

UW Colleges and UW-Extension Restructuring

Steering Committee Meeting 17

Friday, March 15, 2019

9:00 a.m. – 10:00 a.m.

Steering Committee Meeting Agenda

Topic	Time	Presenter
Welcome	9:00 – 9:05	Rob Cramer
Project Schedule	9:05 – 9:20	Stefan Fletcher
HLC	9:20 – 9:25	Carleen Vande Zande
Administration & Finance Update	9:25 – 9:35	Colleen Godfriaux
Procurement Update	9:35 – 9:45	Ruth Anderson
UW-Madison Update	9:45 – 9:55	Heidi Zoerb
Next Steps	9:55 – 10:00	Rob Cramer

Project Schedule

Stefan Fletcher, Director of Administrative Policies and Special Projects

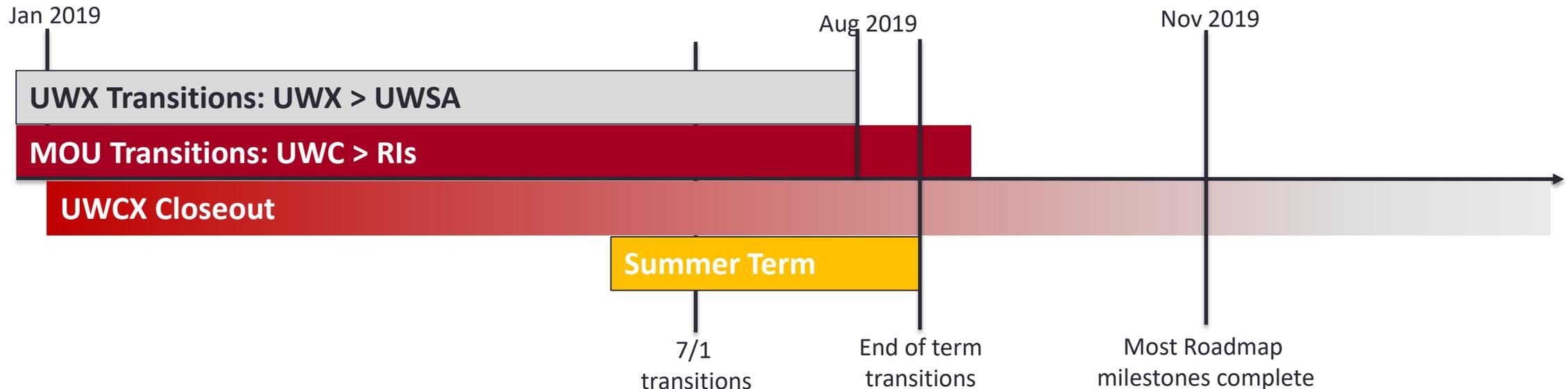
Roadmap to-date

- Roadmap validation and use
 - Roadmap currently being used for tracking action steps across the project
 - 32 Roadmap items marked as complete since the last Steering Committee update
 - Updates posted weekly to SharePoint, attached to Weekly Project Update emails
 - On-site follow-up meetings held with 6 Receiving Institutions to date, with 1 more pending
 - Discuss points of concern between campus plans and combined roadmap
 - Escalate issues of concern to campuses

Project - Substantial Completion

- Roadmap overview

- Listed milestones drop off sharply after September, with almost all complete by November 2019
- We know work will continue past that point, but the nature of that work will shift away from known milestones and toward supporting completed transitions, remaining closeout activities, and ensuring appropriate documentation for the end of the project



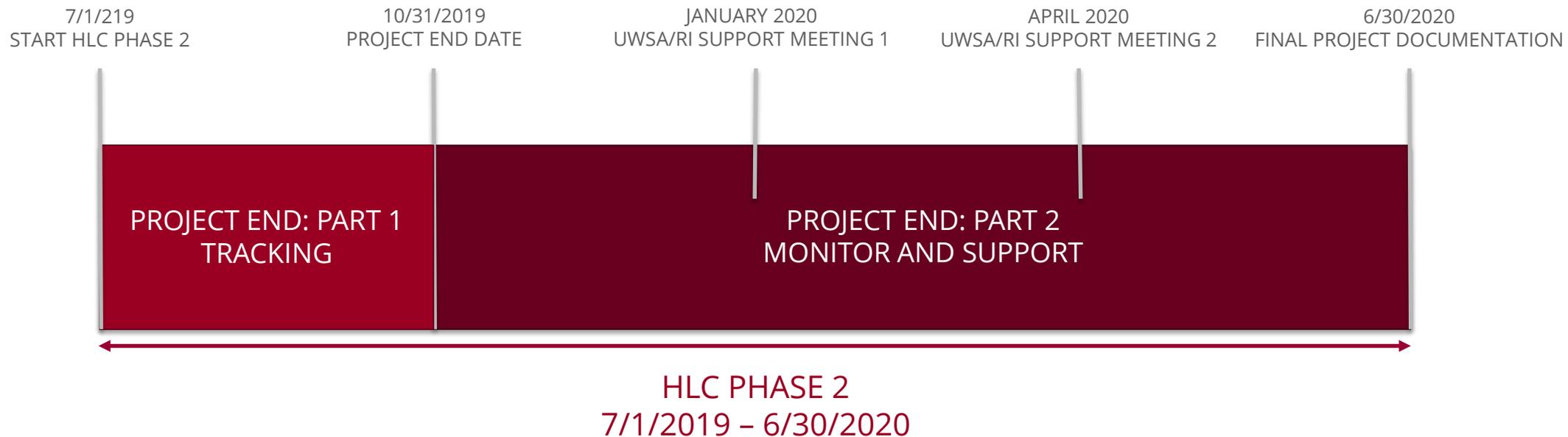
Project End Date Proposal: Part 1

- Formal project end-date October 31, 2019
- Part 1 (present – October 31, 2019)
 - Work is largely milestone-based, tracking known work
 - Steering Committee, active Functional Teams/workstreams meet regularly
 - Gates meetings at 30, 60, 90-days with campus leadership to ensure readiness to assume responsibilities on schedule. Begin in April.
 - Some service transitions shifted later to support Summer term

Project End Date Proposal : Part 2

- Part 2 (November 1, 2019 – June 30, 2020)
 - PMO will continue monitoring and supporting remaining closeout milestones and oversee final project documentation
 - Steering Committee, Functional Teams no longer meet
 - Two support meetings between UWSA/RIs to ensure progress against final HLC Phase 2 deliverables
 - Issue escalation should take place through the established operational channels (e.g. Provosts/CBOs/SSAOs)

