

Chapter Six

Change Request

*Commission approval is required to extend accreditation to include:
Degree programs handled through distance delivery methods.*

1. What change is proposed?

- State the specific change that is proposed.

In the distance education section of the Statement of Affiliation Status, UW-W requests that its status be changed to “No prior Commission approval required to offer online degree programs.”

The institution currently holds Commission approval for an Online MBA degree program. This change request will grant the right to offer additional online degree programs without Commission approval. UW-W proposes to start with the bachelor of business administration (BBA) in general business, the bachelor of arts (BA) and bachelor of science (BS) in liberal studies, and the BA and BS in political science.

- State the expected outcomes of this proposed change (for example, enrollment growth, enhanced services, financial growth).

The major outcomes of this proposed change are enhanced services for nontraditional students; increased collaboration with the UW Colleges, the two-year college arm of the UW System; and the accompanying enrollment growth.

- Project the impact of this proposed change on the organization’s current mission, the numbers and types of students to be served, and the breadth of educational offerings.

Mission

The proposed change is consistent with the University’s Select Mission Statement, Objectives, and Goals. It targets specific populations of learners whose numbers are projected to increase significantly in the future.

This proposal relates directly to three specific charges of the UW-W mission:

- To provide a range of undergraduate programs and degrees, including interdisciplinary programs in letters, sciences, and the arts, as well as programs and degrees leading to professional specialization.
- To create and maintain a positive and inviting environment for multicultural students, students with disabilities, and nontraditional students, and provide support services and programs for them.
- To provide continuing education and outreach programs as integrated institutional activities.

Offering baccalaureate degrees online is a stated goal of UW-W. The Select Mission of the institution states that the University will offer continuing education and outreach programs to multicultural, disabled, and nontraditional students through distance learning as an integrated educational activity. The use of the Internet for distance learning is a singularly appropriate, integrated educational activity. Specifically, it allows the use of existing competencies and resources in offering select majors to Wisconsin's multicultural population in a shared virtual classroom.

Target Market

The intended markets for the online baccalaureate program are working adults and others for whom the traditional university classroom and seat time are not viable options. The three categories of learners that we will attract include: (1) adults with associate's degrees seeking to advance their education to the baccalaureate level; (2) working adults who desire to obtain a baccalaureate degree; and (3) individuals who completed a substantial number of university credits, yet left higher education without completing the baccalaureate degree.

The most immediate constituency is the population of students enrolled at the HLC-accredited UW Colleges Online, which has been offering an online associate's degree since 2001.

- According to the *UW Colleges 2005-07 Catalog* (p. 6), "...The UWC campuses enroll approximately 12,500 students." Nearly one-third of these students are 23 or older. Approximately 1,200 of the UW Colleges' students take some of their courses online. Currently, UWC graduates may transfer to other UW System institutions. However, students who are unwilling or unable to relocate to a city in Wisconsin with a UW System university do not currently have many options of earning a baccalaureate degree within the UW System. [Howell, Williams, and Lindsay](#) (2003) further substantiate this point by noting, "Not only are they [students 25 or older] numerous, adult learners are the fastest-growing population in higher education." Among their conclusions are the "competitive necessity" for lifelong learning and the increasing availability of distance education programs via online courses, degrees, and universities.
- Moreover, multicultural students throughout the UW System are less likely to complete their undergraduate degrees in six years than non-multicultural students and thus return, if at all, as non-traditional students. For the same reasons cited above, many are not able to relocate to cities in which a university campus is located and/or their schedules are not amenable to the traditional classroom. The availability of online degree programs will thus lead to more ethnically diverse persons in Wisconsin earning the baccalaureate degree.

Cooperative Program with UW System Two-Year Colleges

UW-W has a long, well-established relationship with UW System two-year colleges and Wisconsin Technical College System institutions. For example, to obtain a BA or BS with a major in liberal studies, students might complete their associate's degree at

UW-Rock County, and then finish the baccalaureate degree requirements through a combination of UW-Rock classroom courses and online courses at UW-W. Close relationships with the two-year colleges and technical schools enable UW-W to recruit students with associate's degrees, and the appropriate prerequisite courses, into its baccalaureate programs. UW-W expects to recruit no more than 40 students from its target market the first year, with 10-15% growth in subsequent years. These numbers are consistent with growth in the Higher Learning Commission-accredited UW-W Online MBA program and the [UW Colleges Online Program](#).

Breadth of Programs

UW-W will be starting its online baccalaureate program by offering students the opportunity to major in general business, liberal studies, or political science. A sufficient array of online courses is currently offered to complete the liberal studies and political science degrees. The University does not plan to offer additional choices of major until it has gained sufficient experience with these three majors.

- Identify from this list the Commission's policy/policies relevant to this change:

Change in educational offering (policy I.C.2.b.)

Degree programs handled through distance delivery methods.

2. What factors led the organization to undertake the proposed change?

- Describe the relationship between the proposed change and ongoing planning.

UW-W has been offering online courses that fulfill degree requirements since 1997. In fall 2005, the University offered 24 undergraduate courses and 18 graduate courses online. In addition to these 42 offered entirely online, more than 900 courses were web-enhanced. UW-W currently offers a sufficient number of courses online for a student with an AA degree to earn a BA or BS degree in liberal studies or political science. Online courses have proven to be the most efficient way to further the University's cooperation with the UW System's two-year campuses. Online courses are available to both true distance education students and traditional students looking for increased flexibility in their schedules. This broader constituency, i.e., traditional and outreach students, increases the range of experiences that students bring to class.

