

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Held in Phoenix A/B
University Union
University of Wisconsin-Green Bay
Green Bay, Wisconsin

Thursday, October 6, 2011
10:00 a.m.

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-President Spector presiding-

PRESENT: Regents Jeffrey Bartell, Mark Bradley, Judith Crain, John Drew, Anthony Evers, Michael Falbo, Edmund Manydeeds, Katherine Pointer, Charles Pruitt, Troy Sherven, Brent Smith, Mark Tyler, Michael Spector, José Vásquez, and David Walsh.

UNABLE TO ATTEND: None

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PRESIDENTS' GREETING

President Spector greeted Board members and others and welcomed everyone to UW-Green Bay. He said that it was a pleasure to see the beautiful and extensive campus first-hand and to be greeted so enthusiastically by those who provided directions to meeting attendees. He expressed thanks to Chancellor Harden and to all of those who worked with him to help make everyone feel so welcome. President Spector called upon President Reilly to make a few comments.

President Reilly began by introducing UW-Stevens Point Interim Provost and Vice Chancellor for Academic Affairs, Greg Summers. Interim Provost Summers graciously stepped up to take on the role when Provost Mark Nook agreed to serve as Interim Senior Vice President for Academic Affairs in UW System Administration, following Rebecca Martin's departure. Mr. Summers joined UW-Stevens Point as a faculty member in the Department of History in 2001. His research and teaching interests are in U.S. environmental history, the history of technology, and consumerism. Although serving in an administrative role, President Reilly said, he continues to work on his next book project, entitled "The Comforts of Nature: A Brief Natural History of the American Home." President Reilly welcomed Interim Provost Summers.

President Reilly also recognized the passing of a UW colleague, former UW-Madison Vice Chancellor for Administration John Torphy, a long-time state and university official known for his brilliant mastery of budget issues. He was Vice Chancellor at UW-Madison from 1989 to 2003, overseeing the university's fiscal and administrative affairs. He previously served as State Budget Director under Governor Lucey, Secretary of Administration for Governor Martin Schreiber, and in top positions in the Department of Health and Social Services in the Tony Earl and Tommy Thompson administrations. President Reilly extended sincere condolences to Mr. Torphy's family and friends, and his UW-Madison colleagues.

President Reilly also noted that he had recently extended the appointment of David Ward as Interim Chancellor of UW-Madison. A clamor to extend his interim appointment for a second year came from all of the shared governance groups on the campus and a wide variety of other UW-Madison stakeholder groups. They believe that Interim Chancellor Ward is bringing the campus together and moving it forward. In areas such as the new personnel system, block grant budgeting, and governance, their sentiment was that Chancellor Ward, with his unique blend of inside knowledge and outside experience, would move UW-Madison along in a two-year interim chancellorship in ways that would very nicely set the table for a national search for a new chancellor next year, and that person's arrival in the summer of 2013. President Reilly said that he agreed with this sentiment, as did the Board of Regents. To his credit, Interim Chancellor Ward agreed, as well. President Reilly expressed his gratitude for this decision.

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UW-GREEN BAY PRESENTATION: "UW-GREEN BAY: DEEP ROOTS, STRONG WINGS"

President Spector called upon UW-Green Bay Chancellor Tom Harden for his presentation, entitled "UW-Green Bay: Deep Roots, Strong Wings." Chancellor Harden began by welcoming members of the Board of Regents, visitors, and guests. He said that UW-Green Bay was proud to host the Board meeting and expressed the hope that all would enjoy their stay in Green Bay.

Before beginning his presentation, Chancellor Harden introduced two members of the state Legislature who were present at the meeting: Senator Dave Hansen and Representative Karl Van Roy. He thanked both for being present and expressed appreciation for their support. He also introduced and thanked the chair of UW-Green Bay's Council of Trustees, who is also the president of UW-Green Bay's new foundation, Lou LeCalsey.

Chancellor Harden said that he had already been complimented many times for the hard work involved in preparing for the Board meeting. Chancellor Harden recognized the planning committee, chaired by Dan Spielmann, and thanked them for the marvelous work they had done.

Roots of UW-Green Bay

Chancellor Harden said that when he was pressed to put a name to what he was going to talk about, it was difficult. "Deep Roots, Strong Wings" is a phrase that usually applies to the

gifts we give our children. Deep roots provide a sense of belonging, allow an individual to stand even during adversity, and make for a secure environment for growth and learning. Strong wings refer to developing independence and autonomy, trying out new ways of thinking, and having the strength and confidence to ask the best questions and to act in ways that are consistent with a person's convictions. Chancellor Harden said that on an individual basis, the university provides these things for its students. In addition, the university itself has deep roots and strong wings. It strives to serve individual students, and is also proud of its origins as a university, the growth that the university has experienced, and the potential that the university has.

