

Minutes of Meeting

Wisconsin Technical College System Board
June 23-24, 2009
Mead Hotel and Mid-State Technical College
Wisconsin Rapids, WI

Tuesday, June 23, 4:00 p.m., Mead Hotel

Members Present:

Mary Quinnette Cuene
Ron Danowski for Roberta Gassman
Stan Davis
Terry Erickson
Deborah Mahaffey for Elizabeth Burmaster
Michael Rosen
Brent Smith
Mark Tyler

Members Absent:

Ann Greenheck
Phil Neuenfeldt
Vanessa Pickar
Jose Vasquez

System Office Staff Present:

Dan Clancy, Kathy Cullen, Morna Foy, Donna Jordan, Jim Zylstra, Annette Severson, Conor Smyth, Nancy Merrill, Janet Washbon

District/Others Present:

Lori Weyers, Northcentral Technical College
Paul Gabriel, District Boards Association
John Lukas, District Boards Association
Jean Trempe, District Boards Association
Eric Gage, Wisconsin Student Government
Mark Zlevor, Gateway Technical College
Andy Lyons, WEAC

Board President Smith called the meeting to order at 4:05 p.m.

Donna Jordan read the following open meeting statement: "The June 23-24, 2009, meeting of the Wisconsin Technical College System Board, and all other meetings of this Board, are open to the public in compliance with state statute. Notice of the meeting has been sent to the press in an attempt to make the general public of Wisconsin aware of the time, place, and agenda of the meeting."

Roll call indicated that a quorum was present.

It was moved by Board Member Erickson, seconded by Board Member Tyler, that the May 19, 2009, Board minutes be approved. Motion carried unanimously.

B. Report of the System President

System President Clancy provided an update on the current status of state budget discussions. The Senate and Assembly have passed their versions of the budget. There are only two WTCS related differences in the bills -- tuition for undocumented persons of the state and timing and hold-harmless provisions for veterans in the veterans' tuition remission program. All other provisions as approved by the Joint Committee on Finance, including the General Aids increase, the increase in student financial aids under the Higher Education Aids Board (HEAB), the decrease of one percent in categorical aid programs, the flexibility for capital projects, changes to the Workforce Advancement Training Grants (WATG), and the change in nonresident tuition rates, remain in both bills. Issues affecting the System Office include a six percent across-the-board cut in agency operations, all employees must take eight days of furlough in each year of the biennium, and the pay plan increase of two percent for non-represented agency employees was rescinded for the next two years. The Governor wants to sign the budget by July 1, the beginning of the next fiscal year, in order to maximize federal funding.

System President Clancy reported that districts are currently working with local workforce development boards to provide services to adult dislocated workers and to provide youth programs through the American Recovery and Reinvestment Act (ARRA). President Clancy thanked Department of Workforce Development (DWD) Secretary Gassman for providing clarification to the local workforce development boards specifically identifying the technical colleges as preferred training providers and allowing support services, bridge programs and adult basic education as eligible training and full cost recovery under the federal stimulus bill. This positive development will help ensure that the WTCS will play a key role in the implementation of \$38 million in ARRA funding. System Office staff have also been working with DWD preparing for competitive grants, which will be available in the areas of renewable energy, weatherization and health care workforce development. State level discussions have also taken place about the dollars to be made available for broadband development. WiscNet, an education/government consortium providing Internet services to the technical colleges and others, is proposing a \$100+ million statewide grant application involving all Wisconsin educational entities and other community sponsors to build the infrastructure of broadband in the state. No additional guidance has been provided up to this point from the federal government on further details of the broadband initiative. Districts are also considering applying for competitive ARRA funds for public computing centers, solar energy and medical information system projects.

System President Clancy reported that on June 17th Milwaukee Area Technical College (MATC) hosted Department of Education Secretary Arne Duncan and Governor Doyle for an announcement of a \$7 million FIPSE (Fund for the Improvement of Postsecondary Education) competitive grant to assist dislocated workers, particularly those individuals needing adult basic

education services, get back into the workforce. Several MATC students presented their stories, followed by discussions with MATC Secretary Duncan and Governor Doyle. Technical colleges will be applying for these grant funds.