As noted in the first section, adding online courses and programs is one of the University's goals. To this end, the University has dedicated personnel and facilities in its Learning Technology Center (LTC) to support the UW System's online course management system, [Desire2Learn \(D2L\)](#). The LTC employs a course designer to assist faculty in the development of online courses and offers scheduled D2L training sessions for faculty and staff. Email and telephone support for students taking online courses is provided by the University's computer [Helpdesk](#), the [LTC](#), and the College of Business & Economics' [Online MBA Support Center](#). [Online D2L tutorials](#) for students are offered at the University's website.

- Describe the needs analysis related to this proposed change.
- (1) Figure 6.1, based on Census Bureau data (2000), lists degree-completion figures for Wisconsin and its five contiguous states. Illinois and Minnesota have both the longest shared borders and significantly higher percentages of baccalaureate degrees. The effect of this comparative shortfall is speculative, but it diminishes the state’s attractiveness to high-technology firms and impedes its tax base.

Highest Degree Attained as a Percentage of the Adult Population in 2000					
	High School Degree	Some College	Baccalaureate Degree	Advanced Degree	Adult Population
Illinois	81.4	53.7	26.1	9.5	7,973,671
Iowa	86.1	50.0	21.2	6.5	1,895,856
Michigan	83.4	52.1	21.8	8.1	6,415,941
Minnesota	87.9	59.1	27.4	8.3	3,164,945
Wisconsin	85.1	50.5	22.4	7.2	3,475,878
Work-life Earnings as a Function of Educational Attainment, 1999 Earnings					
	\$1,226,575	\$1,494,989	\$2,140,864	\$3,438,200	

Figure 6.1: *Educational Attainment in Upper Midwest States*

- (2) According to Daniel Clancy, President of the Wisconsin Technical College System, Wisconsin will need to add more than 72,000 additional college graduates to its population to reach parity with neighboring states.
- (3) [Integrated Postsecondary Education Data Systems \(IPEDS\)](#) data, as reported by UW Colleges, show that in 2004-05, 1,452 associate’s degrees were awarded. During a meeting with UW Colleges and UW-W representatives in September 2005, a UW Colleges representative noted that if their graduates wish to earn a baccalaureate degree, but are not able to participate in traditional classroom programs, they often enroll in private and for-profit online degree programs because the options for earning the degree online through the UW System are limited.
- (4) In response to the need for an educated workforce and the potential to aid economic development in Wisconsin, the [Committee on Baccalaureate Expansion](#) was formed by the Regents to devise programs that will expand the number of baccalaureate degree holders in the state. UW-W’s proposal to offer baccalaureate degrees online is responsive to three strategies set forth by the Committee:
- (a) “Develop degree completion programs targeted to working adult students who hold an associate degree and who are in need of a baccalaureate degree to assist in their career programs.”
 - (b) “Develop new baccalaureate degree completion programs in areas of high student labor market demand (e.g., Business, Nursing, Early Childhood, and Special Education).”
 - (c) “Explore system-wide and statewide approaches to developing, coordinating, and promoting on-line learning and other delivery alternatives to residential, on-campus degree programs.”

- (5) Governor Jim Doyle has mandated that UW-W will offer its general business major online.
- (6) UW-W has cooperated closely for the past few years with UWC Online, a component of UW System's two-year colleges. UW-W admits UWC Online students with associate's degrees into its programs, recognizing that what these students want and need is access to online baccalaureate programs.
- (7) The growth area for university enrollment is in non-traditional programs and especially online programs (Newman, F., Couturier, L, and Scurry, J. 2004, *The Future of Higher Education: Rhetoric, Reality, and the Risks of the Market*, San Francisco, CA, Jossey-Bass).

- Describe the involvement of various constituencies in developing this proposed change.

Efforts to establish online degree programs have been driven largely by faculty. The resources required for development of online courses, and the necessary support services for faculty and students participating in online courses, are in place. Anticipating the need for online student support services, most student service providers at UW-W, including the [University Library](#), [Learning Technology Center](#), [iCIT Helpdesk](#), [Admissions](#), [Financial Aid](#), [Career Services](#), [Center for Students with Disabilities](#), and the [Registrar's Office](#), are ready to serve an increased number of online learners. The Provost and other upper-echelon administrators have consistently encouraged faculty and administrative staff efforts directed at reaching stated goals for online course and program development. Support for online baccalaureate programs is in place at all levels of the campus hierarchy. The Documentation to Support a Change Request was prepared by the members of a steering committee consisting of representatives from UW-W and UW Colleges:

- James Bronson, Co-Chair (Associate Professor, Management)
- Richard Brooks (Chair, Philosophy & Religious Studies)
- Kris Haag (Assistant Direct for Student Services, UW Colleges)
- Joyce Huang (Director, University Library)
- Susan Johnson (Chair, Political Science)
- Tisa Mason (Dean of Student Life)
- Barbara Monfils, Co-Chair (Associate Vice Chancellor for Academic Affairs)
- Carol Miller (Director, Financial Aid)
- Janet Olson (Assistant Dean, College of Business & Economics)
- Robert Schramm (Executive Director, Online MBA Program)
- Larry Schuetz (Assistant Dean, College of Letters & Sciences)
- Barbara Stinson (Director of Distance Education, UW Colleges)
- Lorna Wong (Instructional Technology)

3. What necessary approvals have been obtained to implement the proposed change?

- Identify the internal approvals required, and provide documentation confirming these actions.