Chancellor Harden said that UW-Green Bay's founding was not inconsistent with some of the other schools in the state, although it was founded somewhat later than others. Two new four-year campuses, in Green Bay and in the Racine-Kenosha area (now UW-Parkside), were founded at about the same time and added to the University of Wisconsin statewide profile. These institutions were not intended to be only a means to accommodate surplus enrollment, but were to respond to new ideas about the scope and content of post-secondary education. The curricula at UW-Green Bay and UW-Parkside were to be eclectic, centering on the rapidly changing nature of contemporary life. UW-Green Bay would focus on the environment and communication; UW-Parkside, because of its location in one of Wisconsin's industrial communities, would concentrate on industry and technology.

As it was founded, UW-Green Bay had its own mission as a distinct institution. The mission was modified over the years, but UW-Green Bay still holds true to what it was supposed to do when founded, the chancellor said. UW-Green Bay has a select mission that focuses on providing interdisciplinary problem-focused educational experiences to students. It also includes embracing the educational value of diversity; promoting environmental sustainability; encouraging engaged citizenship; and serving as an intellectual, cultural and economic resource.

Two of the major concepts that were at the origin of UW-Green Bay, when the institution was founded in 1965, were sustainability and inter-disciplinarity. Chancellor Harden invited Board members to watch a ten-minute video which would illustrate UW-Green Bay's commitment to these values, which distinguish UW-Green Bay and which he said are still carried out today.

Following the video, Chancellor Harden said that inter-disciplinarity has great meaning for UW-Green Bay. Sustainability also has been a long-standing value. Within the prior couple of weeks, he said, the university had been recognized with a Sustainability Track Assessment and Rating System environmental rating at the silver level.

Recent Achievements

Chancellor Harden said that in preparation for the meeting, he considered how the institution had changed since the last time the Board of Regents met there. Noting a few examples, Chancellor Harden said that in December of 2009, UW-Green Bay closed out a \$30 million capital campaign, which exceeded the goal of \$25 million. With those funds, the university was able to build the new Kress Events Center, to establish the Austin E. Cofrin School of Business endowed chair, and to establish new named professorships and over 50 new

scholarships, among other things. The money generated in that campaign was extremely helpful to the university. As of May 1, 2011, UW-Green Bay started its own foundation, which the chancellor said was working very well and would help provide a more systematic way of raising funds. With a new foundation, Chancellor Harden expressed confidence that the university would be able to reach higher goals in the future.

The chancellor said that he was struck by the popularity of UW-Green Bay's adult degree program, which serves the institution's fastest-growing student population. He said he looked forward to adding more adult students, age 25 and over, and returning students.

UW-Green Bay also saw a great increase in the growth of online courses and the courses' popularity. In 2007, only 8 percent of students took at least one online course; Chancellor Harden said that number was now 27 percent and seemed likely to continue to go up.

The chancellor also noted UW-Green Bay's record enrollments, with current enrollment at about 6,600. Job placement has been stellar, he said. In 2010, the job placement rate was 96 percent, including students going to graduate school. In the past year, it was 94 percent. Chancellor Harden said that UW-Green Bay's graduates are very well prepared and employers like getting them. One particular employer in Green Bay has well over 100 UW-Green Bay graduates. At the upcoming December graduation, UW-Green Bay expected to surpass a total of 30,000 graduates.

In the last two years UW-Green Bay had the best scores that it had ever had for incoming freshmen. The institution has always had good students, but the recent SAT scores and high school GPAs are up somewhat.

Chancellor Harden also noted that transfer students had increased in the years since the Board of Regents last met at UW-Green Bay. Before discussing transfer further, he noted that NEW ERA – the Northeast Wisconsin Educational Resource Alliance – which Chancellor Wells had also highlighted at UW-Oshkosh, was very important to the institution and the region. The organization was founded in 2000, and Chancellor Wells was its first chair.

NEW ERA is a consortium that fosters regional partnerships among public colleges and universities in the New North area, to better serve the educational needs of the 1.2 million people who live in the region. The organization works to provide quality seamless education among and across all of the colleges and universities in the New North, providing essential educational resources for communities, businesses, and government, thereby driving regional and state economic vitality. Thirteen colleges and universities participate, including the two-year UW Colleges, UW-Oshkosh and UW-Green Bay, and the technical colleges in the New North region. The organization is comprised of the CEOs of those thirteen institutions. They meet regularly and talk about transfer agreements and seamless transitions from one school to another, and they work on collaborative programs. Chancellor Harden said that this is a model that other regions should consider because it is working extremely well.

Chancellor Harden said that one of his favorite parts of NEW ERA is the faculty dialogue group, a group of faculty who come together to identify and clarify collaborative issues among

the 13 institutions. They explore teaching and curriculum in the educational institutions, particularly in relation to credit transfer potential, and recommend specific strategies, activities, and events to build stronger relationships among faculty in the NEW ERA institutions. It is extremely successful.

With regard to transfer activities, Chancellor Harden said that about 900 UW-Green Bay students were seeking a Bachelor of Applied Studies program degree. This curriculum is offered at other institutions in the state, as well. It is the second or third most popular program at UW-Green Bay. Students transfer in with a block of 60 degree credits that can apply toward an associate degree; however, the students who come to UW-Green Bay typically are from the technical colleges, and the credits apply to a bachelor's degree.

