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(FORM UPDATED: 08/11/2010)

WISCONSIN STATE LEGISLATURE ... PUBLIC HEARING - COMMITTEE RECORDS

2005-06

(session year)

Assembly

(Assembly, Senate or Joint)

Committee on Colleges and Universities...

COMMITTEE NOTICES ...

- Committee Reports ... **CR**
- Executive Sessions ... **ES**
- Public Hearings ... **PH**

INFORMATION COLLECTED BY COMMITTEE FOR AND AGAINST PROPOSAL

- Appointments ... **Appt** (w/Record of Comm. Proceedings)
- Clearinghouse Rules ... **CRule** (w/Record of Comm. Proceedings)
- Hearing Records ... bills and resolutions (w/Record of Comm. Proceedings)
(**ab** = Assembly Bill) (**ar** = Assembly Resolution) (**ajr** = Assembly Joint Resolution)
(**sb** = Senate Bill) (**sr** = Senate Resolution) (**sjr** = Senate Joint Resolution)
- Miscellaneous ... **Misc**

* Contents organized for archiving by: Stefanie Rose (LRB) (November 2012)

- Ron Brown, Madison — Sen., 31st Senate District

Registrations Against

- Sandy Duckett, Green Bay — Northeastern WI Tech. College
- Paul Gabriel, Madison — WI Tech College District Boards
- Hank Hurly, Shell Lake — Dr., President WI Indianhead Tech. College

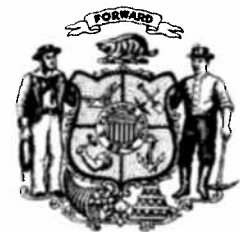
May 4, 2006

Failed to pass pursuant to Senate Joint Resolution 1.

Brad Hub
Committee Clerk



WISCONSIN STATE LEGISLATURE



Hub, Brad

From: Arnie Rongstad [asrongstad@netzero.net]
Sent: Tuesday, August 30, 2005 9:41 AM
To: Rep.Black; Rep.Boyle; Rep.Ballweg; Rep.Jeskewitz; Rep.Kreibich; Rep.Molepske; Rep.Nass; Rep.Schneider; Rep.Shilling; Rep.Towns; Rep.Underheim
Cc: Rep.Gard; Rep.WoodJ; atkinswr652@hotmail.com; neverdal@wwt.net; Sen.Brown; Sen.Harsdorf
Subject: AB-595 Committee Hearing
Attachments: Editor Response Letter.doc

Committee on Colleges and Universities:

I just read the Assembly committee meeting calendar for next week and find that AB-595 has been added to your Tuesday, Sept. 6 meeting agenda on 8/25/05.

I would very much like to be in attendance at this meeting to explain my opposition to AB-595, however, I have a conflict and can't make the necessary changes to get to Madison on Tuesday. Most legislators do not have a constituency that would be impacted by AB-595, so perhaps they have not really considered what this bill would do to the taxpayers and students of the three technical colleges included in the bill. As near as I can figure out, Representative Wood, and the other co-sponsors of the bill have drawn their inspiration from Bill Ihlenfeldt, President of CVTC, who for as long as I have known him (I worked with Bill as a peer VP at CVTC, and as a VP when he became President) has had the desire to get into the liberal arts ball game. I have asked Bill for specifics on the numbers being used by legislators to tell how many UW students in waiting there are at CVTC, but have only received generalized statements to back up the specific numbers used by Rep. Kriebich and Rep. Wood.

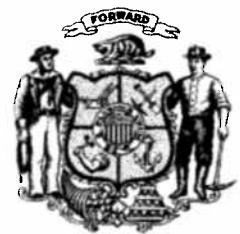
I could go on and on about this topic, but will at this point stop and simply attach an opinion piece that six retired vice-presidents of the Chippewa Valley Technical College have submitted to the Eau Claire Leader-Telegram in rebuttal to a letter the L-T Editor Don Huebscher had published in the newspaper.

Please consider these concerns as you evaluate AB-595.

Arnie Rongstad, Retired CVTC VP-Administration.
E19595 Dolotta Road
Augusta, WI 54722
715.286.4155



WISCONSIN STATE LEGISLATURE





Daniel Clancy, President
Brent Smith, State Board President
Testimony on AB 595
Assembly Colleges and Universities Committee
September 6, 2005

Representative Kreibich and members of the Committee:

Thank you for this opportunity to comment on AB 595, a proposal to establish liberal arts collegiate transfer programs in three technical college districts in which there is not located a two-year UW college campus. There are three technical college districts that would be affected by the bill: Gateway, Western Wisconsin and Chippewa Valley.

AB 595 recognizes that access to postsecondary education is a key part of the WTCS mission and that three WTCS institutions have successfully provided liberal arts collegiate transfer programs. In addition, the proposal would result in a greater number of entry points to a baccalaureate education. Greater access to liberal arts collegiate transfer programs could increase the percentage of Wisconsin residents seeking and earning baccalaureate degrees and result in a positive impact on wages and economic growth in these areas.

There is no question that the transferability of all technical college courses has become more important to the WTCS in recent years: employers and students want this career flexibility and the knowledge economy demands it. The bill before you today raises important questions not just about the best way to serve students interested in a liberal arts education, but the mission and responsibilities of the WTCS and, ultimately, the structure of public higher education in the state.

In particular, this bill has raised the issue of the continued relevancy or need for the statutory requirement under s.36.31 for UW System Board of Regents approval of new WTCS collegiate transfer programs beyond the three programs at Madison, Milwaukee and Nicolet Area. In writing the provision, the Legislature recognized that there may be situations where the distinct missions of the two systems could allow for similar programming, but that those situations should be subject to extra scrutiny to ensure the most efficient use of public resources. The provision created another mechanism to ensure duplication between the two systems would be avoided. Although the s.36.31 language allowed for expansions in the programming offered by the two systems if warranted, for all practical purposes, the provision has been interpreted as a ban on new collegiate transfer programs in the WTCS.

I believe both Boards have considered the ban interpretation the simplest way to protect against duplication and to preserve the distinct functions of each system. It's not surprising that one of

Daniel Clancy, President

345 West Washington Ave. -- 2nd Floor PO Box 7874 Madison, Wisconsin 53707-7874 608.266.1207
TTY: 608.267.2483 Fax: 608.266.1690

www.wtcsystem.edu www.witechcolleges.com

the most common arguments in support of AB 595 is that the Legislature must mandate programs because the WTCS Board will not consider, and the Board of Regents will not approve, new collegiate transfer programs.

However, since s.36.31 was established, there have been many changes in the workplace and in the delivery of education. The WTCS Board has proven that the process for approving programs based on need, reasonable cost and demonstrated outcomes provides accountability and can be used to require collaboration among educational providers for the benefit of students and taxpayers. In addition, employers and employees have increased expectations for the portability of college credits. Collegiate transfer has indeed become a customer service issue for the WTCS. As a result, the State Board believes that the time has come to exercise the authority granted under s.36.31 to explore new programs that could benefit Wisconsin. Board President Smith will elaborate in a moment on that decision.

The WTCS opposes AB 595 because it mandates the establishment of new programs outside of the existing program approval process and the process outlined by s.36.31, which is likely to result in reduced accountability, increased duplication, and unanticipated funding redistributions. Moreover, the System believes that other options are available that would improve collegiate transfer opportunities for the majority of WTCS students who are enrolled in career and technical programs as well as those students interested in earning baccalaureate liberal arts degrees.

Under current law, the WTCS Board has the authority to designate and approve programs offered by a technical college district, including collegiate transfer programs. However, the statutes also require that the WTCS Board shall not consider any program for approval that has not first been approved by the district board. As I noted, the statutes also prohibit the expansion of WTCS collegiate transfer programming without the approval of the UW System Board of Regents.

AB 595 would establish liberal arts collegiate transfer programs without the benefit of local district board and State Board program approval. The program approval process ensures that technical college programs are rooted in local workforce needs, sufficient demand exists to justify program costs, and that cost-saving opportunities through shared or collaborative programs are realized. In short, mandating programs outside of an adequate review and approval process reduces public accountability for those decisions.

These decisions will have significant cost impacts for the districts. Offering a liberal arts associate degree program is very different from offering transferable general education courses. If a WTCS institution is interested in offering a liberal arts transfer program, it would need to offer students choices from a set of courses in subjects that technical colleges typically do not offer: anthropology, history, English literature, geography, philosophy, fine arts, foreign languages, and much more extensive offerings in economics, calculus, finite math, psychology, sociology and the natural sciences (biology, chemistry, geology, and physics). The three districts may have additional costs associated with needed changes to the physical plant and new faculty and staff hires necessary to deliver liberal arts programs. As noted in the WTCS fiscal note on

AB 595, the amount of revenues and costs associated with establishing new liberal arts transfer programs will ultimately depend upon the number of students who enroll and the number of courses and credits they take at any one time. Given the potential cost impacts of providing more program options in an environment of concern about technical colleges' dependence on property tax levy revenues, the Board believes that the System should strive to provide more, not less, accountability for its programming decisions.