UW-W requests only a change in delivery method of existing programs to include online degree options for existing majors/minors. The University is *not* requesting a

new degree, major, or sub-major. Courses taught online contain similar content to traditional classroom courses. The appropriate committees and offices at the department, college, and university levels approve and assess all courses. Department chairs and/or program coordinators of all three programs (General Business, Liberal Studies, and Political Science) are actively involved in the process. The Deans of Letters & Sciences (Liberal Studies and Political Science) and Business & Economics (General Business) fully endorse this proposal. Supporting letters from each are attached.

The University's procedures are in accord with UW System policies. However, UW System does exercise approval of "existing degree programs that will be offered via distance education." To this end UW-W has made [application to UW System](#) for authority to offer baccalaureate degrees online.

- Identify the external approvals required, and provide documentation confirming these actions.

The proposal was forwarded to the UW System Associate Vice President for Academic Affairs for review and approval on 14 October 2005.

4. What impact might the proposed change have on challenges identified by the Commission as part of or subsequent to the last comprehensive visit?

- Identify challenge(s) directly related to the proposed change.
- Describe how the organization has addressed the challenge(s).

Several of the challenges identified in the 1996 Site Visit Report will be impacted by the addition of online baccalaureate degrees. These challenges include:

Advisement

"Although a variety of offices throughout the campus offer students assistance with academic and career advisement, students indicate that the quality of advisement varies widely. The roles and responsibilities of faculty in advisement need further discussion both within and across disciplines and colleges. Advising should be considered in the reward system. The institution should consider expanding the master advisor concept beyond Letters & Sciences to other colleges."

As demonstrated in previous chapters of this document, the University has improved advising by initiating the Advising Council, creating the [Academic Advising & Exploration Center](#) (AAEC), expanding and improving the University Master Advisors program, and developing the Peer Mentor program. Distance-learning students will be able to access their advising report online at any time and to conference with their academic advisor via e-mail or by telephone appointment. The AAEC has created electronic advising portfolios that record the student's advising history and that are available to all advisors and student advisees. Additional electronic systems, such as the

Early Warning Program and registration “holds,” create a “safety net” for students and are applicable to all students.

Professional Development

“It is recommended that the institution increase the investment in professional development opportunities for all university faculty and staff, recognizing the varying developmental needs of individuals across disciplines and divisions.”

Both the LEARN Center and the Division of Instructional, Communication, and Information Technology (iCIT) have had a significant impact on the opportunities for faculty and staff professional development. A few such opportunities specifically related to distance learning include the establishment of the LTC, D2L Walk-In clinics, MBA program training sessions on course development, and accessible resources on leading better online discussions and factors of effective online instruction. Further, UW-W offers workshops such as Digging Deeper Into the Online Content of the University Library, Using Online Communication Tools in D2L, Using Weblogs, Chats, Wikis, and RSS, and Using Audio & Video in Your Course.

Diversifying the Student Body

“Although the University’s commitment to diversity among its student body has been reflected in its recruitment of Afro-American students, there still remains a need to increase efforts in the recruitment, retention, and graduation of Latino students.”

The University has diversified the student body as measured by the number of enrolled Latino, Southeast Asian, Native American and African-American students. The Introduction of the 2006 Self-Study describes the progress that has been made in increasing diversity. Specific efforts directed at underrepresented groups are included in the University’s goals. Additionally, as indicated earlier in this document, the Select Mission indicates that the University will offer continuing education and outreach programs to multicultural students through distance learning.

Assessment

“Work should continue with faculty leaders, chairs, and deans to help all departments recognize the value and centrality of assessment to the teaching-learning enterprise. Assessment plans should receive continued review. Faculty across disciplines and in general education should demonstrate that assessment data are being used for program improvement. Work should continue to bring graduate programs fully into the assessment model.”

Evaluation of all academic programs, including the programs’ efforts in assessment, occurs on a five-year cycle. Additional information on assessment, including the assessment plan for online baccalaureate degrees, is covered under Question #6 (p. 180).

Career Services

“The staffing needs of the Career Planning and Placement Office need to be reviewed in accordance with the scope and quality of services.”

In 2003, a Career Services Review Team comprised of Dr. Robert Greenberg (director of Career Services at the University of Tennessee) and Ms. Marcia Harris (director of University Career Services at the University of North Carolina at Chapel Hill) visited UW-W to evaluate the effectiveness of Career Services and to make recommendations for the improvement of these services. In the overview statement of the report, the review team indicated that "...the Department of Career Services was well known and highly regarded by the UW-W community. As on any campus, there were indications that many people need to be made aware of the programs and services offered by this department but we were impressed with many of the outreach efforts being undertaken. There seemed to be a general opinion among faculty and staff that Career Services has improved significantly in the last few years."

The report noted the fact that the professional staff was stretched thin and that the staff needed to be more strategic and forthright in eliminating less effective or less relevant programs, in creating innovative programs, and in redirecting the work flow to improve the scope and quality of services. For precisely these reasons, Career Services has been merged with the Office of Leadership Development. The goal is not only to streamline operations, but also to enhance the experience of students through a process designed to focus on work/life experiences through a more holistic approach. Information about [Career Services](#), including internship and employment opportunities, is available online.

The University's responses to certain 1996 Site Visit Report recommendations will help it effectively deliver online baccalaureate degrees. Other recommendations, of course, would not directly impact these online programs, and some of UW-W's challenges persist, regardless of whether a course is delivered traditionally or online. More attention is given to the issue of access to student services in the next section. A comprehensive perspective of how the University has addressed the 1996 Site Visit Report's recommendations is included in Chapter One.

5. What are the organization's plans to implement and sustain the proposed change?

- Describe the involvement of appropriately credentialed faculty and experienced staff necessary to accomplish the proposed change (curriculum development and oversight, evaluation of instruction, and assessment of learning outcomes).

