

# **Outreach Year in Review 2003-2004**

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## Introduction and Overview

In 2003-2004, in the spirit of *The Wisconsin Idea*, the Division of Outreach and Extension made major contributions to our region and achieved virtually every goal we set a year ago, and then some. Because of Provost Sue K. Hammersmith's understanding of what it is that Outreach does, we were allowed to bring the resources of Outreach into alignment with the Provost's and Chancellor's visions for the institution to support the strategic directions set by the Chancellor. We moved the campus forward to becoming "Green Bay's University of Wisconsin."

Perhaps our greatest contribution was helping UWGB reduce the perceived gap between downtown Green Bay and the campus by bringing about a greater UWGB presence in downtown Green Bay. We established some key relationships with downtown movers and shakers, designed and delivered the series "UWGB Downtown: Connecting for Lunch," put in place the groundwork for the UWGB Downtown Learning Center that opened this fall in Washington Commons, garnered UW-Extension EDvantage funds for a project "Harnessing Young Professionals Energy" or "H.Y.P.E.," became an integral part of the Mayor's *Entrepreneur Connection* event both in terms of planning and funding, and added "economic development" to the title of one of our program managers.

We were successful in the personnel changes and additions that we had set as goals for the year. Using program revenue only, we promoted our Director of Education Outreach and our Director of Summer Camps, both from Outreach Program Manager I to Outreach Program Manager II, hired a sorely needed academic staff Marketing/Web/Data Base Specialist, added a new position of Assistant Director of Education Outreach, and re-tooled a vacant program assistant position in the Small Business Development to meet changing needs. This has brought about greater stabilization of the Outreach and SBDC staffs and an ability to adapt to changing times and circumstances. We feel these changes position us for success in the future.

Outreach financially contributed to UWGB in the form of revenue streams and revenue shares with others outside our Division. We infused \$560,927 into UWGB's "economy" including Residence Life, food service, Copy Center, Computer Center, faculty overload and summer salaries, among other things. As part of that amount, we "shared back" \$100,000 in revenue with other departments and divisions including the budget of the Dean of Liberal Arts and Sciences, the Theatre Department, Education faculty, the American Intercultural Center and the Lawton Art Gallery. See Appendix B.

We participated (and are continuing to participate) in the planning for the new Business Assistance Center, set to open in fall of 2005 at NWTC. As part of this initiative, UWGB's Small Business Development Center will work side-by-side with the other BAC partners (Chamber of Commerce, NWTC, SCORE, Urban Hope, and Entrepreneurs of Color) to serve small businesses in our region. A business incubator that will encourage innovative and high growth business will anchor the brand new \$5 million facility. One

of the outcomes of this effort is the enhancement of Outreach's working relationship with NWTC people.

We served approximately 9,000 state residents with 360 courses and programs, generated \$1.6+ million in program revenue from registration fees and tuition, and helped the campus connect learning to life enhancing the lives of the citizens of the state through education. Our programs served human services and social workers, business people, budding entrepreneurs, municipal clerks and treasurers, PK-12 educators, high school students seeking college credit, and young music and art campers. New initiatives included participation in Green Bay's Sesquicentennial Celebration, Spanish Immersion Camp, statewide On-Line Gerontology Certificate Program, Emergency Management Certificate Program, Brown County Diversity Circles (that received UW-Extension funding), Leadership Development Institute, the downtown lunch series and numerous offerings for educators.

In addition, we agreed to take on the challenge of revitalizing what has been known as the Extended Degree Program and have compiled a plan to use the current program as a springboard for the development, through Fund 104, of a financially viable cadre of degree programs that serve the needs of the adults of our region. This is in keeping with the goals of UW System President Reilly who has placed producing more bachelor's degreed Wisconsin residents and "adult degree programs" among his top initiatives.

Through the director's participation, Outreach contributed to UWGB's Leadership Team, the Provost's Administrative Council and Academic Affairs Planning Committee, and the Technology Council. We also were active on the Adult Access Subcommittee of NEWERA that planned the seminar "Adult Learners in Transition" with Carol Aslanian for selected faculty and staff of our member institutions.

In summary, in 2003-2004 our Division of Outreach and Extension helped UWGB *connect learning to life* to enhance the lives of the citizens of the state through education. Our two strategic directions (from our 2002-2007 five-year Strategic Plan) served us well and we anticipate no departure from them in the coming year. All that we did propelled us in these directions:

- Become *the* preferred continuing education provider of choice for the people of northeastern Wisconsin and selected state audiences by continuously improving the effectiveness and impacts of our programs and services; and
- Help UWGB become the "Connected University" by becoming a major platform from which UWGB achieves its goals with the community, by becoming more visible internally and externally.

These directions are in keeping with the vision of UWGB Chancellor Bruce Shepard *The vision I would suggest is fairly simple: When anybody in our area has a need, they think first of contacting UWGB for help. In the arts, in local government, in business, in teacher education, in nursing, in eco-system management, in whatever. And, they think to do so because they have found us to provide prompt and valuable responses.*

## **Program Area Highlights**

Here are the specifics of our accomplishments in 2003-2004, program area by program area:

### **K-12 Education Outreach**

*Carmen Leuthner, Director of Education Outreach*

Nearly 1,200 educators from the field of PK-12 education participated in more than 200 professional development opportunities, primarily graduate credit courses. Participants represented more than 64 public school districts located in 11 out of the 12 Wisconsin CESAs. Seventy percent of those enrolled in our programs were employed in schools located in CESA's 6, 7, and 8. Surprisingly, one-third of participants hailed from outside of northeastern Wisconsin. See Appendix B for a complete listing of school district involvement.

Our participant evaluations indicated the following:

- Ninety-five percent of participants believed their course provided a stimulating atmosphere for critical and independent thinking.
- Ninety-one percent of participants reported the teaching methods used in their course contributed significantly to their learning.
- Ninety-two percent of participants believed that the course was well-organized.

We worked with 30 UWGB faculty and staff and 20 community partners. More than 18 new adjunct graduate instructors (local professionals from the K-16 field) and 37 new courses were approved during the year thanks to the dedicated support and involvement of our Education faculty. See Appendix B for complete listing of our faculty and community partners.