Project Timeline



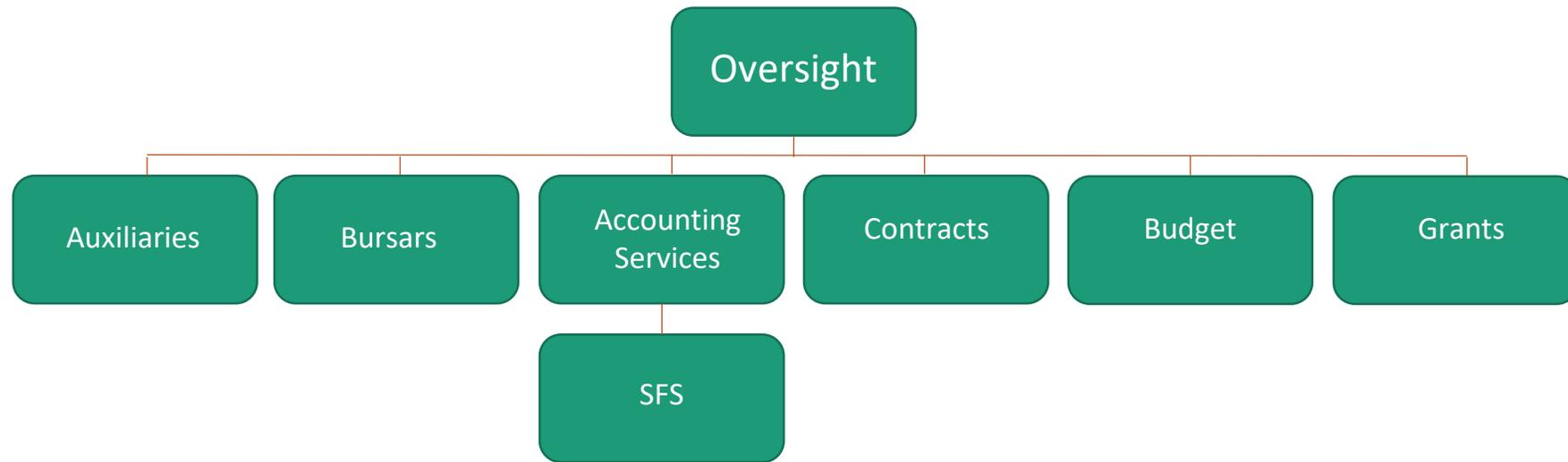
HLC

Carleen Vande Zande, Associate Vice President of Academic Programs
and Educational Innovation

Administration & Finance Update

Colleen Godfriaux, Associate Vice Chancellor for Administrative Services

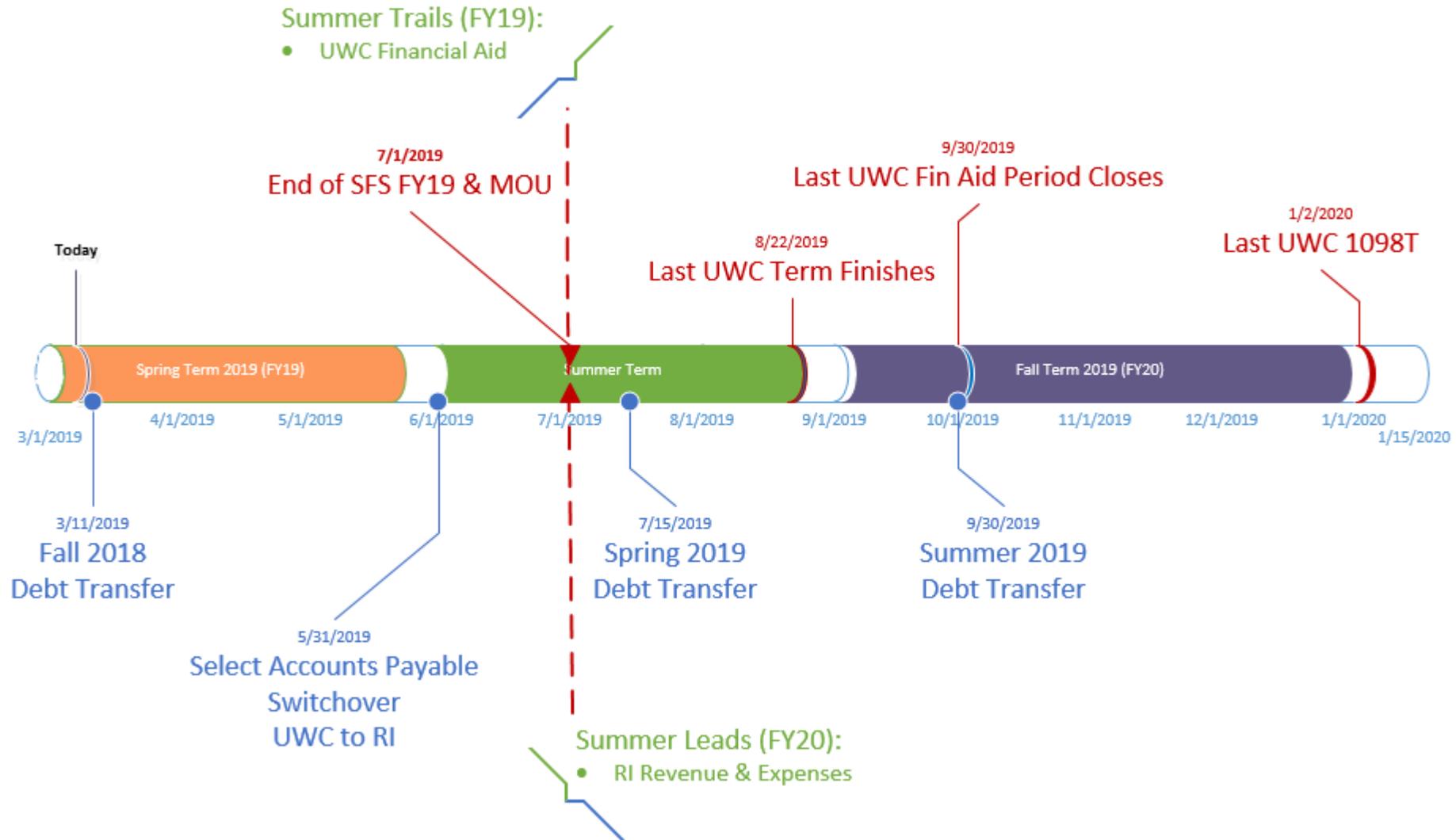
Administration & Finance Transition Workgroups



135 Task/Decision Items

- 81 have been **completed**
- 48 are in **process**
- 6 **to start** yet

Key Dates



Key Tasks/Decisions

AP Switchover date of May 31st

Selected accounts payable processes of TERs, POs, Pcards and Tcards cutoff date for UWC is May 31st. Employees can still fill out TERs, but will need to use RIs funding. Pcards will transfer to RI at this time. POs need to be submitted to RIs after this date.

PCI Assessments

Assessments have been completed at Waukesha and Washington County and the schedule for the others are listed below. Draft assessment reports are expected May 3.

April 1: Richland, Baraboo (both confirmed)

April 2-3: Barron, Marshfield, Marinette, Wausau (all confirmed except Wausau)

April 8-9: Fox, FDL, Manitowoc, Sheboygan (all confirmed)

April 22: Rock (confirmed)

Historical Transactional Data

Historical transactional data will be moved to UWSA SharePoint site that will be accessible by RI's.

Student Debt Transfer

- Debt from *Fall 2018* semester will be transferred to RI *March 11*
- Debt from *Spring 2019* semester will be transferred to RIs *July 15*
- Debt from *Summer 2019* session will be transferred to RIs *September 30*
- Debt incurred from earlier sessions will be transferred to UW Extended Campus who will be managing historic collections and transcripts.