UW-W has the infrastructure and resources to support the technical and pedagogical needs of the proposed online baccalaureate degree programs. Specifically, the campus LTC manages the Course Management System (D2L) and provides proposal development opportunities and technological support for on-line faculty. The Learning Enhancement, Assessment, and Research Network (LEARN) Center provides guidance for the pedagogical and assessment needs of online faculty. The iCIT oversees the network infrastructure and iCIT Helpdesk for online students and faculty. In addition, the Online Support Center in the College of Business & Economics, which currently manages the Online MBA program, has extended its

services to student and faculty training, to support the college's undergraduate online courses. Together, the following services are available:

- (1) Technical support through the iCIT Helpdesk for all students enrolled in the online programs.
- (2) Appropriate supplementary lecture and support material in digital format for distribution to online students, e.g., course CD-ROM or DVD and/or online documentation.
- (3) The Online Support Center in the College of Business & Economics checks all online courses and takes whatever actions are required to render the courses ADA-compliant for the visually impaired. Due to high costs, courses are brought into ADA compliance for the hearing impaired only upon the receipt of a request from an impacted student.
- (4) Timely technological support for all faculty members teaching online courses.
- (5) Faculty training workshops to improve technical skill and online teaching methodologies.
- (6) Formal and informal evaluation of online course design through the use of both internal and external evaluators.
- (7) Assessment of courses using student feedback through surveys, interviews, and course evaluations to ascertain potential and necessary course improvements.
- (8) Workshops and conference opportunities on online pedagogy for faculty teaching online.
- (9) Exploration of emerging technology applicable to online teaching and learning.

Currently, the [Online MBA](#) program offered by the College of Business & Economics has a well-established model for evaluating instruction and assessing learning outcomes that will be adapted for the three proposed online undergraduate programs.

Faculty new to online courses participate in a series of workshops designed to train and support them. These include topics on the pedagogy of online teaching, learning outcomes, assessments, communication in an online environment using asynchronous and synchronous tools, use of the D2L web-based course management system, and other technologies. Special emphasis is placed on effectively using technology so that course learning outcomes will be achieved.

All newly-designed or revised courses are reviewed by faculty peers with online teaching experience. The course content is developed by the faculty member teaching the course; no "canned" courses are offered.

Effective first summer session 2006, online courses will be assessed using a national online course development model developed by Quality Matters ([Maryland Online](#)) to ensure sound course design and quality content for online delivery. Online faculty are trained in how to apply the Quality Matters online course development model. Peer online faculty will be trained to assess online courses using the Quality Matters model. Apposite revision will be made prior to delivery of the course. Use of student surveys and regular faculty meetings during the course provide guidance for ongoing course refinement. Formal student course evaluations administered at course completion are fully considered when courses are modified or revised.

The University demonstrates commitment to online learning and remains committed to continuous funding and expansion of resources to ensure the availability of sufficient technical support and faculty development for its online programs.

UW-W is governed by UW System policies pertaining to [intellectual property rights](#):

“The UW System does not assert a property interest in materials which result from the author’s pursuit of traditional teaching, research, and scholarly activities. The creation of materials such as theses, scholarly articles, journal articles, research bulletins, monographs, and books occurs, in most circumstances, as an integral part of the author’s position as a UW System employee. In those cases where substantial institutional resources are provided to support the development of instructional materials, however, the UW System may assert ownership or other property interests that should be addressed through specific agreements with the authors and producers of the materials.”

- Describe the administrative structure (accountability processes, leadership roles) necessary to support this proposed change.

The Liberal Studies and Political Science programs are located in the College of Letters & Sciences. These programs are coordinated by the Assistant Dean of the College in conjunction with appropriate department chairs and the Director of the College Advising Office. The General Business program is located in College of Business & Economics and coordinated by the Assistant Dean in cooperation with the Dean’s Administrative Council. Online programs are subject to the same review and evaluation processes as traditional programs with notable additions to the assessment process as described under Question #6 below.

The online baccalaureate degree steering committee, in the course of addressing the change request, identified nine action points that need to be addressed before UW-W offers online baccalaureate degrees. The steering committee has requested that the Provost provide direction and guidance to appropriate parties to ensure that the action points are addressed in a timely manner.

Action Points

- (1) Definitions for courses with varying levels of online content (e.g., online, hybrid, and web-enhanced).
 - (2) Posting of planned schedules of courses and/or course rotations.
 - (3) Hardware and software standards for faculty and students, online student access to University-provided software, and minimum Internet access speed requirements.
 - (4) Provision for an extended hours Helpdesk.
 - (5) Policy on differential fees for online courses and uses of fees.
 - (6) Faculty compensation policy.
 - (7) Commonalities of course formats designed to increase student familiarity and ease of use (e.g., courses organized in a modular format and html coding).
 - (8) Recommended/required faculty and student training.
 - (9) Desirability of synchronous and asynchronous courses.
- Describe how this organization will make learning resources and support services available to students (student support services, library resources, academic advising, and financial aid counseling).

Library and Learning Resources

The University Library website serves as the gateway to all its learning resources, both print and online. Improvements in network infrastructure have allowed the University Library to shift its collection development from print to electronic resources to provide easy off-campus access to learning resources for students.