Highlights included the following:

- Our partnership with Space Education Initiatives, a Green Bay-based non-profit company specializing in earth and space science curriculum development and teacher training, resulted in offering graduate credit for 120 educators participating in the following eleven professional development offerings:
  - *Space Academy Education Academy* in July 2003—this course was in conjunction with the Wisconsin Initiative for Math, Science, and Technology Education (WIMSTE) with the purpose of providing teachers with lesson plans as well as the materials needed to implement hands-on science focusing on Earth and space science as they relate to current NASA missions.

- *Glacial Geology of Wisconsin* in Fall 2003—this course included a two-day field trip throughout the state of Wisconsin in which thirteen educators explored the unique geologic features resulting from glaciers.
  - *Astronomy for Teachers* in Fall 2003—this online course engaged 21 participants in an exploration of the universe.
  - *Space Plants Invade Wisconsin* in Fall 2003—educators engaged in hands-on activities to learn how to teach life science using a motivating space theme.
  - *The Scientific Quest for E.T.* in Spring 2004—this online course delved into the relatively new science of astrobiology to explore “big questions” in science such as “How did life originate and evolve on Earth?”
  - *Meteorology for Teachers* in Spring 2004—more than 15 educators explored meteorology and atmospheric science via an online learning format.
  - *Human Space flight and the International Space Station* in Spring 2004—participants attended a three-day experience at NASA’s Marshall Space Flight Center in Huntsville, Alabama where they learned about human space flight as well as biological and physical research enterprises at that center.
  - *Robotic Exploration of Space* in Spring 2004—participants attended a three-day experience at NASA’s Jet Propulsion Laboratory in Pasadena, California as well as NASA’s Deep Space Network Goldstone Facility in Goldstone, California with the purpose of learning about the many space resources available through NASA and the space exploration efforts headed by these facilities.
  - *The U.S. Space Program: A Story of Human Ingenuity and Technological Marvels* in Spring 2004—A group of educators traveled to Kennedy Space Center in Florida to learn about the history of the U.S. Space Program.
  - *Earth Science: A Field Experience for Teachers* in June 2004—educators participated in a traveling fieldtrip experiencing hands-on teaching methods for teaching geology, meteorology, and astronomy concepts.
  - *Exploring the Universe* in June 2004—educators explored the themes of gravity, motion, energy and matter to gain an understanding of our Universe.
- Our partnership with Cooperative Educational Service Agency (CESA) # 7 resulted in serving 120 educators within 20 collaborative professional development initiatives, including the following: *Understanding the Principles and Applications of Balanced Literacy, Early Frameworks for Literacy, Technology Use to Enhance Student Learning, Implementing Balanced Literacy, Using Data to Improve Student Achievement, Unit Design, Summer Instructional Technology Academy, and Comprehensive Literacy.*
  - For the third year in a row we partnered with the Menominee Culture Institute at the College of the Menominee Nation and the Wisconsin Department of Public Instruction to offer graduate credit for 10 educators participating in the American Indian Studies Summer Institute in Keshena.
  - Our dynamic partnership with Crossroads at Big Creek Environmental Preserve in Sturgeon Bay, Wisconsin resulted in four brand new offerings (*Trees Across the Curriculum, The Science of Septic Systems, Investigating the Geography and Cultural History of the Door Peninsula, and Earth Science: A Field Experience*) serving more than 30 educators.

- Our partnership with The Einstein Project, a nonprofit corporation dedicated to improving the quality of math, science, and technology education for PK-12 students in Wisconsin resulted in 21 educators participating in the summer 2003 Einstein Academy for one graduate credit.
- Fifty-five educators participated in the 2003 Summer Instructional Technology Academy (SITA), a two-week long technology institute designed to assist educators in learning new technology skills and integrating them into their curriculum. A new administrator professional development strand was added to address specific technology issues of interest to our area administrators. SITA 2003 involved partnership with an 11-member school district consortium in CESA 7 called the Eastern Wisconsin Instructional Technology Consortium (partners in this consortium included Elkhart Lake-Glenbeulah School District, Sheboygan Area School District, School District of Sheboygan Falls, Lakeshore Technical College, Howards Grove School District, New Holstein School District, Kiel School District, Mishicot School District, Oostburg School District, Plymouth School District, and Kohler School District). Partial funding for the Academy and limited stipends for graduate credit were provided by CESA 7 Interactive Learning Services through a TEACH WI Technical Training and Assistance Grant. Funding for SITA was also provided through a “Grant to Improve Teaching and Learning” by the Institute for Learning Partnership at the University of Wisconsin-Green Bay.
- We partnered with the Green Bay Area Chamber of Commerce Partners in Education on a credit option for programs aimed at increasing educators’ knowledge on career development including the *Cakes and Careers* series and Educators in the Workplace.
- Outreach was a partner for the second year of the *Teaching American History Initiative* in conjunction with CESA # 7 through a “Teaching American History Grant” funded by the United States Department of Education.

### Government Affairs

*Kassie Van Remortel, Director of Governmental Affairs and Economic Development*

In 2003-2004, 21 Governmental Affairs programs attracted 628 registrants. The annual statewide, week-long Municipal Clerks and Treasurers Institute (C&TI) is, by far, the largest and most complex undertaking of these programs.

### **Municipal Clerks and Treasurers Institute**

The 2003 C&TI held in July had many program improvements. The changes included the following:

- “New” County Clerk 2 track
- Revised curriculum for Treasurer track
- Pedagogic delivery change of courses from a lecture format to an active learning curriculum.
- New social program that created an atmosphere more conducive to professional networking and friendship building with colleagues. The following new events were created:

- A Welcoming Reception which focused on connecting the new students to their mentor and classmates
- “Lunch with Your Mentor” which again gave the new students the opportunity to hook up with their mentor. This event was so popular that we repeated it.
- “Monday Night Mixer” this event followed the first day of classes and gave everyone an opportunity to reconnect and connect with acquaintances.
- “What’s a Happening” bulletin board. Students can post what they plan on doing in the evening so their fellow colleagues can join them.

The results of these changes affected the entire atmosphere and culture of the Clerks and Treasurers Institute. Our evaluations reflected a high-spirited event. We had an overwhelming response to our call for volunteers for our advisory board.

