



Online Learning in Wisconsin Access through Collaboration

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The Wisconsin Idea

“The state will not have discharged its duty to the University nor the University fulfilled its mission to the people until adequate means have been furnished to every young man and woman in the state to acquire an education at home in every department of learning.”

- Governor Robert M. LaFollette, 1901



Support for the Wisconsin Idea

86%

The University
should reach
***beyond the
campus***

February-March 2003
UW-Madison Survey Center

73%

The state should
fund outreach
education

November 2002
WisPolitics.Com/Wood Communications

UW System in the 21st Century

PURPOSE

In August 1995, Regent President Michael W. Grebe articulated the purpose of the study – to focus on policy and practice which need to be changed or improved to enhance the performance of the UW System in the 21st Century. He noted that, if the Regents undertook a more comprehensive strategic planning effort, *running the future*, and that the 21st Century Study should be a very “focused” exercise that “parallels” but does not replicate or replace *Planning the Future*.

Public testimony regarding the Study made it clear that this final report should reiterate the UW System's strong commitment to the many important policies which this planning effort did not change and which will continue to guide our progress into the 21st century. Four policies which received public comment were:

- **Design for Diversity.** The UW System remains strongly committed to its longstanding policies for diversity. The UW System must educate graduates to live and work in a dynamic and diverse society.
- **Research and public service missions.** The strong record of this university system in basic and applied research, and in outreach to local communities, businesses, and individuals, will continue. The “Wisconsin Idea” is, if anything, expanded in this report through the commitment to the use of instructional technology and distance education to enhance university presence and the access to the university through the Internet and other delivery modes.
- **The commitment to quality.** Quality and access are top priorities of this university system. We remain committed to both but, where fiscal limitations require a choice, quality remains the first priority.
- **Economic development.** The UW System has long been a major stimulus to the Wisconsin economy through the approximately \$440 million it brings into the state each year in federal support (including federal student aid), the impact of its research and technology transfer activities, and the overall quality of life it helps create. In addition, the “multiplier” effects of these expenditures boost incomes and earnings statewide. This emphasis will remain and continue to grow in the next century.

These policies are only a sampling of many which remain in place for the future. They are mentioned specifically because of explicit discussion and concerns about whether these policies remain a priority for the UW System. In April 1996, Regent President Grebe noted specifically in response to the public testimony that: *“I suggest that we include in the final report ... a statement that recognizes our continuing commitment to all current policies not specifically modified by this study. Our silence doesn't mean we regard these topics as unimportant. In fact, they are very important.”* As Regent Grebe also noted [in his August 1995 charge to the Study], this exercise was not undertaken because the System is flawed, but to sustain its extraordinary leadership in maintaining quality, access, and affordability into a decade of change.

Expand the Wisconsin Idea through technology to enhance access

1996 – Study of the UW System in the 21st Century

Goals

technology training; (5) ² BadgerNet;
library automation; and (8) a comprehensive

In response to a question from Regent
Associate V.P. Meachen stated that, to his
functions are not outsourced.

As required by the legislative Joint Finance Committee, the
following resolution was introduced:

97-72 It was moved by Regent Brandes, seconded by
Regent Randall, that the Reports to the Joint
Finance Committee for Release of Technology Funds
be approved.

The resolution PASSED unanimously.

The all-regents portion of the meeting adjourned at 1:35 p.m..
The Education Committee reconvened at 1:45 p.m. Present were
Regents Benson, Boyle, Lubar, MacNeil, Randall, Smith and
Staszak. Regent Orr joined the meeting in progress.

2. Approval of the minutes of the September 4, 1997, meeting of the Education Committee.

97-73 It was moved by Regent Randall, seconded by
Regent Staszak, that the minutes of the September
4, 1997, meeting of the Education Committee be
approved.

The resolution PASSED unanimously.

3. Report of the Senior Vice President for Academic Affairs.

Senior Vice President David J. Ward introduced Charles W.
Schelin, Provost, UW-Superior, and Joel Sipress, Chair of the UW-
Superior General Education Committee, who presented the UW-
Superior General Education Report. Professor Sipress observed
that in 1989, UW-Superior had established a goal- and objective-
oriented General Education Program, which was fine-tuned in a
1995-96 review, with the primary goal to establish a mechanism to
establish continuous quality improvement. As a result of the
1995-96 review, UW-Superior established a Standing
General Education Subcommittee of the Academic Affairs Council.
As one of its duties, this subcommittee reviews all General
Education courses on a three-year schedule.

