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**Report to the Administrative Integration Steering Committee
November 21, 2006**

ACADEMIC AND PROGRAM COLLABORATIONS

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EXPLORING ACADEMIC AND PROGRAM COLLABORATIONS

Over the past several months UW-Extension and UW Colleges have engaged in a number of both formal and informal brainstorming efforts designed to surface and explore ideas for academic and programmatic collaboration. These efforts included two UW-Extension Deans/Directors Meetings (including at the first joint UW Colleges and UW-Extension Deans/Directors meeting), meetings of the UW-Extension University Committee and Faculty Senate, meetings of the UW-Extension Academic Staff Council, meetings with UW-Extension's Continuing Education Extension Council and the UW Colleges Senate Leadership Retreat. The most formal of these efforts was the discussion with the System-wide Extension Council, the group that most broadly represents the collaborative partnerships between UW-Extension and the other institutions across the UW System. A compilation of the exercise conducted with that group is attached (Attachment 1).

Marv also convened a meeting at the UW-Marathon County campus that included representatives of the faculty and staff at UW-Marathon County, local Cooperative Extension faculty and staff, representatives from Broadcasting and Media Innovations, and Continuing Education, Outreach and E-Learning for a general sharing of information about a number of initiatives that appeared to be emerging in Central Wisconsin and to further explore what collaboration at the regional level might yield in the way of programmatic opportunities. These are described below under the Central Wisconsin Initiatives heading. Since that meeting the efforts have moved forward and at least one additional possibility (described under the Service Learning heading) has been identified and is progressing.

At various meetings a number of ideas have arisen regarding the best way to promote programmatic collaborations:

- The organization of faculty/staff to faculty/staff dialogue to identify collaborative opportunities. This could be done regionally so that individuals could explore collaborations to meet regional needs.
- The formation of a website to promote collaboration. This website would be project- and interest-based so that faculty/staff could identify individuals within the two institutions who are working on similar issues.
- The development of grants which are joint projects between the two institutions built out from what was called the "Program Innovation Grants." As indicated below, several of the collaborative efforts reported here got assistance through that grant program.
- The development of a list of faculty/staff expertise to be shared across the two institutions and for possible use by WPR and Wisconsin Public Television.

The programmatic collaborations that appear to have the greatest potential are as follows:

THE ADULT STUDENT INITIATIVE

The primary integration effort continues to center around the Adult Student Initiative including the various activities that are a part of the overall effort as well as the formulation and continuing support for the jointly submitted budget proposal which requests \$2.6 million to underwrite aspects of the effort. This effort is a direct outgrowth of the cross-institutional subgroup formed by the Administrative Integration Steering Committee last year and incorporates the following activities in the overall effort. A summary of the recommendations from that group are included as Attachment 2.

Increasing Access to Degree Programs

As significant portion of the proposal is focused on support of additional associate degree curriculum revision by UW College faculty to accommodate the use of more accessible formats including shorter terms (five or eight-week face-to-face offerings) and the development of additional hybrid (combinations of on-line and face-to-face) courses. It also envisions efforts to extend the program offerings of the UW Colleges into underserved geographic areas across the state through the use of more accessible course formats and through collaborative arrangements with technical colleges and other partners in those underserved areas. Finally, it includes a request for resources to expand the number of baccalaureate degree completion programs offered by the UW System 4-year institutions offered in accessible formats, particularly via distance education, with an emphasis on making such programs broadly accessible with minimal, if any, time and place restrictions.

Strategic Program Development Initiative funds from the division of Continuing Education, Outreach and E-Learning and grant are being used to convert existing, higher-level courses to an online format to help students complete degrees. SPDI funding for the programs below are for three years. To date more than \$653,000 has been spent to fund courses in eight degree programs on seven UW campuses on high demand professions: Criminal Justice, Organizational Administration, Communicating Arts, Vocational and Technical Education, Early Childhood Education, Fire Science and Emergency Response Management, Human Services, and Project Management and Information Systems.

A number of accessible degree opportunities already exist and are offered by a number of UW institutions. A website was created to provide one place for students to access UW system courses being offered at a distance and/or non-traditional schedules. The website has information about accessible degree programs and more than 1,000 technology-rich, accessible courses.

<http://distancelearning.wisconsin.edu/>

Marketing and Outreach

UW Colleges and UW-Extension have worked together on marketing and promotion for the Adult Student Initiative. Recent market research indicates a target market of approximately 60,000 25-40 year-olds in Wisconsin who hold an Associate's Degree or a significant number of college credits who are interested in enrolling in a degree program within the next year. Collaborative marketing efforts to date have included development of a promotional logo (UWin) and comprehensive website (www.uwin.wisconsin.edu). The UWin website, set to launch in January 2007, will provide returning adult students with information about degree completion programs and services available throughout the University of Wisconsin System, funding options, and support services. The site is also set up to capture contact information on these students so they can receive regular contact through the emails, postcards and phone calls from recruiters. The UWin website also connects potential students with Wisconsin Careers, a resume and portfolio building tool. Mechanisms have been built to track students throughout the entire marketing process.

