BAAS) degree completion program and is a member of the faculty team now designing the curricular guidelines for the Global Studies core course for the BAAS. Dr. Habib is a member of the American Chemical Society—Examinations Committee (General Organic and Biochemistry) and serves as an advisor for students investigating research topics in bio-fuels at UW-Waukesha. He is active in collaborative research and was co-principal investigator in an NSF Planning Grant in 2005-2007.

The UW Colleges Professional Development Coordinator’s work encompasses a range of responsibilities, in particular disseminating information about internal UW Colleges and UW System Administration grants, sabbaticals, and other professional development opportunities. The coordinator is an ex-officio member of the Senate Professional Development Committee, working closely with the committee in organizing submissions and preparing recommendations to the provost and chancellor. The coordinator also organizes and leads the New Faculty Orientation each year, and serves as one of two UW Colleges representatives to the UW System Office of Professional and Instructional Development (OPID).

Dr. Habib succeeds Rex Hieser, Associate Professor, Department of Psychology (UW-Fox Valley), who has served as the UW Colleges Professional Development Coordinator since 2008-2009. Dr. Hieser’s leadership in this role has been exemplary, reflecting the depth of his experience with and commitment to promoting professional development opportunities in the UW Colleges. Please join me in thanking Rex for his long service, and in welcoming Asif to his new role!

“A Few Thoughts from Rex”
By Rex Hieser

I have found my time as Professional Development Coordinator to be interesting and rewarding. Looking back over the last four years, several highlights come to mind.

- I have been consistently impressed with the high quality proposals our faculty and staff develop for our various grant programs and sabbaticals.
- Looking through the portfolios submitted for teaching awards made me even more aware of the great work my colleagues are doing inside the classroom and with their students in the community. It’s a privilege to be working with such great teachers.
- I have been impressed by the dedication and efforts of the committee members for whom I provide administrative support – the Senate Teaching Awards Committee, the Senate Professional Development Committee, and the UW Colleges Colloquium and ESFY Conference Planning Committee.
- Having participated in the early discussions and planning for the Virtual Teaching and Learning Center (VTLC), I am pleased by its success and the extent of its programming.
Kudos go to my colleagues Nancy Chick and Pat Fellows for the planning phase, Nancy for the implementation and first year directorship, and Jen Heinert for ably providing continuity in the directorship.

- Provost Lampe’s support of professional development has been steadfast and evident through his efforts to maintain funding despite the fiscal challenges we had to address.
- Associate Vice Chancellor Lisa Seale, my supervisor, has been very supportive and provided me with the flexibility I needed to function effectively.

I chose this departure time to return to a full-time faculty position because I anticipate retirement at some point in the next few years. It made sense to me to continue to be a part of the UW Colleges for a while to be available to my successor to answer questions and provide support. I wish Asif well in his new position and am sure that he will be effective in this role.

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**Hobsons “Connect” Update**

*By Rich Barnhouse*

I have been commonly referring to the Recruitment PLUS replacement product as “Hobsons”. However, I have recently been reminded that “Hobsons” is the company name and “Connect” is in fact, the name of the product that we have purchased. Therefore, we will now be referring to the new system as “Connect.” The Connect Core Team has been meeting weekly with Hobsons representatives to begin building our Connect system. Hobsons has provided a timeline and a list of deliverables needed from both the Colleges and Hobsons for a successful implementation. As the core team is working toward completing the deliverables requested of the Colleges, there is needed input from the campuses. The core team and Hobsons have agreed to a Go-Live week of July 30, which will consist of the final setup of Connect. There will be an additional two-day training scheduled around our Go-Live timeframe. The project’s purpose is to strengthen and personalize dynamic communication with prospective students from inquiry to enrollment, which supports the goal of increasing and maintaining campus enrollments.

**Our Connect Core Team Members are:**

- Margaret Millspaw-Project Manager
- Vicki Keegan-Director of Marketing
- Vivek Deshpande-IT PRISM Staff
- Brittany Lueth-Marshfield-Student Services
- Joann Marishazy-Fox Valley-Student Services
- Kelli Coller-Barron-Student Services
Have a wonderful summer!!