- (1) **Electronic Collections:** Current electronic holdings of the Library not only include indices, abstracts and [content aggregators](#), but also e-journals and e-books. The 168 [electronic reference resources](#), 15,000 [e-journals](#), and more than 18,000 [e-books](#) currently available to UW-W students include statewide subscriptions by the Wisconsin Department of Public Instruction (DPI), UW shared electronic collections, and UW-W paid subscriptions. License agreements with these resource vendors provide students with online access to such resources.
- (2) **Off-Campus Access to Electronic and Print Collections:** An EZProxy server handles authentication of UW-W students and faculty/staff to allow off-site access to resources. Faculty use e-reserves and direct linking to articles in library databases to ensure access to required readings for distance learners. The recent implementation of SFX (locally called Find It), a citation linker, and MetaLib (locally called SuperSearch), a federated search engine which enables users to search across resources produced by different vendors, have expedited users' research time. ILLiad, an interlibrary loan/document delivery application implemented two years ago, enables the Library to provide to users' desktops both portions of print material owned locally and journal articles not owned locally. Whole books, as requested, will be sent to distance education students by mail.
- (3) **Reference Support for Off-Campus Users:** [Off-site library users](#) can obtain reference assistance through a three-part virtual reference service. The email service is handled by UW-W reference librarians. The chat service is part of a global consortial enterprise, which provides 24-hour instantaneous assistance. Students requiring more in depth assistance are advised to use the email service or telephone the Reference Desk. Online guides on how to use various library resources are available.

As more online courses and degree programs are offered, the Library will continue to adjust its collection building to suit the needs of its users. One of the deciding factors in selecting electronic resources is ADA compliance of the product. The library has approximately 100 public workstations, laptop checkout for use in the library, quiet study areas, and group study rooms, some of which are equipped with A/V equipment. It is expected that these facilities will receive infrequent use by distance education students, but they will be available to them, as well.

The Library monitors usage of learning resources on a regular basis. Such information is available in the annual reports. Satisfactory research papers from students are another gauge of students' effective use of learning resources.

Student Services

The University was an early adopter of online technology to facilitate student services. Conducting business online is the norm for such offices as Admissions, Financial Aid, and the Registrar. Online education is expected to impact these offices minimally.

- (1) **Admissions:** The admissions process is normally conducted online, supplemented as necessary by telephone and mail. The Admissions Office anticipates that its biggest challenge in dealing with online students will be identifying the students as being wholly online so that these students can be properly categorized and receive appropriate pre-admission advising. That students enrolling in online

programs will largely be **transferring** from UW System two-year colleges should facilitate the identification process. Nonetheless, the identification of online program students will require diligence and undoubtedly will evolve through a learning process.

Standards for online students to be admitted to the University and to the respective colleges are the same as those for traditional students. The University has procedures in place to support the online programs. Students are admitted into a “group” within the University’s record management software package (PeopleSoft). Students in the identified group can be given priority at registration and can be sorted and tracked separately from the general university population.

- (2) **Financial Aid:** Students can receive Federal Student Aid funds for a telecommunications course if it is part of a program that leads to a certificate for a program of one year or longer, or to an associate, baccalaureate, or graduate degree. (*HEA Sec. 48(I), 34 CFR 600.2, 34 CFR 668.38*). Students can apply electronically through the Free Application for Federal Student Aid (FAFSA) online. Students are directed to the FAFSA site through an electronic link at the University’s financial aid website. Financial aid counseling is available from financial aid administrators via e-mail, toll-free telephone, or mail. The entire application process may be conducted online.

Transactions involving grants, Perkins Loans, Federal Direct Loans, PLUS Loans, and most scholarships can be carried out online. Students can sign electronic promissory notes for direct loans. (UW-W participates in the William D. Ford Federal Direct Loan Program). Transfer and continuing students receive an annual email detailing the process to go online and apply for UW-W Scholarships.

- (3) **Student Accounts:** Student bills are sent via the student’s UW-W email address. Students can also view their bills online and make payments by Web-check, Master Card or American Express.
- (4) **Advising:** Pre-admission advising is carried out by the Admissions Office, preferably via telephone, although online advising is available. Post-admission advising is conducted by a professional advisor in the college of the respective program. To ensure consistency in advising, both college advisors and the student advisee have access to the student’s electronic advising history. In some instances a hold may be placed on a student’s registration to ensure that the student has contacted his or her advisor prior to enrolling in classes.
- (5) **Delivery of Course Materials:** Coursework is carried out through the D2L course management system. D2L is licensed and maintained by UW System under a multi-year contract. D2L access instructions and other necessary information are available at the University’s D2L website. The University operates a textbook rental program and students may request that their text be shipped to their address. At present, the shipment of rental textbooks is handled on an individual basis. Other course-related materials may be ordered directly from the university bookstore. The University’s Online MBA program has established a precedent for the delivery of course materials.

Instructor-specific electronic materials (e.g., captioned lectures, interviews, demonstrations, video clips) are generally available to students in two formats. Students with high-speed internet connections may choose to receive these materials over the University's streaming server. Students lacking access to high-speed internet connections may order these same materials on a CD-ROM or DVD from the [University Bookstore](#).