Governor Doyle has appointed Dr. Mike Lanser, President of Lakeshore Technical College to represent Wisconsin on the Midwest Governor's Association (MGA) *Creating Jobs in the new Energy Economy* advisory group. The advisory group of leaders from energy, education, venture capital, and economic/workforce development will develop policy recommendations for the National Governor's Association "Jobs Platform" to be released in October 2009. It is certainly an honor to have President Lanser represent Wisconsin.

President Clancy reported that last week the UW School of Education sponsored a two-day colloquium which focused on revisioning two-year institutions in the Midwest. There was strong participation by WTCS representatives, including System Office staff, Presidents and district staff, and Andy Lyons from WEAC. Topics included competency needs of two-year college leaders, mission and purpose, and other policy research questions. The keynote speaker was recently nominated Undersecretary of Education Martha Kanter, currently a community college president in California. Dr. Kanter confirmed that the Administration has a strong interest in community and technical colleges. Dr. Kanter also stated that the President will shortly be announcing a federal community college initiative earmarking specific dollars for two-year colleges.

Board Member Rosen asked whether the Board or the System had a position on the undocumented student issue and whether this position has been conveyed to legislators. He stated that he had spoken to Representative Pedro Colón regarding the impact of this issue on MATC and the number of students that would be affected. Board Member Rosen thought it appropriate to send a letter to the legislative caucus indicating the System's support since this was one of the issues affecting the Technical College System that appears to be undecided. This would be important to do on behalf of the students.

System President Clancy stated that the System position concerning undocumented students has been one of support. As a follow-up to this discussion, a communication will be sent to the committee conveying this support.

A. Board Officer Elections

Board President Smith called for Election of Officers for the 2009-2010 year.

It was moved by Board Member Erickson, seconded by Board Member Rosen, that a unanimous ballot be cast to elect Board Member Davis as President, Board Member Tyler as Vice President, and Board Member Gassman as Secretary to the Board for the 2009-2010 year.

Board President Smith called for any other nominations three additional times.

Motion carried unanimously.

C. Welcome/Report of the Board President

Board President Davis thanked former Board President Smith for the opportunity to watch and learn during this past year serving as Vice President. He thanked the Board for their support and looks forward to working with the entire Board over the next year.

Board President Davis stated that over the next six months he and System President Clancy will be meeting with college presidents, district board members, community members and others in order to continue building the strong relationships between the Board, System Office, colleges and local communities. During this past budget process, it became apparent that local businesses and industries were critically important in relaying the message of the importance and role of the Technical College System in meeting the local workforce needs of the community. These relationships will be continued and expanded throughout the upcoming year.

Board President Davis stated that because the System Office staff, as well as the colleges, have had to make sacrifices due to the state's budget deficit, he feels the Board should do their part as well. In order to use the Board's resources wisely, he is considering beginning in 2010 consolidating two-day to one-day meetings when visiting the districts during the year. Savings could be realized in the reduction of overnight expenses and other costs associated with the two-day meetings. A draft calendar for 2010 and 2011 will be presented at the August meeting, with adoption at the September meeting.

D. Consent Agenda Items

It was moved by Board Member Cuene, seconded by Board Member Tyler, that, upon the recommendation of the Wisconsin Technical College System President, the Wisconsin Technical College System Board approves the request by Madison Area Technical College to amend a previous Board approval to construct wind turbines in Fort Atkinson.

System President Clancy noted that the Board had originally approved the project at a cost of \$500,000 for two wind turbines, but because bids significantly exceeded the budget, the district made the decision to construct a single wind turbine at this time. The revised project cost of \$656,600 will be funded through district borrowing and grants of \$300,000 from Wisconsin Focus on Energy and We Energies.

Motion carried unanimously.

It was moved by Board Member Erickson, seconded by Board Member Smith, that, upon the recommendation of the Wisconsin Technical College System President, that the Wisconsin Technical College System Board approves the request by Nicolet Area Technical College to acquire land in Langlade County.

System President Clancy noted that the college was the beneficiary of approximately 179 acres of land in the Town of Echo. The benefactor intended the property be used to benefit the college. Since the district has no educational use for the property, after taking ownership, the

district intends to transfer title of the property to the Nicolet College Foundation. The Foundation, in turn, will sell the property and use the proceeds as the benefactor intended, possibly using the funds for student scholarships. He noted that even though this was a gift to the college, the Board must approve the action.

