

Academic Matters

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

Volume 4, No. 1

September 2004

FROM THE INTERIM PROVOST:

On behalf of everyone in the Office of Academic Affairs, I wish to welcome you to the 2004-2005 academic year. I trust you all had an enjoyable, restorative, and productive summer and that your semester is off to a strong start!

As I reflect on this past summer's activities, I cannot help but think of Bob Dylan's song, "The Times They Are A-Changin'." Indeed, this summer was a time of change for the institution and, specifically, for the Office of Academic Affairs. Early this summer, we learned that Registrar Patty McGregor was leaving the Colleges to become Registrar at Trinity College in Hartford, Connecticut. Next, Shirley Hensch, Professional Development Coordinator, was hired as the instructional designer for the Colleges' Distance Education Program. As soon as Chancellor Messner's appointment as president of Holyoke Community College was finalized, plans commenced immediately for an orderly transition. As you know, Margaret Cleek was named the Interim Chancellor. She, in turn, appointed me the Interim Provost and Vice Chancellor for Academic Affairs. On the pages that follow, you will find a revised, "Who's Who in the Office of Academic Affairs." Here, in brief, is an updated listing:

- ∞ Wava Haney, UW-Richland, is serving as Interim Associate Vice Chancellor.
- ∞ Joey Whitcomb, Registrar's Office, is serving as Acting Registrar.
- ∞ Annette Kuhlmann, UW-Baraboo/Sauk County, is serving as Professional Development Coordinator.
- ∞ Renee Gralewicz, UW-Barron County, is serving as the Interim Institutional Assessment Coordinator.

As you can see, we have excellent people in place to insure that the Office of Academic Affairs continues to provide excellent support and leadership for the Colleges' academic program.

As much as things have changed in Academic Affairs, many things remain the same. We will continue to work to advance the Engaging Students in the First Year (ESFY) initiative. This year, we will be working to expand



ACADEMIC AFFAIRS:

Greg Lampe
Interim Provost & Vice
Chancellor

Wava Haney
Interim Associate Vice
Chancellor

Renee Gralewicz
Coordinator
Interim Institutional
Assessment

Annette Kuhlmann
Coordinator
Professional Development

Joey Whitcomb
Acting Registrar

Nora McGuire
Chief Student Affairs
Officer

Gregg Nettesheim
Senior Information
Manager

Diane Pillard
Director
Continuing Education &
Extended Services

Barbara Stinson
Director
Distance Education

the curricular and co-curricular dimensions of the initiative, and we will be holding our annual ESFY Spring Conference. Chris Taylor, UW-Waukesha, is assisting me with coordinating the ESFY initiative.

Assessment will continue to be at the forefront this year. The Senate Assessment Committee and Department Assessment Coordinators met twice this summer to plan and implement the UW Colleges' 2004-2005 assessment program. We are making great progress in this area and must continue to keep the assessment of student learning a major focus at the department, campus, and institutional levels.

We are excited about working with you this year and remain committed to continuing the institution's efforts in student engagement. Our focus on students and their success is the central concept that informs and connects what we do in Academic Affairs.

Welcome back! We wish you a very productive, successful academic year.

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

Due to all of the recent changes in the Office of Academic Affairs, we thought it would be a good time to publish the following updated listing.

Wava Haney – Interim Associate Vice Chancellor for Academic Affairs; can be reached at (608) 263-7217 on Tuesdays, Thursdays, and many Fridays. During this transitional year, Wava is responsible for interpreting academic policies and procedures, participating in academic program development and review, coordinating with Gregg Nettesheim and Renee Gralewicz the institution's assessment of teaching and learning, providing assistance with library planning and policy making, working with departments and campuses on the 2003-2005 UW Colleges Catalog, coordinating OPID SoTL grants with departments, and providing assistance to the UW Colleges Colloquium Planning Council. Wava teaches at UW-Richland on Mondays and Wednesdays.