The total enrollment in the 2003 Institute increased from 229 to 275, a 17 percent increase from last year and the highest enrollment ever for this program. (See Appendix C for an enrollment history.) Considering the poor financial situations many of our municipalities are experiencing, this is noteworthy. Revenue increased 20 percent resulting in \$37,000 more collected. The substantial growth was due to several factors:

- “New” County Clerk 2 track (Result: 10 attendees)
- A target postcard aimed at new students (Result: largest first year clerk and treasurer class in the history of the Institute 11 additional attendees)
- Articles in the Towns Association publication, Quill and MTAW’s touting the changes and new events developed
- Presidents of the Municipal Treasurers Association of Wisconsin (MTAW) and the Wisconsin Municipal Clerks Association (WMCA) communicating the value of the Institute to their members. This resulted in the largest Advanced Academy ever.

In order to keep the momentum going for the 2004 Institute I began and continue to write monthly articles in three key organization’s newsletters; Quill, Town Association and MTAW. I also wrote an article and sent graduation pictures, which were published, in two international magazines. On this same line when registrations were slow coming in for the 2004 Institute I did the following:

- WMCA’s President wrote a testimonial on how the Institute benefited her personally, her community and her job. She e-mailed this out to her 1400 membership (Resulted in immediate calls and increased registrations)
- I interviewed an Institute student that lived in a town and wrote an article which centered on her testimony of how she changed her job as a result of what she learned at our Institute. This article was published in the Towns Association newsletter. This article resulted in an increase of town registrations. One person called me to thank me for the article because the article convinced her board to send her.
- MTAW’s President sent an e-mail to her membership endorsing the Institute and its value.

### **City of Appleton Training Program**

This year we held our first training program for a municipality. The City of Appleton invited us to teach a course on “Productivity and Quality Improvement”. We had 33 students in attendance. The evaluations were excellent. I don’t believe this will be a yearly opportunity, but it builds our reputation.

### **Emergency Management Certificate Program**

Government Affairs, Public and Environmental Affairs, and Environmental Science and Policy have partnered to sponsor the new certificate program, “Emergency Management, Planning, and Administration.” An advisory board made up of practitioners, graduate and undergraduate faculty was formed. In a December meeting of the advisory board the certificate program was named, courses were chosen and a delivery system was decided. In March the program was approved by Public and Environmental Affairs and May Environmental Science and Policy put their stamp of approval on it.

The summer was spent developing and marketing the new certificate program for the first class meeting which was launched the weekend of August 27-28.

### **Downtown H.Y.P.E! Harnessing Young Professionals’ Energy**

Downtown H.Y.P.E. is a project that was made possible by funding through the University of Wisconsin Extension. The project team is a partnership made up of Downtown Green Bay, Inc., the Young Professionals Network, UW-Green Bay’s Outreach and Extension and a UW-Green Bay faculty member.

Downtown H.Y.P.E is based on the Richard Florida theory that successful economic development is the ability of a city to attract and retain young professional who will, in turn, be a magnet for companies deciding where to locate their headquarters. Companies will come, he says, to areas that possess a talented and effervescent pool of workers. Rather than striving to woo companies by offering tax and other financial incentives, he says cities should work to make their communities attractive to a youthful and talented workforce.

The project team will be addressing three main questions being asked in our community:

1. Where are the Young Professionals in our community activities, boards and committees?
2. What’s the future of Green Bay’s downtown?
3. How to we stop the “brain drain” and begin to achieve “brain gains?”

To accomplish this a group of 24 participants will be selected. These young people will be a culmination of UW-Green Bay, Northeastern Wisconsin Technical College, St. Norbert’s’ students and members of the Young Professionals Network. The participants will be given the opportunity to explore the diverse experiences of what down town has

to offer, meet other young professionals and students, build their resume through community involvement, represent young people's viewpoints to government officials, and help recruit and retain creative people in Northeastern Wisconsin.

Participants will be given a disposable camera and will choose a variety of downtown experiences. Two download sessions will be held to capture their feedback. At the end of the project the information collected will be presented to the appropriate audiences.

### Business

*Doug Gjerde, Director of the Small Business Development Center  
and Management Development Programs*

UWGB's Small Business Development Center (SBDC) and Management Development Programs (MDP) presented 46 programs to 824 participants for two main audiences -- owners and managers of small businesses and managers and leaders in larger organizations including business, governmental and nonprofit organizations. In addition, the SBDC provided 1,266 hours of counseling to 256 clients. This represents an 11 percent increase in clients over the previous year.

Here are some examples of successes:

#### **Human Resource Management Certificate**

This program saw an increase in enrollment of 29 percent over the previous year which had also been historically high. This program is aimed at the small to medium sized business or organization (typically less than 200 employees) that doesn't yet have someone with a background in human resource management.

#### **Partnerships**

Successful SBDC partnerships included those in Two Rivers, Manitowoc, Door County and Marinette and were supplemented by solid new partnerships in the Shawano area and in Oconto and Forest counties. The existing partnerships help provide business counseling and business planning workshops to local prospective entrepreneurs. Some examples follow:

**BEST-U** (Business Expansions and Startups) was formed in Shawano to help improve the entrepreneurial climate and stimulate the startup of more businesses in Shawano and Menominee counties. The SBDC is involved in First Step startup classes as well as Entrepreneurial Training Programs to help entrepreneurs write comprehensive business plans. This collaborative includes: The SBDC, The Menominee Business Center, Shawano County Economic Progress, Inc., Shawano Area Chamber of Commerce, Northeast Wisconsin Technical College, University of Wisconsin Extension, Northwoods NiiJii Enterprise Community, Wisconsin Women's Business Initiative, and Stockbridge-Munsee Business Development.

**Red Arrow Development) Collaborative (RAD).** Rad was formed in Oconto and Forest counties to support and encourage more entrepreneurial endeavors in these rural counties. In addition to the SBDC, this collaborative includes CESA #8, Revitalize Gillett, the UW-Extension, Crandon Mainstreet, St. Norbert College, and Northeast Wisconsin Technical College.