Motion carried, Board Member Mahaffey abstained.

E. 2009-11 WTCS Strategic Directions

System President Clancy provided an overview of the 2009-11 Strategic Directions Progress Report and provided a brief summary of the various reports to be presented to the Board. He stated that the Board's Strategic Directions are intended to provide focus and direction for the System as a whole with a shared commitment. Specific outcome measurements usually occur at the college level, where there is more direct control over enrollments, finance and other matters. He noted that the information contained in the Progress Report, as well as the information received during the presentations, is based on existing data or information sources. It was not necessary to develop any new reporting requirements of the districts.

System President Clancy provided various examples of the progress made under each of the Strategic Directions. He noted that at the conclusion of the presentations at tomorrow's meeting, time will be allotted for Board members to have a broader discussion about the Board's next steps and to suggest additional information that would be helpful as the Board moves through the next several years of the Strategic Directions period.

System President Clancy introduced Jessa Valentine, Senior Research Specialist, from the UW-Madison Center on Wisconsin Strategy (COWS). He noted that the System Office as well as the colleges have had an excellent working relationship with the Center over the years.

Ms. Valentine provided an overview of the report "Economic and Workforce Challenges and Opportunities in Wisconsin." She noted that the Technical College System is critical to addressing the state's workforce challenges during this economic downturn. Ms. Valentine highlighted two recent COWS reports contained in Board members' folders and also available through the COWS website. These are: *The State of Working Wisconsin* and *Skilled Workers, Quality Jobs: Meeting the Needs of Wisconsin's Workers and Businesses*. Ms. Valentine noted that COWS tracks workforce trends and how they impact workers, with a focus on postsecondary education as a solution to workforce challenges.

Ms. Valentine reported that Wisconsin has lost 140,000 jobs and near doubled its unemployment rate since the current recession officially began in December 2007. The manufacturing and construction sectors were especially hard hit with declines of 13 percent and 16 percent respectively. Key economic and workforce challenges include: long-term wage stagnation, despite productivity growth; increasing returns to education meaning education and skills matter more to workers and employers; slower labor force growth and higher labor force participation means there aren't a lot of new workers; more worker diversity; inequality, especially race; low wage/no benefit jobs; the need for solid technical skills in key sectors; and the widespread need for more basic skills. Factors which account for the loss in productivity and

wages include technology changes, globalization, institutional and political factors, and declining labor standards. It is also important to look at past trends, which will likely continue beyond the current recession.

Ms. Valentine stated that education has become increasingly important for workers to get ahead in the labor market and it is driving the state's median wages. The gap is widening in wages earned by workers who have more education and those who have less education and skills. In Wisconsin, the dropout rate of 4.8 percent of the current workforce, as compared to the U.S. share of 9.1 percent, speaks to the strength of Wisconsin's K-12 System. The strength of Wisconsin's Technical College System is shown in the fact that 15 percent of the state's workforce hold an Associate Degree as compared to the national average of 10 percent. This speaks to the strong connection of the technical colleges and the state's workforce. These workers are demanding higher wages and the employers are demanding higher skill sets. Median wages for those holding an occupational degree are over two dollars per hour higher than those who hold an academic associate degree. Data obtained in tracking a cohort of adult basic education students over an 8 year period shows that fewer than one-fourth enroll in occupational programs and less than one-fourth of those enrolling in an occupational program ever go on to get a degree. However, Wisconsin does perform well in transitioning students from developmental/remedial programs into occupational program areas – of the 53 percent who enroll in a remedial program, over 28 percent complete the program.

In reference to the demographic shift in the workforce, data shows there is a slowing of Wisconsin's workforce. There is not a high number coming into workforce, but there is a definite need for basic and technical skills. The workforce is becoming increasingly diverse, with the Latino share of the population growing 176 percent since 1980. Particular challenges for the Latino population include literacy and education issues as well as language barriers.

