At the request of the University Committee, Dr. Oliver T. Myers, Assistant to the Vice Chancellor, and Dr. Douglas J. Mickelson, Special Assistant to the Vice Chancellor, have prepared a brief document for the orientation of the UW - Milwaukee Faculty Senate for committee-of-the-whole discussion on May 14, 1981, on the general question of college-level skills. Although there are many issues that could be addressed by the faculty under this heading, three aspects of the situation seem to be the most important: 1) The activities and recommendations of the UW - System Basic Skills Task Force (now Council); 2) The description of the Department of Learning Skills and the Department of Educational Opportunity; 3) Skills offerings at the present time in academic departments.

1. The UW System Basic Skills Council. In 1977 Vice President Smith appointed a Basic Skills Task Force to examine "the issue of basic skills expected of university graduates, examine areas of basic skills deficiencies among UW students which might require compensatory instruction, determine the need for work on basic skills, and recommend approaches for System support of basic skills improvement." The Task Force presented its report to the Regents in May 1979; since many of the recommendations involved matters of academic policy, the Regents requested that the Task Force seek additional faculty comments and report back in a year. In May 1980 the Regents received the Campus Visit Report, which indicated that "the deepest division among faculty was found with regard to the question of whether degree credit should be granted for compensatory work." The Regents took no action on any of the recommendations. At the meeting President O'Neil said that it was planned to create a System Council "to continue to coordinate efforts, to gather information, to serve as a link between the basic skills study and the activities of the Minority/Disadvantaged committee /and/ to help prepare a request for the next biennial budget." The Council was appointed in June 1980 and has been meeting regularly since that time (during 1980-81, the Council included two members from Milwaukee, Rodolfo Cortina and Oliver Myers).

The Council's current activities are primarily 1) to advise the President on DN's for budgetary support for basic skills, 2) to coordinate the development of a System-wide mathematics test comparable to the WEPT for English, and 3) to foster the establishment of a system of regional testing centers in English for entering freshmen.

(For additional information, see the Task Force Report of May 1979, the Campus Visit Report of April 1980, the minutes of the Regents Meeting of May 1980, and the memorandum of June 1980 appointing the Council; copies are on file in the Office of the Secretary of the University, MIT 225, and in Chapman 310.)
2. Description of the Department of Educational Opportunity and the Department of Learning Skills. On the UWM campus, there are two departments which provide academic support for students: the Department of Educational Opportunity (DEO), formerly Experimental Program in Higher Education (EPHE), and the Department of Learning Skills. Both of the departments were transferred from the Division of Student Affairs to the Division of Academic Affairs during the Summer of 1980.

EPHE was established in 1968 with an initial enrollment of 104 students (77% minority, 23% non-minority). The purpose of the Program was to assist students who would not normally be able to pursue a college education because of academic deficiencies or economic hardships. The Department was designed to recruit, interview, and evaluate applicants from disadvantaged backgrounds for admission to the University. After they were admitted, students would receive intensive academic advising and tutoring.

In 1973, tutoring was transferred to the Department of Learning Skills and lecturers were hired, with the approval of appropriate academic units (the respective academic departments), to teach special sections of biology, English, linguistics, psychology, and Spanish. Special sections are still offered for DEO students in the above areas, except for linguistics. Budget and staff are provided by the Division of Academic Affairs. Student credit hours belong to the appropriate academic units.

Enrollment in DEO has grown steadily from 104 students in 1968 to 1,604 students in the Fall, 1980. The proportion of minority students in DEO has decreased from 77% in 1968 to 37% in the Fall, 1980. Most of the enrollment increase has occurred during the past three years when enrollment increased from 348 in 1977 to 1,604 in 1980 (89% increase). Although most of the students do not meet the admissions requirements of UWM, the retention rate is comparable to that of the general University population.