Procurement Update

Ruth Anderson, Associate Vice President for Administrative Services

Procurement Team Update - Major Contracts

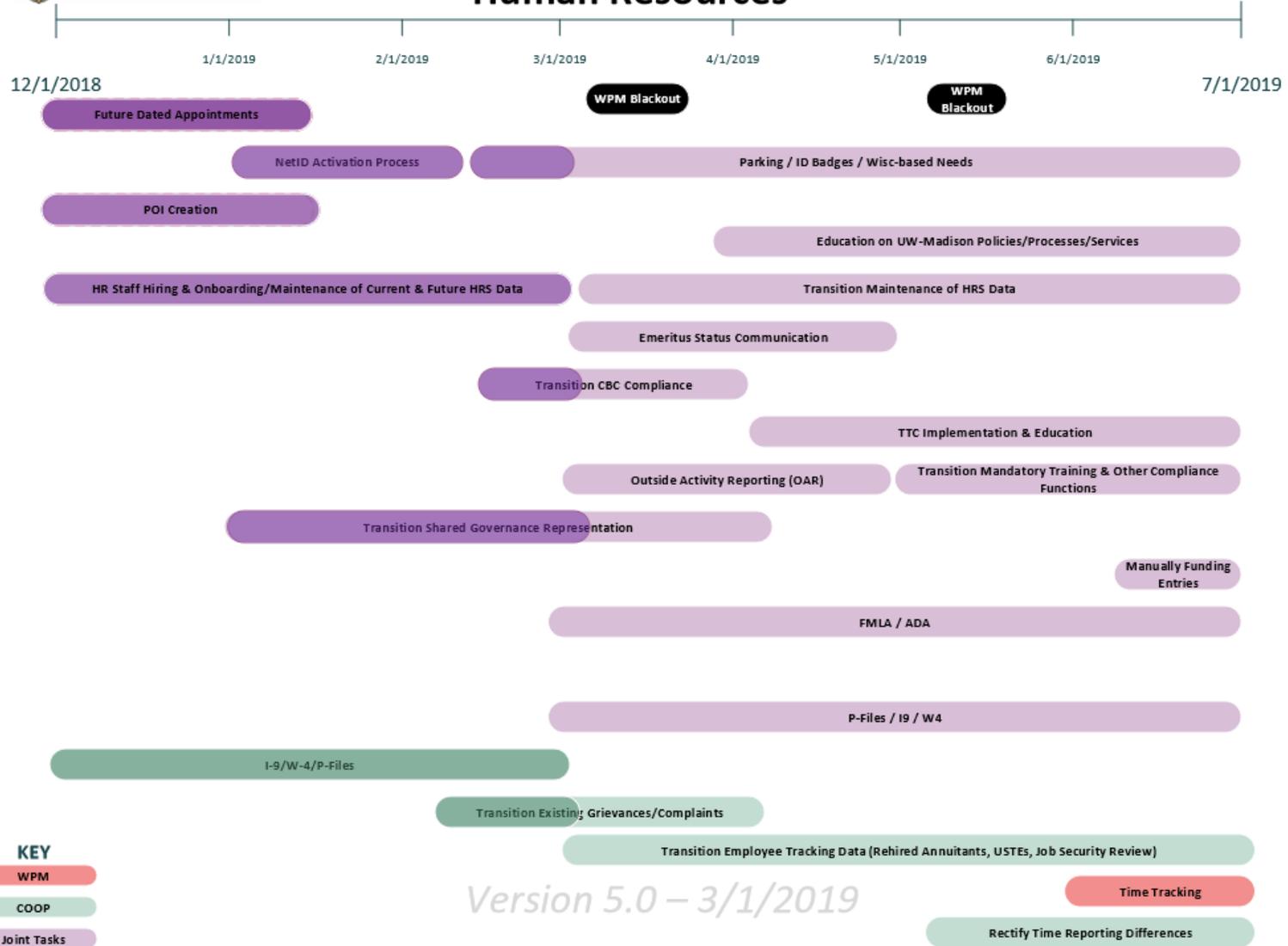
- Bookstore
 - Four RIs asked to leave the UWC Bookstore contract so they could integrate all students into their existing book rental programs. The Procurement Restructuring team analyzed the contracts and presented options. A decision was made to negotiate with Follett to see if the four campuses could be accommodated while holding the remaining campuses harmless. Follett's final proposal was accepted.
 - UWEC, UWVW, UWPlatt and UWGB's branch campuses will leave the contract by the end of the summer.
 - UW Superior and UW Parkside will remain in the contract and their commissions and guarantees will remain in place.
 - UWO, UWSP, and UWM's branch campuses will remain in the contract. Follett was not willing to keep their minimum guarantee, creating a \$66,000 reduction in commissions to these campuses.
 - Sean Nelson agreed to provide central funding for the \$66,000 gap thus holding the remaining campuses harmless.
- Dining Service Contracts
 - The programs will shift directly to the RIs since these are individual contracts. Most Dining Service contracts are managed by Paul Schlough in the UWSA Procurement Office so he will be able to transfer the contract parties from UWC to the RI.
 - There are several campuses that self operate their dining services, we assume RI dining programs are working with their branch campus.
 - The new Dining Services supplier at UW Oshkosh will assume responsibility for the two branch campuses.
- Vending
 - One contract for all branch campuses, one RI wants to pull their branch campus from the contract and combine it with their local contract.
 - Paul Schlough is negotiating with Canteen. We anticipate the contract will be in place for all but one campus.
- ASSAs for International Recruitment Agents
 - Will terminate these contracts based on feedback from Admission Officers.
 - Contracts require payment on 27 current students at 4 campuses until they finish at the branch campus.

