

MINUTES OF THE REGULAR MEETING  
of the  
BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM  
Milwaukee, Wisconsin  
UW-Milwaukee  
Held in the Fireside lounge, UWM-Union  
Thursday, June 7, 2001  
1:15 p.m.

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- President Smith presiding -

PRESENT: Regents Alexander, Axtell, Barry, Benson, Boyle, Gottschalk, Gracz, Klauser, Krutsch, Marcovich, Mohs, Olivieri, Randall, Schneiders and Smith

ABSENT: Regent Brandes and DeSimone

**WTCS/UW COLLABORATION REPORT; NURSING AGREEMENT**

Introducing the presentation, Regent President Smith referred to a written status report on transfer initiatives between the Wisconsin Technical College System and the UW System. He welcomed Anne Reid, President of the WTCS Board and Ed Chin, State Director of the Wisconsin Technical College System and thanked them for attending this meeting.

President Lyall noted that in April 2000, the UW and WTCS Boards held an historic joint meeting and signed an agreement to undertake a number of initiatives to facilitate transfer between the two systems. At today's meeting, she and Director Chin would report progress on those initiatives and would finalize one initiative by signing a multi-institutional transfer agreement in nursing. This agreement not only will make it easier for students to move between the two systems, but also will help to address the nursing shortage that the state is experiencing. A second agreement, on early childhood education, will be signed at the July WTCS Board meeting.

President Lyall then highlighted some of the actions taken to fulfill the commitments made at the April 2000 meeting, noting first that the UW Undergraduate

Transfer Policy has been revised to allow for transfer of credits in mathematics and natural science from occupational programs.

In the 1999-2000 academic years, 2576 students transferred from the WTCS to the UW and 2700 UW students transferred to a technical college - more movement in both directions can be expected as students' career and life cycle needs change. Therefore, she noted, facilitating transfer is an important objective for both systems and for the state as a whole.

Numbers of articulation agreements continue to increase, now totaling 410, an increase of 50 since July 2000. Faculties continue to work on new kinds of articulation agreements that will provide greater flexibility for students. UW-River Falls College of Agriculture, Food and Environmental Sciences faculty are developing broad articulation agreements with five WTCS districts in the areas of animal science, agronomy, and soil science; and UW-Platteville is exploring expanded programming with Southwest Wisconsin Technical College.

In some cases, partnerships were formed to facilitate earning technical college degrees. For example, UW-Richland and Southwest Technical College are working to serve students who want to earn the Associate of Applied Science Degree in Southwest's Microcomputer Specialist program. Students may complete the program at UW-Richland, taking their general education coursework from UW-Richland faculty and the applied computer courses from Southwest faculty who commute to Richland. In its first semester, the program filled with 22 students, and there is a waiting list.

Responding to a need expressed by local industry, UW-Eau Claire and Chippewa Valley Technical College (CVTC) developed a joint program in computer chip design called "Design Verification Engineering". Half the courses in the program are offered by UW-Eau Claire and half by Chippewa Valley. The program awards a CVTC certificate.

To be signed today is the first system-to-system articulation agreement. Students with an Associate Degree in Nursing from any WTCS district will be able to transfer their credits into the collaborative nursing program at any of the five UW institutions that offer a Bachelor of Science in Nursing. In July, the first two statewide early childhood articulation agreements will be signed. Students who complete the new WTCS core curriculum in early childhood at any WTCS institution will be able to transfer over 50 of those credits into programs at UW-Milwaukee and UW-Parkside. Over the next year, other UW institutions that offer early childhood education programs also will develop statewide articulation agreements. Early childhood education has been identified by the new State PK-16 Council as a focus for enhanced collaboration across all sectors of education.

These two initiatives, President Lyall pointed out, demonstrate why different articulation models are appropriate in different fields. In the collaborative nursing program, UW nursing faculty had already developed a curriculum that is substantially similar among the five UW institutions, and WTCS districts were able to modify their

science course to achieve substantial similarity in their curriculum across districts. Once this was achieved, a statewide articulation agreement was feasible.