Renee Gralewicz – Interim Institutional Assessment Coordinator, (715) 234 – 8176, ext. 5423. Renee is an Associate Professor in the Anthropology and Sociology Department at the UW-Barron County campus. This year, 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 and Department Assessment Coordinators helping them plan and implement the Colleges' assessment program, and responding to areas of concern as well as coordinating campus assessment efforts. Renee also works with the Senior Information Manager and Interim Associate Vice Chancellor for Academic Affairs to coordinate the institution's assessment program.

Annette Kuhlmann – Professional Development Coordinator, (608) 262-7902. Annette identifies workshops, conferences, and award opportunities of potential interest to the UW Colleges community. She provides support for the Professional Development Committee, maintains the Professional Development public folder and the Professional Development web site, coordinates

reporting of departmental and functional unit professional development funding, and acts as liaison for UW System grants and awards.

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, registrar functions, budget for academic affairs, accreditation, and academic planning and program review.

Nora McGuire – Chief Student Affairs Officer, (608) 263-0476. Nora's responsibilities include the following areas: legal compliance, programs for multicultural and disadvantaged students, services for students with disabilities, the institutional alcohol and other drug education program, and institutional student government and student leadership. She also handles student misconduct, student insurance and external scholarship programs.

Gregg Nettesheim – Senior Information Manager, (608) 263-5991. Gregg divides his time between the areas of transfer advising and institutional research. In the area of transfer advising, Gregg works with staff at the UW-River Falls and the UW System offices, developing enhancements to the UW Transfer Information System (TIS). These enhancements, when implemented, will enable students to receive electronic transfer advising via the web. In the area of institutional research Gregg collects, creates, and distributes 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.

Diane Pillard – Director of Continuing Education & Extended Services for the UW Colleges, (608) 263-5393. Diane serves as a resource coordinator for the Continuing Education Outreach Program Managers located at each of our 13 campuses. Although her major responsibilities include monitoring CE budgets and non-credit programming, she also serves as the Colleges' liaison with UW-Extension Offices. In addition, Diane coordinates the institution-wide study abroad programs for the UW Colleges and has received several grants for the development and implementation of K-12 teacher professional development opportunities and study abroad.

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), WisLineWeb (WLW), and computer based training courses (CBT) 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, with other institutions with which UWC has collaborations, and with University of Wisconsin Learning Innovations (UWLI).

Joey Whitcomb - Acting Registrar, (608) 262-9652. Joey's position is the back up to the Registrar. She is also involved in the implementation of PRISM as well as being responsible for day-to-day operations in the Registrar's Office. In addition, she handles the majority of credit evaluations and international student and online applications.

Sharon Brickl – Executive Staff Assistant, (608) 263-1794. Sharon provides administrative assistance to the Provost and Associate Vice Chancellor, coordinates the processes for tenure/promotion, post-tenure review, and emeritus requests. She is also the liaison between department chairs and the Office of Academic Affairs and is the newsletter coordinator. In addition, Sharon maintains the Senate Policies and UWCAP policies in public folders.

UW Colleges Disability Services Student Satisfaction Survey
By Brian Schultz, Office for Students with Disabilities

In a new assessment initiative, the Office for Students with Disabilities collaborated with the campus contacts for students with disabilities to develop a student satisfaction survey for students enrolled in the spring 2004 semester with approved Individualized Accommodation Plans. The survey was sent to 189 students. The students’ names were not included in the surveys so that respondents could remain anonymous. A total of 43 surveys were returned. Students were asked to indicate their level of satisfaction with the following:

1. Ease of obtaining disability services information
2. Overall accommodation services at UW Colleges
3. Timeliness of accommodation service provision
4. Accessibility of course materials
5. Faculty/staff helpfulness with implementing approved accommodation services
6. Physical accessibility of campus
7. Faculty/staff attitude regarding students with disabilities.

The majority of the students’ responses indicated either satisfaction or extreme satisfaction with disability services as provided by UW Colleges. When asked to share a positive experience regarding accommodation services at UW Colleges, the following quotes are indicative of how several students responded:

- ∞ “My grades improved!”
- ∞ “All professors were very helpful and this helped me feel positive about my plan”
- ∞ “Personal attention in getting a plan that serves my needs”
- ∞ “Staff and faculty were more than helpful and happy to accommodate”
- ∞ “Some teachers go above and beyond to make sure you are not having a hard time”

Of the 247 responses to the seven areas surveyed, only 14 of the responses indicated that some students were not satisfied with a particular aspect of disability services. The majority of these responses were in the areas of note taking services and timeliness for receiving taped textbooks. The problems identified with these services are continuing to be addressed on an individual basis.