UW-Madison Update

Heidi Zoerb, Associate Dean for External Relations and Advancement

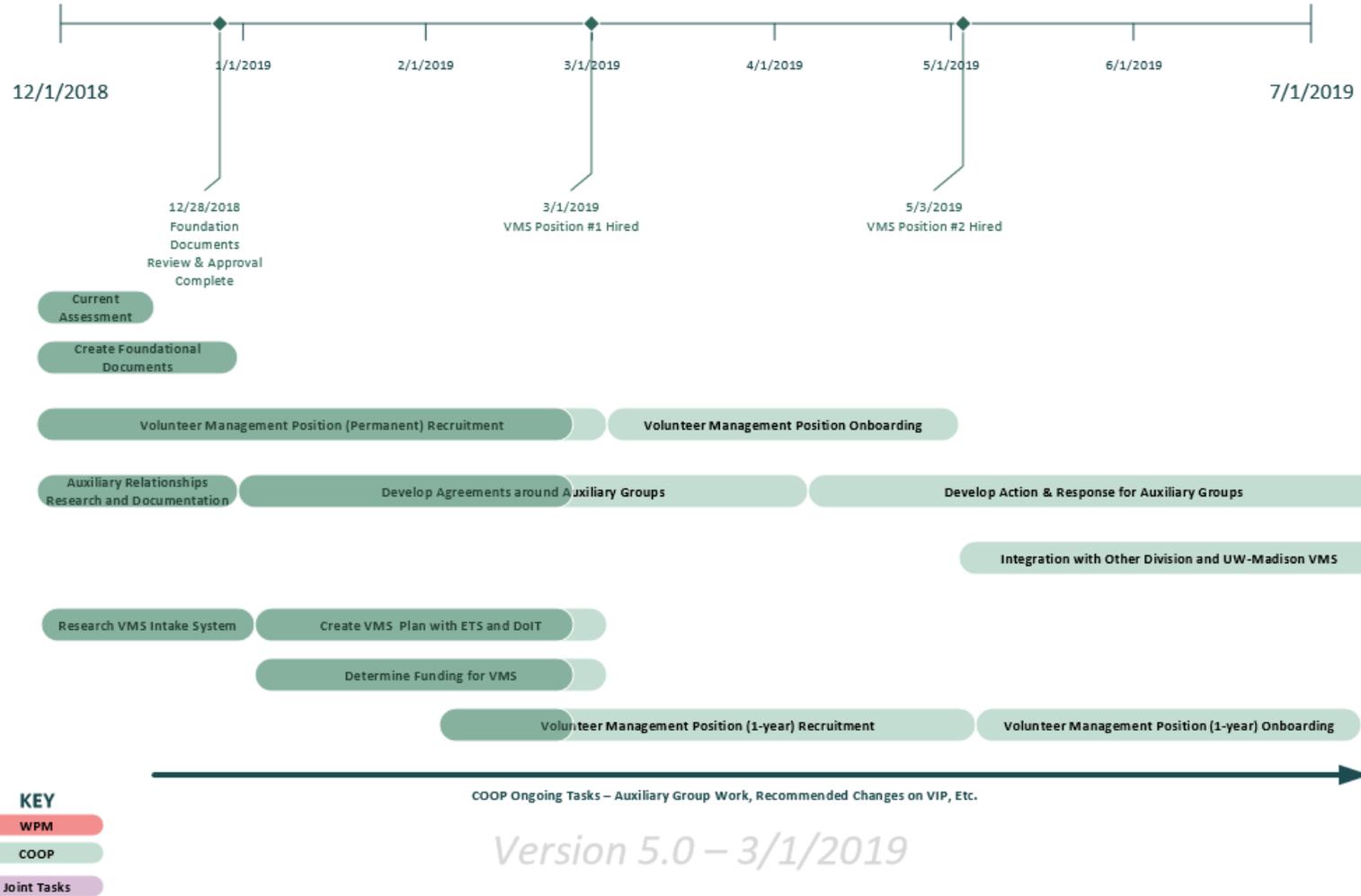


UWEX High Level Timeline Human Resources



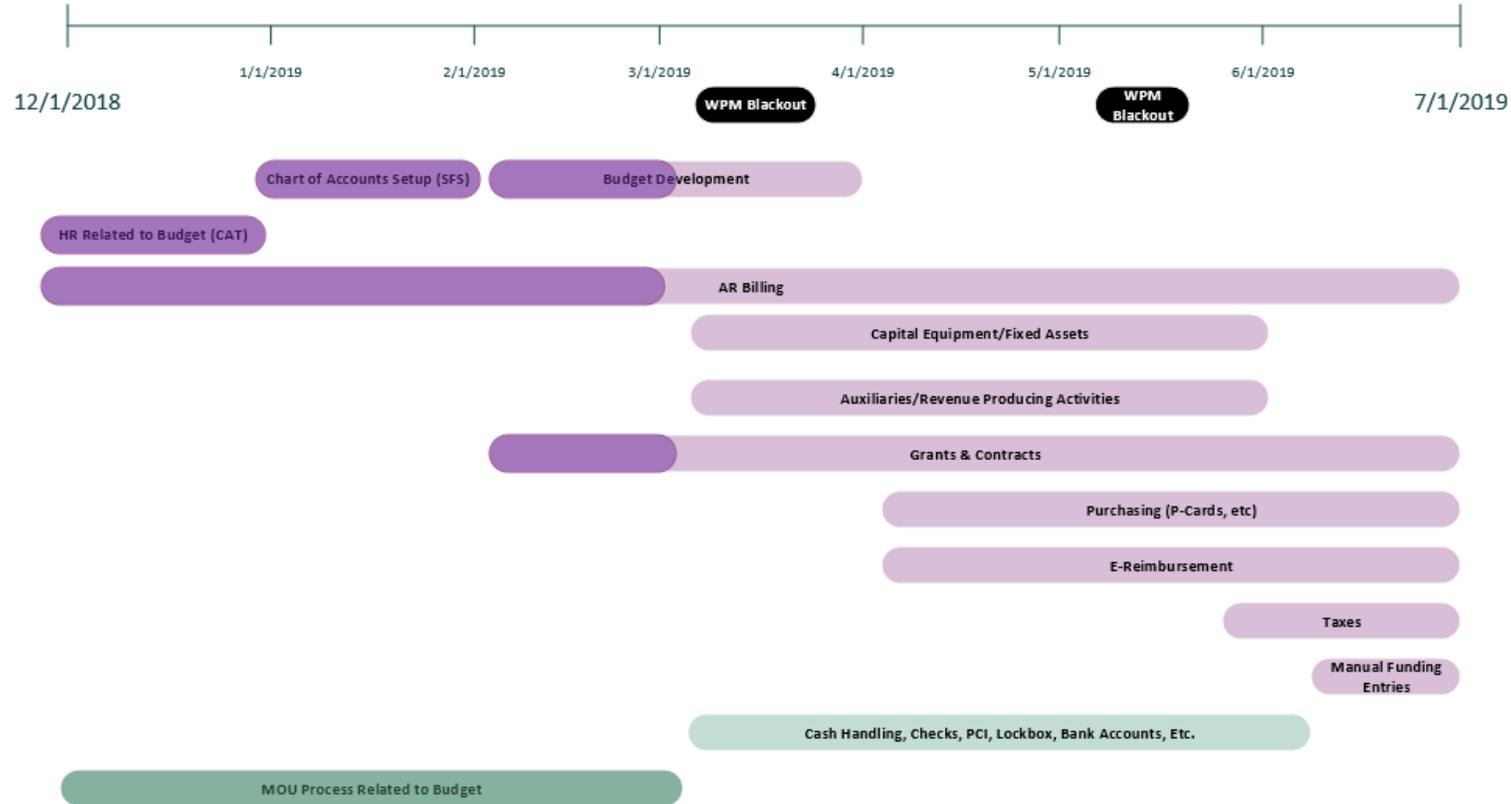


UWEX High Level Timeline Volunteer Management





UWEX High Level Timeline Budget/Finance/Purchasing



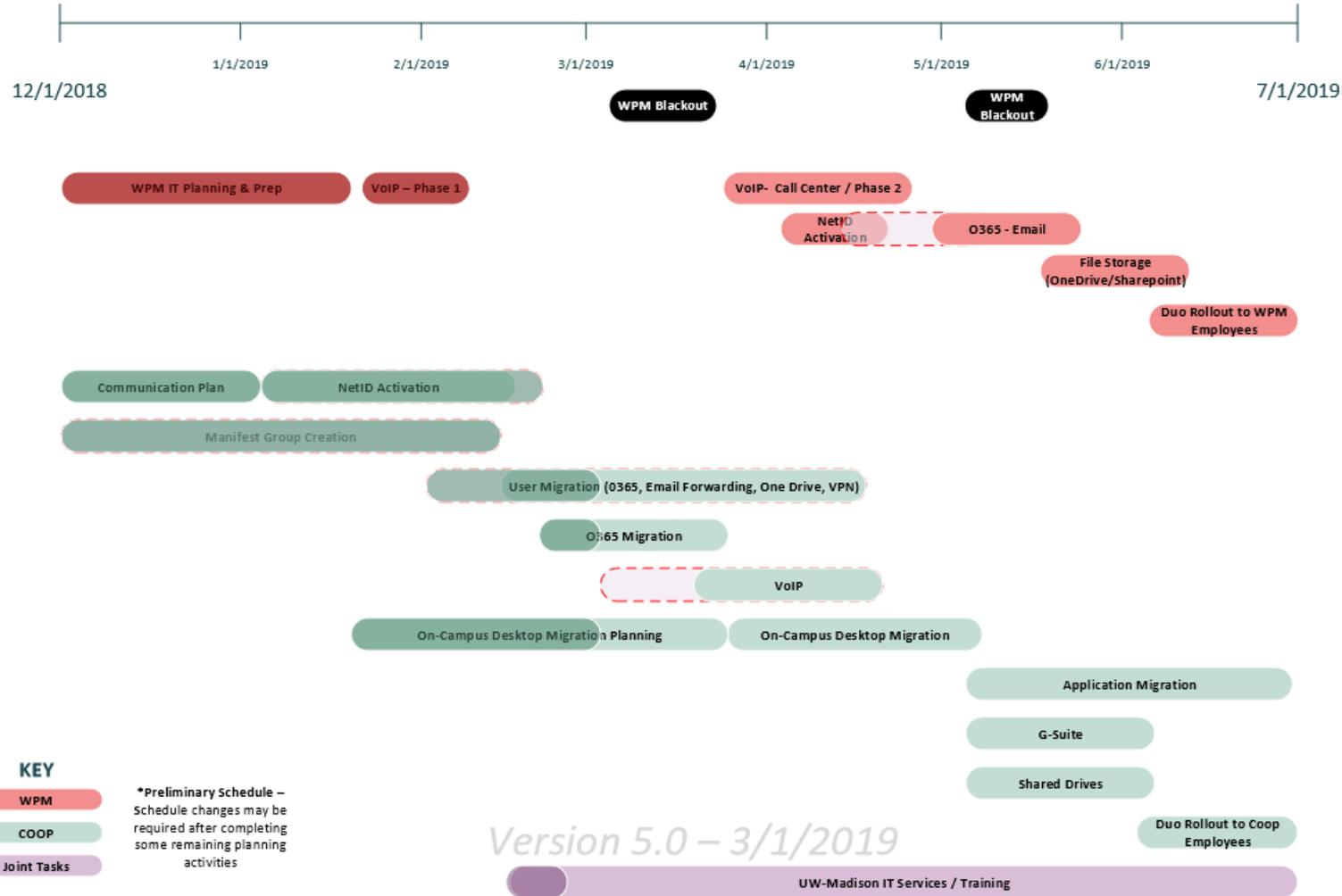
KEY

- WPM
- COOP
- Joint Tasks

Version 5.0 – 3/1/2019

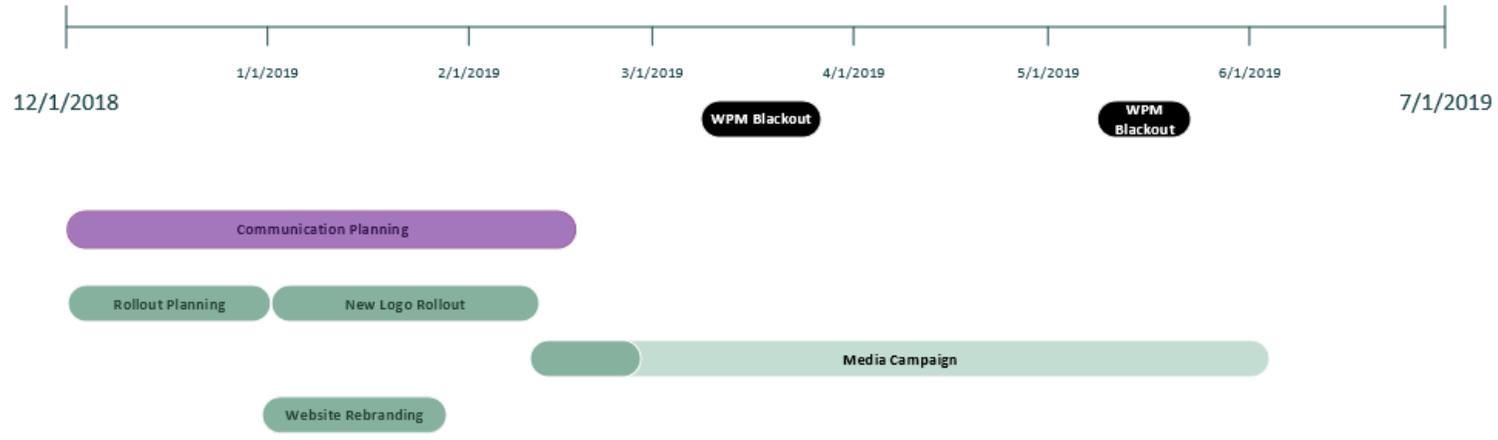


UWEX High Level Timeline Information Technology





UWEX High Level Timeline Communications

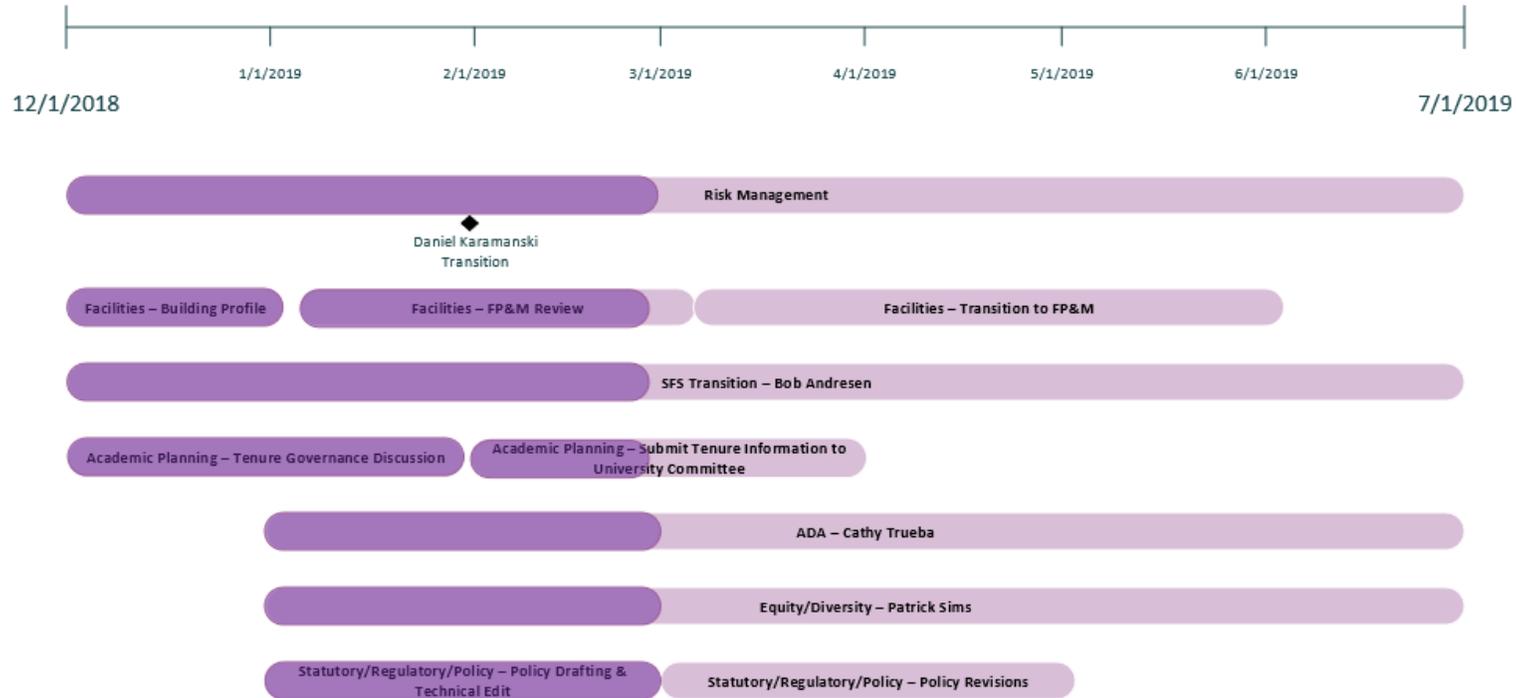


- KEY**
- WPM
 - COOP
 - Joint Tasks

Version 5.0 – 3/1/2019



UWEX High Level Timeline Other Items



- KEY**
- WPM
 - COOP
 - Joint Tasks

Version 5.0 – 3/1/2019

Next Steps

Before the next Steering Committee meeting:

- Confirm and communicate final project end date

The next Steering Committee Meeting is Friday, April 19, 2019.



UW Colleges and UW-Extension Restructuring Steering Committee

Meeting Summary – March 15, 2019

Overview

The objective of the March 15, 2019, Steering Committee meeting was to receive updates on a proposed project end date for substantial project completion, final Higher Learning Commission (HLC) decision on Restructuring reporting, Administration and Finance workgroups, major contract updates from Procurement, and the UW-Extension transition to UW-Madison.

Project Schedule

Stefan Fletcher, Director of Administrative Policies and Special Projects, gave an update on the project schedule and shared a proposal for a project end date for substantial completion. He also provided a brief update on the Combined Roadmap, noting that 32 milestones have been completed since the February Steering Committee meeting. Project milestones drop off after September, with almost all scheduled to be completed by November 2019. Work will continue beyond that point, but the nature of the work will shift away from workstream milestones and toward completing transitions and closeout activities.

Project End Date Proposal

This proposal defines the structure of the project

Part 1 (Present – October 31, 2019)

- Work is largely milestone-based, tracking known work
- Steering Committee and active Functional Teams/workstreams will meet regularly
- Gates meetings at 60, 90, 120-days with campus leadership to ensure readiness to assume responsibilities on schedule, with first meeting beginning in April
- Some service transitions shifted later to support Summer term

Part 2 (November 1, 2019 – June 30, 2020)