In early childhood education, however, institutional programs differ from one another. UW-Milwaukee and UW-Parkside developed articulation agreements specific to their programs, and were able to develop one agreement for all WTCS districts.

In both the nursing and early childhood initiatives, President Lyall remarked, the articulation agreements have come about because faculty have been able to sit down together and discuss similarities and differences in their programs.

In developing articulation agreements, the President explained, the effort is to find intersecting points in existing programs. An articulation agreement in which close to half the credits required for the baccalaureate degree can be completed at a WTCS institution is called a 2+2 degree completion agreement. For example, UW-Parkside has established a business degree completion program with Gateway Technical College. The Gateway student who graduates with an AAS in Accounting will transfer 51 credits into the Parkside Business Management degree. UW-Parkside plans to expand this agreement to additional WTCS institutions.

Waukesha County Technical College and UW-Stout initiated a 2+2 degree completion agreement in Graphics Communications Management in 1997. The agreement permits students who complete the Waukesha associate degree in printing to transfer as juniors into the Stout program. An additional feature is that students may start the Waukesha Tech program while still in high school through the Youth Apprenticeship Program, making the agreement a 2+2+2 program. There currently are four Waukesha transfers enrolled in the UW-Stout Graphics Communications Management program, all of whom started out in the Youth Apprenticeship Program. Three of the students have grade point averages over 3.5 at UW-Stout.

UW-Stout will expand the Graphics Communications Management partnership with Waukesha County next fall by offering the entire degree on site at WCTC via distance technology. UW-Waukesha will be involved also in this partnership, offering the general education components of the degree.

In addition to establishing articulation agreements with existing programs, UW institutions are developing new bachelors degree programs designed specifically as completion programs for WTCS Associate Degree graduates. Last fall, UW-Stout began offering a Bachelor of Science in Industrial Management. Students with an Associate Degree in any of the WTCS technically oriented programs may enter UW-Stout with junior standing. The major is offered at multiple sites, including a number of WTCS facilities. In its first year, over 50 students enrolled.

The report made by the UW and the WTCS to the Legislature last June identified a need for a broad based degree completion option. Sometimes referred to as an "upside down degree", it consists of the first two years in a technical college, emphasizing an area

of specialization, and the last two years in the university, emphasizing general education. In October 2000, the Board authorized UW-Stout to implement a Bachelor of Science in Applied Science that will be this type of broad based degree. Stout plans to implement the program for WTCS transfers in the fall of 2002.

The report to the Legislature also identified a need for additional degree completion programs that build upon the skills of a particular WTCS degree. The UW System, President Lyall said, is committed to developing three such degree completion programs by September 2002. The current budget request includes a proposal for completion programs in fields important for the state's economic future, including health care administration, management information systems, software engineering, information resources, early childhood education, and service management.

A joint assessment committee will track the numbers of students who enroll in the programs and the success of those students. The UW and WTCS also are working together to communicate these opportunities to students, parents, and other interested constituencies in print, electronically, and in person. During the past year, UW and WTCS staffs also have given presentations on various transfer opportunities to high school counselors, post-secondary admissions staffs, academic advisors and others.

In addition to system-wide efforts, a number of UW institutions are collaborating in joint marketing efforts. UW-Whitewater, UW-Rock County, and Blackhawk Technical College collaborate on a joint advertising program that stresses transfer options and promotes the UW-Whitewater degree in Liberal Studies available on the UW-Rock County campus. UW-Parkside and Gateway Technical College publish a brochure that encourages transfer and outlines their articulation agreements. MATC-Milwaukee and UW-Milwaukee are participating in a project to encourage students to continue their education beyond the associate degree. The project includes outreach, counseling and advising services. Joint promotional materials have been developed by the two institutions.