The Board is also concerned that AB 595 does not improve transfer opportunities for WTCS students interested in technical or occupational-based careers or provide a guarantee to students that their liberal arts credits will actually transfer to a UW System institution. Nor does the bill mandate any expansion of services by the UW System or provide incentives for the collaborative efforts that rise from a shared responsibility for ensuring transfer opportunities. The unintended result may be a duplication of services.

The WTCS believes that accountability for collegiate transfer programming decisions can be provided and duplication concerns can be addressed through the program approval process laid out under s.36.31.

Thank you again for the opportunity to address the Committee today. After Board President Smith's remarks, I would be happy to answer any questions.

Representative Kreibich and members of the Committee:

I want to echo President Clancy's thank you for providing the opportunity to comment on AB 595 and I want to especially thank Chair Kreibich for his long-standing interest in the technical college system and for attending the State Board meeting last week and sharing his thoughts on AB 595 with the Board. I would also like to take this opportunity to thank Rep. Jeffery Wood for meeting with the Board this spring to discuss his concerns about liberal arts transfer opportunities in the Chippewa Valley.

During my term on the State Board and in my work on the Joint UWS/WTCS Committee on Baccalaureate Education, there has been on-going discussion about whether it is now time to seek the deletion of s.36.31. Elimination of s.36.31 would give the State Board greater control over the programs provided by the System and improve the System's ability to respond to student and employer requests for collegiate transfer options. However, this greater control and flexibility would also place new costs and new responsibilities on the System.

During our discussion last week, several questions were raised about WTCS collegiate transfer program authority, such as

- Are transfer programs, particularly liberal arts transfer programs, consistent with the System's primary mission to provide occupational training for a high-skilled workforce?

- What more can the System do to improve the transferability of WTCS credits?
- If the WTCS expands its collegiate transfer programs, will the System become responsible for ensuring access statewide to two-year liberal arts programming?
- Can the System and the State afford to devote more resources to this purpose?

Moreover, the Board discussed whether asking for deletion of s.36.31 ignores the Legislature's original and continuing concern that our two public higher education systems not compete against or duplicate each other. In the end, the Board had concerns about characterizing a statutory accountability requirement as "unworkable" before the System has exercised its authority under s.36.31 and attempted the process.

As a result, although it opposes AB 595 for the reasons outlined by President Clancy, the State Board believes the System has a responsibility to ask if there is more the WTCS could or should do to address the needs of our students, employer and taxpayer partners. We have, therefore, formally expressed our resolve to consider collegiate transfer programs proposed by the districts and, if approved, advocate for their consideration by the UWS Board of Regents as provided under s.36.31.

The Board's position on AB 595 and the Board's use of the process outlined in s.36.31 to consider WTCS collegiate transfer programs has been unanimously supported by the members of the WTCS Presidents Association and by the members of the District Boards Association Legislative Committee. I have attached a copy of the Board's resolution to our testimony for your convenience.

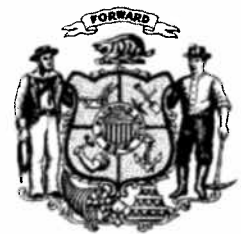
Again, thank you for the opportunity to address the Committee today. We would be happy to answer any questions.

WTCS Board Resolution as passed unanimously by the Board on August 30, 2005

That, upon the recommendation of the President of the Wisconsin Technical College System, the Board opposes passage of AB 595/SB 279 as written because this proposal is likely to result in reduced accountability, increased duplication, and unanticipated funding redistributions, and because other options are available that would improve collegiate transfer opportunities for career and technical students as well as liberal arts program students. The Board supports the establishment of WTCS collegiate transfer program approval criteria and procedures and the consideration of recommended collegiate transfer program proposals by the State Board and the UWS Board of Regents.



WISCONSIN STATE LEGISLATURE



COLLEGES

The freshman/sophomore UW campuses

MEMORANDUM

TO: All Assembly Colleges & Universities Committee Members
FROM: Margaret Cleek, Interim Chancellor, UW Colleges *Margaret Cleek*
RE: AB 595
DATE: September 6, 2005

Why the UW Colleges opposes AB 595 as written:

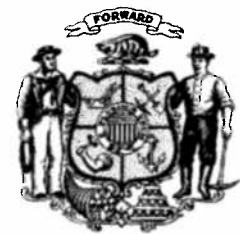
- **Distinct Missions:** When members of the Wisconsin State Legislature created the University of Wisconsin System and the Wisconsin Technical College System, they carefully defined the missions of the two systems to specifically avoid duplication. The UW Colleges, as an institution of the UW System, has the distinct mission of providing the first two years of a liberal arts general education that prepares students for success at the baccalaureate level of education.
- **Duplication:** This will only add to the hue and cry over duplication and provide ammunition to those who argue that our systems are insensitive to the public's concerns regarding higher education costs. Given the current state financial situation and significant concern about property taxes, it would seem duplicating services at a higher cost would be the last thing legislators would wish for their constituents.
- **Efficiency:** The public needs to know that our systems are already working together to deliver quality education in the most cost effective manner possible. The fashioning of collaborative liberal arts programs between the UW Colleges and WTCS schools to meet legitimate student needs is a clear statement that we take seriously the public's fiscal concerns, while moving boldly to meet the public's education needs.
- **Existing Collaborations:** Collaborative models already exist between UW Colleges and the WTCS. Innovative collaborations built upon the respective missions of the two systems have proved cost-effective. The UW Colleges can collaborate with CVTC and other technical colleges to offer a freshman-sophomore liberal arts degree with no creep in mission for the technical colleges.

- **Expertise:** It makes more sense that the one institution in the UW, the UW Colleges, the premier statewide provider of liberal arts education for decades at the freshman-sophomore level, be given the continued responsibility for offering liberal arts education with the three campuses in question.
- **Graduation Rates:** The UW Colleges expertise at educating freshmen and sophomores is borne out by data that shows UW Colleges students who transfer, go on to graduate with bachelor's degrees at higher rates than transfer students from other UW schools, technical colleges, or private schools.
- **Lower Cost:** UW Colleges provides the first two years of liberal arts education at a lower overall cost than existing WTCS liberal arts transfer programs (2003-04 figures):
 - UW Colleges: \$6540 (annual cost)
 - WTCS Average (Madison, Milwaukee, Nicolet): \$8662 (annual cost)
- **Effect on Property Taxes:** Two of the three proposed expansion sites have room under their mill rate limits to increase property taxes to pay for liberal arts transfer programs. Only Western Wisconsin Technical College is already at the limit. This could result in up to \$12 million in local property tax levy increases to pay for these programs at Gateway Tech and Chippewa Valley Tech.
- **Accredited Academic Program:** The curriculum is already in place and accredited by the Higher Learning Commission – a commission of the North Central Association of Colleges and Schools.
- **AAS Degree:** The UW Colleges Associate of Arts and Science degree can meet the educational needs of underserved populations in each of the three WTCS districts.
- **Flexible Course Delivery:** The UW Colleges could deliver face-to-face instruction, as well as courses through distance education modes.
- **Cooperation:** The UW Colleges stands ready to develop collaborative liberal arts programming under our degree authority with technical colleges in regions where the need for such programming exists.

Bottom Line: The UW Colleges supports increasing liberal arts education opportunities, and has the expertise and experience to deliver a freshman-sophomore liberal arts degree in collaboration with the technical colleges at lower cost and greater efficiency to state residents.



WISCONSIN STATE LEGISLATURE





22 North Carroll Street · Suite 103 · Madison, WI 53703 · 608.266.9430 · 608.266.7898 · Fax 608.266.0122

Testimony Opposing AB595 and SB 279
Before the
Assembly Colleges and Universities Committee
Representative Rob Kreibich, Chairperson
September 6, 2005

Paul Gabriel, Executive Director
Wisconsin Technical College District Boards Association

The Wisconsin Technical College District Boards Association represents the state's 16 local district boards and the 144 members serving on those boards. On September 1st, the Association's Legislative Committee took action unanimously supporting the WTCS Board's resolution opposing AB 595 and SB 279. With this action, the system's governing bodies - both local boards and the state board - as well as the college presidents through the WTCS Presidents Association, stand unanimously opposed to these bills.

The District Boards Association fully recognizes the need for significant and rapid improvement in student mobility from technical colleges to UW institutions. While progress is being made through the joint Committee on Baccalaureate Expansion, COBE, and by various districts working individually with partner UW institutions, large numbers of WTCS students continue to receive better recognition of their academic work by transferring to institutions outside Wisconsin, and to Wisconsin's private and independent institutions, than they do at UW institutions.

However, efforts to improve student mobility and transfer should be addressed separately from important questions about expanding WTCS district offerings in the liberal arts. We support following current law to allow the WTCS Board to assess any formal request to expand a district's offering into liberal arts programming. Districts routinely bring all requests to create, modify and terminate programs to the WTCS Board. The districts' decisions are based on a close connection with the community and assessment of community needs. The WTCS Board's oversight brings a regional and statewide view to the proposal and assures consistency and quality across the system. This process should be followed for any expansion into liberal arts programming.

We recognize the Legislature's important role in these matters and do not rule out the need for legislative assistance in realizing the level of mobility to the UW that WTCS learners and Wisconsin taxpayers deserve. We look forward to continuing to work with the Legislature to assure student and taxpayer needs are met and to support legislation when appropriate.



