

UW-WTCS Committee on Baccalaureate Expansion
Minutes of October 12, 2004 Meeting
Administration Building, Madison Area Technical College
10 AM - 3 PM

Committee members present: Brent Smith, co-chair, Charles Pruitt, co-chair, Mary Alsteens, Roger Axtell, Margaret Cleek, Mary Quinnette Cuene, Kathleen Cullen, Cora Marrett, Lee Rasch, Erika Sander, Robert Sedlak, Craig Stark and Lori Weyers. Absent: Allan Kehl and Eileen Connolly-Keesler.

Staff members present: Gabrielle Banick, Janet Washbon, Frank Goldberg, Larry Rubin, Sharon Wilhelm, and Gail Bergman.

Note: Presentation materials from the October 12 meeting can be found on the committee website.

- A. The meeting was called to order by the co-chairs Brent Smith and Charles Pruitt.
- B. Review of Recommendation Development Process for the Final Committee Report

Questions and comments included:

- 1. We need to keep the criteria in mind as we review the proposed strategies. And we are looking for strategies that address the needs of the low-income, minority and adult/non-traditional students.
 - 2. An overall goal is to raise Wisconsin from 31st to past Utah in bachelor's degree holders in the state.
 - 3. Pilot programs are important – to confirm that we are heading in the right direction. The pilots should have targets.
 - 4. We need to address 3 questions: Is there duplication? Can we determine costs? How many new degrees will be produced?
 - 5. We need faculty commitment/involvement to make the strategies work.
- C. Overview of Proposed Strategies for Increasing the Number of Baccalaureate Degree Holders in Wisconsin
 - 1. Janet Washbon and Larry Rubin described the items outlined in the matrix for each of the 13 Proposed Strategies:
 - The primary target audience is listed. While any proposal might work for a particular student, some might be focused on one group more than another.
 - The themes are described at the end of the document.
 - The implementation status entries are:
 - a. Ready to start implementation or pilot process – these are areas where there is agreement and interest between the Systems
 - b. Requires further study – these are strategies where a subsequent group may be developed to continue the study
 - c. Requires developmental work for future implementation – these are strategies where after some development work, we can look for funding – either in future budget proposals or elsewhere
 - 2. Questions and comments included:
 - a. We've shared the proposed strategies with campuses and are collecting their current involvement in such efforts and potential future involvement.
 - b. The strategies need to be collaborative.
 - c. We need to avoid duplication and institutions need to stay within their mission.
 - d. We need to ask: What is the problem that is being addressed by each strategy?

- D. Recommendation A - Baccalaureate of Applied Science or General Studies for Career Advancement - Develop UWS degree completion programs leading to a major or baccalaureate in applied science or general studies for WTCS students with an AAS.

Questions and comments included:

1. Demand for such a program may be regional.
2. Distance Ed can be part of such programs
3. Who might oppose this? For-profit institutions who currently offer similar programs
4. What are the challenges? Development costs, capacity, financial aid (it needs to be more seamless for students)

- E. Recommendation B - Baccalaureate Degree Completion Programs in Fields with High Student and Labor Market Demand - Develop new or expand existing UWS baccalaureate degree completion programs (2+2 or similar models) in areas of high student and labor market demand.

Questions and comments included:

1. System to System agreements are most attractive.
2. We must be careful to not overexpand – as some labor market demands are cyclical – for example, an 8 year cycle in nursing.
3. We need to educate the public about such programs – communication is a key.

- F. Recommendation C - Expand Availability of Existing UWS Baccalaureate Programs to WTCS and UW Two-Year Institutions - Offer UWS baccalaureate degree programs in specific majors to students at WTCS and UW College campuses.

Questions and comments included:

1. This type of program works well for working adults as they typically work in the same area where they attended the 2-year campus.
2. You need a large enough group of students at a location to make it efficient and effective.
3. Programs should not rely totally on distance education; some students want face-to-face education or at least hybrid models.
4. Programs need to focus on labor market demands; demand for a program in a region.

- G. Recommendation D - Associate of Science Degree Programs - Develop career-focused pre-major associate of science degree programs with WTCS liberal arts colleges that are aligned with specific (existing) UWS majors.

Questions and comments included:

1. While the proposed strategy focuses on developing these programs with WTCS liberal arts colleges, non-liberal arts WTC's are interested in offering this type of degree.
2. The institutions in states surrounding Wisconsin offer this type of degree – however, these states have community college systems while Wisconsin does not.
3. In Wisconsin, a WTC could partner with a UWC to offer such a degree – this would be a variation of the 1+1 degree programs in Recommendation E.