President Lyall also mentioned several collaborations between the two systems that are not directly related to student transfer, but are of great benefit to the citizens of Wisconsin. 1) UW-Whitewater, UW-Rock County, UW-Waukesha, MATC-Madison, and local school districts in their areas have formed a consortium called Southeastern Wisconsin Excellence in Education Through Teacher Training (SWEETT). The project's goal is to assist children with limited English skills by increasing the number of well-trained bilingual teachers and English as a second language teachers. 2) UW-Milwaukee, MATC-Milwaukee, the Milwaukee Public Schools, and the Wisconsin TEACH Board are partnering to create a student technology program in the Milwaukee high schools. It is patterned after the successful program in which MATC has collaborated in training UWM students to serve as technicians who maintain the computers in the UWM computer labs. 3) WTCS and UW continue to collaborate with the UW Department of Defense on the Co-Lab project on establishing national technical standards for internet based courses.

In conclusion, the President pointed out that the two systems continue to adhere to the principle of maintaining separate and distinct missions and avoiding duplication. Noting that resources are tight, she observed that collaboration takes maximum advantage of existing programs to serve students well. Efforts of the past year have not only resulted in new transfer opportunities, but also have established new working relationships that will result in many additional creative opportunities in the years ahead.

Speaking for the Wisconsin Technical College System, Dr. Chin commented that the wide range of activities outlined by President Lyall provide a sense of the energy with which advancements are being made by the two systems. He emphasized the sense of collegiality that has resulted from WTCS and UW staffs working together on the nursing and childhood development programs. Once the broad policies were set by the boards, the staffs exercised great skill in bringing these agreements to reality. The same focused effort is anticipated in working on the baccalaureate degree completion programs and in the occupational areas broad based effort.

Emphasizing that students are the real beneficiaries of this partnership, he thanked President Lyall and UW staff for their collaboration. The Technical College System, he stated, remains dedicated to its core mission of occupational training, with all degrees designed to lead to job readiness after completion in two years. The goal is not to become a full-fledged transfer institution, but to create opportunities for graduates if and when they wish to continue their education in today's demanding world of work, where lifelong learning is the watch word.

Expressing appreciation for the report, Regent Olivieri suggested that there be an annual comprehensive report on this important issue. He had some concern about encouraging more program-to-program articulation because of the complexity of dealing with many individual agreements. His sense was that broader agreements at the system level should be encouraged.

Regent Krutsch concurred with the points made by Regent Olivieri. Noting that Wisconsin is somewhat unique in emphasizing program-to-program articulation, she asked about the national context and the challenges of moving to system-to-system articulation.

President Lyall replied that one of the difficulties for both systems is that there is not consistency within programs from campus to campus. Nursing was one of the first initiatives because there is broad consensus about the content of nursing education. In other programs, there is greater variety and more differences among faculty about how to structure those programs. Having faculty sit down together and talk about their fields is a first step in eventually reaching system-to-system agreements. Adding that other states are dealing with the same kinds of issues, her sense was that Wisconsin has moved faster than most in the past year.

Expressing agreement with President Lyall, Director Chin explained that there also are differences among programs in the WTCS and that some internal work needs to

be done prior to system-to-system agreements. Program-to-program articulation agreements, he noted, often resulted from proximity of institutions. Today, with greater mobility of students and electronic delivery of programs, there is greater impetus for uniformity across systems. It was his experience that, on the national level, system-wide agreements tended to be more prevalent where both two and four-year institutions are within the same state-funded system. Both the UW and WTCS, he indicated, are committed to agreements on a system-to-system basis to the extent possible.

Regent Krutsch suggested that the UW and WTCS boards meet jointly to discuss the issues and send a message that both boards consider this topic to be important.

Regent Barry pointed out that, through the years, individual program articulation agreements have been a major driving impetus toward providing more opportunities and choices for students. He advised against discouraging such efforts, and supported moving at the same time toward multi-institutional agreements. A continuing challenge will be to upgrade information systems so that students have access to the sound advice and information they need to make good educational decisions.

President Lyall and Director Chin then signed the Nursing Agreement.

