TECHNICAL COLLEGE TRANSFER STUDENTS AT UW-STOUT:

A DESCRIPTION AND STUDY OF CHANGE

By

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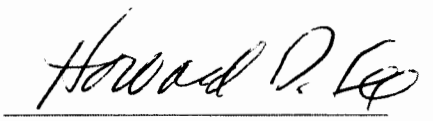

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ABSTRACT

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This study investigated problems associated with articulation and transfer process. It examined alternative information needed to facilitate and improve articulation and transfer process between Wisconsin Technical Colleges and the University of Wisconsin-Stout.

Two sets of questions were addressed; namely, the research questions and the demographic questions. Demographic questions gathered personal information from respondents, while research questions identified factors that influence respondents' educational choices and their perceptions about Stout's articulation and transfer policies.

Several significant findings were made. The number of respondents asserting that, the quality of technical/professional education was better at Stout dropped from 47% in 1991 to 35%

in 2004. The 1991 study also found that, quality of technical/professional education at Stout had depreciated from the 1981 standard.

More women than men transferred to UW-Stout from Wisconsin Technical Colleges than they did in 1991. While the percentage of male transfers dropped from 66% in 1991 to 48% of the total in 2004, the percentage of female transfers rose from 34% in 1991 to 52% of the total in 2004. The study found this difference to be a statistically significant.

Technical college transfers worked more full time jobs and more part time hours in 2004 than they did in 1991. The percentage of the total number of transfers that never worked dropped from 37% in 1991 to 25% in 2004. More transfers, 27% in 2004 as compared to 12.5% in 1991, made their decisions to attend a four year college while still in high schools.

Other significant findings included transfer of credits; 50.3% of all respondents in 2004 transferred 41 or more credits as compared to 37% of the total in 1991. Though, the number of transfers that were 36-40 years old rose from 5.7% in 1991 to 11% in 2004, the percentage of the 21-23 year-old transfers remained the largest group of technical college transfers to the University of Wisconsin-Stout with 42.5% in 2004 as compared to 40.3% of the total in 1991.

Given a second opportunity to start life afresh, 61.1% of the total respondents in 2004 would still attend a technical college as compared to 47.5% in 1991. The number that would not attend a technical college on a second chance dropped from 36.2% in 1991 to 19.3% in 2004. The study found that these differences were statistically significant.

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Chapter I: Introduction

Joliet Junior College, Joliet Illinois, became the first Community College to be established in the United States in1901 by Rainey Harper and Stanley Brown (History of Joliet Junior College, 2004). The college had a dual mission, namely, to "academically parallel the first two years of a four-year college or university" and to "accommodate students who desired to remain within the community and still pursue college education" (History of Joliet Junior College, 2004).

Beside the account established by Joliet Junior College, other historical accounts attest to the similar conclusion that, the historical framework of the community college system excluded vocational and technical education. According to Baack (2004), the mission of the community college was to "place post-high school education within reach of more students, at the same time relieving the pressure on universities to accept more freshmen". Townsend (2001) noted that, it was established so that students planning on transferring to a four-year college would enroll in the transfer program and receive the AA Degree. Since the idea of terminal vocational degrees that prepare people for workforce employment, such as Associate of Science (AS) degree and the Associate of Applied Science (AAS) degree did not exist at the time, community college system was essentially a transfer function.

As courses related to technical careers became common and universities were increasingly held responsible for training new entrants for the professions in the 1800s (Palmer, 1999), vocational/technical programs that were not part of the community college framework were developed, and students enrolled, graduated, and subsequently transferred to four-year colleges and universities (Berkner, Horn & Clune, 2000).

According to the National Center for Education Statistics, the total number of Associate Degrees conferred at public community colleges in 1999/2000 academic year was 411,633. Majority of these degrees were awarded in the following fields, in this order (Digest of Education Statistics 1990-2003):

- Liberal arts and sciences, general studies
- Business management and administrative services
- Health professions and related fields
- Engineering related technologies
- Computer and information sciences

Wisconsin became the first state to establish state support for career and technical education in 1911 (Chapter 616, Laws of 1911); Cities were permitted to operate trade schools (Chapter 122, laws of 1907), and to establish technical schools or colleges under the control of either the school board or a special board (Chapter 344). The federal Vocational Education Act of 1963; Chapter 51, Laws of 1961, authorized offering of associate degrees for 2-year technical courses; Chapter 292, laws of 1965, established vocational, technical and adult education (VTAE) districts, and the authorization of college transfer programs in Madison, Milwaukee and Rhinelander, all culminated to a properly organized vocational postsecondary system now called Wisconsin Technical College System (WTCS) (Kenney, 2003).

Today, the Wisconsin Technical College System serves more than 453,000 students in 16 districts, on 47 campuses (Roe, 2002), and produces 18,000 graduates annually (Lyall, 2003). Of the more than 453, 000 students served by the WTCS, 80% are enrolled in occupational career training programs; less than 1% are enrolled in a vocational programs, and 11,000 are reverse transfers (individuals with bachelor's degrees who enroll in technical college programs), and

many thousands more in other courses (Minutes of Meeting, April 6, 2000). In addition to providing a variety of distance learning opportunities and customized training and technical assistance to Wisconsin's business and industry community, WTCS offers two-year associate degrees, one and two-year technical diplomas and short-term technical diplomas in more than 300 career and technical training programs,
(http://www.witc.edu/news/district/2000/state_grants.htm)

Wisconsin Technical College System Board (WTCSB) has established joint advisory committees with the University of Wisconsin System (UWS) in order to ensure cooperative arrangements in all areas of higher education and to open up communication channels between the two systems. Currently, there are three advisory committees, namely:

- The Joint Administrative Committee on Continuing Education - provides a vehicle for dialogue in order to ensure efficient delivery of educational services and maximizes areas of cooperation between the two systems.
- The Joint Administrative Committee on Academic Programs - is a liaison committee serving as a vehicle to provide intersystem planning coordination between the two systems of higher education.
- The Joint Committee on Facilities - explores ways of sharing and utilizing campuses (http://www.wtcsystem.org/Board/background.htm).

Under the auspices of the Menomonie Public Schools, the University of Wisconsin-Stout was initially established in 1891 as Stout Manual Training Schools. For various reasons, the school underwent several name changes before it finally became University of Wisconsin-Stout in 1971 when Wisconsin State Universities and the University of Wisconsin campuses merged to form the University of Wisconsin System (UWS). Upon the merger, UW-Stout was designated by the

Board of Regents as a special mission university in the UW System. By virtue of that designation, it was to offer focused programs "related to professional careers in industry, technology, home economics, applied art and the helping professions" (http://www.uwstout.edu/history/).

As a technical university and member of the University of Wisconsin System, UW-Stout has a substantial interest in the issues discussed by the joint advisory committees set up by the UWS and the WTCS. Currently, one of the contentious issues being discussed by the Joint Administrative Committee on Academic Program is the transfer of Occupational/Technical Courses from the Wisconsin Technical College System to the University of Wisconsin System (See Appendix C and D).

Transfer of vocational/technical students from WTCS to UW-Stout has been a research topic at the University of Wisconsin-Stout in 1982 and 1992 (Bauer, 1992). In his1992 study, Bauer investigated problems associated with articulation and transfer process, and what information administrators at UW-Stout and WTCS needed to facilitate articulation between Wisconsin Technical Colleges and the University. This study is a replication of Bauer's work, to determine whether the transfer problems identified by Bauer have been resolved and to what extent the process has improved between 1992 and 2004.

Statement of the Problem

Institutions of higher learning need information for planning purposes. Understanding the motivation of students who transfer and their satisfaction (or dissatisfaction) with the transfer process is very important. Universities are trying to become more consumer oriented in their practices. The more information the institution has regarding its students' needs, the more likely they are, to change current practices.

Purpose of the Study

The purpose of this study was to obtain information from transfer students that would aid administrators at UW-Stout and the Wisconsin Technical Colleges in facilitating articulation between technical colleges and the University. An additional purpose was to gather information that could be used in tailoring programs that would better meet the needs of transfer students.

Research Questions

Besides gathering demographic information from transfer students, this study addressed the following questions:

1. At what point did they decide to attend UW-Stout?
2. Why did they start their post-secondary education at a technical college?
3. Why did they decide to attend a four year college?
4. What factors influenced their decision to attend UW-Stout?
5. To what extent is their major at Stout related to their program at technical college?
6. To what extent did they receive credits for their technical college courses?
7. What are their plans after leaving Stout?
8. How do they rate the quality of their general education and professional/technical classes at Stout compared to those at technical college?
9. How do they rate the difficulty level of their general education and professional/technical classes at Stout compared to those at technical college?
10. How does their performance at UW-Stout compare with their performance at technical college?
11. If they could start all over, would they attend a technical college?
12. Do they have any suggestions relating to the transfer process at Stout?

The findings of this research will be compared to those of a previous study conducted by Bauer in 1992 to determine if any significant changes in articulation and transfer process have occurred between UW-Stout and WTCS in the past 12 years.

Significance of the Problem

With the rising costs of higher education in Wisconsin for both students and the State, all avenues for attaining the best education must be investigated. Facilitating articulation between technical colleges and the UW System is one avenue that would greatly benefit all. The mission and purpose of the Wisconsin Technical College System is not only to provide vocational and technical skills, but to cooperate with other educational institutions to provide a collegiate transfer program (Agency Strategic Plan, 1987).

The study is a replication of the work conducted by Bauer (1992), so the data on transfer students needs to be updated and compared to the data in the previous study. Though, UW-Stout has existing articulation agreements with some technical colleges, the findings of this study will aid administrators at both institutional levels to develop or refine programs that will improve the articulation process.

Limitations of the Study

Respondents were only transfer students from Wisconsin Technical Colleges who enrolled at UW-Stout during the 2004/2005 academic year. Based on the geographical location of respondents, it would be assumed that, respondents had middle to high family incomes per year, and their racial mix was predominately white. Therefore, the findings of this study cannot be properly generalized.

Assumptions

First assumption: The first assumption was that, the list of names and current addresses of technical college transfer students enrolled at Stout during the 2004/2005 academic year made available to the researcher was accurate.

Second assumption: The second assumption was that, the data from the 1992 study made available to the researcher was accurate.

Third assumption: The third assumption was that, the sample in the 1992 study was representative of the career and Technical Education (CTE) transfer students enrolled at UW-Stout and that the sample in the 2004-2005 was also representative of the current population of the CTE Transfer students.

The fourth assumption: The fourth assumption was that, list of questions investigated in the 1992 study, made available to the researcher was accurate.

Definition of Terms

For the purpose of this study, the following terms were used as defined:

Articulation. "Refers to systematic efforts, processes or services intended to ensure educational continuity and to facilitate orderly unobstructed progress between levels of segments of institutions on a statewide, regional, or institution-to-institution basis" (Bender, 1990). It is "the totality of services for students transferring throughout higher education, and transfer depicts the formulas developed to exchange credits, courses, and curriculums" (Tobolowsky, 1998).

Transfer. "The movement of a student from a community college to a four-year institution. In addition, transferability encompasses courses that are taken at a two-year college and accepted for credit at a four-year institution" (Tobolowsky, 1998).

Transfer Student. "A two year college student who transfers to a four year college or university during or at the completion of or her two-year college course. The term is used in studies of the success of transfer students as opposed to native students" (Good, 1973).

Methodology

This study employed descriptive survey method for data gathering, and comparative method for data analysis. Details of the methodology are further discussed in Chapter Three.

Chapter II: Review of Literature

Introduction

As stated earlier in Chapter One, the purpose of this study was to obtain information from transfer students that would aid administrators at UW-Stout and the Wisconsin Technical Colleges in facilitating articulation between technical colleges and the University. For that reason, this literature review concentrated heavily on analysis of researches, theories, and observations that have already been made in connection with transfer of vocational/technical courses to four year colleges and universities.

Community college education in the United States has its roots from three distinct forces, namely, the pressure from communities for education that included occupational training beyond high school, the pressure to extend the concept of free public education to grades 13 and 14, and the pressure from presidents of prestigious universities, such as the University of Michigan, the University of Chicago, and Stanford University to concentrate on the last two years of undergraduate work in which students began to specialize in disciplines, graduate education and research work (Baack, 2004).

These forces culminated to the establishment of Joliet Junior College in 1901 by William Rainey Harper, President of the University of Chicago and Stanley Brown, Superintendent of Joliet Township High School (History of Joliet Junior College, 2004). Though there had always been a movement for inclusion of occupational education in the main stream and higher education system (Baack, 2004), which was supported by the Morrill Act of 1862, known as the Land Grant Act, and the Morrill Act of 1890 (Scott, et al, 2001), the primary emphasis and mission of the early community colleges excluded technical and vocational education (Townsend (2001).

As several domestic and international spasmodic events such as the Great Depression, World War II, the maturing of the Baby Boom Generation, the immigration explosion, amongst others unfolded, the need for expanded government programs arose. Some of these programs such as the G. I. Bill of 1944, the Truman Commission of 1947, amongst others, directly impacted community colleges in terms of proliferation and program development in areas (e.g. career and technical education) which hitherto were excluded from community college framework (Chase & Halder, 2004).

Community college proliferation reached its height at one community college per week on average during1960s and early 1970s, and resulted to an increase of 930 percent in public community college enrollments from 1960 to 1972 as compared to 220 percent for all of higher education in the same period of time (Baack, 2004). According to the National Center for Education Statistics (NCES), there were 1655 community colleges in the United States in 2001, of these, 1,047 were public institutions and 415 were private, (Digest of Education Statistics, 2001). In the fall of 1999, students' enrollment in public institutions showed that, 47% of the total enrollment was in community colleges, and the total enrollment at both public and private community colleges was slightly over 5,590,000 students (Digest of Education Statistics, 2001).

As community colleges proliferated and expanded their programs, the mission of the community college correspondingly expanded from its original intent to the standard stipulated by the Smith-Hughes' Act of 1917. For example, in 1922, the American Association of Junior Colleges (AAJC) argued that, the junior college, was "an institution offering two years of instruction of strictly collegiate grade" (Baack, 2004). But in 1925, the Association modified that definition to include the concept that, "the junior college may, and is likely to, develop a different type of curriculum suited to the larger and ever-changing civic, social, religious, and

vocational needs of the entire community in which the college is located. It is understood that in this case; also, the work offered shall be on a level appropriate for high school graduates" (Baack, 2004).

Following these expansions and modifications was the introduction of terminal vocational degree programs, not originally included in the community college framework, namely, the Associate of Applied Science (AAS). Students in applied or terminal degree programs were not expected to transfer to a four-year college (Townsend, 2001). They were trained for immediate manpower needs, but "by 1980, a greater percentage of students who had completed community college vocational/technical training were transferring to four-year institutions than those who had completed designated collegiate programs" (Baack, 2004). This observation was similarly noted by Bernstein (1986), Cohen et al (1994), and Striplin (2000).

Transfer of Vocational/Technical Courses

In a recent research conducted on transferability of vocational/technical courses from 26 California community colleges to California State University (CSU) System and the University of California (UC) System, Striplin (2000) found that, in 1998, 72.6% of the students with AAS Degrees in vocational/technical courses transferred to the CSU System and 26.75% transferred to the UC System.

But a similar study conducted between 1996 and 2000 by Oregon University System (OUS) and Oregon Department of Community Colleges and Workforce Development, found that, the percentage of AA Degree holders transferring to the university the year after graduation was 52%; for the AS Degree, it ranged from 42.1% to 52.4%; and for the AAS Degree, the range was between 5.1% and 6.6% over the five year period of the study (Arnold, 2002).

While the Oregon research did not support the thesis expounded by Baack (2004) and others that, "a greater percentage of students who had completed community college vocational/technical training were transferring to four-year institutions than those who had completed designated collegiate programs", it showed that, vocational/technical students were indeed transferring to universities and four-year colleges with AAS degrees.

In Illinois, the study of vocational/technical students transferring from Illinois community colleges to 12 Illinois public universities, 14 private Illinois institutions, and 43 public and private out-of-state institutions between fall 1990 and spring 1995, found that, a total of 12.1% of (1,538) students transferred to those institutions within the period. Considering only public universities, the study found that, 10% (1,296) of "entering students in occupational curriculum" transferred to Illinois public universities in the same period (Illinois Community College System, 1998).

In Missouri, a recent study of applied degree students and their academic performance at universities and four-year colleges found that, out of over 8,000 who graduated with an associate degree from Missouri public community colleges in the Spring of 1996, 18% (1,475) transferred to Missouri public four-year colleges by Fall of 1996. Amongst those who transferred, 83% (1,219) had an AA degree, and 17% (256) had either an AS or an AAS degree. The graduation rate and academic performance of these students at four-year colleges in 2000 was almost identical: 68% of AA degree holders graduated with an average grade point average (GPA) of 2.97, and over 65% of AAS degree recipients graduated with an average GPA of almost 2.90 (Townsend, 2001).

A similar study tracking transferability of vocational/technical students from Texas community colleges to Texas public four-year colleges and universities found that, in the 1994-

95 academic year, 16% of students who graduated with AA degrees successfully transferred as compared to 4.5% of AAS degree recipients (Texas Higher Education Coordination Board, 1997). In Wisconsin, it was reported that, with 2,619 transfers in the 1998-99 academic year, from the Wisconsin Technical College System (WTCS) to the University of Wisconsin System (UWS), the Wisconsin Technical College System now comprises 18% of the 14,802 students who transfer to UW System (Wisniewski & Schwarm, 2000).

From the studies cited in Illinois, Missouri, California, Oregon, Texas, and the report in Wisconsin, it would appear that, the findings did not support the contention expounded by Baack (2004) and others that, "a greater percentage of students who had completed community college vocational/technical training were transferring to four-year institutions than those who had completed designated collegiate programs". On the contrary, these findings suggest that, Technical College students need more help and more articulation friendly agreements to transfer to four-year colleges and universities.

To further contradict the notion that, technical college students were transferring to four-year colleges and universities at a higher rate than collegiate students, the Wisconsin report by Wisniewski and Schwarm (2004) attests that, most transfer students from the Wisconsin Technical Colleges entered the University of Wisconsin System as freshmen or sophomores. Inclusion of AAS Degree holders entering universities and four-year colleges at freshman level to vocational/technical college transfer rate would unjustifiably inflate transfer rate of technical college students to universities, and consequently diminish the need for articulation agreements.

The Challenge in Wisconsin

In Wisconsin, prior to 1989, program articulation and transfer policy between the university system schools and technical colleges was the sole prerogative of individual schools.

Transfer of vocational/technical courses was based entirely on the discretion of the receiving institutions (Bauer, 1992). That policy was terminated in 1989 following recommendation by the Joint Administrative Committee on Academic programs to the UWS Board of Regents.

The Board approved, amongst others, the recommendation that, UW System institutions "accept up to fifteen (15) general education credits from a successfully completed non-parallel Associate Degree program at a Wisconsin VTAE institution" (UWS Undergraduate Transfer Policy, 1989). To qualify for the 15 credits, the student was required to hold an Associate of Applied Science Degree in the program he or she intended to pursue at a UWS institution. On the other hand, students in the collegiate programs at Madison, Milwaukee, and Rhinelander and similar programs out-of-state were allowed to transfer a maximum of 72 credits hours into their intended programs to all UW System institutions (UWS Undergraduate Transfer Policy, 1989).

The 1989 policy incorporated "numerous provisions called for by the Board of Regents in planning the future and the statement of principles on UWS/VTAE Credit Transfer" (UWS Undergraduate Transfer Policy, 1989). It also established procedures and guidelines for UW System institutions to improve transfer process. The policy has since been revised in June 1998, December 2000, and May 2004 to facilitate the overall transfer process for all students as detailed in the University of Wisconsin System Undergraduate Transfer Policy of May 7, 2004 (See Appendix C).

The recent changes to the policy approved by the UW System Board of Regents on May 7, 2004 will enable UW institutions to transfer technical college credits earned in occupational/technical courses on a course by course basis. The Board also increased to 30, the number of general education credits the students may transfer to UW institutions from Wisconsin technical college Applied Associate Degree programs (Regents Meeting, May 7, 2004).

The ultimate goal of the UWS and WTCS Joint Administrative Committee on Academic Programs (JACAP) is to eventually develop 2+2 degree completion programs. According to President Lyall, a 2+2 degree completion program is "an articulation agreement in which close to half the credits required for the baccalaureate degree can be completed at a WTCS institution" (Regents meeting, June 7, 2001). Under the 2+2 degree completion arrangement, students will specialize in vocational/technical occupations at a WTCS institution, and then proceed to complete the remaining two years in general education at a UWS institution (Appendix D).

The latest progress report on credit transfer released by JACAP in March of 2004 suggests that, UWS/WTCS will enhance credit transfer and expand the number of baccalaureate degree holders in Wisconsin. Under this plan, a new policy will be established for transfer of occupational/technical courses; establish a broad-based committee to explore additional options to expand the number of degree holders in Wisconsin; continue to develop 2+2 degree completion programs, amongst others (Table 1, Appendix D). The progress report also indicates that, WTCS and UWS currently "have in place nearly 400 individual articulation agreements matching course work completed at a specific WTCS program at a specific technical college to a related major at a specific UW System institution" (Appendix D).

Transfer Policy at UW-Stout

Though UWS Board of Regents has approved transfer of 30 credits of vocational and technical courses from WTCS to UWS, mostly on a case by case basis, according to Linda Young, Students Transfer Coordinator at UW-Stout, "the policy also states that, it can be interpreted to best meet the needs of the individual UWS Institutions. UW-Stout has chosen to interpret it to best meet the needs of the student, in that we may, in some cases, transfer more than 72 total credits" (Young, Interview June 15, 2004). Young further asserted that, "by

transferring in the majority (if not all) of the students' credits from their WTCS Institutions, it allows the most flexibility for both the student and their advisor in determining their best route towards their UW-Stout degree" (Young, Interview June 15, 2004).

UW-Stout has Guidelines for Advisement of Transfer Students. The guidelines define each category of associate degree and clearly indicate that, "technical/vocational courses are accepted on a course equivalency basis or by articulation" (Appendix E). Beside the general guidelines for advisement of transfer students, there is a web site related to the same information in a different format (http://www.uwsa.edu/tis/), where prospective transfers can always cross-check with credit transfer wizard to estimate how many credits they will get on transfer to UW-Stout.

UW-Stout has developed articulation agreements with WTCS for degree completion programs in Applied Science and Service Management (http://www.uwstout.edu/admissions/transfer/wtcs_bsas.pdf). The University also has articulation agreements with Individual WTCS institutions in many programs (http://www.uwstout.edu/admissions/transfer/cvtc_aoda_bap.pdf, and out of state technical colleges (http://www.uwstout.edu/admissions/transferc.html). Most of these articulation agreements confirm Young's assertion that, technical college students can transfer up to a total of 72 or more credits from Wisconsin and out of state technical colleges to UW-Stout.

According to Young, UW-Stout has, since the 1970's, accepted core courses from the technical colleges without having to have an articulation agreement in place; that the University was the only one in the UW System to do this for a very long time. She believed that, there was one other UWS institution that now has a similar policy of vocational/technical credit transfer as

UW-Stout. It wasn't until 1989, however, that UW-Stout began accepting general education courses as mandated by the UW System (Young, Interview June 15, 2004).

No special treatment is given to technical college students who transfer to UW-Stout. All transfer students are treated equally. But since UW-Stout has always had a special relationship with WTCS institutions, faculty members are willing to review their courses to make possible substitutions for similar course work taken if it hadn't transferred as an exact match for a required course within their chosen major (Young, Interview, June 15, 2004).

All transfer students, upon acceptance to UW-Stout, receive information from the Residence Life Office with regard to on-campus housing. Prior to any term (spring, summer and right before school starts in the fall for fall accepted students and late fall and right before school starts in the spring for spring accepted students) there is a short orientation for new transfer students that includes meeting with an advisor in their chosen major, registering for classes for the upcoming semester, getting their picture taken for their campus ID and Email orientation (Young, Interview June 15, 2004).

Bauer's Findings

In the survey comments of Bauer's study in 1992, respondents made both positive and negative comments about Stout's transfer policy. While some felt that, the transfer process was fair, others were of the opinion that, the whole process was terribly flawed and recommended that, both the policy and the process be reviewed. They criticized especially the policy that required transfers to get associate degree at a technical college before their vocational and technical courses would be transferred.

According to one angry respondent, "I ended up taking the same classes at UW-Stout and using the same books that I did at MATC, yet none of my credits transferred because I did not

get an associate degree. I feel this policy should be changed. I transferred back to MATC. Why should I pay to live in a dorm and pay room and board to take the same classes?" (Bauer, 1992). Respondents also complained that, the transfer process was either not properly communicated to them or they were lied to, prior to their arrival on campus. An angry respondent retorted, "I was told all of my 60 credits from MATC would transfer. Only 29 transferred. Soon after, 10 more credits got deducted. I basically was screwed up. I was lost" (Bauer, 1992). Echoing the same sentiment, another respondent concurred, "I think I was either lied to, or just not told everything that I needed to know about credits that transfer in. I do not understand why it is taking me another four full years to achieve my degree when I was told two to three years" (Bauer, 1992). Comments like these, and even worse, were replete in Bauer's study of 1992.