While many DEO students enroll in courses in the Department of Learning Skills, all students begin earning regular academic credit in selected courses offered by the various Departments. Monitoring of instructional quality is provided by DEO and the academic departments.

The Department of Learning Skills was established in the Fall of 1971. Before that time, the Department of Student Counseling taught small classes in reading and study skills. When the Department of Learning Skills was created, non-credit reading and study skills and basic mathematics classes were offered by the new Department. In 1973, the reading and study skills classes became a two credit course offered by the Department of Educational Psychology, 315-100: Learning Skills Lab I, 2 credits. Also in 1973, the tutoring component was added to the Department. In the Fall of 1975, two additional non-credit courses were added: Chemistry Preparation and Composition Preparation, and the Individualized Learning Center and the Testing Component were added. (Since January, 1980, the Testing Component has become a separate unit and is located in the Division of Student Affairs.) In the Spring Semester, 1981, Physics 100 (1 credit) was added to the courses offered by the Department.
Budget support for this course is provided by the Division of Academic Affairs and the student FTE's are credited to the Physics Department. A list of the Department's offerings for the Spring Semester, 1981 is attached.

I. Enrollment figures for the Fall, 1980 follow:

1. 315-100 Learning Skills Lab I
   351 students (average size = 29) 12 sections

2. Chemistry Preparation
   45 students 1 section

3. Composition Preparation
   59 students 2 sections

4. Basic Algebraic Techniques
   245* students (average size = 41) 6 sections

Total = 700 students
21 sections

*150 students on a waiting list

II. Individualized Learning Center

Served 237 students

III. Tutoring

Provided tutoring for 397 students

Total students served = 1,334
Fall, 1980

Thus, the Departments of Educational Opportunity and Learning Skills served 2,938 students during the Fall, 1980. DEO has an instructional staff of 6.5 FTE and Learning Skills has an instructional staff of 6.0 FTE.
3. Current Offerings in Academic Departments. There is no unified set of courses that could be considered as fitting a common understanding of "basic skills." The following courses are among those that are recommended to students in need of special preparation for regular college work.

JUNE 1980 UNDERGRADUATE BULLETIN                SCHEDULE OF CLASSES SEM. II-1980-81

College of Letters and Science: Department of English

100 Fundamentals of Composition: 3 cr.

A fundamentals course with an individualized approach, intensive review of sentence structure, punctuation, usage and spelling; analytical reading and considerable writing practice at paragraph level. Prereq: none.

Enrollment Sem. I, 1980-81 = 774

College of Letters and Science: Department of Mathematical Sciences

100 Essentials of Algebra: 1 cr.

(Fee assessed for 3 cr.) Numbers; linear equations, graphs, linear systems, factoring of polynomials; fractions; radicals and exponents; logarithms; quadratic equations; complex numbers. Placement score of 1. Prereq: placement score of 1.

Enrollment Sem. I, 1980-81 = 1,127

College of Letters and Science: Department of Physics

100 Preparation for Physics. 1 cr.

(Fee assessed for 3 cr.) Introductory course in general physics designed for the student with little or no previous science training. 2 hrs lect, 1 hr disc. Not open to students who have had Physics 110, 120, or 207. Cannot be used to satisfy the Natural Science distribution requirements. Prereq: none.

Enrollment Sem. I, 1980-81 = 122
School of Education: Department of Educational Psychology

100 Learning Skills Laboratory 1, 2 cr.

Designed to help students build effective study techniques, solve learning problems, promote awareness of factors of motivation.

This course is designed: a) to provide knowledge and experience in effective study techniques; b) to provide practice with materials designed to improve study skills; c) to enable student to recognize and solve problems associated with learning; and d) to promote awareness of how students can be motivated by themselves and others to achieve success in college. There will be regular class meetings and a one hour per week individual lab requirement to be arranged.