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## **2001-03 INFORMATION TECHNOLOGY PLAN OUTLINE**

Regent President Smith noted that in recent months the Board had been updated on progress in developing administrative systems, supporting web-based learning, possible development of UW portals and other IT areas. Today's presentation provides an early opportunity to hear plans for Information Technology in the next two years and provide input into development of the UW System Technology Plan. He introduced Ed Meachen, Associate Vice President for Learning and Information Technology, to make the presentation.

Dr. Meachan began by noting that the UW develops an IT plan every two years, with an update report prepared in the off years. The 2001-03 plan will be presented to the Board in October. The two main purposes of the UW System IT Plan are: First, to develop a blueprint of UW plans for the next two years in information technology; and second, to identify areas that need to be addressed through the state biennial budget process.

The 2001-03 IT plan focuses on three major areas: Online learning, information access, and IT funding. For each of these areas the plan will identify measurable goals and concrete objectives for 2003.

In the area of online learning, the IT Plan will include the recommendations of the Executive Group on Online Learning (EGOLL) – a working group of Board members and Chancellors who were charged by President Lyall to define a strategic vision and direction for the UW System. The group will present a report at the July Board meeting.

The Web-Based Learning Support System provides system-wide support to faculty and instructional staff in the use of the latest web-based learning tools. This year, over 100,000 students are using these tools and relying on the Web-Based Learning Utility. Over 4,000 faculty members have received training in the use of these tools in the last two years. The goal for 2003 is to increase students' exposure to web-based learning. The October presentation will include a demonstration of an actual course to show how these web-based learning tools enhance education.

Recognizing that the PK-16 initiative is a top priority of the Board, technology planning for PK-16 is being integrated with overall IT planning. A working group has been formed of Education deans and chief information officers to develop specific ideas and projects to support strategic planning in this area. The plan will build on projects now underway, such as the IDEAS project that provides educators with access to high-quality, teacher-reviewed web-based resources for lesson plans. In addition, UW-Milwaukee has expanded its student technology services program to the Milwaukee public schools to provide technology training to high school students and help meet technology support needs in the public schools.

Strong efforts are being made in faculty development, focusing on integrating technology into the curriculum. These efforts have brought together faculty, instructional designers, Learning Innovations and the UW System Administration, working together to enhance teaching and learning through the use of technology. Building on this broad partnership, faculty support programs will be a major initiative in the technology plan.

The IT Plan also will address research and development initiatives. For example, the Academic Advanced Distributed Learning Co-Lab partnership between WTCS and the UW is working with the federal government, private industry and other higher education institutions to test, evaluate and demonstrate new tools and technologies, including standards, to enhance web-based teaching and learning. The Co-Lab currently is sponsoring selected pilot programs to have schools use new electronic book technology in partnership with Adobe. Last semester there were three pilot programs around the UW System to work with faculty on integrating hand-helds into their classes.

The second area of focus in the plan, information access, includes management systems, network infrastructure and academic support services. Significant investments have been made in common administrative systems at UW institutions, and this will continue to be a major initiative with implementation of the shared financial system and the student administration system. In the next two years, the major task of implementing the new human resources system will begin. These tasks will command significant fiscal and staff resources, and the IT plan will provide a roadmap for these activities in the next two years.



There is an annual doubling of bandwidth usage by students and faculty. The challenge is how to manage this growing demand in a fashion that is economically feasible, while still providing adequate support for the UW mission. The UW Council of Chief Information Officers, along with other IT staff, has done considerable research into both technology and financial options for managing network demand. The IT plan will include a fiscally responsible strategy for meeting student and faculty needs in this area.

In the area of libraries, the UW System Library Strategic Planning Working Group is looking at issues such as broadening electronic services, supporting online learning, and digitization of library resources.