Given that Bauer's study clearly identified inadequacies of technical college transfer policies and the economic, social, academic and technical hardships encountered by technical college transfers to Stout prior to 1992; it has become necessary to replicate the study in order to determine whether the deficient policies identified have been replaced, and the problems encountered by technical college transfers have been alleviated. Results of this replication study will be displayed side-by-side with Bauer's findings in 1992, for the ease of identification of which transfer problems have been resolved and which have not.

Chapter III: Methods and Procedures

The purpose of this study was to obtain information from transfer students that would aid administrators at UW-Stout and the Wisconsin Technical College System in facilitating articulation between Wisconsin technical colleges and the University of Wisconsin Stout. An additional purpose was to gather information that could be used to alleviate transfer problems encountered by technical college transfers. Findings of the study were compared to the findings of a similar study conducted by George Bauer in 1992. This chapter provides an overview of the research methodology - research design, data gathering, data processing and data analysis techniques - employed to arrive at the findings.

Research Design

As pointed out earlier in the previous chapters, this study was a replication of the study conducted by Bauer (1992) at the University of Wisconsin-Stout. In order to provide the basis for effective comparison of the findings (1992 and 2004 studies), the study sought and obtained the permission to use the same survey instrument that was used in the 1992 study. Rather than distribute the descriptive survey instrument through mail as was done in 1992, the study utilized web technology for survey distribution and completion.

The original survey was converted to web format by the University Webmaster, and distributed via email to potential respondents. Respondents returned the completed survey to the Webmaster. The results of the survey were then submitted to researcher by the Webmaster. While many questions in the survey instrument were designed to seek background information of students who attended Wisconsin Technical Colleges and were involved in the transfer process to the University of Wisconsin-Stout, others sought personal information about students, namely, age, marital status, work hours, etc. Still, there were questions that sought information as to why

respondents opted for vocational–technical college in the course of their pursuit for higher education, why they decided to attend University of Wisconsin-Stout, benefits derived from their vocational-technical programs, and what they planned to do after graduation from University of Wisconsin-Stout.

Instrumentation

Being a replication study, permission to use the questions investigated in the 1992 survey was granted by George Bauer. The reason for using the same survey questions as in 1992 was to provide the basis for a fair comparison of the findings – the 1992 study versus the 2004 study. The survey questions (Appendix A) were designed to gather information from technical college transfers that could be used for planning, articulation and transfer process of vocational technical college students to UW-Stout. Below are some of the specific reasons why each question included in the survey:

What vocational technical college did respondents attend? This question sought to identify from which technical colleges students were transferring to UW-Stout. If more students are transferring from some technical colleges than others, then those involved in planning, articulation and the transfer process may need to focus more on colleges where students are not transferring to Stout. On the other hand, if the students are not transferring from any of the technical colleges then they may need re-examine their overall articulation and transfer policy. Questions 2 and 4 asked respondents about their gender and age respectively. The responses to these questions were expected to provide statistics for administrative purposes. Questions 3, 5, 6, and 8 were not investigated in the 1981 study. They were added in the 1992 study to gather information about characteristics of respondents that could be used in planning policies that

affect transfer students (Bauer, 1992). These questions sought information about marital status, dependents, work habits and student status (part time or full time).

Questions 7, 9, 10, 11, and 12 were designed to solicit information that could help in articulation and transfer process. Together the questions sought information about respondents' level of education at the technical college. Did they get a certificate, a diploma, or an associate degree? How long were they enrolled at the technical college? Did they work and for how long between the times they left technical college and their enrollment at Stout? And if they worked, what type of job did they do? Where were they employed?

Questions 13, 14 and 15 were included in order to gather information regarding why students choose a non-traditional approach to higher education that requires attending a vocational technical college. What were their reasons for attending a vocational technical college, a four year college, and the UW-stout? Information gathered from these questions could be used to attract more students into pursuing higher education through non-traditional approach.

Questions 16, 17 and 18 were designed to solicit information for articulation and the transfer process. To what extent did respondents' major at Stout relate to their major at the technical college and how many credits were they transferred? What do they plan on doing after their study at UW-Stout? Data obtained from these questions could help to ensure that, students are transferred into related programs and they get the maximum transfer credits they deserve.

Questions 19, 20, 21, 22 and 23 dealt with the comparison of courses at UW-Stout to those offered at the technical college. How was the quality of instruction and the level of difficulty of both professional and general education at the technical college compared to quality of instructions and level of difficulty at UW-Stout? Are student getting better grades at Stout than they did at technical college? This information is critical to Stout curriculum designers,

instructors, and administrators who would definitely not want Stout to be characterized as a cheaper school than technical colleges.

Question 24 sought information about what respondents would do if given a second chance to start all over. Would they still attend a technical college or would go direct to a four-year college? Question 25 solicited general comments or suggestions related to the transfer process at UW-Stout. Did respondents think UW-Stout had a great transfer policy? Were they fairly treated and given the number of transfer credits they deserved or were they cheated out? Responses to this question will help administrators and the people involved in the transfer process understand the problems encountered by transfer students.

While the format of the 1992 survey instrument was designed to suite traditional post office mail distribution system, this study converted the same survey instrument to web format and utilized web technology for distribution and completion. In the conversion process, the order of questions 6 and 7, and questions 15e and 15f were reversed from George Bauer's survey to conform to the web format, though the original wording intact. A copy of the converted survey instrument is exhibited in Appendix A.

Sample Selection

Getting the correct sample required knowing the right definition of who is a Wisconsin Technical College transfer student. Is the student who attended a Wisconsin Technical College, say for one year, then transferred to Iowa State University, and then transferred back to the University of Wisconsin-Stout a Wisconsin technical college transfer student? Is the student who attended a Wisconsin technical college but never had any single credit transferred to University of Wisconsin-Stout a Wisconsin technical college transfer student? Answers to these and other similar questions vary depending on who is responding. According to the University of

Wisconsin Stout's Registrar, Mr. Larry Graves, a Wisconsin Technical College transfer student is one "- - -that completed and transferred their WI Tech School credits to Stout" (Graves, November 15, 2004).

In the absence of any official documentations attesting to the definition of who is a Wisconsin Technical College transfer student, the study used the Registrar's definition for the purpose of sample selection. Based on that definition, the study arrived at a total of 825 undergraduate students as Wisconsin Technical College transfers who enrolled at the University of Wisconsin-Stout in the fall semester of 2004/05 academic year. Given that, 825 was not a large number, and the fact that, the research data was to be analyzed through the University Computer Center, the entire Wisconsin Technical College transfer undergraduate population of 825 students at the University of Wisconsin-Stout was used as a sample for this study.

Procedures

After the review of the literature, a letter requesting permission to duplicate the survey instrument and the cover letter used in the 1992 study was written to George Bauer, who subsequently granted approval for their use in this study. While the survey instrument was converted to web format without changes in the content of the questions to be investigated, the cover letter was rewritten with major content changes to comply with the current guidelines by the Institutional Review Board (IRB) for the Protection of Human Subjects in research. A copy of the cover letter approved by the IRB on October 13, 2004 is exhibited in Appendix B. Initially, the instrument and the cover letter were distributed to 1001 students identified by the registrar's office as Wisconsin technical transfer students on November 11, 2004. Some students immediately wrote back that they did not attend a Wisconsin technical college. This information was communicated to the Registrar, who then screened the list to 825 students. The screened list

was received on November 16, 2004. On the same day, the University Webmaster reported that, he had received a total of 217 returns. Following the low rate of return and the problems with the initial list of potential respondents, the instrument and a letter of reminder were again distributed to respondents on November 18, 2004, soliciting their cooperation to respond to the survey. This action was limited only to the 825 respondents on the revised list. A copy of this letter is exhibited in Appendix B. On November 23, 2004, a total of 301 returns were received, and the link to the survey was disconnected. This represented 36.5% of the 825 potential respondents who were emailed the survey.

Results of the survey were sent to the office of the University Research and Statistical Consultant, Chris Ness, for statistical analysis on November 28, 2004. She found that, data to questions 4g, 11c and 12f were not collected due to typographical errors on the questionnaire and data to questions 13l, 14l and 15n were either not collected or were simply missing in the computer during data analysis.

Question 4g was intended to identify the number of vocational technical college transfers who were 41 years old or older. Though its omission does not directly affect the overall outcome of this study, it has the potential to affect school administrators and planners who might want to use the age statistics of vocational and technical college transfers for planning purposes.

Question 11c was intended to identify the number of students who worked part time in the period between their graduation from the technical college and the time of their enrollment at Stout. Its omission does not affect the overall outcome of this study because it was not a direct research question.

Question 12 sought information about when respondents finally decided to attend a four year college. Six alternative choices (a-f) were provided. 12f represented the last alternative

"Other". Since most of the respondents in the previous studies did not choose this alternative – 1% of the total respondents in 1982 and 6% of the total respondents in 1992 – the omission of the question does not significantly affect the outcome of the study.

Question 13 sought to identify the reasons why respondents chose to attend vocational-technical College. Eleven reasons for attending a technical college were provided for respondents to rank on a Likert Scale. Another question labeled 13L was attached. Specifically, 13L requested respondents to identify the "Most Important Reason" why they attended a vocational technical college. But since the reasons were already ranked on a Likert Scale of 1-5, there was no compelling reason to collect data for question 13L. The purpose of a Likert Scale is to rank in the order of importance. Therefore, the missing of the responses to question 13L does not affect the outcome of the study.

Both questions 14 and 15 were of the same pattern as question 13, already discussed above. Each had a list of reasons to be ranked on a Likert Scale of 1-5. Then, 14M and 15N were respectively attached, requesting respondents to identify their "most important reason". Since the purpose of a Likert Scale is to rank items in the order of importance, there were no reasons to request respondents to identify their "Most Important reason" in another question. Therefore, the missing of these responses to questions 14M and 15N has no impact on the outcome of the study.

Though the missing of the above responses apparently has no significant impact on the overall outcome of the study, the long search for the missing data grossly affected the timeline of the whole research project by shifting its final deadline from December 2004 to May 2005. The results of the survey finally released are represented in tabular formats in Chapter Four.

Limitations

Only those students enrolled at the University of Wisconsin-Stout during the 2004/05 and 1990/1991 academic years that had transferred from one of the Wisconsin Technical Colleges were surveyed. The confusion as to what constitutes the definition of a Wisconsin Technical College transfer student may have led to either false inclusion of unqualified respondents in the sample or to the exclusion of qualified respondents from the sample.

The appearance of non-Wisconsin Technical Colleges (UW-Eau Claire, Century College Minnesota, Metro State University Minnesota, Kirkwood, UW-Oshkosh, UW-Marathon County, Lakeland, UW-Sheboygan and St. Paul Vocational, Minnesota) on the list of Wisconsin Technical Colleges attended by respondents attests that, the list of the potential respondents to the survey was not properly screened. Beside these reasons, Wisconsin has a technical college system that is quite different from the systems in other states; therefore, the findings of this study cannot be generalized to other states.

Chapter IV: Results and Discussion

The data collected for this study were all statistically analyzed and represented in percentages, either side by side, or cross-tabulated with the data obtained in the 1992 study. This pattern of data presentation was to ensure easy comparison of the findings in the two studies – the 1992 study versus the 2004 study. With the results placed in this format, further statistical analyses using either Chi-Square Tests or T-Tests were made to determine whether the differences between each set of data being compared were statistically significant. Where the differences were found to be statistically significant, it may mean considerable changes have occurred since the question was last asked in1991, or a generational gap of opinions between the two groups of people interviewed in 1991 and in 2004, may simply have occurred.

Demographic Information

The population for the 2004 study comprised the 825 students identified by the registrar's office as the Wisconsin technical college transfer students who enrolled at the University of Wisconsin-Stout in the fall of 2004/05 academic year. The population for the 1991 study comprised "the 437 students enrolled at UW-Stout during 1991-92 fall semester and who had transferred from a Wisconsin technical college" (Bauer, 1992). A total of 301 respondents returned the 2004 questionnaires in time to be included in the analysis; this represented a return rate of 36.5%. The return rate for the 1991 study was 65%.

Questionnaire Findings

Since the results of the 1991 study were presented according to the order of the questions in the survey instrument, results of this study were similarly presented in the same format to ensure consistency and ease of comparison. In the George Bauer study, only percentages were presented.

Table 1

Wisconsin Technical College Attended Before UW-Stout

School	1991-1992		2004-2005	
	Number	%	Number	%
Blackhawk	3	1%	1	0.3%
Chippewa Valley	107	38%	134	44.8%
Fox Valley	18	18%	25	8.4%
Gateway	0	0%	3	1.0%
Lakeshore	4	1%	3	1.0%
Madison Area	47	17%	23	7.7%
Mid-State	8	6%	10	3.3%
Milwaukee Area	18	6%	11	3.7%
Moraine	15	5%	1	0.3%
Nicollet Area	12	4%	9	3.0%
Northcentral	16	6%	19	6.4%
Northeast	10	4%	7	2.3%
Southwest	2	1%	3	0.1%
Waukesha County	5	2%	9	3.0%
Western Wisconsin	15	5%	11	3.7%
Indianhead	1	0.4%	24	8.0%
Total	281	100%	301	100%

Question 1. What vocational-technical school did the respondents attend prior to coming to Stout? Responses in both studies were cross-tabulated as shown above in Table 1. In the 1991 study, 1% of the technical college transfers to UW-Stout came from Blackhawk Technical College; 38% from Chippewa Valley Technical College; 6% from Fox Valley; 1% from Lakeshore; 17% from Madison; 5% from Mid-state; 6% from Milwaukee Area Technical College; and 5% from Moraine. Of the remaining transfers, 4.0% came from Nicollet Area Technical College; 6.0% from Northcentral; 4.0% from Northeast; 1.0% from Northwest; 2.0% from Waukesha; 5.0% from Western Wisconsin; and 0.4% from Indianhead.

In the 2004 study, 0.3% of the technical college transfer students to UW-Stout came from Blackhawk; 44.8% came from Chippewa Valley; 8.4% from Fox Valley;1% from Gate way; 1% from Lakeshore; 7.7% from Madison Area Technical College; 3.3% from Mid-State; 3.7% from Milwaukee Area Technical College; 0.3% from Moraine. Of the remaining transfers, 3.0% came from Nicollet Area Technical College; 6.4% from North Central; 2.3% from North East; 1% from South West; 3.0% from Waukesha; 3.7% from Western Wisconsin; and 8.0% from Indianhead.

Though there were no statistically significant differences in the 1991 and 2004 responses, there were observable differences; namely, the percentage number of transfers from Chippewa Valley Technical College rose from 38% in 1991 to 44.8% of the total respondents in 2004; Indianhead rose from 0.4% in 1991 to 8.0% in 2004; Fox Valley Technical College rose from 6.0% in 1991 to 8.4% in 2004; Madison Area Technical college dropped from 17% in 1991 to 7.7% in 2004; Milwaukee Area Technical College dropped from 6.0% in 1991 to 3.7% of the total respondents in 2004. Other minor differences can be observed from Table 1 above.

Chippewa Valley Technical College was the major supplier of technical college transfers to UW-Stout in 1991, and it remains the major supplier in 2004.

Table 2

Gender

	Male		Female			
Year	Number	%	Number	%	Total	%
1991	195	66%	87	34%	282	100%
2004	144	48%	156	52%	300	200%

Question 2. Gender? The responses to this question in both studies were cross-tabulated as shown in Table 2. In the 1991 study, 66% of the total respondents were males; 34% were females. In the 2004 study, 48% of the total respondents were males; 52% were females. While the number of male technical college transfers dropped from 66% of the total in 1991 to 48% in 2004, the number of female transfers rose from 34% in 1991 to 52% in 2004

To determine if the change noted in the gender category was significantly different, Pearson Chi Square was utilized. The difference was found to be statistically significant at 0.001 levels as shown in Table 3. This may suggest that, more women than men transferred to UW-Stout from Wisconsin Technical Colleges in 2004 than they did in 1991.

Table 3

Chi-Square Tests of Significance - Gender

	Value	df	Asymp (2-sided)
Pearson Chi-Square	20.177b	1	0.000

Question 3. What is your marital Status? Both responses in the two studies were cross-tabulated as shown in Table 3. In the 1991 study, 20% of the total respondents were married and 80% were single. In the 2004 study 21% of the total respondents were 79% were single. The study did not find these differences to be significant.

Table 4

Marital Status

	Married		Single			
Year	Number	%	Number	%	Total	%
1992	54	20%	222	80%	276	100%
2004	64	21.3%	237	78.7%	301	100%

Question 4. Age? Responses to this question in both studies were cross-tabulated as shown in Table 5. In the 1991 study, 6% of the total respondents were 20 years old or younger; 40% were 21-23 years old; 21% were 24-26 years old; 14% were 27-30 years old; 8% were 31-35 years old; and 11% were 36 or older.

Table 5

Age of Transfer Students

	20 or under	21-23	24-26	27-30	31-35	36 or above	Total
1991	16 (6%)	114 (40%)	60 (20%)	40 (14%)	22 (8%)	31 (11%)	282 (100%)
2004	36 (12%)	124 (42%)	48 (16%)	33 (11%)	20 (7%)	36 (11%)	292 (100%)

In the 2004 study, 12% of the total respondents were 20 years old or younger; 42.5% were 21-23 years old; 16.4% were 24-26 years olds; 11.3% were 27-34 years old; 6.8% were 31-35 years old; 10% were 36 or older.

Table 6

Chi-Square Tests of Significance - Age

	Value	df	Asymp (2-sided)
Pearson Chi-Square	29.866a	6	0.000

To determine if the observed changes in the age category were significantly different, Pearson Chi-Square was utilized. There were significant differences in the 1991 and the 2004 responses at the 0.001 levels as shown in Table 6. The group of the 21-23 year olds still constituted the largest group of technical college transfers to UW-Stout in 2004.

Table 7

Number of Dependents

Year	None	One	Two	Three	Four	Over Four	Totals
1991	212 (77%)	24 (9%)	17 (6%)	15	5 (2%)	3 (1%)	276 (100%)
2004	235 (78%)	19 (6%)	30 (10%)	12 (4%)	2 (0.7%)	1 (0.3%)	299 (100%)

Question 5. Dependents? Responses to this question in the 1991 and the 2004 study were cross-tabulated as shown in Table 7 above. In the 1991 study, 77% of the total respondents had no dependents; 9% had one dependent; 6% had two dependents; 5% had three dependents; 2% had four dependents; and 1% had more than four dependents.

In the 2004 study, 78% of the total respondents had no dependents; 6.4% had one dependent; 10% had two dependents; 4.0% had three dependents; 0.07% had four dependents; and 0.3% had more than four dependents. The percentage of technical college transfers with one dependent dropped from 9% in 1991 to 6% in 2004; the percentage with two dependents rose from 6% in 1991 to 10% of the total in 2004; and the percentage of transfers with no dependents remained constant.

Table 8

Hours Worked Per Week While Attending UW-Stout

Year	None	10 or less	11-20	21-30	31-40	Over 40	Totals
1991	105 (37%)	36 (13%)	72 (26%)	34 (12%)	18 (6%)	17 (6%)	282 (100%)
2004	74 (25%)	49 (16%)	52 (17%)	53 (18%)	32 (6%)	41 (14%)	300 (100%)

Question 6. Did you work while attending UW-Stout? Responses to this question were cross-tabulated with the 1991 data as shown in Table 8 above. In the 1991 study, 37% of the total respondents did not work while attending UW-Stout; 13% worked 10 hours or less per week; 26% worked 11-20 hours; 12% worked 21-30 hours; 6.0% worked 31-40 hours; and 6.0% worked over 40 hours per week.

In the 2004 study, 24.6% of the total respondents did not work while attending UW-Stout; 16.3% worked 10 hours or less per week; 17.3% worked 11-20 hours; 17.6% worked 21-30 hours; 10.6% worked 31-40 hours; and 13.6% worked over 40 hours per week.

While the percentage of those not working dropped from 37% in 1991 to 24.6% in 2004, the percentage of those working over 40 hours per week rose from 6.0% in 1991 to 14% of the total in 2004. The percentage of those working 11-20 hours per week similarly dropped from 26% in 1991 to 17.3% in 2004. Other differences can be observed directly from Table 6 above. On the whole, more technical college transfers worked more full time jobs and more part times hours per week in 2004 than they did in 1991.

Tests of significance applied to the observed changes between the 1991 and the 2004 findings showed that, the differences were statistically significant at the 0.001 levels as shown in Table 9 below.

Table 9

Chi-Square Tests of Significance – Hours Per Week

	Value	df	Asymp (2-sided)
Pearson Chi-Square	27.994a	5	0.000

Table 10

How Long Enrolled at the Technical College

	1991	2004
Less than one year	18 (6.5%)	43 (14.4%)
One year	63 (22.8%)	64 (21.3%)
Two years	141 (51%)	130 (43.2%)
More than two years	54 (19%)	64 (21.3%)
Total Respondents	276 (100%)	301 (100%)

Question 7. How long were you enrolled at the technical college before entering UW-Stout? Responses to this question in both studies were cross-tabulated as shown in Table 10 above. In the 1991 study, 6.5% of the total respondents enrolled for less than one year at the technical college; 22.8% enrolled for one year; 51% enrolled for two years; and 19% enrolled for more than two years. In the 2004 study, 14.5% enrolled for less than one year; 21.3% enrolled for one year; 43% enrolled for two years; and 21.3% enrolled for more than two years.

There were no significant differences but there were other observable changes that occurred. The percentage of the total respondents who enrolled at the technical college for less than one year rose from 6.5% in 1991 to 14.45% in 2004; the percentage of those who enrolled for one year dropped from 22.8% in 1991 to 21.3% in 2004; the percentage of those who enrolled for two years also dropped from 51% in 1991 to 43.2% in 2004; the percentage of those who enrolled for more than two years rose from 19% in 1991 to 21.3% in 2004. No clear pattern was established from these observable differences.

Table 11

Were They Full Time or Part Time Students While at UW-Stout?

Year	Full Time 12 credits or more	Part Time 11 credits or fewer	Total
1991	265 (93.6%)	18 (6.4%)	283 (100%)
2004	256 (85%)	45 (15%)	301 (100%)

Question 8. Do you generally consider yourself as full time or part students? Both the 1991 and the 2004 responses to this question were tabulated as shown above in Table 11. In the 1991 study, 93.6% of the total respondents were full time students, and 6.4% were part time students. In the 2004 study, 85% of the total respondents were full time students; 15% were part time students.

While the number of technical college transfers enrolled as full time students dropped from 93.6% in 1991 to 85% of the total in 2004, the number of part time students increased from 6.4% in 1991 to 15% in 2004. This may explain why more students worked more hours per week in 2004 than they did in 1991.

Applying Chi-Square tests of significance to the observed changes between the 1991 and the 2004 findings, the study found that, the differences were statistically significant at the 0.001 levels as shown in Table 12 below.

Table 12

Chi-Square Tests of Significance – Full or Part Time

	Value	df	Asymp (2-sided)
Pearson Chi-Square	11.183b	1	0.001

Question 9. Did you earn a certificate, diploma, or degree from the technical college?

Table 13

Certificate, Degree or Diploma Earned

	1991	2004
None	90 (32%)	98 (32.7%)
Certificate	5 (2%)	7 (2.3%)
Diploma	24 (24%)	19 (6.3%)
Degree	160 (56%)	157 (52.3%)
Other	4 (1.4%)	19 (6.3%)
Totals	282 (100%)	296 (100%)

Responses in both studies were cross-tabulated as shown in Table 13. In the 1991 study, 32 % of the total respondents received no specific qualifications; 56% received Degrees; 8% received Diplomas; 2% received Certificates and 1% received other qualifications. In the 2004 study, 32% of the total respondents earned no specific qualifications; 52% earned Degrees; 6.3% earned Diplomas; another 6.3% received other qualifications and 2.3% earned Certificates.

The percentage of the total respondents who transferred with degrees dropped from 56% in 1991 to 52.3% in 2004; the percentage of those with diplomas also dropped from 8% in 1991

to 6.3% in 2004. While the percentage of those who transferred with certificates remained constant, the percentage of those who transferred with other qualifications rose from 1% in 1991 to 6.3% in 2004.

Table 14

How Much Time Between Voc-Tech College and UW-Stout?

	1991	2004
Four months or less	144 (51%)	175 (59.1%)
Five months to 1 year	43 (15%)	30 (10.1%)
1-2 years	43 (15%)	36 (12.2%)
2-5 years	31 (11%)	24 (8.1%)
6 years	21 (7%)	21 (0.5%)
Totals	282 (100%)	296 (100%)

Question 10. How mush time elapsed between leaving the technical college and enrolling at UW-Stout? Responses to this question in both studies were cross-tabulated as shown in table 14 above. In the 1991 study, 51% of the total respondents spent 4-months or less between technical college and entering UW-Stout; 15% spent 5-months to 1-year; 15% spent 1-2 years; 11% spent 2-5 years and 7.4% spent over six years. In the 2004 study, 59.1% spent 4 months or less between technical college and entering at UW-Stout; 10.1% spent 5months to 1 year; 12.2% spent 1-2 years; 8.1% spent 2-5years, and 10.5% spent over 6 years.

The differences in responses were close but not significant. While the percentage of transfers waiting four months or less before enrolling at UW-Stout rose from 51% of the total respondents in 1991 to 59.1% in 2004, the percentage of transfers waiting 5 months to one year

dropped from 15% in 1991 to 10% in 2004. Also, the percentage of transfers waiting 1-2 years before enrolling at UW-Stout dropped from 15% in 1991 to 12.2% in 2004. While the percentage of transfers waiting for 2-5 years dropped from 11% in 1991 to 8% in 2004, the percentage of those waiting over 6 years rose from 7% in 1991 to 10.5 % in 2004. This meant more older people enrolled at Stout in 2004 than they did in 1991.