UW-Green Bay also has General Studies transfer-credit agreements with area technical colleges and is involved in a program that places full-time academic advisors on the campus at Fox Valley Technical College. Students' contact with advisers can help to generate enrollment in the Bachelor of Applied Studies (BAS) degree program. Chancellor Harden also noted that UW-Green Bay has a relationship with Nicolet College in Rhinelander and with the North Central Technical College in Wausau, where the Timberwolf/Phoenix Alliance was recently started. The Alliance calls for UW-Green Bay to offer bachelor's degrees on the technical college campus in Wausau. Other initiatives include the BAS degree being offered at Lakeshore Technical College in Cleveland, a "Return to the U" initiative at Fox Valley Technical College, and relationships with UW-Marquette, UW-Marathon County, UW-Manitowoc, Milwaukee Area Technical College, and Madison College in Madison. Working actively with transfers and collaborative programs is the way of the present and the future.

Another change since the Board's last visit is good progress with regard to minority enrollment. Minority enrollment has increased from about 5 percent to 10 percent, and the increase was occurring very systematically, Chancellor Harden said.

UW-Green Bay is also part of Division I athletics, and when the Board last met at UW-Green Bay, the institution was just starting a phase of great success in the women's basketball program, with participation over the last several years in the NCAA Division I Women's Basketball Tournament. In the past year, UW-Green Bay ended up ranked ninth in the country, despite being one of the smallest schools in the top 25 with regard to budget, and one of the smallest with regard to enrollment.

Chancellor Harden mentioned the Phuture Phoenix program, which had just been started when the Board last visited. He said that in the next week UW-Green Bay would host its 10,000th fifth grader on the campus. During the past academic year, the first Phuture Phoenix graduates, who started with the program as fifth graders, entered UW-Green Bay. This is a wonderful program that has been replicated at three other colleges and universities over the past few years. It is not only that students come to the campus once when they are fifth graders, but UW-Green Bay follows up with them, with tutoring, until they graduate from high school. He said that the tutoring is effective; teachers have indicated that the attendance on the days when the UW-Green Bay tutors are there is higher than the rest of the week. This is a source of pride for UW-Green Bay.

Current Priorities

Saying that he would narrow down some of the institution's current priorities to a small number, Chancellor Harden said that one priority is graduate studies. Graduate programs have been offered for a long time, but there are only four of them and they are not very big. He said that the programs have not been promoted well enough, and UW-Green Bay would be doing more to develop its graduate programs.

The Weidner Center for the Performing Arts is a phenomenal venue, and it is remarkable that the school has a world class performance hall. UW-Green Bay is in the midst of a re-visioning process for the Weidner Center that would entail a specific strategic plan with a workable, detailed business plan, staffing plan, and programming plan. The program will be built up over the next five years.

UW-Green Bay is working on branding and marketing, to improve the amount and effectiveness of promotional efforts. The "three Ts" of the UW-Green Bay brand used to be trees, tunnels, and toilets. This refers to the university's 180-to-200-acre arboretum, the concourse system that connects all of the academic buildings, and a bathroom for every one or two students in the excellent residence halls.

The chancellor noted that the institution is in the final stages of an initial draft strategic plan, and strategic planning themes have been developed. A current and future priority is the library remodel. The library is 40 years old, is not meeting educational needs, and is due for a major revision.

Another priority is faculty and staff compensation. This has to be a high priority this year, next year, and going into the future.

Local Sights

Chancellor Harden suggested visitors to Green Bay try to see the Kress Event Center; Curly Lambeau's cottage and the park that sits on a half-mile of bay frontage on the campus; the Weidner Center with its Chihuly glass sculpture; and the campus's residential village, which houses 2,200 students in about 28 buildings, most of which have been constructed with non-state funds. He expressed thanks to University Village Housing, Inc., a 501(c)(3) organization, for working with UW-Green Bay to help provide outstanding housing on campus. Other locations worth seeing are the Cofrin Arboretum; Elvis Presley's favorite roller coaster, the Zippin Pippin; and the 9-hole Shorewood Golf Course.

Closing his remarks, Chancellor Harden said that Green Bay is a wonderful city, and he and his wife, Cathy, have enjoyed it during their two years there. He said they were honored to host the Board of Regents meeting and looked forward to a productive meeting.

President Spector thanked Chancellor Harden for his remarks and complimented the video which, along with the chancellor's comments, was very well done.

TRANSFER DISCUSSION: SUPPORTING STUDENT MOBILITY THROUGH CONTINUOUS IMPROVEMENT AND INNOVATION

President Spector introduced the next agenda item by saying that it would be an informational presentation about a very important topic: how students transfer from one university, college, or technical college, either to or within the UW System, on their way to completing their college degree. He turned to President Reilly to offer some preliminary remarks.

Background

President Reilly said that more and more students – including the two student Regents – were choosing to start at one institution and continue their studies at a second college or university. Students demand flexibility and transparency to facilitate easier transfers, and UW institutions have programs and systems in place to help them achieve their educational goals. As public colleges and universities, UW System institutions pride themselves in upholding their broad access mission. Successful transfers – from one UW campus to another, and between other institutions and the UW institutions – are one important indicator of access.