The Board heard at earlier meetings from Bob Kvavik, of the University of Minnesota System, and Annie Stunden, Chief Information Officer at UW-Madison, about development of a UW Portal. Institutions around the nation are considering ways to use the web to better provide students, faculty and staff with information tailored to their individual needs. There are pilot projects in the UW System and continuing study of the technology available in the market. The IT Plan will include a blueprint for where the UW will be in 2003 in providing improved access to information resources.

A key area for IT planning is the funding needed to reach the goals that are established. A System-wide IT Funding Group, comprised of provosts, chief business officers and chief information officers is considering priorities and funding options for various system-wide IT project.

The plan also will identify areas to be addressed through the 2003-05 biennial budget. Priority areas are likely to include:

- 1) Online learning: Additional resources are needed to support the development of online learning programs to meet the needs of Wisconsin citizens.
- 2) Network management: Improvements in both the statewide network and campus networks are necessary to support the UW mission and provide students, faculty and staff with access to Internet2 and other resources.
- 3) Faculty development focused on technology integration: Additional support for faculty is needed both for access to new instructional resources and support in integrating technology into the curriculum.
- 4) IT student training program: The goal is to double the size of this innovative program which not only provides economic development benefits by training students in high demand IT fields, but also meets campus needs for trained IT staff.

One of the goals is to obtain wide input into the 2001-03 plan, including recommendations from the EGOLL, IT Funding and Library Strategic Planning groups, as well as faculty, instructional designers and others. In addition, campus IT plans are being submitted and will serve as key input into the system plan. The provosts, chief information officers and chief business officers, along with representatives of the

education deans, will meet in September at the annual IT Summit to discuss the draft plan. There also will be meetings with faculty and academic staff representatives and others to provide an opportunity for their input into the plan.

In discussion following the presentation, Regent Barry inquired as to how the demand for doubling bandwidth would be met. Dr. Meachen replied that they are working through the UW's internet service provider, WisNet, to purchase additional bandwidth. Those costs have already been projected into the 2001-02 budget. The IT Plan will address bandwidth needs several years in the future.

Regent Smith added that there has been considerable discussion with legislators about the large amount of reallocation that takes place in the UW System. Bandwidth is a good example of meeting needs through reallocation. Dr. Meachen indicated that it will be necessary to make choices and set priorities so that the most urgent needs are met. Some strategic investment from the state will be needed to make the conversion to new forms of technology.

Regent Krutsch asked how much of the growing bandwidth need is based on teaching and learning and how much is recreational.

Replying that only general assumptions about the origin of bandwidth demand can be made at this time, Dr. Meachen explained that, for example, residence hall usage can be measured, but it is not known how much of that usage is for education and how much for recreation. At this time, he said, technology does not provide the tools needed to analyze type of usage. When the needed tools are fully invented and come on line, they will be greatly helpful in analyzing and shaping network traffic.

Regent Olivieri expressed the hope that the plan will address goals concerning reallocation for technology. Regarding use of web-based learning tools, he felt that the goal in two years should be for all students to have access to and actual usage of these learning technologies. He also felt there should be goals in terms of faculty training, noting that as new faculty are hired, emphasis should be placed on early training and involvement in use of technology.

He looked forward to concrete recommendations from the Education deans and information officers in terms of how teaching of teachers may change as more technology is adopted into the process. With regard to the student technology program, he noted that, at UW-Milwaukee, more than 200 student employees provide technology support for many of the university's operations. This outstanding model, he remarked, is one that should be encouraged throughout the system.

Regent Olivieri also commented that pilot programs can be an effective way of demonstrating the effectiveness of technology and convincing constituents on individual campuses of its importance to the educational process. He suggested that the new plan should address strong initiatives in terms of pilot programs.

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## ACCESS FOLLOW-UP

Regent President Smith noted that student access to the UW system had been identified by the Board as one of its top three priorities for the past academic year. At the October 2000 meeting, information on access for high school graduates was presented and discussed. System staff did follow-up research to address questions that were raised during that meeting, and in May, information from three studies was presented. This meeting's presentation concerned the results of the last two studies. He called upon Frank Goldberg, Associate Vice president for Policy Analysis and Research to make the presentation.