A UW System COBE (Committee on Baccalaureate Expansion) grant is also providing funding for individualized student recruitment. UW-Oshkosh, UW-Milwaukee, UW-Superior and UW-LaCrosse have provided names of former students who have not completed degrees. This group of about 8,000 persons will receive a personalized letter from UW System Kevin Reilly in January inviting them to consider re-enrolling and directing them to resources for further information on how to complete a degree. Assistance includes educational advisors who will actively reach out to help them enroll in a UW degree program of their choosing.

Statewide Advising Network

In order to provide enhanced access to academic advising the statewide advising network (SAN) will:

- Provide adult students who wish to pursue a baccalaureate degree with the academic advising support that they need in order to identify a program path from their current circumstances (time, place, and other barriers to participation, partial completion of degree work, etc.) to the completion of a baccalaureate degree.
- Enhance the existing adult advising capacity on the 13 campuses of the UW Colleges, the centralized access functions provided by UW-Extension in the HELP program and UW-Learning Innovations Learner Services as well as the local presence of Cooperative Extension.
- Place additional UW advisors specially trained to work with returning adults in their local community. A two-year pilot will place these additional advisors in three areas of the state – Waukesha, Marathon/Wood Counties and the Fox Valley – where there are a high number of potential adult students. Under the guidance and direction of a UWC/UWEX committee, advisors will be located on the UW College campus.

Three advisors for adult students in the Waukesha, Marshfield/ Wood Counties and Fox Valley areas were hired and will start January 1. Cooperative Extension and UW Colleges personnel from these geographic areas assisted with the interviews. The advisors will be supervised by UW HELP. An advisor training is scheduled for November 20-21 in Madison for about 60 advisors from throughout the UW system on how to advise adults, challenges for adult learners, etc. CAEL is working with Continuing Education, Outreach and E-Learning to develop the training materials and conduct the training.

Prior Learning Assessment Activities

If the UW System is to attract working adults, our campuses must develop the capacity to operate effective, best-in-class Prior Learning Assessment (PLA) programs. The Council for Adult and Experiential Learning (CAEL), a national non-profit leader in this field, has demonstrated through many years of research that PLA and transfer credit policies rank highly among adults as factors in university choice. Students with credits from PLA show somewhat higher levels of academic performance when compared to other students. Preparing for PLA enhances students' meta-cognitive skills – skills that are critical to the development of an educated and competitive workforce. UW-Extension is working with CAEL to hold workshops to inform campuses about PLA and eventually to train faculty and staff how to award credit for prior learning.

In the UW System, many options exist for granting students credit for prior learning. To build on this, during October 2006, about 120 people from all the UW System institutions and UW System Administration attended one of two PLA Summits held to orient them to the importance of PLA to adult learners as well as the many forms of PLA. The Summits were facilitated by Council on Adult and Experiential Learning colleagues. The next phase of PLA work will include regional workshops, to be conducted during January and February 2007, to prepare faculty and others in methods of assessing prior learning.

Presentations have been made in support of this program collaboration to the President's Staff, the Governor's Fiscal Analyst, the Provosts, and the UW System Staff. Please turn to Attachment 3 for materials that have been developed in support of this collaboration.

SERVICE LEARNING COLLABORATIONS

While both the UW Colleges and UW-Extension have strong connections to their local communities, each institution has particular assets to be brought to collaborative partnerships. A primary asset of the UW Colleges is the knowledge, skills and talents of the faculty, staff and students and their focus on learning experiences. This is not bound to a local campus; due to the organization of the Colleges and the inter-campus connections this encourages, faculty and staff often expand this network to other campuses as well. UW-Extension county faculty and staff offer in-depth knowledge of communities, including local needs and strengths, and established partnerships with individuals and agencies. UW-Extension faculty and staff also have a broad network of connections, both with other county offices

Many UW Colleges and UW-Extension faculty had already been involved in service-learning and community-based research well before our recent integrative efforts. To many of these faculty, such service-oriented activities simply made sense, whether or not we formally called it "service-learning." Within the UW Colleges, a recent survey showed that service-learning activities were taking place on every campus and in every department of the system, and that most of the activities had been ongoing for a number of years. Some faculty, such as Michael Nofz of UW-Fond du Lac, have stood out as leaders in service-learning in the UW Colleges.

For UW-Extension, service-learning had always been a cornerstone of programs such as Master Gardeners and was increasingly being integrated into 4-H Youth Development programming throughout the state. In 2004, a group of 4-H Youth Development county agents, led by extension specialist Sue Curtis, formed a Service-Learning Committee to enhance their individual work in service-learning. Since then, this committee has expanded to include representatives from throughout Cooperative Extension. It appears as though there is an opportunity now to expand the membership of the group so that it spans both institutions.