- PMO will continue monitoring and supporting remaining closeout milestones and oversee final project documentation
- Steering Committee and Functional Teams will no longer meet
- Two support meetings will be held between UWSA/RIs to ensure progress against final HLC Phase 2 deliverables
- Issue escalation should take place through the established operational channels (e.g. Provosts/CBOs/SSAOs)

Higher Learning Commission (HLC)

Carleen Vande Zande, Associate Vice President for Academic Programs and Educational Innovation, reported a successful outcome of HLC's review of the Focused Visit Report and the recommendations by peer reviewers. The HLC Institutional Actions Council (IAC) approved the peer report and a report by the HLC Vice President at their meeting on March 4. This is the final HLC decision on the restructuring effort. No further HLC reporting is needed by the UW System Restructuring Committee. All future HLC review and reporting will take place through the receiving institutions, which are now responsible for ensuring quality, compliance, and sustainability of the branch campuses.

Carleen's full report to the Steering Committee is being provided as a supplemental material. See attached.

Administration & Finance Update

Colleen Godfriaux, Associate Vice Chancellor for Administrative Services, provided an update on the Administration and Finance Workgroups. Of 135 tasks/decision items, the workgroup has completed 81 one of them, with 48 in process, and six yet to start.



UW Colleges and UW-Extension Restructuring Steering Committee

Meeting Summary – March 15, 2019

Key Tasks/Decisions

AP Switchover date of May 31st

- Selected accounts payable processes of TERs, POs, Pcards, and Tcards cutoff date for UWC is May 31st. Employees can still fill out TERs but will need to use RIs funding. Pcards will transfer to RI at this time. POs need to be submitted to RIs after this date.

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Procurement Update

Ruth Anderson, Associate Vice President for Administrative Services, provided an update on major contracts, including the renegotiation of bookstore contracts, dining service, vending, and ASSAs for International Recruitment Agents.

Bookstore

To allow integration of branch campus students into existing book rental programs operated by the receiving institutions (RIs), four RIs asked to leave the UWC Bookstore contract. The Procurement Restructuring team analyzed the contracts and presented options for consideration. A decision was made to negotiate with Follett to see if the four campuses could be accommodated while holding the remaining campuses harmless. Follett's final proposal was accepted, which in summary, means:

