

WISCONSIN STATE
LEGISLATURE
COMMITTEE HEARING
RECORDS

2003-04

(session year)

Assembly

(Assembly, Senate or Joint)

Committee on
Colleges &
Universities
(AC-CU)

(Form Updated: 11/20/2008)

COMMITTEE NOTICES ...

➤ Committee Reports ... CR
**

➤ Executive Sessions ... ES
**

➤ Public Hearings ... PH
**

➤ Record of Comm. Proceedings ... RCP
**

**INFORMATION COLLECTED BY COMMITTEE
FOR AND AGAINST PROPOSAL ...**

➤ Appointments ... Appt
**

Name:

➤ Clearinghouse Rules ... CRule
**

➤ Hearing Records ... HR (bills and resolutions)
**

➤ Miscellaneous ... Misc

**03hr_AC-CU_Misc_pt05

Hub, Brad

From: Stigler, Ken
Sent: Monday, May 06, 2002 8:37 AM
To: Alan Colvin; Andrew Nowlan; Anne Emerson; Beata Kalies; Bob Karius; Brad Hub; Brian Pleva; Dan Johnson; David Matzen; Diane Harmelink; Don Nelson; Erin Bilot; Heather Schubert; Jacque Zibrowski; Janine Hale; Jason Rostan; Jolene Churchill; Kathy Marschman; Kevin Moore; Kristina Boardman; Lance Burri; Maggie Delaporte; Marlene Reineking; Martha Hess; Mary Pluta; Melissa Gilbert; Michael Welsh; Mike Bruhn; Mike Mikalsen; Minette Bollig; Patrick VanderSanden; Rose Smyrski; Sandra Lonergan; Sara Buschman; Scott Becher; Scott Loomans; Tami Rongstad; Tanya Hein; Terri Griffiths; Tim Fiocchi; Tom Petri; Vincent Williams
Cc: Nussbaum, Jody; Inabnet, Kay
Subject: New Clearinghouse Rules Law

Good news for all committee chairs, committee members, committee clerks and me --- especially those of you who receive large numbers of Clearinghouse Rules each session! Clearinghouse Rules will no longer be submitted to the Legislature for referral to committee as late into the even-numbered years as in the past.

Under the old law, agencies would have been allowed to submit Clearinghouse Rules to the legislature until October 31, 2002 for committee review by the current legislature. Any Clearinghouse Rules submitted after that date would have been held over until January 2003 for the next legislature to review.

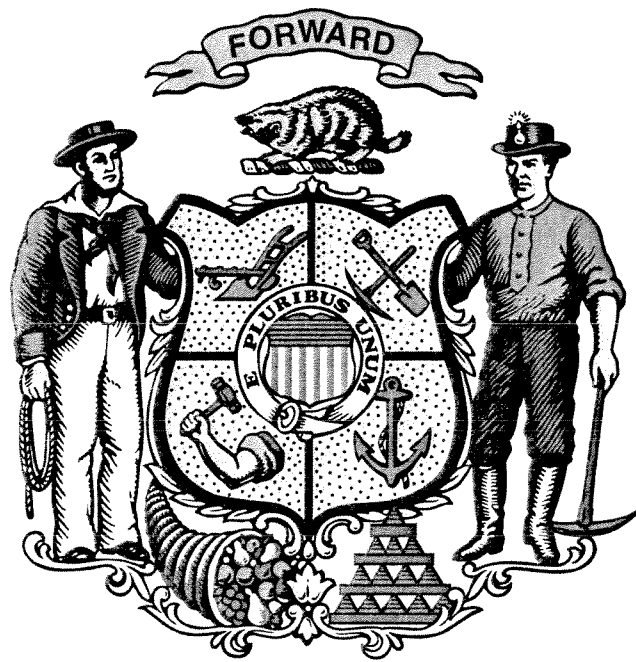
2001 Senate Bill 116 was passed by the Legislature and recently signed into law on April 18, 2002 by Governor McCallum as 2001 Wisconsin Act 87. This law changed the date so that agencies may only submit Clearinghouse Rules until August 31 of each even-numbered year. That gives legislative committees an extra two month break. Enjoy your vacation!

However, this new deadline will probably mean that a larger number of Clearinghouse Rules than in the past will be submitted during the latter part of August.

If you have any questions, please feel free to contact me at 6-2406.

Ken Stigler

Office of the Assembly Chief Clerk
Suite 402
One E. Main Street
P.O. Box 8952
Madison, Wisconsin 53708-8952
Telephone (608) 266-2406
E-mail: Ken.Stigler@legis.state.wi.us



Hub, Brad

From: Kreibich, Robin
Sent: Tuesday, September 23, 2003 4:19 PM
To: Rep.Kreibich
Subject: FW: Strong Capital Management, Inc.

From: Pocan, Mark
Sent: Tuesday, September 23, 2003 4:19:10 PM
To: Kreibich, Robin; Rep.Kreibich
Cc: Rep.Shilling; Rep.Black; Rep.Schneider
Subject: Strong Capital Management, Inc.
Auto forwarded by a Rule

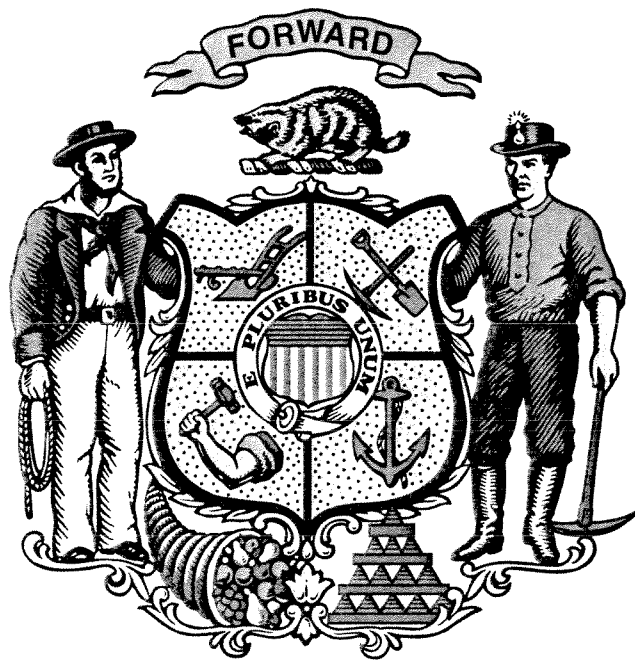
Rep. Kreibich -

Please see the attachment. We would like to request a separate hearing on this issue soon, but not on the currently scheduled October 7th meeting. Any questions, please call us. Thanks,

Rep. Mark Pocan
Rep. Jennifer Shilling
Rep. Spencer Black
Rep. Marlin Schneider



strong pr.pdf



ROB KREIBICH
STATE REPRESENTATIVE
NINETY THIRD ASSEMBLY DISTRICT

MADISON OFFICE
(608) 266-0660



DISTRICT OFFICE
(715) 839-1064

CHAIR: ASSEMBLY COMMITTEE ON COLLEGES AND UNIVERSITIES

September 26, 2003

Mark Pocan
State Representative

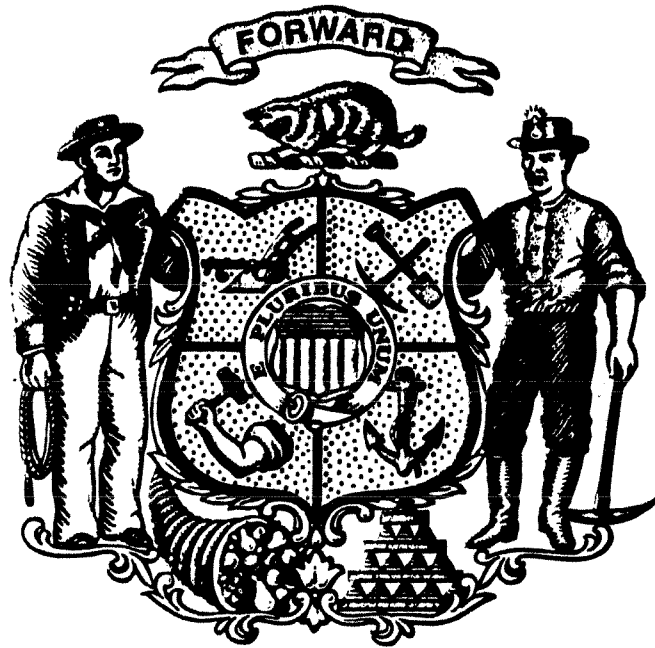
Dear Representative Pocan,

I appreciate your concern, and as author of EdVest, I am monitoring developments on the matter. I have committed a good part of my career to creating and upgrading this program, so it is of great interest to me. There are already two independent investigations of Strong - the SEC and the New York Attorney General's office. You may want to speak to your colleague, Senator Jeff Plale, who sits on the EdVest Board that took up the matter on Tuesday, September 23rd. We had the foresight to create an oversight board to handle matters like this. Given your concerns we would hope to see you at the next EdVest Board meeting in fall (contact Senator Plale for the date) where you can address the full Board many of whom are Governor Doyle appointees.

Thank you for sharing your concerns and I look forward to seeing you at our committee hearing on October 7th where we will focus on the Board of Regents pay raise fiasco and legislation that has emerged from that debacle.

Sincerely,

Rob Kreibich
State Representative
93rd Assembly District



ROB KREIBICH
STATE REPRESENTATIVE
NINETY THIRD ASSEMBLY DISTRICT

MADISON OFFICE
(608) 266-0660



DISTRICT OFFICE
(715) 839-1064

CHAIR: ASSEMBLY COMMITTEE ON COLLEGES AND UNIVERSITIES

October 23, 2003

Peg Lautenschlager, Attorney General
Wisconsin Department of Justice
P.O. Box 7857
Madison, WI 53707-7857

Dear Attorney General Peg Lautenschlager:

It has come to my attention that the Board of Regents employed a similar secret vote on administrative salary increases on June 27th and 28th, in 2002. This new information came forth in the October 16th and 21st issue of the Capital Times.

I am respectfully asking you to investigate this latest potential violation of the Open Meetings law. It is becoming clear that the Board of Regents have had a pattern of neglecting the open meeting statute 19.84(2).

Thank you for your consideration, and I look forward to your response.

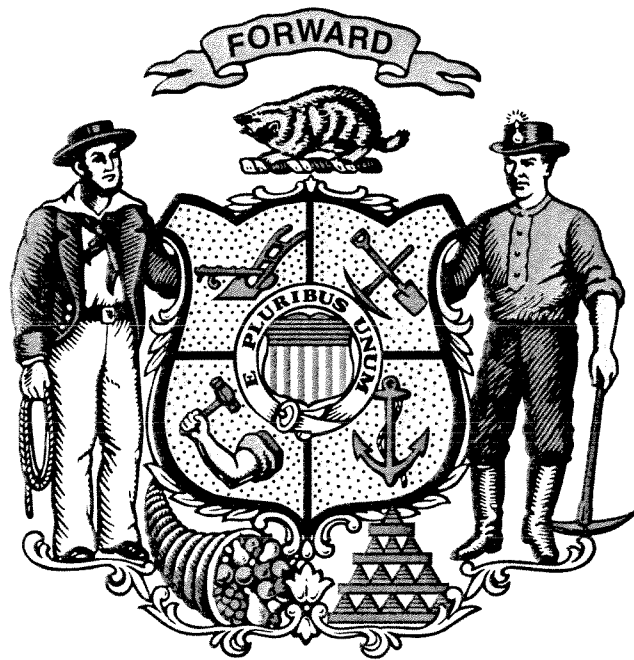
Sincerely,

A handwritten signature in black ink that reads "Rob Kreibich".

Rob Kreibich
State Representative
93rd Assembly District

Cc: Megan Twohey, Milwaukee Journal Sentinel
Aaron Nathans, Capital Times

Enclosure



PEGGY A. LAUTENSCHLAGER
ATTORNEY GENERAL

Daniel P. Bach
Deputy Attorney General

17 W. Main Street
P.O. Box 7857
Madison, WI 53707-7857
www.doj.state.wi.us

October 23, 2003

The Honorable Tom Reynolds
State Senator
306 South, State Capitol
Madison, WI 53702

The Honorable Rob Kreibich
State Representative
107 West, State Capitol
Madison, WI 53702

Re: Your Inquiries Regarding the Notice of the Board of Regents Meeting on
October 10, 2003

Dear Senator Reynolds and Representative Kreibich:

Your letters dated October 15, 2003, asked whether or not the notice employed by the Board of Regents for its October 10, 2003, meeting was legally sufficient or whether it violated the open meetings law requirements related to notices for closed sessions set forth in Wis. Stat. § 19.85(1). I referred this matter to the members of the Department of Justice's Public Integrity Unit who handled the initial investigation of the September 2, 2003, telephone meeting and am now prepared to give you the results of that analysis.