Since the news of the administrative integration of the UW Colleges and UW-Extension last year, the area of service-learning and community-based research has been explored as a potentially fruitful area for collaboration. Provost and Vice Chancellor of UW-Extension, Marv Van Kekerix; Associate Vice Chancellor for Academic Affairs for UW Colleges, Greg Lampe; former Assistant Vice Chancellor of UW-Extension, Pat Takemoto; Associate Outreach Specialist, Amy Hilgendorf; and AmeriCorps*VISTA volunteers, Chris Natynski and Lauren Hauser have led these efforts. Recent activities have focused on two primary areas: (1) developing and compiling service-learning and community-based research resources for UW Colleges and UW-Extension faculty and staff; and (2) piloting collaborative models throughout the state.

To provide UW-Extension faculty and staff with the information and resources needed to become involved in service-learning, the *Service-Learning at UW-Extension* (www.uwex.edu/service-learning) website was developed and launched in June 2006. A similar effort is underway to provide UW Colleges faculty and staff with the specific information and resources they require. Since May 2006, AmeriCorps*VISTA volunteers from UW-Fond du Lac, UW-Waukesha, and the UW Colleges and UW-Extension in Madison have worked to collect existing service-learning resources from UW Colleges faculty and staff, and to adapt additional resources for their uses. These resources include ready-to-use materials (e.g. forms and contracts), department- and campus-specific information, and actual service-

learning examples from other UW Colleges faculty. These resources will be made easily accessible on the UW Colleges Academic Affairs website and in hard-copy form.

With the belief that concrete examples are necessary to encourage UW Colleges and UW-Extension collaborations throughout the state, discussions have focused on developing pilot project(s). Locations throughout Wisconsin where UW Colleges campuses and UW-Extension offices exist in proximity were examined to house the pilot project. In order to warrant consideration the following conditions were identified: (1) expressions of interest from both UW Colleges and UW-Extension administration, faculty and staff in service-learning collaborations; and (2) high potential for the transfer of ideas and models to other sites, owing both to the types of projects to be developed and the characteristics of the site (e.g. type of student body served, mix of rural and urban communities). After many conversations with UW Colleges and UW-Extension administration and faculty, and a meeting in early October with representatives from both sides, UW-Marathon/UW-Extension Marathon County was selected as the pilot site. With plans to incorporate these collaborative activities into the new Institute for Public Service, this pilot project is expected to produce particularly promising results.

In addition, Chris Natynski and Lauren Hauser have been working with UW Colleges and UW-Extension faculty in the Fox Valley, Marinette and Washington County areas to help develop collaborative service-learning projects and to make connections across the two institutions.

PRE-COLLEGE/4-H YOUTH DEVELOPMENT

Pre-College Programming

One meeting has taken place regarding pre-college between the Director of 4-H Youth Development for UW-Extension and the Associate Vice Chancellor for the UW Colleges. Two ideas were discussed: 1) to propose to UW-Extension to pool all the money from across each of the UW-Extension divisions into a single pool of money that could be used to fund pre-college partnerships between UW-Extension faculty and staff and UW Colleges' faculty and staff across the state, and 2) to assign a person either in Extension or the Colleges to coordinate these efforts. A listing of the pre-college programs that are in action on the UW Colleges' campuses across the state was shared.

4-H Youth Development

The two people mentioned above have also met to discuss possible collaborations between the UW Colleges' campuses and 4-H Youth programs. Possibilities for collaboration included having 4-H meetings on the campuses, utilizing the talents of UW Colleges' faculty and staff for educational programming at 4-H Youth meetings and conferences, and sharing facilities (opening our campuses to 4-H Youth-related activities and making available 4-H assets (such as Upham Woods in the Wisconsin Dells to our faculty and staff) to UW Colleges personnel.

Both these ideas certainly warrant further exploration and attention.

CENTRAL WISCONSIN INITIATIVES

In August a number of faculty and staff from UW-Marathon County, Cooperative Extension, Outreach and E-Learning, and Broadcasting and Media Innovations were brought together to share information regarding a number initiatives that were taking place in the Wausau area and that involved various UW-Marathon County and UW-Extension individuals and units. A significant factor in the overall discussion was a technology utilization study that Steve Vedro had conducted in the spring that attempted to make an

assessment of the technology assets available at a number of Wisconsin locations including Wausau. The primary thrusts of that conversation were to share information and to begin to explore whether these projects should be linked in some new ways. The objective was to identify synergistic opportunities that spanned the various projects, each of which involves significant programmatic collaboration and the potential for even more.

The Dairyland State Academy and the Dairy Farmers Short Course

Over the past year or more there has been a series of collaborative efforts involving UW-Marathon County, Cooperative Extension, and Outreach and E-Learning focused on providing academic preparation and career paths for the dairy industry in Marathon and surrounding counties. This discussion is the result of local concerns regarding the loss of dairy farmers and, in particular, the lack of educational opportunity for people who are interested in becoming involved in the dairy industry and/or in developing their skills and knowledge as they evolve in their careers. A Dairyland State Academy Task Force was created and it proposed the creation of an educational program based upon a model program offered by Northeast Iowa Community College in collaboration with Iowa State University.