Dr. Goldberg began by presenting an Occasional Research Brief titled *Access to the UW System: Service Rates by Family Income*. In 1999, there were 64,000 high school graduates in the State of Wisconsin, 42,000 (66%) of who took the ACT examination. 37,000 (87%) of those answered the question on family income and were the subject of this study.

Families were divided into three categories: Low income (less than \$30,000); medium income (\$30,000 - \$60,000) and high income (\$60,000 and above). These categories correspond to those used by the US Department of Education and the American Council on Education.

The proportion of ACT test takers who apply to the UW System is called the application rate; the proportion who are admitted to the UW System is called the admit rate; and the proportion of admitted students who enroll in the UW System is called the yield rate. These three taken together are called the access or service rate. The service rate increases as income increases, from 40% for the lowest income category, to 49% for the medium category, to 52% for the highest income category. The increase in the service rate as income increases is due primarily to increases in the application rate.

The yield rate is highest for middle-income students and lowest for high-income students. The reason for this may be that high-income students have more options to enroll in private institutions and institutions in other states. For low-income students, cost is a major factor in determining whether they continue their education.

In response to a question by Regent Krutsch as to how those numbers might relate to ACT score, Dr. Goldberg said that a correlation between ACT score and income had shown no relationship.

The study further showed that students of color have lower service rates in all income categories than white students, the largest disparity being in the middle income group. There is a higher concentration of students of color in the lower income category which, regardless of race, has a lower service rate.

With regard to differences between access for males and females, earlier studies have shown that the overall access rate for male and female ACT test takers is the same (48%). This study shows that the access rate for females is higher than for males at each income level. This is possible because there are more men in the higher income categories, which have higher access rates. This means that more of the students opting not to take the ACT exam are males from the lowest income category.

Turning to the impact of need-based grants on access, Dr. Goldberg noted that, at the lowest income level, almost 60% of a family's income would be required to pay the cost of higher education. At the highest income category, it is less than 10%. Factoring in need-based grants levels the playing field considerably, although it does not eliminate the disparity.

Dr. Goldberg then presented a survey titled *PostSecondary Selection Among Wisconsin High Seniors who have taken the ACT Examination*. The survey was conducted by the UW System Market Research Unit and was based on a stratified random sample of 3,246 high school seniors who took the ACT exam. The analysis is based on 1,167 responses, weighted by gender and geographic region.

Noting that there were interesting differences in the respondent profile, he pointed out that approximately 50% of the respondents were from families where neither parent was a college graduate. For African American and Hispanic respondents, the percentage was higher: 60% and 57% respectively. On the other hand, only 39% of Asian American respondents came from families where neither parent was a college graduate. In considering this data, he noted, it is important to take into account that only 25% of the population of Wisconsin over the age of 25 have a college degree.

In terms of the types of institutions students planned to attend, there was not a statistically significant difference among Asian American, white, multi-racial and Hispanic respondents. A smaller proportion of African American students indicated that they wanted to attend a public four-year institution, but this was almost completely offset by the proportion who said they wanted to attend an historically Black college.

With respect to location, 78% of the respondents indicated that they planned to attend an institution in Wisconsin. Compared to all respondents, fewer African Americans indicated that they plan to attend college in Wisconsin, reflecting their interest in historically Black institutions.

In terms of reason to attend college, the order of importance of the top five categories was consistent across all race/ethnicity categories.

The study showed that the decision to go to college is made early, whereas the decision as to which institution to attend is made somewhat later. In contrast to what was found in the high school guidance counselors survey, in this study African American students indicated that they were beginning to make these decisions earlier than the

average. This points out a difference in perspective between guidance counselors and students, although this study focused on ACT test takers only, while the former did not.

Concerning major influences in making plans to attend college, the study found that the mother plays a key role and that this finding is consistent across race and ethnic groups. One difference among the groups was that African American students indicated that they are significantly more likely than the total of all respondents to be influenced in their decision by guidance counselors, which further emphasizes the need to work with guidance counselors in this regard.