In response to a question from Regent Staszak about
marketing the transfer aspects of the program, Professor Sipress
stated that every transfer student is assigned an advisor to
review which of their courses transfer.

- Access
- Student-centered learning
- Collaboration

Board of Regents, 1997
Approving the creation of
UW Learning Innovations

History of UW Leadership

- **Distance education = teacher and students separated in time and/or space**
- **Independent Learning since 1892**
- **Wisconsin Public Radio**
- **Wisconsin Public Television**
- **Continued leadership throughout evolution of technology**

Removing Barriers to Learning

BRICKS

**Same time,
same place**

Seat time

BLENDED

**Same time,
some place**

**Some time,
same place**

ANYTIME ANYWHERE

**Any time,
any place**

Adults Want Education

90%

It's important to
provide **education
for adults**, so they
can qualify for better
jobs

2003 Survey of Public Opinion
on Higher Education
Chronicle of Higher Education

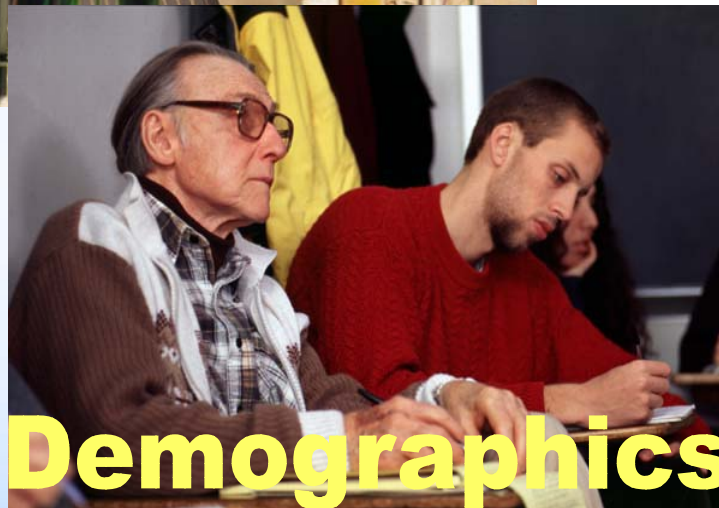
Opportunities



New skills



Career changes

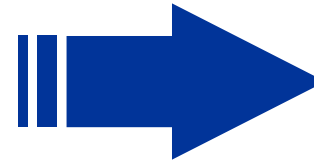
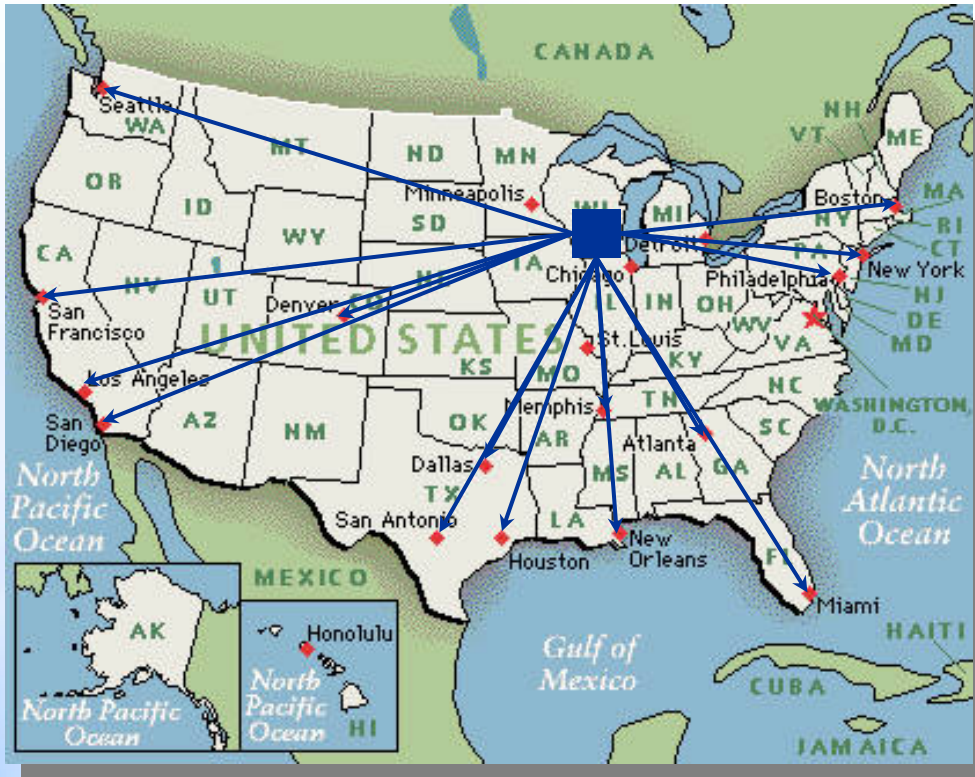