One of the external partners in this effort, Northcentral Technical College, is in the process of putting together a two-year curriculum to offer the Associate Degree that would be the foundation program. In offering this program, there may be a need to draw upon Cooperative Extension faculty to offer some of the specialty courses or to draw upon campus specialists at UW-Madison or other campuses of the UW System, as part of the programmatic collaboration.

An element of the Associate Degree Program being created is to combine work offered by Northcentral and UW-Marathon and to articulate it with the Baccalaureate Degree programming in agriculture offered by UW-River Falls. The goal is to make as much of the curriculum as possible accessible in Marathon County and to create a seamless path to the Baccalaureate degree. This desire moves the discussion toward the use of distance education and capitalizing on the combined resources and expertise of the UW Colleges and Outreach and E-Learning. The conversation is moving forward at the local level with significant involvement on the part of Jim Veninga and Whiz Beck of UW-Marathon County; Mike Wildeck, the head of the Cooperative Extension Office in Marathon County; and has also involved Tom Cadwallader, Cooperative Extension Agent in Lincoln and Marathon County as well as the Provost for UW-Extension.

In addition, Tom Cadwallader is moving forward with offering the School for Beginning Dairy Farmers in a distance education format in conjunction with Rick Daluge (UW-Madison, College of Agriculture and Life Sciences, Assistant Dean). The three sites selected for delivery include Madison, Reedsburg and Wausau (on the UW-Marathon County campus). The main thrust of this effort is to experiment with several forms of technology-supported delivery of educational content including compressed video, D2L, Wisline Web, etc. An integral part of the effort is an extensive student technology assessment and course evaluation. One of the faculty from UW-Marathon County, Katrina Becker (Sociology), is a graduate of the School and has agreed to conduct the assessment with assistance from Jason Messer (Outreach and E-Learning), who is also working with both Tom and Rick in terms of the course design overall. If this effort is successful, it should provide support not only for moving forward with additional offerings of the School for Beginning Dairy Farmers in a distance education format making it more widely accessible across the state, but it is also likely to have a direct impact on the willingness of both UW-River Falls and UW-Madison to offer additional courses in support of the articulation discussion noted above.

Affluenza and the University Channel

A second example of collaboration across the two institutions focuses experimentation with digital broadcasting and Wisconsin Public Televisions on-going exploration of a concept known as the University Channel. At UW-Marathon County, the primary focus of that effort is on the “Affluenza: Shared Reading—Shared Thoughts” project. In conjunction with a 2006-07 Program Innovation Fund grant entitled “Developing the ‘University Channel’ Concept,” UW Marathon County is capturing all public events throughout the academic year, the majority of which are components of the “Affluenza” project.

The primary collaborators in this project are Lisa Seale, UW-Marathon County faculty member, and Diane Koestke, Wisconsin Public Television. An important factor in securing additional funding support for this effort from the Wisconsin Humanities Council was the potential offered for reaching a statewide audience for speakers and events conducted on campus. By utilizing the video capture and distribution capabilities of digital television, “Affluenza” and other programming will be used as a means of exploring innovative, far-reaching ways of delivering university-generated content to a broad range of Wisconsin citizens. Drawing upon the technical expertise of Wisconsin Public Television the “Affluenza” programming is being archived and indexed so that it becomes permanently available for anyone to download via the internet and other media long after the events have been completed.

This collaboration should help amplify and articulate a compelling vision of how a university-licensed PTV station can serve audiences, develop valued content and extend both reach and impact at both the local and national level. To get a sense of the project you can access the website at <http://www.uwmc.uwc.edu/affluenza>.

OTHER COLLABORATIONS OF NOTE

Use of Datacasting Technology in Course Delivery

During the 2005-2006 academic year, Wisconsin Public Television and UW-Baraboo/Sauk County participated in a ground-breaking collaboration to create and adapt course materials for delivery via datacasting technology to student homes and campuses across Wisconsin. The primary collaborators were Tina Hauser, Digital Project Manager, Wisconsin Public Television; Nancy Soma, Assistant Professor of Spanish, UW-Baraboo/Sauk County; and Maureen Reilly, Outreach Program Manager, UW-Baraboo/Sauk County. The project brought together the technological expertise from Broadcasting and Media Innovations and the content and instructional expertise of UW Colleges faculty and staff.

Datacasting provides the ability to transmit digital content over television airwaves directly to individual computers. The goal of project was to test the ease of use and efficacy of datacasting as a delivery technology for course materials including rich media (which typically requires broadband access and which is often not available in rural areas of the state). The work of the project included the development of original video content for three courses, distribution of the needed receiving equipment to students, and the actual delivery of UW course materials via datacasting. The lessons learned in the project offer a platform for additional exploration and experimentation with the application of this relatively new technology.