Relative to racial inequality, Wisconsin ranks in the top five worst states in Black/White inequality, which includes education, income, incarceration, child poverty, poverty and unemployment. Milwaukee consistently ranks high in unemployment and poverty rates. In looking at the educational attainment of adults aged 25-54 for the year 2007, 21 percent of the state's Black population and 37 percent of the state's Latino population have no high school diploma or equivalent, as compared to 5 percent of the state's White population. Forty-one percent of the state's White population has an Associate Degree or higher, as compared to 18 percent of the Black population and 16 percent of the Latino population. This disparity in education carries out into the labor market and it is becoming increasingly difficult for these workers to move above poverty earnings. A major challenge for the state is how to make sure supports are in place to better serve the state's non-White population.

Relative to basic and technical skill issues, Ms. Valentine stated that data shows that 77 percent of all job openings in the state over the next decade will not require a four-year college degree. However, many will require solid technical skills. Over 1.2 million Wisconsin adults are working but have no credentials beyond high school. Additionally, almost 300,000 Wisconsin adults are without a high school diploma and are not in school and over 120,000 Wisconsin adults speak English less than very well.

Ms. Valentine stated that there are five strategies on how the Wisconsin Technical College System can address the state's economic and workforce challenges. These are: (1) focus on accessibility and affordability for working adults; (2) develop pathways that offer clear and reliable courses of action for building skills to progress in careers; (3) build bridges that encourage transitions from basic education into postsecondary training; (4) improve data systems to track student outcomes, with a focus on transitions and minority populations; and (5) engage and work closely with industry leaders from labor and management to develop regionally appropriate training, including incumbent work training. Ms. Valentine commended the Board for the Strategic Directions that have been put in place to address many of the challenges the state is facing during these economic times and into the future.

Board Member Erickson asked whether the UW Board of Regents receive a similar report, and if so, what is their reaction to the fact that 77 percent of the new jobs will not require a four-year college degree. Board Member Smith stated that the Regents have received several reports containing similar data, and they are certainly aware of the fact that many of the new jobs will not require a four-year degree. Board Member Cuene noted that this may be one of the reasons why there has been a steady increase of college graduates coming to the Technical College System when they can't find jobs in their degree area.

Board Member Mahaffey noted that in reference to building bridges between basic and technical education, one of the challenges is how to get students into the pipeline earlier. How can bridges be built early on to get middle school students interested in pursuing an Associate Degree program. System President Clancy stated that not only is it important to build a pipeline early on, but it is also important shorten the pipeline so students can transition from basic education into occupational programs. It is critical to getting information on the importance of education into the hands of both students and parents. This is a powerful message.

Board Member Cuene asked whether there were any grant monies for creating student pathways. Kathleen Cullen stated that monies are available through the RISE grant as well as the Lumina grant to create bridges and pathways. The System Office, DWD and DPI are beginning to develop the next grant which will focus on dual credit opportunities, accessibility and remedial education. It has been agreed that these are pieces that must move forward and could be models to be replicated in other areas. Morna Foy noted that the recently announced federal FIPSE grant is also intended to focus specifically on these issues as well. The President has expressed his commitment to revamping federal Perkins and AEFL (Adult Education and Family Literacy) dollars to refocus on these prime areas.

Board Member Rosen stated that the Technical College System will continue to be impacted by growth of the Latino population in the state's workforce. He noted that 67 percent of all Latino students who are enrolled in higher education institutions are in two-year colleges. In reference to the poverty levels of Black females, new language contained in the Governor's budget changes the W2 program to allow W2 participants to attend technical colleges for basic skills training. Originally the W2 program was set up as a work-based program only. This language is very positive.

Board Member Rosen asked whether it would be possible to disaggregate Associate Degree and Apprenticeship data. In terms of creating pathways, apprentices and journeymen are

paid well. It would be more helpful to have these separated out for students so they would have another career choice since apprenticeship may not be understood completely by students or parents. Ms. Valentine agreed that any additional data that is available would be of assistance.

Board President Davis thanked Ms. Valentine for the excellent report.

Kathleen Cullen introduced Margo Keys, Vice President of Student Services, and Kristin Raney, Manager of Student Services Learning Support, from Chippewa Valley Technical College (CVTC). They will be discussing CVTC's "Early Alert" program which proactively identifies and assists struggling students who may need academic intervention in order to succeed in their program of study. CVTC's efforts, as well as similar efforts by other colleges, relate to Strategic Directions 1, 2 and 4 by supporting academic success for all students.