- (6) **Placement and Counseling:** Much of the University's placement activity currently occurs online. Students are able to submit their resumes, review job announcements, and contact employers through the [eRecruiting System](#). Career Services continually revises and updates its electronic service format to accommodate both employer and student demand for online employee and job search resources.
- (7) **Tutoring:** An extensive range of tutorial assistance is available at [University Tutorial Services](#). At present, Tutorial Services offers a limited off-campus service via telephone. Online tutorial services are made available, at the instructor's discretion, in courses where there is a reasonable expectation that a significant number of students might require additional help. In these courses, a graduate student is available through an online discussion area, at specified times, to assist students with problems and questions.
- (8) **Provisions for Complaints, Grievances, and Appeals:** UW-W and the UW System have in place a number of proven mechanisms to handle complaints, grievances, and appeals in a timely manner. Processes for complaints, grievances, and appeals are largely set forth in the *University Handbook* and *Student Handbook*, and can be accessed online:
 - (a) Alleged violations of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Wisconsin Statute s.36.12 are handled by the office of the Assistant to the Chancellor for Affirmative Action. The grievance procedure is outlined in detail in the *University Handbook*. The act, amendment, and statute specifically prohibit discrimination based on student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital, or parental status.
 - (b) Equal Opportunities in Education provides for adoption and enforcement of Title IX of the Higher Education Act. A resolution passed by the UW System Board of Regents on April 6, 1973 states in part that System policy "...prohibits participation in, support for, or sanction of activities which discriminate on the basis of sex, when in fact, no exception can be allowed except on the basis of a bona fide physical dichotomy..."
 - (c) Policy on Sexual Harassment defines sexual harassment and provides procedures for reporting and enforcement.
 - (d) Student Academic Disciplinary Procedures, UWS Chapter 14, addresses the University's responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. These procedures cover the act of academic dishonesty, disciplinary process, and appeal.
 - (e) Student Nonacademic Disciplinary Procedures, UWS Chapter 17, address the University's intent to provide an environment safe from violence and free of harassment, fraud, theft, disruption and intimidation.
 - (f) A Student Guide to Solving Problems offers students a quick reference and timeline for addressing problems centered on academics and grade appeals, sexual harassment, and discrimination.

- (g) Registrar's Appeal for Extenuating Circumstances provides students with a process to seek redress from University policies administered by the Office of the Registrar.
- (h) Grade Appeals follow a formal procedure published in the *Handbook* and *Undergraduate Catalog*.

Students may initiate the foregoing procedures either online or by phone. Once the complaint is initiated, grievance and appeal can be pursued and resolved in a similar manner. See Chapter One for a full discussion.

- Provide financial data that document the organization's capacity to implement and sustain the proposed change (projected budgets, recent audit reports, revenue streams, cost of facilities, and projected facility and equipment costs).

No new degrees or majors are being proposed, nor changes in degree requirements. The University currently charges a \$25 to \$50 per unit/credit technology fee that covers most costs associated with its online courses. Revenues from this fee also fund an incentive system for online faculty. Existing resources can cover the start-up of the online general business, liberal studies, and political science majors. However, UW-W is pursuing a UW System grant to defray some of the costs associated with putting these programs online. Subsequent growth in these programs, or an increase in the number of programs, may require additional faculty resources from (1) reallocation of internal resources, (2) the participation of continuing education, (3) an increase in state or UW System support, and/or (4) the development of a service-based pricing program.

Workshops supported by a five-year Title III grant have assisted faculty in integrating web-based instruction into their courses. As a result, UW-W offers the largest number of web-assisted classes of the 11 UW System comprehensive campuses. Online courses which are offered as part of the University's normal set of course offerings are listed in the *Schedule of Classes*, which is available in printed form and online through the WINS registration system. Online courses are identified by the term "web-based."

As noted in Question #2 above, increasing the number of online courses and programs is one of the University's goals. To this end, UW-W has dedicated personnel, facilities, and resources to provide technological support. One source of support is the LTC, which supports the System's online course management system, D2L. The LTC offers scheduled D2L training sessions for faculty and staff. The LTC employs a course designer to assist faculty in the development of online courses. Email and telephone support for students taking online courses are provided by the University's iCIT Helpdesk, the LTC, and the College of Business & Economics' Online Support Center. Online D2L tutorials for students are also available on the University's website.

As noted in the narrative, these are not new programs; it is a change in the delivery system for existing programs. The following tables provide estimates of the impacts of offering online courses. Full-time equivalent (FTE) at UW-W is considered 15 units.

Enrollment

Year	Number of classes	Units per class	Calculation	Full-time equivalent
1	3	3	180/15	12
1	4	3	240/15	16
1	5	3	300/15	20
1	6	3	360/15	24
2	7	3	420/15	28
2	8	3	480/15	32
2	9	3	540/15	36
3	10	3	600/15	40
3	11	3	660/15	44
3	12	3	720/15	48

Figure 6.2: Enrollment estimates (e.g. assuming 20 students per class, 3 classes X 20 students X 3 units / 15 units per FTE student = 12 FTE students)

Potential Revenue Generated from Web-Based Course Fees

Number of classes	Revenue (\$50 per unit)	Revenue (\$75 per unit)	Revenue (\$100 per unit)
12	\$36,000	\$54,000	\$72,000
11	\$33,000	\$49,500	\$66,000
10	\$30,000	\$45,000	\$60,000
9	\$27,000	\$40,500	\$54,000
8	\$24,000	\$36,000	\$48,000
7	\$21,000	\$31,500	\$42,000
6	\$18,000	\$27,000	\$36,000
5	\$15,000	\$22,500	\$30,000
4	\$12,000	\$18,000	\$24,000
3	\$9,000	\$13,500	\$18,000

Figure 6.3: Revenue estimate from \$50, \$75, and \$100 fees per unit (assumes a 3-unit class with a 20 student per-class average)

Additional Sources of Support

In 1999, UW-W secured a five-year \$1.75 million Department of Education Title III grant. Under the term of this grant, faculty were trained in online course management systems. As documented in Chapter Two of this self-study, UW-W has become a leader in Content Management System (CMS) deployment, and served as a model

campus in the conversion from Blackboard to D2L for other schools in the UW System.