Question 11. What did you do from the time you left technical college to the time you enrolled at UW-Stout? As shown in Table 15 below, 67% of all respondents in the 1991 study were in full time non-military employment; 17% were in part time employment; 2% were full time homemakers; 1% were in full time military employment;

Table 15

What Did You Do Between Voc-Tech and UW-Stout

	1991	2004
Employed full time non-military	189 (67%)	186 (62.2%)
Employed full time military	2 (1%)	2 (0.7%)
Employed part time	47 (17%)	0 (0.0%)
Full time homemaker	4 (2%)	4 (1.3%)
Unemployed	7 (2.5%)	16 (5.4%)
Other	33 (11.7%)	91 (30.4%)
Totals	283 (100%)	299 (100%)

Two percent (2%) were unemployed and 12% were in other situations. In the 2004 study, 62.2% of the total respondents were in full time non-military employment; 5.4% were full time

homemakers; 0.7% were in full time military employment; 30% were unemployed and 0.1% were in other situations.

While the percentage of transfers employed in full time non-military occupations dropped from 67% in 1991 to 62% of the total in 2004, the percentage of the full time homemakers rose from 2% in1991 to 5.4% in 2004. Data for the part time employment was not taken in the 2004 survey (see Table 11 above for details). While this may have been responsible for the large number of respondents (30%) claiming to be unemployed in the 2004 survey, it could equally be argued that, since a large number of respondents did not work while attending Stout, they may as well have been the same group that never worked from the time they left technical college to the time they enrolled at UW-Stout.

Question 12. When did you decide to enter a four year college? In the 1991 study, 48% of the of the total respondents made their decision to attend a four year college while attending a technical college; 12% while in high school; 30% while working after technical college; 12% while in high school; 3% prior to entering a technical school; 1% while in the military; and 6% while in other situations. In the 2004 study, 27% of the total respondents made that decision while in high school; 34% while attending technical college; 30.3% while working after technical college. Data for the "Other" was not taken in the 2004 study, see Table 16 below.

Table 16

When Did You Decide to Attend a Four Year College?

	1991	2004
While in high school	33 (12%)	81 (27%)
While working prior to entering technical college	9 (3%)	21 (7%)
While attending technical college	135 (48%)	103 (34.3%)
While working after attending technical college	85 (30%)	91 (30.4%)
While in or shortly after military service	3 (1%)	4 (1.3%)
Other	17 (6%)	0 (0.0%)
Totals	282 (100%)	300 (100%)

While the percentage of respondents who made the decision to attend a four year college while in high school rose from 12% in 1991 to 27% of the total in 2004, the percentage of those who made the decision while attending a technical college declined from 48% in 1991 to 34% in 2004. The percentage of those who made the decision after technical college remained constant at 30% in both studies. There was an increase in the percentage of those making the decision prior to entering technical college from 3% in 1991 to 7% in 2004

Table 17

Chi-Square Tests of Significance – Decision to Attend a Four Year College

	Value	Df	Asymp (2-sided)
Pearson Chi-Square	27.598a	4	0.000

Applying tests of significance to the observed changes, the study found that, the differences between the 1991 and the 2004 responses to this question were significant at the 0.001 levels as shown in Table 17.

Question 13. What were their reasons for attending a technical college? Both responses from the 1991 and the 2004 study were cross-tabulated as shown in Table 18 below. In the 1991 study, 33% of the total respondents went to technical college to horn their skills to get a good job; 15.9% wanted further education; 8.4% could not afford college; another 8.4% did so because it offered a program they could complete in two years; 9.2% were not sure what they wanted to do; 8.4% did not want to go to college; 1.3% because of good reputation; 2.1% because it was close to home; 1.3 % because of placement record, and 6.4% for other reasons.

In the 2004 study, 27% of the total respondents went to technical college to horn their skills to get a job; 2.0% went to technical college because of its placement record; 4.7% because it was close to home; 0.7% because the school had a good reputation; 5.4% because it offered programs they could complete; 4.7% could not financially afford college; 1.3% did not want to go to college at the time of the decision; 9.7% were not sure of what they wanted; 13.% wanted further education but were not sure college was for them; 14.7% wanted to acquire general education credits to transfer to college; and 16.1% attended technical college for other reasons.

While responses to most of the items remained constant, there were differences in responses to other items; namely, the percentage of those who entered technical college to horn their skills dropped from 33% in1991 to 27% of the total respondents in 2004; the number of those who attended technical college to acquire general education for transfer purposes rose from 6.7% in 1991 to 16.1% of the total in 2004. Data for the most important reason why they attended a technical college was not collected in this study.

Table 18

Top Reasons for Attending a Technical College

	1991	2004
Develop skills I could use to obtain a good job	79 (33%)	82 (27.4%)
Its good placement record	3 (1.3%)	6 (2.0%)
The school was close to home	5 (2.1%)	14 (4.7%)
The college had a good reputation	3 (1.3%)	2 (0.7%)
I could complete their programs in two years or less	20 (8.4%)	16 (5.4%)
Money – I could not afford college	20 (8.4%)	14 (14.7%)
I did not want to go to college at the time	13 (5.4%)	4 (1.3%)
I was not sure what I wanted to do	22 (9.2%)	29 (9.7%)
I wanted further education but not sure	38 (15.9%)	40 (13.4%)
To get general education credits to transfer to college	20 (8.4%)	44 (14.7%)
Other	16 (6.7%)	48 (16.1%)
Totals	239 (100%)	299 (100%)

Applying Independence Samples Tests (t-test for equality of means and the Levene's Test for equality of variances) to the observed changes, the study found that, the differences were statistically significant at the 0.001 levels with respect to responses to the following characteristics:

- It's good placement record
- I could complete their programs in two years or less
- I did not want to go to college at the time

- To get general education credits to transfer to college

Independent Samples Tests are shown in Table 19 below.

Table 19

Independent Samples Test on Variables - For Reasons for Attending a Technical College

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	T	df	Sig (2-tailed)
Develop skills I could use to obtain a good job	4.761	.030	-.245	557.086	.806
It's good placement record	1.492	.222	-3.387	542	.001
School was close to home	3.791	.052	-2.550	560	.05
School had a good reputation	.025	.874	-2.365	544	.05
Offered a program I could complete	7.185	.008	-6.095	542.601	.001
Money – could not afford 4-year college	.843	.359	-1.141	533	.254
I didn't want to go to college	7.242	.007	4.059	471.386	.001
I was not sure what I wanted to do	1.833	.176	.190	508	.850
I wasn't sure whether college was for me	2.614	.107	-.035	517	.972
Acquire general education credits that I could transfer	6.773	.010	-5.553	523.365	.001

Question 14. What were your reasons for attending a four-year college? Both the 1991 and the 2004 responses to this question were cross-tabulated as shown in Table 20 below. In the 1991 study, 8.9% of the total respondents attended a four year college to get a teaching degree; 19.5% wanted to improve their chances for promotion or advancement; 12.7% wanted a four

year degree in their field; 5.9%wanted to enlarge their skills and knowledge; 17.8% wanted to broaden my opportunities; 5.1% changed career goals and wanted a new major; 14.4% wanted to better prepare for a career in today's world. Of the remaining transfers, 6.8% attended a four year college because the job they were interested in required a four year degree; 0.4% enjoyed learning something new; 1.3% attended a four college just to see what it was like; 2.1% found they could do college work; and 5.1% attended for other reasons.

In the 2004 study, 18.9% of the total respondents wanted to teach; 17.5% wanted a four year degree in their field; 15.5% wanted to improve their chances for promotion or advancement; 13.8% wanted to broaden their opportunities; 8.1% attended a four year college because their desired jobs required a four year degree; 7.1 wanted to prepare themselves for a new career in today's world; 1.0% found they could college work; 0.3% just wanted to see what it was like; 1.0% enjoyed learning something new; 5.7% changed career goals and wanted a new major; 6.1% wanted to enlarge their skills and knowledge; and 5.1% attended a four year college for other reasons.

While the percentage of transfers who wanted a four year degree to improve their chances for promotion or advancement declined from 19.5% of the total respondents in 1991 to 15.5% in 2004, the percentage of the transfers who sought a four degree to teach rose from 8.9% in 1991 to 18.9% in 2004. The percentage of transfers who changed career goals and wanted a new major stayed almost constant, but the percentage of those who wanted to broaden their opportunities dropped from 17.8% in 1991 to 13.8% in 2004.

Table 20

Top Reason for Attending A Four Year College

	1991	2004
To obtain a degree – wanted to teach	21 (8.9%)	56 (18.9%)
To improve my changes for promotion or advancement	46 (19.5%)	46 (15.5%)
I wanted a four year degree in my field	30 (12.7%)	52 (17.5%)
To enlarge my skills and knowledge	14 (5.9%)	18 (6.1%)
To broaden my opportunities	42 (17.8%)	41 (13.8%)
I changed career goals and wanted a new major	12 (5.1%)	17 (5.7%)
To better prepare myself for a career in today's world	34 (14.4%)	21 (7.1%)
The skills of the job I need require four year degree	16 (6.8%)	24 (8.1%)
I enjoy learning something new	1 (0.4%)	3 (1.0%)
To see what it was like	3 (1.3%)	1 (0.3%)
I found I could do college work	5 (2.1%)	3 (1.0%)
Other	12 (5.1%)	15 (5.1%)
Totals	236 (100%)	297 (100%)

Similarly, the percentage of those preparing themselves for careers in today's world declined from 14.4% in 1991 to 7.1% in 2004. Other changes or differences of interest can be observed directly from Table 14 above. Applying Independence Samples Tests (t-test for equality of means and The Levene's Test for equality of variances) to the observed changes, the study found that, the differences were statistically significant at the 0.001 levels with respect to responses to the following characteristics:

- To obtain a degree – wanted to teach
- I changed career goals and wanted a new major

Independent Samples Tests are shown in Table 21 below.

Table 21

Independent Samples Test – Variables for Attending a Four Year College

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	T	df	Sig (2-tailed)
To get a teaching degree	49.453	.000	-4.219	403.088	.001
Improve chances for promotion/advancement	5.458	.020	1.570	551.643	.117
Wanted a 4-year degree in my field	9.746	.002	.980	543.789	.328
Enlarge my skills and knowledge	6.226	.013	.161	562.659	.872
Broaden my opportunities	1.543	.215	-.115	577	.908
Change career goals and wanted new major	3.114	.078	-3.216	505	.001
Better prepare myself for career in today's world	16.897	.000	1.562	529.525	.119
Jobs I'm interested in, require 4 yr degree	4.402	.036	.408	547.206	.683
I enjoy learning something new	2.814	.094	-.733	565	.464
To see what it was like	17.087	.000	-1.445	520.684	.149
Could do college level work while attending voc-tech	3.333	.069	1.058	494	.291

Question 15. What were your reasons for attending UW-Stout? In the 1991 study, the types of majors offered at UW-Stout was very important reason to 49% of the total respondents; transfer policy was very important to 39%; related technical programs was very important to 37%; financial aid was very important to 22%; high placement record was very important to 21%

and Stout's reputation was very important reason to 20% 0f the total respondents. Other details can be observed from Table 22.

In the 2004 study, the types of majors offered at UW-Stout were a very important reason to 64% of the total respondents; transfer policy was a very important reason to 45%; related technical programs were very important reasons to 44% of the total respondents. Other details may be observed in Table 23.

While the data for the most significant reason influencing transfer decisions was not collected in the 2004 study, data collected on other characteristics of the question were consistent with the 1991 findings. Types of majors; transfer policy; and related technical programs remained the top reasons while technical college students transfer to UW-Stout. While types of majors improved from 49% in the 1991 study to 64% in the 2004 study; transfer policy improved from 39% in 1991 to 45% in 2004; and related technical programs increased from 37% in 1991 to 44% in 2004.

Table 22

Reasons for Attending UW-Stout - 1991

	Percent Choosing					
	NI	SI	MI	I	VI	MS
Types of majors	1	5	13	32	49	28
Quality of instruction	2	7	38	38	14	1
Related tech programs	12	9	15	26	37	15
Placement record	8	11	27	32	21	3
Stout's reputation	7	10	29	34	20	4
Counselor's recommended Stout	46	16	17	11	9	0.4
Stout grad instructor recommended	50	12	13	11	14	4
Instructor (not Stout grad) recommended	58	16	13	6	6	2
My family encouraged me	34	21	16	19	10	4
Friends at Stout encouraged me	47	15	17	12	10	3
Stout's transfer policy	17	7	14	22	39	26
Financial aids were available	35	11	16	16	22	3
Other	-	-	-	-	-	4

CODES:

NI	= Not important
SI	= Slightly important
MI	= Moderately important
I	= Important (Definitely influenced my decision)
VI	= Very important (Had major impact)
MS	= Most significant (The single most important influence on my decision)

Table 23

Reasons for Attending UW-Stout - 2004

	Percent Choosing					
	NI	SI	MI	I	VI	MS
Types of majors	6	3	6	19	64	-
Quality of instruction	11	7	27	24	27	-
Related tech programs	12	4	10	17	44	-
Placement record	14	13	21	22	25	-
Stout's reputation	15	12	20	23	24	-
Counselor's recommended Stout	31	11	15	8	9	-
Stout grad instructor recommended	26	9	9	7	6	-
Instructor (not Stout grad) recommended	31	7	10	8	9	-
My family encouraged me	22	10	15	16	19	-
Friends at Stout encouraged me	32	9	9	11	11	-
Stout's transfer policy	13	5	11	17	45	-
Financial aids were available	23	7	10	15	28	-
Other	-	-	-	-	-	-

CODES:

NI	= Not important
SI	= Slightly important
MI	= Moderately important
I	= Important (Definitely influenced my decision)
VI	= Very important (Had major impact)
MS	= Most significant (The single most important influence on my decision)

Independence Samples Tests (t-test for equality of means and The Levene's Test for equality of variances) were applied to the observed changes, as shown in Table 24. The study found that the differences were statistically significant at the 0.001 levels with respect to responses to the following characteristics:

- Instructor (not Stout graduate) told me about Stout
- My family encouraged me
- Adequate financial Aids were available
- Instructor (also Stout graduate) recommended

Independent Samples Tests are shown in Table 24 below.

Table 24

Independent Samples Test – Reason for Attending UW-Stout

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	T	df	Sig (2-tailed)
Types of programs at Stout	3.596	.058	-1.236	573	.217
Quality of instruction at Stout	40.081	.000	.488	519.331	.625
Stout's programs were related to my voc-tech program	.047	.828	-1.788	539	.074
Stout's high placement record	14.757	.000	1.417	545.659	.157
Counselor recommended Stout	1.246	.265	-1.191	496	.234
Stout's reputation	23.629	.000	1.950	535.459	.052
Instructor (also Stout grad) told me about Stout	5.773	.017	-2.854	414.490	.005
Instructor (not Stout grad) told me about Stout	27.972	.000	-3.686	369.745	.000
My family encouraged me	2.250	.134	-3.782	519	.000
Friends attending Stout encouraged me	7.907	.005	-1.547	443.707	.123
Stout's transfer policy	.973	.324	-1.915	551	.056
Adequate financial aids were available	1.251	.264	-3.088	516	.002

Table 25

Relationship Between Technical College and University Programs

	Not related	Somewhat related	Directly related	Totals
1991	50 (17.7%)	101 (35.8%)	131 (46.5%)	282 (100%)
2004	66 (22.4%)	120 (40.7%)	109 (36.9%)	295 (100%)

Question 16. To what extent is your major at UW-Stout related to the program you took at the technical college? Both the 1991 and the 2004 responses to this question were cross-tabulated as shown in Table 25 above. In the 1991 study, 61% of the total respondents found their technical programs directly related to their majors at UW-Stout; 27% somewhat related; 12% found them not related. In the 2004 study, 36% of the total respondents found their technical college programs directly related to their majors at UW-Stout; 41% somewhat related; 22% found them not related at all.

There were differences in all categories of responses. While the number of transfers that found their technical college programs and majors at Stout a good fit dropped from 61% of the total in the 1991 study to 36% of the total in 2004; the number of transfers that found their programs at both colleges somewhat related rose to 41% in 2004 from 27% of the total in 1991. The number of transfers whose majors at Stout had no relationship to their majors at the technical college rose from 12% of the total respondents in 1991 to 22% of the total in 2004. This may suggest that, more students changed majors as they moved from technical college to UW-Stout in 2004 than they did in 1991.

Table 26

Number of Credits Transferred to UW-Stout

Year	None	Under 10	11-12	21-30	31-40	Over 40	Totals
1991	19 (7%)	29 (10%)	50 (18%)	50 (18%)	29 (10%)	104 (37%)	281 (100%)
2004	6 (2%)	42 (14%)	45 (15%)	32 (11%)	21 (7%)	148 (50%)	294 (100%)

Question 17. Approximately how many credits were you able to transfer from your technical college program that were useable in your program at UW-Stout? Both responses in the 1991 study and the 2004 study were cross-tabulated as shown in Table 26 above. In the 1991 study, 37% of the total respondents transferred more than 40 credits; 18% transferred 21-30 credits; another 18% transferred 11-12 credits; 10% transferred 31-40 credits; another 10% transferred less than 10 credits; 7% transferred no credit at all.

In the 2004 study, 49% of the total respondents transferred more than 40 credits; 15% transferred 11-12 credits; 14% transferred less than 10 credits; 11% transferred 12-30; 7% transferred 31-40; and 2% transferred no credit at all. The number of those who transferred more than 40 credits rose from 37% of the total in 1991 to 49% of the total in 2004; the number of those not transferring any credit at all dropped from 7% of the total in 1991 to 2% in 2004. This may be due to the efforts made by the university to help technical college students transfer more credits to UW-Stout.

Application of Chi-Square tests of significance to the observed changes showed that, the differences were significant at the 0.001 levels as shown in Table 27.

Table 27

Chi-Square Tests of Significance - Number of Credits Transferred

	Value	df	Asymp (2-sided)
Pearson Chi-Square	22.035a	5	0.001

Question 18. What do you plan to do after completing your bachelor's degree at UW-Stout? Both responses from the 1991 and the 2004 studies were cross-tabulated as shown below in Table 28. In the 1991 study, 61.8% of the total respondents planned on finding a job in business and industry; 11% planned on teaching; 6.9% planned on getting into graduate college in another university; 5.7% planned on pursuing their master's degree at Stout; 4% planned on not graduating; another 4.5% planned to go back to their previous jobs, and 6.1% planned on doing other things.

In the 2004 study, 45.2% of the total respondents planned on finding a job in business and industry; 17.5% Planned on teaching; 9.6% planned on getting into graduate college in Stout; 6.5% planned on getting into a graduate college at another university; 5% Planned on returning to their previous jobs; 3% did not plan to graduate; and 13.4% planned on doing other things.

The percentage number of transfers who planned on finding a job in business and industry declined from 61.8% in 1991 to 45.2% of the total in 2004; the percentage of those who planned on teaching rose from 11% in 1991 to 17.5% in 2004. The huge drop in the percentage of transfers interested in finding a job in business and industry may be due to lack of stability in business and industry jobs.

Table 28

Plans After Completing a Bachelor's Degree at UW-Stout

Plan	1991	2004
Don't plan to complete bachelor's degree at Stout	10 (4%)	9 (3%)
Find a job in business or industry	152 (61.8%)	132 (45.2%)
Return to a previous employer in business or industry	11 (4.5%)	14 (4.8%)
Find a teaching job	27 (11%)	51 (17.5%)
Work on a master's degree at Stout	14 (5.7%)	28 (9.6%)
Work on a master's degree at another school	14 (6%)	19 (6.5%)
Other	15 (6.1%)	39 (13.4%)
Totals	246 (100%)	292 (100%)

Applying Pearson Chi-Square tests of significance to the observed changes, the study found that, the differences were statistically significant at the 0.001 levels as shown in Table 29.

Table 29

Chi-Square Tests of Significance –Plans After Completing a Bachelor's Degree at UW-Stout

	Value	df	Asymp (2-sided)
Pearson Chi-Square	20.870a	6	0.002

Question 19. How do you rate the quality of your general education classes at Stout compared to the quality at the technical college? Responses in both studies were cross-tabulated as shown in table 30. In the 1991 study, 47% of the total respondents said it was about the same; 41% said it was better at Stout; and 12% said it was better at technical college. In the 2004 study,

55% said it was about the same; 30% said it was better at Stout; 14% said it was better at the technical college.

While there were no significant differences in the responses, the percentage of transfers asserting that, the quality of general education at both schools was about the same increased from 47% in 1991 to 55% of the total in 2004; the percentage of transfers asserting that it was better at Stout dropped from 41% in 1991 to 30% of the total in 2004; those asserting it was better at the technical college increased from 12% in 1991 to 14% of the total in 2004.

Table 30

Quality of General Education Classes Offered at Technical College Compared to Those at UW-Stout

	1991			2004		
	Better at Stout	About the Same	Better at Tech College	Better at Stout	About the Same	Better at Tech College
General Education	113 (41.2%)	129 (47.1%)	32 (11.7%)	86 (30.4%)	155 (54.8%)	42 (14.8%)
Totals	274 (100%)			283 (100%)		

Question 20. How do you rate quality of your professional/technical classes at Stout compared to those at the technical college? Responses in both studies were cross-tabulated as exhibited in Table 31 below. In the 1991 study, 46% of the total respondents said quality of professional and technical classes was better at Stout; 34% said it was about the same in both schools; and 18% said it was better at the technical college. In the 2004 study, 35% of the total respondents said it was better at Stout; 36% said it was about the same in both schools; and 28% said it was better at technical college.

Table 31

Quality of Professional and Technical Classes Offered at Technical College Compared to Those at UW-Stout

	1991			2004		
	Better at Stout	About the Same	Better at Tech College	Better at Stout	About the Same	Better at Tech College
Technical Courses	129 (46.2%)	97 (34.8%)	51 (18.3%)	102 (35.3%)	105 (35.3%)	82 (28.4%)
Totals	279 (100%)			289 (100%)		

The percentage of transfers asserting that, quality of professional and technical classes was better at Stout dropped from 46% in 1991 to 35% of the total in 2004; the percentage of transfers asserting that it was about the same at both schools remained constant at about 35%, while the percentage of transfers asserting that it was better at the technical college rose from 18% in 1991 to 28% of the total respondents in 2004. The comparison of these responses shows that, at least, quality of professional and technical classes at Stout has depreciated from the 1991 standard. The 1991 study also showed that, quality of professional and technical classes at Stout had depreciated from the 1981 standard.

Table 32

Chi-Square Square Tests of Significance for Quality of Professional/Technical Education at UW-Stout

	Value	df	Asymp (2-sided)
Pearson Chi-Square	10.449a	2	0.005

When Pearson Chi-Square tests of significance were applied to the changes, the study found that, the differences in the 1991 and the 2004 responses were significant at the 0.01 levels as shown in Table 32.

Question 21. How do you rate the difficulty level of your general education classes at the technical college compared to that at UW-Stout?

Table 33

Difficulty Level of General Education at Technical College Compared to UW-Stout

	1991			2004		
	Better at Stout	About the Same	Better at Tech College	Better at Stout	About the Same	Better at Tech College
General Education	120 (44%)	137 (51%)	12 (4%)	135 (47%)	141 (49%)	11 (4%)
Totals	270 (100%)			287 (100%)		

In the 1991 study, 51% of the total respondents rated the difficulty level of general education classes at the technical college and UW-Stout as about the same; 44% rated it as better at Stout; and 4% rated it as better at the technical college. In the 2004 study, 47% of the total respondent rated it as better at Stout; 49% said it was about the same; and 4% rated it as better at the technical college. These responses have virtually remained constant as shown in Table 33 above.

Question 22. How do you rate the difficulty level of your professional and technical classes at Stout compared to the difficult level at the technical college? Responses to this question in both studies were cross-tabulated as shown in Table 34. In the 1991 study, 47% of the total respondents rated the difficulty level of professional and technical classes as better at

Stout; 44% said it was about the same; and 9% rated it as better at the technical college. In the 2004 study, 45% of the total respondents said it was better at Stout; 41% said it was about the same; and 15% rated it as better at the technical college.

Table 34

Difficulty Level of Technical Courses at Technical College Compared to UW-Stout

	1991			2004		
	Better at Stout	About the Same	Better at Tech College	Better at Stout	About the Same	Better at Tech College
Prof/tech Courses	130 (47.1%)	120 (43.5%)	25 (9.1%)	129 (44.8%)	117 (40.6%)	42 (14.6%)
Totals	276 (100%)			289 (100%)		

While there were no significant differences in the 1991 and the 2004 responses, it would appear that Stout is losing ground to technical colleges in this respect. The percentage of transfers who rated Stout as better in difficulty level of professional and technical courses dropped from 47% in 1991 to 45% in 2004; the percentage of those who rated it as better at the technical college rose from 9% in 1991 to 15% in 2004.