- UW-Eau Claire, UW-Whitewater, UW-Platteville, and UW-Green Bay's branch campuses will leave the contract by the end of summer 2019
- UW-Superior and UW-Parkside will remain in the contract and their commissions and guarantees remain in place
- UW-Oshkosh, UW-Stevens Point, and UW-Milwaukee's branch campuses will remain in the contract. However, Follett was not willing to keep their minimum guarantee, creating a \$66,000 reduction in commissions to these campuses. Vice President for Finance Sean Nelson has agreed to provide central funding for the \$66,000 gap, holding the campuses harmless.

Dining Service

Dining programs will shift directly to the RIs since these are individual contracts. Most dining service contracts are managed by Paul Schlough in the UWSA Procurement Office, who will be able to transfer the contract parties from UW Colleges to the RIs.



UW Colleges and UW-Extension Restructuring Steering Committee

Meeting Summary – March 15, 2019

Several campuses self-operate their dining services and it is assumed that the RI dining programs are working with their branch campuses.

Vending

Similar to the bookstore, there is one vending contract for all branch campuses. One campus has asked to terminate the contract, so UWSA Procurement is negotiating with Canteen. UWSA doesn't anticipate a large impact, so the vending contract will continue to be in place for all but one campus.

ASSAs for International Recruitment Agents

Based on feedback from Admissions Officers, contracts for International Recruitment Agents will be terminated.

UW-Madison Update

Heidi Zoerb, Associate Dean for External Relations and Advancement, provided an update on transition timelines for UW-Extension human resources, volunteer management, budget/finance/purchasing, information technology, and communications.

UW-Madison has already assumed control of Risk Management, Research and Sponsored Programs, Legal and Human Resources. By April 1, UW-Madison will assume control of Purchasing and Payroll. Facilities planning and management is on track to transfer no later than July 1, 2019. The management MOUS are being updated to reflect changes in service provision/management.

The UW-Madison University Academic Planning Council plans to consider proposals for creating tenure homes for two groups of faculty: Department of Labor Education and faculty who were previously part of Cooperative Extension.

Transitioning employees are obtaining UW-Madison ID cards, e-mail accounts and new business cards.