Chapter Two also reports that UW-W receives annual supplemental funding of more than \$600,000 for faculty, staff, and student services in technology. Moreover, the Student Technology Fee support has increased from approximately \$388,000 to \$740,000 over the past several years and is used to support student-approved technology upgrades and services.

The LTC assists faculty and staff in incorporating technology into their classes. Chapter Two reports that the LTC annually conducts 20 technology workshops and that it is available during business hours to assist faculty.

Because UW-W already offers online courses for each of the three degree programs identified in this chapter, no “new” funds are needed in order to begin these online programs. However, subsequent growth in these programs may require additional resources. This is especially possible as new technologies become available. A portion of the funds generated through technology-based and/or service-based pricing policies will be used to upgrade technology as necessary.

- Specify the time line used to implement the proposed change.

UW-W plans to offer its first full-course rotation for online baccalaureate degrees starting fall 2006. Pending HLC approval, it is expected that enrollment for the online majors will initially be small. This is desirable as it will permit the University to test all aspects of its online system with a small number of students. Following promotion of the programs through UW System’s two-year colleges, the enrollment count should grow to the target of 40 students for the spring 2007 semester. Figure 6.3 delineates actions and timelines towards implementation.

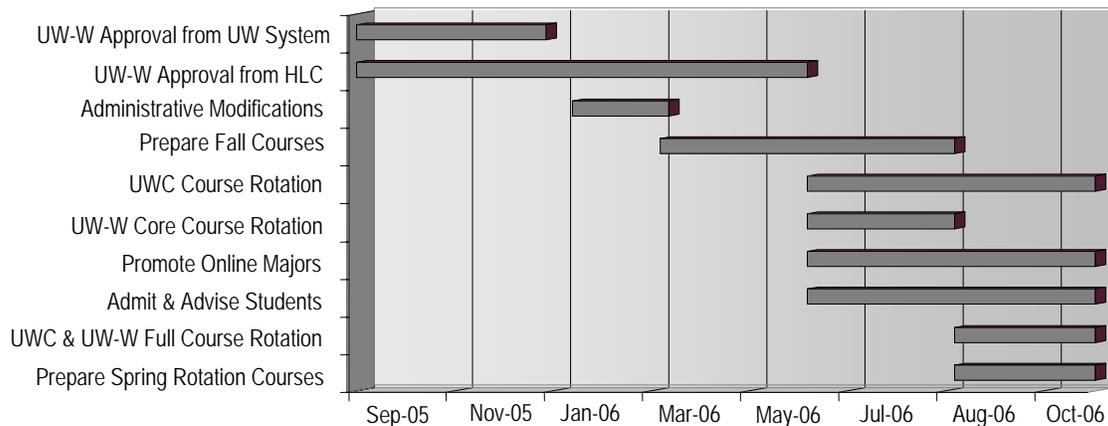


Figure 6.4: Actions & Timelines for Online Baccalaureate Program Implementation

6. What are the organization's strategies to evaluate the proposed change?

- Describe the measures the organization will use to document the achievement of its expected outcomes.

As a result of the change request, the stated outcomes sought by UW-W are enhanced services to nontraditional students and increased enrollment in nontraditional students. The University has the means to track online students separately from other students. Measures for the two student groups—wholly online versus commuter and resident students—will be differentiated in reports. The University will monitor the success of its online baccalaureate programs through four measures:

- (1) For each baccalaureate degree and accompanying major offered online, the University will monitor and report the count and ratio of nontraditional students, i.e., older than 22 years.
- (2) For each baccalaureate degree and accompanying major offered online, the University will monitor and report the count and ratio of multicultural students.
- (3) For each baccalaureate degree and accompanying major offered online, the University will monitor and report the graduation rates for years two through eight. Such a wide range of years is necessary because many of these students will come to UW-W with associate's degrees and may take as little as two years to finish. In contrast, nontraditional students starting a new degree and taking less than a 15-unit load each semester may take as much as eight or more years to finish.
- (4) UW-W will consider its online program to be "on track" if the general business major, liberal studies major, and political science major have a combined online enrollment of 10 students for fall semester 2006 and 40 students for spring semester 2007.

- Describe how the assessment of student learning is integrated into the assessment program.

The University will use existing procedures for academic assessment as currently employed in each of the three programs. These initiatives include direct measures of student learning relative to learning outcomes within individual courses and at program levels. (Assurance of learning is measured for select courses as a function of discipline-specific accreditation standards, where applicable, e.g., consistent with AACSB or NCATE standards.). Indirect assessment data will also be collected at course-, program-, and university-levels. These assessment efforts will combine with other course and instructor evaluation mechanisms to provide for learning assurance.

Tier 1 Learning Assessment: Course-Level

- (1) Courses in each of the three programs, as with their face-to-face counterparts, will have embedded assessment activities. The assessment efforts, including projects, exams, and papers will be adapted to accommodate the demands of the online learning context.
- (2) As developed, courses will be assessed using the Maryland Online "Quality Matters" peer course review rubric. This tool employs trained external reviewers to rate online courses in eight areas: Course Overview & Introduction, Learning Objectives, Assessment & Measurement, Resources & Materials, Learner Interaction, Course Technology, Learner Support, and ADA Compliance. "Quality Matters" is a proactive form of evaluation; courses are rated before they are made available to students.
- (3) Each online course will be evaluated by students each time they are offered through an instrument developed and validated by the UW-W Online MBA program.

- (4) Depending on the program, course evaluations may also use selected “Purdue” evaluation instrument items that vary by department.