The Regents met on October 9 and 10, 2003, pursuant to a regularly scheduled Board meeting. The meeting agenda for October 10, 2003, clearly listed that the Board might convene in closed session under three exemptions provided in Wis. Stat. § 19.85(1). The exception in the notice which was applicable to any discussion of the settlement offer from the Department of Justice concerning the Board's September 2, 2003, telephone meeting would have been pursuant to the exception noted in Wis. Stat. § 19.85(1)(g). This subsection states that a governmental body may convene in closed session for "conferring with legal counsel for the governmental body who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved."

On October 10, 2003, the UW System's general counsel, Patricia Brady, who serves as legal advisor at Regents meetings, was present and attended the closed session for the purpose of providing legal advice about the settlement proposal. The session was closed by a vote of the Regents in open session and the Regents reconvened in open session when that portion of the meeting was concluded, pursuant to Wis. Stat. § 19.85(1).

The Honorable Tom Reynolds
The Honorable Rob Kreibich
Page 2

There is no question that the deliberations involving the proposed settlement were "strategy related to litigation in which . . . the body was likely to become involved." The Regents had been clearly told by my office that if the settlement agreement was not approved, the Department of Justice would file a complaint against the Board and/or individual members on October 13, 2003.

The notice itself listed the statutory exemption of Wis. Stat. § 19.85(1)(g), but did not identify the specific subject nature of the business. This would have been preferable, and we have advised in the past that the notice state the subject matter under consideration. 66 Op. Att'y Gen. 93 at 98 (1977). However, some of the exemptions contain multiple categories and in such cases identifying the nature of the business is more important. See, for example, Wis. Stat. §§ 19.85 (1)(c); or 19.85(1)(f). In this case, the particular exemption itself is clearly related to only one category of business (e.g., legal strategy and advice regarding imminent or current litigation), so that those reading the notice in effect received sufficient notice of the nature of the matter to be discussed.

The office has not opined in the past, nor am I aware of any legal precedent requiring the specific legal claim to be identified in order to meet the law's requirements. There could conceivably be circumstances in which advanced public disclosure of litigation a government body is likely to commence, or publicly noticing information about threatened litigation, could compromise a governmental body's strategic position in that litigation. The purpose behind the exemption for discussing legal strategy with one's lawyer is the recognition that governmental bodies sometimes need to be able to operate within the protections of the attorney-client privilege in order to promote the free flow of information between public official clients and their attorneys.

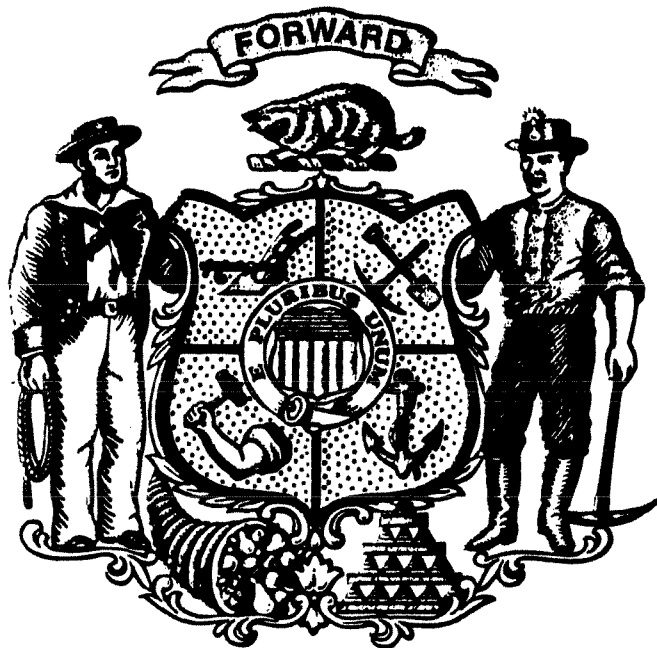
To summarize, although the notice the Regents employed might have been better were it more specific by quoting the statutory exemption more thoroughly, I believe it met the statutory requirements.

I hope this information answers your questions and appreciate your referring your concerns to this office for review.

Sincerely,

Peggy A. Lautenschlager
Attorney General

PAG:MBB:jjn



***Recommendations of the Speaker's Task Force
on the Wisconsin Technical College System***

October 29, 2003

CREDIT TRANSFER

1. Require by statute that up to 25 credits of general education courses shall automatically transfer between WTCS and UWS institutions.
2. Require the UWS and the WTCS to accelerate development of their own systemwide uniform curricula.
3. Require that the UWS and WTCS continue and accelerate the negotiation of articulation agreements. Require establishment of an articulation agreement for each program that exists in both systems. Utilize the Joint Administrative Committee on Academic Programs (JACAP) to identify which programs exist in both systems. Agreements should be developed at the department level.
4. Prioritize the programs for which articulation agreements will be developed based on "student flow" and economic development needs.
5. Establish a timeline for the development of articulation agreements.
6. In articulation agreements, include the option for students to "test out" of courses.
7. Direct the UWS and WTCS to promulgate rules establishing a procedure to appeal a decision of the receiving institution denying credit for a course taken at the other institution. The rules shall provide that decisions made pursuant to the process are final, notwithstanding s. 36.09 (4), Stats., the UWS faculty governance statute.

DUPLICATION

Request a performance audit by the Legislative Audit Bureau, examining whether there is duplication between the UWS and the WTCS in physical facilities or programs, in accordance with the attached scope statement.

DISTRICT BOARDS

1. Maintain the current method of appointing members of technical college district boards.
2. Amend s. 38.08 (1) (a) 1. and 2., Stats., relating to the composition of technical college district boards, as follows:

38.08 (1) (a) 1. A district board shall administer the district, shall reflect the diverse makeup of the district, and shall be composed of 9 members who are residents of the district, including 2 employers, 2 employees, 3

additional members, a school district administrator, as defined under s. 115.001 (8), and one elected official who holds a state or local office, as defined in s. 5.02. The board shall by rule define "employer" and "employee" for the purpose of this subdivision.

2. The employer and employee members of the district board shall be representative of the various businesses and industries in the district. The school district administrator shall be employed by the school board of a school district located in the district. ~~Of the 3 additional members, no more than 2 may be employers, no more than 2 may be employees, no more than 3 may be school district administrators and no more than 3 may be elected officials.~~ No 2 members of the district board may be officials of the same governmental unit nor may any district board member be a member of the school board that employs the school district administrator member.

3. Require the president of each technical college to make an annual presentation on the technical college district budget to each county board in the technical college district.

FUNDING

1. The Legislature and WTCS should work towards establishing a funding formula for the WTCS under which an equal share of funding is derived from each of the three funding sources: student tuition; property taxes levied by the local technical college districts; and state aid. The Legislature should ensure that as tuition levels increase, financial aid is made available to ensure access to the WTCS by needy students. The Legislature should also consider whether the exemption from program fees for vocational adult courses for persons aged 62 years and older is appropriate. [s. 38.24 (1m) (b), Stats.]

2. The Legislature and the WTCS should strive to maintain: (a) the current high level of flexibility and local control within the WTCS which enables local technical college districts to respond quickly to local needs; and (b) general parity of programs offered by technical college districts throughout the state.

3. The WTCS should make greater efforts to ensure that technical colleges recover 100% of costs for contract courses they provide and should consider whether all technical colleges should be required to recover 100% or more of instructional costs for community service courses.

STATE BOARD AUTHORITY

The WTCS Board, with the assistance of the WTCS Office staff, should undertake a self-assessment of its role and operations. The Board should identify changes that could be made to increase its responsibility and to increase accountability of the Board and the technical college system to the taxpayers. The analysis should also address the specific topics and questions set forth below. The Board should submit a report of its self-assessment and a plan of action addressing the Task Force's concerns to the Legislature within six months.

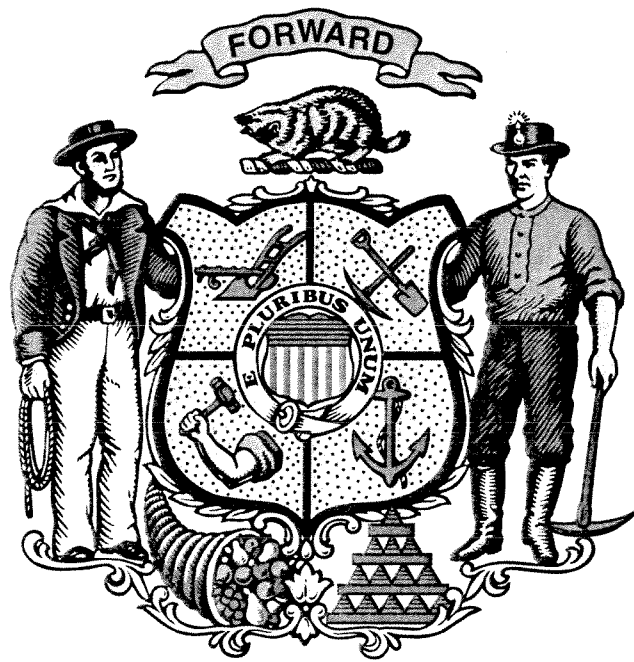
Role of the State Board

- Should the Board play a stronger role in developing statewide policies applicable to all technical colleges in the state?
- Should the Board exercise more control over activities and operations at technical colleges?
- Is the Board using its current authority, including authority over state aid and program approval, to an appropriate extent?
- Should faculty employment contracts, including the provision of health care coverage and other benefits, be negotiated on a statewide basis rather than individually by each technical college district? Are salary comparisons between technical college districts being used to artificially elevate WTCS faculty salaries statewide?

Operations of the State Board

- Does the Board meet often enough to enable Board members to develop sufficient expertise for informed decision making?
- Does the Board adequately review staff recommendations?
- Should the Board establish standing committees to focus on specific topics to enable Board members to develop expertise and familiarity with important topics?
- Is the Board Office staff configured in the best way possible? What is the proper role of the Office staff?
- Should the state consider eliminating the State Board, and operate the WTCS with only a President and Office staff?

MM:rv:tl;ksm





State of Wisconsin \ LEGISLATIVE AUDIT BUREAU

REVISED

JANICE MUELLER
STATE AUDITOR

22 E. MIFFLIN ST., STE. 500
MADISON, WISCONSIN 53703
(608) 266-2818
FAX (608) 267-0410
Leg.Audit.Info@legis.state.wi.us

October 30, 2003

Representative Suzanne Jeskewitz
Representative Gary Bies
Speaker's Task Force on the Wisconsin Technical College System
State Capitol
Madison, Wisconsin 53702

Dear Representative Jeskewitz and Representative Bies:

At your request, we have revised the enclosed draft background, or "scope" statement to reflect the interests of the members of the Speaker's Task Force on the Wisconsin Technical College System. The memorandum lists questions we could address if an audit of the duplication of services between the University of Wisconsin System and the Wisconsin Technical College System advances.

As was discussed at the Task Force meeting on October 7, a formal, written audit request will need to be directed to the co-chairs of the Joint Legislative Audit Committee. The co-chairs will then decide whether to forward the audit request to the full Audit Committee for its consideration. If the co-chairs choose to do so, at that time we would be directed to prepare a final version of this scope statement. Because of the breadth of the issues of interest to the Task Force members, we would anticipate working with the co-chairs of the Audit Committee to narrow and focus our audit efforts.

I hope this information is helpful. Please contact me if I can be of further assistance.

Sincerely,

A handwritten signature in cursive script that reads "Janice Mueller".

Janice Mueller
State Auditor

Enclosure

JM/KW/bm

DATE:

TO: Senator Carol A. Roessler and
Representative Suzanne Jeskewitz

FROM: Janice Mueller
State Auditor

SUBJECT: Proposed Review of Duplication of Services between the University of Wisconsin System and the Wisconsin Technical College System—Background Information

At your request, we have gathered background information the Joint Legislative Audit Committee may find useful in considering a review of the duplication of educational services, facilities, and staffing between the University of Wisconsin System and the Wisconsin Technical College System.