Next Steps

The PMO will complete on-site follow-up meetings Receiving Institutions to discuss points of concern between campus plans and combined roadmap and escalate issues of concern to campuses.

The next Steering Committee meeting is on **Friday, April 19, 2019**.



Restructuring Update – Higher Learning Commission (HLC)

March 15, 2019

Presented by Carleen Vande Zande

Timeline

- The review panel report was finalized this spring 2019
- Their report and a report by HLC VP were submitted to the HLC Institutional Actions Council (IAC) and approved by the IAC at their most recent meeting early spring 2019 on March 4,5
- The Institutional Actions Committee (hereafter, IAC or Council) issued letters to the seven receiving institutions stating that the recommendation of the review panel was upheld

Decision

The decision to uphold the recommendation by the peer reviewers is a good decision for UW System. This means that there are no follow up reports due, no sanctions, and no other HLC matters for the UW System Restructuring Committee to deal with. The integration of the branch campuses and the accompanying compliance issues now rests with the receiving institutions for follow up. The responsibility to ensure quality, compliance, and sustainability of the branch campus now rests fully with the receiving institutions.

Letters to Chancellors

Dear Chancellor Mone: This letter serves as formal notification and official record of action taken concerning University of Wisconsin-Milwaukee by the Institutional Actions Council of the Higher Learning Commission at its meeting on March 4, 2019. The date of this action constitutes the effective date of the institution's new status with HLC.

Action

IAC concurred with the evaluation team's findings and affirmed that the following institutions have demonstrated sufficient evidence that they have addressed the concerns related to approval of the Change of Structure:

- University of Wisconsin-Eau Claire
- University of Wisconsin-Green Bay
- University of Wisconsin-Madison
- University of Wisconsin-Milwaukee
- University of Wisconsin-Oshkosh
- University of Wisconsin-Platteville
- University of Wisconsin-Stevens Point
- University of Wisconsin-Whitewater

In two weeks, this action will be added to the Institutional Status and Requirements (ISR) Report, a resource for Accreditation Liaison Officers to review and manage information regarding the institution's accreditation relationship. Accreditation Liaison Officers may request the ISR Report on HLC's website at <https://www.hlcommission.org/isr-request>. Within the next 30 days, HLC will also publish information about this action on its website at <https://www.hlcommission.org/StudentResources/recent-actions.html>.



Restructuring Update – Higher Learning Commission (HLC)

March 15, 2019

Presented by Carleen Vande Zande

To that end, I have prepared and provided a document to the receiving institutions that aligns branch campus responsibilities and the appropriate HLC criteria. This document can serve as a guide for all receiving institutions moving forward to ensure that the necessary compliance issues related to branch campuses are addressed in campus-wide work.

Results of Peer Review Panel that were upheld by the Institution Actions Council-listed below

Although the work for compliance to HLC criteria has passed to the receiving institutions, there remain areas of concern across many of the receiving institutions which could be areas where UW System could support for these institutions to meet accreditation expectations.

Concerns

Student Service Staffing Levels

- This is an area that has already been hit hard by budget reductions at all institutions as a result of enrollment declines
- The institutions and the System are aware of the need to rebuild these vital student services using new models of delivery and resource support
- If this is not addressed, it makes meeting compliance with HLC Criterion 3 D especially challenging for all of our institutions
 - Criterion 3 D: The institution provides support for student learning and effective teaching.
 - 1. The institution provides student support services suited to the needs of its student populations.
 - 2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
 - 3. The institution provides academic advising suited to its programs and the needs of its students.
 - 4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning.
 - 5. The institution provides to students guidance in the effective use of research and information resources.

Challenges with Enrollment

- Enrollment challenges remain a concern for leadership
- Restructuring brought renewed focus on enrollment
- Chancellors and staff are attuned to regional stakeholders to better understand the needs of each region
- Institutions are vigorously addressing enrollment challenges at this time



Restructuring Update – Higher Learning Commission (HLC)

March 15, 2019

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Communication

- We currently have plans in motion to map communication strategies to address this point
- The reviewers encourage more communications using multiple channels and messaging appropriate to target audiences need to be fully realize the benefits of restructuring

Financial Challenges

- The reviewers noted that concerns about the financial sustainability of the plan were evident in the many interviews
- The institutions have done a good job of identifying issues related to financial challenges such as:
 - Potential revenue growth or decline through tuition and state support
 - Cost containment
 - Synergies resulting from restructuring
 - Service and infrastructure needs
- The team noted that issues of compensation across 4 yr. and 2 yr. institutions for faculty and staff are a concern
 - Matters of equity should be acknowledged and addressed as expeditiously as possible
- UW representatives demonstrated an in-depth awareness of issues in higher education business models and have a firm determination to address the financial concerns
- The System and institution finance officers are engaged in ongoing planning and preparation beyond the 2 yr. horizon of the plan
- The collaborative frameworks developed through restructures will address these challenges
- The collaboration and commitment by System and institution reps are noteworthy

Areas of Strength Noted in the Peer Reviewer Report

Leadership

- UW System demonstrated strong, forward thinking leadership in proposing and implement the plans to restructure the System
- The UW System demonstrated a strong commitment and support of the Presidents and the Chancellors for the restructuring proposal and plans
- The leadership team at UW System is committed to work through the full implementation of the plan
- The team recognized our strong desire to maintain quality higher education for students in all regions of the state

Strong Collaboration

- The team observed that collaboration is vibrant across the System
- They observed high levels of engagement among committees and task forces at System and at institutions
- There is a high level of involvement of branch campus faculty and staff in planning with plans in place for future collaborations

Board of Regents

- There has developed a strong understanding and sense of support among the Board



Restructuring Update – Higher Learning Commission (HLC)

March 15, 2019

Presented by Carleen Vande Zande

- The Board requires regular updates to stay informed of the progress of this work
- The issues addressed through the reorganization were long held concerns by the Board

Detailed Planning and Execution

- The reviewers commented on the high level of detail and careful planning
- The documentation provided showed clear evidence of thoughtful deliberative planning
- The reviewers noted there is an iterative process for revision and modification of the plan if necessary
- The reviewers noted the collaborative input to create the plan
- There is a high level of awareness and understanding of all the details of the plan across the System
- The receiving institutions show a deep commitment to the goals of the plan and engage in extensive collaboration to ensure its success
- Overall the reviewers observed that the planning is excellent and that the execution of the first phase of the plan is well executed

Memoranda of Understanding and Institutional Statements

- Contents of these documents demonstrate how the HLC criteria are being met
- The agreements allow wide latitude in developing campus plans related to distinctive culture of each receiving institution
- The creation and adoption of the MOU's show a high level of support

Accountability

- The System maintains a dashboard of specific action steps to monitor progress of the plan
- System set up its own accountability reporting with milestones
- The Board received regular update about the progress of restructuring

Flexibility in Local Restructuring

- The reviewers noted the large scale restructuring supported a variety of implementation strategies across the seven receiving institution and that multiple approaches have been used
- These include the creation of new colleges or alignment to existing departments in the receiving institutions
- The reviewers encouraged the System to study the impact of different approaches being used

Support Across Regions of the State

- The restructuring will increase opportunities to improve involvement with and responsiveness to economic development needs of affected communities and constituent groups
- The receiving institutions also have opportunities to bring talent development and education programs to smaller communities throughout WI

Compliance with HLC

- The team found that nothing that would put the institutions at risk of falling out of compliance with HLC criteria or Eligibility Requirements



Restructuring Update – Higher Learning Commission (HLC)

March 15, 2019

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UW System Integration of Branch Campuses into the Assurance Argument

Suggested statements prepared by Carleen Vande Zande, Associate Vice President, spring 2019

I. Mission

Criterion 1.A. The institution's mission is clear and articulated publicly; it guides the institution's operations.