Russia, Greece Added to Study Abroad Program

By Diane Pillard

Two new, short-term study abroad courses have been added to the mix for this spring, presenting students with a variety of international learning opportunities.

Historical Roots of Contemporary Russian Social Problems, an interdisciplinary course taught by Jean Berger (history) and Rich McCarthy (sociology), is pending approval for the spring semester with travel tentatively scheduled for May 26-June 2, 2005. This three-credit course will provide background in Russian history and insights into major social problems facing post-Soviet Russia.

Following six-weeks of online instruction, students will travel to Russia where they will visit a number of historical sites and come face to face with some of the mammoth social problems confronting contemporary Russia, according to Berger.

The Ancient Greek Origins of Critical Thinking, taught by Juliana Hunt (philosophy), is also pending approval for the spring semester with travel tentatively scheduled for June 3-13, 2005. This three-credit course will explore the sources of ancient wisdom in the seminal texts of western civilization – including the teachings of Socrates and the works of Plato and Aristotle.

Following six weeks of online instruction, students will travel to Greece to study the contributions of these great thinkers, a tour that is sure to illuminate their powerful lessons for our age, states Hunt.

In addition to these two new courses, students will also be able to enroll in ***Belize: Central America's Rainforest & Reef***, a three-credit botany course that has been offered by UW-Richland Center for the past several years. Taught by David Kopitzke (biology), this course is tentatively scheduled for January 2-15, 2005.

Students from any of our campuses are eligible to enroll in these courses, while other courses are also being offered at specific campuses.

Class Sizes in Primary Recruiting Markets

By Gregg Nettesheim

Background

In fall 2003 the Enrollment Management Committee expressed an interest in refining the definition of a campus recruiting market. In the refined definition, high schools would be grouped into 3 separate markets based on the enrollment patterns of traditional age students over the past 5 years. The three markets would include a primary market comprised of those schools which supply approximately 75% of new entrants, a secondary market with those schools which supply 15 to 20% of new entrants, and a developing market for those high schools that supply 5-10% of new entrants.

Our hope was that this new definition, along with individual high school population data, would give campuses another tool for prioritizing recruitment efforts and for managing campus enrollments.

Providing High School Class Size Information

Every fall the Wisconsin Department of Public Instruction conducts a survey of all public schools and most private schools in the state, gathering population sizes at every grade level. This information is then compiled and made available to the public in the late winter or early spring.

Estimating the Size of the Primary Recruiting Market

By combining the DPI data with our own historical enrollment data we can estimate the size of the three different markets for each campus for the coming two or three years. The chart below summarizes the numbers of students in the primary market for each of the 13 campuses as of fall 2003. The class of 2004 includes those seniors who would have graduated in spring 2004 and are now entering higher education. The class of 2005 includes those students who are now seniors and who will be graduating this spring, and the class of 2006 includes those students who will graduate in spring 2006.

	Class of 2004	Class of 2005	Class of 2006
Baraboo	1449	1476	1500
Barron	2788	2614	2737
Fond du Lac	1705	1558	1760
Fox Valley	4824	4916	4988
Manitowoc	860	919	886
Marathon	3592	3551	3374
Marinette*	786	823	777
Marshfield	1746	1653	1586
Richland	2948	3033	3033
Rock	2221	2212	2161
Sheboygan	1441	1412	1464
Washington	2338	2343	2383
Waukesha	6419	6303	6626
UWC	33117	32813	33275

*populations for Marinette do not include schools in Michigan

As noted above, this information can be used by campuses to help plan recruiting strategies and enrollment management strategies. More detailed reporting for each campus, including information for individual high schools, can be found in the public folders at: Research->Institutional Research->Campus Reports->XXX->XXX Admissions and Recruitment->Fall 2003 HS Grade Sizes and Grad Rates.snp (where XXX is the campus acronym).