- H. Recommendation E - Collaborative Degree Programs - Develop collaborative (1+1, 1+3) degrees between WTCS and UWS institutions with the WTCS providing 30 credits of instruction that would partially satisfy UWS general education requirements upon transfer to a UW College or UWS baccalaureate institution.

Questions and comments included:

1. This strategy builds on the 2004 change to UWS transfer policy that allows WTCS students to transfer up to 30 credits of general education courses that are part of an applied associate degree.
2. This strategy works well for students who want to start at a WTCS and eventually get a UW degree.

- I. Recommendation F - Reduce Financial Barriers for Low Income Students - Make increased financial aid a high priority in budget requests of both the WTCS and the UWS. Undertake long term planning efforts with the WTCS and the UWS to address increasing access and retention of low income students by removing the financial barriers to higher education in Wisconsin.

Questions and comments included:

1. Both the WTCS and UWS financial aid 2005-07 budget requests try to address the needs of low income students.
2. An example of a financial aid program with additional money for low-income students is the North Carolina Covenant Program. In this program, University of North Carolina - Chapel Hill students at or below 150% of poverty level are guaranteed that the total cost of education will be covered by a combination of federal, state and institution grant dollars. One nuance of this program is that it only serves one campus in the state.
3. Improved communication and advising can help low income students and their parents work through the financial aid process.

- J. Recommendation G - Graduation Completion Project - Encourage students who have completed a substantial portion of credit requirements but have dropped out of college to come back and complete their degrees.

1. In general, the committee thinks that this proposal is a good one and has a fairly good understanding of how it would work.

- K. Recommendation H - Comprehensive Access Gateway to Learning - Develop statewide communication strategies to provide prospective students, parents, and employers with information about educational opportunities in Wisconsin.

1. Because strategies in this area are statewide, they may require further study by a subsequent group.

- L. Recommendation I - Credit for Non-Traditional Learning Experiences - Develop a coordinated mechanism to assess and assign college credit for learning gained through work, military service, and other educationally-related experiences.

Questions and comments included:

1. While some UW institutions already grant credit for non-traditional learning experiences, taking a coordinated, systemwide approach to prior learning assessment requires some front-end work. While it may have small budget implications, the coordinated approach can't be developed overnight. Thus it's in the "requires further study" category.
2. One challenge to this strategy is changing the mindset of those who know little about non-traditional learning assessment and may be uncomfortable with granting credit for it.

- M. Recommendation J - Alternative Delivery Options and Coordination - Explore systemwide and statewide approaches to developing, coordinating, and promoting on-line learning and other alternatives to residential, on-campus degree programs.
1. Because strategies in this area are statewide, they may require further study by a subsequent group.
- N. Recommendation K - Pre-College Programs - Assess, enhance, and promote pre-college programs to determine how best to encourage underserved populations to aspire to and prepare for college admissions and success.
1. UW System is currently evaluating the short-term and long-term impact of UWS pre-college programs. Subsequent to the completion of this project, requests for additional funding for pre-college programs could be included in future budget requests or funding could be sought from other sources.
- O. Recommendation L - Early Assessment and Intervention Programs to Promote College Readiness - Develop and implement early assessment and intervention programs to encourage high school students to assess and enhance their preparation for postsecondary education.
- Questions and comments included:
1. Since the budget proposals for 2005-07 are already set, a stronger case may be made for this proposal in a future budget request.
 2. One example of an early assessment tool is the Early Math Placement Test; other colleges have tested similar placement tools.
- P. Recommendation M - Expanded Academic and Career Advising Initiatives - Expand academic and career advising programs and services such as those focused on helping students make successful transitions to and between postsecondary institutions and that support and encourage retention to degree completion.
- Questions and comments included:
1. A UW Advising Taskforce is working on establishing best practices in advising - this work could be used in future advising development, including WTCS/UWS collaborative efforts.
- Q. Next Steps
1. We need more information as to which UW and WTCS institutions are interested in piloting strategies and we need to determine which would make the best pilots.
 2. Staff are working to collect this information. There is much interest. We may have cost and student enrollment estimates by the next meeting.
 3. We want the institutions to work regionally and ensure that all regions are involved.
 4. We should build on collaborative work that has already begun.
 5. We need something for the headlines - such as UW and WTCS working together to increase baccalaureate degrees by x number.
- R. Outline of final report
1. The proposed outline of the final report was reviewed.
 2. At the November meeting, the committee will review drafts of sections of the report.
 3. The report should include an implementation process with a group assigned to coordinate the pilots, review results and determine pilots that should be expanded.