The University of Wisconsin System includes 13 university campuses, 13 two-year colleges, the University of Wisconsin Extension, and System Administration. The 26 campuses enrolled 133,700 full time equivalent (FTE) students in 2001-02 and reported serving more than 1 million citizens in non-degree programs through Extension. 2003 Wisconsin Act 33 authorized employment of almost 29,600 FTE staff, and expenditures of \$3.5 billion in fiscal year 2003-04 for the UW System, which is governed by the 17-member Board of Regents.

The Wisconsin Technical College System is comprised of 16 districts, each of which is overseen by a Board of Directors responsible for district operations and programs. The Technical Colleges enrolled 63,800 FTE students in 2001-02 and served a total of 450,00 citizens statewide in academic, vocational, and community service programs. The Technical College System Board is the coordinating body for the System and is comprised of 13 members. Act 33 authorized employment of 74.5 FTE Board staff and expenditures of \$179.5 million in fiscal year 2003-04.

While the University and Technical College Systems are established under statute with distinct missions and funding structures, both systems have faced increased enrollment and funding pressures in recent years. In response to enrollment pressures, the Legislature acted to ensure access to university-level coursework in three Technical College Districts: statutes establish the authority of the Madison, Milwaukee, and Nicolet Area Technical Colleges to offer "college parallel" programs, designed to meet general education requirements of a four-year college degree. Concerns have been expressed, however, that the fiscal pressures within each System may be caused, in part, by the duplication of educational services, facilities, and staffing between the systems.

A review of duplication of educational services, facilities, and staffing between the University of Wisconsin System and the Wisconsin Technical College System could include:

- an analysis of expenditures for instructional services for the ten year period beginning with fiscal year 1993-94 and ending with fiscal year 2002-03;
- an analysis of the physical plant resources available to each System for the ten year period beginning with fiscal year 1993-94 and ending with fiscal year 2002-03;

- an analysis of staffing trends for the ten year period beginning with fiscal year 1993-94 and ending with fiscal year 2002-03;
- a review of studies conducted by the University and Technical College Systems to identify unnecessary duplication of educational programming, physical plant, and staffing resources throughout the two systems;
- an analysis of the populations served by apparently duplicative programs and facilities, considering geographic location, cost, admission requirements, and accessibility to non-traditional students;
- an overview of the collaborative initiatives already undertaken by the University of Wisconsin and Wisconsin Technical College Systems to facilitate the transfer of academic credits between the institutions of the two systems;
- an assessment of the extent to which students transfer credits between the institutions of the two systems, including identifying specific courses and program areas in which credit transfers are currently approved;
- a review of remedial education programming and services offered in both Systems, including an identification of the number of students served who do not have a high school diploma; and
- an analysis of the programming delivered using distance education technologies and the students served in these programs, including an assessment of whether these technologies enhance access for non-traditional students or reduce programming duplication.

If you have any additional questions regarding this review, please contact me.

JM/KW/bm

cc: Senator Robert Cowles	Representative Samantha Kerkman
Senator Alberta Darling	Representative Dean Kaufert
Senator Gary George	Representative David Cullen
Senator Jeffrey Plale	Representative Mark Pocan

Katharine C. Lyall, President
University of Wisconsin System

Toby E. Marcovich, President
University of Wisconsin Board of Regents

Richard Carpenter, President
Wisconsin Technical College System

Nino Amato, President
Wisconsin Technical College System Board

***Recommendations of the Speaker's Task Force
on the Wisconsin Technical College System***

October 29, 2003

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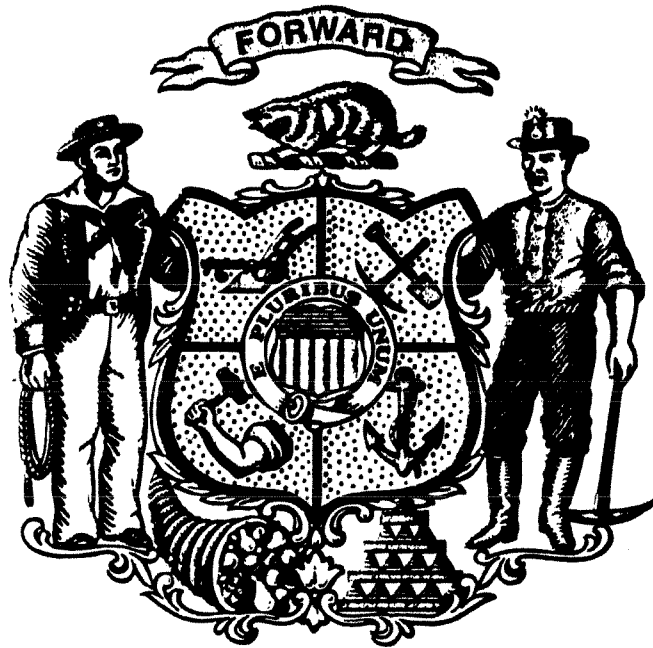
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MM:rv:tlu;ksm





Board of Regents

1860 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin 53706
(608) 262-2324

December 8, 2003

email: board@uwsa.edu
website: <http://www.uwsa.edu>

Representative Rob Kreibich, Chair
Assembly Colleges and Universities Committee
P.O. Box 8952
Madison, WI 53708

Dear ~~Representative Kreibich.~~ Rob,

As you know, the University of Wisconsin System has undertaken a strategic planning study, *Charting A New Course For the UW System*, which involves all of the regents and chancellors, as well as student, faculty and staff representatives and others.

As Chair of the "Charting" study, I would like to attend a meeting of your committee to provide an update, answer questions and receive input from you and your colleagues on the university and its future.

In these trying times, it is imperative that our state university system find further efficiencies and uncover new revenue streams and ways of delivering higher education if it is to succeed in its mission of service to the citizens of Wisconsin.

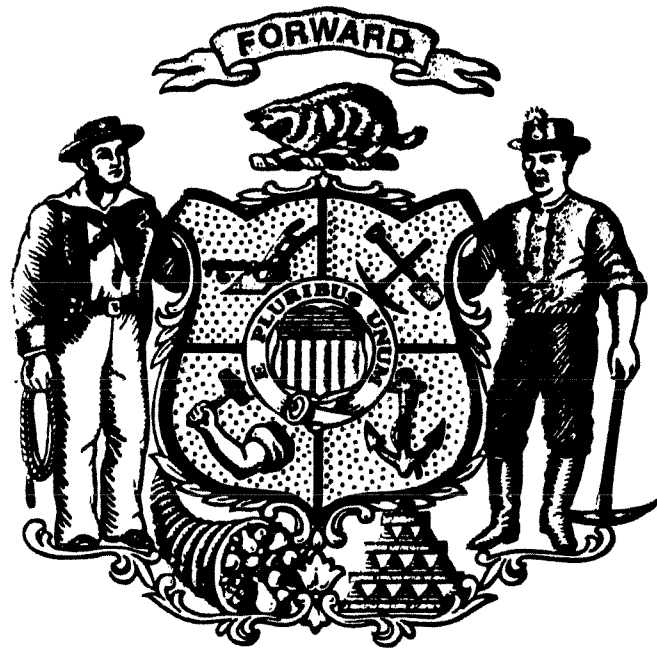
It is also important that we engage you and your colleagues in this process as together we seek to strengthen our partnership. Toward this end, I hope that you will contact me and advise of an appropriate meeting date so that we can discuss these matters. Thanks in advance for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Guy".

Guy A. Gottschalk, Chair
Charting a New Course For the UW System

Enclosure



Hub, Brad

From: Keeton, William
Sent: Tuesday, January 13, 2004 9:42 AM
To: Rep.Kreibich; Hub, Brad; Kreibich, Robin
Subject: Today's Colleges and Universities Committee

Rep. Kreibich and Brad,

Rep. Balow will be unable to attend today's committee hearing and executive session.

Thank you,

Bill

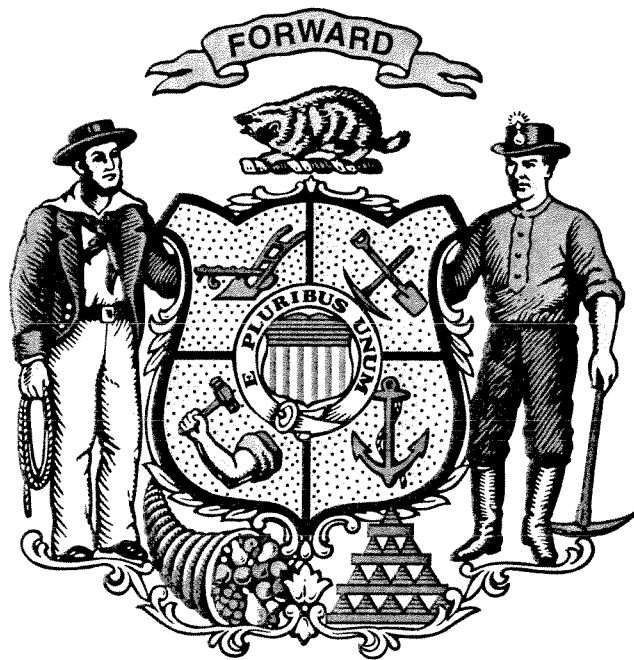
William Keeton

Legislative Aide

Office of Representative Larry Balow

(608) 266-9172

(888) 534-0068



Hub, Brad

From: Handrick, Diane
Sent: Monday, February 09, 2004 12:41 PM
To: Hub, Brad
Subject: 2 things

Hi, Brad.

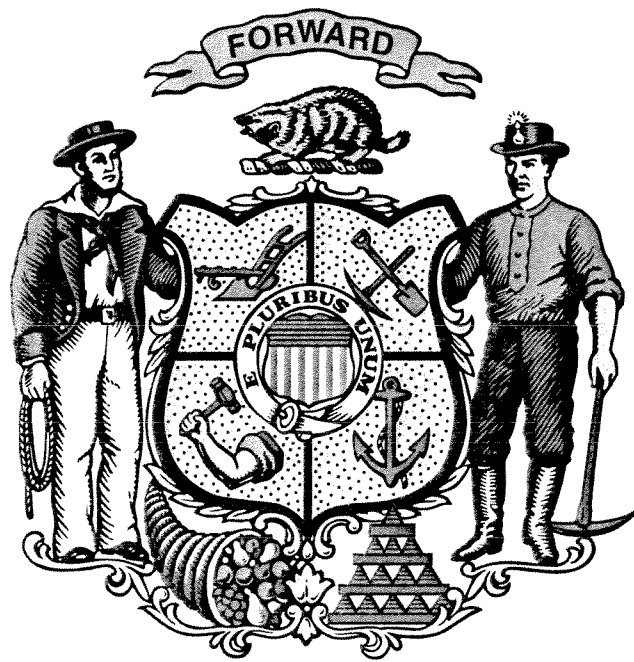
1) I'm sorry, but it looks like Sue will be unable to attend committee tomorrow. Please let me know if something comes up that you might need her for.

2) Can you please tell me the person who voted NO on the exec of Sue's bill, AB 497 about distributing info to UW students electronically?

THanks.

Diane

*Diane Handrick
Office of Rep. Sue Jeskewitz
314N, Capitol
608-266-3796
1-888-529-0024*



The Speaker's Task Force
on the Wisconsin Technical College System

Minutes of March 3, 2004 Meeting
10:00 a.m., Legislative Council Large Conference Room

Representative Sue Jeskewitz called the meeting to order and welcomed the members of the Task Force and those in attendance to observe the meeting.

Dr. Bill Messner, Chancellor of the University of Wisconsin (UW) Colleges, provided the Task Force with an update on efforts within the UW System (UWS) to develop a collaboration initiative on adult access. He explained that for the past 10 years, the UWS and the Board of Regents have been concerned that the UWS has not been serving adult students adequately. He said that because of this concern, UWS has made efforts to serve this demographic by providing online education and establishing collaborative programs between two- and four-year campuses. He said every two-year UW campus now offers a baccalaureate degree program. The UW Colleges and the UW-Extension are developing an adult access proposal which will focus on increasing access to associate and baccalaureate degrees in areas of the state in which those opportunities are not currently available. The proposal is described in a paper he distributed entitled "A Brain Gain Strategy for Wisconsin: The Center for Adult Access."