Testimony to the
Wisconsin Assembly Committee on Colleges and Universities
September 6, 2005

by
William A. Ihlenfeldt, President
Chippewa Valley Technical College

Chairman Kreibich, members of the Colleges and Universities Committee. I am Bill Ihlenfeldt, President of Chippewa Valley Technical College in Eau Claire, Wisconsin. I am here to testify in favor of Assembly Bill 595. Thank you for allowing me to testify and thank you for considering this legislation which will have a significant impact on the citizens of the Chippewa Valley and the economic development of the State of Wisconsin.

Transfer of credit has always been a concern for the citizens of the Chippewa Valley as has been the access to higher education. Chippewa Valley Technical College has consistently ranked as one of the leading transfer institutions among the state's 16 technical colleges. Yet, when you compare CVTC to other parts of the state where two-year UW Colleges exist along with technical colleges, we rank near the bottom with respect to total citizens that transfer to the University of Wisconsin System. I have provided you with a copy of the data that substantiates this problem.

Employers have long recognized the benefit of well-qualified technical college graduates, but they also know that we need well-trained Baccalaureate graduates to provide the balanced necessary workforce.

Your technical colleges provide the entrance to higher education through highly trained and competent technicians and excellent transfer

graduates who earn advanced degrees at the states universities and **stay in Wisconsin.**

This bill is a win-win-win situation and you need to question why anyone would be against this effort. It is a win for place-bound students who can't get into the universities after graduating from college, it is a win for the universities who can accept these students in the upper level division where there is more capacity, and it is a win for the state of Wisconsin as we produce the workforce that is necessary for the economy of this great state. We must reach parity with neighboring states that have more baccalaureate degree holders as a percentage of population.

There are those who will say this increases costs, but I am here to tell you that those students are **already enrolled at Chippewa Valley Technical College and other colleges.** In fact we served 1800 individuals in that category last year, and that number appears to be growing rapidly this year. These students lose credits because they enroll in programs for financial aid purposes and that requires them to take courses which do not apply to their ultimate objective—their baccalaureate degree. Thus the tax payers and the students pay twice.

These students are at our college because they can't get into a university, because they want to start in a smaller environment, or they need to keep costs down by attending college close to home.

We already have a thirty year old proven model that works in Milwaukee, Madison, and Rhinelander, and now it's time to give the citizens of the Chippewa Valley, Western Wisconsin and Gateway Technical College districts the same opportunity.

I submitted a proposal to the Wisconsin Technical College System on June 15, 2005, and have received no response to date. I have also invited the Systems to do a pilot project at CVTC with whatever

accountability measures they desire to place on the project. That also has not been accepted.

At a special meeting this week the WTCS Board decided to develop procedures to pursue the implementation of projects like this which would, by statute, require the approval of both the WTCS Board and the Board of Regents. While I applaud this movement at the eleventh hour, I am not confident that CVTC will be successful. In the meantime our citizens do not have the benefits of the rest of the state.

But I am not going to ask you to believe just me. I am going to ask you to listen to the citizens of our district who believe that this is the right thing to do. As the editor of the Eau Claire Leader Telegram phrased it in a recent editorial on the topic, "What's not good about that?"

Thank you for your consideration and a special thank you to our legislators who have taken these needs of our citizens to heart.

Charles Grossklaus, CEO, Royal Credit Union

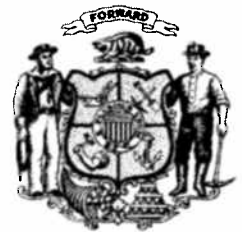
Cheryl Keegan, Director of Business Services, Blue Cross Blue Shield
United of Wisconsin

Rae Miscera, 2nd Semester CVTC Student from Eau Claire

Tom Harvey, CVTC Student Government President and Student



WISCONSIN STATE LEGISLATURE



Hub, Brad

From: Mathew, PK [MathewP@wwtc.edu] on behalf of Rasch, Lee [RaschL@wwtc.edu]
Sent: Tuesday, September 06, 2005 2:40 PM
To: Kreibich
Cc: Gabriel, Paul; Clancy Dan ; Rasch, Lee
Subject: WTCS Resolution Regarding AB 595

Thank you, Chairman Kreibich, for the opportunity to testify at the hearing on September 6, 2005, regarding AB 595. I wanted to provide you with a copy of the resolution approved by the Wisconsin Technical Colleges System State Board so that you would have the language available for your records:

Resolution (as amended by the Board, 8/30/05):

That, upon the recommendation of the President of the Wisconsin Technical College System, the Board opposes passage of AB 595/SB 279 as written because this proposal is likely to result in reduced accountability, increased duplication, and unanticipated funding redistributions, and because other options are available that would improve collegiate transfer opportunities for career and technical students as well as liberal arts program students. The Board supports the establishment of WTCS collegiate transfer program approval criteria and procedures and the consideration of recommended WTCS districts' collegiate transfer program proposals by the WTCS Board and the UWS Board of Regents as provided under section 36.31 of the Wisconsin Statutes. Motion carried unanimously by roll call vote.

Additionally, the WTCS Presidents' Association (comprised of the 16 technical college presidents, the WTCS president, and the WTC District Boards Association executive director) voted unanimously to accept the resolution as worded.

If you have any questions, or if I can be of any assistance, please do not hesitate to contact me.

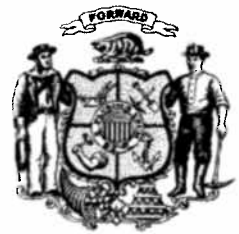
Lee Rasch, EdD _____

President
Western Wisconsin Technical College
PO Box C-908
La Crosse, Wisconsin 54602-0908
Bus: 608-785-9100
Fax: 608-785-9205
Cell: 608-792-3137

Email: RaschL@wwtc.edu
PK Mathew, Administrative Assistant
Bus: 608-785-9210
Email: MathewP@wwtc.edu



WISCONSIN STATE LEGISLATURE



Testimony AB 595
President Kevin P. Reilly
10:00 a.m., 225 Northwest State Capitol, September 6, 2005

Thank you Chairman Kreibich and Committee members for the opportunity to appear today to speak “for information only” relative to AB 595, which would authorize three additional technical college districts to offer liberal arts collegiate transfer programs.

This is a new era of cooperation between the UW and the technical colleges. We both share your goals of putting students first and holding down property taxes. We both want to educate as many Wisconsinites as possible to the associate and baccalaureate degree levels, because we know that will drive up the per capita income in the state, and improve the quality of life for all our citizens. And we both want to do that as cost effectively as we can.

To that end, I’ve spoken with Technical College System President Dan Clancy, and WTCS Board Chair Brent Smith, about the resolution their Board passed unanimously to establish a process under section 36.31 of the state statutes to review proposals from the technical colleges for new liberal

arts transfer programs. Their resolution is a good response to AB 595 in my judgment. I support the kind of process they intend to put in place.

I support it because I believe it will engage all the relevant stakeholders in determining the educational needs of a region, and in meeting those needs in ways that are least likely to increase property taxes in the region. I look forward to working with the Technical College System to develop criteria by which their Board and the Board of Regents can evaluate proposals for new liberal arts transfer programs designed to do just that.

Our UW-Colleges have already done some pioneering work in cooperating with technical colleges to meet the desire of students for additional liberal arts transfer programs. I'll now ask Margaret Cleek, Interim Chancellor of the UW-Colleges, to share information with you on these efforts, and the proposal she has put forward to mount similar programs with Chippewa Valley Technical College, Gateway Technical College, and Western Wisconsin Technical College, the three technical college districts specified as needing such programs in AB 595.

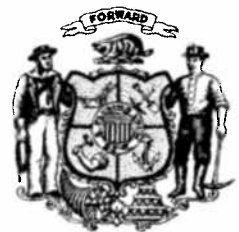
I believe this proposal can help the Technical College System expedite the process it is putting in place to consider additional two-year liberal arts degrees in Wisconsin.

Chancellor Cleek . . .

G:\pres\reilly\ab595



WISCONSIN STATE LEGISLATURE



7 North State Capitol
Post Office Box 8953
Madison, WI 53708-8953
(608) 266-1194
Fax: (608) 282-3667

JEFF WOOD

State Representative • 67th Assembly District

District: 1501 Miles Street
Chippewa Falls, WI 54729
(715) 726-9226
Rep.Woodj@legis.state.wi.us
Toll-Free: (888) 534-0067

To: Members of the Assembly Committee on Colleges and Universities
From: Rep. Jeff Wood
Date: September 6, 2005
Re: Testimony for AB 595, Relating to the Approval of Collegiate Transfer Programs in Technical College Districts without 2 Year UW Colleges

Good morning Chairman Kreibich and Members of the Committee, and thank you for holding a hearing on AB 595. This bill was drafted by Senator Brown and me in an effort to equalize the educational opportunities for those students living in technical college districts without 2 year UW Colleges and currently without Associate of Arts or Science degree programs. I would to thank the Wisconsin Technical College System and the University of Wisconsin System for their input on this bill, and I would especially like to thank Dr. Bill Ihlenfeldt, President of Chippewa Valley Technical College, who provided his expertise during the drafting of AB 595.