University of Wisconsin System Alcohol and Other Drug Use Survey
By Gregg Nettesheim

Background

In the spring of 2004 each of the UW System schools participated in an alcohol and other drug use survey. The survey was designed to gather information in three areas:

1. Use of alcohol and other drugs by students
2. The perceptions of students regarding the use of alcohol and other drugs by their fellow students
3. The effects or harms that have resulted from the use of alcohol and other drugs

The results of the survey were recently shared with representatives from each of the UW institutions. While the UWS is continuing to analyze the results, some interesting information has emerged which compares and contrasts the first two areas listed above.

Comparing reported use to perceived use

As part of the survey students were given a list which included tobacco, alcohol, and various drugs. They were then asked to indicate the following:

- a. How often they used each of these substances during the past year. {in aggregate these responses indicate reported use }
- b. How often they think the average student on campus uses these substances. {in aggregate these responses indicate perceived use }

The two charts below summarize the responses for the five most commonly used substances.* The first chart includes the data from all UW System institutions, while the second chart summarizes the data from the Colleges only.

UW System Wide Responses

		Never Use	Use 1 to 6 times per year	Use 1 to 2 times per month	Use 1 to 5 times per week	Use Every day
Tobacco	a. reported	54.8%	16.3%	6.4%	10.3%	12.4%
	b. perceived	4.4%	8.3%	15.2%	52.2%	20.0%
Alcohol	a. reported	10.9%	14.4%	22.7%	50.8%	1.1%
	b. perceived	.4%	1.1%	9.0%	85.3%	4.2%
Marijuana	a. reported	67.1%	17.8%	5.9%	6.2%	2.9%
	b. perceived	4.3%	26.8%	34.7%	31.9%	2.3%
Prescription pain medication (except as prescribed)	a. reported	94.2%	4.1%	1.0%	.3%	.3%
	b. perceived	43.6%	39.0%	11.9%	4.7%	.7%
Amphetamines	a. reported	92.7%	3.8%	1.4%	1.3%	.8%
	b. perceived	34.1%	39.3%	15.7%	9.4%	1.5%

UW Colleges Responses

		Never Use	Use 1 to 6 times per year	Use 1 to 2 times per month	Use 1 to 5 times per week	Use Every day
Tobacco	a. reported	52.2%	15.3%	3.5%	11.8%	17.1%
	b. perceived	4.9%	5.6%	5.8%	45.9%	37.9%
Alcohol	a. reported	17.9%	23.3%	16.2%	41.6%	1.1%
	b. perceived	.6%	1.9%	8.7%	79.6%	9.2%
Marijuana	a. reported	65.5%	16.0%	5.9%	8.4%	4.2%
	b. perceived	5.9%	19.0%	32.0%	39.9%	3.3%
Prescription pain medication (except as prescribed)	a. reported	92.3%	3.0%	2.4%	2.0%	.3%
	b. perceived	40.5%	34.6%	13.1%	11.1%	.7%
Amphetamines	a. reported	90.4%	5.2%	1.9%	1.3%	1.2%
	b. perceived	35.8%	30.5%	17.1%	15.3%	1.3%

These data suggest that student perceptions of alcohol and drug use by other students may be significantly different from the use that is actually occurring. In many cases the perceived use is greater than the actual use reported. For example, among UW System students 54.8% of those responding indicated that they never use tobacco. Yet when asked about the use of tobacco by the average student, only 4.4% reported that the average student never uses tobacco. Conversely, only 10.3% of students reported using tobacco 1-5 times per week. Yet 52.2% of students participating in the survey believe the average student uses tobacco 1-5 times per week.

Knowing that perceptions of what is “normal” can influence student behavior, this measurement of the difference between reported and perceived use of alcohol and other drugs is an important outcome of this survey.

*The complete list included tobacco, alcohol, marijuana, cocaine, amphetamines, sedatives, hallucinogens, opiates, inhalants, designer drugs (ecstasy, MDMA), steroids, non-prescribed prescription pain medication, and other illegal drugs.

