

Academic Matters

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ACADEMIC AFFAIRS:

Margaret Cleek,
Provost/Vice Chancellor
(608) 263-1794

Greg Lampe
Associate Vice Chancellor
(608) 263-7217

Shirley Hensch
Coordinator
Professional Development
(608) 262-7558

Patricia McGregor
Registrar
(608) 262-9652

Nora McGuire
Chief Student Affairs Officer
(608) 263-0476

Gregg Nettesheim
Senior Information Mgr.
(608) 263-5991

Diane Pillard
Director
Continuing Education &
Extended Services
(608) 263-5393

Kevyn Cathreen Radcliffe
Grants Officer
(608) 265-6781

Barbara Stinson
Director
Distance Education
(608) 265-0659

Sharon Brickl
Newsletter Coordinator
(608) 263-1794

FROM THE PROVOST:

There are a number of things I miss about teaching. What I don't miss is what you will be facing in a few weeks: grading final exams and papers. The stacks of paper will go down eventually (as I recall) if you can maintain your stamina and mental health through it. Good luck!

When you take a minute to relax, look through *Academic Matters* and see what is happening across the institution.

- ∞ A UW System Teaching Fellow and a UW Teaching Scholar have been named from the Colleges. We also have named two internal teaching fellows as a result of an OPID grant.
- ∞ Two of your colleagues are going on sabbatical in 2004-2005.
- ∞ One of your colleagues has won the Carnegie Foundation 2003 Wisconsin Professor of the Year Award.
- ∞ We are now able to offer three E-Scholarships for online students.
- ∞ A Hybrid Course Grant Project has been announced.
- ∞ We have over 3,500 faculty and students in the Colleges now using D2L.
- ∞ UW-Sheboygan received a grant from the Aurora Healthcare Foundation.
- ∞ We have CCSSE Benchmark information. See how our student survey results compare to other colleges.

Have an enjoyable winter break.

Brey Named 2003 Wisconsin Professor of the Year

By Margaret Cleek

Jim Brey (Professor of Geography/Geology, UW-Fox Valley) has been named the 2003 Wisconsin "Professor of the Year" by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education (CASE). He was selected from among nearly 400 top professors in the United States. "Brey has often been cited for his innovative approaches and overall teaching excellence throughout his career. He pioneered the use of technology in many of his classes. Included among the recognition he has received are the National Council for Geographic Education Distinguished Teaching Achievement Award, 2001; the UW Colleges Kaplan Fellow Award, 1994-1995 and 2000-2001; E-Learning Design Award (a national award for teaching through the use of on-line technology), 2000; UW-Fox Teacher of the Year, 1997; Appleton Rotary Cutting Edge Teaching Award, 1995." (Quote from the UW-Fox Valley press release.)

New Non-Credit Communication Certificate Offered Online

By Diane Pillard

The University of Wisconsin Colleges has developed a new, non-credit Business Communication Certificate offered completely online through the Office of Continuing Education. Participants can enroll in several courses of their choice, or complete all five core courses and one elective to earn the certificate.

Our community business contacts have expressed a need to strengthen the communication skills of employees. We addressed those needs by developing several core courses that are aimed at strengthening business communication skills and promoting team building. Because those employees usually work full-time, we opted to offer these instructor-led courses online so participants can complete the coursework at their convenience.

Each course runs for six weeks and includes 6-12 lessons. Interactive quizzes, assignments, tutorials, and online discussion areas supplement the lessons. Required courses include: Constructing Clear Messages, Leading Others Whether or Not You're the Boss, Problem Solving & Decision Making, Understanding & Managing Conflict, and Effective Business Writing. To earn the certificate, participants must also choose between Creating a Motivating Environment or Building & Sustaining Teamwork.

UW Colleges' CCSSE Benchmark Information

By Greg Lampe

The UW Colleges prides itself on providing a supportive and engaging campus environment for all its students. To assess whether the institution was doing so, the Colleges participated in the 2002

Community College Survey of Student Engagement (*CCSSE*). The instrument provides a tool for assessing quality in two-year college education. *CCSSE* results help institutions focus on educational practices that promote high levels of student learning and retention, and identify areas in which two-year colleges can improve their programs and services for students.