Demographics

Dow Jones
NASDAQ
S & P 500

Economy

Access Was About Place...



...Now it's About Time

The Collaborative Process



Expanding Access: 14 Programs Online

- **1 Associate Degree**
- **3 Bachelor Degrees**
 - **Nursing (2), Business**
- **4 Graduate Degrees**
 - **Engineering, Business, Project Management, Criminal Justice**
- **6 Certificate Programs**
- **3,600 estimated enrollments**



Access: Undergraduate Programs



- **Associate of Arts & Sciences Degree**
 - **UW-Colleges**
- **Business Administration**
 - **UW-Platteville**
- **RN-to-BSN (Nursing)**
 - **UW-Eau Claire, UW-Green Bay, UW-Madison, UW-Milwaukee, UW-Oshkosh**

Access: Graduate Degrees

- **Engineering**
 - UW-Platteville
- **Criminal Justice**
 - UW-Platteville
- **Project Management**
 - UW-Platteville
- **Collaborative Master in Business Admin**
 - UW Eau Claire, UW-LaCrosse, UW-Oshkosh, UW-Parkside



Access: Certificate Programs

- **Human Resource Management**
 - **UW-Platteville**
- **Project Management**
 - **UW-Platteville**
- **International Business**
 - **UW-Platteville**
- **Leadership and Human Performance**
 - **UW-Platteville**
- **Graduate Diploma in Criminal Justice**
 - **UW-Platteville**