Residents throughout Wisconsin have the option of occupational, career-oriented Associate of Applied Science degrees offered through 16 technical college districts. Residents of three technical college districts (Milwaukee, Madison, and Rhinelander) have the additional option of the Associate of Arts and Associate of Science degrees through their technical college. These degrees are designed totally as transfer degrees to four year universities with no specific career or occupational orientation. Students should be able to transfer most or all of these credits and enter a four year university with third year status.

In addition, residents of the state in ten other technical college districts have a two-year UW College campus within their boundaries and are within driving distance of a campus that offers the Associate of Arts and Associate of Science degrees.

Three remaining Technical College Districts - Chippewa Valley, Western, and Gateway - have neither the authority to offer the Associate of Arts or Associate of Science degree nor the benefit of a two-year UW College campus within their boundaries. **This creates a lack of uniformity within the state and creates a hardship for the residents of these three Technical College districts.** These three districts are also unique in that they are in direct competition with large labor markets outside our borders, including Minneapolis, Chicago, and Rochester/Winona.

Wisconsin has seen an increase in the number of students seeking the transfer option at most technical colleges. At the same time, the state has made an effort to increase the number of baccalaureate degree holders.

Chippewa Valley Technical College (CVTC) currently has enrolled over 1,800 students who do not intend to get an occupational degree but rather are taking courses at CVTC in preparation for transfer to one of the four-year universities in the region. Many have not been able to get freshman admission at the senior institutions because they are at capacity with recent high school graduates.

Currently, these students transfer to senior institutions utilizing articulated agreements. Since many of their credits are specific to occupational programs, it is likely that the credits will not match, and consequently will not transfer towards degree requirements. Colleges without the Associate of Arts or Associate of Science degrees do not have the authority to offer the cadre of general education courses necessary to match the first two years of baccalaureate degree. This results in wasted time and money for students, and wasted resources for the taxpayers.

AB 595 allows the three Technical Colleges without 2 year UW Colleges in their districts (Chippewa Valley Technical College, Western Wisconsin Technical College, and Gateway Technical College) to grant the Associate of Arts and Associate of Science degrees to give the residents of those districts the same opportunities as the rest of the state.

This proposal would not create duplication or mission overlap because those degrees are not available within the boundaries of the three districts. This is simply an equalization of opportunity.

Since many of these students are working adults with families, it is not realistic for them to move to other parts of the state for educational purposes. Similarly, this is the same population that prefers not to utilize distance education as a medium for education; many of them prefer the smaller classes and services of a technical college in their local region.

This direction also makes economic sense for the universities as these students now will have completed a degree which "mirrors" the first two years of a baccalaureate degree and, thus, will be able to transfer into upper level courses where space is available.

Another strong positive is the increase in baccalaureate degree holders for the state. This is vital for our future. Past experience, substantiated by data, indicates this population is more place bound and, therefore, more likely to stay and work in the state.

The financial burden to these colleges will not be a concern because the students are already enrolled as occupational students or students with an undeclared major. This is simply a move to increase the number of credits students can transfer toward degree requirements at a senior institution.

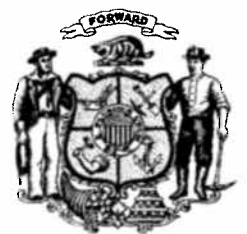
Finally, these programs should be held to the same requirements as the three technical colleges that now offer the degrees. That is, no more than twenty-five percent of the college's offerings should be in the Associate of Arts or Science degrees. That will ensure the emphasis on occupational education which is also critical to the state's future.

This is a win-win-win proposal. Wisconsin wins because of an increase in the number of baccalaureate degree holders; the universities win because of more transfer students in later semesters which keeps classes full; and, most importantly, the residents of three districts win because of the opportunity to access the educational systems in the same way as the rest of the state.

Thank you for the opportunity to speak on AB 595 today. I would be happy to answer any questions you may have at this time.



WISCONSIN STATE LEGISLATURE





Testimony of State Senator Ron Brown Assembly Bill 595 – Tech College Credit Transfer

Chairman Kreibich and Committee members, thank you for hearing Assembly Bill (AB) 595, legislation that require the WTCS Board to approve a liberal arts collegiate transfer program in the three technical college districts in which there is no University of Wisconsin two-year collegiate campus (UW Colleges).

Currently, residents throughout Wisconsin have the option of occupational, career-oriented Associate of Applied Science degrees offered through 16 technical college districts. Residents of three technical college districts (Milwaukee, Madison, and Rhinelander) have the additional option of the Associate of Arts and Associate of Science degrees through their technical college. These degrees are designed totally as transfer degrees to four year universities with no specific career or occupational orientation. Students should be able to transfer most or all of these credits and enter a four year university with third year status. In addition, residents of the state in ten other technical college districts have a two-year UW College campus within their boundaries and are within driving distance of a campus that offers the Associate of Arts and Associate of Science degrees.

However, three remaining Technical College districts (Chippewa Valley, Western, and Gateway) have neither the authority to offer the Associate of Arts or Associate of Science degree nor the benefit of a two-year UW College campus within their boundaries. This creates a lack of uniformity within the state and creates a hardship for the residents of these three Technical College districts.

Wisconsin has seen an increase in the number of students seeking the transfer option at most technical colleges. At the same time, the state has made an effort to increase the number of baccalaureate degree holders. Currently, these students transfer to senior institutions utilizing articulated agreements. Since many of their credits are specific to occupational programs, it is likely that the credits will not match, and consequently will not transfer towards degree requirements. Colleges without the Associate of Arts or Associate of Science degrees do not have the authority to offer the cadre of general education courses necessary to match the first two years of baccalaureate degree. This results in wasted time and money for the students and wasted resources for the taxpayers.

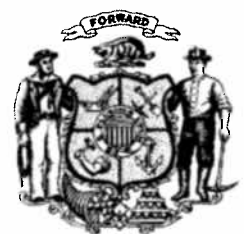
AB 595 and its companion, Senate Bill (SB) 279, would allow the three technical colleges without 2 year UW Colleges in their districts (Chippewa Valley Technical College, Western Wisconsin Technical College, and Gateway Technical College) to grant the Associate of Arts and Associate of Science degrees to give the residents of those districts the same opportunities as the rest of the state. The legislation before you would not duplicate or overlap missions because those degrees are not available within the boundaries of the three districts. Rather, this is simply an equalization of opportunity.

Since many of these students are working adults with families, it is not realistic for them to move to other parts of the state for educational purposes. Similarly, this is the same population that prefers not to utilize distance education as a medium for education; many of them prefer the smaller classes and services of a technical college in their local region. Another strong positive is the increase in baccalaureate degree holders for the state; this is critical for our future. Past experience, substantiated by data, indicates this population is more place-bound and, therefore, more likely to stay and work in the state.

This is a win-win-win proposal. Wisconsin wins because of an increase in the number of baccalaureate degree holders; the universities win because additional transfer students in later semesters keep classes full; and, most importantly, the residents of the three districts win because they gain the opportunity to access the educational systems in the same way as the rest of the state. I ask that you support the students who attend these technical colleges, allowing them the opportunity to pursue educational alternatives that many other students currently enjoy, and vote to recommend AB 595 for passage. Thank you for your consideration.



WISCONSIN STATE LEGISLATURE



As president of Wisconsin Indianhead Technical College in Northwest Wisconsin, I welcome the opportunity to provide comment on the proposed legislation before you today.

The mission of Wisconsin's technical college system involves finding solutions to help students achieve their personal and career goals. Wisconsin is one of many states experiencing the national trend demanding a highly skilled work force where most careers require specialized knowledge, abilities and technical skills. With over 300 program choices, Wisconsin's technical colleges are doing an outstanding job of preparing individuals for world-class careers.

Wisconsin Indianhead Technical College is proud to serve one in every nine Northwest Wisconsin residents – more than 25,000 individuals turn to WITC each year for education and training. WITC graduates 1,500 students annually from associate degree and technical diploma programs, and the vast majority of those individuals remain in Wisconsin. Our ratio of graduates to full time equivalent enrollments is but one measure of the excellent return on investment provided through the technical college system.

Wisconsin Indianhead Technical College is the largest technical college district geographically, encompassing 10,000 square miles and eleven counties. Our vast geography presents many unique challenges for educational delivery and services. Campus facilities, located in the four corners of our district, provide greater access for students located in and around the communities of Ashland, Superior, Rice Lake and New Richmond. Programs that have the greatest employment demand within the health care, business, technical/trades, and services areas are offered at each campus.

Despite these efforts, many rural students in our district face barriers related to educational access. For example, a student who lives in or near Superior who is interested in a career in construction trades, is over 90 miles from the campus offering that program. A student living in Iron County is 150 miles – almost 3 hours of driving time – from unique program

offerings at our New Richmond campus. These challenges are not representative of technical college students alone.

The only two-year University of Wisconsin campus in our region is UW-Barron County, located in the southern part of WITC's district. This campus in Rice Lake is not a realistic commuter campus for the majority of residents in our district. To access opportunities at this campus, students would have to commute of 63 miles from New Richmond, 94 miles from Superior, and 109 miles from Ashland.