Each year, *CCSSE* releases the results of its survey. Administered directly to two-year college students at *CCSSE* member colleges during randomly selected classes, the survey asks questions about institutional practices and student behaviors that are highly correlated with student learning and retention.

Benchmarking data is now available to assess the UW Colleges' performance against other institutions in the nation for students with 30 credits or more. Results are identified in the chart below.

	UW Colleges	Other large colleges	2002 Colleges
Student-faculty interaction	42.0%	39.9%	40.6%
Support for learners	40.5	38.9	39.8
Active and collaborative learning	38.4	40.2	40.9
Academic challenge	58.7	57.0	56.7
Student effort	50.5	48.5	48.7

As you can see, the UW Colleges did very well in the five benchmarking categories. The findings identify areas where we are strong and areas where there may be opportunities to improve programs and services to students. The Office of Academic Affairs is planning to administer the *CCSSE* in spring 2005.

Assessment Program Doubles in Size
By Gregg Nettlesheim

This fall 544 classes, or nearly one quarter of all classes being taught in the Colleges are participating in the general education assessment program. These classes are being taught by 455 different faculty and staff, and enroll 8,348 different students. When compared to last spring, the fall 2003 assessment program involves double the number of classes; more than double the number of instructors, and an increase of over 50% in the number of students included in the process.

	# of Classes	% of all classes	# of Instructors	% of all Instructors	# of Students	% of all Students
Spring 2003	271	13%	186	30%	5428	46%
Fall 2003	544	24%	455	73%	8348	66%

New E-Scholarship for UWC Degree-Seeking Online Students
By Barbara Stinson

The Senate Online Program Committee is delighted to announce a new e-scholarship, created to offer some financial support to our degree-seeking UWC Online students. There are very few, if any, other scholarships available for students enrolled exclusively in online courses. This e-scholarship is designed to award three \$100 scholarships each fall to degree-seeking UWC Online students (i.e., students matriculating in the UW Colleges Associate of Arts and Science degree entirely online).

Scholarships are awarded on the basis of overall merit including consideration of: application materials, academic record, UWC Online course participation, a letter of support written by a UWC Online instructor, and a brief essay submitted to the Scholarship Review Committee. The Review Committee is staffed by the UWC Senate Online Program Committee. Eligible students apply in the spring and must be enrolled in the following fall semester. Students request application and requirements from the UWC Online Academic Advisor by calling 1-877-449-1877 or by emailing academicadvisor@uwc.edu.

The first e-scholarships were awarded in fall 2003 to three students: Jo Anne Yungerman, Jeff Lancaster; Wendie McKernan.

The e-scholarship is funded by S&T Consulting, a small company wishing to remain anonymous. S&T Consulting recognized the need, established the scholarship, and has committed \$600 annual contributions to the scholarship's fund. Because only \$300 will be distributed annually, the hope is that the scholarship fund will grow over time and will become self-supporting for a period of time (once enough money is accrued). Others are certainly encouraged to contribute to the fund.

UW Sheboygan Awarded Grant from the Aurora Healthcare Foundation
By Kevyn Cathreen Radcliffe, J.D.
Grants Officer

The UW-Sheboygan Foundation has been awarded a \$4,143 grant from the Aurora Healthcare Foundation to purchase assistive listening devices for the fine arts theatre and a lecture hall at the UW-Sheboygan campus. The equipment will increase access to cultural events and public lectures by students and members of the community with hearing impairments. This project was a collaboration of Central Office, six UWC campuses and their foundations. The campuses involved were Sheboygan, Marinette, Fox Valley, Washington County, Fond du Lac and Manitowoc. These six campuses were chosen because of their proximity to Aurora Healthcare's service area. Unfortunately, the Aurora Healthcare Foundation was not able to fund each campus due to lack of funds.