### **Entrepreneurial Training Program (ETP)**

Our ETP Sturgeon Bay class set a record for business plan completion with 20 of 22 participants completing plans by the deadline. The participant with the winning plan won a grant of \$1,000 contributed by three local banks.

### **International Business Development Program**

The International Business Development Program moved toward becoming financially sustainable and won the Governor's award for export support and assistance. This program is a partnership of the Green Bay Area Chamber of Commerce, UW-Green Bay Small Business Development Center, St. Norbert College, NWTC, Associated Bank, Port of Green Bay, Bay Area Regional Planning, Door County Economic Development Corp., Schenck Business Solutions, and Liebmann, Conway, Olejniczak and Jerry.

### **Faculty Involvement**

The following faculty were involved in planning or delivering programs or providing counseling to SBDC clients: Sally Dresdow, Joy Benson, Meir Russ, John Harris, Michael Troyer, Don McCartney, Marilyn Sagrillo and Karl Zehms (Business); Fergus Hughes, Linda Steiner and Regan Gurung (Human Development); Phil Clampitt and Tim Meyer (Information and Computing Science); Scott Furlong and Laura Warner (Public and Environmental Affairs).

### **Program Ratings**

Here are averages (out of 5) over all of our programs on three quantitative factors:

Relevance of material	4.53
Instructor's presentation of material	4.69
Instructor's ability to provide a supportive learning environment	4.58

Some comments from program participants:

"I loved that it wasn't a lecture!"

"The instructor modeled and pointed out certain behaviors."

"I liked everything about this class!"

"Hands-on activities strengthened and reinforced concepts talked about."

## Summer Camps

*Mona Christensen, Director of Youth Opportunities*

More than 1900 young people attended 10 summer camp weeks in the summer of 2003, a gain of 287 students over the previous year. Revenue generated was nearly \$445,000. See Appendix D for a comparison of camp enrollments for the past two years.

This was the summer that reflected the initial results of our well-intentioned plans to turn the camp program around, re-establish relationships with teachers, parents and campers, and bring to the forefront the real reason why we offer summer camps to youth in the first place – it is a great recruiting tool, it exposes students to the campus at a young age, and it provides summer income for hundreds of people, revenue for several campus offices, and accomplishes our mission to “connect learning to life.”

We were encouraged to see significant growth in the Middle School Music Camp and in the Summer Discovery Program. These two flagship programs that had traditionally brought in the majority of the registrations, had suffered losses in the preceding several years. With 26 percent growth in the music camp, and 36 percent growth in Summer Discovery in a nationwide “down” camp-market, we believe that our marketing and relationship-building efforts were beginning to pay off.

The smaller, niche camps, some occurring due to “spin-offs” from a larger camp, held their ground even though they were higher priced and had a smaller market base. These specialized camps include the Art Studio Camps, Jazz Ensemble, and Guitar Camp.

Falling victim to a broader trend taking place in the schools, was the Vocal Jazz and Gospel Choir Camp. We lost almost half of the previous year’s enrollment, a loss of 35 students which reflects the choral music camp trend across the state. Our Computer Camp is showing signs of competing with other offerings, including the same type of curriculum offered in our very successful Art Studio Camp for middle school students, at a less expensive ticket price.

Spanish Immersion Camp was a great success, pulling students from 5 different states. We found a market we hadn’t anticipated for this program -- first generation Hispanic students interested in strengthening their language skills and knowledge about their parents’ original language and culture.

Due to a resurgence in targeted marketing and a re-kindling of relationships with music teachers in the schools, it was obvious that the changes we made positively affected our outcomes. These many changes included:

1. Attended the WSMA Music Convention in Madison to re-establish relationships with local, state secondary school music directors. Reconnecting with music teachers was the key to growth in the middle school music camp.

2. We re-tooled the marketing approach to all of our audiences. By dismantling the comprehensive summer camp brochure, we were able to concentrate our efforts on schools and families who supported us in the past, and in an ongoing basis. By diving into our databases and identifying who these “star” families were, we were able to connect with them several times throughout the year, encouraging their participation in the program.
3. An end-of-summer survey revealed that almost 80 percent of the participants planned to attend “next summer.” With that information, we did whatever we could to pay attention to our captive audience. Brochures, letters, e-cards all came into play as part of the promotional plan to reach our customers.
4. By creating a separate Summer Discovery brochure we could effectively target the local, elementary school market. This market is exclusive to the Summer Discovery program and is totally different than the niche programming we do with the other camps.
5. Lowering the Summer Discovery course fee to be competitive with school-age child care in the area, was also a factor in our increased enrollment. Parents appreciated the fact that it was not only affordable, but it created a means for parents to register for an additional class for their child(ren). We had many repeat applicants.
6. By building the budgets at the 2002 enrollment and at the same time lower prices by at least 20 percent, we were in the position to break the rationale that the camp prices were too high. Because a high percentage (over 60 percent) of the music camp students attend on school scholarships, the new prices were affordable for many families. Our goal was to keep the total camp price under the \$400 price break.
7. Online registration was a new, unique feature for many parents. They enjoyed the convenience and ease of use. Interestingly, many of the younger parents of our Summer Discovery campers registered online (50 percent). Only 25 percent of the music camp parents used this feature. We are anticipating that this will only go up as campers age and the parents become more accustomed to the internet.
8. To further promote our new, updated online presence we continued to promote our .com URL to every registrant who applied for a class or camp. We anticipate the life span of our camp magnet to be 6-8 years. Our URL was prominent in all of our materials. We initiated a plan to ramp-up our web presence by beginning to market with camp search engines.
9. To address internal camp issues, we implemented and enforced campus-wide policy changes for the DHFS camp licensing code by involving all of the key players in the health and safety piece of the legislation, and we offered training to already employed camp staff. This model lowered overhead costs and offered my employment for current staff.
10. For the first time in over a decade we re-instated local bus pick-up/drop-off locations at a few middle schools for the Middle School Music Camp. This is in direct response to our customers saying that because of so many parents working during the day, students didn’t have a ride to campus.