Wisconsin Indianhead Technical College continues to find innovative solutions that will increase student access to education in a number of ways. Certainly one of them is the use of technology. Increased bandwidth, and integrated data, voice and video service has expanded opportunities for online learning. I am proud to share that all of our higher education partners in Northwest Wisconsin are actively collaborating to provide better access through information and telecommunications technologies.

These collaborative partnerships between technical colleges and the K-12 school districts, University of Wisconsin, and other private and online institutions, model the potential to find innovative solutions. Examples of partnerships at our college are varied ranging from articulation agreements with high schools, to on-site class offerings in the Lac Courte Oreilles tribal community, to the construction of a joint parking lot with our University of Wisconsin – Barron County neighbor.

I support efforts to help residents throughout Wisconsin transition to higher education. Student surveys conducted by our college reveal that as many as 38% of our students have a goal to achieve a bachelor's degree in the future. We have the capacity and responsibility to find solutions so students can realize these goals.

Legislative bill AB595/SB 279 currently under consideration provides one alternative to student educational access; however, as presented, the proposed legislation fails to address educational access issues that may be specific to individual technical colleges throughout the

state. I support the Wisconsin Technical College System Board resolution, which recommends that the dialogue and decisions regarding college transfer, should take place under the guidelines and procedures developed by the WTCS Board and UWS Board of Regents.

Thank you for providing this opportunity to provide testimony on this important issue.

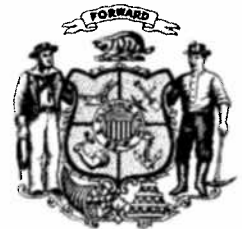
Respectfully,

Hank Hurley, Ph.D.

President, Wisconsin Indianhead Technical College



WISCONSIN STATE LEGISLATURE



Letters of Support

Representative Sheryl Albers

Representative Barbara Gronemus

Representative Mike Huebsch

Representative DuWayne Johnsrud

Representative Mark Meyer

Senator Rodney Moen

Representative Terry Musser

Senator Brian Rude

Senator Dale Schultz

RECEIVED
DEC 21 1998



WISCONSIN LEGISLATURE

P.O. Box 7882 • Madison, WI 53707-7882

December 17, 1998

Mr. Ed Chin, State Director
Wisconsin Technical College System Board
310 Price Pl., PO BOX 7874
Madison, WI 53707-7874

Dear Mr. Chin:


We are writing this letter of support on behalf of a college parallel program at Western Wisconsin Technical College. We had a meeting December 14, 1998 with WWTC District Board members, administrative staff, and President Lee Rasch. This initiative, undertaken by WWTC, is one that we feel could have many long-term benefits for students pursuing a higher education in the Coulee Region.

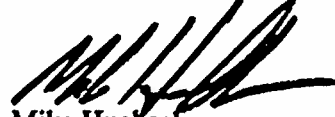
WWTC is collaborating with the University of Wisconsin - La Crosse and Viterbo College in pursuing this initiative and will work out details using the consortium approach these institutions of higher education already have in place. If there continues to be substantial support from these key stakeholders, WWTC will move the initiative forward.

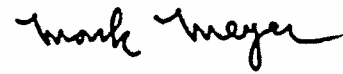
The ability to offer college parallel programs at WWTC would address a real need for students in our area. For many, WWTC is the only available avenue to begin their higher education. UW-L has had more applicants than they are able to accept in recent years. This means WWTC is the only alternative for many area students. We must ensure that those who attend WWTC as a "stepping stone" to either one of our local 4-year colleges or any other State University are able to transfer up to 72 credits without difficulty. Statistics show that there are many students already successfully completing an associate degree program who would like to pursue a bachelors and possibly even a masters degree, but the mechanism is not in place for a smooth transition to a four-year school.


We are extremely supportive of the college parallel program at Western Wisconsin Technical College and would urge the Wisconsin Technical College System Board to support WWTC as the college pursues this program with the University of Wisconsin - La Crosse.


Sincerely,


Terry Musser
State Representative
92nd Assembly District


Mike Huebsch
State Representative
94th Assembly District


Mark Meyer
State Representative
95th Assembly District


DuWayne Johnsrud
State Representative
96th Assembly District


Brian Rude
State Senator
32nd Senate District



WISCONSIN STATE SENATE
RODNEY C. MOEN
SENATOR - 31ST DISTRICT

State Capitol, P.O. Box 7882, Madison, Wisconsin 53707-7882 Phone: (608) 266-8546 Toll-free Hotline: 1-800-362-9472

January 20, 1999

Ed Chin, State Director
Wisconsin Technical College System Board
310 Price Place
PO Box 7874
Madison, WI 53707-7874

Dear Ed,

Recently, you received a letter from Senator Rude and Representatives Musser, Johnsrud, Huebsch and Meyer supporting the request of Western Wisconsin Technical College (WWTC) in La Crosse to add a college parallel program. This request, which I also support, followed a meeting with the WWTC board of directors, administrative staff and WWTC President Lee Rasch.

WWTC is working with the University of Wisconsin-La Crosse and Viterbo College on this issue.

The addition of a WWTC college parallel program would address the higher educational needs of many western Wisconsin students. For numerous high school graduates, WWTC is the only institution available in the area for beginning higher education. Recently, admissions at UW-La Crosse have been over subscribed, leaving WWTC as the only alternative. Therefore, I believe it is important that those who attend WWTC and want to continue their educations at four-year campuses are able to transfer up to 72 credits. Many students now working on associate degrees at WWTC want to continue their education, but lack of a college parallel program is an obstacle to their advancement.

Thank you for your consideration. If you have any questions about my request, please do not hesitate to contact me.

Sincerely,

Rodney C. Moen



**STATE OF WISCONSIN
OFFICE OF STATE REPRESENTATIVE BARBARA GRONEMUS**

P.O. BOX 8952
STATE CAPITOL
MADISON, WISCONSIN 53708-8952
608-266-7015
TOLL-FREE 1-888-534-0091
FAX: 608-266-7038
E-MAIL: rep.gronemus@legis.state.wi.us

DISTRICT ADDRESS:
P.O. BOX 676
WHITEHALL, WI 54773-0676
715-538-4130
FAX: 715-538-4070

February 4, 1999

Mr. Ed Chin
State Director
Wisconsin Technical College System Board
PO Box 7874
Madison, WI 53707-7874

Dear Mr. Chin:

It is my understanding Western Wisconsin Technical College in La Crosse has made the request to add a College Parallel Program.

I support this request 100%! It can only enhance the excellent reputation WWTC has established in the area of academic excellence and serving the educational needs of residents of Western Wisconsin. A College Parallel Program at WWTC would provide an option to many to secure a firm academic foundation for pursuing a higher degree.

On a personal note, I am very familiar with the College Parallel Program at Madison Area Technical College as my office assisted in establishing an Intern Program in Political Science there. The courses provided at MATC and the students who have served my legislative office from there could only be rated one of the best in the state. If such a program existed at WWTC, I am confident that it would achieve a same status of excellence.

Your affirmative action on the WWTC request is encouraged.

Sincerely,

BARBARA GRONEMUS
State Representative
91st Assembly District

BG/wrc



WISCONSIN LEGISLATURE

P.O. Box 7882 • Madison, WI 53707-7882

March 19, 1999

Mr. Ed Chin, State Director
Wisconsin Technical College Board System
310 Price Place
P.O. Box 7874
Madison, WI 53707-7874

Dear Mr. Chin:

We are writing in support of a college parallel program at Western Wisconsin Technical College (WWTC). We have met with President Lee Rasch of WWTC on a number of occasions in the past several months to discuss this initiative. We have also met with WWTC District Board members and administrative staff who are supportive of this initiative. We feel could have many long-term benefits for students pursuing a higher education in this area of the state.

WWTC is working with the University of Wisconsin-La Crosse and Viterbo College in La Crosse in pursuing this college parallel program. These institutions of higher learning will be working out the details using the consortium approach which they already have in place. If there continues to be substantial support from these parties, WWTC will move the initiative forward.

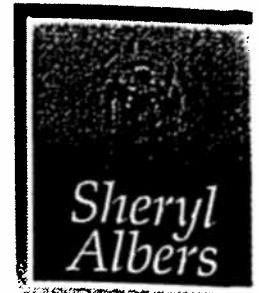
This college parallel program initiative at WWTC would address a serious need for area students. WWTC is, for many, the primary or first choice for starting a college education. The number of applications received at the nearby UW-La Crosse has risen over time, and the school is not able to accept all applicants. As a result, WWTC is for many students the nearest and best alternative for furthering educational goals. It is essential to make certain that students who attend WWTC as a "stepping stone" to a bachelor degree can transfer up to 72 credits without difficulty. Statistics show that there are many area students who desire the opportunity to continue in bachelor and master degree programs. A mechanism needs to be in place for a smooth transition to a four year school.

We are very supportive of the college parallel program at Western Wisconsin Technical College and urge the Wisconsin Technical College System Board to support the efforts of all the schools as they pursue this program.

Sincerely,

Dale W. Schultz
State Senator
17th Senate District

Sheryl K. Albers
State Representative
50th Assembly District



Mr. Ed Chin, State Director
Wisconsin Technical College System Board
310 Price Place
P.O. Box 7874
Madison, WI 53707-7874

Dear Mr. Chin:

I write to you in support of the proposed WWTC college parallel program. Many of the high school students in my district attend either WWTC or UW-LaCrosse. By allowing those attending WWTC to transfer up to 72 of their credits over to UW-LaCrosse, we would create an excellent opportunity for many students.

