University of Wisconsin
Flexible Option Update

Chancellor Ray Cross
Interim Provost Aaron Brower

UW System Board of Regents
April 5, 2013
National Media Attention

UW flex degree plan may be key to boosting college grads
By Karen Herzog and Jason Stein of the Journal Sentinel
June 23, 2012

College Degree, No Class Time Required
University of Wisconsin to Offer a Bachelor's to Students Who Take Online Competency Tests About What They Know
By CAROLINE PORTER
January 24, 2013, 6:32 p.m. ET

UW System unveils first flexible degrees for working adults

UW flexible degree a valid innovation
Major Milestones:
From Announcement to Fall Enrollment

- June 2012: Announcement
- Fall 2012: Fac/staff Advisory formed to scope acad. parameter & principles
- Nov 2012: Announcement of 1st Cohort
- Dec 2012: Admin Advisory formed to advise on bus. plan
- Feb 2013: Operations Advisory retreat to advise on “back office”
- Feb 2013: HLC establishes direct-assessment pilot w/UW Flex
- Mar 2013: Fed visit and discussion with DOE
- July 2013: HLC decision; begin formal process with DOE
- Nov 2013: Cohort 2 announcements
- Nov 2013: first enrollment s
- Ongoing:
  - Campus discussions & visits
  - Intensive work with faculty/departments to generate competencies and assessments
  - Intensive work with operations staff to develop administrative capacity
UW Flexible Option
Development Framework

Quality Student Experience

Communications
Business Model
Academic Activity
Operations
Communications

• Communications Plan is under development with attention to:
  – Web presence for internal and external stakeholders
  – Marketing for students and for overall program
  – Federal strategy
  – State and national stakeholders and audiences
The communications plan currently includes 28 different types of messages and identifies which are appropriate for the 34 stakeholder groups identified.

### Detailed Communications Messaging Matrix

<table>
<thead>
<tr>
<th>Message</th>
<th>Flex Leadership Team</th>
<th>Human Team</th>
<th>Operations Advisory Group</th>
<th>CECFL Staff</th>
<th>Extension Staff</th>
<th>UWEX - Faculty Governance Group</th>
<th>UWEX - Academic Staff</th>
<th>Council</th>
<th>UWEX - Deans &amp; Directors</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is Flex?</td>
<td>X X X X X X X X X</td>
<td>X</td>
<td>X X X X X X X X X X X X X X</td>
<td>X X X X</td>
<td>X X X X</td>
<td>X X X X X X X X X X</td>
<td>X X X X X X X X X X</td>
<td>X</td>
<td>X X X X X X X X X X X X</td>
</tr>
<tr>
<td>Hiring Plans</td>
<td>X X X X X X X X</td>
<td>X</td>
<td>X X X X X X X X X X X X X X</td>
<td>X X X</td>
<td>X X X X</td>
<td>X X X X X X X X X X</td>
<td>X X X X X X X X X X</td>
<td>X</td>
<td>X X X X X X X X X X X X</td>
</tr>
<tr>
<td>Hiring Updates</td>
<td>X X X X X X X X X</td>
<td>X</td>
<td>X X X X X X X X X X X X X X</td>
<td>X X X</td>
<td>X X X X</td>
<td>X X X X X X X X X X</td>
<td>X X X X X X X X X X</td>
<td>X</td>
<td>X X X X X X X X X X X X</td>
</tr>
<tr>
<td>Flex Policy Announcements</td>
<td>X X X X X X X X X</td>
<td>X</td>
<td>X X X X X X X X X X X X X X</td>
<td>X X X</td>
<td>X X X X</td>
<td>X X X X X X X X X X</td>
<td>X X X X X X X X X X</td>
<td>X</td>
<td>X X X X X X X X X X X X</td>
</tr>
<tr>
<td>Flex Policy Process</td>
<td>X X X X X X X X</td>
<td>X</td>
<td>X X X X X X X X X X X X X X</td>
<td>X X X</td>
<td>X X X X</td>
<td>X X X X X X X X X X</td>
<td>X X X X X X X X X X</td>
<td>X</td>
<td>X X X X X X X X X X X X</td>
</tr>
<tr>
<td>Legislative Announcements</td>
<td>X X X X X X X X X</td>
<td>X</td>
<td>X X X X X X X X X X X X X X</td>
<td>X X X</td>
<td>X X X X</td>
<td>X X X X X X X X X X</td>
<td>X X X X X X X X X X</td>
<td>X</td>
<td>X X X X X X X X X X X X</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>X X X X X X X X</td>
<td>X</td>
<td>X X X X X X X X X X X X X X</td>
<td>X X X</td>
<td>X X X X</td>
<td>X X X X X X X X X X</td>
<td>X X X X X X X X X X</td>
<td>X</td>
<td>X X X X X X X X X X X X</td>
</tr>
<tr>
<td>Inter-Group Relations</td>
<td>X X X X X X X X</td>
<td>X</td>
<td>X X X X X X X X X X X X X X</td>
<td>X X X</td>
<td>X X X X</td>
<td>X X X X X X X X X X</td>
<td>X X X X X X X X X X</td>
<td>X</td>
<td>X X X X X X X X X X X X</td>
</tr>
<tr>
<td>Student Services</td>
<td>X X X X X X X X</td>
<td>X</td>
<td>X X X X X X X X X X X X X X</td>
<td>X X X</td>
<td>X X X X</td>
<td>X X X X X X X X X X</td>
<td>X X X X X X X X X X</td>
<td>X</td>
<td>X X X X X X X X X X X X</td>
</tr>
<tr>
<td>IT Solutions</td>
<td>X X X X X X X X</td>
<td>X</td>
<td>X X X X X X X X X X X X X X</td>
<td>X X X</td>
<td>X X X X</td>
<td>X X X X X X X X X X</td>
<td>X X X X X X X X X X</td>
<td>X</td>
<td>X X X X X X X X X X X X</td>
</tr>
<tr>
<td>IT Support Relations</td>
<td>X X X X X X X X</td>
<td>X</td>
<td>X X X X X X X X X X X X X X</td>
<td>X X X</td>
<td>X X X X</td>
<td>X X X X X X X X X X</td>
<td>X X X X X X X X X X</td>
<td>X</td>
<td>X X X X X X X X X X X X</td>
</tr>
<tr>
<td>Resource Changes</td>
<td>X X X X X X X X</td>
<td>X</td>
<td>X X X X X X X X X X X X X X</td>
<td>X X X</td>
<td>X X X X</td>
<td>X X X X X X X X X X</td>
<td>X X X X X X X X X X</td>
<td>X</td>
<td>X X X X X X X X X X X X</td>
</tr>
</tbody>
</table>