Question 23. How are you doing in your course work at UW-Stout compared to your performance at the technical college? Responses to this question in both studies were cross-tabulated as shown in table 35. In the 1991 study, 53% of the total respondents earned about the same grades as they did at the technical college; 34% earned better grades at Stout; 12% earned better grades at the technical college. In the 2004 study, 65% earned the same grades as the did at the technical college; 18% earned better grades at Stout; and 18% earned better grades at the technical college. This may show that, in the 1991 study, only about 12% of the technical college

transfers had worse grades at UW-Stout than they did at the technical college. In the 2004 study, at least 18% of technical college transfers had worse grades at UW-Stout than they did at the technical college.

Table 35

Performance at the Technical College Compared to that at UW-Stout

	Better at Stout	About the Same	Better at Tech College	Totals
Grades Earned – 1991	95 (34.1%)	149 (53%)	35 (12.5%)	281 (100%)
Grades Earned – 2004	42 (17.7%)	190 (64.6%)	52 (17.7%)	294 (100%)

Application of Pearson Chi-Square tests to these observed changes in the responses showed that, the differences between the 1991 and the 2004 responses were significant at the 0.001 levels as shown in table 36 below.

Table 36

Chi-Square Tests of Significance – Performance at Technical College Compared to UW-Stout

	Value	df	Asymp (2-sided)
Pearson Chi-Square	20.480a	2	0.000

Table 37

Would you Attend a Technical College if Given a Second Chance?

Year	Yes	Undecided	No	Totals
1991	134 (47.5%)	46 (16.3%)	102 (36%)	283 (100%)
2004	181 (61.1%)	58 (19.6%)	57 (19.3%)	296 (100%)

Question 24. If you would start over, would you attend a technical college? Responses to this question in both studies were cross-tabulated as shown in Table 37. In the 1991 study, 47.5% of the total respondents would attend a technical college if given a second chance; 36% would not, and 16.3% were undecided. In the 2004 study, 61.1% would attend a technical college if given a second chance; 19.3% would not, and 19.6% were undecided.

The percentage of the total respondents who would still attend a technical college if given a second chance rose from 47% in 1991 to 61% in 2004; the percentage of those who would not attend a technical college if given a second chance dropped from 36% in 1991 to 19% in 2004. When the Chi-Square tests of significance were applied to these changes, the study found that, the differences between the 1991 and the 2004 responses were statistically significant at the 0.001 levels, as shown in Table 38.

Table 38

Chi-Square Square Tests of Significance – If Given a Second Chance

	Value	df	Asymp (2-sided)
Pearson Chi-Square	20.806a	2	0.000

Question 25. Do you have any comments or suggestions? Responses to this question in both studies were cross-tabulated as shown in Table 39. In the 1991 study, 30% of the respondents complained about lack of information; 20% made positive comments; 19% wanted more credits transferred; 15% wanted more general education credits transferred; 13% made general comments. In the 2004 study, 56% of the total respondents made positive comments; 36% made general comments; 0.12% wanted more general education credits transferred; 0.07%

wanted more credits transferred; 0.0% made comments on the need for an Associate Degree; and 0.03% complained about lack of information.

Table 39

Comments on Transfer Policy

	% Choosing	
Comments	1991	2004
Positive comments	20%	52 (56%)
General comments	13%	40 (36%)
Transfer more general education credits	15%	14 (36%)
Transfer more credits	19%	8 (0.07%)
Need for an Associate Degree	3%	0 (0%)
Lack of information	30%	3 (0.03%)
Totals	N/A	112 (100%)

Since classification of comments was not made directly by respondents, its accuracy could easily be disputed. What could be intended by a respondent to be a general comment can easily be classified by others as a positive comment or something else. Some respondents merely asked questions; some talked about transferred credits not been accepted into their programs by program directors. These are specific credits comments that do not fit into any of the classifications above; should such comments be ignored or simply be classified at random? Perhaps, there should be a better way to let respondents classify their own comments.

Based on the 2004 responses, the study found that, the percentage of positive responses from total respondents to this question rose from 20% in 1991 to 56% in 2004; the percentage of general complaints rose from 13% in 1991 to 36% in 2004; complaints or requests for transfer of

more credits dropped from 19% in 1991 to 0.07% in 2004; requests or complaints about transfer of more general education credits dropped from 15% in 1991 to 0.13% in 2004; complaints about lack of information dropped from 30% in 1991 to 0.3% in 2004; and comments about the need for associate degree dropped from 3% in 1991 to 0.0% in 2004. Since these differences are clearly in favor of Stout, it may be concluded that, the University was pleasing and perhaps attracting more technical college transfer students in 2004 than it did in 1991.

See Appendix G for the complete listing of respondents' comments on transfer policy, including comments on credit transfer from Question 17. This listing is not categorized into positive, negative or general comments.

Chapter V: Summary, Conclusions and Recommendations

This study was conducted to investigate problems associated with articulation and transfer process, and what information administrators at UW-Stout and WTCS needed to facilitate the transfer process and improve articulation programs between Wisconsin Technical Colleges and the University of Wisconsin-Stout. This chapter presents the summary, conclusions and recommendations of this study.

Summary

The purpose of this study was to gather information from transfer students that would aid the university and the Wisconsin Technical Colleges in facilitating articulation and in tailoring programs that would meet the needs of technical college transfer students.

Restatement of the Problem

Institutions of higher learning need information for planning purposes. Understanding the motivation of students who transfer and their satisfaction (or dissatisfaction) with the transfer process is very important. Universities are trying to become more consumer oriented in their practices. The more information the institution has regarding its students' needs, the more likely they are, to change current practices.

Methods and Procedures

This was a replication study, so to present a consistent basis for effective comparison of the findings of the two studies; this study requested and was granted permission to use the survey instrument that was deployed in the 1992 study. That original instrument was then converted to web format by the university webmaster and distributed to potential respondents through web technology for completion.

Respondents returned the completed survey to the Webmaster. The results of the survey were then submitted to researcher by the Webmaster. These responses were then sent to the university office of Budget, Planning and Analysis for statistical analyses. After the statistical analyses were done, results were returned to the researcher.

While the survey instrument was designed to seek background information about the students who attended Wisconsin Technical Colleges and were involved in the transfer process to the University of Wisconsin-Stout, there were questions that sought personal information about the students, namely, age, marital status, work hours, etc. There were also questions that sought information as to why respondents opted for vocational–technical college in the course of their pursuit for higher education; why they decided to attend University of Wisconsin-Stout; benefits derived from their vocational-technical programs; their individual experiences with the transfer process to UW-Stout; what they planned to do after graduation from University of Wisconsin-Stout, among others.

Since not every survey question was designed to gather information from technical college transfers that could be used for planning, articulation and transfer process of vocational technical college students to UW-Stout, an attempt was made to briefly explain the specific reasons why each question was included in the survey:

What vocational technical college did respondents attend? This question identified transfers with their technical colleges for planning purpose. For example, if more students were transferring from some technical colleges than others, then those involved in planning, articulation and the transfer process may need to focus more on colleges where students were not transferring to Stout. On the other hand, if the students are not transferring from any of the

technical colleges then they may need to re-examine their overall articulation and transfer policies.

Questions 2 and 4 asked respondents about their gender and age respectively. The responses to these questions provide statistics for administrative purposes. Questions 3, 5, 6, and 8 sought responses that could be used in planning policies that affect technical college transfer students.

Questions 7, 9, 10, 11, and 12 solicit information that could help in articulation and transfer process. Together, they sought information about respondents' level of education and experiences.

Questions 13, 14 and 15 were included to gather information regarding respondents' academic decisions and reasons for their decisions. This information could be used to attract more students into pursuing higher education through non-traditional approach.

Questions 16, 17 and 18 solicit information for articulation and the transfer process. Data obtained from these questions could be used for improvement of transfer process and to ensure that students are transferred into related programs and they get the maximum transfer credits they deserve.

Questions 19, 20, 21, 22 and 23 solicit information about quality of education. Information gathered from these questions could be used for administrative and curriculum development purposes.

Question 24 solicited information about what respondents would do if given a second chance to start all over. And question 25 solicited general comments or suggestions related to the transfer process at UW-Stout. Responses gathered from these questions could be used by

administrators and the people involved in the transfer process to understand the problems encountered by transfer students.

Sample Selection

Getting the correct sample required knowing the right definition of who is a Wisconsin Technical College transfer student. According to the University of Wisconsin Stout's Registrar, Mr. Larry Graves, a Wisconsin Technical College transfer student is one "- - -that completed and transferred their WI Tech School credits to Stout" (Graves, November 15, 2004). Based on that definition, the study arrived at a total of eight hundred and twenty five (825) undergraduate students as Wisconsin Technical College transfers who enrolled at the University of Wisconsin-Stout in the fall semester of 2004/05 academic year. The entire undergraduate population of 825 technical college transfers was used as a sample for this study.

Procedures

After the review of the literature, a letter requesting permission to duplicate the survey instrument and the cover letter used in the 1992 study was written to George Bauer. He granted the permission to use the documents.

The survey instrument was converted to web format without changes in the content of the questions to be investigated. The cover letter was rewritten with major content changes to comply with the current guidelines by the Institutional Review Board (IRB) for the Protection of Human Subjects in research.

Initially, 1001 students were identified by the registrar's office as the Wisconsin technical college transfers; the survey was distributed to these 1001 students. Some students immediately wrote back that they did not attend a Wisconsin technical college. Following this information,

the list was further screened to 825 potential respondents and the instrument was again distributed to them with a letter of reminder soliciting their cooperation to respond to the survey. When a total of 301 returns were received, the link to the survey was disconnected. This represented 36.5% of the 825 potential respondents who were emailed the survey. Results of the survey were analyzed at the University office of Budget, Planning and Analysis. There were problems of topographical errors and missing data, but they had no impact on the overall outcome of the study as explained in chapter three.

Conclusions

There were two set of questions addressed in this study; namely, the research questions, and the demographic questions. Each set of questions is briefly discussed below with its findings.

Demographic Questions

What vocational-technical school did the respondents attend prior to coming to Stout? The percentage number of respondents from Chippewa Valley Technical College rose from 38% in 1991 to 44.8% of the total in 2004; Madison Area Technical College dropped from 17% in 1991 to 7.7% in 2004 and Milwaukee Area Technical College dropped from 6.0% in 1991 to 3.7% of the total respondents in 2004. Therefore, Chippewa Valley Technical College remained the major supplier of technical college transfers to UW-Stout in 2004.

What is your gender? In the 1991 study, 66% of all respondents were males; 34% were females. In this study, 48% were male and 52% were females. While the number of male technical college transfers dropped from 66% of the total in 1991 to 48% in 2004, the number of female transfers rose from 34% in 1991 to 52% in 2004. These changes were found to be significant, and may suggest that, more women than men transferred to UW-Stout from Wisconsin Technical Colleges in 2004 than they did in 1991.

What is your marital Status? In the 1991 study, 20% of all respondents were married and 80% were single. In this study, 21% of the total respondents were married and 79% were single.

What is your Age? The group of the 21-23 year olds constituted the largest group of technical college transfers to UW-Stout in 2004 with 42.5% of the total respondents. The differences between the 1991 and the 2004 responses to this question were found to be statistically significant.

Do you have any dependents? In the 1991 study, 77% of all respondents had no children while 23% had one or more. In this study, 78% of the total respondents had no children while 22% had or one more children.

Did you work while attending UW-Stout? More technical college transfers worked more full time jobs and more part time hours per week in 2004 than they did in 1991. In the 1991 study, 37% of the total respondents did not work while attending UW-Stout. In the 2004 study, only 24.6% of all respondents did not work while attending UW-Stout. The percentage of technical college transfers who worked above 40 hours per week rose from 6.0% in 1991 to 14% of the total in 2004. These differences between the 1991 and the 2004 responses were found to be statistically significant.

How long were you enrolled at the technical college before entering UW-Stout? The study found that, the percentage of respondents who enrolled at the technical college for one year dropped from 22.8% in 1991to 21.3% in 2004 and the percentage of those who enrolled for two years also dropped from 51% in 1991 to 43.2% in 2004.

Do you generally consider yourself as full time or part students? While the number of technical college transfers enrolled as full time students dropped from 93.6% in 1991 to 85% of the total in 2004, the number of part time students increased from 6.4% in 1991 to 15% in 2004.

The study found this to significant and may explain why more students worked more hours per week in 2004 than they did in 1991.

Did you earn a certificate, diploma, or degree from the technical college? The percentage of the total respondents who transferred with degrees dropped from 56% in 1991 to 52.3% in 2004; the percentage of those with diplomas also dropped from 8% in 1991 to 6.3% in 2004; the percentage of those transferring with certificates remained constant.

How much time elapsed between leaving the technical college and enrolling at UW-Stout? While the percentage of transfers waiting for 2-5 years before entering Stout dropped from 11% in 1991 to 8% in 2004, the percentage of those waiting over 6 years rose from 7% in 1991 to 10.5 % in 2004. This may mean that older people enrolled at Stout in 2004 than they did in 1991.

What did you do from the time you left technical college to the time you enrolled at UW-Stout? Majority of technical college transfers were in non-military employment before enrolling at Stout. In the 1991 study, 67% of the respondents were in full time non-military employment; in this study, 62.2% were in full time non-military employment before they enrolled at Stout.

Research Questions

Question 1. When did you decide to enter a four year college? Majority of the technical college transfers made that decision somewhere between high school and the time they worked after technical college. The differences between the 1991 and the 2004 responses to this question were found to be statistically significant.

Question 2. What were your reasons for attending a technical college? In the 1991 study, 33% of all respondents went to technical college to develop skills in an occupation to get a good

job, in this study, 27% went to technical college to develop skills in an occupation to get a good job. The difference between these responses was not found to be significant.

Question 3. What were your reasons for attending a four-year college? While 19 % of the respondents in the 1991 study went to a four year college to improve their chances for promotion or advancement, in this study, 18% of the total went to a four year college to get a teaching degree. The shift from getting a degree to work in business and industry to getting a degree to teach was found to be statistically significant at the 0.001 levels.

Question 4. What were your reasons for attending UW-Stout? The main reasons technical college students attended Stout were the types of programs offered at Stout, transfer policy and related technical programs. No significant differences found between the 1991 and the 2004 responses.

Question 5. To what extent is your major at UW-Stout related to the program you took at the technical college? Majority of the technical college transfers -77.3% of all respondents - were in programs that were either somewhat or directly related to their technical college majors. There were significant differences in the responses.

Question 6. Approximately how many credits were you able to transfer from your technical college program that were useable in your program at UW-Stout? The number of those who transferred more than 40 credits rose from 37% of the total respondents in 1991 to 49% of the total in 2004. The number of those who did not transfer any credit at all dropped from 7% in 1991 to 2% in 2004. The study found the rise in the number of credit transfer to be significant.

Question 7. What do you plan to do after completing your bachelor's degree at UW-Stout? While the percentage of all respondents who planned on finding a job in business and

industry dropped from 54% in 1991to 44% in 2004, the percentage of those who planned on teaching rose from 10% in 1991 to 17% of the total in 2004.

Question 8. How do you rate the quality of your general education classes at Stout compared to the quality at the technical college? While there were no significant differences in the 1991 and 2004 responses, the percentage of all respondents asserting that, the quality of general education at both schools was about the same increased from 47% in 1991 to 55% in 2004; the percentage of respondents asserting that it was better at Stout dropped from 41% in 1991 to 30% of the total in 2004; those asserting that it was better at the technical college increased from 12% in 1991 to 14% of the total in 2004.

Question 9. How do you rate quality of your professional/technical classes at Stout compared to those at the technical college? The percentage of the total respondents asserting that, the quality of professional and technical classes was better at Stout dropped from 46% in 1991 to 35% in 2004; the percentage of transfers asserting that it was better at the technical college rose from 18% in 1991 to 28% of the total in 2004. The study found that, quality of professional and technical courses at Stout has significantly depreciated from the 1991 standard. The 1991 study also showed that, quality of professional and technical classes at Stout had similarly depreciated from the 1981 standard.

Question 10. How do you rate the difficulty level of your general education classes at the technical college compared to that at UW-stout? In 1991, 51% of the respondents rated it as about the same; 44% saw it as better at Stout; and 4% saw it as better at the technical college. In this study, 47% rated it as better at Stout; 49% said it was about the same; and 4% rated it as better at the technical college.

Question 11. How do you rate the difficulty level of your professional and technical classes at Stout compared to the difficult level at the technical college? The percentage of all respondents who rated Stout as better in difficulty level of professional and technical courses dropped from 47% in 1991 to 45% in 2004; the percentage of those who said it was better at the technical college rose from 9% in 1991 to 15% in 2004.

Question 12. How are you doing in your course work at UW-Stout compared to your performance at the technical college? In the 1991 study, only about 12% of the technical college transfers had worse grades at UW-Stout than they did at the technical college. In the 2004 study, at least 18% had worse grades at UW-Stout than they did at the technical college.

Question 13. If you would start over, would you attend a technical college? The percentage of all respondents who would still attend a technical college rose from 47% in 1991 to 61% of the total in 2004. The difference in responses from the two studies was significant.

Question 14. Do you have any comments or suggestions? Since classification of comments was not made directly by respondents, its accuracy could easily be disputed. What could be intended by a respondent to be a general comment can easily be classified by others as a positive comment or negative comments. Some respondents merely asked questions while some talked about transferred credits not being accepted into their programs by program by their program directors.

Based on the findings of this study, it is clear that, the University of Wisconsin-Stout has implemented new policies and perhaps new programs since 1991 to improve articulation programs and to facilitate the transfer process of technical college students from Wisconsin technical colleges to the university. Those new measures seem to have satisfied only a certain percentage of the total needs of the technical college transfer students.

There were still comments regarding lack of information about the transfer process, insufficient transfer credits, lack of proper utilization of transferred courses and lack of proper orientation when students arrive on campus. Some students expressed total dissatisfaction with the transfer policy, some complained about being lied to by university officials who were responsible for the transfer process.

When all of these confusions are sorted out and converted into the dollar value, they represent a huge amount of money expended needlessly by technical college transfers by way of repeating courses that need not be repeated, elongation of graduation time that need not be elongated, etc. Technical college transfer students who have worked for many years felt they have an accumulated wealth of experience and knowledge that could be converted to undergraduate credit at least to fulfill some general education requirement rather than ask them to take basic classes such as English 101.

Recommendations

Based on the findings of this study the recommendations being made are similar to those made in 1992 by George Bauer because most of the same problems affecting the technical college transfer student since 1992 still persist.

- Make information on articulation and transfer process available to all Wisconsin technical college students long before they begin their transfer process to Stout. Conduct information session at all technical colleges every semester to update potential technical college transfers on Stout's articulation and transfer policies, financial aids, orientation, etc.
- Centralize credit transfer process, so that students with equal qualifications get equal credits transferred.

- Give the students an estimate of transfer credits in advance so they can make a decision as to whether to accept or not to accept rather than have them enrolled before telling them what is going to transfer and what is not.
- As recommended by George Bauer, make available the findings of this study to all stakeholders at UW-Stout and the Technical College System who are involved in developing articulation and transfer policies.

Recommendations for Further Study

The following recommendations are being suggested for further study:

- Conduct a further study to determine the effects of the joint UWS/WTCS transfer policies on students who enrolled at the technical colleges at the time the new policies were implemented in 2003. The joint UWS/WTCS new technical college transfer policies are exhibited in Appendix D
- Conduct a study that compares performance level of technical college transfer students to regular students at the junior and senior levels to determine if there are any advantages of attending a technical college or starting off directly from a four year college.
- Conduct a trend analysis of technical college transfer from the 1981 study, 1992 study and the 2005 study.

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APPENDIX A

Survey Instrument

APPENDIX A

Survey Instrument

Vocational/Technical Transfer Student Survey

1. What vocational-technical college did you attend prior to coming to Stout?

2. Gender:

3. Marital Status:

4. Your age:

5. Number of dependents:

6. How long were you enrolled in a vocational-technical school before entering Stout?

7. Are you working while at Stout?

8. Do you generally consider yourself a full time or part time student?

9. What type of certificate, diploma or degree did you earn while attending vocational-technical college?

- ◌ Did not receive certificate, diploma or associate degree
- ◌ Received a certificate
- ◌ Received a diploma
- ◌ Received an associate degree
- ◌ Other:

10. How much time was there between your completing your studies at the vocational-technical college and when you enrolled at Stout?

11. What did you do between the time you left the vocational-technical college and when you enrolled at Stout? (Select the response that best describes what you did)

- ◌ Employed full time in a non-military occupation
- ◌ Employed full time in military service
- ◌ Full time homemaker

- ◌ Unemployed
- ◌ Other:

12. When did you make your final decision to attend a four-year college? (Select the most appropriate response)

- ◌ While in high School
- ◌ While working and prior to enrolling in a vocational-technical college
- ◌ While attending vocational-technical college
- ◌ While working after completing or leaving vocational-technical college
- ◌ While in or shortly after completing military service

13. Reasons for attending a vocational-technical college:

Use the following scale:

1. = NI = Not Important
2. = SI = Slightly Important
3. = MI = Moderately Important
4. = I = Important (definitely influenced my decision)
5. = VI = Very Important (had a major impact on my decision)

	1	2	3	4	5	N/A
Develop skills I could use to obtain a good job	◌	◌	◌	◌	◌	◌
It's good placement record	◌	◌	◌	◌	◌	◌
The school was close to home	◌	◌	◌	◌	◌	◌
The school had a good reputation	◌	◌	◌	◌	◌	◌
It offered a program I could complete	◌	◌	◌	◌	◌	◌
Money – I could not afford a four-year college	◌	◌	◌	◌	◌	◌
I did not want to go to college I made this decision	◌	◌	◌	◌	◌	◌
I was not sure what I wanted to do	◌	◌	◌	◌	◌	◌
I wanted to further my education but was not sure whether college was for me	◌	◌	◌	◌	◌	◌
I wanted to acquire general education credits that I could transfer to a four-year college program	◌	◌	◌	◌	◌	◌
Other	◌	◌	◌	◌	◌	◌

14. What was the single most important reason for attending a vocational-technical college?

- ◌ Develop skills I could use to obtain a good job
- ◌ It's good placement record
- ◌ The school was close to home

- ◌ The school had a good reputation
- ◌ It offered a program I could complete
- ◌ Money – I could not afford a four-year college
- ◌ I did not want to go to college I made this decision
- ◌ I was not sure what I wanted to do
- ◌ I wanted to further my education but was not sure whether college was for me
- ◌ I wanted to acquire general education credits that I could transfer to a four-year college program
- ◌ Other:

15. Reasons for attending a four-year college:

Use the following scale:

1. = NI = Not Important
2. = SI = Slightly Important
3. = MI = Moderately Important
4. = I = Important (definitely influenced my decision)
5. = VI = Very Important (had a major impact on my decision)

	1	2	3	4	5	N/A
To get a teaching Degree – I wanted to teach	◌	◌	◌	◌	◌	◌
To improve my chances for promotion or advancement	◌	◌	◌	◌	◌	◌
I wanted a four year degree in my field	◌	◌	◌	◌	◌	◌
To enlarge my skills and knowledge	◌	◌	◌	◌	◌	◌
To broaden my opportunities	◌	◌	◌	◌	◌	◌
I changed career goals and wanted a new major	◌	◌	◌	◌	◌	◌
To better prepare myself for a career in today's world	◌	◌	◌	◌	◌	◌
The skills of jobs I am interested in now require a four year college degree	◌	◌	◌	◌	◌	◌
I enjoy learning something new	◌	◌	◌	◌	◌	◌
To see what it was like	◌	◌	◌	◌	◌	◌
I found I could College level work while attending vocational technical college	◌	◌	◌	◌	◌	◌
Other	◌	◌	◌	◌	◌	◌

16. What is the single most important reason for attending a four-year college?

- ◌ To get a teaching Degree – I wanted to teach
- ◌ To improve my chances for promotion or advancement
- ◌ I wanted a four year degree in my field

- ◌ To enlarge my skills and knowledge
- ◌ To broaden my opportunities
- ◌ I changed career goals and wanted a new major
- ◌ To better prepare myself for a career in today's world
- ◌ The skills of jobs I am interested in now require a four year college degree
- ◌ I enjoy learning something new
- ◌ To see what it was like
- ◌ I found I could College level work while attending vocational technical college
- ◌ Other:

17. Reasons for UW Stout:

Use the following scale:

1. = NI = Not Important
2. = SI = Slightly Important
3. = MI = Moderately Important
4. = I = Important (definitely influenced my decision)
5. = VI = Very Important (had a major impact on my decision)

	1	2	3	4	5	N/A
The types of programs (Majors) at Stout	◌	◌	◌	◌	◌	◌
The quality of Instruction at Stout	◌	◌	◌	◌	◌	◌
Stout's programs were related to my vocational technical program	◌	◌	◌	◌	◌	◌
Stout's high placement record	◌	◌	◌	◌	◌	◌
Counselor recommended Stout	◌	◌	◌	◌	◌	◌
Stout's reputation	◌	◌	◌	◌	◌	◌
An Instructor who was a Stout Graduate told me about Stout	◌	◌	◌	◌	◌	◌
An instructor (Not a Stout graduate) told me about Stout	◌	◌	◌	◌	◌	◌
My family encouraged me	◌	◌	◌	◌	◌	◌
Friends who were attending Stout encouraged me	◌	◌	◌	◌	◌	◌
Stout's transfer policy	◌	◌	◌	◌	◌	◌
Adequate financial aids were available	◌	◌	◌	◌	◌	◌

18. To what extent is your major at Stout related to the program you took at the Technical College? (Select the most appropriate response)

19. Approximately how many credits were you able to transfer from Technical College to Stout that were usable in your program?