With UW-LaCrosse actually turning applicants away due to the voluminous number of applications, a parallel program could prevent some discouragement from an applicant turned away from the UW, giving them an opportunity to study at a fine technical institution in preparation for a possible transition into the UW at a later date.

The move is on to create a more seamless transition between technical and university education. Thus, I strongly encourage you to assist in making this parallel program a reality for Western Wisconsin – and a model for other higher education institutions! Please, feel free to contact me if you have any thoughts, suggestions, or concerns. Thank you for your efforts on behalf of our young people!

Sincerely,

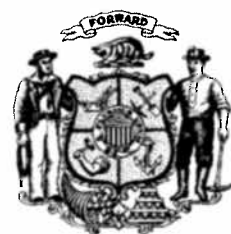
Sheryl K. Albers
State Representative
50th Assembly District

La Crosse Chamber of Commerce Members Survey

- **“Do you support the idea of Western Wisconsin Technical College offering a Transfer Associate Degree as a joint cooperative effort with the University of Wisconsin?”**
- **117 total responses**
- **88% *Support or Strongly Support* the concept**



WISCONSIN STATE LEGISLATURE



Collaborative Agreement

between

The University of Wisconsin-Fox Valley

and

Fox Valley Technical College

An outline of the relationship to deliver the UW Colleges Associate of Arts and Science Degree at Regional Centers of FVTC.

I. Historical Foundation for the Alliance/Collaboration

This is the first time a formal collaboration between the institutions has been undertaken. While discussions took place in the past decades among the faculty and staff of the respective institutions, at that time no agreement could be reached deemed mutually beneficial to the two institutions and their students. The only collaboration that could be reached was to share athletic teams. It is known that transfer between university and technical colleges has become more common over time. With the increased acceptance of coursework with in the Wisconsin Technical College System, more students are now transferring into the University of Wisconsin System when they decide they wish to pursue a bachelor's degree. Moreover, increasingly, UW System graduates are turning to the Wisconsin Technical Colleges for specialized training not available within the universities.

II. Rationale for the Alliance/Collaboration

This arrangement seeks to extend the benefit of County and State taxpayers' investment in UWFox and FVTC and prevent the need for FVTC to duplicate expenditures or service. It also allows students in these two rural areas (Clintonville and Chilton) to obtain the liberal arts general education that will allow them to articulate into a UW System baccalaureate education. Reliable economic indicators suggest that Wisconsin lags behind neighboring states in educational attainment, particularly as it relates to bachelor's level education. Individuals who are place-bound are especially disadvantages in this regard. By taking the UW Colleges AAS degree to rural, outlying areas we will be making a start in alleviating this situation, and fulfill the mission of UW Fox to offer the first two years of the liberal arts general education curriculum leading to a bachelor's degree. Students enrolling in this collaboration will be able to complete the AAS start to finish in three years, depending upon their personal ability to enroll in and successfully complete the courses offered.

III. Program Description

The key contact persons for the academic program at UW Fox will be Assistant Campus Dean for Student Services and the Director of Continuing Education. At FVTC, it will be the Dean of General Studies.

The program will be initiated with the fall semester 2005. UW Fox will provide a minimum of 30 credits of its liberal arts general education curriculum from across the disciplines meeting the requirements of the Associate of Arts and Sciences degree.

FVTC will provide up to 30 credits of coursework from its general education program that will be accepted by the UW Colleges as courses accepted for transfer as established and articulated in the University of Wisconsin System Transfer Information System. Either partner may offer slightly more or fewer credits by mutual agreement.

Courses will be offered by any methodologies available to the institutions, including face-to-face instruction, on-line, or interactive video/television. Because the sites for delivery are regional centers of FVTC with direct links to the video classrooms at FVTC's Grand Chute campus, FVTC will make available to UW Fox instructors their origination site for video/television course delivery, if it does not interfere with FVTC's own course delivery schedule.

FVTC will provide the following courses or their equivalent: Written Communications, Intro. to Psychology, Intro. to Sociology, Speech, Technical Reporting, Contemporary American Society, Economics, General Chemistry and 2-3 other transferable courses.

UW Fox will offer the following courses or their equivalent: Art Survey, Composition II, Intro. to College Algebra, Quantitative Reasoning or College Algebra, US History, Introduction to Literature, Intro. to Physical Anthropology, Social Aspects of Sports, The Physical Environment, Intro. to Philosophy.

Each partner is responsible for hiring and evaluation of its respective instructors. Because UW Fox courses may be offered through the Continuing Education Credit Outreach program, those courses will be offered when sufficient numbers of students enroll to cover the costs of course delivery. (At the time of this agreement, slightly more than 13 students are required for a three-credit course.) Each partner will charge its respective tuition and any fees associated with distance delivery systems. Students will be exempted from the UW-Fox Valley Student Segregated fees.

Prospective students will become aware of the program by means of press releases, promotional materials provided by each partner, focus groups in the communities where the coursework is offered, and the respective web sites of each partner. Creation, production, and costs for promotional materials will be shared between the partners. Recruitment personnel from each respective institution will make regular visits to the communities in which the program will be delivered to advise students. Once enrolled, students will be advised by-FVTC advisors, who will be trained to provide sound information for both institutions.

Admissions

All students seeking the Associate or Arts and Science Degree from UW Fox, will be considered degree seeking and will be allowed concurrent enrollment at FVTC as a non-degree student.

Financial aid

Scholarships may be available for coursework at the discretion of the respective institutions and their foundations.

Students will not be eligible for financial aid at both institutions within a semester. Financial aid will be awarded based on the degree status of the student. Students will be eligible to receive aid from the campus that has admitted them as degree seeking provided they are enrolled in at least six credits between the two institutions. Consortium agreements will be required to receive aid from either institution.

IV. Student Support Services

FVTC will provide academic, career, and financial aid advising for students initially through existing counselors and regional center staff. However, UW Fox staff will also participate on an as-needed basis. Students will not be eligible for privileges that are provided through UW Fox Student Segregated fees. These students will be provided a UW Fox student identification card making them eligible to utilize the services of the campus library and computer labs.

An Administrative Agreement will be used to further identify admissions, registration, residency, financial aid, grades, tuition and fees. This agreement will be developed by the UW Fox Assistant Campus Dean for Student Services and FVTC Vice President of Student Services and FVTC Dean of General Studies.

V. Faculty/Staff Compensation

Payment is based on provisions that exist in FVTC Faculty contracts and policies for adjunct faculty. Typically, faculty are paid their hourly rate plus preparation time for each class. If ranked faculty teach, on an overload basis, they will be paid at the Senior Lecturer rate. Instructional Academic Staff will be compensated as per the established rate according to their rank.

FVTC and UW Fox will use a combination of contract faculty and adjunct faculty. At FVTC, the Division Dean has the authority to hire additional adjunct faculty provided cost recovery guidelines are met. At UW Fox that resides with the Director of Continuing Education if the course is funded through Credit Outreach or the Campus Dean if through the regular university budget.

FVTC and UW Fox faculty unfamiliar with Interactive Television and/or Internet deliveries will enroll in existing faculty development courses offered through FVTC's Training and Development Department.

VI. Facilities and Resources

On-site coordination will be done by the appropriate Regional Center Manager. General Education courses including distance education courses will be scheduled through the General Studies Division Technical Assistant and the Center for Applied Technologies scheduler.

Students will be issued a valid id card from both institutions. Students will be eligible for all rights and privileges afforded to degree-seeking students at both institutions, except as noted above.

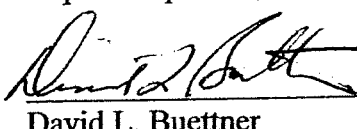
FVTC and UW Fox will order textbooks and materials for the classes it offers through its normal ordering procedures. Additionally, course materials will be listed on the campus web pages dedicated to this program so that students can obtain these materials from other third-party sources if desired.

No additional office space is anticipated. Each Regional Center has offices available for visiting faculty. If identifying signage is desired, each respective institution will be responsible for its creation. Placement will be by mutual agreement of each partner.


VII. Program Assessment

Assessment of the program will be undertaken on a routine basis, with each partner reporting to each other the number of students enrolled in all courses each semester, and the number of students successfully completing each course. The program's success will be determined by the demand for the courses.

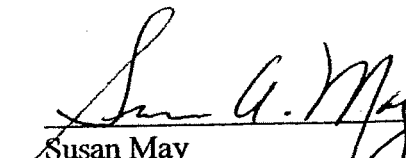
Each partner will evaluate its courses utilizing the approved instruments and on the established timeframe of each respective institution. Assessment and reporting of student learning will follow the same protocol, with instructors responsible for administering such. Each institution will follow its respective procedures for distributing the results, both within the institution, to the respective partner, and to the Higher Learning Commission.

