

# Academic Matters

A Publication of the University of Wisconsin Colleges - Office of Academic Affairs

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## ACADEMIC AFFAIRS:

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Interim Provost  
& Vice Chancellor

**Lisa Seale**  
Interim Associate  
Vice Chancellor

**Wava Haney**  
Coordinator  
Professional Development

**Cherie Hatlem**  
Registrar &  
Director of Admissions

**Laura Lee**  
Coordinator  
Institutional Assessment

**David Mathieu**  
Assoc. VC for Student Serv  
& Enrollment Management

**Gregg Nettesheim**  
Senior Information Manager

**Eric Smith**  
Grants Officer

**Barbara Stinson**  
Director, Distance Ed

**Tim Urbonya**  
Director, Continuing Ed.  
& Extended Services

**Patti Wise**  
Interim Special Assistant  
to the Provost for  
Student Affairs

## FROM THE INTERIM PROVOST:

I want to welcome you to the 2007-2008 academic year! The fall is upon us. As the daylight hours grow shorter, as the leaves begin to change color, and as summer memories slowly fade, the fall brings feelings of renewal and invigoration. Students young and old return to our campuses and there is a rousing sense of excitement, anticipation, and opportunity as we work collectively to transform our students' lives through education. We also know that our lives will be changed through our interactions with students—both inside and outside of the classroom. This is the promise of each new academic year. This is what motivates us as faculty, staff, and administrators of the University of Wisconsin Colleges.

This edition of *Academic Matters* is full of valuable information. You will read about the roles and responsibilities of the members of the Office of Academic Affairs. There are several new faces in the office and they are profiled in this issue. You will also learn about the progress we are making with a number of initiatives: professional development, the Foundations of Excellence in the First College Year project, service-learning, grant writing activities, the First Year Engaging Readers Conference, assessment activities, and the Equity Scorecard Project.

This year, we will also be exploring accelerated hybrid course offerings, having a UW Colleges' presence in Milwaukee, Madison, and northern Wisconsin, and investigating shared governance possibilities with our UW-Extension colleagues. We will continue to seek out partnerships that capitalize on the expertise within both institutions. As an institution, we will also be working on a strategic plan that will complement and expand upon Chancellor David Wilson's "Maximum Access" vision. In the coming weeks, you will be learning more about the planning process. In the Office of Academic Affairs, we will continue to be responsive to your needs and lead responsibly.

We are looking forward to the year ahead. I wish you a very successful and rewarding academic year!

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***Who's Who in the Office of Academic Affairs***  
***Compiled by Sharon Brickl***

***Greg, Lampe*** - Interim Provost and Vice Chancellor for Academic Affairs (608) 263-1794. Greg has primary responsibility over the activities and staffing of the Office of Academic Affairs for the UW Colleges. His responsibilities include oversight of the academic departments, personnel issues regarding hiring, retention, tenure and promotion of faculty, institutional research, inter-institutional collaborations and articulations, assessment of student learning, professional development of faculty and academic staff, student support services and enrollment management, budget for academic affairs, accreditation, and academic planning and program review. Greg is also working on the administrative integration of the UW Colleges and UW-Extension.

***Patricia Fellows*** – Instructional Technology and Training Coordinator (608) 263-3245. Pat is responsible for learning technology development and support. This includes the hybrid course project, Desire2Learn (D2L) Support, and investigating instructional technology trends and needs. She is also responsible for training via WisLine Web, face-to-face on campuses and online in formats like the Computing Tip of the Week. Other responsibilities include serving as the primary site administrator and lead trainer for D2L, representing the UW Colleges at UW System Learning Technology Development Council and D2L Site Administrator meetings, and serving as co-manager of the UWEX Outlook Exchange training project.

***Laura Lee*** –Institutional Assessment Coordinator (715) 389-6524. Laura is an Associate Professor in the Biology Department at the UW-Marshfield/Wood County campus. In addition to teaching three courses on the campus, she is coordinating the UW Colleges' Assessment Program. She works closely with the Senate Assessment Committee, Department Assessment Coordinators, and Campus Assessment Coordinators helping them plan and implement the Colleges' assessment program and responding to areas of concern. Laura also works with the Senior Information Manager and Associate Vice Chancellor of Academic Affairs.

