

**Recommendation A: Baccalaureate of Applied Science or General Studies for Career Advancement**  
**(Ready to start implementation or pilot process)**

Develop UWS degree completion programs leading to a major or baccalaureate in applied science or general studies for WTCS students with an associate of applied science. The degree would be structured on the "inverted major" concept which builds upon the technical or occupational major the student has already completed.

**Concepts:**

1. Students with a WTCS AAS would have full transferability of credits toward completion of the UW baccalaureate degree and upper division status upon transfer.
2. Students would complete additional coursework primarily within general education areas with a concentration or emphasis in high demand areas such as business and health administration.
3. Areas of concentration or emphasis would be based upon student and employer needs.
4. UW faculty will work collaboratively with WTCS faculty to align the curriculum to maximize student success.
5. Coursework would be delivered through a variety of instructional methods including on-line and other distance education methods to make the programs widely accessible to place bound adult learners.
6. This initiative would provide access to one of the largest untapped markets in the state.
7. These potential students have already demonstrated their desire for higher education and have shown themselves to be capable students.

**Examples:**

1. Bachelor of Applied Science Degree (BAS) with concentration in business administration, health administration or industrial management.
2. Bachelor Arts Degree (BA) with a major in General Studies or Liberal Arts.
3. Bachelor of Applied Science Degree (BAS) in Health Care Administration linked to specific WTCS associate degree programs in health occupational areas (e.g. technical nursing, health care information technology, pharmacy technician).

## **Recommendation B: Baccalaureate Degree Completion Programs in Fields with High Student and Labor Market Demand (Ready to start implementation or pilot process)**

Develop new or expand existing UWS baccalaureate degree completion programs (2+2 or similar models) in areas of high student and labor market demand. The degree completion programs would be offered by UWS through UWS and/or WTCS campuses and lead to a baccalaureate degree in fields of study where there is a high student and labor market demand.

### **Concepts:**

1. Students in specific WTCS applied associate degree programs would transfer a substantial number of WTCS credits (approximately 2 years of work) and apply them toward a corresponding baccalaureate degree program (completing with approximately 2 more years of work).
2. The degree completion program would build on both the general education and occupational/technical areas of the associate degree program.

### **Examples:**

1. Increase utilization of the current articulation agreements between WTCS associate degree nursing programs and UW bachelor's degree nursing programs by expanding the capacity of current programs.
2. Expand current statewide agreements for WTCS students in associate degree early childhood education programs to complete their baccalaureate degree in early childhood education or other elementary education areas.
3. Expand UW-Milwaukee's current articulation agreements with three regional WTCS districts between its Information Resources program and Computer Information Systems programs at WTC's to additional WTCS districts.
4. Develop new 2+2 degree completion programs in business.

**Recommendation C: Expand Availability of Existing UWS Baccalaureate Programs to WTCS and UW Two-Year Institutions**  
(Ready to start implementation or pilot process)

Offer UWS baccalaureate degree programs in specific majors to students at WTCS and UW College campuses. Programs would primarily offer degree completion opportunities for students who complete an associate degree or a substantial number of credits at a UW or WTCS two-year campus, but are unable to continue their education at another campus due to family, job, or other related constraints.

**Concepts:**

1. UW Baccalaureate institutions could utilize existing faculty, facilities and services at the two-year institution in delivering these programs.
2. These programs could be offered on-line, in-residence or a combination of the two.
3. These potential students have already demonstrated their desire for higher education and have shown themselves to be capable students.

**Examples:**

1. UW-Milwaukee's "College Connections" program at several UW Colleges and WTCS Liberal Arts Colleges.
2. UW-Stout offers BS in Service Management at several WTCS institutions.

## **Recommendation D: Associate of Science Degree Programs (Ready to start implementation or pilot process)**

Develop career-focused pre-major associate of science degree programs with WTCS liberal arts colleges that are aligned with specific (existing) UWS majors.

### **Concepts:**

1. Programs would build on existing transfer and articulation agreements between WTCS and UW.
2. Programs would permit WTCS students to complete general education requirements and pre-requisites for a career-oriented major offered through UW institutions using existing curricula from WTCS programs.
3. Provides student with a recognized academic credential that could assist in gaining entry-level employment as well as preparing for further postsecondary education.

### **Example:**

1. Moraine Valley Community College in Illinois offers associate in science degree programs for students who plan to major in science disciplines such as biology, chemistry, nursing, etc. or in business areas such as accounting, business administration, finance, etc. The transfer program consists of 62 credit hours: 38 credit hours of general education and 24 credit hours of additional degree requirements/electives.