Chancellor Messner said that the UWS has met with the Wisconsin Technical College System (WTCS) regarding this issue and stated that WTCS brought up two concerns. First, WTCS feels it would be preferable for the UW to hold off on implementing its proposal until the UW/WTCS Committee to Expand Baccalaureate Degree Holders in Wisconsin, a joint committee established by the WTCS and the UW, has completed its work later this summer. However, he explained, President Katherine Lyall said the UW should push ahead and not wait for the results of any committee study. Second, WTCS has stated that the UW effort is misfocused on associate degrees and that the real need is at the baccalaureate level. Chancellor Messner said he agrees that the focus should be on the acquisition of baccalaureate degrees. However, he said there is a need to provide extensive offerings at the freshman and sophomore level for the large proportion of adults who return to college with deficiencies at this level. He said the end goal of the UW proposal is to increase the acquisition of baccalaureate degrees by adults.

In response to the comment made by Joan Jenstead, Chancellor Messner agreed that there is a shortage of high-paying jobs in the state but pointed out that you cannot bring jobs into the state without a sufficient number of college graduates to fill the jobs. He said that jobs tend to be created in an area where there is a sufficient number of educated people in the labor pool. He said the educational system alone cannot solve the brain drain problem but that it is an important part of the solution. He said that some jobs such as nursing positions are already in existence in Wisconsin and educated individuals are needed to fill them. He also pointed out that adults tend to stay in Wisconsin because of the ties they have developed to the state and are less likely to leave the state after attaining a baccalaureate degree than are traditional college students who begin college immediately after high school.

Rodney Pasch asked whether the proposal would involve converting two-year UW Colleges into baccalaureate awarding institutions. Chancellor Messner replied that this was not part of the proposal but instead it would provide enhanced access to associate degree and liberal arts programming for adults in areas of the state where there is currently no access and a collaborative effort to increase adult access to baccalaureate degree programs.

Representative Jeffrey Wood asked how the education would be delivered in areas of the state which are located far from UW campuses. Chancellor Messner replied that although there were some distance issues, programming could be provided online, in a hybrid form including some face-to-face and some online programming or through correspondence courses. Representative Wood asked why the proposal would not include using the WTCS to meet the demand for baccalaureate programming. Chancellor Messner replied that this would involve providing four-year degree programs at WTCS campuses which is an issue that the WTCS would have to tackle on its own. He also pointed out that there is the difference in culture between two- and four-year institutions. For example, he said that providing four-year programming at the WTCS may necessitate the use of Ph.D.'s to teach at WTCS schools and that this would create a different mindset at the WTCS.

Joe Davis said it is his impression that "turf" and "mission" issues are hindering the state's effort to meet the educational needs of its citizens. He said to be competitive Wisconsin needs to provide increased access to the entire post-secondary educational system. He said that it is hard to justify the multi-pronged efforts that are being discussed and this discussion highlights the need to establish improved collaboration and coordination within the higher educational system in Wisconsin.

Joan Nellen questioned how the UWS proposes to get the word out to adult students about its proposal. Chancellor Messner answered that a market analysis could be conducted and that advertising for the adult market would be appropriate.

Nino Amato, President of the WTCS, addressed the Task Force. Mr. Amato outlined the UWS/WTCS plan for enhancing credit transfer and expanding the number of baccalaureate degree holders in Wisconsin, which is set forth in a handout provided to the Task Force entitled "Progress Report on Credit Transfer-March 2004."

Mr. Amato stressed that the UWS should work through the UW/WTCS joint committee to address the need for increased access to baccalaureate degrees. He said the UWS should not work on this issue alone. He said that a major problem remains that credits earned at the WTCS do not adequately transfer to the UWS. Because of these issues critical to enhancing the acquisition of baccalaureate degrees, any proposal that is developed without utilizing the joint committee, as was agreed to by all parties, is not the best approach.

Dr. Richard Carpenter, President, WTCS, stated that the UWS going forth on its own initiative does not constitute collaboration. He provided a handout to the committee entitled "Educational Attainment by State 2000." Dr. Carpenter said the handout shows that Wisconsin ranks ninth among the 50 states in the percentage of its population 25 years and over who have an associate degree. He said Wisconsin does not need more associate degrees but needs collaboration between the UWS and WTCS to increase the number of baccalaureate degree holders.

Dr. Carpenter said that WTCS already is serving adult students. He said WTCS is the largest source of in-state transfers to the UWS. He said that the WTCS e-Tech program, which provides instruction online, currently has 50,000 students enrolled and has won a national award. He said the WTCS is successful in reaching the adult population but is not currently able to provide them with an opportunity to get their baccalaureate degree.

Dr. Carpenter said there is a need to expand associate degree access in high-demand areas as was done successfully in the health care field. He said there is also need to expand degree completion programs in high demand areas. He also pointed out that the working adult student is a different type of student and a different approach is required to meet the needs of those students. Many working adult students served by the WTCS need a level of services that is not provided by the UWS. He said WTCS has the expertise, experience, and infrastructure needed to successfully serve those students. He said the UWS should not spend resources to build that infrastructure from the ground up when the WTCS already has it in place and has proven its ability to serve adults. He said the WTCS's goal is to work collaboratively with the UWS to produce more baccalaureate degrees.

Mr. Amato commented that he will not support another UWS tuition increase. He said that the joint committee should be responsible to assess the potential financial impact of any proposal. He said that the joint committee is the first entity that has ever been in place to make this assessment.

Mr. Davis agreed that the WTCS is a key access point to the higher educational system for many adult students. However, he said the members of the joint committee are not in high enough positions of authority within their institutions to make the policy decisions necessary to implement needed changes.

Representative Wood said that the UW-Eau Claire recently turned away two out of three applicants after advertising for applicants. He pointed out that it does not help Wisconsin citizens to have UW-Eau Claire become the "Harvard of the Midwest" if they cannot gain access to that institution. He said the time for the Legislature to act is long overdue and that the state needs to open the doors of the WTCS, the most successful system in the state, to more of its citizens. He said he is confident that WTCS can fill the educational gaps in the state if it is allowed to do so.

Chancellor Messner commented that he does not perceive any fundamental differences in the goals of the UWS and the WTCS. Rather, there is a disagreement on timing. He said the UWS agrees that to address the brain drain problem, the focus should be on increasing the number of baccalaureate degrees held by state residents. He said the UWS has also heard, however, there is a need for greater access to associate degree programs in certain areas of the state and for enhanced access to general education coursework to supply an appropriate background for adults who need it to go on to earn their baccalaureate degree.

Dr. Carpenter and Deborah Mahaffey, WTCS Vice President for Instruction, Student Services, and Economic Development, presented a paper entitled "Progress Report on Credit Transfer," dated March 2004. Ms. Mahaffey said that the WTCS and the UWS together developed a Joint UWS/WTCS Plan for Enhancing Credit Transfer and Expanding the Number of Baccalaureate Degree Holders in Wisconsin. The six-part plan consists of the following elements:

- Transfer to the UWS of credits earned in WTCS occupational-technical courses on a case-by-case basis.

- Transfer to the UWS of up to 30 credits from WTCS general education core courses.
- Development of degree completion program agreements under which WTCS students will be able to transfer additional courses toward a UW four-year degree.
- Development of credit transfer contracts for WTCS students.
- Transfer of up to 72 credits earned by students who graduate from WTCS college parallel programs.
- Establishment of the joint committee to explore additional options for expanding the number of baccalaureate degree holders in Wisconsin.

Mr. Amato added that in response to the Task Force's concern over whether the WTCS state board exercises sufficient authority over the WTCS, the board is now meeting more often. Mr. Amato also stated that the board has adopted a three-year plan that gives the board more planning information and a greater role in systemwide planning, especially with regard to prioritizing finances statewide. The board has also developed an ad hoc committee to study tuition levels. The state board is also meeting with the administration of the Milwaukee Area Technical College to review issues raised by the recent Legislative Audit Bureau audit of that institution. Mr. Amato said that maintaining the current system of local district boards is important because those board members get immediate feedback regarding issues related to their technical college.

Dan Clancy, WTCS Vice President for Finance and Policy, presented a paper to the Task Force entitled "Analysis of Speaker's Task Force Funding Recommendations." He stated that in order to implement the Task Force's proposal that WTCS be funded in equal proportion by tuition, state funds, and local property taxes, tuition would have to nearly double. Mr. Clancy pointed out that historically, state aid absorbed a greater share of WTCS costs, which relieved pressure on property tax revenues. He pointed out that the proportion of costs covered by state aid has been in steady decline for the last 10 years. In addition, throughout that time, state actions have been taken that shifted the property tax burden to residential property owners, such as exempting manufacturing equipment and agricultural land from the property tax base.

In response to questions, Mr. Clancy said that the annual cost to educate a full-time equivalent (FTE) student at WTCS is between \$11,000 and \$12,000, while the annual cost to educate a FTE student in the UW Colleges is approximately \$7,000. Dr. Carpenter pointed out that the higher cost is based on the high cost of the equipment and supplies needed to train students in technical fields.

Dr. Carpenter said he would like the WTCS to have authority to package existing liberal arts classes as a degree program. He said this would enable students to be eligible for financial aid. Chancellor Messner questioned the appropriateness of the technical colleges offering a full array of liberal arts courses beyond what is needed to provide a foundation for the technical courses taken by WTCS students. Dr. Carpenter responded that employers consistently state that WTCS graduates need more general education courses. Ms. Mahaffey explained that for accreditation purposes, an associate degree program must include 20 to 30 credits of general education courses.

Representative Jeskewitz stressed the importance of avoiding duplication between the UWS and WTCS. She stated that the audit regarding duplication between systems which was requested by the

Task Force has for the time being been put on hold but may be revived if it appears that there is inappropriate duplication between the systems.

Dr. Carpenter responded that there is a lot of collaboration going on between WTCS and the UWS, and it is happening at a rapid pace. He also stated that Wisconsin is one of the last states to have a dual system of two-year post-secondary higher education. Representative Jeskewitz reiterated that the public wants duplication between the systems eliminated to reduce the cost of higher education.

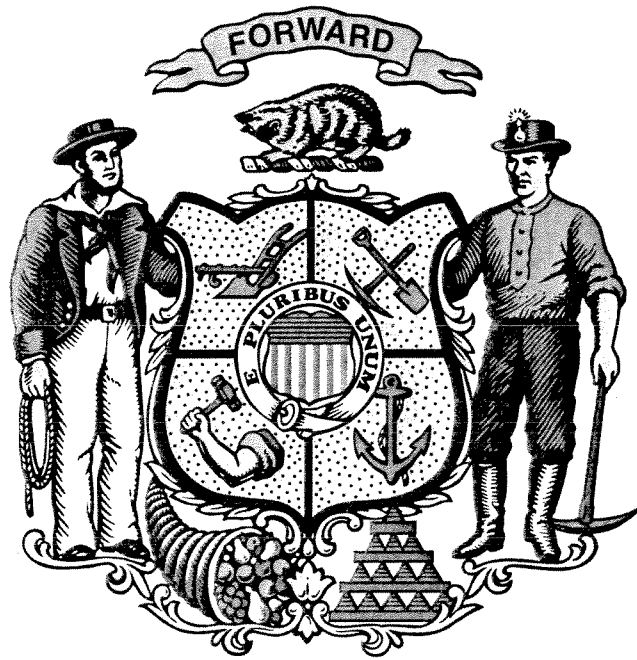
Dr. William Ihlenfeldt said it is important to create options for students who already have an associate degree to obtain their baccalaureate degree without repeating courses they have already taken.

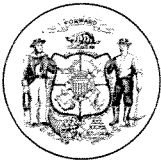
Representative Jeskewitz asked the Task Force members whether the audit should go forward at this time. Chancellor Messner suggested holding another meeting of the Task Force in the fall to review developments within the UWS and WTCS on credit transfer and other issues which are expected over the summer. He said after reviewing the progress made during that time, the Task Force could make a decision regarding the audit. There was general agreement among Task Force members to proceed in this manner.