Ms. Keys provided an overview of the development and implementation of the Early Alert system. She noted that student retention and success has always been a high priority for the college, and while the college had several student intervention steps in place, it was determined additional action was necessary beginning with very early intervention. Students were finishing courses but they were not completing programs. It was necessary to better understand each individual student, including the non-academic factors, which sometimes were the strongest reasons for non-success. A 58 question survey was developed and tested for two consecutive years. The goal was to predict student retention. The survey instrument proved to be highly predictive of the students' issues and needs.

Ms. Raney provided further details concerning the survey instrument. A database was created to identify students who needed intervention. The survey instrument contained questions which were divided into attitudinal and demographic areas. The survey is in electronic format so students can complete at their own pace. The questions measured personal perception of the student's own confidence as well as academic achievement. Continued monitoring and feedback is provided allowing counselors and academic support persons to work individually with the students to prescribe an early intervention plan that will get the student back on track. The COMPASS assessment instrument used by many of the colleges will be explored further in order to possibly incorporate other assessment factors into the Early Alert system as it is further refined and tested at CVTC.

Board Member Erickson stated that this model should be shared with high schools as part of their counseling programs. Ms. Keys noted the model has been shared with high schools in the region and they have been very favorable to participating in this student assessment system. There is a great deal of interest by other colleges as well, especially in the adult basic education area.

Morna Foy stated that CVTC's Early Alert system relates to other community college student assessment initiatives such as the Wisconsin Covenant and the Great Lakes Higher Education student assessment program. New accountability requirements showing demonstrated progress of students have become very important in both federal and state reporting. Colleges have been encouraged to use models such as the Early Alert system for their own reporting requirements.

Board President Davis thanked Ms. Keys and Ms. Raney for their excellent reports.

The Board recessed at 5:50 p.m. Board President Davis reminded Board members that a tour and presentation will be held at Ocean Spray at 8:00 a.m. tomorrow morning. Directions to Ocean Spray were provided.

Wednesday, June 24, 8:00 a.m., Mid-State Technical College

Members Present:

Mary Quinnette Cuene
Ron Danowski for Roberta Gassman
Stan Davis
Terry Erickson
Deborah Mahaffey for Elizabeth Burmaster
Mark Tyler

Members Absent:

Ann Greenheck
Phil Neuenfeldt
Vanessa Pickar
Michael Rosen
Brent Smith
Jose Vasquez

System Office Staff Present:

Dan Clancy, Kathy Cullen, Morna Foy, Donna Jordan, Jim Zylstra, Annette Severson, Conor Smyth, Nancy Merrill, Janet Washbon

District/Others Present:

Lori Weyers, Northcentral Technical College
Paul Gabriel, District Boards Association
John Lukas, District Boards Association
Jean Trempe, District Boards Association
Eric Gage, Wisconsin Student Government
Mark Zlevor, Gateway Technical College
Andy Lyons, WEAC

Board President Davis called the meeting to order at 9:30 a.m. following the tour and presentation at Ocean Spray Cranberry.

Roll call indicated that a quorum was not present for today's meeting.

F. Mid-State Technical College and Ocean Spray Partnership

Board members, System Office staff and others toured the Ocean Spray Cranberry plant in Wisconsin Rapids on Wednesday morning, June 24th, at 8:00 a.m. Following the tour, Ocean Spray's Plant Manager Kirk Willard was presented with the Board's inaugural *WTCS Futuremaker's Partner Award* recognizing the company's significant financial and workforce investment in the Wisconsin Rapids region. System President Clancy stated that the impact Ocean Spray has had on central Wisconsin and the level of engagement between the company and Mid-State Technical College is to be highly commended and serves as a role model for the state. Mr. Willard expressed his appreciation to Mid-State Technical College for the essential training and assistance provided during the company's expansion. Mid-State Technical College President John Clark acknowledged that the Ocean Spray partnership was an effective collaboration of business, education and government working together to increase the economic vitality of the community.

Board President Davis noted that at future meetings to be held around the state, the Board will, through its *WTCS Futuremaker's Partner Award*, recognize the collaborative relationships which have developed between local organizations and the technical colleges to promote and maintain sustainable jobs for the region.

E. 2009-11 WTCS Strategic Directions (continued)

System President Clancy introduced a panel of System Office and college representatives who will discuss how the System's program development process promotes student success, efficiency and affordability.