Looking at the big picture, the UW System is doing very well in this area. More than 17,000 students transferred into or within the UW System in 2009-10. Of these transfer students, 87 percent (nearly 15,000) were new transfer students, those who had not previously enrolled at the institution to which they transferred. UW-Milwaukee received the most new transfers, at 2,424; followed by UW-Madison, at 1,671; UW-Oshkosh, at 1,436; and UW Colleges, at 1,429.

The System's success in transfer has been due to 40 years of consistent attention and continuous improvements in processes and programs that help transfer students. The System has come a long way, and there are things that can be done to further improve the ability of students to transfer.

President Reilly introduced Interim Senior Vice President Mark Nook, who would lead off the presentation. He said that each UW System institution had developed extensive articulation agreements and working relationships with Wisconsin's technical colleges, UW colleges, and private college partners. Many UW institutions have also worked with some of the institutions across state lines in Minnesota, Illinois, and Iowa to improve transfer.

The presentation would provide a brief outline of some of the reasons that transfer issues are so important to the System. Dr. Nook first introduced Lynn Freeman, the Transfer Information System's Outreach Consultant at UW System Administration. She would be followed by Carleen Vande Zande, Assistant Vice Chancellor for Curriculum Affairs and Student Academic Achievement at UW-Oshkosh, and Carla Rabe, Assistant Dean for Student Services at UW-Fox Valley, to talk about a new program being established at their institutions. Laurie Kallstrom, Outreach Program Manager for UW-Stevens Point, and Keith Montgomery, the Campus Dean and CEO at UW-Marathon County, would then talk about a transfer-without-

transferring program available at UW-Marathon County, in collaboration with UW-Stevens Point.

Transfer-Student Data

Interim Senior Vice President Nook, referring to slides, said that of the new students coming to campus, the number of transfer students had grown to about 17,000. However, the percentage of students who are transferring is relatively flat. All new student enrollments are increasing at about the same rate. Transfer students represent 30 percent of the new students, although this varies a great deal from campus to campus. At the UW Colleges the percentage of students who are transfer students is 21 percent. The proportion is as high as 58 percent at UW-Superior; 58 percent of the new students on the Superior campus are transfer students. The transfer issues are vital to all campuses.

Dr. Nook said that the progress of freshmen is often followed. Their retention rate, graduation rates, and GPAs are tracked. However, transfer students are not typically tracked in this way. All of the national measures for student success are based on first time, full-time students, which ignores 30 percent of the student population.

The UW System does have a history of counting those students who transfer, tracking their retention rates to the second year, as well as their four- and six-year graduation rates. One way to look at transfer-students' success is to look at a graduating class instead of a new entering class. Dr. Nook referred to a slide showing the make-up of the 2009-2010 graduates from the UW System. Sixty-seven percent of these students came in as new freshman, but the other 31 percent came in as transfer students.

The percentage of transfer students who graduate from a particular institution varies a great deal, just as the percentage of new students to a campus varies. It ranges from 24 percent of graduates at one UW institution being transfer students, to as high as 65 percent. At three institutions the percentage of graduates who are transfer students is above 50 percent. Some UW institutions focus more than others on helping transfer students make that transition. However, even at the institution at 24 percent, a quarter of the graduates came into the institution as transfer students. It is important to have programs in place to make transfer effective.

One program is the Transfer Information System (TIS). The TIS has made it possible for many students to know what will happen when they transfer, to know how their credits will count when they come from one of the Colleges, UW four-year institutions, Wisconsin Technical Colleges, or Wisconsin private schools. Dr. Nook asked Lynn Freeman describe the Transfer Information System and new program development plans.

Transfer Information System

Ms. Freeman spoke about TIS, saying that the system was funded by the state Legislature in 1989. It allows students and advisors to see how their courses will transfer to another institution within the UW System. Wisconsin was one of the earliest to adopt a transfer information system. Wisconsin is ahead of almost all other states in the information it provides

to transfer students. When TIS originated, the intention was that it would grow to become a tool through which students would be able to enter their course work and see not only the equivalency at another campus, but also how those courses would actually apply to a major and degree at another campus. TIS allows students to see how courses will transfer, breadth and depth requirements, General Education requirements, and contacts at each campus where students can get information about transferring.

Ms. Freeman explained that when a student goes online to the TIS page, the course wizard will show them how Communications 111 at UW-Oshkosh will transfer to UW-Stevens Point. The next phase of TIS is TIS 4, or Phase 4, and it has been discussed for more than ten years. It is an enhancement that provides a “what if” transfer plan that summarizes how a student’s coursework at the UW or WTC will transfer and apply toward a degree and a major at the institution to which they intend to transfer. It does not show only course equivalencies, but provides additional information, in response to a prompt such as, “I am a student at UW-Richland Center and I want to transfer to be a sociology student at UW-Madison.” A student enters the coursework they have taken at UW-Richland Center, requests a plan for a Bachelor of Science in Sociology, and the tool produces an academic plan for them.