Representative Steinbrink stated that he is impressed by the progress made so far with credit transfer issues but stressed that efforts must continue to make the system more seamless. Representative Jeskewitz stated that she also appreciates the efforts that have been made rather quickly to improve credit transfer and other issues. She stated that she is very pleased with how responsive WTCS and UWS have been to the Task Force's recommendations. She emphasized, however, that she would pursue legislation mandating smoother, more comprehensive credit transfer between WTCS and UW Systems if it becomes apparent that this end will not be achieved by the two systems themselves working in a cooperative manner.

Representative Jeskewitz told Task Force members they would be informed of the time and date of the next meeting of the Task Force, to be held in the fall. She also asked that the state board self-assessment and report requested in the Task Force recommendations be provided to the Task Force at that time, rather than in April, as originally requested.

MM:rv:tlu





State Representative

GREGG UNDERHEIM

Chair: Assembly Committee on Health

Chair: Assembly Select Committee on State & Local Finance

March 9, 2004

Secretary Helene Nelson
Department of Health & Family Services
6th Floor – 1 West Wilson
P.O. Box 7850
Madison, WI 53707-7850

Dear Secretary Nelson:

We write to you because of our concern that paperwork problems with the state's dental Medicaid and BadgerCare programs continue to discourage dentists from being providers. The state must do a better job of streamlining the current system. The claims for the dental Medicaid program should look and function more like the dental claims process of most private sector dental plans.

Dental access is not a partisan issue; we hope to work in a cooperative bi-partisan fashion to make meaningful improvements to the paperwork problems faced by participating dentists. The time to act is now, as the current state administrative contract is up for renewal.

While considering the dental RFP, we believe "carving out" the dental claims processing from the rest of the Medicaid administrative contract or including a dental-specific claims processing unit in the contract would be helpful in maintaining dentist participation. In Wisconsin, nearly 70% of all dental clinics are run by solo practitioners; a dental-specific claims processing unit is important for the purpose of streamlining claims processing and for providing dental billing staff with additional assistance in filing claims.

We hope you will communicate with the legislature on ways that DHFS plans to improve the current dental Medicaid paperwork system. Thank you for your time and attention to our request; we look forward to working with you on this issue, especially during the state's evaluation of its contract for the administration of our Medicaid and BadgerCare programs.

Sincerely,

Rep. Gregg Underheim, Chair
Assembly Health Committee

Rep. Rob Kreibich, Chair
Colleges and Universities Committee

Rep. Bonnie Ladwig, Chair
Insurance Committee

Rep. John Lehman
62nd Assembly District

Capitol:

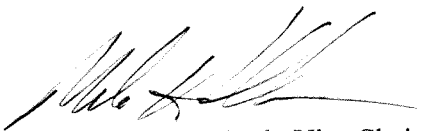
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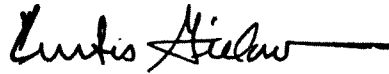
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Rep. Curt Gielow, Vice Chair
Assembly Health Committee



Rep. Luther Olsen, Chair
Education Committee



Rep. Mark Gottlieb, Vice Chair
Colleges and Universities Committee



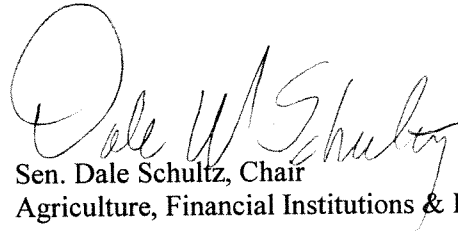
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Government Reform Committee



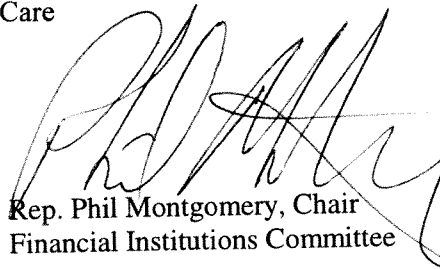
Sen. Dale Schultz, Chair
Agriculture, Financial Institutions & Insurance



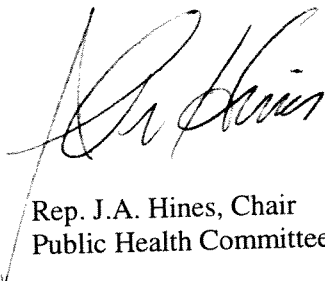
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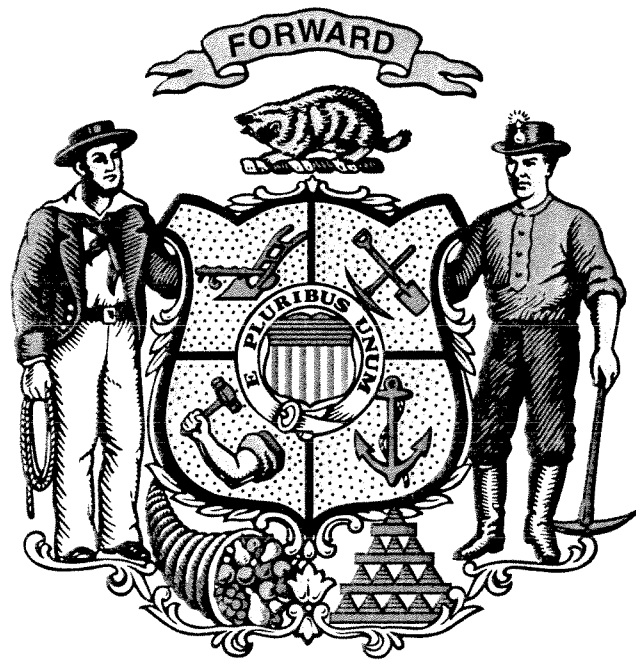
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Housing Committee





PROGRESS REPORT ON CREDIT TRANSFER

March 2004

Improving opportunities for technical college students seeking to transfer credit to University of Wisconsin (UW) System institutions is a long-standing priority of the Wisconsin Technical College System (WTCS). Since 1989, the WTCS has worked with the leadership of the UW System to align curriculum, increase the rigor of technical college offerings, improve advising services for WTCS and UW System students, and adopt policies that promote increased options for WTCS students transfer to UW System institutions. Beginning in 1989, the Board of Regents has periodically adopted changes in UW System transfer policies that have expanded the number of and kinds of technical college credits UW System institutions could accept. As a result, the number of former WTCS students successfully transferring credits to UW System institutions have expanded from 1,553 in 1991-92 to 3,206 in 2002-03.

Over the last year, the leadership of the WTCS and the UW System continued to work together to address credit transfer issues and further expand transfer opportunities for WTCS students. This collaboration led to the development of a Joint UWS/WTCS Plan for Enhancing Credit Transfer and Expanding the Number of Baccalaureate Degree Holders in Wisconsin. After extensive discussions by both governing boards, the WTCS Board and the UW System Board of Regents adopted this six-part plan (See Table 1).

Both the WTCS and the UW System have already begun implementing the provisions of the Joint UWS/WTCS Plan and expect many of the changes to be in place by Fall 2004. Presidents Carpenter and Lyall have met jointly with staff to affirm and begin implementation of strategies to address the six parts of the Joint UWS/WTCS Plan. In addition to an inter-system working group, both the WTCS and UW System have appointed systemwide advisory committees to guide the implementation steps and ensure broad-based support and involvement among faculty, staff, and administrative leaders.

The Joint UWS/WTCS Plan addresses many of the concerns raised by the Speaker's Task Force in both the course of its deliberations and in the seven Task Force recommendations related to credit transfer. The Joint UWS/WTCS Plan also addresses some additional issues that leaders of the two systems believe will enhance credit transfer for WTCS students. The WTCS is pleased to report on the following progress being made with respect to credit transfer from the WTCS to the UW System.

Transfer of Occupational/Technical Courses. Part I of the Joint UWS/WTCS Plan concerns the transfer of occupational/technical courses from WTCS associate degree career and technical programs. In adopting Part I, the UW System Board of Regents committed itself to adopting a new transfer policy that would permit UW System institutions to evaluate WTCS occupational and technical courses for the awarding of transfer credit on the same basis as similar occupational and technical courses offered at any other regionally or nationally accredited institution. This marks a significant change in UW System transfer policy that has been in place since 1989 that (cont.)

Table 1

UWS/WTCS Plan for Enhancing Credit Transfer and Expanding the Number of Baccalaureate Degree Holders in Wisconsin Fall 2003

Part I: Transfer of Occupational/Technical Courses

A new policy will be established that will enable UW institutions to transfer WTCS occupational/technical courses on a course-by-course basis. These courses will be reviewed by UW faculty at each UW System institution, and will transfer if they are found to be comparable or equivalent to UW courses at each institution. These courses will be officially posted on the Transfer Information System (TIS).

Part II: Transfer of WTCS General Education Core Courses

Subject to review and approval by the faculties at each UW System institution, a list of WTCS general education core courses will be established that will transfer and apply to UW institutions. WTCS students in applied associate degree programs will be able to transfer up to 30 credits from these courses, and apply them toward general education and/or other degree requirements at UW institutions. The manner in which they apply will depend upon the student's major and the general education and program requirements of the particular UW institution.

Part III: Degree Completion Program Agreements

The two Systems will continue to develop "2+2" degree completion programs where WTCS students will be able to transfer additional courses toward a UW four-year degree. WTCS students selecting these programs will receive a written program agreement that will specify the courses that will transfer, how they will apply, and what additional requirements will be needed for graduation.

Part IV: Credit Transfer Contract

WTCS students will be able to check and confirm how their courses will transfer towards a UW degree by referencing the Transfer Information System (TIS). The TIS printed report will serve as a written credit transfer contract for students who successfully complete the courses.

Part V: Transfer of WTCS Liberal Arts Degree Graduates

Students who graduate from WTCS liberal arts (college parallel) programs at MATC-Madison, MATC-Milwaukee and Nicolet with an associate of arts or sciences degree specifically aligned with the UW associate degree will be able to transfer up to 72 credits and have their university-wide general education requirements satisfied at any UW institution, subject to review and approval by the faculties at each UW System institution.

Part VI: Expansion of Baccalaureate Degree Holders in Wisconsin

A broad-based committee will be created to explore additional options for expanding the number of baccalaureate degree holders in Wisconsin in collaborative and cost-effective ways.

discouraged UW System institutions from offering credit for WTCS occupational/technical courses outside a specific articulation agreement covering multiple courses. Implementation of this part of the Joint UWS/WTCS Plan is driven by student demand. Priority implementation is being target based on current articulation agreements and institutions having the highest level of transfer activity. As courses are approved for transfer, the information will be documented on the computerized Transfer Information System (TIS). Initial posting to TIS will be completed by Fall 2004.

General Education. Part II of the Joint UWS/WTCS Plan directly addresses the first credit transfer recommendation of the Speaker's Taskforce concerning the number of credits of general studies that would automatically transfer between WTCS and UW System institutions. For the last three years, WTCS policy has required the state's technical colleges to accept all general studies credits transferred from the UW System to the WTCS subject only to the requirement that the credits be relevant to the student's educational program in the technical college.

Speaker's Task Force Recommendation

Require by statute that up to 25 credits of general education courses shall automatically transfer between WTCS and UW System institutions.

Implementation of Part II of the Joint UWS/WTCS Plan goes beyond the 25 credit target set by the Speaker's Task Force to expand to 30 credits the amount of general studies course work that the UW System institutions will accept from technical colleges. WTCS leaders have identified this as a high priority area for implementation. Fifteen WTCS faculty groups have convened to review and/or establish statewide curriculum for general studies courses. This effort includes ninety-six faculty members and forty deans and support staff. Courses are being posted to a web site for review by UW System faculty. The first series of courses will be posted by mid-March, 2004. Another block of course which constitutes the core general studies courses for an associate degree of applied arts or sciences is scheduled for posting by the end of March. By Fall 2004, faculty assessment will be completed and courses approved by the UW System for transfer will be included in the computerized Transfer Information System (TIS). The information included in TIS will permit students to identify not only which course work will transfer, but also how that course work will apply towards completion of any specific major at a UW System institution.

Degree Completion Program Agreements.