Annette Severson, Associate Vice President, stated that systemwide enrollments have increased 25 percent over the last decade. Recent plant closings have caused significant enrollment increases. As history has shown, as unemployment goes up, enrollments increase. Ms. Severson noted that the Board annually approves about as many programs as are discontinued.

Ms. Severson stated that the expectations for the Wisconsin Technical College System are to deliver graduates in core programs; to meet the needs of dislocated workers, veterans, and underprepared learners; and to develop programs in new and emerging industries. The demand for core programs is supported by labor market information and from the input and support of local advisory committees. The timeline can move forward quickly for core programs. Anticipating future workforce needs is a key component of the process -- graduates need to finish their training program just as the labor market needs employees. This is the ideal way it should work. However, hitting the mark is not easy and can be risky. Demand in emerging areas must be measured by managing risk, assessing existing and projected labor markets to determine the appropriate training options. Labor market information is not always available in new and emerging occupational areas, and districts must rely heavily on faculty who are on cutting edge of new disciplines. New and emerging programs can begin as a local

certificates and then emerge into a new program. Local certificates aid in testing the waters before formally entering the market for full program development. Many of these programs have a high capital cost of equipment. As a result, several districts have good partnerships with other districts and share high cost programs.

Sharon Kennedy, Vice President of Learning at Blackhawk Technical College, reported on how Blackhawk has created health science career pathways for students to reach their goals by responding to community workforce needs. Blackhawk regularly meets with local health care providers, as well as using local advisory committees, to determine the unmet workforce needs within the region. Data is shared and curriculum is discussed. College resources are combined with other educational institutions in the area to respond to community needs. Anticipated workforce needs are discussed with new employers moving into the area. Focus groups are used to discuss the need for new programs and the discontinuance of those programs no longer serving the needs of the community. Ms. Kennedy stated that Blackhawk Technical College attempts to use every means available and works cooperatively with its local partners to determine the labor market needs and how the college can best respond appropriately in a quick and efficient manner.

Ron Zillmer, Associate Dean for Technical and Industrial Education at Mid-State Technical College, reported on "What It Means to Go Green." Mr. Zillmer stated that Mid-State began its Urban Forestry Technician program in 2001. Following implementation of that program, the college looked at the local needs of the region and decided to take a cluster approach when looking at other renewable energy programs. The need for sharing of resources and courses among the program areas was important to the college in order to develop strong programs in the renewable energy area. Five separate associate degree programs were developed with combined lectures, labs and courses, which capitalized on other programs the college offers. The renewable energy programs are seeing strong enrollment numbers. State new and emerging grants have been a critical component for Mid-State in launching these programs. Local resources are limited. Congressman Obey gave Mid-State a \$428,000 grant to support these energy programs to be used primarily for equipment. Mid-State's strategy is to develop certificates in these programs first, before a full degree program is implemented. Mr. Zillmer indicated that it has been difficult hiring qualified instructors in the renewable energy area because of the salaries of private industry experts. However, Mid-State has been extremely pleased with the expertise of the faculty who have been hired to date. A train-the-trainer approach has been used for faculty at the local level as well.

Sally Martin, Dean of Community and Regional Learning Services at Northeast Wisconsin Technical College (NWTC), provided an overview of NWTC's use of certificates to evaluate the potential and success of postsecondary degree programs. Ms. Martin stated that NWTC offers over 80 certificate options, with a total enrollment of 8,025. Approximately 3,490 students have completed certificates encompassing 6-18 credits. Certificates helps students to focus their learning and to ladder into degree programs. Certificates are developed with input from local advisory committees and employers who need employees with specific skill sets. Every certificate is reviewed on an annual basis to determine its relevancy, the number of enrollments, and feedback from students. Each year new certificates are added and about the same number are retired.

Board Member Cuene stated that she has found that many students like to add one or two specialized certificates even after receiving an associate degree. This adds to their marketability with employers.