Phase 4 was initiated in April 2011. Currently, transfer students from all UW institutions can receive a transfer plan for a UW-Madison program. UW-Madison, at this stage, is the only receiving institution. There is a plan in place, by December 2011, for students from technical colleges to be able to receive a plan for any program at UW-Madison. It is hoped that in the next few years a few more four-year institutions would be brought online as receiving institutions.

Ms. Freeman showed an example of a student at one of the UW Colleges campuses who wanted to find out how her coursework at the Colleges would transfer so that she could become a biology major at UW-Madison. The plan showed completed requirements, what coursework was still needed, and what courses the student could take while at UW Colleges and transfer to UW-Madison in a particular program. This gives the student and the advisor very structured information on what good course selection would be with an intention of earning a Bachelor of Science in biology at UW-Madison.

Transfer information is complex. Ms. Freeman said that her colleagues at the UW Colleges each have a one-inch binder, and each binder contains all the information from the UW institutions to which they have the most students transferring, and they manually keep these updated so they can give students accurate information. They will still have the one-inch binders, but they are also going to have a very concrete tool, updated by the institution that owns the programs, that they can refer to with a student.

The benefits are evident. The biggest benefit is that Phase 4 shows courses at the current school that will fulfill the requirements at the transfer institution in particular programs. This has the potential to reduce cost and time to degree if the student is active in using it and working with an advisor on both ends of the process. It also supports advising and recruitment for campuses and enables a student to explore programs based on how their coursework will apply. A lot of callers to advisors and admissions officers ask, for example, “If I come here, how will

my courses transfer and how long will it take me?” Thus, any transfer student – students who transfer once, or “swirling” students who transfer more than once – are very, very interested.

Closing her remarks, Ms Freeman said that she was proud to be working with this next level of the Transfer Information System and reiterated that Wisconsin continues to be on the cutting edge of transfer. She introduced Carleen Vande Zande to describe developments in the northeast part of the state.

Titan Transfer Center

Dr. Vande Zande of UW-Oshkosh spoke about the Titan Transfer Center, which was funded by a UW System grant from the Committee on Baccalaureate Education, or COBE. The collaborative transfer program is grounded in many System and campus initiatives and research studies. The projects and studies have helped inform campus retention efforts and have contributed to the creation of new ways of organizing campus work to support student success, to increase access, and to grow the number of graduates.

Examining UW-Oshkosh graduating-class demographics led to the recognition that there is high percentage of transfer students among the student population. Each year, between 35 and 45 percent of the graduating class consists of transfer students. With this fact in mind, UW-Oshkosh began to disaggregate its data in terms of transfer students and freshman cohort students, which provided glimpses of how transfer students experience the learning environment and academic challenge in different ways than the freshman cohort. Through the Give Students a Compass project sponsored by the Association of American Colleges and Universities, and using the lens of Inclusive Excellence, the institution looked at questions about equity in terms of access to high-impact practices and the participation rate of transfer students in these transformative experiences. Policies and practices were also examined to make sure that transfer students are being treated equitably. For example, one finding was that the University Honors program was structured in a way that made it very difficult for transfer students to participate. The institution created a new pathway for transfer students to participate in the University Honors program.

As an institution in the midst of General Education reform, as many UW institutions are, Dr. Vande Zande said that UW-Oshkosh strongly encouraged collaboration among faculty members and advisors at the two-year colleges and four-year institutions. They can identify areas of concern, possible bottlenecks of credit transfer, and explore issues that may influence the success of transfer students. As co-participants in the Liberal Education and America’s Promise (LEAP) initiative, sponsored by AAC&U, UW System two-year and four-year campuses are all aligned to the same broad learning outcomes. This shared vision for learning is the basis for a much more coherent undergraduate experience across institutions.

NEW ERA campus dialogues and collaborations also were an inspiration for the creation of the Transfer Center. These led institutions to discern missed opportunities for transfer students when they transitioned to four-year campuses. Examples include their participation in undergraduate research and study abroad programs. Such participation is a “high-impact practice,” which assists students to remain in college and to go on to graduate.

UW-Oshkosh's participation in the Wisconsin Transfer Equity Study allowed it to see that transfer-student orientation needs were distinct from those of other students. The study concluded that students need to know about high-impact practices much earlier in their programs, and also that increased resources needed to be allocated to those who work with transfer students, to both recruit and retain transfer students. The study also found that students of color had a high percentage of incomplete applications as they transferred, and that resources were needed to assist all students to complete applications. Most importantly, Dr. Vande Zande said that the study showed the importance of maintaining advising relationships with advisors across institutions.

UW-Oshkosh's *Growth Agenda* goals include a large number of transfer students. Collaboration with the two-year colleges is also aimed at improving the transfer experience for all students, so that a greater number of students will be retained and persist until graduation.

The goals of the Titan Transfer Center are to collaborate with the UW Colleges to increase access to four-year degrees, increase the number of four-year degrees obtained in the region, increase access and participation of transfer students in high-impact practices, provide ongoing support for transfer students to achieve higher graduation rates, assist students of color in the transfer process to increase representational equity, and increase transfer student participation in academic support services to ensure success. The Center is committed to measuring the success of the pilot program and collaboration by measuring: satisfaction with the transfer student experience; the retention rate, GPA, and graduation rate of transfer students; the participation of students in high-impact practices; representational equity in high-impact practices among transfer students; and the increase in students of color who transfer from partner institutions.