## **Recommendation E: Collaborative Degree Programs (Ready to start implementation or pilot process)**

Develop collaborative (1+1, 1+3) degree programs 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.

### **Concepts:**

1. Builds on existing transfer and articulation agreements between baccalaureate and 2-year institutions.
2. Permits WTCS students to complete one year's worth of general education requirements prior to transfer to a UW institution.
3. Provides students co-enrolled in the collaborative degree program at a WTCS or UWS institution eligibility for financial aid.

### **Examples:**

1. WTCS/UW Colleges collaborative associate of arts or science degrees (1+1) with students earning 30 credits from the WTCS and the second 30 credits from a UW College.
2. WTCS/UW baccalaureate collaborative degree program (1+3) with students earning 30 credits from the WTCS and 90 credits from a UW baccalaureate institution.

## **Recommendation F: Reduce Financial Barriers for Low-Income Students (Ready to start implementation or pilot process)**

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.

### **Concepts:**

1. Financial aid goals of the two public postsecondary education systems should be to hold stable, if not improve, participation of students from the lowest income quintiles.
2. Given that financial aid plays a pivotal role in a student's ability to pursue higher education and that tuition increases represent a sizable financial barrier to higher education, it is essential that there be substantial increases in state-funded grant financial aid.
3. Students' unmet need has dramatically increased in recent years. Financial aid increases are needed to decrease students' unmet need.

### **Examples:**

1. 2005-07 Budget initiatives: The creation of the statutory link between tuition increases and financial aid is an important step to ensuring that funding for financial aid programs increases at minimally the same percentage as tuition. However, a percentage increase in funding does not result in a corresponding increase to a student's grant award. Holding low-income students truly harmless from tuition increases is also an important step to providing access for students from all income levels. A dollar match would prevent additional decreases in the access of students and increase retention by holding the amount that students pay steady.
2. North Carolina Covenant Program: 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.
3. Loan Forgiveness Programs for students graduating in designated high career areas and/or students who stay and work in Wisconsin.

## **Recommendation G: Graduation Completion Project (Ready to start implementation or pilot process)**

Encourage students who have completed a substantial portion of credit requirements but have dropped out of college to come back and complete their degrees.

### **Concepts:**

1. Pilot projects should be undertaken to assist students in the completion of the baccalaureate degrees. This would entail contacting students who left the university in good academic standing close to completing their degree and facilitate their return to college to complete their degree.
2. Upon completion of the pilot, a comprehensive project should be developed that would result in an increase in the percentage of residents holding a baccalaureate degree.

### **Examples:**

1. University of New Mexico Graduation Project involves contacting students who have dropped out of school with less than 30 credits remaining towards graduation and have maintained a grade point average of 2.0 or better. The project offers students assistance in completing their degree by offering such things as financial aid, advising, and priority enrollment in needed courses.
2. UW-Oshkosh has undertaken a pilot project that entails the identification of group of 100 UW-Oshkosh students who were within one semester of graduation and maintained a GPA of 2.50 or higher, but left the University within the past five years without completing their degree.

## **Recommendation H: Comprehensive Access Gateway to Learning (Requires further study)**

Develop statewide communication strategies to provide prospective students, parents, and employers with information about educational opportunities in Wisconsin.

### **Concepts:**

1. A variety of entities maintain information about educational opportunities in Wisconsin, this includes information published in various formats by a variety of agencies (UW System, WTCS, WAICU, DPI, etc.) Joint efforts would make it easier for the general public to find and understand information about education in Wisconsin.
2. Information about distance education opportunities and non-traditional access would be an area of focus.
3. Builds on long-term collaborative efforts between the UWS and WTCS to provide transfer advising through the Transfer Information System (TIS).
4. A joint message promoting education might generate increased support for educational initiatives in Wisconsin.

### **Examples:**

1. Development of a single website to search for distance education courses or programs offered by UW System, WTCS, or WAICU.
2. Development of a common state higher education web portal (one-stop-shop) with access to information about educational opportunities in Wisconsin.
3. Communications strategies to market education in the state.
4. Development of improved information resources on UWS and WTCS institutional websites would help to clarify and promote transfer opportunities for WTCS seeking to transfer to UWS institutions.

## **Recommendation I: Credit for Non-Traditional Learning Experiences (Requires further study)**

Develop a coordinated mechanism to assess and assign college credit for learning gained through work, military service, and other educationally-related experiences.

### **Concepts:**

1. Awarding of a degree is based in achieving competencies.
2. Competencies can be obtained through traditional and non-traditional educational experiences.
3. Translating informal education into credit requires rigorous analysis.
4. Faculty involvement in assigning credits is required by shared governance.