***Wava Haney*** – UW Colleges Professional Development Coordinator. During the academic year, Wava can be reached on Tuesdays and Thursdays by email or phone (608) 263-5393. As the institution's Professional Development Coordinator, she identifies and communicates workshops, conferences and award opportunities of potential interest to faculty and staff and administers transmittal of grants and awards materials to various Senate committees and the UW System; she provides support to the Senate Professional Development Committee, the Senate Teaching Awards Committee and the UW Colleges Colloquium Planning Committee; serves as the UW Colleges Administrative Representative to OPID and acts as liaison for UW System programs and awards. Wava is a Professor Emerita of Anthropology and Sociology; for ten years she taught at UW-Green Bay and then at UW-Baraboo and UW-Richland, the later for 25 years. She was also a faculty associate with a research institute at UW-Madison for many years.

***Cherie Hatlem*** - Registrar and Director of Admissions (608) 262-9652. Cherie manages the records and admissions components of the PeopleSoft Relational Information System (PRISM). She interacts with department chairs and campus student service personnel regarding the following: transferability

and recording of credits, admission processing for international applicants, enrollment issues and reporting, residency and tuition remission appeals, course maintenance, processing of official academic transcripts and student service matters. Additionally, she works with the appropriate committees regarding policy, registrar-related functions, and student service issues.

**David Mathieu** – Chief Student Affairs and Enrollment Management Officer (608) 265 3226. David's responsibilities include the following areas: enrollment management, admissions, registration and academic records, financial aid, services for students with disabilities, legal compliance, Title IX compliance, Plan 2008: Educational Quality Through Racial and Ethnic Diversity, including oversight of programs for multicultural and disadvantaged students, the UW Colleges Student Support Services Program and precollege programs, the institutional alcohol and other drug education program, and institutional student government and student leadership. David also handles student misconduct, student insurance, external scholarship programs, and support services to UW Colleges campuses' student services staffs.

**Gregg Nettesheim** – Senior Information Manager (608) 263-5991. Gregg works in the area of institutional research, collecting, creating and distributing management information for UW Colleges' staff and faculty. This includes compiling and organizing data in the areas of enrollment management, curricular analysis, student learning assessment, and assessment of the first year experience.

**Lisa Seale** - Interim Associate Vice Chancellor for Academic Affairs (608) 263-7217. Lisa's principal responsibilities include reviewing and interpreting academic policies and procedures, academic program development and review; library planning; articulation and transfer issues; instructional staffing and budgeting; organizing and facilitating the New Deans and New Chairs Orientations; advancing the Engaging Students in the First-Year initiative; assisting in the institution's assessment of student learning program; and supervising the Director of Library Support Services, the Coordinator for Professional Development, the Assistant Coordinator for Engaging Students in the First Year, and the Institutional Assessment Coordinator.

**Eric Smith** – Grants Officer (608) 265-6781. Eric's role is to increase public and private support for Colleges-wide initiatives. The Grants Office provides support to campuses, central administration, and campus foundations by researching potential public and private funding opportunities, developing proposals, promoting multi-campus collaborations, providing grant writing technical assistance and grant development training. The primary focus of the Grants Office is on seeking funding from sources external to the UW System. To facilitate the implementation of a UW Colleges-wide grants strategy, the Grants Office is the central point of contact for all grant applications and maintains a UWC grants database.

**Barbara Stinson** – Director of Distance Education (608) 265-0659. Barbara is responsible for the planning and administrative management of UW Colleges Online and of all non-online DE, including compressed video (CV) and WisLineWeb (WLW) throughout the UWC thirteen campuses. She interacts with department chairs and campuses regarding issues of curriculum, staffing, enrollment and scheduling and with the faculty/staff teaching in all DE programs. Additionally, she works with the appropriate governance bodies on issues of policy and with other institutions with which UWC has collaborations.

**Christel Taylor** – Assistant Coordinator, Engaging Students in the First Year (ESFY) (262) 521-5479. Chris works to promote and coordinate the ESFY initiative institution-wide. She works with the

Interim Vice Chancellor for Academic Affairs, the Senior Information Manager and the campus ESFY coordinators to assess and improve ESFY-related programming and to provide support for ESFY programming on the campuses. Chris also teaches English and First-Year Seminar at UW-Waukesha.