Core Component 1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

This would include the faculty, staff, and students of the branch campuses as you move forward with this work in the future. How are you representing the access mission of the branch campuses in your mission statement? You will have to address how the acquisition of a branch campus aligns with your mission. You have already done this in your institutional statements during the restructuring. You can build from that.

Core Component 2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

Be sure to address the addition of the Associate of Arts and Sciences and/or the Bachelor of Applied Arts and Sciences and how it aligns with your mission. Your enrollment may or many not have changed with the acquisition of the branch campus students. Seeing that you already have students in year one and year two of academic degree programs, you are probably not experiencing a change in the enrollment profile. The addition of or alteration of student support services may be worth a mention however as you are expanding services.

Core Component 3. The institution's planning and budgeting priorities align with and support the mission. (This ties to Criterion 5.C.1.)

Address how the priorities and planning activities of the branch campus are incorporated into the overall planning of your institution.

Criterion 1.B. The mission is articulated publicly.

Moving forward be sure that the mission statement of the receiving institution appears on the web pages related to the branch campus. In reverse, be sure that there are links to the branch campus from your own publicly facing web pages where appropriate.

Core Component 2: The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

Consider how access plays into these activities and how the branch campus allows your institution to do more of these activities in new communities with new constituent groups.



Restructuring Update – Higher Learning Commission (HLC)

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Core Component 3: The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Here again is an ideal place to mention new constituent groups and new communities you are now servicing as a result of adding a branch campus.

Criterion 1.C. The institution understands the relationship between its mission and the diversity of society.

Core Component 2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

It may be that the branch campus opportunities have brought new diverse populations into your service area. If you have new groups you are serving or new services that you are providing at the branch campus or in its communities then you can mention that here.

Criterion 1.D. The institution's mission demonstrates commitment to the public good.

Core Component 3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Here is another opportunity for you to identify new external constituencies or communities of interest that you are engaged with now that you are working with new communities and populations at a branch campus. You are bringing your mission to the branch campuses as much as they are expecting you to respect their mission. Give examples of how this is being achieved. The reviewers will expect to see something in this line of exchange.

II. Criterion 2: Integrity: Ethical and Responsible Conduct

Core Component 2A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

You can mention how the policies and practices at the branch campus mirror those of the receiving or main campus. This is an important aspect for a review.

Core Component 2B. The institution represents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

It is important to show how the branch campus information to students meets this requirement. Check to see that information to students for the branch campus reflects accurately the information of the main campus. The team will check this.

Core Component 2E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff.



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Again you can add “as well as at the branch campus” phrase when you are writing about this information in your assurance argument. The review team will look for consistency across all locations. This is true for Components 1,2, and 3 under this core component.

III. Criterion 3: Teaching and Learning Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

Core Component 3A. The institution’s degree programs are appropriate to higher education.

Element 3: The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortia arrangement, or any other modality).

This is a major point you will need to make in relation to the courses and programs offered at the branch campuses. Again, think of the mirror concept. The branch campus follows practices from the main campus. A course offered at the main campus should have the same outcomes as the same course offered at the branch campus.

Core Component 3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

Element 1: The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

If you are offering the same degrees at the branch as you are the main campus, then you can describe that the general education programs are the same. You may also want to describe plans to align general education plans.

Element 3: Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

You will want to state how this is being achieved in new programs you have acquired as a result of restructuring. This is also true for elements 4.

Element 4: The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Element 5: The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

If the expectations of faculty are different than those of the main campus, you could state that here to ensure that it is clearly understood that there may be some differences for branch campus faculty.

Core Component 3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

For each element of this criterion you will need to make a statement about programs and services at the branch campuses. The reviewers will have a heightened interest in this criteria because of the restructuring and concerns raised about student services. This core component focuses on the



Restructuring Update – Higher Learning Commission (HLC)

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qualifications of the staff that you have to offer the services. In the next Core Component, you will describe the actual services. You will want to stress that evaluation of faculty, hiring, review of faculty qualifications are equal at the branch campuses. Variations for separate colleges as the governing structure at the branch campuses can also be discussed.

Core Component 3.D. The institution provides support for student learning and effective teaching.

This continues what you described in Criterion 3.C. You can now emphasize what the services are that you are supporting. You will want to give some example of what services are present at the branch campus. Give many examples.

Core Component 3.E. The institution fulfills the claims it makes for an enriched educational environment.

For all elements of this core component you will want to ensure the reviewers that you have measures that cut across all locations. You should also discuss how you disaggregate institutional data to ensure that you have a focus on quality of programs and service that take place at the branch campuses.

IV. Criterion 4: Teaching and Learning: Evaluation and Improvement

Core Component 4A: The institution demonstrates responsibility for the quality of its education programs.

This means all programs so you will need to include mention of the programs at the branch campus and how they are evaluated using same methods, tools as programs at the main campus.

Core Component 4.B. The institution demonstrates a commitment to education achievement and improvement through ongoing assessment of student learning.

As with the evaluation of programs, all assessment of student learning either process or policies are similar. Also, you should state how you will disaggregate results so that you can distinguish how well branch campus students are learning compared to main campus students. Some HLC teams look for that.

Core Component 4.C. The institutions demonstrate a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs. Element 2: The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Demonstrate how you are collecting this information for branch campus students and how you analyze your data to ensure that branch campus students are learning at the level of main campus students. Are there inequities of any sort or achievement gaps?

V. Criterion 5: Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.



Restructuring Update – Higher Learning Commission (HLC)

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Presented by Carleen Vande Zande

Core Component 5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

We know that there were concerns expressed about financial sustainability for the branch campuses. You will have to describe how planning and budgeting for the branch campus is integrated into the overall planning and budgeting practices at the main campus. The review teams will be looking for this type of information due to the results of the follow-up visit. You can demonstrate this by providing a budget for the branch campus.

Core Component 5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

For this section you will want to mention how the leadership structure of the branch campus integrates into the overall planning for the main campus. Where does the branch campus leader report to at the main campus? How is the branch campus leader involved in decision making at the university? At the branch campus?

Core Component 5.C. The institution engages in systematic and integrated planning.

This is a huge point for the integration of the branch campus into the overall planning of the university. How are the perspectives of those members of the branch campus brought to university-wide planning? Are resources allowed to the branch campus according to its mission? According to its needs, priorities? Planning for the branch campus is not a stand-alone activity. It is a part of a greater whole of university wide planning. Give examples of how this takes place.

Core Component 5.D. The institution works systematically to improve its performance.

In order to write to this component, one would have to have some goals for the branch campus to measure improvements. So, engaging in some planning and goal setting for the branch campus first and then designing how to measure performance would be good future steps to meet this criteria. Or you could reflect the branch campus goals created in response to institution-wide goals associated with the strategic plan.