 4/27/05
Date

David L. Buettner
President
Fox Valley Technical College

 4-27-05
Date

Margaret Czek
Interim Chancellor
University of Wisconsin Colleges

 4/27/05
Date

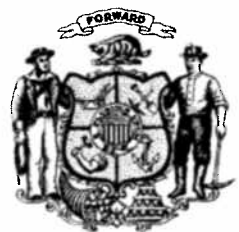
Susan May
Vice President - Instructional Services
Fox Valley Technical College

 27 April 2005
Date

James W. Perry
Campus Executive Officer and Dean
University of Wisconsin-Fox Valley



WISCONSIN STATE LEGISLATURE



Potential Implications: Increased Transfer Opportunities

New Transfers to the UW System by WTCS District 2003-2004

District	Technical College	UW Colleges	Combined Total
Madison	602	110	712
Fox Valley	209	352	561
Waukesha County	107	431	538
Milwaukee	466	---	466
Moraine Park (2)	70	332	402
Northcentral	117	261	378
Lakeshore (2)	50	263	313
Northeast WI	172	82	254
Blackhawk	65	188	253
Mid-State	102	132	234
WI Indianhead	134	104	234
Southwest	16	108	124
Chippewa Valley	185	---	185
Gateway	139	---	139
Western WI	138	---	138
Nicolet	71	---	71

Let tech colleges offer Associate programs

Wisconsin has an outstanding higher education system, serving a diverse set of needs. In general, it is divided into two parts, the technical college system for vocational education and technical training, and the university system for "higher learning."

These two parallel systems have mostly been kept separate, as if there were little common ground between them. That has changed over the years, and changed for the better.

It's time for those lines to be erased a little more.

State Rep. Jeff Wood (R-Chippewa Falls) has introduced a bill allowing Chippewa Valley Technical College, as well as similar schools in LaCrosse and Kenosha, to develop two-year liberal arts credit programs. Those schools would be able to grant Associate of Arts and Associate of Science degrees, making credits students earn in those programs transferable to the university system.

So far, the university system has been resistant to that, according to CVTC President Bill Ihlenfeldt, who would rather get approval for the plan through regular university system and technical college system channels. Wood stepped in with the legislative route to the same goal.

It's a good idea, and Wood's bill — which shouldn't even be necessary — should be passed.

One thing to keep in mind is what best serves the citizens. Among the biggest issues with CVTC students is the ability — or inability — to transfer credits to the UW system.

Technical college students tend to be non-traditional students, who are trying to hold down a job or raise a family, or start higher education years after high school graduation. For many of them, the technical college classes are just the beginning on a journey toward a bachelor's degree, or even a graduate degree.

Too often, they have to retake the same or similar classes along the way because the UW system won't transfer the credits. It is a waste of their time and money, and a waste of UW system time and resources.

Oddly, this isn't even an unique idea in the state. There should be no issue as to whether the classes are equivalent.

Sixteen other technical college districts in the state offer this program. Residents of three districts even have the double advantage of having two-year university system campuses within their district. There, students can pursue totally transferable Associate degree programs.

But in this area, as well as other two districts, not only is the program unavailable through the technical college system, there are no two-year university campuses within the districts. This simply isn't fair to CVTC students.

Even the chancellor at UW-Stout supports the proposal, as did Chancellor Mash before leaving UW-Eau Claire.

So what's the problem here? Well, the state bigwigs were sitting on their academic backsides, so a legislator is trying to make something happen. In the language of the rural folks, "get it done."

THE CHIPPEWA HERALD

A Lee Enterprises newspaper

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Sat, Aug 13, 2005
Chippewa Herald

Mon,
Aug 22, 2005
Eau Claire
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Don Huebscher Editor
Doug Mell Managing Editor
Gary Johnson Local News Editor

Let CVTC establish liberal arts degree

A bill that would allow Chippewa Valley Technical College and two other state technical schools to offer two-year liberal arts degrees should get the Legislature's approval, at least as a three-year pilot program.

There are concerns that allowing CVTC and tech colleges in La Crosse and Kenosha to offer such degrees might muddle the mission of tech colleges away from their focus on vocational and technical training.

But state Rep. Jeff Wood, R-Chippewa Falls, bases his support on what we do know. Based on that knowledge, it's hard to argue against the concept.

Here are some of the core points of the rationale for backing two-year liberal arts degree programs at CVTC as outlined in separate interviews with Wood and Chippewa Valley President Bill Ihlenfeldt.

Editorial

More than 1,800 CVTC students intend to transfer to a four-year university, but they have no assurance all of their credits will transfer. This change would ensure full transfer of credits, saving them and the taxpayers money.

The issue: A bill that would allow Chippewa Valley Technical College to two-year liberal arts degrees that would transfer to UW System schools.

Our view: The bill would guarantee students don't waste time and money on credits that won't transfer. It should be approved if academic requirements aren't compromised.

Many of these students are at CVTC because the four-year schools are full, particularly at the freshman and sophomore levels.

CVTC, La Crosse and Kenosha are the three tech college districts that don't have a two-year UW System campus within their boundaries.

About 24 percent of Wisconsin's workforce has four-year degrees, compared with 32 percent in Minnesota. Wood and Ihlenfeldt believe creating the two-year liberal arts degree wouldn't require huge spending increases.

Ihlenfeldt said some adjunct faculty may have to be added, but mostly it would just better serve existing students.

There are concerns that if the program takes off and demand skyrockets that it would in effect shift the cost of subsidizing higher education from the sales and income tax, which help fund the UW System, to the property tax, which helps fund the tech colleges.

But Wood and Ihlenfeldt don't believe this bill would increase CVTC enrollment dramatically. By law not more than 25 percent of tech colleges' offerings can be in the liberal arts degree programs. Wood points out the move

might save money because taxpayers in some cases now waste money by subsidizing credits that won't transfer.

CVTC wouldn't craft this program in a vacuum. Their liberal arts courses would have to be accredited, and cooperation with UW-Eau Claire, UW-Stout and UW-River Falls is essential, but that cooperation already exists and is increasing.

Wood believes Ihlenfeldt should have flexibility to offer programs that best meet student demand. He noted that CVTC tripled its number of nursing graduates in the 1990s without new resources. "Their mission is to fill the local labor demand, and they should be able to re-evaluate programs and expand, shrink or change them based on projections for the labor force."

Hearings on Wood's bill reportedly will occur after Labor Day. The Legislature should approve the proposal as a pilot program that can be evaluated in three years. If it proves too costly to taxpayers or otherwise fails to deliver as promised, it should become evident by then.

But given the statistics, it's hard to believe it won't help CVTC better serve its students, streamline the transfer process and produce more graduates with four-year degrees. What's not good about that?

ASSOCIATE OF ARTS/SCIENCE DEGREE EXPANSION

BACKGROUND:

Residents throughout Wisconsin have the option of occupational, career-oriented Associate of Applied Science degrees offered through 16 technical college districts. Residents of three technical college districts (Milwaukee, Madison, and Rhinelander) have the additional option of the Associate of Arts and Associate of Science degrees through their technical college. These degrees are designed totally as transfer degrees to four year universities with no specific career or occupational orientation. Students should be able to transfer most or all of these credits and enter a four year university with third year status.

In addition residents of the state in ten other technical college districts have a two-year UW College campus within their boundaries and are within driving distance of a campus that offers the Associate of Arts and Associate of Science degrees.

Three remaining Technical College districts, Chippewa Valley, Western, and Gateway have neither the authority to offer the Associate of Arts or Associate of Science degree nor the benefit of a two-year UW College campus within their boundaries. **This creates a lack of uniformity within the state and creates a hardship for the residents of these three Technical College districts.**

Wisconsin has seen an increase in the number of students seeking the transfer option at most technical colleges. At the same time the state has made an effort to increase the number of baccalaureate degree holders.

Chippewa Valley Technical College (CVTC) currently has enrolled over 1,800 students who do not intend to get an occupational degree but rather are taking courses at CVTC in preparation for transfer to one of the four-year universities in the region. Many have not been able to get freshman admission at the senior institutions because they are at capacity with recent high school graduates.

Currently these students transfer to senior institutions utilizing articulated agreements. Since many of their credits are specific to occupational programs, it is likely that the credits will not match, and consequently will not transfer towards degree requirements. Colleges without the Associate of Arts or Associate of Science degrees do not have the authority to offer the cadre of general education courses necessary to match the first two years of baccalaureate degree.

PROPOSED:

The three Technical Colleges (Chippewa Valley Technical College, Western Wisconsin Technical College, and Gateway Technical College) should be allowed to grant the Associate of Arts and Associate of Science degrees to give the residents of those districts the same opportunities as the rest of the state.

RATIONALE:

This proposal would not create duplication or mission overlap because those degrees are not available within the boundaries of the three districts. This is simply an equalization of opportunity.

Since many of these students are working adults with families, it is not realistic for them to move to other parts of the state for educational purposes. Similarly, this is the same population that prefers not to utilize distance education as a medium for education; many of them prefer the smaller classes and services of a technical college in their local region.

This direction also makes economic sense for the universities as these students now will have completed a degree which "mirrors" the first two years of a baccalaureate degree and, thus, will be able to transfer into upper level courses where space is available.

Another strong positive is the increase in baccalaureate degree holders for the state. This is key for our future. Past experience, substantiated by data, indicates this population is more place bound and, therefore, more likely to stay and work in the state.