**Tim Urbonya** - Director of Continuing Education & Extended Services (608) 263-9676. Tim serves as a resource coordinator for the Continuing Education Outreach Program managers located at each of our 13 campuses. His major responsibilities include monitoring CE budgets and non-credit programming and serving as the Colleges liaison with UW-Extension Offices. In addition, this position coordinates the institution-wide study abroad programs for the UW Colleges.

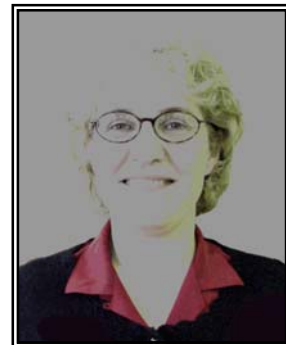
**Patti Wise** – Special Assistant to the Provost and Vice Chancellor for Academic Affairs (608) 263-0476. Patti is responsible for carrying out a variety of special projects for the Provost and Vice Chancellor for Academic Affairs and the Office of Academic Affairs. She is involved in the areas of legal compliance, student complaints, academic misconduct, and grade appeals. Patti is the contact person for general questions regarding student affairs or parent concerns. She is responsible for organizing and coordinating the New Faculty Orientation and for updating the Student Rights and Regulations publication. Patti also works with the UW Colleges Alcohol and Other Drug Education Program.

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### ***New Faces in Academic Affairs*** ***By Sharon Brickl***

We are pleased to welcome two new staff members to the Office of Academic Affairs. Cherie Hatlem is the Registrar and Director of Admissions, and David Mathieu is the Chief Student Affairs and Enrollment Management Officer.

**Cherie Hatlem** received her undergraduate degree in Music Education from Drake University, and she holds a graduate degree in College Student Personnel Services from the University of Northern Iowa. Her experiences in higher education range from public to private, small to large. Prior to coming to UW Colleges, Cherie was the registrar at Albion College (MI) for five and a half years. She is active in AACRAO, having held both appointed and elected positions as well as presenting sessions. She has experience with numerous software systems – Datatel Colleague, SCT Banner, AS400, in-house systems, and DARS degree audit (developed and implemented at the University of Iowa).



Cherie is married, and her husband teaches Sports Management at the college level. They have no children, just one spoiled cocker spaniel who is here with her (Her husband has not moved to Wisconsin at this time – they are trying to sell their home in Michigan). Cherie likes to read, preferably outdoors with no interruptions, and she is anxious to find the time to read the latest Harry Potter book!



**David Mathieu** lived for many years in South Dakota where he taught Lakota Language, Tribal Government and Policy, and American Indian Education Methods courses. After serving as the chief student affairs officer at a private college, he moved to northern Japan where he lived for nearly five years and was one of the two founding administrators of Minnesota State University-Akita. Later David became Dean of Eleanor Roosevelt College, the international residential college of the University of California, San Diego. He subsequently became the chief student affairs officer and graduate studies officer at Montana State University, Billings. Just prior to coming to the University of Wisconsin Colleges, David served for eight years as Vice President for Academic and

Student Affairs at Normandale Community College in Minneapolis and in the Office of the Chancellor of the Minnesota State Colleges and Universities in charge of the development of a system-level international programs office, policy review, and consulting with the System's tribal/community college.

David is married with three grown children and three grandchildren. His wife, Sue Ann, is a special education teacher. David enjoys spending time with his family, cooking, reading historical mystery novels and being involved in tribal communities.

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### ***Professional Development: Academic Year Overview*** ***By Wava Haney***

*Academic Matters* provides me an opportunity to familiarize faculty and staff with the major activities of the professional development office and its working relations with the grants office, Senate committees and the Provost's and UW System offices.

During the 2007-2008 academic year, I continue as the UW Colleges Professional Development Coordinator on a quarter time basis. I plan to work in the central office on Tuesdays and Thursdays and, when deadlines dictate, to track email on Wednesdays and Fridays. Please feel free to contact me by email: [wava.haney@uwc.edu](mailto:wava.haney@uwc.edu) or on TR by phone: 608-263-5393.

This year I will continue to issue information about professional development programs specific to the UW System and the UW Colleges as *Weekly Notes*. I will send them out to all faculty and academic staff and post them in Public Folders, where they will remain for the academic year (see Public Folders, All Public Folders, Professional Development, *Weekly Notes* UW System.)