20.Comments

21.What do plan to do after you have completed your bachelor's degree at Stout?

- ◌ I do not plan to complete my Bachelor's degree at Stout
- ◌ Find a job in business or industry
- ◌ Return to my previous employer
- ◌ Find a teaching job
- ◌ Stay at Stout and work on a master's degree
- ◌ Go to another university to work on a master's degree
- ◌ Other:

22.How do you rate the **quality** of your **general education** classes at Stout compared to those at the Technical College?

23.How do you rate the **quality** of your **professional/technical** classes at Stout compared to those at the Technical College?

24.How do you rate the **difficulty** level of your **general education** classes at Stout compared to those at the Technical College?

25.How do you rate the **Difficulty** level of your **professional/technical** classes at Stout compared to those at the Technical College?

26.How are you doing in course work at Stout compared to your performance at the Technical College?

27.If you could start over, would you still attend a technical college?

28.Do you have any comments or suggestions related to the transfer process at UW-Stout?

Submit Survey

APPENDIX B

Cover Letter and Letter of Reminder

University of Wisconsin-Stout

Menomonie, Wisconsin 54751-0790

November 11, 2004

Dear Transfer Student,

You are being asked to participate in a study conducted through the University of Wisconsin-Stout. This study is being conducted to gather information that can be used to improve the transfer process from Wisconsin Technical College System to UW-Stout. This data is also being used for a Masters Thesis in Career and Technical Education.

For this study to be effective and meaningful, enough information is required for decision making, for that reason, this survey instrument is fairly long; however, all of the questions require that you only check or circle an appropriate response. This should help keep the time required to complete the questionnaire to a minimum.

You will remain anonymous and your responses confidential. Your participation in this project is voluntarily, and your refusal to participate will have no effect on any future services you may be entitled to from the University. If you have any questions regarding the conduct of the study or questions pertaining to your rights as a research subject, or research-related injury, you are free to bring your concerns to the attention of the researcher at (612) 378-9361 or the research advisor, Dr. Lee at (715) 232-1274 or Sue Foxwell, Administrator, UW-Stout Institutional Review Board for Protection of Human Subjects, 152 Voc Rehab, Phone (715) 232-1126.

Sincerely,

Ralph Karl
Researcher

Dr. Howard Lee
Research Advisor

University of Wisconsin-Stout

Menomonie, Wisconsin 54751-0790

November 18, 2004

Dear Transfer Student,

We will appreciate if you would have time to respond to the Technical College Transfer Survey we emailed to you last week – November 11, 2004. If you have already responded, then disregard this notice. If for any reasons you did not attend a Wisconsin Technical College, then we regret the error in emailing the survey to you, and we do apologize.

Sincerely,

Ralph Karl
Researcher

Dr. Howard Lee
Research Advisor

APPENDIX C

UWS Undergraduate Transfer Policy

THE UNIVERSITY OF WISCONSIN SYSTEM
Office of Academic Affairs

Academic Information Series 6.0
(ACIS 6.0 revised)

UNIVERSITY OF WISCONSIN SYSTEM
UNDERGRADUATE TRANSFER POLICY

5-7-2004

This document is a revision of the UW System Undergraduate Transfer Policy replacing the document last revised on December 8, 2000 and all other prior versions. It incorporates numerous provisions called for by the Board of Regents in "Planning the Future" and the "Statement of Guiding Principles on Student Transfer from the Wisconsin Technical College System to the University of Wisconsin System" of April, 2000. It further incorporates the recommendations of the 1995 UW System Transfer Working Group and the 1997 UW System General Education Transfer Working Group. These provisions establish procedures and guidelines for UW institutions to facilitate the overall transfer process for all students.

Other Relevant Documents:
Planning the Future (12-86)
Undergraduate Transfer Policy Memorandum (12-82)
ACIS 6.1 (4-01)
ACIS 6.2 (4-01)
UWS Transfer Working Group Final Report (6-95)
UWS General Education Transfer Working Group Final Report (9-97)
Statement of Principles on Student Transfer from WTCS to UWS (4-7-2000)
Board of Regents Resolution # 8107 (4-7-2000)
Board of Regents Resolution # 8759 (11-7-2003)
Board of Regents Resolution # 8775 (12-5-2003)

UW SYSTEM UNDERGRADUATE TRANSFER POLICY

May 2004

INTRODUCTION

Mobility is a common human phenomenon. This is particularly true for students in higher education. For several reasons -- a change in major, a family move, the economic or familial necessity of attending college close to home -- students are frequently faced with the need to obtain their collegiate education from two or more institutions.

In response to such needs, the University of Wisconsin System (UW System) welcomes transfer students from other accredited colleges and universities and from other UW institutions. A conscientious effort has been made to create a student-oriented transfer process. The foremost goal is a policy that provides a strong focus toward serving students and strives to treat transfer and continuing students in the same way on program issues (e.g., degree requirements, program changes and registration).

The challenge in this UW System Undergraduate Transfer Policy is to reach an appropriate balance among varied and sometimes competing goals. These goals include: (a) facilitating student mobility; (b) recognizing the distinct mission of each UW institution and the faculty role in the development of the missions; (c) providing information to students on course equivalencies and program requirements throughout the System; and (d) balancing the System concerns with institutional autonomy and program integrity.

I. PRINCIPLES OF ACCOMMODATION FOR TRANSFER STUDENTS

The UW System endorses the "Joint Statement on Transfer and Award of Academic Credit" developed in 1978 by the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education/Commission on Educational Credit, and the Council on Postsecondary Accreditation which states in part that "transfer of credit is a concept that now involves transfer between dissimilar institutions and curricula and recognition of extra-institutional learning, as well as transfer between institutions and curricula of similar characteristics."

Further, the "Joint Statement" addresses distinctions in the purpose of credit acceptance as follows: "At some institutions there may be differences between the acceptance of credit for admission purposes and the applicability of credit for degree purposes. A receiving institution may accept previous work, place a credit value on it, and enter it on the transcript. However, that previous work, because of its nature and not its inherent quality, may be determined to have no applicability to a specific degree to be pursued by the student. Institutions have a responsibility to make this distinction and its implications clear to students before they decide to enroll. This should be a matter of full disclosure, with the best interests of the student in mind. Institutions also should make every reasonable effort to reduce the gap between credits accepted and credits applied toward an educational credential."

A. UW institutions should accept in transfer as much credit as is pertinent to the student's new curriculum and the institution's graduation requirements. In accepting credits from accredited colleges and universities, maximum recognition of courses satisfactorily completed shall be given to transfer students in satisfying requirements at the receiving institution. The "Principles of Accommodation" shall be implemented by recognizing general education/liberal arts requirements in terms of broad academic areas (social sciences, humanities, natural sciences, etc.) as well as specific courses.

   UW institutions may award transfer credit for courses for which they do not have a comparable department or curricular area or for which they may not have a direct course equivalent. Where appropriate, these credits should apply toward satisfying general education and other degree requirements.

   When applying a course toward general education breadth requirements, the receiving institution would generally apply it in the same category as similar courses at that institution. However, if the course fulfills a different category at the sending institution and the student requests that the original designation be applied, the request should be approved where appropriate under these principles of accommodation.

B. The following additional principles of accommodation apply to students transferring within the UW System:

   1. A course designated as fulfilling a general education breadth requirement at one UW institution should transfer as general education at the receiving UW institution. This principle should apply whether or not the receiving institution has a direct course equivalent that satisfies general education.

   2. A course designated ethnic studies at one UW institution should be applied toward the ethnic studies requirement at the receiving UW institution.

C. UW institutions should apply academic policies and procedures to continuing and UW System transfer students in a similar manner. In applying this principle, the following examples may be helpful:

   1. UW institutions should permit courses completed by UW System transfer students to transfer in accordance with the course equivalency in effect when the courses were taken and when doing so is beneficial to the students.

   2. In determining whether to award upper level credit for courses completed by UW System transfer students, institutions should apply the same practice used for their own freshmen and sophomores.

   3. UW institutions that permit continuing students to graduate using the catalog requirements in effect at the time of their matriculation, should employ the same policy for UW System transfers using their date of matriculation at a UW institution.

4. UW institutions should apply to both UW System transfer students admitted to the institution (see Section II.E.) and continuing students the same criteria for admission to a major or program or for applying a course toward a degree.

5. UW institutions should permit UW System transfer students admitted to the institution to register with similar priority as continuing students.

D. If all other conditions for admission are met, credits shall be transferred to the new institution subject to the guidelines elsewhere in this policy and provided that the grades earned in courses at the previous institution are recognized as passing grades at the new institution. However, each institution will determine if, and how, credits will be applied toward a degree.

   If a student should subsequently transfer to another academic program or another UW institution, all credits will again be evaluated to determine if, and how, they will be applied toward a degree. Student course grades may be used as a factor to determine if, and how, transfer credit is applied, but the same principles should be applied to both transfer and continuing students.

E. When a student transfers within the UW System, the record of all successfully completed undergraduate credit courses taken by the student at UW institutions previously attended should be placed on the transcript.

   The credits should be evaluated to determine which will apply to major requirements, general education breadth requirements, competency requirements, or the graduation requirements of the specific program in which the student is enrolled. Credits which are not applicable to the requirements of the specific program should be noted on an official institution document.

F. Students seeking transfer of credit after attending one or more accredited institutions of higher education, who are found to be admissible, and who completed the admission process, shall be given an evaluation of credits prior to enrollment. Degree requirements for full-time and part-time transfer students from UW institutions shall be determined by the same institutional policy used to determine degree requirements for continuing students. Students should be informed in writing of the opportunity and procedures for appealing any course transfer determination.

G. The Transfer Information System (TIS) is a UW System source for official institutional undergraduate course and program information. Institutions will provide information and data necessary to establish TIS and keep it current and accurate.

H. Schools, colleges, and departments should provide timely information to other UW institutions about all new programs and curricular changes. The institution initiating curricular action should consider the effects of program development or modification on potential transfer students.

I. Transfer policies of specific colleges or schools shall be explicitly stated in catalogs and bulletins. Students applying for transfer should be made aware of the UW System transfer policy at the outset through appropriate brochures, pamphlets or bulletins. Changes in admission and/or program requirements should be announced and well publicized prior to implementation via brochures, pamphlets, bulletins, catalogs and TIS.

J. The UW System Office of Academic Affairs will coordinate transfer policy and procedures within the UW System. Questions about interpretation of transfer policy and procedures should be referred to that office.

II. MINIMUM GENERAL ADMISSION REQUIREMENTS FOR TRANSFER STUDENTS

A. Normally students with an overall 'C' (2.00 grade point average on a 4.00 scale) average at their previous institution(s) shall be admissible. In fulfilling the institutional mission, it may be necessary for a school, college or department to set standards for entry to their programs which exceed the institution's minimum transfer GPA requirements. Such standards for entry shall apply equally to transfer and continuing students.

B. Institutions may admit students with less than an overall 'C' average at their previous institution(s) if they would originally have been admissible as a freshman and/or if they would be eligible to continue had they achieved their existing academic record at the new institution.

C. Admission requirements for non-resident transfer students will be the same as those for other transfer students except that an institution may adopt special requirements for international student applicants. If the number of qualified non-resident transfer students exceeds the ability of the institution to accommodate them, or if the institution needs to ensure that priority is granted to students transferring from UW institutions as specified in II. E. below, the institution shall determine the criteria for selection from among qualified applicants. (Note: For purposes of this policy, Minnesota students eligible for reciprocity are considered as residents.)

D. Transfer students who do not qualify under the provisions above may appeal through the appropriate institutional appeal procedures. Institutions should publish appeal procedures in the catalog or another official institution publication.

E. During periods of enrollment management, the number of transfer students admitted may be controlled. In such cases, institutional policy will determine the criteria by which limitations of access shall be applied, but preference for admission of transfer students shall be given to students transferring from the UW Colleges and other UW institutions where the student's desired major or program is not offered, subject to the limits of an institution's enrollment target.

III. TRANSFER OF A UW INSTITUTION ASSOCIATE DEGREE

For purposes of facilitating transfer between UW institutions, Associate Degrees awarded by UW institutions should include the minimum general education breadth requirements defined by the UW System Board of Regents.

The UW baccalaureate-granting institutions shall consider transfer students holding such an Associate Degree to have satisfied the university-wide general education breadth requirements of the receiving institution.

The UW baccalaureate-granting institutions also shall consider transfer students holding such an Associate Degree to have satisfied the college or school general education breadth requirements of the receiving institution. Colleges and schools may require transfer students to complete additional general education credits beyond the university-wide total if required of continuing students.

The following may not necessarily be satisfied by the Associate Degree:

A. competency requirements or levels of proficiency in English composition, speech, foreign language and math established by the receiving institution for continuing students

B. upper division general education courses normally required of continuing junior and senior students

C. general education courses that are prerequisites integral to a particular program or major and are required of continuing students (e.g., micro and macro economics for business majors)

D. requirements mandated by external professional accrediting associations or program approving agencies (e.g., Department of Public Instruction, American Assembly of Collegiate Schools of Business, National League for Nursing)

Students who transfer with an Associate Degree awarded by a UW institution which includes an ethnic studies (cultural diversity) component will be considered to have satisfied the ethnic studies requirement at any other UW institution.

Transfer credits will be evaluated by the receiving institution on a course-by-course basis for purposes other than determining satisfaction of general education breadth requirements.

IV. RECOGNITION OF INSTITUTIONS AND PROGRAMS

The UW System bases its general policy on the acceptance of credit from another institution on that institution's mission, quality of programs, its accreditation status and its recognition by the American Council on Education (ACE).

A. Institutional Accreditation

Credit earned in institutions of higher education that are accredited is transferable if applicable to the student's degree program at the new institution. If the institution offers both liberal arts collegiate transfer and occupational courses, the full transfer applies only to the liberal arts collegiate transfer courses.

B. Programmatic Accreditation

For schools accredited by a programmatic accrediting association, credit may be granted in the specialty of accreditation (art, music, etc.) if recommended by the appropriate academic department or equivalent.

C. Not Accredited

Credit earned in institutions of higher education that are not accredited is not acceptable for transfer except as outlined below. Students who have taken courses at non-accredited schools may seek credit by examination in courses where continuing students have the right to earn credit by examination. Credit earned in an institution which is a "Recognized Candidate" for accreditation is transferable if applicable to the student's degree program at the new institution.

D. International Students

Credit may be granted for postsecondary work if the institution is listed in the "International Handbook of Universities" or in the "Commonwealth Universities Yearbook". Credit may be granted for postsecondary work from institutions not listed in these publications upon departmental evaluation of program syllabi.

E. Credit by Examination

Each UW institution should provide transfer students the same opportunities as continuing students to demonstrate their competence through the use of internally and/or externally developed tests, portfolio assessment procedures and/or other competency based alternatives. These options will allow any student the opportunity to gain credit by demonstrating competency.

Each institution will retain the prerogative to establish proficiency score levels, courses for which credit by examination is deemed appropriate, limitations of credit allowed, policies regarding testing fees, and other related policies that are consistent with the characteristics, ability and achievement of the particular student body at the institution.

Credit earned by examination should be clearly indicated on the student transcript. Students who are given credit on the basis of institutional examinations or assessments should be informed that in the event of transfer, they can expect the receiving institution to reevaluate if, and how, such credit will be applied to the degree.

F. Non-collegiate Educational Experiences/Credit for Prior Learning

UW institutions may grant credit on the basis of recommendations made by the guides to non-collegiate educational experiences published by the American Council on Education's (ACE) Office on Educational Credit and Credentials, (e.g., the "Guide to the Evaluation of Educational Experiences in the Armed Services" and "A Guide to Educational Credits for Training Programs").

All non-collegiate education courses/credits accepted by the institution must be so designated on the student's transcript. Upon transfer, credits granted for non-collegiate educational experiences at one institution should be evaluated for possible transfer at the receiving UW institution.

V. TRANSFER OF CREDIT FROM NON-BACCALAUREATE INSTITUTIONS

A. Freshman/Sophomore Colleges and Universities

Students transferring from the UW Colleges and other similar freshman/sophomore institutions to UW baccalaureate granting institutions may generally transfer up to 72 semester credits earned at non-baccalaureate institutions. UW institutions may accept additional credits toward the degree where appropriate. This does not alter the regulations concerning credits to be earned in residence at an institution.

B. UW-Extension

University level courses completed through the Independent Study program of UW-Extension will transfer on the same basis as equivalent courses taken at UW institutions.

C. Wisconsin Technical College System

Credit transfer between the Wisconsin Technical College System (WTCS) and the UW System is based upon the following principles:

1. Students transferring from the three WTCS accredited liberal arts collegiate transfer programs at Madison, Milwaukee and Nicolet Area Technical Colleges to UW baccalaureate granting institutions may generally transfer up to 72 semester credits earned at non-baccalaureate institutions. UWS institutions may accept additional credits toward the degree where appropriate. This does not alter the regulations concerning credits to be earned in residence at an institution.

2. UWS baccalaureate institutions shall consider students who have completed an Associate of Arts or Associate of Science degree from any of the three liberal arts collegiate transfer programs and that is specifically aligned with the University of Wisconsin System Associate Degree to have satisfied the university-wide general education breadth requirements at the receiving institution. The UW baccalaureate-granting institutions also shall consider transfer students holding such an Associate

Degree to have satisfied the college or school general education breadth requirements of the receiving institution. Colleges and schools may require transfer students to complete additional general education credits beyond the university-wide total if required of continuing students. The following may not necessarily be satisfied by the WTCS Associate Degree:

a. Competency requirements or levels of proficiency in English composition, speech, foreign language and mathematics established by the receiving institution for continuing students

b. Upper division general education courses normally required of continuing junior and senior students

c. General education courses that are prerequisites integral to a particular program or major and are required of continuing students (e.g., micro and macro economics for business majors)

d. Requirements mandated by external professional accrediting associations or program approving agencies (e.g., Department of Public Instruction, American Assembly of Collegiate Schools of Business, National League for Nursing)

e. Ethnic studies/cultural diversity requirement

Transfer credits will be evaluated by the receiving institution on a course-by-course basis for purposes other than determining satisfaction of general education breadth requirements.

3. UWS institutions may accept in transfer and apply up to 30 credits of general education coursework within the areas of communications, behavioral sciences, social sciences, mathematics, and natural science from WTCS programs leading to an applied associate degree. In cases where UWS institutions find such coursework not acceptable for transfer, WTCS students should have the same opportunities as continuing students to earn credit by examination as per ACIS 6.0 IV.E.

4. UWS institutions may accept in transfer and apply on a course-by-course basis, occupational and technical coursework from WTCS programs leading to an applied associate degree.

5. UWS institutions should work with WTCS districts to identify areas where programs leading to an applied associate degree have direct relationships with Baccalaureate Degree programs. Where program relationships are found to exist, transfer articulation agreements are encouraged. All such credit transfer and articulation agreements should conform to the "Guidelines for Developing Program-to-Program Articulation Agreements" (ACIS 6.2). Copies of original and updated agreements should be sent to the UW System Office of Academic Affairs.

Under these articulations, students in certain WTCS Applied Associate Degree programs who subsequently enroll in a related UWS Baccalaureate Degree program may be able to transfer related occupational and technical credits that may not transfer on a course-by-course basis. These credits may transfer to other programs at that institution or to other UW institutions only if a similar credit transfer or articulation agreement exists.

GLOSSARY OF TERMS*

Applied Associate Degree

A degree awarded by WTCS institutions upon completion of a two year program that combines general education with occupational/technical courses designed to lead directly to employment in a specific field.

Breadth Requirements

A category of general education requirements within a degree program that seeks to instill in students a "breadth" or range of knowledge in several disciplines (e.g. humanities, natural sciences, social sciences).

College/School Requirements

A set of requirements that is determined by a college/school for completion of a degree by students enrolled in that college/school.

Competency Requirements

A category of requirements within a degree program that seeks to establish a minimum level of student proficiency in certain disciplines (e.g., English, math).

Continuing Student

A student who enrolls as a new freshman and continues to attend the same institution (i.e., a student who does not transfer).

General Education Requirements

A category of requirements within a degree program that normally consists of basic competencies and breadth of knowledge.

Liberal Arts Collegiate Transfer

A term defining the WTCS program offered specifically for transfer at MATC-Madison, MATC- Milwaukee, and Nicolet Area Technical College. (Previously referred to as "College Parallel").

Nonresident Student

A student who does not meet the requirements for paying in-state tuition rates as defined by state statute.

Resident Student

A student who meets the requirements for paying in-state tuition rates as defined by state statute.

Transfer Credit

Credit earned at one institution accepted in transfer at another institution.

Transfer Student

A designation given to students who transfer credit from another institution of higher education, other than credits earned during Summer Session or while enrolled in high school, and have not previously enrolled at the receiving institution.

University-wide Requirements

A set of requirements that must be completed by all undergraduate degree students enrolled at the institution.

UW Institution Associate Degree

A degree awarded by UW institutions which meets the minimum requirements approved by the UW Board of Regents.

* = Terms included in this glossary are defined for purposes of this policy and may not be consistent with definitions used in other settings.

APPENDIX D

WTCS; Progress Report on Credit Transfer

WISCONSIN
TECHNICAL COLLEGE
SYSTEM

PROGRESS REPORT ON CREDIT TRANSFER
March 2004

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

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

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

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

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

Table 1

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

Fall 2003

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

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

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

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

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

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

since 1989 that discouraged UW System institutions from offering credit for WTCS occupational/technical courses outside a specific articulation agreement covering multiple courses. Implementation of this part of the Joint UWS/WTCS Plan is driven by student demand. Priority implementation is being target based on current articulation agreements and institutions having the highest level of transfer activity. As courses are approved for transfer, the information will be documented on the computerized Transfer Information System (TIS). Initial posting to TIS will be completed by Fall 2004.

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

Speaker's Task Force Recommendation

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

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

Degree Completion Program Agreements. Part III of the Joint UWS/WTCS Plan commits the WTCS and the UW System to continue to develop 2+2 degree completion programs. In traditional undergraduate programs in the UW System, students typically spend much of the first two years completing academic foundation courses. Then, in the second two years of a four-year program, traditional undergraduates take specialized courses in a major field. In contrast, technical college associate degree students complete between 36 and 47 credits in specialized courses in career and technical fields and between 21 and 30 credits of general studies courses in the two years of study leading to an applied associate degree. Degree

Speaker's Task Force Recommendation

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

completion programs recognize the specialized skills and knowledge that graduates of applied associate degree programs have already acquired and provide higher level courses in the major field and additional academic foundation courses to round out the student's baccalaureate education. For more than ten years, the technical colleges have had degree completion programs in a variety of majors in place with several independent colleges and universities including Marquette University, Viterbo University, and Lakeland College. In addition, the WTCS and the UW System have been collaborating for several years to develop degree completion programs that will dramatically increase the number of credits the UW System will grant to graduates of WTCS associate degree career and technical programs and speed the completion of the baccalaureate degree.

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

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

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

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

Speaker's Task Force Recommendation

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

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

Speaker's Task Force Recommendation

Establish a timeline for the development of articulation agreements.

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

Speaker's Task Force Recommendation

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

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

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

assessment will be completed and courses approved by the UW System for transfer will be included in the computerized Transfer Information System.

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

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

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

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

Speaker's Task Force Recommendation

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

demand/high transfer interest programs. Specific steps that the WTCS Board has taken to develop uniform curricula include:

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

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

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

Speaker's Task Force Recommendation

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

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

SUMMARY AND NEXT STEPS

Competing successfully in the 21st century will require a workforce with stronger academic foundations, more and greater technical skills, and an appetite for lifelong learning. The occupational preparation programs offered by the WTCS will continue to provide important opportunities for young adults and working-age adults to gain the skills and knowledge needed to begin a career. As the needs of the workplace continue to evolve, career advancement opportunities for many technical college students will depend on the ease with which they can access additional formal education and training.

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

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

APPENDIX E

Guidelines for advisement of Transfer Student

Guidelines for Advisement of Transfer Students

Preamble

Every effort should be made to meet the general education and design for diversity requirements as they have been written. Due to the inequalities that occur between institutions regarding degree requirements, credit values for courses, etc., there are invariably circumstances that occur which require review for exceptions.

The following guidelines are being established to assist with initial and follow-up advisement for transfer students and to provide consistency in making exceptions (e.g., waivers, substitutions). Some of the guidelines clarify how transfer courses are being treated currently and the circumstances under which no exceptions are needed. Other sections explain possible situations where exceptions may be considered. Because there is considerable confusion regarding "associate degrees," all transfer advisors are encouraged to read the section at the end of the guidelines that differentiates between various types of "associate" degrees.

Program directors should send requests for deviations from the university-wide requirements (not program-specific) for GE to the Associate Vice Chancellor for approval. In certain situations, the Associate Vice Chancellor will consult with appropriate department chairs on the exceptions. These guidelines will be used in considering the requirements for exceptions.

UW Associate of Arts Degree students (No exception needed)

The following is based upon UW System policy ACIS 6.0 Undergraduate Transfer Policy.

A student with an Associate of Arts degree from a UW System school automatically satisfies the following university-wide GE category breadth requirements:

> Humanities and Arts
> Social/Behavioral Sciences
> Natural Sciences
> Technology
> Health and Physical Education

These requirements are satisfied whether or not students have the appropriate number of credits in each or whether they have the appropriate number of areas covered. This also means that a student might have only six credits in the Social/Behavioral Sciences, but the requirement will be met. It also means that a student might have only history courses but not courses from three areas in the Humanities and Arts, but the requirement would be met. A student might never have taken a Health or PE course or a course in the Technology category, but because they completed the Associate of Arts degree they would have satisfied all of these requirements.