Enrollment Sem. I, 1980-81 = 334

School of Library Science

101 Using Information Sources and Services, 1 cr.

Emphasis on techniques to information gathering for student to build expertise in exploiting information sources and services. Provides foundation for independent lifelong learning experiences. Prereq: none.

Prereq. None. Credit/no credit only. This course is designed: a) to acquaint the students with the various information and resource materials available for research; b) to help the students develop skill in the use of these resources and materials; c) to identify for the students the variety of library and information centers in the Milwaukee area to which they have access; and d) to provide the students with a knowledge and skill which is fundamental in the development of independent lifelong learning experience.

Enrollment Sem. I, 1980-81 = 25
<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Credits</th>
<th>Section</th>
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<tbody>
<tr>
<td>315-100</td>
<td>LEARNING SKILLS LAB I</td>
<td>2</td>
<td>Se 001  - etc.</td>
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<tr>
<td>754-100</td>
<td>PREPARATION FOR PHYSICS</td>
<td>1</td>
<td>Se 001  - etc.</td>
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<td></td>
<td>...This course is being offered through the Department of Educational Psychology under the title of Learning Skills Lab I. This course is a two credit, semester course designed to improve study skills and reading comprehension for success in the completion of college level courses. The course emphasizes study skills most frequently needed by University students such as note-taking, time budgeting, and term paper techniques. The Laboratory also emphasizes appropriate reading techniques needed for various kinds of texts and materials. If you are interested in taking the course for non credit, contact the Department of Learning Skills in 128 Mellencamp or call 963-5363.</td>
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<td>...This course is being offered through the Department of Physics. The course is a one credit preparatory course designed for students intending to take Physics 110 or the Physics 120-122 series of courses. Its intention is to review and build confidence in problem solving by incorporating the essential techniques of trigonometry, vectors, simultaneous equations with basic principles of physics.</td>
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<td>BASICS ALGEBRAIC TECHNIQUES</td>
<td>0</td>
<td>Se 001  - etc.</td>
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<td>...is a non-credit, semester course designed for students who wish to prepare themselves for Math 100 or Math 112. This course is especially helpful for those students who have not had math for some time or experienced difficulties with high school math courses. Basic algebraic problem solving is emphasized.</td>
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<td></td>
<td>CHEMISTRY PREPARATION</td>
<td>0</td>
<td>Se 001  - etc.</td>
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<td></td>
<td>...is a non-credit, semester course designed for students who want to prepare themselves for Chemistry 100. Course emphasis is on subject vocabulary, problem solving, and familiarizing the student with scientific mathematics and several basic chemical concepts.</td>
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<td></td>
<td>COMPOSITION PREPARATION</td>
<td>0</td>
<td>Se 001  - etc.</td>
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<td>...is a non-credit, semester course designed for students who wish to prepare themselves for English 100 or 101. The course consists of a thorough grammar review and composition practice including: topic sentences, concrete details, and coherent organization.</td>
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<td>MATH CONFIDENCE WORKSHOP</td>
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<td>...offers the student the opportunity to establish a positive confident attitude toward math through a variety of structured and unstructured activities. The free, non-credit workshop will meet one hour a week for five weeks.</td>
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<td>TEST CONFIDENCE WORKSHOP</td>
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<td>...offers the student the opportunity to learn to replace anxious feelings with a positive, confident attitude toward taking exams. Students will learn a relation procedure and other strategies for coping with test anxiety. The free, non-credit workshop will meet one hour a week for five weeks.</td>
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<td>THE TUTORIAL COMPONENT</td>
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<td>...provides UWM student with one or two hours per week of individualized or group assistance in their course at UWM. Students are hired by the Component to tutor in numerous 100 and 200 level courses. There is no charge for this service.</td>
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<td>THE INDIVIDUALIZED LEARNING CENTER</td>
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|        |    ...offers individualized instruction in various modules, including study skills, reading improvement, vocabulary development, English grammar, spelling, writing improvement, basic arithmetic, basic algebra, and basic chemistry.