*Weekly Notes*: UW System 1 was sent out the third week of August. Periodically, I will send out and post information on national programs and publications. An overview of UW System and UW Colleges professional development programs and their approximate deadlines was sent out with the first *Weekly Notes* and is posted in Public Folders under *Weekly Notes*: UW System.

Once the proposals and portfolios have been submitted to me by the posted deadlines, I work with the appropriate Senate committee (e.g., Senate Professional Development, Senate Teaching Awards or UW Colleges Colloquium Planning Committee), the Provost and UW System staff as the selection process moves through each of those levels. I will be happy to work with colleagues at the pre-proposal stage and when portfolios are being assembled; however, I do request that you contact me well in advance of the deadline date!

UW Colleges Grants Officer Eric Smith and I work cooperatively on providing professional development services. I track program information and administer system wide and institutional professional programs; please contact me about the details of these programs and send me your reports once they are finished! Eric works with individual faculty on identifying grant opportunities, is available to provide grant workshops and can be contacted about one-on-one assistance on grant projects.

This year at the end of each semester, I plan to post on the UW Colleges website a list of select professional development activities of faculty and staff for that semester. In early October, I will send out a form to be used in submitting material for the posting. Forms will be due by December 1, 2007, for fall semester and May 1, 2008, for spring semester.

Finally, I have been asked by the editor of the UW Colleges/UW-Extension *News and Ideas* to provide her with information for particular parts of the newsletter. So, periodically throughout the year in the email text that accompanies *Weekly Notes* I will request faculty and staff to send me information on activities that meet her criteria for inclusion (e.g., recently published books and state, regional and national professional awards).

Please let me know by email if there are other ways that I can be helpful. I do ask that you remember that an email sent on Friday afternoon may not be attended to until Tuesday morning!

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***Foundations of Excellence Final Report Completed***  
***By Chris Taylor***

The Foundations of Excellence final report has been submitted to Chancellor David Wilson. The report discusses the findings of the Foundations of Excellence Task Force and puts forth recommendations for improving the Engaging Students in the First Year (ESFY) initiative through specific attention to teaching and learning, the curriculum, the co-curriculum and student engagement, and through institutional structures.

Our recommendations include:

- Create a UWC Teaching & Learning Center to distribute information, coordinate programs and increase sharing of scholarly teaching practices across UWC campuses.
- Review curriculum in light of what we know about first-year students.
- Make co-curricular learning experiences (e.g., campus activities, out-of-class assignments and activities, advising, registration) a higher priority.

- Expand the roles of the UW Colleges ESFY Coordinator and Professional Development Coordinator and create the role of UW Colleges Advising Coordinator.
- Strengthen relationships between Student Services and Academic Affairs at the institutional and campus levels.

In addition to the report, the Foundations of Excellence Working Group has identified specific priorities for the 2007-2008 academic year. Copies of the report and the 2007-2008 priorities were distributed at Convocation and are also available on the UW Colleges website:

<http://www.uwc.edu/administration/academic-affairs/esfy/foundations/report/>  
<http://www.uwc.edu/administration/academic-affairs/esfy/foundations/priorities/>

A compressed video Town Hall Meeting to discuss the Foundations of Excellence report and recommendations is scheduled for **Wednesday, September 26.**

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***Increasing Opportunities for Service-Learning in the UW Colleges***  
*By Lisa Seale*

On **Wednesday, September 26**, 3:00 p.m. – 4:00 p.m., Interim Provost and Vice Chancellor for Academic Affairs Greg Lampe, ESFY Assistant Coordinator Christel Taylor, and yours truly will host a UW Colleges-wide **Foundations of Excellence Town Hall Meeting** to discuss the recently completed report entitled “Improving the Engaging Students in the First Year Initiative at the University of Wisconsin Colleges.” You are cordially invited to join us!