It should be noted that the project was the subject of presentations at the UW Colleges Colloquium and at the recent Outreach Scholarship program. It represents one of the earliest utilizations of datacasting in an educational context. Its significance lies in the bringing together of instructional faculty and technology within a single institutional structure, something that has been a challenge in our previous institutional context. Previously, faculty in the UW Colleges did not have access to the sophisticated technology

utilized here, BAMI did not have direct access to instructional faculty. This is an example of a new opportunity for both institutions as we continue to explore the potential use of new and emerging technologies to promote greater access and to reach previously underserved audiences. It too was supported through a Program Innovation Fund Grant.

“Get Acquainted” Activities

A consistent theme expressed in the various conversations about exploring programmatic collaborations is the need to develop a broader and deeper understanding across the two institutions as a basis for collaboration. To that end, a significant number of “get acquainted” activities and events have taken place with the focus on increasing the level of mutual understanding. Some have involved Cooperative Extension District level meetings that have been held on UW College campuses, others have involved more focused events (a program focused on service learning at UW-Fond du Lac, for example.) A good sense of the nature of these various discussions is provided in Attachment 3 entitled “Exploring Cooperative Extension and UW Colleges Collaborations” which reflects the content of a teleconference in which Cooperative Extension faculty and staff shared information about the various collaborations that are taking place currently.

Professional Development Collaborations

The Leadership Academy, formerly known as the Extension Administrative Leadership Academy, is a multi-faceted professional development program designed to broadly familiarize participants with both UW Colleges and UW-Extension and to build leadership capacity across both institutions. The program has been redesigned to incorporate topics and areas of interest across both UW-Extension and UW Colleges. In preparation for the formulation of the next class, nominations for participants were sought from both institutions. The members have been selected and the first meeting of the group will take place in January of 2007. During the past year, Professional Development opportunities in area of Multi-cultural Training, Program Evaluation, and Fund Raising were also provided.

Joint Academic Governance

There also has been forward movement in regard to exploring the potential for joint governance between the faculties and academic staffs in the UW Colleges and UW-Extension. Within the past two months the following has taken place:

- Both the UW-Extension Academic Staff Council and the UW-Extension Faculty Senate have passed resolutions proposing a 6 person Faculty/Staff/Administration Work Group to be jointly formed with UW Colleges counterpart organizations.
- The UW Colleges Senate passed guidelines for the Work Group.
- The last meeting of the UW Colleges Senate leadership was attended by a representatives of the UW-Extension Faculty Senate and the UW-Extension Academic Staff Council to discuss governance and possible programmatic collaborations.

At this point, the respective governance groups have approved moving forward with the naming of a 12 person group to begin the exploration of the potential for joint governance. The next step will take place in December with the selection of the final two UW-Extension faculty participants for the Joint Governance Work Group.

CONCLUSION

As we believe this report indicates, a considerable amount of programmatic and other collaboration is taking place across the two institutions. We need to continue finding additional opportunities for

administration, faculty and staff from both institutions to expand mutual understanding and to identify potentially beneficial programmatic and other collaborations.

Another conclusion, given the activity surrounding Central Wisconsin, suggests the need to explore more fully regional approaches to programmatic collaboration. Finally, it would appear there is an opportunity to support promising collaborations through the judicious use of the Program Innovation Fund by soliciting proposals focused on cross institutional efforts in areas such as service learning, precollege/youth development, technology assessment and other areas. In the meantime, the primary programmatic collaboration remains concentrated on the Adult Student Initiative.

File: CollaborationsReport112106

Attachment 1

**Systemwide Extension Council Meeting
September 13, 2006
Notes from Brainstorming Session**

Members were asked to think about and provide advice on possible/potential areas for cooperation and collaboration for joint programming for UW Colleges and UW-Extension. Extension of collaborations to include SEC member institutions should also be considered.

Can do 2 years on online and need to market this and then tag into certificate programs like Child care

Market what it has better

Work with informal groups

Independent Learning – has over 200 online courses – these do not now carry credit but could with UWC work. Will help with financial aid. Need to be attached to a degree program.

Co-teaching in communities with faculty and community member.

Have Extension faculty work with Colleges faculty

Research opportunities for faculty

Qualitative research – 5 counties in Southern District with UW-Whitewater to do research on Latino needs. UWEX & UWC have the content and UW-Whitewater has the research expertise

Independent study – internships and service-learning – UWEX & UWC.

- UWC gives credit;
- UWEX gives access;
- UWC & UWEX give students

We need to share information with ourselves as well as externally.

School for Workers has specific classes that could be part of certificates offered by UWC and other UW institutions.

School for Workers has great access into labor sites and actual workers in range of occupations and issues. We're rich and want to share!

Work with SHRM to help management know more about labor.

Share speakers, marketing, grant funding/seeking through UWEX-UWC-UW-school alliance (example with UW-Superior and NW Wisconsin Network)

Grant funding – Feds want to see community part and UWEX & UWC can show that!

Counties have many resources – model to access & network with a campus representative, a coop representative, and a community representative. Can address key community issues to harness county resources.

Work with Baby Boomers who are looking for ideas and information but not for degrees.