Dr. Vande Zande called upon UW-Fox Valley Assistant Dean Carla Rabe to talk about her perspective on transfer.

Examples of Collaboration

Assistant Dean Rabe said that each year UW-Fox Valley, part of the UW Colleges and the second largest of the UW Colleges, enrolls about 1,800 students. Each year, 43.5 percent of students attending UW-Fox Valley as freshmen and sophomores transfer within the System. Of that 43.5 percent, 20 percent of the students are transferring to UW-Oshkosh. Having knowledge of this high percentage, UW-Fox Valley began discussions with faculty and staff at both UW-Oshkosh and within UW Colleges. After carefully listening to students, faculty, and staff about the transfer process, they began to brainstorm and collaborate on various ways to assist students differently. A very strong collaborative effort between UW-Oshkosh and UW-Fox Valley has developed.

The overarching goal of the collaborative effort is to provide top-notch advising, while creating a smooth transfer process with an end result of seeing students complete their educational plan successfully. Ms. Rabe said that this fall, UW-Oshkosh advisor Lisa Romanesko, who is the liaison and student advocate housed at three campuses – UW-Fond du Lac, UW-Fox Valley, and UW-Oshkosh – has been meeting with potential transfer students,

holding brown-bag sessions with faculty advisors, and meeting with each institution to discuss student and campus needs. This new collaborative transfer center would not be the success that it had already become without the strong collaborative efforts already in place.

Dr. Vande Zande resumed speaking, noting the importance of having a transfer specialist physically present across the three campuses. Walk-in access is also provided at UW-Oshkosh for new and continuing transfer students. Collaboration among the high-impact practice coordinators is also occurring, with the goal of reaching out to transfer students in new ways. An electronic virtual transfer center is being created to serve as a one-stop shop for transfer students where all of our electronic resources from all of the campuses will be collected. Progress across the three campuses is constantly being measured. Dr. Vande Zande said that ways are being found to organize everyday work around admissions advising and learning to support the transfer-student population.

UW-Marathon Dean Keith Montgomery spoke next, about collaboration with UW-Stevens Point, which offers a selection of upper-level business courses at UW-Marathon County in Wausau. These courses are taught by UW-Stevens Point faculty, as well as by UW-Marathon County faculty. Having taken general education, as well as upper-level business courses, in Wausau, students can then choose two pathways toward degree completion. They can transfer to UW-Stevens Point to complete their business degree there (traditional transfer), or they can choose to remain on the campus at UW-Marathon County and graduate specifically with a degree in business administration, with an emphasis in accounting or concentration in management. This particular option, where the UW-Stevens Point student can remain on campus in Wausau, is called the Collaborative Degree Program, or the CDP.

Both paths begin with the Associate of Arts and Sciences degree that the UW Colleges offer, with the usual low tuition and the addition of an on-site CDP advisor at UW-Marathon County, which assures that the students are well-advised and taking the most efficient pathway toward their degree. Also, students who transfer can complete up to 93 credits at UW-Marathon County, which brings them much closer to degree completion at UW-Stevens Point; it brings them to within two semesters of degree completion.

To assist students along the way, Dean Montgomery said, UW-Marathon County offers a new MyTrack program. The MyTrack program offers the most common General Education courses that students need to complete their degree, and these courses are offered at night in seven-week blocks; an on-demand streaming video option is available, as well. Students remain at UW-Marathon County even as UW-Stevens Point students completing the CDP program have ongoing access to student support services at UW-Marathon County – the Writing Center, Math Lab, and faculty that they know. Dean Montgomery turned to Laurie Kallstrom to provide more details about the CDP program.

Ms. Kallstrom, Outreach Program Manager in Continuing Education at UW-Stevens Point, spoke about the UW-Stevens Point degree completion program at UW-Marathon County. She said that the program had been in existence since 1997. However, in 2008, survey results showed overwhelmingly that students were interested in face-to-face instruction. Prior to that, compressed video, with occasional faculty-member visits to campus, had been used. By

coordinating face-to-face courses at the UW-Marathon County campus, and bringing the UW-Stevens Point faculty there, students could attend extended lunch-hour and evening classes for eight weeks, or 16-week night classes.

Only six sections per semester could be provided at UW-Marathon County, but the goal was for students to have access to the full cadre of offerings through the UW-Stevens Point School of Business and Economics Department. The faculty are present, and students are encouraged to participate in programs. Companies in the Wausau serve as corporate partners, visiting classrooms and providing tours of the companies. Students also have access to local internships, as well as international internships.

Ms. Kallstrom said that one of the best benefits for students is early advising, and catching students early so that they can plan. Dual enrollment is an option. Students do not have to finish their 60-credit associate degree and then become a UW-Stevens Point student. They can take two courses from UW-Marathon County and two courses from UW-Stevens Point, all on the same campus, which helps with students' costs and their financial aid eligibility.