Part III of the Joint UWS/WTCS Plan commits the WTCS and the UW System to continue to develop 2+2 degree completion programs. In traditional undergraduate programs in the UW System, students typically spend much of the first two years completing academic foundation courses. Then, in the second two years of a four-year program, traditional undergraduates take specialized courses in a major field. In contrast, technical college associate degree students complete between 36 and 47 credits

Speaker's Task Force Recommendation

Require that the UW System and WTCS continue and accelerate the negotiation of articulation agreements. Require establishment of an articulation agreement for each program that exists in both systems. Utilize the Joint Administrative Committee on Academic Programs (JACAP) to identify which programs exist in both systems. Agreements should be developed at the department level institutions.

in specialized courses in career and technical fields and between 21 and 30 credits of general studies courses in the two years of study leading to an applied associate degree. Degree completion programs recognize the specialized skills and knowledge that graduates of applied associate degree programs have already acquired and provide higher level courses in the major field and additional academic foundation courses to round out the student's baccalaureate education. For more than ten

years, the technical colleges have had degree completion programs in a variety of majors in place with several independent colleges and universities including Marquette University, Viterbo University, and Lakeland College. In addition, the WTCS and the UW System have been collaborating for several years to develop degree completion programs that will dramatically increase the number of credits the UW System will grant to graduates of WTCS associate degree career and technical programs and speed the completion of the baccalaureate degree.

Articulation Agreements. Closely related to degree completion programs are articulation agreements covering specific program-to-program transfer between the WTCS and the UW System institutions. The WTCS and the UW System have in place nearly 400 individual articulation agreements matching course work completed at a specific WTCS program at a specific technical college to a related major at a specific UW System institution. A more recent development has been the implementation of statewide agreements for Nursing, Early Childhood Education, and Industrial Management.

The presidents of the WTCS and the UW System appoint the membership of JACAP from among the academic leadership of the state's two public postsecondary systems. Over the last two years, the presidents of the two systems have made improving transfer opportunities a priority. As a result, Dr. Lyall and Dr. Carpenter have chosen to work together with their senior academic staff to identify opportunities for program alignment and articulation between the systems. The role they have assigned to JACAP has been one of overseeing implementation of the policy decisions adopted by the two governing boards. As a result, JACAP is responsible for overseeing the coordination of academic programs offered by the UW System and WTCS as well as several projects to support the implementation of expanded opportunities for credit transfer for WTCS students.

A longstanding JACAP project involves the monitoring and reporting on the flows of students who transfer credits from the WTCS to the UW System or from the UW System to the WTCS. JACAP staff present these reports to the WTCS Board and the UW System Board of Regents annually as the data is available. In addition, as part of the previous efforts to improve articulation and credit transfer agreements, a separate JACAP project explores more broadly the flow of students moving between the two postsecondary systems, regardless of the actual transfer of credit. Finally, for more than ten years, JACAP has overseen the development of the Transfer Information System (TIS). TIS provides students in the WTCS and the UW System with on-line access to information about the transfer of credit within and between the two postsecondary systems.

Presidents Carpenter and Lyall convened a JACAP Review Group to develop recommendations with for the future role and structure of JACAP. The Review Group endorsed continuation of a state-level and regional groups to provide leadership for system-to-system articulation and collaboration, but recommended reconstituting the structure and membership of the groups. The Presidents of each system accepted the Review Group recommendations at a joint meeting in February, 2004. Restructuring of JACAP will begin in Fall 2004.

The Speaker's Task Force recommended that the WTCS and the UW System continue and accelerate the negotiation of articulation agreements. Some of the additional statewide agreements under development include Fire Science, Criminal Justice, Business, and Instructional Assistant (needed by classroom support staff under federal No Child Left Behind legislation). Negotiations between the leadership of the UW System and the WTCS have prioritized these program areas in response to the needs of the state's public and private sector employers and the demand for specific articulation agreements expressed by WTCS students. Restructuring of JACAP regional councils will more effectively facilitate development of transfer programs that are based on regional need and student interest.

Speaker's Task Force Recommendation

Prioritize the programs for which articulation agreements will be developed based on "student flow" and economic development needs.

To assure the subsequent academic success of transferring students, the development of individual or statewide articulation agreements requires the active participation and collaboration by faculty and academic leaders from UW System institutions and the technical colleges. Our current experience is that this process takes about a year to complete for each curriculum area under consideration. Timetables that have been established by UW System and WTCS leaders for general studies and programs leading to degrees in specific majors are based on this experience.

Speaker's Task Force Recommendation

Establish a timeline for the development of articulation agreements.

Finally, the goal of articulation agreements is to avoid requiring students to repeat or demonstrate that they have mastered the content and competencies associated with a particular course work. When appropriate, however, "test out" options may be included in articulation agreements at the discretion of the UW System institutions and their faculty. The WTCS Board Policy on Credit for Prior Learning includes a provision requiring technical colleges to permit any student to attempt to test out of a course for which the student wishes to seek credit based on prior coursework or life experience. Establishment and implementation of such a policy for WTCS transfers to UW System institutions would be a responsibility of the UW System Board of Regents

Speaker's Task Force Recommendation

In articulation agreements, include the option for students to "test out" of courses.

Credit Transfer Contract. Part IV of the Joint UWS/WTCS Plan commits the two systems to the develop a written contract that will specify the transferability of WTCS course work and how it will be applied to specific UW System majors at each UW System institution. This transfer contract will include information about transferability of occupational/technical courses, general studies courses, additional requirements for degree completion programs and other kinds of program-to-program articulation agreements. Leadership from the two systems has created a joint WTCS/UWS work group to develop model templates to be used to for program agreements. The templates will be used to document courses completed at a technical colleges, courses that will transfer and how they will apply to a UW System major, as well as specific UW courses a student must complete to earn a baccalaureate degree in the desired field of study. By Fall 2004, faculty assessment will be completed and courses approved by the UW System for transfer will be included in the computerized Transfer Information System.

Transfer of WTCS Liberal Arts Degree Graduates.

Part V of the Joint UWS/WTCS Plan commits the UW System to accept for graduates of the liberal arts programs at MATC-Madison, MATC-Milwaukee and Nicolet up to 72 credits and have their university-wide general education requirements satisfied at any UW institution, subject to review and approval by the faculties at each UW System institution. To ensure that these students receive full credit for their WTCS course work, they must complete a course of study in arts or sciences specifically aligned with the requirements of UW associate degree.

WTCS leadership has convened a WTCS work group to assess and make recommendations necessary for alignment of WTCS course work with UW associate degree requirements. In addition, meetings are being convened between the three technical colleges offering associate degrees in liberal studies and the three UW comprehensive institutions having the highest number of WTCS liberal studies transfer students (UW-Milwaukee, UW-Stevens Point, and UW-Madison). By first seeking close alignment of course requirements between the sending and receiving institutions, the efforts of the two systems should provide direct benefits to the greatest number of transfer students most quickly. At the same time, these efforts will then provide model agreements for use with other UW System institutions. The initial work of the work group will be completed by July 2004. By Fall 2004 courses approved by the UW System for transfer will be included in the computerized Transfer Information System.

Expansion of Baccalaureate Degree Holders in Wisconsin.

Part VI of the Joint UWS/WTCS Plan addresses the state's need to increase the number of adults in Wisconsin who have completed a baccalaureate degree. To this end, the UW System and the WTCS will create a broad-based committee to explore additional options for expanding the number of baccalaureate degree holders in Wisconsin. One goal of this committee is to build on the existing efforts to enhance transfer opportunities to explore collaborative and cost-effective ways to increase access to higher education for adult learners who may have already entered the work force. At this time, the Presidents of both the WTCS and UW Systems and the respective governing boards have agreed on the size, structure and mission of a committee to explore options for expanding the number of baccalaureate degree holders. The committee is scheduled to begin its work in March 2004.

Uniform Curriculum. A key factor in making all of these transfer opportunities a reality for WTCS students is the development of a uniform curriculum within the WTCS. The desire to increase the transferability of technical college credits to UW System institutions is only one factor driving standardization of WTCS curriculum. WTCS students and employers have come to expect that the courses and programs offered in one part of the state will provide similar competencies to those offered in other parts of the state. The rapid growth of on-line learning opportunities through the WTCS internet-based eTech Colleges of Wisconsin has also contributed to the standardization of courses and programs. Finally, to support credit transfer opportunities, the WTCS Board is proactively committed to standardizing the curriculum in high demand/high transfer interest programs. Specific steps that the WTCS Board has taken to develop uniform curricula include:

Speaker's Task Force Recommendation

Require the UW System and WTCS to accelerate the development of their own systemwide uniform curricula.

- Require, as a condition of program approval, that technical college districts seeking permission to offer programs already offered by other districts adopt the existing curriculum;

- Target, through Incentive Grant funds administered by System Office staff, funding for new and emerging occupations, programs in high demand, and apprenticeship training to support statewide curriculum development projects;
- Require, as a condition of funding, that statewide curriculum projects be developed using the Wisconsin Instructional Design System (WIDS). WIDS provides a consistent tool for formatting and sharing the curriculum across the WTCS.

The WTCS has recently been recognized as a national leader as a result of its efforts to standardize curriculum in high demand/high transfer areas such as nursing and early childhood education.

Appeals Process for Transfer Issues.

The final recommendation of the Speaker's Task Force concerned an appeals process for students. Instead of developing a formal appeals process, the leadership of the two systems has chosen to take a more proactive course of action. First, by documenting transfer agreements in the computerized Transfer Information System, the WTCS and the UW System will provide all students, faculty, and counselors with a single source to consult about what courses will transfer from technical colleges to UW System institutions and how course work completed at a technical college will apply towards the completion of any specific major at a UW System institution. An added benefit of compiling all WTCS/UW System transfer information in TIS will be the ease of updating future agreements and disseminating changes in transfer arrangements to students, faculty, and staff.

Speaker's Task Force Recommendation

Direct the UW System and WTCS to promulgate rules establishing a procedure to appeal a decision of the receiving institution denying credit for a course taken at the other institution. The rules shall provide that decisions made pursuant to the process are final, notwithstanding s. 36.09 (4), *Wis. Stats.*, the UWS faculty governance statute.

Second, both the WTCS and the UW System have appointed systemwide ombudspersons for the resolution for students of any remaining transfer issues between the WTCS and the UW System. These two individuals are responsible for resolving any appeals arising from the decision of a receiving institution to deny credit for a course taken in the WTCS or the UW System. Within the WTCS, Board policy requires technical colleges to accept credits earned at another technical college, a UW System institution, or at another regionally or nationally accredited postsecondary institution if the coursework is relevant to the student's current educational program at the technical college. This policy requires technical college districts to provide a district level appeals process for transferring students. In addition, the WTCS ombudsperson is responsible for resolving appeals at the systemwide level concerning transfers within the WTCS or from non-UW System institutions. The goal of these two efforts is to resolve disputes over credit transfer issues before they arise while providing a point of contact for students in each system to resolve issues that have not previously been anticipated in developing transfer agreements.

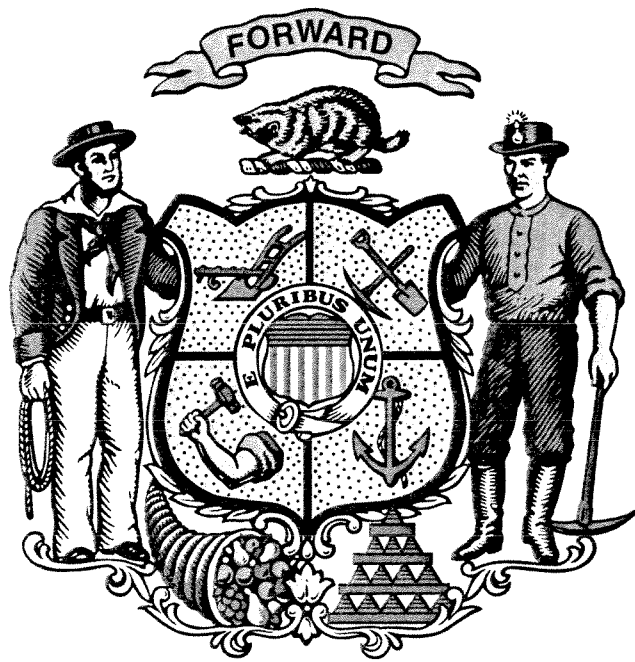
SUMMARY AND NEXT STEPS

Competing successfully in the 21st century will require a workforce with stronger academic foundations, more and greater technical skills, and an appetite for lifelong learning. The occupational preparation programs offered by the WTCS will continue to provide important opportunities for young adults and working-age adults to gain the skills and knowledge needed to begin a career.