## College Credit in High School Program

*Robert Skorczewski, Director of College Credit in High School Program*

More than 450 of the best and brightest area high school students participated in 28 courses as part of Outreach's College Credit in High School (CCIHS) program last year. (See Appendix E for a chart of courses and enrollments.) This body of students represents a 50 percent increase in enrollments over the year before, and the largest percentage increase in the entire history of the program. Courses such as "Principles of Chemistry," "College Writing," "Fundamentals of Public Address," "Calculus and Analytic Geometry," and "Introduction to Psychology" were taught on-site in classrooms in the Bonduel, Clintonville, Goodman, Little Chute, Menominee Indian, Shawano, Sturgeon Bay, Wausaukee, and Wrightstown school districts (see Appendix E).

In addition the 28 courses offered this year, two new instructors were approved by the sponsoring unit faculty to teach in 2004-2005. A course will be offered in one new district – Seymour – in addition to the continuing nine districts (see Appendix E).

Outreach's efforts to serve capable high school juniors and seniors comply with UW System's encouragement of the campuses to increase collaboration with local school districts to make college courses more accessible to high school students. Since 1976, more than 5, 450 high school juniors and seniors have completed a UWGB college course through this program.

Outreach works closely with faculty to assure that courses offered as part of the CCIHS program meet the standards for instruction, content, student work expectations and evaluation that exist within UWGB's on-campus degree programs. High school faculty who teach UWGB courses in high school have a master's degree in the discipline in which the course is offered or in another related discipline and have the specific approval of the appropriate university academic department. They meet all instructional and appropriate university departmental standards to qualify as an adjunct instructor.

In course evaluations completed by students last year, 85 percent of the students reported that their instructors encouraged learning, were fair, helpful, sensitive to students' feelings, accepting of questions and different views, genuinely interested in them, enthusiastic about the subject, and well organized. These students felt well prepared for college.

### **Faculty Involvement with CCIHS**

For a full explanation, see Appendix E. **Carl Battaglia**, director, Writing Center; composition; **Greg Davis**, professor and chair, Natural and Applied Sciences (Mathematics); **Victoria Goff**, associate professor, Information and Computing Sciences, chair, Communications Processes; **John Lyon**, associate professor, Natural and Applied Sciences; chair, chemistry; **Regan Gurung**, associate professor, Human Development

(Psychology); **Jeanellyn Schwarzenbach**, lecturer, Information and Computing Sciences (Communication Processes); **Brian Sutton**, associate professor, chair, Humanistic Studies (Composition); and **Joan Thron**, associate professor, Education/Humanistic Studies.

### **Continuing Professional Education (CPE) and Liberal Studies (LS)**

*Barbara McClure-Lukens, Director of CPE and Liberal Studies*

A review of CPE and LS program activity in the past fiscal year reveals **positioning for new growth** as the driving force for 2003-2004. In both CPE and LS, long term programs were replaced with new, more vital offerings. In addition, the groundwork was laid for major initiatives designed to take the program areas in new directions which will lead to significant growth in meeting continuing education and community needs in 2005.

#### **Continuing Professional Education**

In 2003-2004, 15 Continuing Professional Education learning opportunities attracted 806 registrants. Here are some highlights:

##### **New Programs**

- A Pulitzer-prize winning play provided the framework for the founding of a new programming partnership, The “Wit” Collaborative. Principle partners were the UWGB Outreach, UWGB Human Development and Theater faculty, and Unity Hospice (*project report available for review*). The Collaborative sponsored several performances of “Wit,” both on the campus and at the Meyer Theater, and a workshop designed for professionals who deal with end-of-life issues. This high-profile event, which drew support from the Greater Green Bay Community Foundation and media personality Marti Spittel Ziegelbauer, increased the visibility of the UWGB Institute on Dying, Death and Bereavement.
- Building on the success of the interdisciplinary, multi-agency sponsorship “Wit” project, the Institute on Dying, Death and Bereavement (DDB) brought together another collaborative to address the topic, “Cultural Competency in End-of-Life Issues.” Key planning partners for the October, 2004 event are St. Mary’s, St. Vincent and Bellin Hospitals, Shawano Community Hospital, and St. Norbert College. The workshop will be presented at three sites in two days, with a compressed video downlink option. Substantial underwriting from the NE Wisconsin Area Health Education Center and Roche Laboratories results in a reduced fee for the audience of health, community and social services professionals. (*see attached project diagram*). We anticipate a continuing series of programs on the theme of Cultural Competency.
- CPE conference support services increased in emphasis this past year, as a result of Dean Erickson’s request that Outreach handle the coordination of the 11<sup>th</sup> Annual “Alternatives to Suspension, Expulsion and Dropping out of School” conference. We anticipate delivering a successful conference to over 400

participants in February, 2005, thus demonstrating again that Outreach is a valuable campus partner. In addition, this project increases Outreach's visibility as the campus resource for conference coordination and support.

### Refining Established Programs

- As service learning takes hold on campus, new opportunities for Outreach to collaborate with faculty arise. During the spring, 2004 semester, I served as a resource for PEA faculty member Lora Warner and the undergraduate students in her "Evaluating Public and Nonprofit Programs" class. We worked together to assess the impact of the Certificate for Nonprofit Professionals. As part of this course project, the students analyzed registration data, surveyed participants in the two-year-old program and held a focus group. As a result of the students' findings, the Certificate is now restructured as the "Nonprofit Development Series" featuring a revised and flexible array of offerings.

### Long Term Programs Eliminated

- The "New Brain Research" series was brought to a close. Highly successful in past years and drawing audiences of over 200 educators when first launched in 1996, the brain research series had ebbed in support and interest.
- New administrators at Maehnowesekiyah, the AODA treatment center for the Menominee tribe decided to conclude the Outreach-sponsored staff training series, due to budget cuts.