The six course sections offered each semester serve 57 students, who are enrolled across the six sections. This is a cost-recovery program. Ms. Kallstrom said that she works for UW-Stevens Point Continuing Education, and this program is being run without a budget because it is self-sustaining.

After showing a brief video highlighting one of the students in the Collaborative Degree Program, Ms. Kallstrom showed a photo of the student with a UW-Stevens Point group that toured China, explaining that one corporate partner in Wausau is Greenheck Fan Corporation, which also has a plant in China. This presented a great opportunity for students to be global learners, to have speakers from Greenheck come to the classroom, tour the Greenheck plant in Schofield, and then travel to China and see the operations there. The goal is for students to support global companies in the local area.

Ms. Kallstrom concluded by saying that the student in the video began her education seven years before at UW-Whitewater, had a child five years ago, completed her associate degree a year ago, and traveled to China on an internship five months ago. In one year, she will be a UW graduate, having transferred from three institutions, and still graduating with 120 credits. She has done this economically, moving through the UW Colleges, and with excellent advising by on-site advisors at UW-Marathon County.

To conclude the presentation, Interim Senior Vice President Nook thanked all presenters, as well as Jan Sheppard, Interim Assistant Vice President for Student Affairs and Academic Support, who was instrumental in organizing the presentation.

Dr. Nook said that the UW System has taken transfer very seriously. Each campus is involved in helping students transfer effectively and efficiently, making the best use of their credits. UW institutions are very autonomous and very different, which provides an excellent opportunity for transfer students to find an institution and a degree program that best serves their needs. All UW institutions have programs with the depth and breadth just presented.

Dr. Nook also noted that the UW System institutions are very active in working with the Wisconsin Technical College System. He invited questions and said that Vice Presidents Kathy Cullen and Annette Severson of the Wisconsin Technical College System were in the audience and were also available to answer questions.

Board Discussion

Regent Crain stated that the presentation was important, because transfer is important to so many students and to the state of Wisconsin. She observed that transfer issues are incredibly complicated and diverse, both because of the variety of institutions and the variety of students' situations. Also, the System stresses the need to retain students, but sometimes the reason for transfer later is because more was not done earlier to retain them. It is very complicated thing. She noted how essential it is to provide students as many opportunities as possible by working with them from the start, as well as at any point when they may enter again. Regent Crain commented that there must be a difference between transfer students who originally start with the intention of transferring, which is often the case for those students who enter the UW Colleges, and those who drop out or whose lives change.

Interim Senior Vice President Nook agreed, saying that many of the students within the UW System know that they are going to be transferring. One misconception is that most of those students who are going to transfer are at UW Colleges, or that they are in a pre-engineering, pre-nursing, or other preliminary program at a four-year institution. Many students who transfer are not necessarily in one of those pre-programs; they know that they want to transfer from the institution at which they start, and they are starting there because of proximity.

A new tool available nationally, a national clearinghouse, allows for tracking of students who transfer to an institution outside of the System. This will also help provide a better understanding of students' mobility.

President Spector recognized Regent Tyler, who commented that as a technical college graduate who struggled with reentering higher education later in life, he appreciates the efforts to make transfer easier. He agreed with Regent Crain that the issue is complicated, saying that it must be addressed with a surgical knife, not a broad brush. He expressed appreciation for the great work being done and the progress being made. He said that it is difficult and important work. Regent Tyler related a recent conversation with a couple, one of whom was raised in Birchwood, the other in Turtle Lake. They were completely intimidated by the thought of going to UW-Madison or UW-Milwaukee, and starting closer to home was seen as an entry point. Regent Tyler observed that there is a higher level of diversity among students who enter from the technical college system, perhaps in part because this is seen as a less intimidating, more comfortable route. It is important for UW institutions to enable people to take the next step.

Dr. Nook agreed, saying that the importance of transfer had historically received inadequate attention nationally. He said that through the Transfer Information System, academic plans, and articulation agreements that exist throughout the University of Wisconsin System and the technical colleges, close attention is being paid to the details and individual students. While Wisconsin is ahead of most of the rest of the country, more needs to be done, he suggested. Only

UW-Madison is upgraded in the TIS, and work needs to be done on the other four-year institutions, to make transfer as easy and as efficient as possible.

President Spector recognized Regent Vásquez, who complimented the work that had been done. At the same time, however, the topic of transfer receives negative attention in the media, the Legislature, and in businesses. He said that he had heard examples of technical college students saying that Marquette University accepted all of their credits, but transferring credits to the UW System is more difficult. He asked how to help people understand the work that is being done and how information about this progress can be better communicated to the public.

Interim Senior Vice President Nook said that transfer issues will always exist. However, he suggested that it is important to adequately evaluate courses, including courses students take as electives, to consider how or whether they can be transferred. The Transfer Information System and new transfer plans help students understand all of this better, but there will always be concerns in individual situations.

Regent Sherven noted that when he chose to complete his degree, he ran into a number of roadblocks. He picked a number of institutions to contact and to ask to review his transcripts. At the time, his associate degree was 20 years old. Also, however, he had 20 years of real-world business experience. The roadblocks almost drove him to a private institution outside of the UW System. Regent Sherven wondered what was being done to help students in similar situations.