As the needs of the workplace continue to evolve, career advancement opportunities for many technical college students will depend on the ease with which they can access additional formal education and training.

The WTCS and the UW System have worked together since 1989 to improve transfer opportunities for WTCS students. Through the adoption of the Joint UWS/WTCS Plan, the two systems have committed themselves to further enhancing credit transfer opportunities. In undertaking this effort, the leadership of the WTCS and the UW System have placed their priorities on developing solutions that are responsive to the demands of students, employers, and taxpayers, maximize UW System recognition of the skills and knowledge acquired through course work completed at a technical college, and promote seamless solutions to transfer while safeguarding the integrity of the educational experiences offered by the technical colleges and UW System institutions.

The Joint UWS/WTCS Plan has set Fall 2004 as an implementation date for many of the changes described above. While the magnitude of this undertaking is challenging, WTCS and UW leadership, faculty, and staff are working together to meet this deadline. However, the work of enhancing transfer opportunities for WTCS students will not end in Fall 2004, but is part of an ongoing process to promote seamless education and lifelong learning. The leadership of the WTCS looks forward to continuing to work with UW System leadership to develop new and innovative ways to meet the educational needs of the state. It is important to emphasize that while the WTCS can describe what it is doing to promote and improve credit transfer opportunities for WTCS students, implementation of many of the changes that will increase transferability are the responsibility of the UW System, its policymakers, and its faculty.

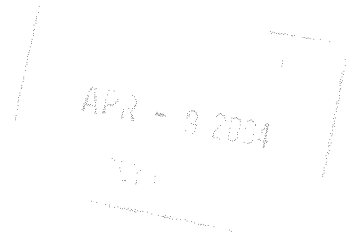




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April 6, 2004



TO: Jim Doyle, Governor
Robert J. Marchant, Senate Chief Clerk
Patrick E. Fuller, Assembly Chief Clerk

FROM: Katharine C. Lyall, President *K. Lyall*

RE: Report pursuant to s.36.25 (14m)(C), Wis. Stats.

At its meeting April 2, 2004, the Board of Regents accepted the attached report for submission to the chief clerk of each house of the Legislature for distribution to the appropriate standing committees under s. 13.172(3).

Section 36.25(14m) (c), Wis. Stats., requires the Board of Regents to submit a report to the governor and to the chief clerk of each house of the Legislature annually by April 15 on its precollege, recruitment, and retention plan for minority and disadvantaged students. The report must also include information on financial aid programs serving those students. The report for 2002-2003 is attached.

If you need additional information regarding this report, please contact Andrea-Teresa Arenas, Assistant Vice President for Academic Affairs, at 262-8636.

Attachment

- cc: Cora Marrett, Senior Vice President for Academic Affairs
- Linda Weimer, Vice President, University Relations
- Andrea-Teresa Arenas, Assistant Vice President for Academic Affairs
- John Stott, Legislative Fiscal Bureau
- Robert Hanle, Department of Administration
- Jan Montgomery, Executive Staff Assistant

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EDUCATION COMMITTEE

Resolution I.1.c.(3):

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents accepts the 2002-2003 Minority and Disadvantaged Student Annual Report for submission to the Governor and to the Chief Clerk of each house of the Legislature, pursuant to s.36.25 (14m) (c), Wisc. Stats., for distribution to the appropriate standing committee under s.13.172 (3) Wisc. Stats.



The University of Wisconsin System

**2002-03 Minority and Disadvantaged
Student Annual Report**

April 2004

(Presented pursuant to Section 36.25 (14m)(c) of the Wisconsin State Statutes)

SUMMARY AND HIGHLIGHTS

Pre-college Initiatives and Activities

UW institutions support a large and diverse array of pre-college programs to enlarge the pool of multicultural and disadvantaged students in Wisconsin and prepare them for college. Through these pre-college programs, UW institutions provide opportunities for academic skills enrichment, introduction to college life, and career exploration. Funding for targeted students to attend pre-college programs is provided by a consortium of sources, including the UW System, federal TRIO programs, the Department of Public Instruction's (DPI) Minority Pre-college Scholarship Program, and private dollars. In 2002-03, 14,956 students participated in pre-college programs in UW System institutions.

Program Funding

The state and federal governments, through general program revenue, gifts, and grants, provide program funding for students of color and disadvantaged students. The 1987-89 Wisconsin Biennial Budget Act created an appropriation under Section 20.285 (4)(a) to provide funding for these programs (referred to as Fund 402). All UW institutions obtain extramural support to supplement government funding for these programs:

- In 2002-03, UW System institutions expended approximately \$35.2 million from all funding sources for students of color and disadvantaged student programs. Approximately \$19.7 million of these funds were raised by the institutions from extramural and non-government sources; and
- During 2002-03, slightly over \$7.8 million was expended from Fund 402.¹ Based on institutional estimates, Fund 402 dollars were distributed toward retention activities (62 percent, \$4.8 million); pre-college programs and activities (22 percent, \$1.7 million); and recruitment (16 percent, \$1.2 million).

Student Financial Aid

In addition to the general financial aid programs offered to students, two other financial aid sources are available to students of color and economically disadvantaged students: the Lawton Undergraduate Minority Retention Grant (LUMRG) for undergraduate students; and the Advanced Opportunity Grant (AOP) for graduate students.

- In 2002-03, a total of 10,820 students of color in the UW System received financial assistance. Of these:
 - 2,250 students received LUMRG grants. The average LUMRG award was \$1,353. 2,234 of LUMRG recipients were students of color.
 - 531 students received AOP grants. The average AOP award was \$8,025. 422 of the AOP recipients were students of color.

¹ Fund 402 is defined in the state statutes under s.20.285 which states that (a) "The board shall allocate funds under s.20.285 (4)(a) to fund programs for recruiting minority and disadvantaged students and to fund programs for minority and disadvantaged students enrolled in the system."

SECTION I: UW SYSTEM M/D PRE-COLLEGE ACTIVITIES

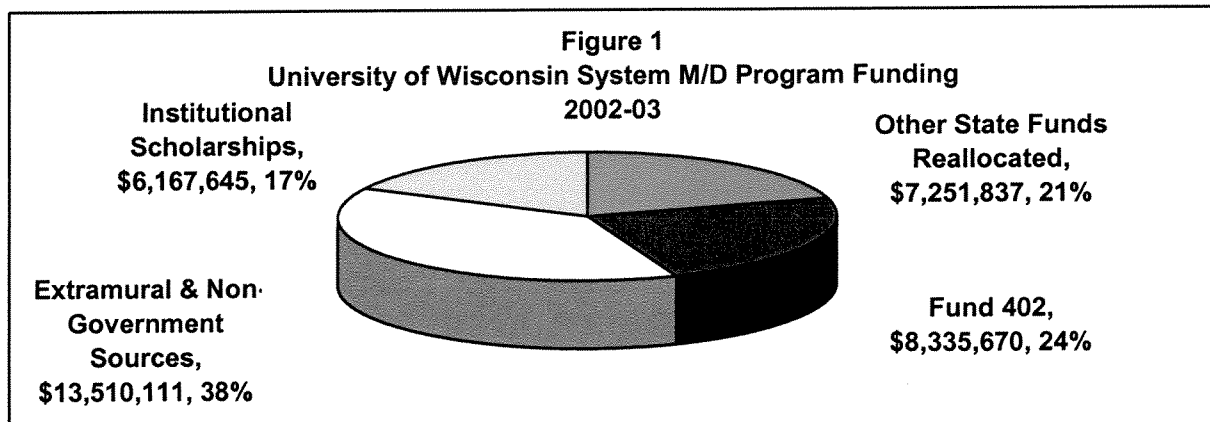
UW System institutions provide various pre-college, recruitment, and retention programs for students of color. Effective pre-college programs expand the pool of high school graduates who apply to the UW System. Participation in pre-college programs increases the probability of students of color graduating from high school.

Data from the 1998 Plan 2008 planning process stressed the importance of pre-college activities for all targeted groups, which include African Americans, Hispanic/Latinos, American Indians, and Asian Americans, with an emphasis on Southeast Asian Americans. College remains a seemingly unattainable goal for many youth of color in Wisconsin and nationally. A lower high school completion rate, inadequate financial aid, and a lack of pre-college opportunities contribute to low college enrollment and graduation rates for students of color. UW System institutions and the Multicultural Center for Educational Excellence (MCEE) have been working vigorously to provide youth of color with the necessary prerequisites, information, and academic skills for access to higher education through pre-college programs.

In 2002-03, UW institutions served 14,956 pre-college students and expended slightly above \$8.3 million in state Fund 402 dollars (Table 1). Approximately 22 percent of these dollars were expended on pre-college activities.

UW System Program Funding

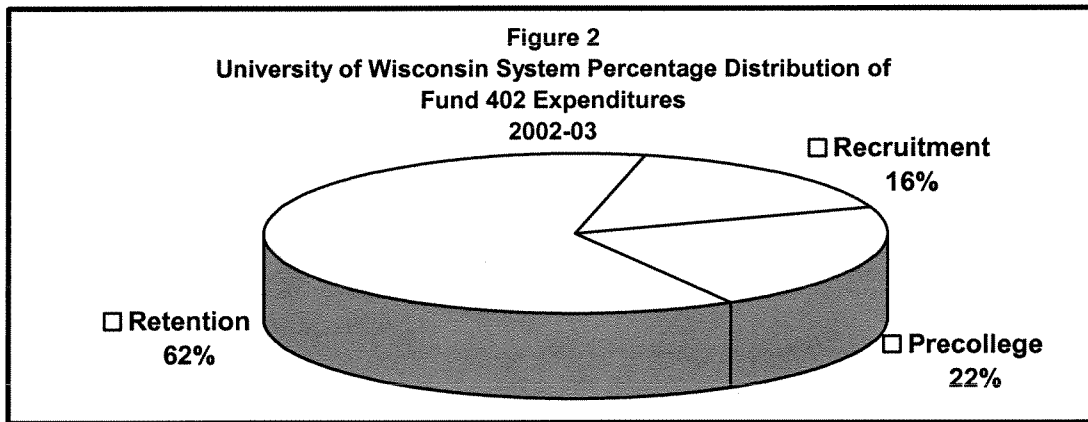
The state and federal governments, through General Program Revenue (GPR) and grants, provide program funding for students of color and disadvantaged students. The institutions also raise extramural funds (Table 1). The 1987-88 biennial budget act [Wis. Stats. 20.285 (4)(a)] created an appropriation designated as Fund 402, specifically for students of color and disadvantaged students. In 2002-03, the state budget allocation designated specifically for minority/disadvantaged programs (Fund 402) was slightly over \$8.3 million. Table 1 lists all 2002-03 GPR and non-GPR funds expended for student of color and disadvantaged student programs, including institutional expenditures from the appropriation under Fund 402. Of all UW System minority/disadvantaged funding, \$19.7 million (55 percent) was raised by UW System institutions from institutional scholarships, extramural, and non-government sources. Twenty-four percent of Multicultural and Disadvantaged program dollars are from Fund 402, and are dedicated to diversity activities; the remaining 21 percent are state funds reallocated from existing base budgets (Figure 1).



Source: UW System Office of Budget and Planning.

Fund 402 includes funding for pre-college, recruitment and retention activities, and related administrative expenses. Pre-college activities encourage and prepare K-12 students to pursue post-secondary education. Recruitment activities increase new UW System student applications and, ultimately, enrollment. Retention activities assist students in making satisfactory academic progress and in completing their degrees. At UW institutions, Multicultural/Disadvantaged (M/D) offices and other institutional entities provide a wide variety of academic, co-curricular, pre-college, recruitment, retention, orientation, academic counseling, referral, tutorial services, and socio-cultural activities. M/D offices often serve as resource centers for students of color and disadvantaged students, as well as the larger campus community.

In 2002-03, 62 percent of Fund 402 dollars were expended on retention; 16 percent on recruitment, and 22 percent on pre-college activities (Figure 2).



Source: UW System Office of Budget and Planning.