Tap into community associations

Aging population – UWEC & UWC needs to look at serving them – focus beyond traditional aged population.

There are many programs that work with over 55ers and we need to SHARE INFO BETTER!

Why focus on new ideas when we already all do many things – we need to share better with what we have.

Need a clearinghouse for current programs and look at breadth and depth of what is being done!

UWEX has a way to find people all over state – we (UWC) need something like this. –could have an issues based program with resources under it.

Could have a Registry organizing projects and programs.

SEC meeting act as a clearinghouse but ideas can get lost – can info be shared on a web site! People, ideas, resources, programs.

Combine professional development activities (across institutions) and invite widely to these activities.

Colleges with Family, Coop and OEL all work with youth, they could work together

Share students across institution to build on meeting student needs and not just institution needs.

Look at sub-group populations to more closely target specific groups.

Set up a WIKI (electronic information web site) and people can add stuff – later it is organized like Wikipedia.

Organize lunch meetings at campuses and offices so people can share ideas and get to know each other.

Use our facilities to serve as meeting place for different community groups and thus be a service to community and better link to them!

Extend community beyond boundaries (of county or campus) – offer event in community outside your office.

Work with families and young children to help kids come to school healthy and become good workers for the future.

We are all natural recruiters for the UW System and we need to do this more. Work together; communicate how we work together; how we affect access

4-legged chair – where are/is the technical colleges and where they fit in.

Advice has to support local/region/state involvement and choice. Use natural relationship.

Need to better train ourselves about ourselves.

- Professional development;
- getting oriented re our position in the UW System (UW System, 4-years, tech colleges)
- mentoring;
- Leadership Academy

UW System is there and don't recreate what is there and don't leave out 4-years!

Why always talk about UWC & UWEX; can we talk about us vs. we and them; hear one name.

Set up statewide institutes or centers that are topically based. Could be virtual centers.

Examples:

- Special institutes on poverty,
- young people,
- Milwaukee,
- working with African Americans,
- pensions ,
- retirement

To share ideas and processes and coordinating programming. Have had institute on poverty and use as an example.

Invite local and state government officials to the joint event and institute to showcase the good things we are doing to help market to legislature.

Use BadgerNet – in local high schools as means to share programming electronically.

Help UWC instructors think of how joint programming helps meet needs of faculty and helps use existing things not new things.

Talked about legs of stool – (3,4, 5...) but need to focus on who is sitting on the stool

Interest + expertise (drawn on statewide resources) + community needs = Happy collection of people.

Get profiles of learners at UWC and UWEX and use this as base to develop programming.

Learners are us.

Vertical integration – can students move logically from one to another.

Attachment 2

Increasing Baccalaureate Degree Work Group Recommendations

1. Identify/Locate Potential Students

- a. Three studies have been completed that provide demographic information regarding potential markets for the UW Colleges and UW-Extension.
- b. Work with comprehensive campuses that have identified niche
- c. UW Colleges can provide complete lists of all students who earned associate degrees through the Colleges

2. Recruit/Advise/Prior Learning Assessment

- a. UW-Extension and UW Colleges should lead an aggressive, statewide informational campaign to stimulate awareness and promote interest in higher education.
- b. UW Help and UW Colleges Online will continue to provide toll-free phone advising, e-mail advising, the Help Online Web site, and electronic application for admission.
- c. The UW System needs to move into the mainstream of use of prior learning assessment (PLA)

3. Enroll/Support Students

- a. The UW Colleges will continue to employ a liberal admission criterion,
- b. The full range of academic support services will continue to be available both face-to-face and online through the UW Colleges and UW-Extension.
- c. UW Colleges and UW-Extension personnel will work collaboratively to assist students

4. Develop Programs/AA&S/BA/BS

- a. Enhance the ability of students to access the UW Colleges AA&S degree and general education core courses
- b. Expand the number of accessible baccalaureate degrees available statewide
- b. The UW Colleges, as a degree-granting institution, will put into place a 2+1+1 model.
- c. Additional UW-Colleges 2+1+1 and 2+2 models

5. Delivery

- a. The UW Colleges and UW-Extension will play a leadership role in the development of alternative delivery formats.
- b. The UW Colleges and UW-Extension will play a leadership role in the development of accelerated and convenient schedule structures.
- c. The UW Colleges and UW-Extension will take into account learning styles of generational market segments

6. Assessment

- a. UW Colleges will engage students in long-term longitudinal studies.
- b. Measure the increase in baccalaureate degree.
- c. Studies by the UW Colleges and UW-Extension will be conducted to identify emerging and unmet needs.



ADULT STUDENT INITIATIVE (ASI)

A Growth Agenda for Wisconsin

Access • Affordability • Growth

Need

Wisconsin's per capita personal income is below the national average and considerably lower than that of neighboring states. Wisconsin must create significantly more high-paying employment opportunities within the state's economy and the workforce must possess high levels of education to obtain these jobs. The percentage of Wisconsin's population 25 and older with at least a baccalaureate degree is markedly below that of Minnesota and Illinois. Any improvement in these statistics is presently limited by the small percentage of working-age adults enrolled in college-level education and a declining number of high school graduates. ASI is designed to counteract this trend by increasing the number of adult, non-traditional students who are working toward and obtaining baccalaureate degrees. UW-Extension/UW Colleges is working in collaboration with all the UW campuses to implement ASI.