The financial burden to these colleges will not be a concern because the students are already enrolled as occupational students or students with an undeclared major. This is simply a move to increase the number of credits students can transfer toward degree requirements at a senior institution.

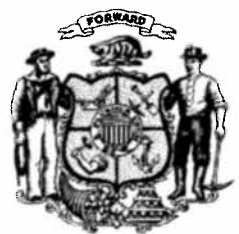
Finally, these programs should be held to the same requirements as the three technical colleges that now offer the degrees. That is, no more than twenty-five percent of the college's offerings should be in the Associate of Arts or Science degrees. That will ensure the emphasis on occupational education which is also critical to the state's future.

This is a win-win-win proposal. Wisconsin wins because of an increase in the number of baccalaureate degree holders; the universities win because of more transfer students in later semesters which keeps classes full; and, most importantly, the residents of three districts win because of the opportunity to access the educational systems in the same way as the rest of the state.

Bill Ihlenfeldt, President
Chippewa Valley Technical College
620 West Clairemont Avenue
Eau Claire WI 54701
715-833-6211 (voice)
715-833-6470 (fax)
wihlenfeldt@cvtc.edu



WISCONSIN STATE LEGISLATURE



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brief

Of last fall's 22,500 full-time UW freshmen, 4,500 will not return to their campus in September. The annual cost to students, families and taxpayers of first-year dropout is up to \$30 million (m). Lost wages add up to \$70m. These data raise questions about high school counseling, college preparation, university admissions and ultimate responsibility.

Capitol notes

■ **Buying brains:** In 2004, UW-Madison was 69th among 97 institutions with 20 or more freshman National Merit Scholars. The UW had 32 scholars, but funded NMS scholarships for four. The top-ranked public universities were: Florida (2nd, 259 scholars, 215 funded); Texas (3rd, 242, 190); Oklahoma (11th, 170, 142); and Arizona State (12th, 162, 137).

■ **Inc. Magazine ranks four state cities among its "best places to do business":** Green Bay (4th); La Crosse (15th); Madison (38th); and Milwaukee (66th). The magazine studied 274 cities in the U.S.

■ **The UW Research Park's director says a recent state assembly vote denying tax credits to companies researching new stem cell lines sends a "chilling" message to research firms. The sponsor said he sought to prevent human cloning and creation of new lines here.**

High cost of frosh failure raises questions

Last fall, 22,500 freshmen began full-time studies on one of the University of Wisconsin System's (UWS) 26 campuses. Next September, about 4,500 of them will probably not return to that campus.

This is likely because 20.3% of 2003's freshmen did not return to their home campus for a second year. The percentage is somewhat lower (14.8%) if returns to any UW campus are counted.

Size, impact of problem

At their best, these rates still suggest that about 15%, or 3,330, first-year students are leaving the UW System. This is equivalent to losing every freshman now at Green Bay, Parkside, Platteville and Superior.

What does this cost? At the very least, because of the limited return on investment for freshmen permanently leaving college, this problem could cost students and their families up to \$15 million (m) per year in lost tuition and fees (\$4,546/student in 2003-04), and taxpayers another \$15m in state instructional subsidies (\$4,432/student).

In addition, up to \$70m in full-time wages (\$10/hour) are foregone by students during freshman year. Some of this could be offset by part-time college work, though much of that probably goes to tuition. None of these figures includes room, board or other expenses.

Retention problem varies

A closer look at first-year retention shows the problem varies by campus. The graph summarizes retention rates in two ways, first, by specific campus (dark bar) and, second, by retention at any UW campus (gray bar). With the typical Madison freshman

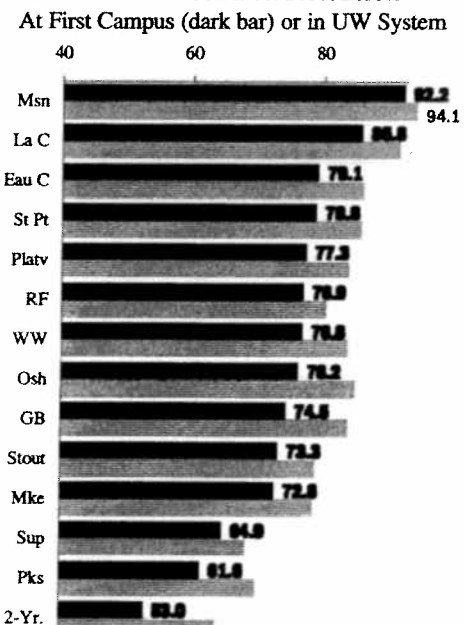
ranked in the top 10% of his or her high school class, it is not surprising that retention there is high. The UW flagship welcomes over 5,400 full-time freshmen each fall, and about 92% return for a second year, 94% including transfers to another UW campus.

Because its freshman class is the largest and its retention the highest, Madison's figures skew UWS success at keeping freshmen. Only La Crosse (85.8%) has more than 80% of its freshmen returning to campus for a second year. Nine others fall between 70% and 80%. Retention on four-year campuses is lowest at Parkside (61.6%) and Superior (64.9%).

Why?

Researchers have spent careers trying to explain why freshmen do or do not "persist." They usually cite the importance of student "involvement" in campus life as a key to persistence. But other factors can also reduce retention: age, minority status, residency, gender, and academic preparation.

Fall '03 Frosh Pct. Retention



UW Campuses Compared, Fall 2003: Retention, ACT Scores and HS Rank

Source: UW System OPAR and ACT

	% Retn	ACT at		% HS Rank in:	
		25%	75%	Top 1/2	Bot. 1/4
Msn	92.2	26	30	99.3	0.1
La C	85.8	23	26	97.7	0.3
Eau C	79.1	23	26	94.5	0
St Pt	78.8	21	25	94.4	0
Platv	77.3	20	25	77.2	1.8
RF	76.9	20	24	81.1	2.2
WW	76.8	20	24	80.5	1.7
Osh	76.2	20	24	90.0	0
GB	74.5	20	25	92.4	0.3
Stout	73.3	19	24	82.8	2.1
Mke	72.8	20	24	69.0	7.3
Sup	64.9	20	24	83.1	4.6
Pks	61.6	17	22	51.2	14.4
2-Yr.	53.0	18	23	44.9	13.9

This last area merits special attention. UW figures (table above) show that campuses whose students have the highest average class ranks and test scores generally have the highest rates of retention. Those whose students are less prepared for college lose the highest share of freshmen.

First-year retention at Madison from 2003 to 2004 was 92.2% (col. 2). There, students scoring at the bottom 25th percentile (c. 3) on the ACT college-entrance exam had a composite score of 26; at the 75th (c. 4), 30. Also, virtually all were in the top half of their class (c. 6). Madison freshmen are ready for, and succeed, in college.

By contrast, the ACT range for the middle 50% at UW-Parkside was 17 to 22 (col's. 3 and 4), or eight to nine points below Madison. Only about half of freshmen there were in the top half of their high school class.

Although class rank and test scores have their critics, it is hard to ignore the value of academic preparation. Of 2001-02 freshmen scoring 18 or below on the Math ACT, 41.1% needed remedial work. Only 0.8% scoring 22 or above did. Findings are parallel, though slightly better, for ACT-English results and for those in the bottom half of their high school class.

The graph above (right) tells a similar story. It compares a campus' average ACT score at the 25th percentile (75% of scores above, 25% below) with first-year retention. Higher scores and retention do tend to move together.

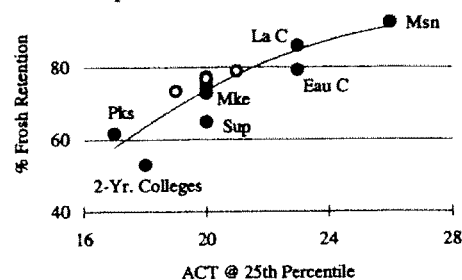
Family circumstances aside, a low ACT score suggests possible gaps in basic high-school subject knowledge. A low class-rank may reflect lack of motivation or poor study skills. Neither bodes well for first-year academic success.

Questions for thought

These findings raise some important, but difficult-to-discuss questions:

- Are we counseling students on appropriate post-high-school choices?

Prepared for College? ACT Composite at 25th %ile and % Retention



- Despite high ACT's vs. the U.S., is Wisconsin really preparing high schoolers for college-level work? Are universities admitting students for whom technical training or an apprenticeship might be a better "fit"?

- Is UW'S freshman year designed to recognize and retain students with specific needs, or is it one-size-fits-all?

- Who should be responsible for college preparation and remediation? Universities, as now seems the case? Technical colleges, that already work to fix student deficiencies? Or, perhaps school districts, that could be charged for remedial education of their grads?

These questions only "scratch the surface." After all, only 62.1% of entering UWS freshmen graduate within six years. But these questions need to be asked in light of the shift in education priorities over the past 35 years. The share of the state budget for K-12 schools has doubled, while the UW's share is one-third what it once was.

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EDGERTON WI 53534-9586
152 BUBLITZ RD
THE COUNTRY TODAY
CASEY LANGEN
19772 Focus #10-05

Wisconsin Taxpayers Alliance
401 North Lawn Avenue • Madison, WI 53704-5033
608.241.9789 • www.wistax.org
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