TABLE 1
UW System Minority/Disadvantaged Program Funding ^(a)
2002-03 All Fund Expenditures

Institution	2001-02					2002-03				
	Total Program Funds & Scholarships	Total Program Funds & Scholarships	Fund 402 M/D Appropriation 20.285 (4) (a) Expenditures	Other State Funds Reallocated to M/D Programs	Extramural Funds	Total M/D Program Funds (b)	Institutional Scholarships (c)			
Madison	\$8,793,611	\$11,080,470	\$1,751,560	\$3,881,071	\$938,669	\$6,571,300	\$4,509,170			
Milwaukee	\$8,136,589	\$8,034,643	\$2,203,353	\$1,403,886	\$3,178,169	\$6,785,408	\$1,249,235			
Eau Claire	\$2,201,753	\$2,179,972	\$232,816	\$348,377	\$1,435,819	\$2,017,012	\$162,960			
Green Bay	\$1,153,204	\$1,100,887	\$149,738	\$99,593	\$743,928	\$993,259	\$107,628			
La Crosse	\$2,427,415	\$2,093,860	\$219,415	\$486,268	\$1,388,177	\$2,093,860	\$0			
Oshkosh	\$953,315	\$1,014,879	\$510,492	\$9,152	\$444,119	\$963,763	\$51,116			
Parkside	\$844,950	\$931,971	\$354,201	\$145,185	\$396,227	\$895,613	\$36,358			
Platteville	\$493,624	\$475,102	\$163,332	\$70,529	\$241,241	\$475,102	\$0			
River Falls	\$818,725	\$832,342	\$174,183	\$26,800	\$631,359	\$832,342	\$0			
Stevens Point	\$1,081,682	\$1,056,195	\$285,960	\$177,504	\$585,731	\$1,049,195	\$7,000			
Stout	\$1,088,052	\$1,280,981	\$318,013	\$98,772	\$848,696	\$1,265,481	\$15,500			
Superior	\$981,122	\$1,047,868	\$161,248	\$204,295	\$662,097	\$1,027,640	\$20,228			
Whitewater	\$1,767,873	\$1,770,126	\$864,346	\$45,780	\$860,000	\$1,770,126	\$0			
Colleges	\$1,158,412	\$1,128,368	\$281,940	\$58,930	\$779,048	\$1,119,918	\$8,450			
Extension	\$129,723	\$125,782	\$100,418	\$25,364	\$0	\$125,782	\$0			
Systemwide	\$1,081,277	\$1,111,817	\$564,655	\$170,331	\$376,831	\$1,111,817	\$0			
Total	\$33,111,327	\$35,265,263	\$8,335,670	\$7,251,837	\$13,510,111	\$29,097,618	\$6,167,645			

(a) Does not include fringe benefits. Also excludes Advanced Opportunity Program, Lawton Undergraduate Minority Retention Grants, and other financial aid allocated by UW System to the institutions. Includes pre-college and institutional scholarships.

(b) Includes program revenue funds from auxiliaries and special courses.

(c) Reflects institution awarded scholarships that go through institutional accounts. Does not reflect scholarships administered by foundations.

Source: UW System Office of Budget and Planning.

SECTION II: STUDENT FINANCIAL ASSISTANCE

Financial aid was one of the three highest priorities cited by UW System faculty, staff, students of color, and communities of color during the development of Plan 2008. It is crucial to the successful recruitment, retention, and graduation of students of color and economically disadvantaged students.

In 2002-03, 94,088 UW System students received average aid of \$6,620 (Table 2). In the UW System, 10,820 students of color received financial aid. The average aid provided for students of color was \$8,528; higher financial need among students of color results in higher aid awarded. Of the aid awarded to students of color, 48 percent is in the form of loans and 50 percent is in the form of grants with the remainder consisting of work aid. In contrast, 72 percent of aid is in the form of loans and 26 percent in the form of grants for white students.

Table 2
UW System Financial Aid Recipients' Need Profile by Race/Ethnicity
2002-03

	Number of Recipients	**Average Financial Aid Need	Average Financial Aid Received	* Percent of Aid in Grants	*Percent of Aid in Loans
Asian	3,461	\$11,359	\$8,147	54%	43%
African American	3,973	\$11,764	\$9,225	48%	51%
American Indian	899	\$10,596	\$8,679	62%	37%
Latino/Hispanic American	2,487	\$11,342	\$7,887	45%	53%
Subtotal	10,820	\$11,453	\$8,528	50%	48%
Unknown	2,188	\$11,539	\$6,432	39%	60%
White	81,080	\$8,236	\$6,371	26%	72%
Total	94,088	\$8,728	\$6,620	30%	68%

*Work aid comprised the remaining percentage of financial aid.

**Average financial need is based on students with need (defined by federal methodology).

Minority/Disadvantaged Financial Aid Programs

UW System administers two financial aid programs that target students of color and economically disadvantaged students. The Lawton Undergraduate Minority Retention Grant (LUMRG) Program provides assistance to degree-seeking undergraduates, and the Advanced Opportunity Program (AOP) awards are for students seeking advanced degrees.

In 2002-03, the LUMRG program provided assistance to 2,250 undergraduates, with an average award of \$1353. The AOP program provided assistance to 531 graduate students seeking advanced degrees, with an average award of \$8,025 (Table 3).

Table 3
UW System Students of Color and Disadvantaged Student Financial Aid
Programs
2002-03

	Lawton Undergraduate Minority Retention Grant (LUMRG)		Advanced Opportunity Program (AOP)	
	# Recipients	Average \$	# Recipients	Average \$
African American	820	\$ 1,442	185	\$ 8,862
Latino/Hispanic Amer.	546	\$ 1,368	110	\$ 9,006
American Indian	201	\$ 1,265	52	\$ 7,769
Asian American	667	\$ 1,254	75	\$ 6,547
Missing	9	\$ 1,177	5	\$ 8,674
Unknown	2	\$ 1,755	26	\$ 12,395
White	5	\$ 1,867	78	\$ 4,748
Total	2,250	\$ 1,353	531	\$ 8,025

Source: UW System Office of Policy Analysis and Research.

The Lawton Undergraduate Minority Retention Grant (LUMRG) Program

The LUMRG Program began in 1986-87, and provides need-based assistance to African American, Hispanic/Latino, American Indian, and statutorily defined Southeast Asian American students. Eligible students may be sophomores, juniors, or seniors who are Wisconsin residents or Minnesota Compact students. Students must be enrolled in six or more credits. The LUMRG program replaces loan aid with grant aid when possible. For additional information on undergraduate financial aid, see Appendix A.

In 2002-03, students could receive LUMRG grants up to a maximum of \$2,500 per year, and are eligible for up to four years of LUMRG awards. Financial need for the LUMRG is determined by the standard federal methodology. LUMRG grants are awarded on a "last dollar" basis; all other grants or fellowships are awarded first. The total fund amount in 2002-03 was \$3.8 million.

For additional information on undergraduate level financial aid, see Appendix A.

The Advanced Opportunity Program (AOP)

The AOP Program began in 1973-74 to promote the recruitment and retention of students of color and disadvantaged students seeking degrees at the graduate and advanced professional levels. Eligible students must be U.S. citizens or permanent residents, with preference given to Wisconsin residents. The total fund amount in 2002-03 was \$5.7 million.

For additional information on graduate level financial aid, see Appendix B.

APPENDICES

Appendix A

Undergraduate Financial Aid

		Financial Need		Total Aid		Grants		Loans	
Undergraduate									
Asian American	Dependent	1911	\$19,069,465	2142	\$16,367,253	1684	\$9,954,880	1360	\$5,755,010
	Independent	678	\$7,495,782	689	\$5,880,426	599	\$3,351,997	485	\$2,383,463
	Unknown	9	\$81,570	274	\$1,140,550	261	\$1,000,461	34	\$140,089
	Total	2598	\$26,646,817	3105	\$23,388,229	2544	\$14,307,338	1879	\$8,278,562
African American.	Dependent	1742	\$17,915,497	1982	\$15,914,022	1533	\$8,476,892	1636	\$7,054,515
	Independent	1274	\$14,768,523	1301	\$12,735,736	1114	\$5,772,969	1140	\$6,837,002
	Unknown	3	\$30,720	159	\$1,235,790	146	\$1,109,156	20	\$126,634
	Total	3019	\$32,714,740	3442	\$29,885,548	2793	\$15,359,017	2796	\$14,018,151
American Indian	Dependent	290	\$2,164,107	407	\$2,915,454	324	\$1,838,754	257	\$1,049,277
	Independent	303	\$3,054,909	327	\$2,886,306	290	\$1,881,179	226	\$986,516
	Unknown	1	\$3,830	46	\$336,269	44	\$319,981	3	\$16,288
	Total	594	\$5,222,846	780	\$6,138,029	658	\$4,039,914	486	\$2,052,081
Latin Hispanic American	Dependent	1078	\$10,327,241	1358	\$9,590,607	946	\$4,419,363	1066	\$4,897,694
	Independent	584	\$6,080,538	603	\$5,165,225	501	\$2,392,376	501	\$2,704,081
	Unknown	12	\$151,705	185	\$765,503	178	\$707,044	12	\$58,459
	Total	1674	\$16,559,484	2146	\$15,521,335	1625	\$7,518,783	1579	\$7,660,234
Unknown	Dependent	368	\$2,782,582	551	\$2,756,618	292	\$837,250	391	\$1,837,414
	Independent	402	\$3,231,014	438	\$2,698,544	269	\$860,153	349	\$1,818,311
	Unknown	0	\$0	485	\$2,219,953	441	\$1,928,682	78	\$287,701
	Total	770	\$6,013,596	1474	\$7,675,115	1002	\$3,626,085	818	\$3,943,426
White	Dependent	36361	\$235,311,758	53621	\$298,198,858	22937	\$72,283,196	47303	\$216,568,521
	Independent	12828	\$121,977,622	13512	\$108,482,085	9644	\$39,756,197	11759	\$67,201,688
	Unknown	386	\$3,194,164	6625	\$21,461,081	6285	\$18,403,835	376	\$3,029,308
	Total	49575	\$360,483,544	73758	\$428,142,024	38866	\$130,443,228	59438	\$286,799,517

Appendix B

Graduate Financial Aid

Graduate		Total Need		Total Aid		Grants		Loans	
Asian	Dependent	0	\$0	3	\$11,128	3	\$11,128	0	\$0
	Independent	247	\$5,660,086	259	\$4,385,770	113	\$581,926	235	\$3,772,315
	Unknown	0	\$0	97	\$434,356	96	\$399,356	1	\$35,000
	Total	247	\$5,660,086	359	\$4,831,254	212	\$992,410	236	\$3,807,315
African American	Dependent	1	\$6,430	1	\$1,830	0	\$0	1	\$1,830
	Independent	418	\$7,719,546	449	\$6,164,648	181	\$1,455,123	423	\$4,690,146
	Unknown	0	\$0	82	\$600,772	81	\$598,772	1	\$2,000
	Total	419	\$7,725,976	532	\$6,767,250	262	\$2,053,895	425	\$4,693,976
American Indian	Dependent	0	\$0	0	\$0	0	\$0	0	\$0
	Independent	90	\$2,024,610	98	\$1,538,767	77	\$675,134	75	\$861,853
	Unknown	0	\$0	21	\$125,236	21	\$125,236	0	\$0
	Total	90	\$2,024,610	119	\$1,664,003	98	\$800,370	75	\$861,853
Latin Hispanic American	Dependent	1	\$9,225	2	\$27,543	2	\$12,283	1	\$15,260
	Independent	224	\$4,970,345	231	\$3,437,086	108	\$765,938	205	\$2,649,274
	Unknown	0	\$0	108	\$629,800	108	\$622,300	1	\$7,500
	Total	225	\$4,979,570	341	\$4,094,429	218	\$1,400,521	207	\$2,672,034
Unknown	Dependent	1	\$29,042	1	\$8,102	1	\$8,102	0	\$0
	Independent	253	\$5,432,657	265	\$4,228,068	75	\$489,945	251	\$3,698,394
	Unknown	0	\$0	331	\$854,472	324	\$700,474	9	\$153,998
	Total	254	\$5,461,699	597	\$5,090,642	400	\$1,198,521	260	\$3,852,392
White	Dependent	23	\$260,153	87	\$308,087	63	\$45,753	25	\$262,226
	Independent	6088	\$98,606,576	6551	\$87,486,721	1222	\$3,950,746	6371	\$82,675,868
	Unknown	0	\$0	797	\$1,890,646	771	\$1,637,678	26	\$252,968
	Total	6111	\$98,866,729	7435	\$89,685,454	2056	\$5,634,177	6422	\$83,191,062

Source: Office of Policy Analysis and Research