The student must complete program-specific required GE courses (e.g., Economics is required in General Business Administration, or Modern World History is required in the teacher education program for certification purposes or a depth requirement needs to be satisfied in Manufacturing Engineering).

Students must also complete the level of math required for their program and take SPCOM-100 Speech if it was not completed as a part of the Associate of Arts degree. Because of the structure of the UW-Associate of Arts degree students do satisfy the minimum English requirement (ENGL-101 and ENGL-102) required by UW-Stout.

Minnesota Community College Associate of Arts Degree (No exception needed)

The same rules would pertain for a student entering with an Associate of Arts degree from Minnesota as those with an Associate of Arts degree from a UW System school regarding the breadth requirements (except for the laboratory science requirement). We must verify that the laboratory science requirement was met. The university-wide six-credit writing requirement is met with completion of six equivalent writing credits. The diversity requirement would automatically be met.

Equivalent of An Associate of Arts Degree

Transfer students who have earned "the equivalent of" an Associate of Arts degree will have satisfied the UW-Stout GE breadth requirements. The conditions for determining "the equivalence" of an Associate of Arts degree are:

a) A minimum of 60 transfer credits.

b) A minimum of 40 credits from the following categories:

I. Humanities and Fine Arts (HumArt) (9 credits)
No more than 6 credits in the Fine Arts or a total of 15 credits in the HFA can be applied to the breadth requirements.

II. Natural and Mathematical Sciences (12 credits)
A minimum of 8 credits in two areas of Natural Science and a lab; a minimum of 3 credits of math; no more than 16 credits in this category can count toward the 40 credits.

III. Social/Behavioral Sciences (9 credits)
No more than 15 credits can be applied to the 40 credits; at least 2 areas must be covered.

IV. Integrated Studies (0-6 credits)
No more than 6 credits in this category may be applied to the breadth requirement of 40 credits.

c) The equivalent of ENGL-101 and ENGL-102 to satisfy the minimum English requirement.

This evaluation would be done through the degree audit program and would be entered into the student's record. No action would be needed by the advisor/program director.

Diversity Generalizations

The diversity requirement is met for any student with an Associate of Arts degree from a UW institution. Students with an Associate of Arts degree from another institution would only have the requirement met if it was required as a part of their Associate of Arts degree. The requirement is not met by an A.S.,

A.A.S., A.A.A., or A.A. degree from a non-UW or non-Minnesota institution.

Electives (No exception needed)

Often transfer students bring in courses not comparable to our own, and these are listed as history elective, literature elective, biology elective, etc. These can be treated as general education courses and meet an area requirement. There also will be courses that come in as Humanities electives or Science electives. These should be treated as an "area" under that category. This means that if a student has taken a history course, a literature course, and has another course noted as a Humanities elective, then the student would have satisfied the "areas" requirement under the Humanities and Arts. Science courses that had laboratories are usually designated on the equivalency evaluation. Physical geography courses are to be counted in the Natural Science category and those with a "L" in the course number reflect a laboratory. Cultural geography courses are to be counted in the social/behavioral science category.

Math Electives (Exception needed)

Since all math courses must met a minimal level of mathematics content to be considered for general education, and since students often have to take a sequence of math courses, students with "math electives" should have the course evaluated by the chair of the mathematics department. The chair should issue an exception verifying that the math course is at an appropriate GE level. The mathematics chair should also advise the student of the next level math course to take in our sequence.

Credit Distribution Exceptions (Exception needed)

There are occasions when the number of credits required within a category is not met, but an exception might be warranted. Some examples are as follows:

1. A student completes a five-credit composition course (e.g., from UW-Eau Claire) or meeting the "proficiency" level in writing from the sending institution (e.g., ENGL-101 from the UW Centers). In these cases, the typical ENGL-101, ENGL-102 or ENGL-111, ENGL-112 requirement would be met, even though the students only have three or five credits in writing.

   The student meets the requirement for that area but must still make up the credits to make up the needed GE total. The student may request an exception from the Associate Vice Chancellor.

2. A student completes the equivalent of College Math I for three credits (e.g., River Falls) rather than four credits. The student should be advised to take a 3-credit course if possible to satisfy the 6-credit requirement. If the student, for some reason, takes a 2-credit statistics course and is one credit short of the requirement, the student may request an exception from the Associate Vice Chancellor.

3. A student completes 1.5 credits of Health and PE and is unable to take a .5 credit PE course to complete the requirement may request an exception from the Associate Vice Chancellor. Students must still make up the credits to achieve the needed GE total.

4. A student meets the distribution requirement for a category (i.e., 3 areas) but not the credit requirement (i.e., 8 credits rather than 9), because some courses transferred as 2 credits rather than 3 (converting from quarter credits) may request an exception from the Associate Vice Chancellor.

Area Requirement (Exception needed)

If the student does not have an Associate of Arts degree and does not meet the distribution requirement across areas listed under either the Humanities and Arts or Social/Behavioral Sciences categories, then the full range of courses taken by the student should be reviewed. An exception would usually be considered only for transfer students. Students should have at least two areas in each category and an overall "strong" liberal arts background as evidenced by depth in at least one area to be considered for an exception.

GE at Transfer Institution but not Stout (Exception needed)

There are occasions where courses were GE at a transfer institution but do not have that designation at UW-Stout. In some cases this is because the course had not been taken through our approval process for GE courses rather than an intentional exclusion. Examples of this would include PHYS-255 Meteorology or PHYS-254 Earth Physics. In other cases, there are courses specifically excluded from this list (e.g., CS-140 Computer Concepts). To determine under which circumstance a transfer course belongs, exceptions would be sent to the Associate Vice Chancellor who will review them with the appropriate department chairs.

Credit for Military Service

If the student has served in the military, that person will receive credit for health and physical education. Credit will be awarded according to time in military service. The DD-214, Ace Registry Transcript, or other military documentation will verify the time of active duty. Additional credit may be awarded based on documentation received.

Students earning a second bachelor's degree (no exception needed)

1. Students who hold a bachelor's degree from any institution are exempt from the diversity requirement.

2. Likewise, they meet all breadth requirements, but proficiency requirements, i.e., Communication Skills and Analytic Reasoning, must be met, and all program specific GE requirements must be met.

Diversity Requirement

Records of transfer students should be reviewed in their first semester regarding the diversity requirement. Advisement plans should determine how a student will meet the requirement as written. If after review it is determined that to meet the requirement as written will increase credits to degree, an alternative plan may be suggested. This plan must be reviewed and approved by the Associate Vice Chancellor.

1. Transfer courses that have course equivalents carry the same diversity designation as the UW-Stout courses (no exception needed).

2. Students who have completed an Associate of Arts degree from a UW institution meet the diversity requirement for UW-Stout (no exception needed).

3. Transfer students who have met the diversity requirement from a sending UW institution meet the diversity requirement at UW-Stout. (We are adding this condition code to the equivalency database.)

4. Transfer courses that are not equivalent to UW-Stout courses but have diversity content are reviewed by the Associate Vice Chancellor and categorized for student exceptions (exception needed).

General criteria for granting exceptions

1. To avoid unnecessarily increasing credits to degree (some increases may be necessitated by student choices)

2. To verify that proficiency/competency is met but credit requirement is not

3. To correct serious advisement errors that would add credits to degree and/or additional cost

4. To minimize any negative impact caused by the exception towards achieving the overall goal of GE or diversity requirements

5. To adjust for curricular changes made at Stout which hamper students from satisfying the requirement within the credit limitations.

Clarification of "Associate Degrees"

There are four basic types of "associate degrees" that transfer students coming to UW-Stout possess: Associate of Arts (A.A.); Associate of Science (A.S.); Associate of Applied Science (A.A.S.); and Associate of Applied Arts (A.A.A.). For A.A. degrees offered within the University of Wisconsin institutions, there is a standard structure. Earning this degree automatically waives university-wide breadth requirements for a bachelor's degree offered in UW institutions.

The **A.A. degree** in Minnesota has a structure similar to the one in Wisconsin. Both require a minimum of 60 semester credits. All have credit requirements by category that equal or exceed ours for HumArt, SBSci, Natural Science, and Writing. All but one has a credit requirement at least equal to ours in the category of Health/Phy Ed (Austin C.C. only requires one credit). The main area of variance is in requiring depth rather than breadth in the SBSci. They usually require two areas rather than three. In most instances, students would have taken three areas because of the electives. In the Humanities/Arts, about half require a breadth (i.e., minimum of three areas). The remainder require two but because of the electives it generally results in breadth being an outcome. There are no restrictions on accepting the GE credits.

The **Associate in Science** (A.S.) degree is 60-64 semester credits and is usually offered by community colleges in Minnesota. It differs from the A.A. degree in that there are about 40 credits in the general education area and 20-24 in a technical/vocational area. The distribution of the credits in the liberal studies area are about two-thirds math/science and one-

third English, Social Science, Humanities/Arts, and Health/Phy Ed. There are no restrictions on accepting the GE courses from Minnesota institutions.

The **Associate of Applied Science** (A.A.S.) degree is offered by the Wisconsin technical colleges and requires a minimum of 60 credits, 15 of which are in general education and 45 in a technical/vocational area. The general education component includes courses in Writing, Speech, Psychology, Economics, and Sociology. There generally are no Humanities/Arts or Health/Wellness in the GE component. Math/Science requirements parallel the level of need required for the technical area. Technical/vocational courses are accepted on a course equivalency basis or by articulation agreements.

The **Associate of Applied Arts** (A.A.A.) degree is offered by the Wisconsin technical colleges and requires a minimum of 60 credits. It has the same structure as the A.A.S. but less math and science are included in the degree. The GE component includes Writing, Speech, Psychology, Sociology, and Economics. Technical/vocational courses are accepted on a course equivalency basis.

Back to General Education Requirements | Back to Ethnic Studies Requirements

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APPENDIX F

Increasing the Number of Baccalaureate Degree Holders

Through

Collaboration between the Wisconsin Technical College and the

University of Wisconsin System

Increasing the Number of Baccalaureate Degree Holders Through Collaboration between the Wisconsin Technical College and the University of Wisconsin Systems

A Convergence of Events Leads to Three Models:

Several external events have converged to create the opportunity to increase the number of baccalaureate graduates living in Wisconsin who have graduated from, or are enrolled in, the Wisconsin Technical Colleges' Associate Degree programs. The WTCS is the primary provider of higher education to adults (25 or older) in Wisconsin. For the academic year 2002-2003, 66,470 adults were enrolled in Associate Degree programs in the WTCS compared to 18,870 adults enrolled in any degree program in the UW System. With almost three and one half times the number of enrolled adults as the UW System, the WTCS provides the most likely pool of adult students interested in obtaining higher education. Together with students less than 25 years of age, the WTCS enrolled 121,497 students in Associate Degree programs, only 17,626 less than the UW System has enrolled in all degree programs[1]. The WTCS provides the most likely overall pool of students interested in completing a Baccalaureate Degree.

WTCS students have demonstrated a desire to attain the Baccalaureate Degree through their rate of transfer into the UW System. Despite the barriers and lack of ability to transfer many courses from the technical college to the UW institution, the number of transfers has increased from 2,177 in academic year 1998-99 to 2,626 in year 2002-03[2]. In fact, in 2002-03 WTCS students comprised a higher percentage of transfers into the UW System than the UW colleges (19.8% vs. 16.6%)[3].

The WTCS has developed an infrastructure that attracts and supports adult students as well as those who must work while in college. These students are often place bound, have family responsibilities, are low income, and/or are first generation college students. The WTCS sixteen technical colleges comprising 47 campuses and numerous learning centers provide access to education where the student lives. Further, through an extensive Interactive Television Network (ITV) and the aggressive development of on-line offerings through eTech College, the WTCS has put higher education within reach of every Wisconsin resident. The student service, library resource, financial aid, billing, registration, and degree audit systems have been modified to meet the student's needs anywhere, anytime, and in anyway.

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[1] Total Headcount by Institution by Age and Classification, 2002-03, Student Statistics Reports, Office of Policy Analysis and Research, University Wisconsin System Administration, Madison: Special Tabulation, Program Enrollment by Age 2002-03, Client Reporting System, Wisconsin Technical College System Office, State of Wisconsin: Madison, June 2, 2004.

[2] *Transfers from the Wisconsin Technical Colleges to the University of Wisconsin System, October 2003*, Report to the Joint Administrative Committee on Academic Programs, Office of Policy Analysis and Research, University of Wisconsin System Administrative: Madison.

[3] Ibid.

The nature and content of the material learned by the student within the WTCS has become academically more rigorous in response to the increased technical demands of the work place. The constant changing demands of new technology and the reallocation of work in the pursuit of increasing productivity have further fueled this push for rigor. As a result, students enrolled in Associate Degree programs, Applied or otherwise, are often taking the equivalent of freshman/sophomore level social science, communication, math and calculus, and science courses as they pursue their degree. It is little wonder, then, that these students expect to receive credit for these courses when and, if they wish, to continue their education.

The UW Board of Regents recognized this dynamic when it voted to allow thirty credits of general education (including math and science) to be transferred from a technical college to a UW institution. This, along with the increased effort to create seamless transfer for specific programs such as nursing, has created the opportunity to expand the number of students pursuing a Baccalaureate subsequent to obtaining the Associate Degree.

These external events have created the opportunity to pursue at least three different models in higher education that will result in more Wisconsin residents obtaining the Baccalaureate Degree. They are as follows:

- Collaborative One Plus One And One Plus Three Options
- Applied Bachelor's Degree
- Occupational Associate of Science Degree

The balance of this proposal will delineate the concepts within each model.

Collaborative One Plus One and One Plus Three Options

Description of Model:
This model takes advantage of the rigor of the general education courses in the WTCS Associate Degree programs and the action by the UW Board of Regents to accept 30 credits of general education. Options for seamless transfer would be created with the 2-year UW colleges through an arrangement where one year of general education from the WTCS colleges would be matched with one year of additional education from the UW colleges. This would allow the student to obtain a jointly granted Associate Degree that would directly transfer into a UW university at the junior level. Simultaneous to the development and offering of this option would be the development of a One Plus Three Option. In this situation, a WTCS college student could transfer one year of general education credits into any state university and begin as a sophomore. In the one plus one and the one plus three models, students could exercise this option at any time, before or after obtaining a degree from the technical colleges

Goals and Outcomes of Model:
A modest goal would be to increase the number of students transferring from WTCS colleges into UW Baccalaureate Degree tracks within the next 3 years by 50% (from 2,626 to 3,939).

Evidence of Model's Success, if Available:
Such a model will take advantage of the high number of adults pursuing degrees in the WTCS. Further, it allows students that are place bound to complete more of the Baccalaureate Degree in their community. Without formally creating this transfer option, the WTCS has more students transferring into the UW than any other Associate Degree granting system. Making this transition easier and more available will serve only to increase the numbers transferring.

Challenges to Model's Success, if Known:
The challenge to this model's success rests with the willingness of the UW and the WTCS to respect each other as full partners in the delivery of higher education. Historically perceived and actual differences in mission have created a culture in higher education that misunderstands the rigor of today's technical programs and undervalues the education received by technical college students. Engaging faculty in both systems in the creation of the One Plus One and the One Plus Three Option can best overcome this barrier. Leadership of the collaborating institutions must be persistent in insisting that these options be created. Further, the leadership must ensure that Baccalaureate Degrees resulting from the collaboration are as equally valued as all other Baccalaureate Degrees.

Ways in which Model Relates to Low Income, Minority, and/or Non-Traditional Students:
Nationwide, two-year colleges have historically had a greater incidence of minority, first generation college attendees, low-income student, and/or non-traditional enrollment than Baccalaureate granting institutions. Such is the same in the WTCS. It has already been shown that the number of adults attending the WTCS is far greater than the UW System. Thirty-one percent (31%) of the transfer students from the WTCS were adults, compared to 16% of the non-WTCS transfer students[4]. Thirteen percent (13%) of WTCS enrollment is from minority populations[5]. The transfer cohort from the WTCS has a greater percentage of minority students than the non-WTCS transfer cohort[6]. The increased transfer options to WTCS students will undoubtedly increase the number of low income, minority, and/or non-traditional students in the UW System.

Describe the Partners and Their Role(s) in Collaborating on this Model:
The Northeast Wisconsin Educational Resource Association (NEWERA) (comprised of Fox Valley, Lakeshore, Moraine Park, and Northeast Wisconsin Technical Colleges; UW Colleges at Fond du Lac, Sheboygan, Manitowoc, Fox Valley, and Marinette; College of Menominee Nation; and UW-Green Bay and UW-Oshkosh) has already begun to model the collaboration that would need to occur for this model to succeed. In fact, the leaders of these institutions have tasked their respective staff to develop the One Plus One and One

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[4] *Transfers from the Wisconsin Technical Colleges to the University of Wisconsin System, October 2003*, Report to the Joint Administrative Committee on Academic Programs, Office of Policy Analysis and Research, University of Wisconsin System Administrative: Madison.

[5] WTCS Facts March 2004

[6] *Transfers from the Wisconsin Technical Colleges to the University of Wisconsin System, October 2003*, Report to the Joint Administrative Committee on Academic Programs, Office of Policy Analysis and Research, University of Wisconsin System Administrative: Madison.

Plus Three Model. Action by the UW/WTCS Committee to Expand Baccalaureate Degree Holders in Wisconsin in support of this model will serve to endorse and hasten this work.

Cost/Benefit Analysis or Projection of Cost/Benefit:
Several cost benefits will accrue from the implementation of this model. The existing adult infrastructure with the WTCS colleges will not be recreated in the UW System. No new courses will be created where they already exist within the WTCS. No new space or infrastructure will be created where there is existing capacity within the technical colleges. Enrollment in upper division courses within the UW System that typically run with lower levels of students will be increased, thereby reducing the cost of instruction per student.

Bachelor of Applied Science Degree

Description of Model:
The Bachelor of Applied Science Degree (B.A.S.) will provide opportunities for individuals who have completed Associated of Applied Science Degree programs. The degree provides additional educational preparation and career advancement opportunities.

The B.A.S. is structured on the "inverted major" concept, which builds complimentary academic degree programs around the technical or occupational major the student has already completed. While traditionally the inverted major is a 2+2 model, it is possible to also create a dual enrollment option where students freely take courses from both the technical college and university simultaneously.

Goals and Outcomes of Model:
Within three years 800 or more students may have achieved a Bachelor's Degree through this model.

Ways in Which Model will Increase Baccalaureate Degree Participation and Expansion:
The Bachelor of Applied Science is offered for students completing an Associate of Applied Science (A.A.S.) Degree and is specifically designed to allow students to enter into a Bachelor Degree program without experiencing credit loss or duplication of courses.

Wisconsin ranks 9th nationally in terms of the percentage of the labor force who have completed an Associate Degree, but only 30th in the percentage who have earned a Bachelor's Degree. Thus, Wisconsin will be accessing one of largest untapped markets in the state. In fact, these potential students have already demonstrated their desire for higher education and have "proven" themselves as capable students. Accessing this population should yield higher completion rates than your traditional entering freshman class.

Evidence of Model's Success, if Available:

The "inverted major" or "upside down" degree is not a new concept in higher education in the United States. Several states including Michigan, Montana, Missouri, Indiana, Arizona, and Pennsylvania have similar models in place benefiting students who desire transfers.

Challenges to Model's Success, if Known:
The upside down degree may be troubling for some, as it blurs the lines between upper and lower division courses. Students in this type of degree program take much of their content major at the two-year college and the bulk of their general education courses at a four-year university.

The technical or occupational major does not solely rest on the foundation of general education, but rather higher level general education and program content overlays the major. The scope and sequence of coursework may vary from the traditional four-year sequence.

There may be some difficulty in aligning some A.A.S. Degree programs with corresponding B.A.S. Degree programs. This can largely be addressed by developing the B.A.S. in response to the existing A.A.S. content instead of the reverse.

Finally, care will have to be taken to ensure that recipients of Bachelor's of Applied Science will not be viewed as having received a lesser quality Bachelor's Degree than those who have obtained a Bachelor's Degree through a more traditional model.

Ways in Which Model Relates to Low Income, Minority, and/or Non-Traditional Students:
This model is attractive to all students because it provides a path to a Bachelor's Degree without adding additional costs due to loss of credit or duplication of courses. The working adult population will gain from improved mid-career changes and skills enhancement. As stated in the previous model, technical colleges enroll a higher level of minority and low-income populations. As the number of transfer students between two-year colleges and four-year universities improves, so too will the numbers of these students increase.

Describe the Partners and Their Role(s) in Collaborating on this Model:
Leadership of the University of Wisconsin System (UWS) and the Wisconsin Technical College System (WTCS) must be willing to examine and align curriculum to facilitate this transfer arrangement. The University of Wisconsin-Stout has a successful history of working with the WTCS to create seamless transfer of students desiring to transition to a Bachelor's Degree and may serve as a model for consideration.

Several elements of the current UWS/WTCS Six-Part Plan for enhancing credit transfer and expanding the number of Baccalaureate Degree holders in Wisconsin also describe and reinforce partner roles in collaborating on this model.

Cost/Benefit Analysis or Projection of Cost/Benefit:
This model will provide additional access for advanced degree completion for students who possess an Associate of Applied Science Degree. The B.A.S. Degree programs will capture the agility and responsiveness of the WTCS to enhance and develop careers in response to changes in technology and workplace conditions. Likewise, the offering of the B.A.S. by all UW four-year institutions will allow each institution to expand into fields previously too cost prohibitive. For example, UWGB could begin to offer more programming in professional technical fields without having to make the huge capital

investment in labs as well as incur the cost of more faculties to support a four-year program.

Any reduction in the number of duplicative credits students need to take saves the student money and increases his/her incentive to complete a Baccalaureate Degree. This model will increase the number of state residents with four-year degrees at a lower cost for both the student and the state and, therefore, local taxpayers.

Occupational/Pre-major Associate of Science Degree

Description of Model:
Many states use the Associate of Science Degree with an occupational focus as a method of bridging the gap between the Associate of Applied Science Degree and the Liberal Arts Associate of Science or Arts Degrees. These degrees are frequently referred to as *Pre-Major* or *Major-Specific Associate Degrees*. For the purposes of this description, they will be referred to as Occupational/Pre-Major Associate Degrees, to emphasize the distinction between the existing Liberal Arts Associate Degrees in Wisconsin higher education.

The Occupational/Pre-Major Associate of Science (OAS) Degree is a transfer degree that typically includes 18 credits of occupational coursework to accompany the general studies coursework. The Associate of Science is a universally recognized transfer degree; therefore, all credits are at the transfer level. The (OAS) Degree offers the opportunity to expand transferability options, and yet may allow some students to use the credential to seek employment. The following is some descriptive information and examples of OAS Degrees, taken from the website from Moraine Valley Community College in Illinois:

Associate in Science Degree (A.S.)
Programs are for students who plan to major in science disciplines such as biology, chemistry, chiropractic and osteopathy, dentistry, engineering, geology, mathematics, medicine, medical technology, naprapathy, nursing, pharmacy, occupational and physical therapy, physics, and veterinary medicine. It is also for transfer business majors such as accounting, business administration, finance, human resources, marketing, and management. The transfer program consists of 62 credit hours: 38 credit hours of general education and 24 credit hours of additional degree requirements/electives.

Illinois Articulation Initiative
Moraine Valley Community College is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows transfer of the completed Illinois transferable General Education Core Curriculum between participating colleges and universities. Completion of the General Education Core Curriculum assures transferring students that lower-division general education requirements for an associate's or bachelor's degree have been satisfied. Contact the Academic Advising Center for additional information and read about the IAI on the World Wide Web.

Business A.S.—This program is designed for students pursuing a baccalaureate degree in the areas of accounting, finance, management, or marketing.

Computer Science (Information Systems Emphasis) A.S.—Computer science majors encompass either a business and information systems emphasis or mathematics emphasis. The

information systems emphasis focuses on the use of computer technology and information management methods to solve business problems.

Computer Science (Technical Emphasis) A.S.—Computer science majors encompass either a business and information systems emphasis or mathematics emphasis. The technical emphasis focuses on algorithms, theoretical foundations of computer science and development of software.

Engineering A.S.—The engineer is concerned with the application of scientific principles to practical problems.

Manufacturing Technology/Machining A.S.—Manufacturing Technology is a combination of math and science education with hands-on skills. It is a field that specializes in the application of manufacturing concepts, principles and processes to plan, design and manage machines and people.

Nursing A.S.—R.N.s are licensed upon passing the state licensure exam. They may supervise, teach and delegate responsibilities; deliver direct patient care; prepare patients for surgery; establish patient care plans; and more.

In some other states, the program of study is generalized into two or three tracks and the additional courses (pre-requisites and occupational courses) are treated as electives at the two-year level. Arizona, for example, defines three pre-major degrees: (i) Liberal Arts, Social Sciences, Fine Arts, Public Programs, and Communication; (ii) Business; (iii) Physical and Biological Sciences. Others have specific programs for pre-engineering or pre-biological science.