### **Examples:**

1. Alverno College, Waukesha County Technical College, and UW-Platteville provide in-state models of the development of student portfolios to demonstrate learning competencies.
2. At Excelsior University, students can earn credit through a variety of ways including proficiency examinations, approved military coursework and experience, and approved business- and industry-sponsored training.
3. At Thomas Edison State College, students can earn degrees through a variety of rigorous academic methods, including documenting college-level knowledge they may already have and by completing independent study courses.
4. The Council on Adult and Experiential Learning provides assistance and training to higher education institutions interested in awarding credit for non-traditional learning experiences.

## **Recommendation J: Alternative Delivery Options and Coordination (Requires further study)**

Explore systemwide and statewide approaches to developing, coordinating, and promoting on-line learning and other alternatives to residential, on-campus degree programs.

### **Concepts:**

This statewide approach would include the following:

1. Work through the Joint Administrative Committee on Academic Programs (JACAP) and other means to determine student needs for new online programs and courses.
2. Work cooperatively with UW and WTCS institutions to determine who will offer these new online programs and individual course offerings and encourage collaboration and coordination between institutions in these offerings.
3. Develop a statewide gateway of online programs and courses offered by the UW, WTCS and WAICU institutions which will include a searchable database of statewide online learning programs and courses and student services to support online learning. This gateway should provide a student-centered approach that removes barriers to students taking online courses from multiple institutions.

### **Examples:**

1. JACAP could commission market research to determine what the top statewide needs for on-line programs are and then work across systems to develop consortial online programs to address these needs.
2. Other states have brought together the online and other distance education course offerings of their institutions. For example, the Ohio Learning Network lists online learning and other distance education program and course offerings for 46 Ohio institutions of higher education including Ohio State University, University of Ohio, University of Akron, University of Cincinnati, Belmont Technical College, Columbus State Community College and Jefferson Community College.

## **Recommendation K: Pre-College Programs (Requires developmental work for future implementation)**

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.

### **Concepts:**

1. Pre-college programs provide an important mechanism to reach middle and high school-age youth and their parents to provide information about postsecondary options and ways of financing attendance at postsecondary institutions.
2. Assessment and continuous improvement of the programs are necessary to ensure that institutional support is targeted to programs that can demonstrate success in encouraging youth from underserved populations to consider high skill/high wage careers and aspire to, prepare for, and enroll in postsecondary education.
3. Develop a statewide gateway of pre-college programs offered by the UW, WTCS and WAICU institutions.

### **Examples:**

1. UW System Pre-college Program Assessment Project is evaluating the short-term and long-term impact of UWS pre-college programs.
2. Expand the availability of current UWS and WTCS pre-college programs to additional populations and areas of the state.

**Recommendation L: Early Assessment and Intervention Programs to Promote College Readiness  
(Requires developmental work for future implementation)**

Develop and implement early assessment and intervention programs to encourage high school students to assess and enhance their preparation for postsecondary education.

**Concepts:**

Collegiate level academic skills are essential to success in any baccalaureate major. Students may take the appropriate courses for college in high school but may still be deficient in math, writing, or reading at the postsecondary level. Often times, they are required to spend additional time in remedial or developmental courses before they can take college-level courses. In some instances, student inability to successfully complete core academic "gatekeeper courses" (e.g., geometry or advanced algebra) prevents them from pursuing their chosen field of study.

1. Develop and deploy instruments and strategies that assess pre-college students' proficiency in academic areas would be developed/adopted and administered to high school students.
2. Would help reduce the need for remedial education by informing students of their readiness level while in high school so that they can improve their skills before entering college and would insure that all students have access to assessment instruments and methodologies.
3. Students would complete additional high school coursework that would enhance their academic skills before entering college.
4. UW and WTCS faculty would work collaboratively to identify the required skill levels of incoming freshman.

**Example:**

1. The Early Math Placement Test (EMPT) for high school juniors could be updated and revised to reflect mathematics skills currently required at UW and WTCS institutions. When used in the 1996-2000 school years, students who took the EMPT were more likely to take math during their senior year of high school and required less remedial instruction in college.

**Recommendation M: Expanded Academic and Career Advising  
(Requires developmental work for future implementation)**

Expand academic and career advising programs and services such as those focused on helping students make successful transitions within and between postsecondary institutions to support and encourage retention to degree completion.

**Concepts:**

1. Research has shown that effective academic and career advising has a significant positive impact on student retention and degree completion.
2. Direct contact with faculty inside and outside the classroom is an effective retention strategy.
3. Advising can be enhanced by using technology effectively.

**Examples:**

1. Expansion of the Transfer Information System (TIS) to include on-line transfer progress reviews.
2. Development of mentoring programs for targeted student populations.