Wisconsin resident interest

Approximately 1.2 million Wisconsin working adults age 20-45 have completed some college courses but not earned an Associate's or Bachelor's Degree. A recent UW-Extension study indicates 60,000 of these adults are very interested in enrolling in a degree program within the next year. This population is generally place bound. This age range is commonly referred to as a combination of Generation X and Y and is characterized as being very comfortable using technology.

Creating awareness among adults

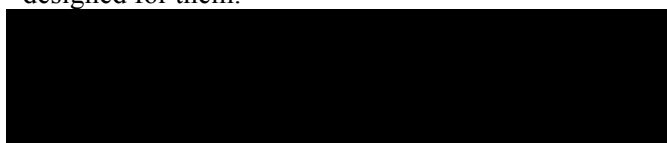
A messaging campaign—**UWin**—will attract past UW System and other Wisconsin non-degree completers to the UW System to complete their degrees. These returning adult students will be reached through a mix of direct mail print pieces—including from UW System President Kevin Reilly, online marketing through a new web site and internet keyword campaign, radio advertising, billboards, signs in sports arenas, and other means. Key messaging points:

- The University of Wisconsin provides a 'high quality' education with convenient, flexible options, and a wide variety of degree options.
- **UWin** enables adults who have been unable to complete their baccalaureate to earn a valuable career-oriented degree whenever, wherever, and in whatever learning format is convenient for them.

Advising learners

Adult learners who wish to complete a degree have particular needs and concerns that are being addressed by the current UW Statewide Advising Network and additional UW advisors specially trained to actively reach out to and work with returning adults in their local community. A two-year pilot will place these additional advisors in three areas of the state – Waukesha, Marathon/Wood Counties and the Fox Valley – where there are a high number of potential adult students. Advisors will be located on or near UW College campuses or Cooperative Extension offices. The Council on Adult and Experiential Learning is facilitating a two-day training hosted by UW-Extension for UW System Adult Student Advisors and others.

A website, **UWin.wisconsin.edu** (active January 2007), will be a one-stop site for adult students to learn about all the enrollment processes, degree programs, and services designed for them.



Degree opportunities

A number of accessible degree opportunities already exist and are offered by a number of UW institutions. New accessible degree programs are being added at the rate of 3-5 per year, with 8 currently being developed in online and/or hybrid formats. Grant funds are available to assist institutions to do this. Priority academic areas include Business, Health and Human Services, Education, and other identifiable, Wisconsin-specific, high demand, target markets. The following website has information about accessible degree programs and more than 1,000 technology-rich, accessible courses.

<http://distancelearning.wisconsin.edu/>

Credit for prior learning

If the UW System is to attract working adults, our campuses must develop the capacity to operate effective, best-in-class Prior Learning Assessment (PLA) programs. The Council for Adult and Experiential Learning (CAEL), a national non-profit leader in this field, has demonstrated through many years of research that PLA and transfer credit policies rank high among adults as factors in university choice. Students with credits from PLA show somewhat higher levels of academic performance when compared to other students. Preparing for PLA enhances students' self-reflection and cognitive skills – skills that are critical to the development of an educated and competitive workforce. UW-Extension held workshops with CAEL to inform campuses about PLA and will train faculty and staff how to award credit for prior learning.

ASI funding

Initial one-time funding is providing a limited start-up of the initiative through reallocated resources of the UW-Extension and the UW Colleges. The UW System 2007-2009 Budget Request includes an ASI \$2.6 million DIN. A major portion of DIN funding will be allocated to campuses active in the ASI initiative. Tuition and fee revenues from students will provide further funding. All tuition will be retained by the respective campuses.

Benefits to UW campuses

Campuses will benefit from ASI in several ways.

- The statewide **UWin** marketing campaign and distancelearning.wisconsin.edu will provide increased visibility of their campuses working to meet the needs of working adult students.
- New adult students will increase enrollment and generate new tuition dollars.
- We anticipate that these motivated adult students will generate higher course retention rates and degree completion rates, thereby raising campus overall rates.
- These degree completers will then move on to become part of the campus alumni, and a new target for development efforts. Research shows that returning adult learners are some of the biggest campus boosters and fund givers.

Long-term vision

Within 3-5 years, ASI is envisioned as competing globally with major public higher education consortia such as Maryland Online or SUNY Learning Network and for-profits such as University of Phoenix or Capella University. It is projected that two-thirds of participants will be Wisconsin residents. Based on data from existing consortia nationally, representing about 200 campuses, we project a long-term potential for approximately 1,000 adults enrolled annually at each institution active in ASI.