States with specific pre-major programs include:

- Colorado
- Florida
- Illinois
- Iowa
- Massachusetts
- Maryland
- Michigan
- Minnesota
- New Mexico
- North Carolina
- Pennsylvania
- Texas
- Virginia
- Washington

In these states, students from 2-year institutions can complete a pre-major program and are typically accorded junior status on entry to a senior institution. These states typically have an agreed upon common general education core or agreement that, if the sending institution's core is met, the senior institution will accept that most, if not all, of its own core has been met. Exceptions include foreign language, physical education, writing across the curriculum, or other institution-wide upper division general education requirements that a senior institution may have.

Goals and Outcomes of Model:
The OAS model proposes that the Wisconsin Technical College System has expanded authority to approve transfer degrees in occupational areas. The specific goals will include:

- Increasing the number of students who transfer into Baccalaureate programs. A reasonable target would be to confer at least 500 OAS degrees within five years.
- Providing increased flexibility for the attainment of multi-disciplinary skills for OAS graduates who transfer to complete a Baccalaureate Degree.
- Establishing a degree model that aligns with emerging occupations (such as nanotechnology) that inherently requires a path toward a Bachelor's Degree.

Ways in Which Model will Increase Baccalaureate Degree Participation and Expansion:
The OAS Model will provide significantly increased opportunities for transfer to the University of Wisconsin System and the private colleges in Wisconsin. The model will be particularly attractive to working adults due to the dual focus (transferability and an occupational focus). The OAS Model will also provide better alignment with companion programs at universities. It replicates a more typical curricular path for students, since students will take some introductory occupational coursework in their first two years of college. The implementation of the OAS Model is an affordable strategy since much of the coursework will be drawn from existing curriculum.

Evidence of Model's Success, if Available:
In Illinois, in the 2001-02 year, there were 7,711 Associate of Arts Degrees conferred, 4,068 Associate of Science Degrees, and 831 Associate of Arts and Science Degrees. This has resulted in a total of 12,610 transfer degrees conferred in 2002. Meanwhile, in Wisconsin during the same year, the University of Wisconsin Colleges conferred 1,109 Associate of Arts and Sciences Degrees. Wisconsin ranks well in Associate of Applied Science Degrees awarded (for example, the WTCS conferred 7,403 AAS degrees in 2002). However, the Wisconsin Technical College System only conferred a combined total of 215 Associate of Arts and Associate of Science Degrees. The Wisconsin total for transfer degrees conferred is 1,324. Illinois confers nearly ten times the number of transfer degrees in their public two-year colleges.

Challenges to Model's Success, if Known:
One challenge to the implementation of the model will be incorporating this concept into the Wisconsin Higher Education System. The Occupational Associate of Science Degree fills a gap that exists in this state between the Associate of Applied Science and the Liberal Arts Degree. While other states have been successful in establishing a spectrum of associate degree opportunities, collaborative planning involving all elements of the Wisconsin Higher Education System should be involved in bridging the gap.

Ways in Which Model Relates to Low Income, Minority, and/or Non-Traditional Students:
The OAS Model will be attractive to low income, minority and non-traditional students because it expands transfer opportunities within the WTCS...where these target groups

have a history of service in Wisconsin. The affordable tuition, coupled with the multi-disciplinary nature of the degree will add to this match. This model, for the most part, will be particularly conducive to distance learning delivery, and thus attractive to working adults.

Describe the Partners and their Role(s) in Collaborating on this Model:
The success of this model will be tied to the collaborative planning between the WTCS, UW System and private colleges. The planning should include:

- Targeting occupational areas in demand and in emerging areas.
- Building connections between two-year and four-year campuses to ensure a strong alignment in curriculum.
- Establishing outcomes and piloting implementation success.

Cost/Benefit Analysis or Projection of Cost/Benefit:
The OAS Model will utilize cost-effective strategies to increase participation rates at the Baccalaureate level. It will use an existing network of access points through the various WTCS campuses. And the degree will be built upon, largely, with existing general studies and occupational coursework. Support systems (such as counseling, library support, and facilities) are also, in large part, either available, or can be made available through locally funded expansion.

The Case for Adoption of the Three Models

Adjusting for population size, it is evident that Minnesota's transfer rate from two-year colleges to four-year colleges is 76% higher than Wisconsin's[7]. With the WTCS Associate Degree enrollment of almost 120,000 and over half of those 25 years of age or older, it seems obviously prudent to tap into this potential market of Baccalaureate students, who are being underserved in this state compared to Minnesota. The three proposed models would allow for the expansion of Baccalaureate Degree holders utilizing existing infrastructure, course offerings, and adult access delivery systems. This cost effective approach will allow the UW System to take advantage of its strengths in offering upper division courses and professional programs while utilizing the strength of the WTCS in providing rigorous lower division general education and technical program content through a diffuse set of delivery methods in a wide array of geographical locations. These models are consistent with the current mission of the Wisconsin Technical College System to provide highly skilled technicians for the workforce of today and tomorrow. In no way will this detract from our continued focus on providing career-oriented education and ensuring that people of all abilities have access to higher education.

It is projected that adoption of these three models will, at the least, allow Wisconsin to match the percentage of transfers experienced in Minnesota. A conservative estimate of the number of transfers would a doubling the existing number within the first three years,

[7] *Expanding Access to the Baccalaureate Degree in Wisconsin*, by Dr. Frank Goldberg, Associate Vice-President, Office of Policy Analysis and Research, UW System; and, Dr. Janet Washbon, Assistant Vice-President, Office of Policy and Government Relations, WTCS.

from 2,626 to 5,252. With 94% of the reporting technical college graduates living and working in Wisconsin, it is highly probable that these students will continue to live in Wisconsin after completing their Baccalaureate Degree[8].

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[8] Wisconsin Technical Colleges 2002-2003 Graduate Follow-up Report

APPENDIX G

Student Comments

	A	B
1	ITEM17B	
2	Transfered in 65 credits. □ I'm 51 but the numbers don't go over 40 for that answer,	
3		
4		
5		
6		
7		
8		
9	I decided to attend UW-Stout mainly for the tranfer program which was highly recommended by Sandy Plank, the marketing program director at Fox Valley Technical College. She was	
10	I wish I could have transered more credits especialy my general requirements. The program director at MATC did not give me good direction as far as what I should take at MATC as far as	
11	My gen ed did not transfer well when I transferd.	
12	To be totally honest--i hate Stout with a passion. the place is too small, the only reason i came here for construction was that at UW-Madison where i transfered from also, the greatly reduced the amount of classes in the construction management option. Hardly any of the professor have Ph.D.'s, i really wish i didnt have to come up here to get a degree in what i want.	
13		
14		
15		
16	Stouts regerstration process and finding classes to take is NOT user friendly. Take a look at UW Madison and see how much esier it is to find all diffrent types of programs that you need to take for your degree. It also provides interaction so you can actually get a description of what the class	
17	I only attended CVTC because the 4-year university wanted to see that I could handle college level classes, being that I began at 24 vs. 18.	
18		
19		
20		
21	Had prior college credits which also transfered	
22	I attended CVTC with the intention of directly transferring credits to Stout. I used the transfer agreement between the two schools in choosing classes I knew I would get Stout credit for. However, I am finding that I have the knowledge from those courses sufficient enough to have been able to get credit for some additional courses at Stout, but am still having to take the Stout	
23		
24	I went to CVTC during high school (for over 4 years). I had accumulated a massive amount of credits and wanted them to be worth something here as soon as I graduated from high school.	

	A	B
25	When I registered, they told me about how many credits would transfer, then they never did. I am dissapointed in this, but what should I do now? Next time, be honest with me.	
26		
27		
28		
29	survey is way to long. you should read through you questions and check the spelling before sending this out.	
30		
31	I didn't know a thing about Stout. My professor from UW-Platteville recommended it to me and I trusted his opinion so much that I applied to Stout without knowing a thing about it besides the	
32	I really like Stout.	
33		
34	I guess I was shocked that I was not told the total truth about what was transfering - I was told that I was getting 75 credits to transfer, but they all don't apply to my program	
35		
36	I was in the navy for 6 years operating a nuclear power plant. I came to stout with 2 AS degrees in electronics. The time at my tech school was almost exclusivly prior to my joinging the navy. Since getting out of the navy, school has been much easier to me because of the intensive training in the nuclear power program. The only time I don't get an A in any of my classes is when I'm not putting forth much of any effort. Along with that, I don't particularly like taking any classes above and beyond the core classes for what I need to know to do my job. The less overhead the better in my book, and taking all these extra" classes is in my humble oppinion a waste of time. As for the transfer process since that's what this survey is all about... virtually everything I ever went to school for counted for credit when I started at stout. So much so that in my first semester here I had enough credits to graduate but none of the classes to graduate. If I had to change one thing about stout I think I would honestly change the laptop campus crap. It's nice and all but I think it could be done better. Compaq for starters is one of the crappiest manufactures out there.	They are akin to the old packard bells and I'm more than happy to never see them around anymore. fortunatly HP bought them out but they are little better. Dell and Gateway usually have their act together but if I had to issue everyone a particular brand name I would personally go with the Sony VIAO. (incedentally I'm fotunate enough to not be forced to buy a laptop yet and the only computer I have is one that I built out of parts I bought on the net) That's the other thing I didn't like... making people buy a laptop. The laptop program I think was nicer when you actually got to KEEP your laptop after you paid for it. It is such a crock that you have to give it back. The last thing is ask5000. The few times I've had to ask them for help they were about as usefull to me as a hernia. I have a computer technician degree so there isn't much I can't
37		
38		
39		
40	I was very happy that UW-Stout transfered so many of my credits.	
41		
42	I am so glad that I decided to continue my education here at Stout because I am learning so much more just living on my own. It's been a great experience so far at Stout.	
43	The company I was working at closed. Due to this my tuition is being paid for thru the trade adjustment act.	

	A	B
44	Sometimes transferring in so many credits, both from a technical college and a mianstream four year college isn't always the best. I transferred in a lot of credits.	
45	Although I was lead to believe that my credits would transfer flawlessly, nothing of the sort happened. In fact, it took a year and a half of persistent negotiation before my credits were transferred. I had to repeat classes I had already taken at MATC which were more demanding, more in depth and more professionally taught. My education at UW Stout has been less than satisfactory compared to my educational experience at MATC and my expectation for a quality education. In addition, I am tired of being looked down upon because I attended a technical	
46	I had about 60 credits out of 72 transfer into my major from Technical College. I took Architectural Commercial Design in Technical College and then transferred into Construction at Stout.	
47		
48		
49	I was mislead by my counselor at NTC along with the transfer coordination here at Stout about how my credits would transfer. I brought over 60 credits but the killer is that 22 of those credits only counted as graphic electives" in my program (GCM). I wasted thousands of dollars because	
50		
51		
52	I am upset that general classes do not transfer. Why should I have to waste credits, money and time to take 3 years of General Chemistry during my college expereince when I clearly passed	
53		
54	I had taken courses at Stout years previous and had done poorly. I chose to go to the Technical College in Eau Claire and take a semester's worth of classes that I had failed and was able to improve my gpa. That was really the main reason. I always wanted to be @ Stout. I think it's a	
55		
56	I went to CVTC so I could get my GPA up enough to transfer into stout. I am in the pre-architecture program and am going to transfer into an architectural school next fall after attending stout for 2 years. I feel the pre-program will prepare me for my eventual 5 year bachelor of	
57	Question 15 second from the bottom has a typo, missing word, or whatever... I have no idea what it was trying to ask me! Sorry, but someone should have caught that before it went online!	
58	I took distance learning classes while in high school to get a good start for my four-year college	
59		
60		
61		
62	none	
63	Since I switched from tech (Assoc. in H&T) to Interior Design I only had somewhere around 20 credits transfer. (Might have been a tiny bit higher, but not over 30, I'll pick the low end for you.) Also, if I ever cared to go for my bachelors in H&T here at Stout, I'd have an additional 70 credits	
64	I am happy so many credits transfer, but I am upset that they can not get it fixed in the computer to show I have that many credits. There for I get screwed when it comes to class registration and	

	A	B
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71	I found that most of my credits transfered although both of my english classes only transfered as eng 101 instead of eng 101 and 102 so I had to retake eng 102 (good thing I like eng!)	
72	Technical college is a great thing to do before attending a four year college! (I can't get anything for financial aid and I think that is bullshit!)	
73	The transfer credits were all accepted into the general requirements part of my major. I fully	
74		
75	I felt that for the most part it was a great transition but the only negative thing that I have to say is that other people from my program from a tech college transferred and each of our classes all transferred differently which I find absolutely crazy!!!! We had all of the exact same classes but	
76		
77		
78		
79	The Technical school that I attended worked one on one with students and the teachers seemed to care how you were doing in their classes. I feel that I was more appreciated at my technical school than I am at Stout. I didn't like that the questions in this survey were worded correctly. I feel that a technical school is just as college" as you can get to any kind of school. I kind of felt as though this survey made me out to be not as good as someone who went to a four year college. I	
80	I was a unique case with 30 credits that transferred. I knew I would be going to a 4-year school after tech school, so I took the appropriate classes that would transfer as credits. Unfortunately, I have an extra 30 credits which count as Electives" in my current major that are completely unused otherwise even though they provided me a lot of information I currently am using in my major's	
81		
82	I am very happy with my choice to transfer my credits from CVTC upon graduating with my Associates Degree in Marketing. I would recommend this path to another student if they were going from Marketing at the Tech level to Retail Merchandising at College level.	
83		
84		
85		
86	I was able to transfer almost all my credits. I love the major that I am in here at Stout.	
87		
88		
89		
90		

	A	B
91		
92		
93		
94	I chose Stout because I work here.	
95		
96	NONE	
97	Most of my credits transfered, 28 out of 30. I thought that was pretty good!	
98	I took a summer class at my technical college back home because it was close and very convient and the credits transfered very easily.	
99	I wish I would have known that my credits were usable before the first quarter of college.	
100	I really love Stout!!! Its a good school and I would recommend attending here to anyone! The class sizes are just the right size and all the instructors- espeically in the Vocational Rehab.	
101		
102	Even after transfering from a technical college, I still had to go to Stout for 4 years.	
103		
104	In receiving an associates degree and a diploma from CVTC in two separate programs in conjunction with nearly 10 years of management employment history, it was surprising to me the little amount of credits in the english area and none in the math area that transferred or could not	
105		
106		
107		
108		
109		
110	Dissapointed in what actually transferred, maybe less than 30 but I can not remember. It took 6 semesters to earn B.S. so it is close.	
111		
112		
113		
114		
115	I feel the transfer into UW-Stout was easy and made it less stressful on me as well as my family. I am pleased with everything UW-Stout has done for me.	
116		
117	Awesome transfer policy, all but 3 credits for a total of 66 credits transferred. No other UW comes	
118		
119		
120		
121	Transfering was really difficult. The math credits that I attained at CVTC didn't transfer, however, it was the same class offered here at the middle math level. I was very unhappy with the classes	

	A	B
122		
123		
124		
125	I attended Stout years ago for a different major, left the school & worked several years before attending the tech college. Re-enrolled at Stout after learning about the BSIM.	
126		
127		
128	I lost more than half of my credits in the transfer and I WAS NOT happy about it. I feel likw I wasted a year. I hate Stout for that.	
129	I was shocked at the small number of credits that transfered.	
130		
131	Due to the amount of transfer credits I had coming into Stout, I will be able to graduate within 2-3	
132		
133		
134	i could transfer 54 of my 83 credits from tech school.	
135		
136		
137	I came to UW-Stout because I wanted to obtain a Bachelor's Degree instead of just having an Associate's Degree. I have changed my major since coming here, but the credits still transferred nicely. The class size at the tech school was smaller, which made for a more personable classroom, but the program was also accelerated so we didn't get to interact with other majors very much. At the tech school we also did more hands on work with our program classes, which	
138		
139	Stout is upfront about wanting transfer students, but not willing to work to offer classes that are need to complete a degree in a timely manner.	
140	I had to wait to get into the program at Stout, so I decided I may as well take a class at CVTC	
141	Thankfully I came at just the right time. This is my second year at Stout. So I was able to transfer in a lot of my Early Childhood classes that I had taken at CVTC before all of the new changes in the School of Ed. I don't think I would have been able to transfer as much after these changes were made. With the amount of credits I had taken at UWEC my freshman year and the credits at	
142	One thing that I did not enjoy when coming to Stout was that it was hard to get classes that I needed, because of the freshmen blocking. I had enough credits to not be considered a freshmen	
143		
144		
145	Before attending CVTC I planned on transfering to Stout because they offered the program that I wanted. I took courses at the technical college that would transfer to Stout and in the process	
146		
147	I wish there was a class offered on the PPST 1 and 2	
148		

	A	B
149		
150		
151		
152		
153	Wendy is an outstanding advisor and made the transfering process very easy.	
154		
155	The transfer policy sucks!!! You say all credits will transfer but that is a LIE!!! I wouldn't have gone to this school had I know hardly any classes would transfer to the core classes. Be More specific	
156		
157		
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162		
163	I started at a technical college because it had been 30 years since I graduated college. I knew I was lacking discipline and study skills needed to get into a 4-year college and a proven track record. I knew what I wanted to be, how to go about it, and took only those courses I knew would transfer to the higher goal. I went to a private university because I was unsure (had heard stories of the difficulty of getting into U of W schools) if I could get in. I decided to change my major from Physical Therapy to Psychology (found out I liked it) and then transfered to UW-Stout. I chose the	
164		
165		
166		
167		
168		
169	i was told i had an articulation between chippewa valley technical collge and that it would take me only two years to recieve a higher degree in my major. I found this to be false and I am now	
170	A lot of my credits didn't transfer.	
171		
172		
173	the tech needs to have better psychology credits to transfer	
174		
175	All of my credit did transfer, but there are classes that I have to repeat that I have already taken.	
176	I am an entrepreneur at heart, and college is just a hoop that you have to jump through to get a	

	A	B
177	I personally think that it's bogus that they say u can transfer your credits to sout and u can graduate with a bs as a continuation of your as in 2 years. I am starting my second year here at stout and i am not even close to graduation in my program here. I have 2 pages of electives that cannot help me! i have talked with my advisior and program chair a few times about classes they didn't transfer in and i am not pleased with the results. I took 3 accounting classes at the tech and	
178		
179		
180	n/a	
181	Of course, I believe I should have recieved more. I transferred 46 credits	
182		
183		
184	the only problem with my transfer is that Ted Bensen (gcm) is an awful program director. the same credits that transfer for some students don't transfer for others. he plays god, giving some students whatever they want and not giving other students the same opportunity	
185		
186	I found the studies here is a lot harder than techanical college. It's more in depth occuring to general studies. But that just me being out for 5 years working.	
187	I was at CVTC for two years, and only had a few credits transfer. The experience was a great	
188		
189		
190	I had a technical diploma program at the tech, and we had to take general classes. None of these general classes transfered, because they weren't associate level courses, but they equally compare to the math, speech, and english classes that they required me to take here. I think those classes could've fairly replaced them. Another thing is that when I first attended Fox Valley Tech, I was interested in going to Stout for Technology EDucation, and they told me everything would transfer from my program, and I would have two more yrs. after I transfered. When I	
191	I have now completed course work toward two Master's degrees.	
192		
193		
194		
195	After attending several classes here at Stout, I felt more credits could have transfered, and my work experience should have also counted for something.	
196		
197		
198	I transfered because stout gave me the best transfer of my credits from tech. other schools wouldnt transfer anything or very very little. They also had a good reputation amongst many of my	
199		
200		

	A	B
201	Over all I was very pleased with transfering my credits. I had 73 and 66 transfered. The only problem was so many transfered but not many pertained directly to Stout's program I now have a lot of just general elective courses completed, and I am making up a lot of freshman and	
202		
203		
204	i was set on attending tech school and then UW-Stout. I originally was enrolled in Hospitality Tourism management (at Tech and wanted to come to Stout for that program) Then I left he HT program at tech and went to marketing but I still wanted to come to Stout becasue I fell in love	
205	I was still disappointed with how my credits transferred. I have a friend in the same program at stout, who went through the same tech. college program but at a different school. He had some of the same exact courses that I took and all of his transferred and about half of mine did. Linda	
206		
207	Still working on transferring credits.	
208		
209		
210	stout does not have the working class person in mind when it come to takeing classes for a major. if one works a standard 8 hour day say 8:00 to 4:30 like the company i work for because classes start at 8:00 and are done at 4:30. there is a college in iowa called willaim penn where they have a worker college program so people that have the drive to can go to school with out loosing there	
211	I feel the transfer policy between colleges in Wisconsin needs some review. I worked hard to earn those credits and feel as though they should count for something in all schools in the state.	
212		
213	I have a very hard time with learning and understanding the teaching style of Stout and am thinking of transfering out of STOUT.	
214		
215		
216		
217		
218	Initially I had attended WITC for my continuing education credits because it was a more friendly atmosphere than was Barron Co. Campus. When after 4 years there were no more classes I could take at WITC that counted toward my recertification, I enrolled at BCC. I took classes part time until I lost my job due to agency closure. It was then a convenient time in my life to attend	
219	All of my credits transfered, however one class does not meet/fill my requirements (sociology) because my classes are/have been pre-chosen for me with the program layout.	
220	#4 you don't have my age category I'm 49	
221		
222		
223		

	A	B
224		
225	□ I'm not 100% sure that my major is correct for me, but I definitely needed to start learning again, and push myself to do smething othet than just waking up for a job I didn't like.	
226		
227		
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231	Some of the classes i am in now are repeatitive and i feel i am wasteing my time (RMM major,	
232		
233		
234		
235	I do not believe that College level courses are harder than Technical College level courses. That is a miss understanding. Technical College courses are much more job skills and hands on. The technical college experience that I had was in a specific area at a very deep level. College level courses seem to be a much broader spectrum, with just as deep major specific content.	
236		
237		
238	The previous situation was complex- I had attended MATC right after high school, attained an AAS in Mechanical Design, worked for two years near Milwaukee but had lost my job last year. Then went back to MATC last January for 3D Animation when I had heard about the Industrial Design program. Stout was one of the school choices, and the tour of the school was impressive.	
239		
240	I was only enrolled at CVTC for the summer semester of 2004. I began attending UW-Stout in the fall of 2002. I just wanted to get a summer class out of the way and CVTC is less expensive and	
241	the flexiblity of my major allows greater transfer capabilites than some majors however technical school has great advantages in saving funds and an excellent stepping stone between high	
242	None at this time	
243		
244		
245	I am over 50 yrs old.	
246	I am filling out this survey, but have issues with the way it is worded. I made a conscious decision to attend CVTC, as their marketing program has a great reputation.□ The questions you ask are condescending. It's as if you assume that I could not have gotten into the UW system, or didn't think I was smart enough to complete the classes here, so I went to the technical college. In the future, you might get more responses if the questions were re-worded in	
247		
248		

	A	B
249		
250	most of the transfer credits came in as technical selectives so I had a lot of credits in one area	
251		
252	I was able to transfer 67 credits from NTC to Stout. Stout also offers many on line classes and some select classes are offered at NTC or the local UW in Wausau	
253	none	
254		
255	I am over 50 years of age, there was no choice for that.	
256		
257		
258	It was to easy to transfer to collage. The vocational school was more expensive than Stout.	
259	I'm not too sure about the credits that were usable. I know that I was very dissapointed that most were not usable in my program, but still happy that a few transfered over. More than UWEC.	
260		
261	The credits that transfered ocer did not apply to anything	
262	it would be nice if stout had an accounting degree program	
263	I was under the impression that my classes from high school would transfer to the technical college, which they did, but then my credits from the technical college would transfer to Stout nicely. That was not the case, many of my credits transferred as elective courses, which do me	
264		
265	cte is a great opportunity for many people...and good to work with working adults	
266		
267		
268		
269		
270		
271		
272	The questions on this survey don't really give me an opportunity to supply accurate answers.	
273		
274		
275	All of my credit were transferable because of the articulation agreement Chippewa Valley	
276		
277		
278	I only attended CVTC for 1 semester. I attended Stout for 3 years and was placed on academic dismisal. After I was away from school for 1 yr. I was told to get back into stout I would need to go to a tech/comm. college to get my grades up. I did that in 1 semester and was back at Stout the	
279		

	A	B
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282		
283	As part of the electrical apprenticeship program I worked most of the time and only went to CVTC twice a month. Therefore, I only had 2 credits a semester, so I only had 4 credits total from one	
284		
285		
286	age is 51, □ attending because my work location closed due to competition and TRA is funding my schooling	
287		
288	I only took three credits at WITC that Stout said would transfer, a video based class.	
289	UW Stout has inpressed me with its service, Knowledge, and education that I am recieveing. What a great choice I have made attending UW Stout.	
290	I was very happy that Stout accepted as many transfer credits from CVTC as they did.	
291	Although I enjoyed ythe technical college experince I was not able to find work in my field.	
292	The course I took at Fox Valley Tech were part of a joint course associated with my high school.	
293		
294		
295	I am very disatisfied with uw stout.. I am nither challenged, nor learning anything.□ the only thing I did at stout was busy work that stressed me out.. I am going back to cvtc	
296	I truely enjoyed my time at CVTC. I had awesome teaches that had awesome experience in my field of study. Stout just isn't doing much for me. My advisor is terrible at her job. She does not do	
297	The only complaint I have about transfering to Stout was that my electronics coarses that were excepted as transfer credits left me unprepared for the next elecronics class that I am taking now (fundementals of microprocessors and microcomputers). I am in class with 2 friends that also transfered from CVTC, all are struggling extremely and one has even dropped out just because of this class. The instruction from the proffesor is also extremely hard to follow and comprehend.	
298	I just kinda endded up here and now I am so far along it doesnt py to leave. I am also happy overall with my education at stout.	
299		
300		
301	This survey isn't really for people who are transfering from UW-Stout because of low quality of	
302		
303	All of my technical credits transfered. (73 Credits)	