Those who have already had a chance to review the report (distributed at Convocation and also available in Public Folders > All Public Folders > Initiatives (Colleges-wide) > ESFY > Foundations of Excellence > Improvement Plan > Final Improvement Plan) will have noticed that of eight priorities identified for 2007-2008, the first is to “advance pedagogies of engagement.” These are, to quote from the report,

[ . . . ] according to former President of the American Association of Higher Education and Director of the Pew Forum on Undergraduate Learning Russ Edgerton, approaches to teaching and learning that actively involve or engage students in new ways of learning. Examples are service learning, problem-based learning, peer-assisted learning and study groups, field-based learning, collaborative learning, out-of-class engagement activities (like a cross-curricular passport), learning communities, active learning, and many others. (“Priorities for 2007-2008”)

Within the first priority of advancing “pedagogies of engagement” are a number of suggested approaches, the last of which is to “Increase awareness of and opportunities for service learning (especially with UW-Extension).”

Over the past several years, the UW Colleges has seen a steady increase of service-learning, community-based learning, and other forms of engaging students in credit-bearing coursework that benefits both a community and the university. This important work began when the UW Colleges became a founding member of a statewide consortium of colleges and universities that promotes

service-learning, Wisconsin Campus Compact, or WiCC (for more information about WiCC, please see <http://www.uwp.edu/departments/community.partnerships/wicampuscompact/about.cfm>). As one of its functions, WiCC sponsors a national grant program that places AmeriCorps\*VISTA members in Wisconsin communities to work with local agencies and groups that address poverty.

Last year, in addition to having several VISTA members working on our campuses to increase service-learning opportunities, the UW Colleges had the good fortune to host a Colleges-wide AmeriCorps\*VISTA Leader, Lauren Hauser, who teamed up to work collaboratively with the UW-Extension AmeriCorps\*VISTA Leader, Christopher Natynski, both housed at the central office in Madison. Among their many other projects, they spearheaded the signing of a memorandum of agreement between UW-Marathon County and Marathon County UW-Extension Cooperative Extension to build service-learning and community-based learning opportunities in Marathon County. We hope that this will prove to be a model for similar partnerships between UW Colleges campuses and County Extension offices in other parts of the state.

Meanwhile, a joint committee rising out of the Marathon agreement has organized the first service-learning conference co-hosted by UW Colleges and UW-Extension, to be held on **Friday, October 26 at UW-Marathon County, the Great Northwoods Service-Learning Conference**, targeting participants from the northern tier of the state, which will “bring together UW-Extension County Agents and UW Colleges faculty and staff, creating networking opportunities, as well as offering useful knowledge about service-learning and other community-based learning opportunities” (<http://www.uwex.edu/service-learning/gnw/>). The keynote speaker for this conference will be **Donald Mowry**, Director of the Center for Service-Learning Center and the First Year Experience, UW-Eau Claire. For more information about this conference, please visit the conference website or contact Linda Baum at [linda.baum@uwc.edu](mailto:linda.baum@uwc.edu).

This year, UW-Extension and UW Colleges will host a VISTA leader working on behalf of both institutions in Madison, **Carrie Hovland**. Carrie is a UW-Fond du Lac and UW-Madison alumna who holds a B.A. in Political Science (2005). She arrives with considerable experience in service-learning, having worked closely on the UW-Fond du Lac campus with Sociology professor **Mike Nofz** in developing excellent service-learning opportunities for UW Colleges students. As one of her first projects, she will assist in the expansion of the statewide service-learning committee for UW Colleges and UW-Extension. If you are interested in joining as a faculty representative, please email Carrie at [carrie.hovland@uwex.edu](mailto:carrie.hovland@uwex.edu). She will also be working with UW Colleges and UW-Extension faculty to add updates to the statewide service-learning website, which can be accessed at [www.uwex.edu/service-learning/](http://www.uwex.edu/service-learning/).

Recruitment is now underway for applicants to a second Colleges- and Extension-wide AmeriCorps\*VISTA position here in Madison. This new VISTA member will work closely with Carrie Hovland to assist the UW Colleges in designing and conducting community experiences that will work to reduce poverty and to provide professional development for faculty and staff. More specifically, this VISTA member will facilitate training sessions and assemble web-based resource packets for UW Colleges faculty and instructional academic staff on issues of poverty and hunger, and will serve on the planning group for a Spring 2009 conference, “Bridging Divides: American Poverty and Wealth,” to be hosted by the Wisconsin Institute for Public Policy and Service (WIIPPS) at UW-Marathon County (<http://www.wiipps.org/>). In addition, this VISTA member will also work closely with the Wisconsin Hunger Summit Planning Group of the Wisconsin Food Security Consortium

(WFSC, chaired by Kadi Row, University of Wisconsin-Extension Food Security State Specialist) and the UW-Extension Poverty and Food Insecurity Statewide Team.