This project was made possible through the hard work of many people including Ray Hernandez, Chuck Krebs, Paul Soik, Jim Perry, Tom Frantz, Karen Klamczynski, JoAnne Kluessendorf, Roland Baldwin, Glenda Gallisath, Bruce Peters, Dan Blankenship, Mary Weishapple, Tom Clausen, Tom Brigham, Sid Bremer, and Doug Larche, as well as the president of each of the six foundations. (My apologies if I've missed anyone). After the holidays, the Grants Office will be seeking funding for the campuses that did not receive funding from the Aurora Healthcare Foundation and will be expanding the project to include campuses that were not involved in the first project. If you have questions about how your campus can become involved in the next round, please call Kevyn Radcliffe at (608) 265-6781 or drop me an email.

For more information on the Grants Office, please see Administrative Policy #41 and the Grants Office file in Outlook Public Folders under the Administration (Colleges-wide) sub-file. Happy Holidays!

News From the Professional Development Office
By Shirley Hensch

2004-2005 Sabbaticals

The Office of Academic Affairs awarded two semester-long sabbaticals for the 2004-2005 academic year. During the fall semester, **Randall Rohe**, Geology/Geography, Waukesha, will be working on a book-length manuscript, and during the spring semester, **Ann Herda-Rapp**, Anthropology/ Sociology, Marathon County, will be researching the Becoming an Outdoors Woman (BOW) program with the eventual goal of producing a book about creating gender identity through an outdoors program and recreational use of Nature.

The UW Colleges' sabbatical program is funded through an internal budget allocation. Individuals who receive semester-long sabbaticals receive 100% of their salary during the semester they are on leave; individuals who receive year-long sabbaticals receive 65% of their salary while they are on leave. The deadline for submitting requests for 2005-2006 sabbaticals will be October 1, 2004.

Copies of past proposals that were funded can be found in Public Folders (Public Folders → All Public Folders → Professional Development → Sabbaticals).

University of Wisconsin System Teaching Fellow and Teaching Scholar

For the 2004-2005 academic year, **Holly Hassel**, English, Marathon County, was chosen by the UW Colleges as their UW System Teaching Fellow. The project she will be working on during her fellowship year will be a rigorous examination of the scholarship and practice of teaching American literature in the college classroom. **Mary Hoeft**, Communication and Theatre Arts, Barron County, will be the UW System Teaching Scholar for the UW Colleges and will spend her academic year redesigning the First Year Experience course.

The University of Wisconsin Teaching Fellows program provides the opportunity for untenured faculty and full-time instructional academic staff to develop their teaching, and to explore pedagogical practices that promote student learning by completing a classroom research project. Ultimately, these individuals become resources to their colleagues throughout the System. Teaching Fellows must have at least two years and no more than six years of full-time teaching experience at the college level, with at least one year at their current institution.

The University of Wisconsin Teaching Scholar program provides the opportunity for mid-career faculty and full-time instructional academic staff to contemplate the nature of their own teaching and their students' learning. This program is designed for individuals with over ten years of teaching experience. Throughout the year-long program, the Teaching Scholar undertakes a major course revision, culminating in a public presentation of their project at OPID's Spring Conference or another appropriate forum agreed upon by the Scholar in consultation with the Program Director and the OPID Staff.

Both these programs are funded jointly by the UW System Office of Professional and Instructional Development and by the UW Colleges. Fellows and Scholars attend Faculty College and OPID's Summer Institute, and both receive a stipend or course release time to allow them to pursue their project. The deadline for submitting requests for the 2005-2006 programs will be October 15, 2004. Copies of past proposals that were successful can be found in Public Folders (Public Folders → All Public Folders → Professional Development → UW Teaching Fellows/Scholars Program).

