

BLUEPRINT FOR COLLEGE READINESS STATE PROFILE

WISCONSIN



1848

WISCONSIN



Wisconsin has addressed seven of the 10 Blueprint policies to improve college readiness in the state. It has addressed all four high school benchmarks and has adopted rigorous college and career readiness standards. It is watching students' progress toward college and career readiness across the high school grades, administering the ACT Aspire to all ninth and 10th graders, and the ACT Plus Writing to all 11th graders. Wisconsin also is one of four states that requires all high school students to take the WorkKeys assessment.

Wisconsin has fully implemented one of the four college benchmarks with the development of a systemwide admission policy. It has met both bridge anchor policies. Educators use the state-developed college and career definition for policy discussions and decisions. It also has a P-20 data pipeline to help educators make decisions on students.

POLICY REVIEW	WISCONSIN	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes - dual enrollment offering mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	YES, ACT; Other	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	YES	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Systemwide (single system) Assessments; High school coursework	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	NO Systemwide	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO Yes No Yes No	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO No Yes Yes, Remedial course completion	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES No	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	7 out of 10	

STRENGTHS

Wisconsin is a model for using indicators of college and career readiness in its system for determining school performance. Wisconsin Act 20, enacted in 2013, requires the development and adoption of college and career readiness standards by seeking information from a broad range of sources, including elementary and secondary teachers, instructors and experts from postsecondary institutions. This approach attempts to strengthen the connection between secondary and postsecondary schools, better communicating what it means for students to be college and career ready.

Wisconsin also is one of only six states that has aligned high school graduation policies with college admission policies in all core subjects. The alignment creates transparency between high schools and higher education institutions about college readiness standards and is a tool to increase the number of high school graduates enrolling in postsecondary school.

CONSIDERATIONS

Wisconsin should consider revamping its dual enrollment offerings to reduce the potential for confusion among students, parents and high school/postsecondary staff. The state has multiple dual enrollment options with differing but critical program elements, such as eligibility requirements, funding mechanisms, and reporting and evaluation requirements. A growing body of research suggests that, even when controlling for student background and academic measures, dually enrolled students outperform their peers in terms of high school graduation rates, as well as college enrollment and persistence. Consolidating these programs as some other states have done into a smaller number of programs — or ideally, a single program — would help eliminate the unintended barriers to participation that these multiple programs can create and could potentially enhance college-readiness and participation, especially for low-income and minority students.

The state also should look into developing statewide, uniform policies on the transfer of course credits between colleges and associate degrees to four-year colleges that apply to all higher education systems in the state. There currently are separate transfer policies, making it harder for students to transfer across systems. Thirty-five states have a statewide transferable core of lower-division courses, and 36 states have a statewide guaranteed transfer of associate degree policy.

RESOURCES AND STATE EXAMPLES

Increasing Student Access and Success in Dual Enrollment Programs: 13 Model State-Level Policy Components, Education Commission of the States, <http://www.ecs.org/clearinghouse/01/10/91/11091.pdf>.

Dual enrollment: A strategy to improve college-going and college completion among rural students, Education Commission of the States, <http://www.ecs.org/clearinghouse/01/12/61/11261.pdf>.

State Policies to Improve Student Transfer, NCSL, <http://www.ncsl.org/documents/educ/student-transfer.pdf>.

Louisiana – Comprehensive transfer policies

Louisiana was a leader in developing uniform transfer policies between community colleges and four-year institutions when it enacted **S.B. 285/Act 356** (2009). The law included a statewide policy implementing a core of transferable courses from two-year colleges, a Common course numbering system and a guaranteed transfer of an associate degree to a four-year baccalaureate program. In addition, it gave priority admission to students with an associate degree and created a common college transcript that was consistent across all higher education institutions. As a result of the legislation, Louisiana educators created a central database of courses and alternatives that met the requirements for industry certifications, associate degrees and baccalaureate degrees.