Access through Collaboration

TIME RESOURCES

COORDINATION

ACCOUNTABILITY CULTURE

Linking Resources

Graduate Degrees

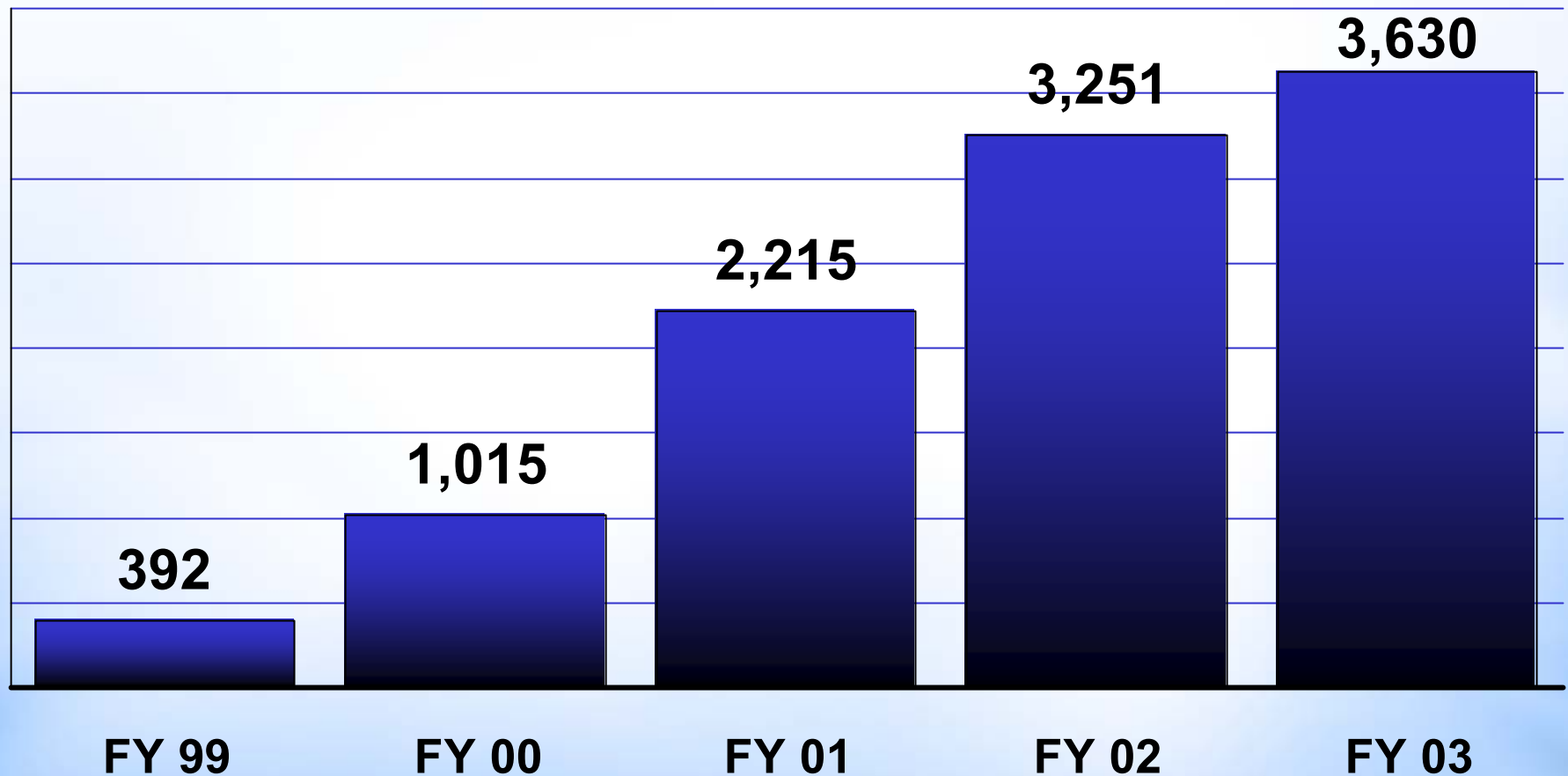
Certificates

Bachelor Degrees

Associate Degrees



Enrollment Trends



Economic Impacts



- **More citizens with college degrees & certificates equals:**
 - *A more highly skilled workforce*
 - *Increased earning power*
 - *A healthier state economy*

Future Programs

- **Gerontology Certificate**
 - Collaborating institutions include: UW-Extension, UW- La Crosse, UW-Madison, UW-Parkside, UW-Stevens Point, UW-Stout, UW-Superior, and the Wisconsin Geriatric Education Center
- **Criminal Justice (proposed)**