*Legend*: X = Appropriate Target Audience
Business Model

• Cost Recovery
• Shared start-up funding model with financial investments from:
  – The State
  – The UW System
  – UW-Extension
• Investment of Staff and Other Resources from Institutions
Projected Enrollments (all-inclusive only) through FY17

First Cohort (5 programs)
- B.S. Nursing
- B.S. Information Science & Technology
- B.S. Diagnostic Imaging
- Certificate in Prof & Tech Writing
- UW Colleges – Associate Degree

Second Cohort (3 programs)
- M.S. Nursing
- Unidentified Program
- Unidentified Program

Third Cohort (2 programs)
- Unidentified Program
- Unidentified Program
Academic Activity

- UW-Milwaukee and UW Colleges faculty/staff developing competencies and assessments for Cohort 1 programs
  - What does student mastery of Flex competencies look like?
- Competencies written by May
- (A portion of) Assessments written by Fall enrollment
Selected *Draft* Competencies for UWM’s Bachelor of Information Science and Technology

**Introductory**
- Understand and be able to relate concepts of information science and information studies
- Describe various institutions and technologies for the organization, storage, and retrieval of information, and relate their cultural, social, and political impact
- Possess general knowledge of current issues in information technology, information organization, the information professions, information policy, and information ethics
- Understand various ethical theories and ethical decision making models

**Mid-Level**
- Design a human-centered information system using a combination of established methodologies
- Ability to translate business questions and needs into requirement specifications
- Ability to translate requirement specifications into design specifications to be used for development purposes
- Ability to perform skills required of systems analysts in the workplace

**Upper Level**
- Understand the process to design, develop, implement and document an information system
- Understand the genesis of project management and its importance to improving the success of information technology projects
- Demonstrate knowledge of project management terms and techniques
- Apply systems analysis techniques to a realistic project – from preliminary requirements analysis through to a prototype system
Operations

- Key Operational Components for Academic and Student Support:
  - Admissions
  - Enrollment/Registration
  - Bursar Function
  - Financial Aid
  - Advising
  - Information Technology
# Projects

<table>
<thead>
<tr>
<th>Projects</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nov-Dec</td>
<td>Jan</td>
</tr>
<tr>
<td>Academic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UWM Acad. Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UWC Acad. Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Platform</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Analytics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admissions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bursar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registrar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Aid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget and Finance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing &amp; Recruitment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLC Accreditation/Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hiring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT – SIS System</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT – CRM System</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT – Interim Solutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT – Databases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT – Student Accounts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Detailed Project Plan Example - Internal

Project timelines identify critical paths and dependencies both within individual projects and across projects.
Milestone 1:
- January 15: HLC application issued for pilot to review and approve competency-based/direct assessment programs.
- February 15: UW-Milwaukee and UW Colleges submitted applications to be part of pilot.

Milestone 2:
- March 15: UW-Milwaukee and UW Colleges accepted into HLC pilot.
- May 15: UW-Milwaukee and UW Colleges must complete HLC’s Substantive Change Application.

Milestone 3
- July 1-2: HLC meets to determine whether or not UW-Milwaukee and UW Colleges will be approved to offer their Flex Options.
- Mid-July: UW-Milwaukee and UW Colleges will be informed of the HLC recommendation.

Milestone 4:
- Mid-July: Assuming HLC approval, UW-Milwaukee and UW Colleges will seek formal approval from U.S. DoE to offer federal financial aid to Flex students.
Quality Student Experience

• Increased Access to Quality Education
  – Flexibilities lead to affordability and potential quicker time-to-degree
  – Draws on UW’s existing programs and faculty/staff
• Increased retention/degree-completion
  – Proactive, wrap-around support through innovative advising model
• Employer value
  – Demonstrated mastery of valued outcomes
  – “Stackable” certificates
• Changing landscape of higher education
  – New business model
  – Shared investment strategy