UW Colleges Teaching Fellows

Congratulations to **Paul Price** and **Cassandra Phillips** who have each been selected as the internal UW Colleges' Teaching Fellows for the 2004-2005 academic year. This is a new program that was just begun last year. The UW Colleges Teaching Fellows program provides the opportunity for untenured faculty and full-time instructional academic staff to develop their teaching, and to explore pedagogical practices that promote student learning by completing a classroom research project. Ultimately, these individuals become resources to their colleagues throughout the Colleges. Teaching Fellows must have at least two years and no more than six years of full-time teaching experience at the college level, with at least one year at the UW Colleges. At the end of their fellowship year, the UW Colleges Teaching Fellows will present at the UW Colleges Colloquium. The Colloquium is scheduled for Spring 2005, and the campus location is still to be determined.

This program is currently funded by an Undergraduate Teaching and Learning Grant received by the UW Colleges. UW Colleges Teaching Fellows receive a stipend to allow them to pursue their project. The deadline for submitting requests for the 2005-2006 programs will be October 15, 2004.

Hybrid Course Grant Project
By Pat Fellows

The Colleges created our first hybrid courses two years ago in a joint project with UWM . Last year, Fox, Marinette, Marathon and Waukesha received funding through our first internal, hybrid course grant project to develop courses to meet adult student needs. Seventeen faculty are or will be offering 16 hybrid courses this academic year as a result of that grant project. We now have guidelines for the development of hybrid courses for 2004-2005 which the deans and department chairs have reviewed.

On November 17, Provost, Margaret Cleek announced to the UW Colleges Deans the **2003-04 Hybrid Course Grant Project**. This project will allow approximately four campuses to develop associate degree (or certificate) courses to accommodate returning adult students and/or courses to meet pre-major program needs. The deadline for submission of campus proposals is December 15, 2003. Faculty involved in the project will participate in training and course development during the spring semester, and possibly into the summer.

For more information about the project, or to get a copy of the guidelines, contact your campus dean.

Did You Know?
By Gregg Nettesheim

In each of the last three years over 13,000 students have entered one of the 14 UW System institutions as transfer students. Most of these transfers were from within the UW System itself. In 2002-2003 over 42% of all UW System transfer entries were students who transferred from another UW (with transfers either from or into a UW Colleges campus accounting for half of these transfers).

A smaller number, approximately 7% of all new transfers in each of the last three years, have come from Wisconsin private colleges. The chart below summarizes the destinations of these transfer students. You may be surprised to learn that the UW Colleges is second only to the UW-Milwaukee as the most frequently chosen destination among students transferring from a Wisconsin private college into the UW System.

	Madison	Milwaukee	Eau Claire	Green Bay	La Crosse	Oshkosh	Parkside	Platteville	River Falls	Stevens Point	Stout	Superior	Whitewater	UW C
2000-01	102	247	36	69	49	57	37	30	6	54	28	11	52	129
2001-02	106	275	39	64	39	78	31	30	10	60	23	22	42	159
2002-03	86	238	44	41	34	68	54	25	9	50	35	43	49	156

Source: Joint Administrative Committee On Academic Programs (JACAP) reports from the UWS Office of Policy Analysis and Research; October 2001, October 2002, and October 2003.

Desire2Learn News
By Pat Fellows

This fall the UW System launched a new course management system (CMS), Desire2Learn (D2L). During the fall "Phase 2 Roll-out" of D2L, UW campuses were encouraged to get faculty started using the new CMS, but to do so on a pilot basis. The UW Colleges currently has over 3500 faculty and students using D2L, in approximately 200 courses. The number of courses and users is expected to double in Spring 2004.

Currently we are working with the [Learn@UW](#) Utility and our PRISM team to integrate D2L with PRISM. What that means for faculty is that all students will be automatically enrolled into their D2L courses. Also, the rosters in D2L will be updated on a daily basis to reflect adds and drops. The integration will also create student and faculty accounts in D2L, so there will be no delay in getting students and faculty started with D2L. The current plan is to complete the integration for the Spring 2004 semester. We'll keep you posted!

What Do Students Do After They Leave UW Colleges?
By Gregg Nettesheim

Have you ever wondered what becomes of students after they leave the Colleges? We have known for many years that large numbers of our students transfer on to other UW institutions. Now, with the help of the UW System Office of Policy Analysis and Research (OPAR), we are beginning to learn what they study at their next institution.