In addition to having two Madison-based VISTA's year, the UW Colleges is fortunate to have three AmeriCorps\*VISTA members located on two campuses, UW-Marathon County and UW-Marshfield/Wood County. At UW-Marshfield/Wood County, **Julie Horton**, the new VISTA representative, is housed in the Continuing Education-UW Extension Office as a liaison for community outreach; her position is co-sponsored by the Marshfield Area United Way and the Volunteer Center of Marshfield. Julie is developing educational and volunteer programs in partnership with Marshfield community agencies, starting from the ground up to assess needs and to organize information in the areas of diversity education and service-learning on the campus. The campus theme this year is "Apple Pie and Enchilada," providing a focus for outreach to a growing Hispanic community. A major goal is the start of a long-term service-learning program, with Julie working to provide the community connections and support for UW-Marshfield/Wood County faculty and students. Julie has lived in the Marshfield area for 25 years and has had varied experience as a volunteer, having worked with the local clothes closet, with home delivered meals, with the schools and with the Literacy Council of Wood County tutoring English as a Second Language.

At UW-Marathon County, **Jenny Damrow**, who came on board in November 2006, developed a program whose goals were to develop service-learning programs for UW-Marathon County courses while providing low-income K-12 students in the Wausau area with health and wellness education. Partnered with the Wausau School District, the YWCA and the Marathon County Volunteer Center, seven service-learning programs were developed for the Spring 2007 semester. Sixty students from UW-Marathon County served over 390 hours developing and providing these programs to Wausau's low-income K-12 students. Over 100 elementary school students and countless families were reached by all of their hard work. The Fall 2007 semester planning is well underway with six programs currently in place to continue to serve Wausau's low-income K-12 students; UW-Marathon County service-learning students will be recruited in the upcoming weeks.

Also at UW-Marathon County, **Aylee Her**, a former UW-Marathon County student who is stepping out on his path toward his B.A. at UW-Stevens Point to fulfill a VISTA year, will be working closely with the Wausau Area Hmong Mutual Association (WAHMA) on a number of projects that address poverty through direct community partnership. For example, Aylee will develop service-learning opportunities for UW-Marathon County students to work with WAHMA's After School Program (Youth Tutoring); conduct a needs assessment in the Hmong-American community in Wausau; facilitate the organization of a Citizenship Program for WAHMA; and coordinate a Hmong Language and Culture class for Hmong-American youth in the summer of 2008.

UW-Fond du Lac's former VISTA members have paved the way for continued service-learning opportunities on this campus, as well. While the campus did not specifically re-apply for a VISTA to be housed on campus, it will benefit from a new VISTA position that will be housed at the Volunteer Center of Fond du Lac County. The Volunteer Center of Fond du Lac County will host a WiCC AmeriCorps\* VISTA member to work with three campuses in Fond du Lac, including UW-Fond du Lac.

Many other service-learning and community-based research opportunities are offered on other UW Colleges campuses, in addition to those named above. In the future, as part of its larger statewide mission of supporting both the UW Colleges and UW-Extension and the communities each serves, the

Wisconsin Institute for Public Policy and Service at UW-Marathon County will serve as a resource center for service- and community-based learning. I hope in the coming year that the foundations already laid will allow us to build steadily higher toward the Foundations of Excellence 2007-2008 priority of “Increas[ing] awareness of and opportunities for service learning (especially with UW-Extension).”

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***Grant Writing Resources***  
***By Eric Smith***

With a new academic year upon us, there is no better time than now to consider how external grants can enrich your experience and professional growth. Our UW Colleges Grants Office offers a variety of useful resources to help you design funding projects, search for grant sources, and assist you with writing and submitting a grant. During the month of September, the Grants Office will be sending out a brief on-line survey to all faculty and staff regarding their plans for developing a grant project, including what type of assistance is needed to support project development. The Grants Office will use this feedback to design its technical assistance work plan for the year. The following is a brief listing of the available resources that will be included on the survey.