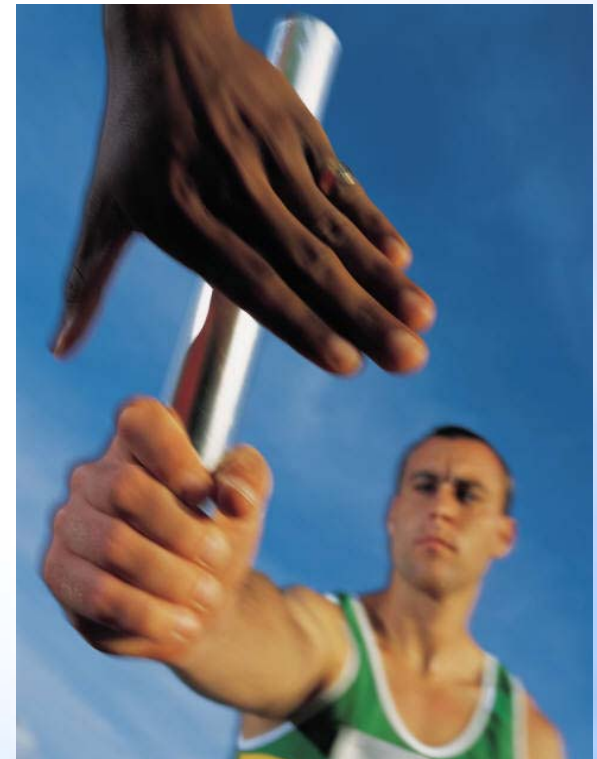
Access through Collaboration

- **Collaborative programs involving 13 UW institutions (FY 2003-04)**

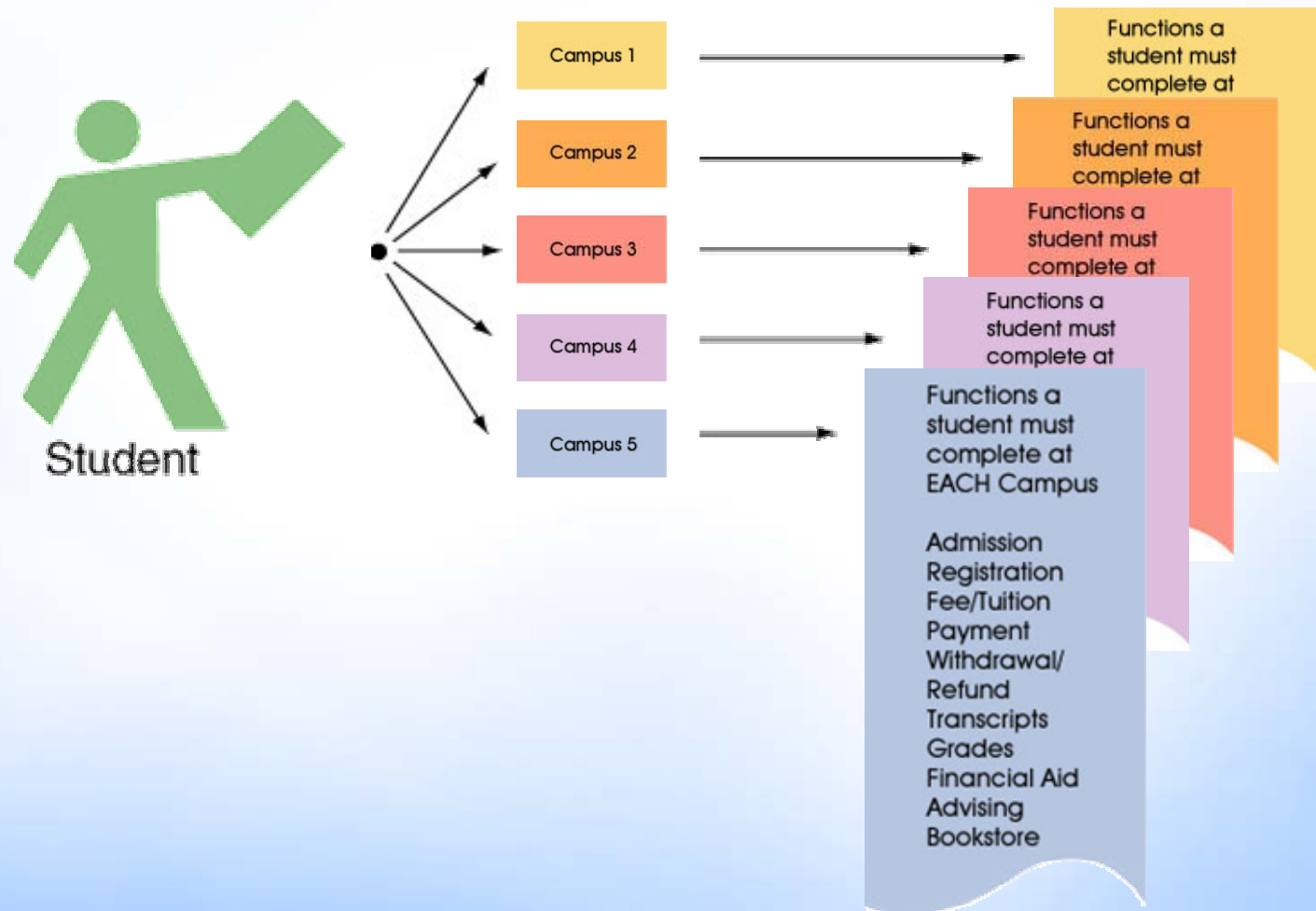


Benefits of Collaboration

- **Expands access**
- **Fosters efficiency**
- **Provides convenience**
- **Simplifies learner services**
- **Ensures quality**
- **Avoids duplication**



Before...



After... One-Stop Service



Student

Process

- Admission
- Registration
- Single Tuition Payment
- Single Withdrawal/ Refund Transaction
- Coordinated Financial Aid
- Call Center
- Coordinated Advising
- Coordinated Student Services
- Tech Support
- Bookstore
- Revenue Sharing

Administrative Data Views

- Course Roster
- Payment Status
- Financial Aid Status
- Student Demographic Data