Schauna Rasmussen, Project Manager at Madison Area Technical College, provided an overview of the college's initiative to create bridge programs. Ms. Rasmussen noted that Madison Area Technical College received a grant to develop bridge programs in two areas – the animal laboratory caretaker program and a math-science bridge for students who lack math and chemistry skills to enroll in occupational degree programs. The animal laboratory caretaker program was developed with significant employer input. It was taught in modules over a 5-10 week training schedule. It prepared students for employment as well as going on into occupational training programs. The math-science bridge was developed after researching students who were denied entry into occupational programs. If the students don't receive remedial courses, they lose interest and drop the program. The bridge program uses applied curriculum, so the student learns and immediately applies that knowledge to practical situations. Ms. Rasmussen noted that the college uses the student COMPASS assessment test as described earlier in the CVTC presentation. Students completing the bridge program are more likely to pursue an occupational degree.

President Clancy thanked the panel for their presentations which gave the Board a sense of the various relationships of the colleges with the System Office, other districts, business and industry, and the students. He noted that this group of presenters testified before Senator Hixson's committee in March. The presentation gave an excellent overview of what the System is doing in the program development area.

Board Member Tyler commented that he was impressed by the amount of work and collaboration done across the System. While change may be hard, the colleges have done an excellent job of identifying the changes necessary and getting the job done.

Board Member Cuene stated that the UW System just approved a four-year degree in sustainability management which will be taught online with four universities participating. Board Member Cuene asked Mr. Zillmer whether Mid-State has had any conversations with any UW campuses about the potential of MSTC's associate degree graduates going on for this sustainability degree. Mr. Zillmer stated that currently 15-20 percent of the graduates in the Urban Forestry Management program transfer to UW-Stevens Point. MSTC has also talked with Northland College about the potential to transfer completion credits into several of their program areas. Sustainability is a broader concept. Mid-State's renewable energy programs are more focused on what employers need.

Board Member Mahaffey asked Mr. Zillmer whether the renewable energy programs being offered by MSTC consider using transcribed high school credits. Renewable energy is a new and exciting area and many young people may be interested in pursuing a degree in this area. Mr. Zillmer replied that MSTC does use transcribed credit as well as advanced standing.

Ms. Severson stated that the final presentation will focus on how colleges apply credit for prior learning to address the Board's fourth Strategic Direction, *Promote pathways to address Wisconsin's need for a qualified workforce*. A panel of college representatives will discuss how

credit for prior learning helps student effectiveness and efficiency and assists in transitioning into programs.

Jim Schnaedter, Associate Dean for Business and General Education at Mid-State Technical College, provided an overview of the Associate of Applied Science Degree in Technical Studies. This degree was designed specifically for apprentices to recognize the large amount of training, education and skill building incorporated into the apprenticeship program. It provides 39 technical studies credits after completion of an apprenticeship program. By taking an additional 21 credits of general studies, a person earns an Associate of Applied Science degree. The 60 credits will then transfer towards a Bachelor of Arts degree in Specialized Administration at Lakeland College or a Bachelor of Science degree in Service Management-Individualized Concentration at UW-Stout. Without this degree, all of the training and education an apprentice goes through couldn't be applied to a continuing degree. Challenges to this degree are that it is not well known by current apprentices, and journey worker wages are fairly high so many aren't motivated to continue a higher education degree after completing their apprenticeship.

Board Member Danowski stated that one opportunity to address the challenge of apprentices not continuing their education would be to work with the local apprenticeship advisory committees to promote this degree program and encourage journey workers to take advantage of its benefits.

Barbara Cannell, Interim Associate Provost at Milwaukee Area Technical College, provided a summary of MATC's advanced standing process. She noted that recognition for prior learning is very important for students. MATC developed a process called *Equate* which scans in all information concerning a student so the data is more readily available for review purposes. Communication and consistency in interpreting a student's prior education and work experience by faculty is critical. Last year, 2,700 students brought advanced standing credits into their programs. MATC is now moving to an electronic program for centralized tracking so the time it takes for processing the student information and applying credits is reduced. MATC will be implementing additional policies and procedures later this year making it easier for students.

Alynn French, Dean of Business and Technology at Lakeshore Technical College, presented an overview of Lakeshore's prior learning assessment model. She noted that high school and college diplomas, transcribed credit, military transcripts, various training programs such as insurance training, state and national certifications, are already evaluated through the American Council of Education. Other national or college level examinations are also given to students. All portions of a student's prior education and work experience is pulled together to help a student be successful and move towards their degree quickly and efficiently. Credentialing is an avenue for lifelong learning.