### Liberal Studies

Nine LS programs drew 445 registrants in 2003-2004. Highlights included the following:

- **Diversity Dialogues: Our Future as a Diverse Community**

The Brown County Diversity Circles (BCDC) Kickoff Event, scheduled for October 18, 2004 at the YWCA, will culminate this past year's community-building efforts of the BCDC Organizing Coalition. The Kickoff will be the highlighted event of the YWCA "Week Without Violence" and will feature brief endorsements by the Mayor of Green Bay, the Director of the Chamber of Commerce, a national leader in the study circles movement, and several members of the Organizing Coalition. This effort, spearheaded by Outreach, the Institute for Learning Partnership and Brown County Cooperative Extension, will result in several rounds of Diversity Circles over the next year. A Cross-Divisional Program Innovation Fund grant in the amount of \$10,000 is partially underwriting the cost, along with substantial in-kind support from Outreach. The BCDC Sponsor list (*attached*) has grown from the initial 12 groups to over 33 community agencies. We anticipate being able to demonstrate results and secure funding for the following year. (*See Goals/Outcomes/Impacts attachment*)

- **UWGB Downtown: Connecting for Lunch**

Outreach Director Jan Thornton launched this successful program in the spring of 2004. Designed to showcase “our finest teaching scholars”, the program provides an opportunity for community members and faculty to interact in a downtown setting. The first two sessions featured Professor Bob Howe’s expertise on the health of the Great Lakes, and Professor Sarah Meredith’s experiences in Slovakia. The format of “lunch and learn” has great appeal for both time-constrained professionals and for those who enjoy enrichment programs. The program will continue in 2005.

### Evaluation Overview

All Continuing Professional Education programs include participant evaluation. Overall, the 806 participants who attended the 15 events felt strongly that their professional development needs were met. Participants assess whether their learning objectives were met. They are asked “compare your knowledge of the following learning objectives before the workshop to your knowledge after attending this workshop.” Participants rank their knowledge from “low” (1) to “high” (5). A review of each 2003-2004 program evaluations reveals a substantial change in knowledge—at least a 40 percent improvement—in overall knowledge of the program topic for the majority of participants.

### Faculty Involvement

In addition to the faculty who serve on the CPE/LS Advisory Boards, these faculty led workshops in the past year:

- Candy Conard
- Lora Warner
- Kevin Roeder
- Robert Howe
- Sarah Meredith
- Fritz Erickson

### Community Partnerships

- **Wit Collaborative**
- **UW-Green Bay Institute on Dying, Death and Bereavement**
- **Thoughtful Gardener Advisory Board**
- **Brown County Diversity Circles Organizing Coalition**
- **Infant/Toddler Advisory Board**

Appendix A  
**Numbers of Programs and Enrollments**  
 Outreach and Extension – 2003-2004  
**Noncredit Programs**

<b>Program</b>	<b>Number of Programs</b>	<b>Enrollments</b>
Business	46	824
K-12 Educators	22	69
Continuing Professional Education	15	806
Liberal Studies	9	445
Governmental Affairs	21	628
Summer Camps (music, art, computer, Spanish)	11	1,741
Outside Summer Camps (Wis. School Music Assoc., Bellin College of Nursing, Universal Cheer)	6	2,816
Learning in Retirement Institute	Membership drive	625
<b>Total Noncredit</b>	<b>130</b>	<b>7,130</b>

**Credit Outreach Programs**

<b>Program Area</b>	<b>Number of Programs</b>	<b>Enrollments</b>
K-12 Educators	186	1,126
Bellin College of Nursing	4	130
Miscellaneous	13	207
High School College Credit	28	452
<b>Total Credit</b>	<b>231</b>	<b>1,915</b>
<b>GRAND TOTAL</b> (Credit and Noncredit Programs)	<b>361</b>	<b>9,045</b>

<b>Business Counseling Cases – CY 2003</b>	<b>256</b>
<b>Business Counseling Hours – CY 2003</b>	<b>1,276</b>

## Appendix B

**K-12 Education Outreach Data****Partnerships, Districts Served, Faculty Involvement, Director Leuthner's Contributions, Comments from Participants, Summary of Participant Evaluations****Partnerships in 2003-2004:**

In addition to working closely with our own Education faculty, Education Outreach has collaborated with many agencies and organizations in developing quality learning opportunities for PK-12 educators. Our partners include: Space Education Initiatives, Space Explorers, Cooperative Educational Service Agency #7, Eastern Wisconsin Instructional Technology Consortium, CESA 7 Instructional Learning Services (ILS), Green Bay Area Chamber of Commerce Partners in Education, College of Menominee Nation, Wisconsin Department of Public Instruction, Fox Valley Technical College, K-12 Schools/College Alliance for Distance Education (KSCADE) Consortium, The Einstein Project, Crossroads at Big Creek Environmental Preserve in Sturgeon Bay, Institute for Learning Partnership, Northeast Wisconsin Technical College, Weidner Center for the Performing Arts, Wisconsin Space Grant Consortium, Christian Learning Center in Michigan, Lakeshore Technical College, and the National Aeronautics and Space Administration.

**School Districts Served in 2003-2004:**

Customized professional development was delivered in conjunction with the following public school districts and private schools in Wisconsin: Green Bay Area Public Schools, Sturgeon Bay School District, Unified School District of De Pere, Plymouth School District, Brillion School District, Fond du Lac Area Catholic Educational System (FACES), School District of Howard-Suamico, Manitowoc School District, School District of Hilbert, Elkhart Lake-Glenbeulah School District, Reedsville School District, Oostburg School District, Sheboygan Area Schools, Howards Grove School District, Kiel Area School District, Kohler School District, Sheboygan Falls School District, School District of New Holstein, Mishicot Schools, Valders Area Schools, School District of Fond du Lac, School District of Ashwaubenon, Chilton School District, Spencer School District, Clintonville School District, St. Philip the Apostle Grade School in Green Bay, Xavier High School in Appleton, School District of Port Edwards, Thorp School District, School District of Sevastopol, Gibraltar School District, Southern Door School District, Oshkosh School District, Algoma School District, Seymour Community Schools, School District of Denmark, North Fond du Lac School District, Oconto Falls School District, School District of New London, Hortonville School District, Kaukauna Area Schools, Luxemburg-Casco School District, St. Joseph Middle School in Appleton, Wrightstown School District, School District of Omro, and School District of Waupaca.