Characteristics of a college that are most important to students are consistent with what is found in the literature and consistent across all race and ethnicity categories.

Regent Axtell suggested that the studies be shared with others and inquired about the possibility of comparing this data with data from other states, as it might be helpful to learn from their experiences. Dr. Goldberg replied that the studies are published and distributed broadly. At this time, however, he knew of no other state that analyzed ACT data in the same way, Wisconsin being in the unique position of having a statewide system that requires the ACT exam of all students.

Regent Boyle suggested that student retention and graduation be included among priority issues for the coming year. This would add to the information presented this year on student access and complete the cycle of student experience. The total of this information will be useful in identifying what kinds of goals and policies might be considered. He also suggested looking at the considerable impact of online courses on the matter of student access.

Regent Mohs observed that the importance of mothers' influence in student decision making may relate to the prevalence of single-parent households, particularly among African American students. He felt that, in two-parent households, fathers are equally influential and that their importance should not be discounted. He also remarked that he had read an article indicating that family support for attending college is more important than whether the parents went to college themselves.

Tess Arenas, Assistant Vice President for Academic Affairs, noted that mothers often are the carriers of cultural and family expectations, regardless of marital status and that births outside of marriage take place in all ethnic groups for many different reasons. With the high rate of divorce in this country, a futurist recently predicted that in the majority culture there would be "serial fathers" as increasing numbers of people divorce and remarry.

Regent Krutsch commented that it is important to look at the whole context of an issue in order to promote the wisest use of limited dollars. For the area of access, that would include retention and graduation as well as entry into the university.

Regent Benson expressed the hope that the Board would pay particular attention to the strategies that are suggested for addressing the issue of student access in the years

ahead, including placement before the statewide PK-16 Council, as well as the regional councils that will be formed. It is important, he emphasized, to seek partnerships and to share information with the Technical College System, the Department of Public Instruction, and the many educational professionals and associations.

Finally, he urged that work continue to maintain Wisconsin's high ranking among the states in terms of composite ACT scores and to try to drive the score even higher so that Wisconsin high school graduates do even better than they are doing now

President Lyall noted that the fact that at least half of UW students are first-generation college students suggests that more could be done to be helpful to them in terms of the mechanics of applying for financial aid, applying to college, etc. She then suggested the following actions to be taken.

1. The information from the studies will be shared and work will be done with high school guidance counselors to help them understand better what kinds of assistance students need as they plan for college.
2. The PK-16 Council will deal with the issue of student access as part of its consideration of how to make the senior year of high school more productive for students and a better transitional year to college or other post-secondary experience.
3. The Board might wish to reiterate its commitment to the importance of need-based financial aid for Wisconsin students, given the extent to which it is important in narrowing the gap between income categories in the proportion of family income higher education consumes.
4. Recruiters will be asked to begin providing information early in the high school years, given how early students begin to make decisions about attending college.
5. Career planning will be made part of pre-college programs. This will be helpful because the studies show that interest in college is much greater when students can see a career at the end of an academic program.
6. In the annual accountability report, reports will continue to be made on access, including retention and graduation rates.

Adoption of the following resolution was moved by Regent Klauser, seconded by Regent Gottschalk and carried unanimously.

### **Access Follow-up Next Steps**

Resolution 8373: That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents directs that these study results be shared with the statewide PK-16 and the local councils with a request that they help to identify systemic strategies to increase ACT test taking and student participation in postsecondary education regardless of gender and race/ethnicity. Also, the Board of

Regents reaffirms its commitment to the Wisconsin Higher Education Grant (WHEG), the Advanced Opportunity Program Grant (AOP), and Lawton Grant programs and will continue to work throughout the budget process to secure state support for these programs.

In addition, the UW System will explore strategies to increase the yield rates for students of color and provide a progress report to the Board of Regents in two years.

The meeting was adjourned at 3:00 p.m.

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Judith A. Temby