Dr. Nook said that this is a growing segment of students. One thing that the UW System is doing is an initiative funded through the Lumina Foundation related to credit for prior learning. This is separate from which courses transfer, but it provides for having faculty look closely at an individual's experience and determine how it fits within the curriculum. A committee of faculty and provosts is working to provide some broad guidelines and principles that might be used within the System and within UW institutions to evaluate credit earned through non-traditional learning environments. Another committee will work on transcripts and the mechanisms for recording the credit that is earned. A mechanism is also needed for students taking credits at two different institutions at the same time through on-line endeavors or simply because the two are close enough and they are commuting.

Regent Pointer expressed gratitude, as a transfer student herself, for the new TIS tool that will allow for better planning when transferring credits. She wondered if there was a timeline in place for the other four-year institutions to receive the upgrade, and what type of accountability would be in place for institutions to keep things up to date so that students' planning documents would be truly effective.

Ms Freeman fielded these questions, saying that an assessment was being done of the readiness of two more institutions to roll out this capability in the spring. This would involve looking at curricular and information technology considerations. There are some technology issues, but Ms. Freeman said she anticipated that within four to five years, all of the UW institutions would be participating. As to the question about the accuracy of the curricular information for planning, Ms. Freeman said that institutions upload their curriculum into TIS four times a year.

Regent Bradley mentioned that when UW-Stevens Point and UW-Marathon County started to work collaboratively on transfer issues, a number of people told the leaders at those campuses why or how this would not work. He opined that it was a credit to the System and the leadership at UW-Stevens Point that the work continued; it is difficult work, and all of those involved should be commended.

Interim Senior Vice President Nook said that one realization that had occurred was that colleagues at UW Colleges “look an awful lot” like those who teach at the four-year institutions. They hold Ph.D.s, and their curricula are designed in the same way. Therefore, it was not a leap of faith to think about having the colleagues at UW-Marathon County teach some of the upper division business courses. The program at UW-Stevens Point and UW-Marathon County is not even unique. There are several of them, such as one with UW-Sheboygan and UW-Oshkosh; they are throughout the System.

Regent Pruitt asked about the applicability of credit transfer to students who are interested in transferring from for-profit universities, particularly adult students who may have begun at a for-profit institution, and may be having “buyer’s remorse” and are interested in moving into the UW System.

Ms. Freeman responded that the tool being discussed does not address this situation, because for-profit institutions’ curricula are not within the UW System’s records. What does already exist at all of the campuses are staff in the admissions office who work specifically with transfers and who would work with those prospective transfer students directly. Thus, a technology tool is not available, but a person would work on this with students.

Regent Pruitt asked about obstacles standing in the way of advancing this. Ms. Freeman said that the private institution would need to enter into an agreement to include all of their curricula in the System’s TIS, and then UW-Madison would have to evaluate it. The equivalencies in TIS would have to happen first. This is a surmountable roadblock if a for-profit institution were interested, but it may not be in their best interest to make it easier for their students to transfer to UW institutions; therefore, at this point there is no way for the UW System’s program to recognize their curricula.

Vice President Smith observed that it is important to tell the story of the progress made on transfer, because members of the public, legislators, and the executive branch occasionally hear concerns and have a misperception about the reality of the situation. Sometimes legislators introduce some legislation that would affect transfer, and this is not something that the System would want to encourage. Telling the story accurately is important.

President Spector recognized Regent Tyler, who asked a question about what work was being done on establishing curricula that will blend across institutions in the future. Dr. Nook said that this was happening primarily at the individual institutions because of the autonomy of the campuses. Since all institutions have their own curricula, interfaces are built directly between institutions, rather than at the System level.

President Spector recognized Chancellor Gow, who applauded the collaboration that was occurring. Commenting on private institutions, he said that there is sometimes a rush to develop programs, and quality suffers and shared governance is not followed. The right way to do it is to bring people together, even though it takes a little time. He cited strong programs at UW-La Crosse with Western Technical College and also with UW-Baraboo.

To close the discussion, President Reilly reemphasized a point that Dr. Nook had made, about the way that data are analyzed at the federal level not having caught up with students' behavior. For example, if somebody starts as a freshman at UW-Oshkosh and then transfers to UW-Green Bay, because the federal data reporting tracks first-time, full-time students who graduate within six years, the UW-Oshkosh student who transfers to UW-Green Bay is counted as a drop-out and a non-success at UW-Oshkosh, and UW-Green Bay gets no credit for graduating the student. As a result, at the federal level graduation-rate data are not accurate numbers. As more and more students graduate with credits from more than one institution, that distortion will only get worse. President Reilly said that he would raise this issue again at national meetings.

President Spector thanked Senior Vice President Nook and his fellow presenters and noted that the comments made clear that transfer is a very important topic.

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The meeting was adjourned at 12 o'clock noon.

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Submitted by:

/s/ Jane S. Radue
Jane S. Radue, Secretary of the Board
Office of the Board of Regents
University of Wisconsin System