FTP

Campus 1

Campus 2

Campus 3

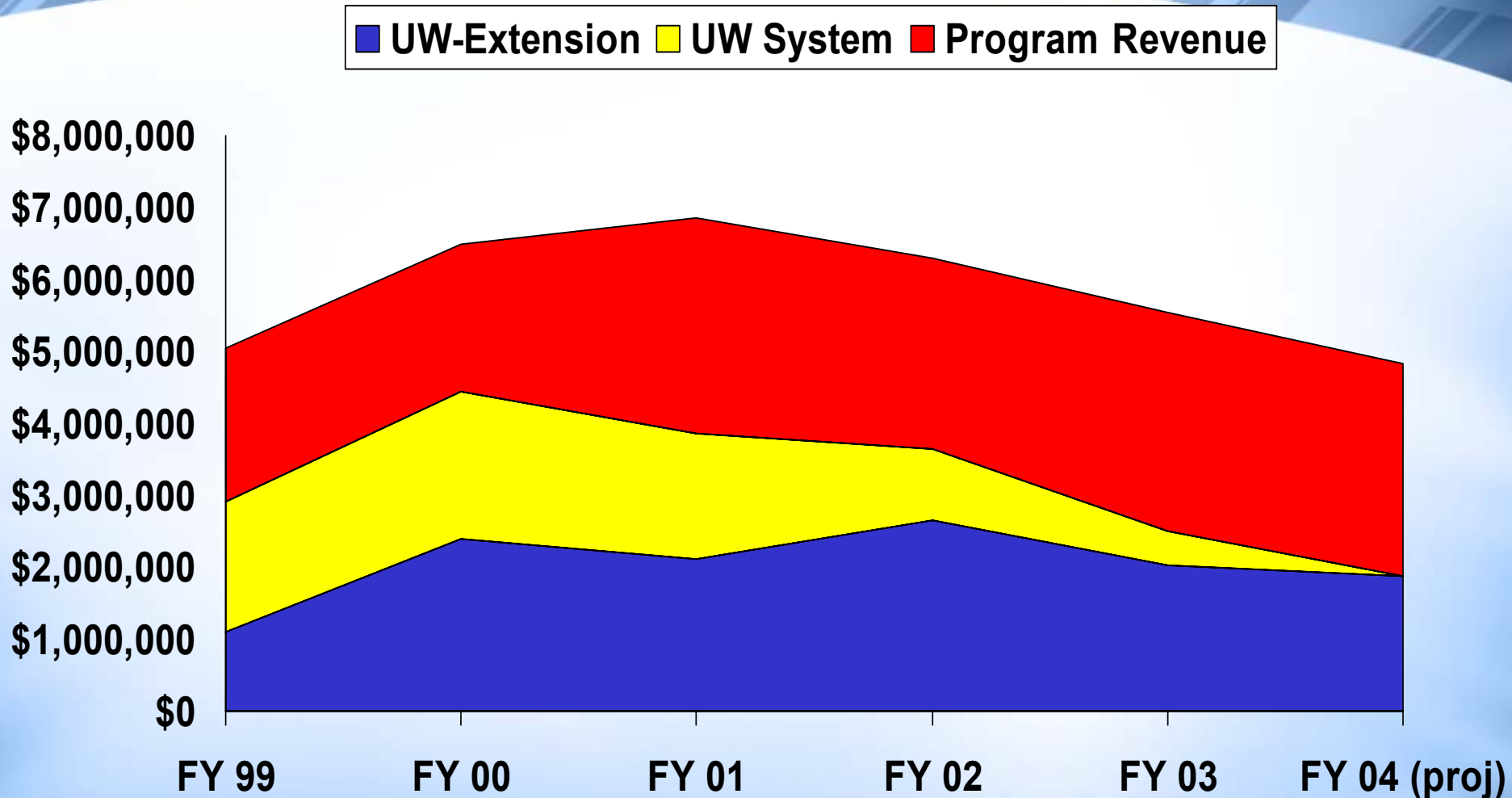
Campus 4

Campus 5

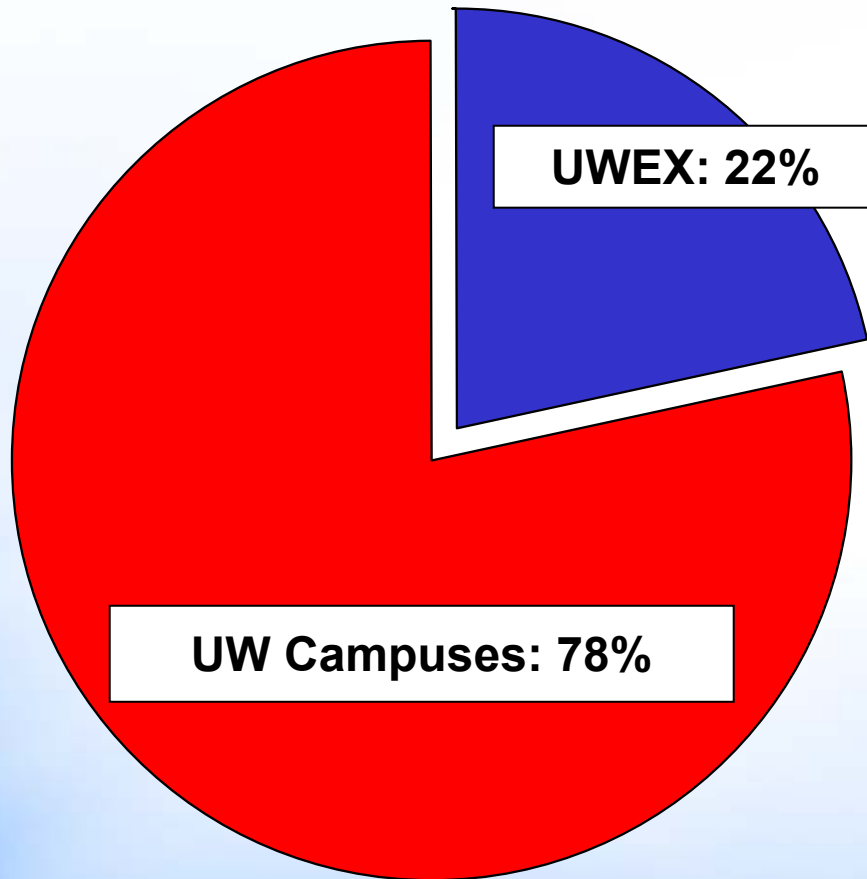
Accountability

- **Sloan Symposium -- “The Economics of Online Learning”**
 - **The range of state support for online learning varies widely**
 - **Tuition levels vary accordingly**
 - **Need for national research**