Last summer we began a data exchange with OPAR through which we can learn the baccalaureate major of students who began at a UW Colleges' campus, and then went on to complete a bachelor's degree at another UW institution. We expect this new information will help us as the Colleges plan for curricular changes in the future. Our first project with these data included an analysis of 2,960 students who began with the colleges as new freshmen between fall 1995 and summer 2001, and who graduated from another UW institution prior to the fall of 2003.

Top 20 Baccalaureate Majors for UW Colleges Students

The chart below summarizes the top 20 majors by frequency for the 2,960 students included in the study. When seen in this format it is hard to miss the overwhelming popularity of the Business major for our students. Note that this top 20 list is based on the aggregate numbers for the UWC. In other words, the top 20 majors and/or the order of the majors for each individual campus will be somewhat different.

Major or Major Area	BRB	BRN	FDL	FOX	MAN	MNT	MSF	MTH	ONL	RCK	RLN	SHB	WAK	WSH	UWC
Business	18	26	50	72	46	15	35	65	3	23	24	29	95	59	560
Education	10	26	22	27	12	12	29	44	3	14	13	7	36	25	280
Health Sciences	8	11	12	30	13	7	42	36	3	19	5	15	72	15	278
Com. Arts	7	6	14	30	9	12	12	25		17	8	17	42	13	212
Sociology	3	8	20	25	14	9	15	20	1	12	10	11	30	21	199
Psychology	9	8	16	25	11	3	18	18	1	5	9	17	21	13	174
Biology	6	13	7	17	11	10	15	27		4	4	10	16	8	148
Engineering	4	9	9	14	7	2	13	22	2	4	3	17	24	5	135
Comp. Sci.	3	6	8	19	9	2	9	12		4	3	7	32	9	123
Poli. Sci.	9	4	10	14	11	2	7	11		8	12	7	20	8	123
English	5	5	3	9	9	2	10	14		6	3	1	13	8	88
Art	3	7	7	6	3	4	2	9	1	8	2	7	7	12	78
Nat. Resources	2	4	4	7	9	3	6	10		2	3	3	9	6	68
Phy. Ed.	2	4	4	5	2		8	11		1	10	3	6	4	57
History	1	4	5	7	2	2	2	3		3	3	7	4	5	48
Geography	1	5	3	5	5	1	3			2		2	6	5	38
Spec. Voc. Major*	3	4	2	6	3			2		5		2	6	2	35
Mathematics		4	2	3	2	4	7	4		1	3		2	2	34
Ag. & Life Sci.	2	2	3	4		2	4	2	1		2	1	4	3	30
Zoology	3	2	1	3	1	1	5	2	1	2	3	1	1	2	25

*Specialized Vocational Majors are very specific technical or industry related majors

Relating the declared major to the actual major

A question we sought to answer with this new information was “What is the relationship between the declared major of students while they are still with the Colleges and the student’s actual major at the time they graduate with a baccalaureate degree?” Knowing the answer to this question will give us another tool for managing curricular change in the future.

In this initial population of 2,960 students, roughly half of the students had a declared major at the time they left the Colleges. Half of these students with declared majors graduated with that same major, while the other half changed majors prior to graduation. To visualize what this information tells us, imagine dividing our students into groups of four. In each group of four, one of the students has decided upon a major and will graduate with that major, another student has also picked a major and will eventually study something else, and two students have not decided (or not told us) their choice of major.

Looking at the top 20 baccalaureate majors in the chart shown above, the three majors for which there was the greatest agreement between the declared major while at the Colleges and the eventual major at time of graduation were History, Sociology, and English, all with over 60% of students who declared these majors graduating with these majors. The three majors for which there was the least agreement were the Specialized Vocational Majors group, Zoology, and Mathematics with fewer than 25% of students who declared these majors graduating with the same major.



Happy Holidays!!