Designing a fundable project	Searching for funding sources	Understanding grant guidelines
Foundation funding sources	The language of grant writing	Building a budget
Submitting federal grants	UW Colleges forms and requirements	Formatting a grant project

As always, the Grants Office looks forward to serving your grant writing needs. For assistance or information, please contact Eric Smith ([eric.smith@uwc.edu](mailto:eric.smith@uwc.edu))

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***First-Year Engaged Readers Conference***  
***By Christel Taylor***

On August 29, 45 faculty, staff and administrators from across the colleges gathered at UW-Fond du Lac to discuss our students as readers at the First-Year Engaged Readers (FYER) Conference. Supported by a UW System OPID grant, the conference grew out of the 2007 OPID Spring Conference where members of the UW Colleges team found themselves intrigued by various presentations related to both common campus reading programs and concerns about students doing their course readings.

FYER Conference participants first heard from Gregg Netteshim, Senior Information Manager in the Office of Academic Affairs, about what ACT scores and the Community College Survey of Student

Engagement (CCSSE) tell us about our students' reading abilities and behaviors. He pointed out the following:

- More than ½ of our students are coming to us with inadequate reading skills.
- Older students are generally better readers than younger students.
- In many classrooms and for many students, in particular for students of color, the instructor is called upon to teach reading as well as the course content.
- Generally, students feel they are coming to class prepared.
- About ½ of students feel the university emphasizes using information gained from reading to do something new.
- Students are more than twice as likely to discuss readings or class material with classmates or family members than with faculty.
- Nearly all students are reading at least some of the assigned books or book-length material, but a third of students do not read any books that are not assigned.

UW-Barron County's Mary Hoeft, chief conference organizer, then shared the results of her research into her students' practices in doing assigned course readings. In addition to surveying her students about whether they had done the assigned reading, she also asked them to paraphrase what they had read so she could verify whether they had actually read and understood the text. Her research confirmed what many of us would guess: when students have a graded activity related to an assigned reading, such as journals or quizzes, they are more likely to do the reading. What this suggests is that we should give reading a more important role in the course grade. Hoeft's research will be replicated at the other UW Colleges campuses during the coming year. Representatives from each campus will forward the results to Gregg Nettesheim, and the group will work together to develop ways of encouraging our students to do their course readings.

The conference also featured a panel on common reading programs across the institution. James Gollata (UW-Richland), Rebecca Abler (UW-Manitowoc), Mary Hoeft (UW-Barron County), Lou Pech (UW-Marathon County), and Margaret Hankenson and Joe Foy (UW-Waukesha) spoke about common reading programs on their campuses. They specifically discussed funding sources and, more importantly, co-curricular programming that supports the campus read program. In an interesting parallel to Hoeft's research on assigned course readings, the greatest student participation in co-curricular programming has come when students are either required to attend events and discussions related to the campus reading or when extra credit is offered.

People who are interested in learning the results of the UW Colleges reading research can contact Mary Hoeft or Gregg Nettesheim.

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***UW Colleges Assessment Activities 2007-2008***  
***By Laura Lee***

I would like to take this opportunity to introduce myself as the new Institutional Assessment Coordinator (IAC). I reside at the UW-Marshfield/Wood County campus, and am an Associate Professor of Biology. Prior to becoming the Institutional Assessment Coordinator, I was the Biology Department Assessment Coordinator for many years. I would like to thank Renee Gralewicz, the

outgoing IAC, for her years of hard work and her many contributions to the UW-Colleges Assessment program.

The Senate Assessment Committee (SAC) and the Department Assessment Coordinators (DACs) met twice during the summer to wrap up the 2006-2007 department assessment cycle and to begin the 2007-2008 cycle. From reading the 2006-2007 reports submitted by the DACs, I can see that there are wonderful things going on in many of the departments, including a lot of dialogue about assessment. In 2007-2008, the departments will return to the assessment of analytical and aesthetic skills, as well as continue with their department-level assessment.

This summer we also wrapped up the 2006-2007 Campus Assessment Cycle. The campuses are working hard on this, especially in the areas of assessing the strategic plan, campus themes and students' reading habits. We will continue to target these areas of assessment in 2007-2008.

One of our goals for this year is to use the results of last year's Zoomerang Survey to improve the assessment process and make it more meaningful. 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.