Ms. Severson asked the presenters how they market their various credit for prior learning policies within their own colleges, as well as sharing their best practices with other colleges.

Ms. Cannell stated that their policy is spelled out in the faculty manual, student handbook and in electronic format on the college internal website. It is also marketed in various publications of the college. Staff are available to help students with how the policy applies to

them. Dr. French stated that Lakeshore's policies are published in various district documents which are made available to students. Counselors and faculty also refer students who they feel may benefit from the services offered. Mr. Schnaedter stated that Mid-State's policy is available on the college website with a direct link for new students. It is also talked about during student orientation. Counselors and academic deans work closely with the credit for prior learning policy and have to sign off on every student request.

Board President Davis thanked the panel for their excellent presentations.

System President Clancy stated that this was the first session in which the Board has had the opportunity to hear about the progress of the 2008-2011 Strategic Directions. The progress report was prepared by Conor Smyth and Nancy Merrill. System President Clancy asked if Board members had any suggestions for changes or improvements to the report. Also, how would the Board like to receive additional or future updates concerning the Strategic Directions? Is the information that has been provided helpful to Board members?

Board Member Mahaffey indicated that the presentations were very meaningful and showed the impact of each of the Strategic Directions on the colleges. One suggestion for the report might be to add more real life examples of the impact on the students – what difference or impact has this made on student success. An important part would then be to communicate these successes to further build support. System President Clancy stated that the report on dislocated workers presented at the last Board meeting did give personal examples of how individual students have been affected, but some examples could be included here as well.

Board Member Danowski stated that possibly a report could be presented to the Board at a future meeting on how the colleges are working collaboratively on a regional basis with employers in identifying the specific training needs, i.e., sector partnerships. The emerging industry skill standard partnerships and other initiatives are important opportunities in making funding more affordable to more people. How all these separate pieces mix together will be important as they move forward.

Board Member Tyler stated that the Strategic Directions progress report was very good. The Futuremakers marketing campaign has also been excellent. However, legislators still don't understand what is happening throughout the System. The success of our colleges and the System as a whole must continue to be communicated. The momentum needs to be maintained.

Board Member Erickson asked whether colleges were reviewing the Strategic Directions on a regular basis and will they be submitting progress reports on various activities they are engaging in to address each of the Strategic Directions. Conor Smyth stated that while there isn't specific reporting by the districts on each of the Board's Strategic Directions, there is a close relationship between the districts' Strategic Directions and Goals and the Board's Strategic Directions.

System President Clancy stated that the Strategic Directions are a work plan for System Office staff. The initiatives put forth by the System Office Staff are centered around the Board's four Strategic Directions. As staff communicate with the colleges, these four areas are being reinforced as priorities. Additionally, colleges do provide data and other information as

requested for other reports, such as the dislocated worker report. These reports are shared as best practices with other colleges as well.

Board Member Erickson asked whether System Office staff expected to see the progress made by the districts to date relating to the Strategic Directions. Conor Smyth stated that the colleges have done an incredible amount of work in this short one-year time period with very limited resources and they are doing it because of the relationships that they developed within their local communities. Because of discretionary funding opportunities and other collaborative partnerships, a lot more progress will be realized over the next several years as well. The various best practices and models as presented to the Board by the colleges at this meeting will be shared throughout the System. Board Member Erickson asked that a progress report on the Board's Strategic Directions be presented again next year, with other college activities showcased throughout the year as appropriate.

Board President Davis agreed that annual progress report on the Strategic Directions would be acceptable. However, if issues develop and things go off course, then the Board should be made aware of these at an earlier point in time.

System President Clancy thanked the Board for their input. He noted that the Progress Report will be sent to all partners as well as posting it on the System Office website.

G. August 11, 2009, Board Meeting

The next regularly scheduled meeting of the Board will be held at the System Office in Madison on Tuesday, August 11, 2009, beginning at 9:00 a.m.

There being no further business to come before the Board,

It was moved by Board Member Erickson, seconded by Board Member Tyler, that the June 23-24, 2009, Board meeting adjourn. Motion carried unanimously.

The meeting adjourned at 11:25 a.m.

Respectfully submitted,

Donna Jordan
Recording Secretary