For more information

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Exploring Cooperative Extension and UW Colleges Collaborations

September 11, 2006 Teleconference

Participants: Karen Dickrell, Joann Hinz, Pamela Hobson, Marcia Jante, Steve Kohlstedt, Dave Such, Dan Wilson, Pamela Seelman and Yvonne Horton.

Colleagues shared examples of how a relationship between UW-Extension and UW Colleges has added value to the citizens of Wisconsin. We will continue the dialogue to share best practices for collaborating.

Discussion also occurred around a philosophical approach that would encourage Cooperative Extension and UW Colleges collaborating. It is important to note that the most successful relationships are naturally occurring at the local level, because these relationships take into account community needs, the capabilities of the 2-year college campuses and the capabilities of the county Extension offices. For these reasons, administration should encourage but not dictate collaborations.

Examples of Successful Collaborations:

UW-Barron County

We have a cross-institutional multiculturalism grant that we are pursuing right now between the Northern District and Western District and UW-Barron. It has several components.

We had a social getting-to-know-each-other with the same groups and a joint educational program on the Price of Government that was held at UW-Barron.

We have a Getting-Ready-for-College transition grant between Washburn County Extension, UW-Barron and UW-Stout.

UW-Fond du Lac

Fond du Lac County Extension is located on site, and Nan Baumgartner is the office department head.

Service Learning Project where UW-FDL students teach weather & climate sessions at an After-School program; Gail Roberts, contact.

GPS Project where 4-H youth learn new technology while plotting vegetation on the campus; Gail Roberts, contact.

UW-Fox Valley

Community Garden on site with multi-partnerships, including the Mosaic of Languages and Plants Garden project (Chancellor's grant); Susan Richardson has been a leader in the

project, and she and Karen Dickrell are contact people.

Non-profit workshops held with approximately 40 different Fox Valley non-profits attending each workshop (e.g. Literacy Coalition, LEAVEN, Emergency Shelter, ADVOCAP, Humane Society, Hmong-American Partnership, etc). Extension collaborated with United Way Fox Cities, UW-Fox Continuing Education; Catherine Neiswender, contact.

Local Cooperative Extension offices and the College share meeting locations. Both organizations also supported the Grandparent's University. Local Cooperative Extension offices provide service learning opportunities.

UW-Manitowoc

Diversity Circles Project is a collaboration with Manitowoc County Extension with UW-Manitowoc providing office space for the Diversity Circle Coordinator (Chancellor's grant); Faye Malek is the contact.

UW-Marinette

AODA/Health Awareness Day brought students from Oconto and Marinette on the UW-Marinette campus; Wally Hitt is the contact.

UW-Richland County

Cooperative Extension offers a Business Marketing program with students, also working with various units of government and Chambers of Commerce. The Richland County Cooperative Extension office offers UW-Richland County students opportunities for "real world situations."

The First Impressions Program provides UW-Richland County students with opportunities to provide first impressions of area communities.

Cooperative Extension and Colleges colleagues offer co-presentations.

Because the Cooperative Extension office is on the UW-Richland County campus, colleagues get to know each other and create new collaborations through a social atmosphere on campus.

County 4-H programs work with college professors in the areas of poetry and creative writing.

UW-Sheboygan

Tim Talen, 4-H Arts and Communications Extension Specialist is housed at UW-Sheboygan. Tim received a Chancellor's grant to work with UW-Sheboygan on an event to bring 7th and 8th grade students to UW-Sheboygan to meet Hispanic community members. Cooperative Extension offers service learning opportunities. Specifically, students worked with Smart Growth Surveys, gave presentations and provided outreach. Cooperative Extension is in a position to help Colleges make local connections.

UW-Washington County

Strategic Planning for college conducted by Dan Wilson and also Workshop Series for Nonprofits was held at UWWC with partners including the Volunteer Center, United Way and UWEX Continuing Education.

Youth Leadership Academy conducted by Kandi O'Neil and Gail Roberts (Kandi current contact).

Youth Money Smart College annual event coordinated by Marma McIntee, teaching youth and their parents and involving local banks and UWEX Continuing Education.

Cooperative Extension offered independent study and service learning opportunities for UW-Washington students through the Washington County Cooperative Extension office.

Cooperative Extension Biotechnology Specialist Tom Zinnen spoke to the Science and Math Club of the Science Exploration Station presentation of UW-Washington County on Wednesday, October 18.

UW-Waukesha County

We offer an e-mentor program with college freshman. They have developed a pilot program to match adults with incoming freshman to provide them with support and encouragement through e-mail. Our office staff and the board from their Waukesha Alumni Foundation are serving as the adults.

We have been working with UW-Waukesha County staff from the world languages department. She is assisting us in developing our curriculum for the QC Latino Project. This is a cultural awareness training and assimilation about the Latino population. It will be targeted to Extension employees, decision makers and for agency staff that work with the Latino population.

Last year our neighborhood youth participated in their College for Kids summer program. Youth also participated in a Latino Dance Series taught on campus.