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### ***Measuring Excellence in Access and Transfer with the Equity Scorecard Initiative*** ***By Gregg Nettesheim***

Access and transfer are at the heart of the unique UW Colleges' mission. Assessing our success in fulfilling this dual mission, while looking through the lens of race, has been central to the task of the Equity Scorecard Project initiative.

To put a face on that dual mission, look around at each of the new freshmen on your campus and imagine 40 to 45% of those students eventually transferring to a four-year UW institution. That has been the Colleges' UW System transfer rate for the past several years. Taken as a whole, the UW System institutions are the destination taking the largest number of UW Colleges transfers.

This past summer the Equity Scorecard Project Evidence Team worked to bring these two distinct missions, access and transfer, together into a single measure of excellence. We began by looking at a five year sample of students who had attended at least two semesters between fall 2000 and spring 2005, dividing them into two groups:

1. those students who could have begun their education at another UW institution and chose a UW Colleges campus, and
2. those students who would not have been admissible anywhere else in the UW System

To make this distinction, student high school rank and composite ACT scores were used. Students who a. were ranked in the bottom half of their high school graduating class **and** b. had composite ACT scores of less than 20 were put into the "non-admissible" group. These two indicators of readiness have been the published minimum standards for admission to the least selective of the four-year UW institutions for the past few years. Students in the 2<sup>nd</sup> group began their University of Wisconsin

education with the Colleges when no other path was open to them – an unusually clear measure of fulfillment of our mission of access.

Before measuring rates of transfer for these students, we first checked the cumulative gpa for each student. This allowed us to form a subgroup of students with a cumulative grade point average (gpa) of 2.0 or higher. A cumulative gpa of 2.0 is generally understood to be the minimum threshold for a standard transfer admission at the comprehensive UW institutions.

We were now ready to measure UW System transfer rates for these students, disaggregating by race to check for equity in outcomes. The results of this measure are shown in the table below.

**Students attending 2 or more semesters between Fall 2000 and Spring 2005**

White		Black		Asian		Southeast Asian		Native American		Hispanic	
Total	Transfers to UWS	Total	Transfers to UWS	Total	Transfers to UWS	Total	Transfers to UWS	Total	Transfers to UWS	Total	Transfers to UWS
<b>All students attending 2+ semesters</b>											
12010	45%	54	22%	147	44%	165	42%	42	43%	149	38%
4424	35%	49	24%	55	22%	116	34%	17	41%	83	28%
<b>Students attending 2+ semesters with a cumulative gpa of 2.0+</b>											
9774	54%	32	34%	115	55%	124	52%	30	57%	110	47%
2656	54%	24	50%	27	41%	59	63%	11	64%	43	49%
<b>Admissible</b>											
<b>Non-Admissible</b>											

The Evidence Team noted the significant inequities this measure revealed. Beyond this we were surprised by the data for students with a cumulative gpa of 2.0 and higher. At the point of transfer from one post-secondary institution to another, the student’s transcript from the transferring institution is of primary importance, with the factors used to make the initial admission decision (high school rank and ACT admission test scores) becoming much less important. Therefore, when looking at students with a cumulative gpa of 2.0 or higher, the Evidence Team expected to see approximately equal transfer rates when comparing students who would have been admissible at another UW institution to those who were not. However, this was only true for white students (54% for both groups). For all other races, with the exception of Asian students, non-admissible students actually transferred to another UW system school at higher rates than their admissible counterparts. This is one of many findings that has surprised the Evidence Team and will necessitate further study. Along with surprise, the Evidence Team also noted that each one of these transfers, students who were not initially admissible at any other UW institution, is a measure of excellence in fulfilling the UW Colleges dual mission of access and transfer.

The full Equity Scorecard Interim Report on Excellence can be found in the public folders at:

[All public folders / Initiatives \(Colleges-Wide\) / Equity Scorecard / Interim Report on Excellence](#)

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## **Important Dates!!!**

**Foundations of Excellence Town Hall Meeting – Wednesday,  
September 26, 2007, 3:00-4:00 p.m.**

**ESFY Spring Conference—Saturday, March 8, 2008  
location TBA**

**First-Year Seminar Instructor Retreat—Friday, June 6, 2008  
location TBA**

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Fall 2007