	A
1	ITEM25
2	I have felt very lost and would have appreciated more guidance about class selection, a tour of the campus like the incoming freshman get should have been available also. It seems that when I ask questions people are too busy to take the time to answer or expect me to find it on my own. I realize that as an older adult they may assume that but it's been rather frustrating to not have someone to 'go to' with issues.
3	I had a friend who transfered from a different tech college and got credit for speech class and never even gave a speech in tech college.
4	Very frustrating to have to repeat all the communication courses It appears that some students are allowed to test out and pay significantly reduced tuition for courses such as student teaching while others, myself included, do not have the same opportunity even though the competencies appear to be met!
5	
6	
7	Process went fairly smoothly, my advisor is helpful at times, but others he just seems to blow me off when I have a question that I feel is important.
8	
9	See the above comment section.
10	My grades are not considerably worse at Stout just a little. 5%-10% worse which is to be expected. A's are now either A's or B's.
11	
12	
13	
14	
15	
16	none
17	I think that the laptop policy is crap. When I transferred I was not required to have it at that time. However, when I took a semester off, I was forced to have a laptop when I reentered that I have still (5 semesters later)never had to use.
18	
19	
20	I spent too much time in the technical college system, should have attended Stout right out of High School. I'm 42 now and should have graduated from college 20 years ago
21	Overlap in classes is a problem. Some classes should transfer that don't. Some of these classes are taught BETTER in tech college than here. More work oriented classes and less psychobabble-fluff should be part of the programs. Only the academics who have never had to have real jobs want more of this BS.
22	above - the agreement between schools needs review, as I feel i completed courses at CVTC that should have qualified for additional requirements in my program at Stout
23	
24	Transferring credits from CVTC was easy and painless. I was told exactly what was coming in from CVTC and what it was being transferred to, including the number of credits.
25	no.
26	i only attend a technical college for a summer course

	A
27	I think that there are some great Professors here at Stout. The hands on, in your face that Stout has is great. Then on the other hand I have come across the other kind of teachers that don't care about their students. I think if they would be more focused on helping their student instead of trying to scare them and be little them it would be very important and help the learning process. Plus I think that some of the professors need to remember that they are in a porfessional setting themselves, what they ask of the students they should do too. I think that professors should look like they are professors and not wear what they would wear on the street! I think that the lab tops are a useful item, but there also needs to be away that the professors can control what the students are doing on them in class. It can be very distracting to other people.
28	In about the same amount of time (5yrs) I will have earned two degrees.
29	
30	
31	They transfer a lot of credit but not all of it is transferred appropriately. I have to make up some classes that I truly feel I shouldn't have to. I also may get penalized for having too much credit. I wouldn't have come here if they had made me pay for one of those worthless laptops.
32	No, just that they made it really easy to transfer credits.
33	
34	I have a two year degree but yet some of those credits don't transfer. Tax payers complain about how much they pay towards education. They should because the transfer system does not work out as good as it should tax payers are paying out more money to upper education. I think transfer students have a good grasp of the information and should sur pass some of the classes.
35	
36	Nothing comes to mind... I complained about enough stuff in the above comment box.
37	Excellent Job!
38	
39	
40	The school was very helpful in my transfer process. I was able to schedule a tour and the director of my program sent me all the information I needed to choose my own classes. When I got here, I already knew which classes I wanted to take and I think because of that, I've had practically no problems taking all the courses I need.
41	
42	
43	I have had a hard time making the tranfer from the working world to Stout. I think people assume I know what I'm doing and most of the time I have no clue. I have learned alot from other students. The staff and Professors have also been helpful but it seems I learn most by overhearing conversations.
44	I think more thought needs to be put into the process of working with transfer students. Allowing us to get into the classes that we need and more explanation on the sequence of the programs.

	A
45	Creating a process where the equivalency of course work at varying insitiutions outweighs the politics of articulation agreements and recognizing the superior education that technical colleges provide would recognize student achievement and knowledge in the transfer process. As it now stands, the expectation of what will transfer, as stated by the advisors at both MATC and at UW Stout are inflated. In conclusion, I now tell all my friends who are considering a four year college to go there right away. For those friends who are looking for a quality education, I tell them to attend a technical college. Hopefully this information will be helpful in better coordinating the transfer process.
46	I think that it is fair that UW-Stout allows the transfers from Technical College, because otherwise I would have had to start all over at UW-Stout, credit wise. What I mean is that I had two years of Technical College with classes/courses that directly related to ones required to take in my major at Stout. And if none of these credits transferred, then I would have had to pay for courses I already have taken or related to what I took in Technical College. Now since I have had many of my credits transferred into my major, I have eliminated one year off of getting my B.S. degree at Stout. In the end I will have two degrees that have taken me five years total...two years in Technical College and three years at Stout (4-year college). Also my major (Construction) normally takes most students who enter straight from High School, 4.5 to 5 years to complete this major. This is another benefit for me, because I feel that I am getting more education, degrees, and experience for the amount of time it could have
47	
48	
49	I would suggest that faculty and administrators should should not lie to prospective transfer students about what transfers and what it transfers for. I think it is just sad that the Transfer Coordination at an institution such as this cannot relay the correct facts to their customers. Feel free to email me at any time to hear more about this
50	It is an easy process with wonderful knowledgeable people to work with.
51	
52	Transfer students have to take many freshman classes, which all now require laptops, so why can't transfer students also recieve laptops? This puts most at a lower level of learning already because we can do not have access to laptops. Half of the students at Stout are transfers, yet they do not have the opportunity to be a part of the program? WHY NOT?!?
53	
54	
55	
56	
57	
58	Going to a technical college before attending a four year college was a good preview and learning experience. I would suggest any four-year college bound student to take technical college courses provided by their high
59	
60	
61	
62	none
63	
64	It great that so many credits transfer, but get the computers working and all the parts together.
65	

	A
66	
67	
68	
69	
70	
71	For me the process went rather smoothly. Everyone at Stout has been so kind and helpful whereas at CVTC I just felt like another rat in their maze. At Stout it seems like they really care about the sucess of their students. It really is a very friendly campus and I wish I would have just skipped the technical college and came strait to Stout. I have gained a strong confidence in myself and have seen that I can succeed. At CVTC I was only allowed to see my advisor once and to get other appointments was near impossible. When I was drowning in the heavy class load they insisted I take I went to them to ask for help and they just said they could offer me no help. I was not even told that I could withdraw from a class. It really was an aweful experience. At Stout it has been completely the oppisite. I get help when I ask, I can see my advisor easily and I have a clear direction as far as what classes to take and when. It really has been great and I am greatful to be here.
72	
73	The advisors have helped working with my credits to fit them into the program. It has helped me out tremendously. I appreciate it.
74	
75	Just be consistant when transferring credits from the tech. to stout. . □ Also, make the technical colleges offer the adequate math and chemistry and physics classes(with the right amount of credits required for stout) that will transfer to UW Stout.....so that students don't have to retake these difficult classes that they previously took at the technical college but had to retake because they weren't enough
76	
77	
78	
79	I feel that I may haven't received credit for all of my classes.
80	More emphasis should be on talking to students WHILE they are in their vocational and technical schools. They need to be aware of the levels of classes they must take so credits will transfer. Too many students expect their classes to transfer, only to have to retake the same subjects they had at Tech School, all over again. Unfortunately, transfering from two years at a Tech school, I only received the equivalent of one year's worth of transfer credits, which means that I will be spending three years here at Stout instead of two years, which I was more led to believe would happen.
81	
82	The transfer process was amazing. Everyone worked really hard to transfer classes into the correct spots. Good luck with your thesis!
83	
84	
85	The transfer process from Waukesha County Technical College to the University of Wisconsin - Stout was very smooth with no difficulties. I did find that instructors at the Tech College were more helpful and knowledgeable about their courses and classes than those at Stout.

	A
86	
87	
88	
89	The age ranges don't go high enough in this survey. I belong in the 46-50 range.
90	
91	I completed two associate degrees at CVTC and was able to transfer 120 credits to Stout although not all applied to my undergrad degree. I have completed my undergrad in two years at Stout and I am now working on completing my grad degree. I have tried to transfer credits to UW-EC and they would not accept any technical college credits. Stout has been great in transferring credits!!! One other comment - my age is 49 which was not a selection for the age group pull down menu - there are people over 40 attending Stout who have transferred
92	
93	
94	Several comments: 1) I used the return key and mistakenly submitted a prior survey; 2) even older" people are going to school than your survey includes for age (I'm 51); 3) the Transfer Information System on the Web is accurate and easy to use and Stout's transfer coordinator is knowledgeable and helpful; 4) regarding questions #22 and #23 technical college instructors teach w/the intended purpose that students LEARN; many Stout instructors in my experience deliver teaching but don't feel any responsibility that students learn--some are bogged down in administrative obligations and professional enrichment."
95	
96	NONE
97	Stout was very helpful in the transfer from CVTC to Stout. I would recommend this transfer to anyone. I had many questions and they were always answered fast and very informative.
98	
99	
100	Nope- it was an easy transition for me!
101	
102	
103	
104	It is my opinion that both the technical college and university systems need to coordinate the math and english courses in order for a smooth transfer of these credits from one to the other. Transfer students who have already taken multiple courses in these general areas should not have to retake these courses due to what was told to me the failure of the technical college in omitting a section of a course which disqualified that course from transfer. In essence, it comes down to an additional semester or two of time and money that was already spent.
105	
106	
107	I AM CONCERNED ABOUT THE LAPTOP REQUIREMENTS AND BELIEVE THAT IT SHOULD BE AN OPTION AND A CHOICE FOR STUDENTS, NOT A REQUIREMENT. SOME PROFESSORS DON'T ALLOW THEM IN CLASS AND THEY ARE NOT NECESSARY. ALSO IT IS SUCH A LARGE AMOUNT OF MONEY FOR SOMETHING THAT IS NOT OWNED BY THE STUDENT. WE WOULD BE BETTER OFF BUYING OUR OWN LAPTOPS FROM A RETAIL STORE THAN RENTING FROM STOUT.

	A
108	Make sure the student understands what credits will exactly transfer and where they can be used on the program plan sheets. It can be a little confusing at times, especially at the begining of starting at Stout.
109	
110	Don't listen to your advisor if you want to finish in 2.5 years as they claim (assuming you have an A.S. in a similar field). They push you to take only 12 credits your first semester which puts you behind from the start causing you to take an additional semester and putting you at 3 full years. A lot of the classes that did not count we actually learned more from at the tech school, others we covered the same material and used the exact same book. It seems to be a common misconception that tech schools are there for college can't-hack-its, which I found may be the complete opposite. They should certainly refine the process if they wish more students to transfer. If I knew what a hassle it was going to be I may not have.n □ thanks for the opportunity to share my 2 cents
111	
112	There were many degree specific courses that ended up not transferring and I would have saved money attending Stout in the first place.
113	
114	Since I'm still attending calls at the technical college and transfering, I wish the process could be completed on-line and the status viewed so I knew if it went through. Also, it would be great if our transcripts listed the credits that were transfered from the technicial in the catagory (ie. General Ed; Professional/Technicial Components) they were applied to.
115	
116	
117	It is awesome.
118	
119	
120	
121	make it easier for credits to transfer so that we don't have to start all over
122	
123	Be a bit more helpful. When I came here, I lived on campus my first year and had no clue where things were or what do in some instances, as far as seeing an advisor, changing my major, or doing a credit wavier form.
124	
125	Advertise it more!!! (Not Stout, but the tech colleges need to get the word out.) I learned about the transfer opportunity after seeing an ad in the Milw Journal, which was also spotted by an instr & faculty member at the tech college, both of whom presented the same info to me. Tech college instructors should promote this opportunity to
126	
127	
128	It sucks. That says it all.

	A
129	I think that an effort to help students transfer credits should be made, rather than automatically disallowing credits, and making it difficult for students to make a case as to why the credits should transfer. In my situation I couldn't believe that the same type of classes based on course work, and difficulty were not accepted. I understand that allowing more credit transfers would decrease the amount of income to the University, but if this is even a consideration as to why credits are difficult to transfer, then it is an unethical one.
130	Would be nice if classes of the same nature would be more applicable to some certain areas.
131	I am very pleased with the transfer process. I live in Eau Claire and UW-Eau Claire would not transfer nearly as many credits. The transfer coordinator, Linda Young, was extrememly helpful in making this as easy as it could be. Overall, I am very happy with the accomodations available for transfer students.
132	
133	
134	
135	
136	
137	Transfer students should keep all the class syllabis from tech school when transferring so advisors can better see what you did and if they really do match classes here. I ended up with a lot of elective credits that I think could have been used as transfer credits, but I was very happy with how smooth the transition to here was and how helpful everybody was to me.
138	
139	Stout is upfront about wanting transfer students, but not willing to work to offer classes that are need to complete a degree in a timely manner.
140	
141	Like I said earlier, I think I came at just the right time. I was able to transfer in a lot of classes that are need for my major. I do think that my tranferring experience was a positive and worthwhile experience!
142	I found that some of the classes though very similar to ones in the program were not able to be transfered in.
143	
144	
145	When comparing Stout to other UW schools, Stout was able to accept more credits from the technical school than others. This was a decision factor when selecting Stout over UW-Eau Claire.
146	
147	I really liked the transfer process to Stout from MATC Madison. The other university, UW Platville only took a small portion of my credits. I have been impressed with some teacher and dissapointed with others. I just ask other students for advice and that seem to be a good rule of thumb. I do much better with some teachers than others. I like a teacher that is interested in the subject matter and cares if the students understand. One thing that made the transfer process difficult was understanding the different computer programs like e-scholar, blackboard, and learn at uw stout. I have found that the classes are much more difficult but I feel I have learned the subjects more in-depth. I wish there was tutoring services hours were more convient. At MATC there werer tutors working untill midnight. I have enjoyed my experience at stout.
148	
149	
150	

	A
151	
152	
153	
154	
155	Yeah. Make it easier for us to finish our degrees. Don't gip us on credits towards our core classes. Don't lie about what does and doesn't transfer be more specific. Have more knowledgable advisors. Give us same priviliges as other students in regards to laptop programs and ect.
156	
157	
158	Worked well for my major. I am currently in English because my classes would not transfer over. Taking this now at my age and my point in my education is almost a complete waste of time.
159	I would have completed all of my general education classes at tech school it is a lot cheaper and closer to home.
160	spend more time with the transfer student so they understand the process better. Let them know that just because credits transferred doesn't mean they went into the cirriculum. I dont think the transfer process should be so black and white, personalize it more.
161	
162	
163	I had no problems with transfering courses, except for a few minor glitches here and there. There were only a few courses that I had to re-take because they did not come up to Stout standards. However, that was fine with me, it just added to the knowledge base.
164	
165	
166	
167	
168	
169	see above commentws
170	Look at individual cases and then evaluate what should or should not be transfered.
171	
172	
173	
174	
175	
176	My comment is that it is the worst process in the world. When my semester was done at the tech it took forever for the transaction to go through so I registered two days before classes began at stout, and was kept in limbo for the entire christmas break not knowing if I was attending either one, even though my grades were far sufficient enough to be acepted. But stout needed transcripts in there hands, so I got classes at times when I was not 100%. eg, early classes and I work very late, so it affected my performance in my classes, thanks for the survey,
177	
178	
179	
180	It was easy to transfer my credits.

	A
181	I believe there should be more lenancy on the courses transferred into stout.
182	
183	
184	
185	
186	I agree Stout is a fine school,yet some teachers don't seem to know when a student is struglling such as one teacher for example in math no names mention. Anyways I probably have to get my shit together and get smart.
187	
188	
189	
190	yes, some of the technical level classes that aren't associate level courses, in my mind meet the same criteria of the classes I took here. I had to take a speech, science and 2 math classes at the tech. None of these transfered, but they weren't any easier than the classes I was required to take here, so I think they should've transferred.
191	
192	I had some problems when transferring from Madison to a four year college. Some of the problems where scheduling for classes, advisor help and so on. Overall it was an o.k. transfer. If you would like more information on this, please contact me though email. dufecks@uwstout.edu
193	they need to talk to you about credits instead of assuming there not going to count i had to fight to get some of mine to count where i beifited more from the ones that transfered then some of the class structure here.
194	
195	The tech. college was a great starting place, but I know now, from work experience, that a four year degree is much better on the resume. I am receiving the same quality of information as well as a very similar quantity. I would rather see a student attend a four year college, but if that isn't possible or desirable, then they should most definitely attend a tech. college.
196	
197	tehcnical college focuses on you major than on general classes. this is why i am getting worse grades at stout. personally, i do better in my professional classes because i am interested in the content because it will be my proffession. as for general classes, i dont put much effort into them because many are of no significance to my future occupation and i feel some can be a waste of time and most importantly money.
198	
199	
200	
201	
202	like any uw college it seams stout looks down on tech schools, though not as much as other campuses, even though i believe i got a more sound and specilised education during my tech school years
203	I feel that my experience transfering to UW-STOUT has been great. I will have completed my four-year in degree in one and a half years. I totally recommend attending technical college before a university, because for me, I became more involved in my major with the hands-on approach the tech college stressed, where if I would have attended the university from the beginning I probably would have lost interest fast in just taking generals for the first year. Technical college was a great experience for me, and I would have never changed it. I hope this

	A
204	I think things went very smooth. I sometimes thinkit was too easy. I got double credit for a class becasue I got a D the first time so I retook it and got a C the next time and I got two different classifcations for the same class. But I have plenty of extra credits but I am sure that this happens to people who do need it. But it sucks that as a transfer you cannot get honors. My story is very much a reason why but it isn't fair to those who earn it.
205	As stated earlier, overall very disappointed in transferability. I wasted a whole year taking classes that I shouldn't have had to. Linda Young was unconcerned.
206	The equivalancy of some transfered credits between several tech schools to Stout gives credit to some who didn't do things and got credit, and those who did things and didn't get credit. I have friend that got credit for speech communication class for taking a communication tech college course that didn't require giving any speeches or presentations, while I didn't get credit for a communication course that I had to give several speeches and presentations.
207	The program I graduated from (Meeting and Event Management) is brand new so NONE of the equivalencies are recorded here at Stout. It would be great if Linda Young/H&T could update this. I also have courses like Contemporary American Society (this was a Sociology course at MATC) that should count for the Social and Behavioral Sciences credits.
208	
209	
210	tech schools and colleges should get there thing ironed out so more cedits can transfer so you do not have to pay for and retake classes because they we did not read this book or write that paper.
211	
212	
213	I really felt good about the transfer process at Stout, and felt very informed about what was happening next"."
214	The transfer process for myself went smooth. I wish I could have gotten to register at an earlier time. Overall, I was and still am very satisfied with the way everything worked out.
215	
216	
217	
218	
219	I would've filled more general courses at the Tech. instead of Stout. Some gen.ed. classes are tougher here @ Stout while others are @ the same level.
220	Yes, take all the classes! some of my child guidance weren't accepted and what I got here was a repeat and my transfer should have been accepted!
221	
222	Students should be required to take tec-ed 160 in first semester at stout.
223	
224	The transfer process was very easy for me. I am a non-traditional returning student who has worked in my field for over 15 years. (Your age categories didn't cover me--I just picked the highest). My advisor (Professor Harris) has been exceptional to work with.
225	
226	
227	

	A
228	
229	I had a lot of credits that transferred over. The only thing that i didn't like is when i received my degree audit and there wasn't classes filled into the courses that i was going to get credit in. So it was hard to make my schedule for the rest of the time at school.
230	
231	
232	
233	
234	It would be nice if courses at Stout could be listed at a technical college so that the students at a tech school could decide right away if they want to attend a four year school and if so, the credits and courses that they will have transferred in.
235	Stout has more general education classes to offer than C.V.T.C. did. However, the quality of education was the same at both sites. Since C.V.T.C., is a smaller school, there were more opportunities to meet one on one with a professor. However, Stout professors compared to other Universities are quite available and willing to help. The reason why I am getting better grades here at Stout is because I am paying for my education myself, and am going for a specific career goal. When I was at C.V.T.C., my parents paid for it, and I had no real direction or motivation to succeed in school.
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237	Stout doesn't take a lot of credits that should apply to the school. I was and am not happy with Stout. Never would recommend Stout as a school to go to. Wish I would have never came here. Just had a bad experience with a lot of people (prof.) on campus.
238	The orientation process was slightly confusing - being grouped with regular freshmen initially then reseparated didn't really help to understand where to go. Having multiple definitions (transfer-freshman, etc.), but while still getting credits in - e-scholar says I'm a Junior because I have 65 creds transfered currently, but I'm still in my first year, doesn't really define the level very well. Seems like it should just be transfer with the number of credits and your major.
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241	the openness of stout's transfer process is encouraging and admirable.
242	None at this time.
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246	I could not have been happier with the transfer process. I was lucky to work with a Program Director here at Stout who is fantastic. I was also pleased with the amount of credits that transferred in.
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248	I hate the fact that I have to take more general classes than program classes and basically that is why I am at Stout to take generals. My degree is pretty close to done.
249	

	A
250	Why do people who have worked in the field, who come in as transfers still need to do a co-op to fulfill the requirements in their program?I □ Too many credits transfer in as technical selectives. I was unaware of that before I transferred. Basically around 30-40 credits were usable out of the total 72 credits I graduated with at the technical college.
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252	I think the transfer process was quite easy. Wendy Dittmann was very helpful and if their was a problem she resolved it on the spot. Over all the transfer was very smoth.
253	no
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255	Yes, there is no formal board of review or set policies that I can determine why some credits transfered while others did not. It seemed like more personal opinion than anything.
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258	The precess for me was to easy it only took like two weeks. I don't even understand how it went so fast.
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262	everything was fine.
263	I think the transfer process sucks, to put it plainly. I went to a technical college that is 30 mintues away from Stout and my credits did not transfer anything like I was told they would. Stout is supposedly the technical affiliated UW colllege, yet, there seems to be no respect for the concentrated knowledge that is acquired at technical colleges. I loved the technical college and what I learned there in one year is so much more beneficial than what I have learned in a year and a half here at Stout. I wish I could get my degree at the technical college, but you can not get a teaching license, so here I am. I would never want to go back on my decision to start at the technical college, it was a wonderful experience!
264	
265	wish they would take more transfer credits
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272	Transfer went smoothly, and the process works well.
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274	I highly recommend UW-Stout especially to anyone who has attended a Technical College. The cooperative effort between the Technical Institutes, Stout and UW Extension is great for non-traditonal students. Being able to transfer credits from CVTC will make a big difference in the amount of time it will take me to obtain a Bachelor's
275	I think that your rating questions on why one chose to go to technical college were a little biased. They should have been the same as why one would choose to go to a four year university.

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281	I was very impressed, especially with how many credits transferred and how I was treated in general.
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283	No.
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286	As a non traditional student it's been a difficult adjustment in some ways. I had questions about the campus (we did not get a campus tour) and about program/studies advice yet didn't feel my questions got any real attention. Instead I've had to find my own way to resourses and that would have been easier if someone would have been assisting me. There are certainly opportunities for improvement there. Not that I needed someone to hold my hand all the time, but a go to contact would have been very nice. Life is all about changes and it smooths the path if someone lends a helpful hand.
287	My advisors at MATC were very helpful and friendly with schedualing and working on helping me pick classes that would transfer. Here at Stout my advisor is no help. I drove 4 hrs up and 4hr back home to come here this summer for transfer registration day and come to find out that my advisor wasnt even here and that he already made me a schedual and there was no need to haave even come up here. I went in to see him a couple weeks back because i didnt understand my degree audit and what transfred and not and he wasnt much help. Also as a transfer student who is coming into a teaching program I was not very well informed about all the benchmarks that must be completted before I can take certain classes.
288	There are lots of things I have had to learn the hard way, on my own or too late that I didn't have any idea about. My age is off your charts, 49.
289	I feel that the transfer of credits could be more student friendly. The issue that technical colleges don't do as good of job is just not true, they are harder sometimes and just as important to the student in their eyes. Also being a resident for more than 40 years and having my tax dollars go to both University and Technical systems in Wisconsin. The systems should develope a easy transistion from one in the other wrather than a we are better than you attitude." My tax dollars went to both systems with out judgement I should be be treated fairly from both systems with out judgement of one system to the other. More students would attend the University system from the Technical college if the systems would work to improve relations. Right now some student attend the private college just because they work with each other not against each other in transfrering credits. Thank you for your
290	No.
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294	Yes I do. Why is it that the policy of not counting transfer GPA has been reversed? I and many others felt blind-sided by this. It was yet another punch in the face from an educational system that seems to be crumbling down upon us all.
295	I dont suggest it.

	A
296	Stout should trasfer more classes from tech. I haven't learned anything new in my professoinal classes at stout.
297	I expected STOUT to be more difficult but I also thought the level of instruction would be superb. I have had excellent and knowledgeable instructors in all but my Electronics class. There is a language barrier and instruction is poor. There was also a few excellent and a few poor teacers at Tech college.
298	I had to attend a technical college to complete high school classes like geometry, algebra, etc.