Financial History

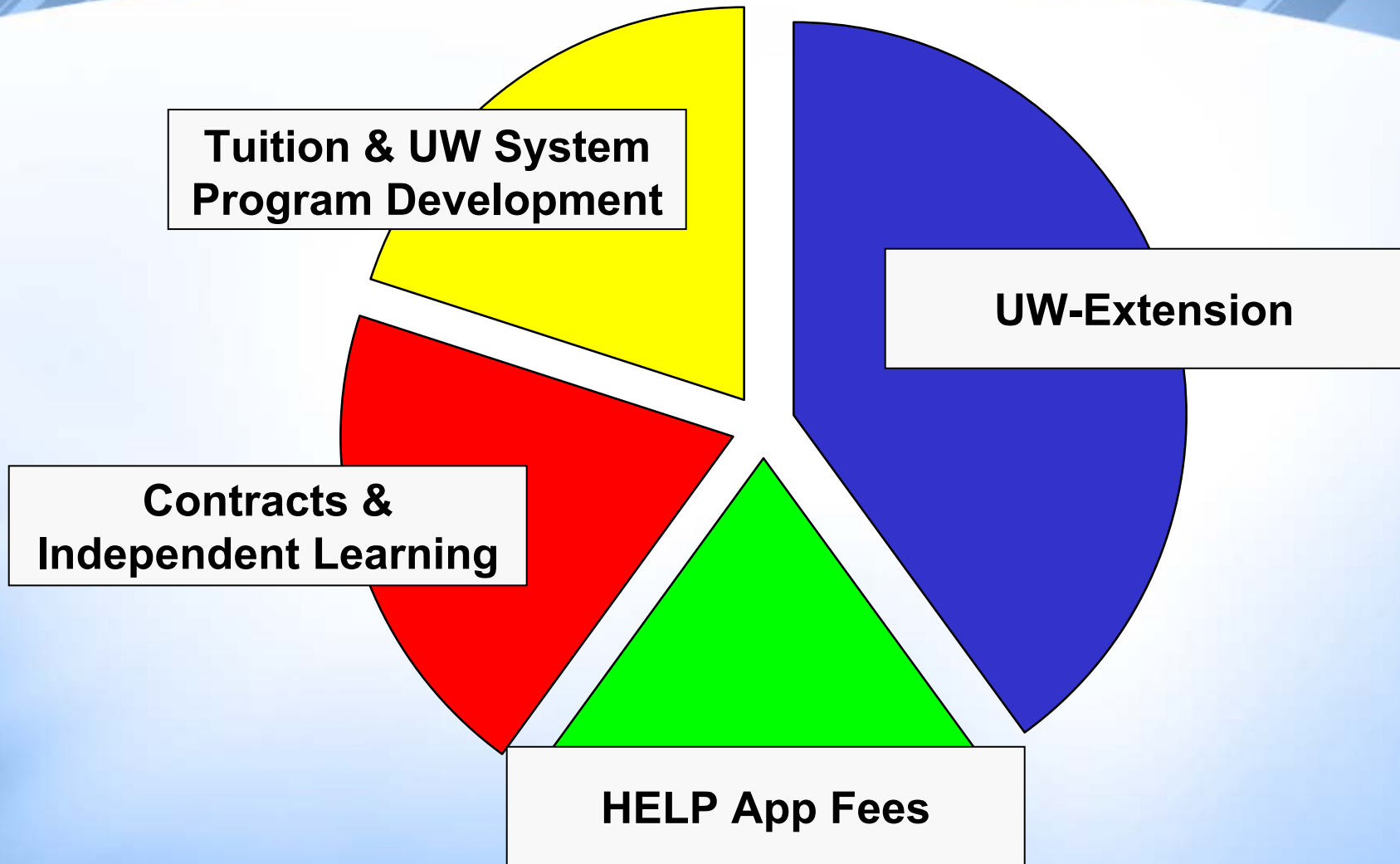


Today's Revenue Perspective



- **Approximately \$3.2 million total tuition/fees to UW**
- **Revenue sharing**

Balancing Investments & Revenues



Accountability

- **Sloan Symposium**
- **Preliminary Benchmarking Results**
 - **Student Services**
 - **Course Design**
- **The University of Wisconsin: A Leader in Online Learning**

Concluding Remarks

- **Expanding access and removing barriers to learning**
- **Serving as a partner to UW institutions in online learning**
- **Playing a significant role in fostering collaboration among UW campuses**
- **Moving toward the vision set out in the EGOLL report**

EGOLL 2001

Dean Kempthorne Retires

President Lyall reported the retirement of Dean Kempthorne from UW-Richland, noting that he also had served the university as an extraordinarily able English professor and as a member of the 1963 Rose Bowl Badgers. She remarked that Dean Kempthorne has done an exceptional job of leading UW-Richland and that to date 20% of Richland County's population has taken classes there.

Chancellor William Sewell Dies

President Lyall noted the recent death of Professor William Sewell, at the age of 91. Professor Sewell served as Chancellor of UW-Madison during the Vietnam War period. He is remembered also for his research and the *Wisconsin Longitudinal Study*—a survey that followed more than 10,000 Wisconsin high school graduates through their later life achievements.

REPORT OF EXECUTIVE GROUP FOR ON-LINE LEARNING

Introducing the report, President Lyall noted that the membership of the Executive Group for On-Line Learning (EGOLL) included Regent Axtell and Regent Olivieri, along with several Chancellors. The charge to the group was to work towards a policy of collaborative principles related to on-line education and to help the UW position itself better for on-line learning tasks that are larger than any one campus. To present the report, she called on Chancellor Messner, of the UW Colleges, who chaired the EGOLL group.

Chancellor Messner began his report by expressing appreciation to staff who worked with the EGOLL group -- Vice President Deborah Durcan, Associate Vice President Ed Meachen, Bob Jokish, IT Planning Director, and Michael Offerman, Director of Learning Innovations. As context for this report, Chancellor Messner recalled that in May 1996 the Board adopted a major policy document: A Study of the UW System in the 21st Century. One of the important findings of that study was: "Instructional technology and distance education are essential for expanding and improving the student learning experience for all students on campus and returning adults. The underlying goal is to use these tools to develop an enhanced student-centered learning environment and to remove time and place as barriers to learning both on and off campus."

The 21st Century Study focused on two fundamental goals of on-line learning -- promotion of student access and educational quality. In the years that followed, there was a national shifting of emphasis toward goals of saving money or even making money through on-line learning. What was found, however, was that efficiencies were harder to

Vision --
A coordinated and collaborative approach to online learning that ensures quality and access.

EGOLL Report, 2001



Thank you.

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