**Partnerships with UW-Green Bay faculty and staff in the 2003-2004 time period include:**

Helen Schaal, Lisa Poupart, Timothy Kaufman, David Coury, Tim Sewall, Scott Ashmann, Sonia Maruenda, James Coates, Patricia Ragan, Linda Tabers-Kwak, Sandra

Stokes, Joan Thron, Arthur Lacey, Andrew Kersten, Michael Marinetti, Lidia Nonn, Wayne Olm, Sue Weiler, Steven Meyer, Juliet Cole, John Crubaugh, Melissa Jackson, Jane Rank, Christina Ortiz, Mary Ann Spencer, Karen Bircher, Kristy Deetz, Ron Stieglitz, and Aileen Yingst.

**Carmen Leuthner's Participation in on-campus and off-campus groups and initiatives:**

- Member of the Board of Directors for The Einstein Project of Green Bay
- Member of the Education Committee for the Green Gay Botanical Gardens (through Winter 2004)
- Member of the Board of Directors for the Institute for Learning Partnership at UW-Green Bay
- Member of the CESA #7 Curriculum, Assessment, and Instruction (CAI) Network
- Member of the planning committee for the Summer Instructional Technology Academy in partnership with the Eastern Wisconsin Instructional Technology Consortium and CESA #7.
- Member of the Wisconsin Association for Supervision and Curriculum Development
- Member of the National Association for Supervision and Curriculum Development
- Member of the National Staff Development Council
- Member of the planning committee for The Einstein Project's Science Expo
- Member of the planning committee for The Einstein Project's Butterflies on Parade II
- Science Fair Judge at The Einstein Project's Science Expo
- Judge for the Career Expo for Partners in Education, Green Bay Chamber of Commerce
- KSCADE Professional Development Planning Committee

**Comments from Education Outreach Programs from the 2003-2004 time period:**

- *“This class not only started me on the way to learning Spanish for use in my classroom, it also enhanced my learning of the culture. This class helped me to see the student as a whole person. I would tell anyone interested in this class to take it! It is taught in a way that made me feel comfortable and I was not afraid to make mistakes and learn from them.”* (Spanish for Educators II course)
- *“This class was invaluable for me, not only through the summer classes, but also throughout the year as we incorporated ideas and knowledge from this course to our own schools, programs, and individual projects. My many follow-up questions were welcomed and addressed with feedback that was applicable to the technology equipment and programs that I was working with.”* (Improving Student Learning Through Instructional Technology Mentoring course)
- *“I have always been interested in space and astronomy. Now I feel confident that I can do a good job teaching it and have resources to turn to for help.”* (Space Education Academy course)

- *“After many years of teaching, this is the first year I feel I am truly prepared with a variety of tools and strategies to get students motivated all year.”* (Advanced Active Learning Strategies course)
- *“What I learned in this course is directly applicable to my professional area and can be implemented immediately. Personally, it has enabled me to take a stand and know that resolution can be reached. My students will actually learn how to resolve conflicts because I will pass along this process to them. They will learn at a young age, a valuable, lifelong skill.”* (Conflict Resolution course)
- *“I am confident that my students will succeed in ‘the workshop way’ approach to teaching math in the classroom because of all of the strategies that I’ve learned to help my students become independent risk takers in their learning. A lot of time was given to apply everything directly to our curriculum, make and gather materials, bounce ideas off of our colleagues, and practice modeling lessons. I loved it and am excited and prepared to implement it!”* (Improving Math Instruction course)
- *“I have resources to improve my teaching skills. I have learned to look for a wider variety of activities to meet the needs of different learning styles.”* (Does the Shoe Fit: Differentiation and Adaptations course)
- *“I have refocused my energies to keep in mind the skills students need beyond the school environment. Students will be exposed to more career exploration opportunities, making planning for their futures easier and more realistic.”* (Transitioning from School to Career course)

Appendix C  
**Clerks and Treasurers Institute**  
**Enrollment Stats**

<b>Clerks and Treasurers Institute</b>			
Year	<u>2001</u>	<u>2002</u>	<u>2003</u>
Class			
C1	47	52	55
C2	31	39	37
C3	37	27	31
CC	7	4	5
T1	22	16	24
T2	12	16	14
T3	13	10	15
TC	18	19	16
CTI CUMULATIVE TOTAL	187	183	197
County Clerks Program (C01)	11	0	11
County Clerks Program (C02)			10
County Clerk total	11	0	21
Master Academy	40	46	57
TOTAL	238	229	275

Appendix D  
**Summer Camps Enrollment  
 2002 and 2003**

<b>Camp name</b>	<b>Fiscal 02-03</b>	<b>Fiscal 03-04</b>	<b>Gain/Loss</b>
Computer	29	11	-18
Art Studio Camps	240	249	+9
Jazz Ensemble	90	103	+13
Vocal Jazz	82	47	-35
Middle School Music	389	492	+103
Spanish	-	30	+30
Senior Music	262	257	-5
Summer Discovery	521	711	+190
Guitar	61	61	0
	1674	1961	+287

Appendix E  
College Credit in High School Data

**Courses 2003-2004**

**Fall 2003**

<b>District</b>	<b>Courses Offered</b>	<b>Credits</b>	<b>Headcount</b>	<b>Teachers</b>
Shawano	Principles of Chemistry I	5	13	Mike Wegner
Shawano	Principles of Chemistry I	5	19	Mike Wegner
Shawano	College Writing	3	17	Lynn Brodhagen
Shawano	College Writing	3	14	Lynn Brodhagen
Shawano	College Writing	3	15	Lynn Brodhagen
Bonduel	Fundamentals of Public Address	3	12	Mary Hoppe
Bonduel	College Writing	3	14	Mary Hoppe
Bonduel	College Writing	3	16	Mary Hoppe
Wausaukee	College Writing	3	20	Tracy Poches
Wausaukee	Expository Writing	3	5	Tracy Poches
Menominee	Introduction to English Literature I	3	9	Joelyne Hoerth
Clintonville	Introduction to American Literature I	3	16	Julie Rohrer
Goodman	Calculus and Analytic Geometry I	4	5	Charles Komp
Little Chute	Introduction to Psychology	3	34	Katherine Short-Meyerson