Tier 2 Learning Assessment: Program-Level

- (1) Depending on the program’s current assessment techniques, programs may also use direct (e.g., portfolio assessment) or indirect (e.g., exit surveys) to gather comprehensive data relative to student achievement of learning outcomes.
- (2) The progress of students in the online majors will be tracked as these students will be segregated by UW-W’s administrative software. This will permit program and University administrators to track the progress of online students and make appropriate comparisons vis-à-vis traditional students.
- (3) Key faculty members in each program will provide ongoing oversight for their programs, including currency and the peer review of teaching.

Tier 3 Learning Assessment: University-Level

- (1) All academic majors are reviewed in detail every five years by the University-level Audit & Review Committee under the direction of the Associate Vice Chancellor for Academic Affairs to ensure that the major has clearly stated learning outcomes and that these learning outcomes are assessed, updated, and revised as needed.
- (2) Professional programs and colleges have appropriate levels of accreditation, for example the Association to Advance Collegiate Schools of Business (AACSB) for the College of Business & Economics.
- (3) The Office of Institutional Research annually surveys freshmen and seniors in order to benchmark the performance of UW-W students against their peers through the National Survey of Student Engagement. Graduating students will also complete the senior survey used by the University that assesses student perceptions of their learning.
- (4) Faculty and academic staff are subject to periodic review to ensure currency and classroom performance through pre- and post-tenure reviews.

Request for Change at UW-Whitewater: Conclusions Relative to the Four Cross-Cutting Themes

UW-W as a Future-Oriented Organization

Strength: The change request is consistent with the institution’s mission documents and strategic planning initiatives.

The proposed change is consistent with the University’s Select Mission, Objectives, and Goals. In particular, it would provide additional undergraduate program and degree opportunities, create and maintain a positive and inviting environment for a wide range of students, and enhance UW-W’s continuing education and outreach programs. It targets specific populations of learners, such as non-traditional students, whose numbers are projected to increase significantly in the future. Moreover, increasing the number of online courses and programs is one of UW-W’s goals.

Strength: Approval of the change request would better equip the institution to meet the needs of a growing constituency of non-traditional learners.

Approval of the proposed change would provide UW-W with the necessary means to accommodate the needs of a rapidly growing body of non-traditional students. These include individuals that cannot complete the degree in a traditional classroom setting, usually because they are working full-time, have family commitments, and/or are living at distances too far from campus to commute.

In immediate need of these services are those students enrolled at UW Colleges Online, which has been offering an online associate's degree since 2001. An enhanced online degree program at UW-W would provide a greater opportunity for those students wanting to continue their online education towards completion of a baccalaureate degree.

UW-W as a Learning-Focused Organization

Strength: The institution has extensive experience in providing online education and services in place that ensure effective pedagogy, student learning, and support for student learning.

UW-W has been offering online courses that fulfill degree requirements since 1997. Moreover, since that time, the number of online courses has gradually increased, along with the services and support necessary for faculty and students to be successful in this venture. The University has in place dedicated personnel and facilities in its Learning Technology Center that support the UW System's online course management system, Desire2Learn (D2L). The LTC employs course designers to assist faculty in the development of online courses and offers scheduled D2L training sessions for faculty and staff. The University's computer Helpdesk, the LTC, and the College of Business & Economics' Online Support Center all provide troubleshooting support for students taking online courses. Online D2L tutorials for students are offered at the University's website.

Challenge: The proposal will require the development of new and additional skills in faculty teaching in online programs.

Although the University has demonstrated experience in providing the necessary support, training, and infrastructure for the teaching of online courses, such efforts will need to be increased in order to support the proposed programs. The University is prepared for this challenge. Many of the ongoing training programs can continue with greater frequency, along with the development of new services and support programs as needed. Fiscal support for these programs can come, at least in part, from additional revenue generated by the new online programs.

UW-W as a Connected Organization

Strength: A collaborative relationship with UW System Two-Year Colleges will create a seamless pathway for interested students.

UW-W has a long, well-established relationship with UW System two-year Colleges and Wisconsin Technical College System institutions. Such relationships enable UW-W to recruit students with associate's degrees and the appropriate prerequisite courses into its baccalaureate programs. The University will continue to work closely with

these institutions to ensure that students enrolling in the new online programs will experience a seamless transition to UW-W.

Challenge: Online baccalaureate programs stand to influence the institution's relationship with residential students in ways yet to be determined.

It is difficult to gauge the impact that the proposed online program would have on residential students. It is anticipated that residential students would take advantage of the increased opportunities made available by the new online degree programs. However, decisions will need to be made about potential enrollment prioritizations and surcharges for residential students compared to those located off campus. Moreover, it may be necessary to cap the number of units residential students will be permitted to take in an online form if they are not completing an online degree.

UW-W as a Distinctive Organization

Strength: Approval of the change request will further distinguish the institution as a premier provider of online learning.

The high regard given to the Online MBA program demonstrates that online degree programs can be successful at UW-W, while benefiting both the campus and residents of the surrounding region. The proposed online programs will be modeled after the successful Online MBA program and will continue to establish the University as the premier provider of online learning in southeastern Wisconsin.

Strength: All online programs will be included in traditional internal review processes, ensuring that they are self-reflective, accountable, and focused on improvement.

The University has the means to track online students separately from other students. Thus, the wide range of ongoing assessment measures documented throughout this report can be tracked separately for online students. The three-tiered system presented here permits a multi-level assessment of online learning that can be compared to results obtained for traditional classroom degree programs. Tracking of enrollments and graduation rates for the online degree programs can provide needed measures of the popularity and success, respectively, for these new programs. Learning outcomes obtained from the assessment activity can be used to modify the content and mechanisms of operation of the new online degree programs, and potentially be used to develop new online programs should demand continue to increase.