**Spring 2004**

<b>District</b>	<b>Courses Offered</b>	<b>Credits</b>	<b>Headcount</b>	<b>Teachers</b>
Little Chute	Fundamentals of Public Address	3	24	Jeanellyn Schwarzenbach
Little Chute	Fundamentals of Public Address	3	24	Jeanellyn Schwarzenbach
Shawano	Expository Writing	3	19	Lynn Brodhagen
Shawano	Expository Writing	3	15	Lynn Brodhagen
Shawano	Expository Writing	3	11	Lynn Brodhagen
Bonduel	Expository Writing	3	14	Mary Hoppe
Bonduel	Expository Writing	3	16	Mary Hoppe
Sturgeon Bay	College Writing	3	26	Holly Meikle
Wrightstown	College Writing	3	15	Lois Sauberlich
Wrightstown	College Writing	3	19	Lois Sauberlich
Sturgeon Bay	Expository Writing	3	18	Holly Meikle
Wausaukee	Introduction to Literature	3	18	Tracy Poches
Menominee	Introduction to English Literature II	3	9	Joelyne Hoerth
Clintonville	Introduction to American Literature II	3	15	Julie Rohrer

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### **UWGB Faculty involvement in CCIHS Program**

**Carl Battaglia, director, Writing Center; Composition.** In this role, Carl has been instrumental in the approval, training and preparation of high school faculty selected to teach College Writing and Expository Writing in the high school.

**Greg Davis, professor and chair, Natural and Applied Sciences (Mathematics).** As departmental chair, Greg has been instrumental in the approval and preparation of high school faculty selected to teach Calculus and Analytical Geometry I in the high school.

**Victoria Goff, associate professor, Information and Computing Sciences (Communication Processes); chair, Communications Processes.** As chair of Communications Processes, Viki was instrumental in the approval and preparation of high school faculty to teach Fundamentals of Public Address in the high school.

**John Lyon, associate professor, Natural and Applied Sciences; chair, Chemistry.** In this role, John has been instrumental in the approval and preparation of high school faculty selected to teach Principles of Chemistry I in the high school. Although he could not visit the high school this year, he offered to give some feedback by reviewing completed exams.

**Regan Gurung, associate professor, Human Development (Psychology).** As chair of Psychology, Regan has been instrumental in the approval of adjunct faculty recommended to teach Introduction to Psychology in the high school.

**Jeanellyn Schwarzenbach, lecturer, Information and Computing Sciences (Communication Processes).** Jeanellyn collaborated with Outreach to offer two sections of public address at Little Chute High School this year and again next year. She also consults with high school faculty preparing to teach the course.

**Brian Sutton, associate professor and chair, Humanistic Studies (Composition).** As the former director of the Writing Center, and now department chair, Brian is a long-time supporter of the CCIHS program.

**Joan Thron, associate professor, Education/Humanistic Studies.** In her role as coordinator of high school programming (Literature and Language), Joan leads regular professional interaction between university faculty and high school faculty involved in offering UW-Green Bay English Composition, American Literature, and English Literature in the high school. She individually scores the essay portion of a placement examination given to approximately 200 high school sophomores and juniors. And each year Joan works closely with Outreach to plan and carry out a professional development seminar in the content area. And now that more school districts want to join the CCIHS program, she also ensures that high school faculty selected to teach English Literature and Language meet all appropriate departmental standards to qualify as an adjunct instructor.

**Campus and Community Activities of Robert Skorczewski**

- Chair, Academic Staff Professional Development Allocations Committee
- Member, Campus Climate Committee
- Member, Bellin College of Nursing Interinstitutional Academic Coordinating Committee
- Member, Mayor's Sesquicentennial Planning Committee
- Member, Campus Committee on e-Payment/Credit Card Services for Students
- Volunteer election courier for Green Bay



**Appendix F**  
**REVENUE STREAMS**  
**Internal Expenditures**  
**Program by Program Breakdown**  
(Some figures are estimates)  
**2003-2004**

	CPE/ LS	SBDC	Camps	Gov. Affairs	Learning In Retirement	Credit Outreach	Education Outreach- Noncredit	Admini- strative	TOTAL S
<b>Residence Life</b>			109,822						<b>\$109,822</b>
<b>Food Service</b>	6,142	222	117,518	500	1,400	153	600		<b>\$126,535</b>
<b>Overload and Other Salary for Faculty and Staff</b>		4,738	26,975	1,600		57,380			<b>\$ 90,693</b>
<b>Copy Center</b>	6,562	9,854	4,214	4,200	4,200	33,868	21		<b>\$62,919</b>
<b>Contribution to other Units' S&amp;E</b>			3,720			10,000 (Education)		12,000 (Provost)	<b>\$25,720</b>
<b>Revenue Share with LAS</b>								56,000	<b>\$56,000</b>
<b>Contribution to Theatre department wireless mike</b>								7,400	<b>7,400</b>
<b>Downtown Learning Center Expenses</b>								13,000	<b>\$13,000</b>
<b>Computer User Fees (CIT)</b>								12,775	<b>\$ 12,775</b>
<b>Weidner Center Rental</b>			11,046						<b>\$ 11,046</b>
<b>Campus Overhead from SBA</b>		4,400							<b>\$ 4,400</b>
<b>University Union Rent</b>	925				180				<b>\$ 1,105</b>
<b>University Communications</b>	1,037	360		3,000					<b>\$ 4,397</b>
<b>Operations</b>			984		2,040				<b>\$ 3,024</b>
<b>Computer Lab Rental (CIT)</b>				100					<b>\$ 100</b>
<b>Media Resources</b>	360		120	300	*1,700				<b>\$ 2,480</b>
<b>Health Services</b>			2,071						<b>\$ 2,071</b>
<b>Motor Pool</b>			1,200						<b>\$ 1,200</b>
<b>Computer Center</b>			400						<b>\$ 400</b>
<b>UWGB Photographer</b>				300					<b>\$ 300</b>
<b>Parking</b>	2,400				3,140				<b>\$ 5,540</b>
<b>TOTALS</b>	<b>\$ 17,426</b>	<b>\$19,574</b>	<b>\$278,070</b>	<b>\$10,000</b>	<b>\$ 12,660</b>	<b>\$101,401</b>	<b>\$ 621</b>	<b>\$101,175</b>	<b>\$560,927</b>

\*Sound system equipment purchased and donated to Media Services, which LIR uses at no subsequent cost.