



Update on Lifelong Learning 2020 August 2015

In 2014, we began development of UW-Madison's first-ever campus-wide strategic plan for lifelong learning. The plan aims to meet the needs of lifelong learners for years to come by creating transformative learning experiences, reaching more learners, and generating more revenue for campus. A strategic planner was hired to oversee development and implementation of *Lifelong Learning 2020*.

At the outset, Lifelong Learning 2020 will focus on the following emerging initiatives. Together, these provide a framework for measuring our current and future effectiveness:

- Create learner satisfaction, value, and engagement
- Innovate for transformative learning
- Champion policies to support transformative learning
- Build a shared lifelong learner relationship management system
- Establish a shared service support infrastructure
- Develop common reporting tools
- Form strategic partnerships

Create learner satisfaction, value, and engagement

Learners

- **Summer Term:** In May 2015, the ad-hoc Summer Term Committee appointed by Provost Sarah Mangelsdorf submitted nine immediate and long-term budget and policy recommendations.

Immediate recommendations: (1) adopt a new summer budget model, (2) establish an implementation committee, (3) create minimum enrollment policies, and (4) modify the academic calendar.

Long-term recommendations: (5) evaluate summer compensation practices, (6) adopt per-credit summer tuition rates, (7) create strategies to attract new student audiences, (8) revise faculty policies, and (9) elevate Summer Dean role.

The Committee obtained feedback from campus leadership and governance groups in summer 2015 and obtained broad support to move forward. An implementation committee is now working to incorporate campus feedback, oversee implementation of a new budget model, and evaluate policies.

- **Visiting International Student Program (VISP):** VISP (which enrolls international college students who seek short-term study at UW-Madison) continues to see growth both from students and departments interested in sponsoring cohorts of students. To learn more about VISP, please visit www.visp.wisc.edu.

Programs

- **Professional Master's and Capstone Certificate Program Development:** Continuing work that began in 2012 under Educational Innovation (EI), the EI team helped launch three capstone certificates and three professional master's degrees over the past year. There are now 47 accessible post-baccalaureate programs across campus, with seven programs in the design/approval pipeline.

Support

- **AdvanceYourCareer.wisc.edu:** Since launching in February, UW-Madison's first-ever one-stop site for flexible and online programs attracted more than 32,000 visitors (78% first-time visitors) and generated more than 160 qualified leads. DCS launched a comprehensive marketing campaign to drive awareness and lead generation, focusing on a target audience of nontraditional students seeking professional advancement. Phase II (est. December 2015 launch) will add noncredit certificates from across campus.
- **Academic and Career Advising for Adults:** Community adults, nontraditional students, and University Special students continue to be served by individual appointments, workshops, community programs, online resources, phone calls, and emails. Career counselors continue to help people—including UW-Madison staff—make career transition decisions and organize job search strategies, while academic advisors help identify credit and noncredit learning opportunities. Career counselors recently started writing monthly Career Corner articles for *The Lifelong Learner* blog found at www.news.continuingstudies.wisc.edu.
- **Integrated Marketing Communications (IMC):** New investments in this unit increased capacity to gather market research intelligence, design sophisticated promotional campaigns, and deliver a high-level of production and design services to campus partners. IMC now manages a growing array of UW-Madison web properties, multiple social media platforms, and a prolific direct mail operation. A new emphasis on content marketing has resulted in a significantly higher profile for lifelong learning in local and national media outlets.
- **Carnegie Community Engaged Campus:** Given the campus history of outreach, community engagement, and lifelong learning—i.e., The Wisconsin Idea—Continuing Studies worked with the Morgridge Center for Public Service to pursue reclassification as a Community Engaged Campus through the Carnegie Foundation. In January 2015, UW-Madison was awarded the classification, making it one of a select group of institutions recognized for deeply engaging with local, regional, national, and global communities.
- **Professional Development Modules:** Work continues on professional development modules that support accessible post-baccalaureate programs. These are one-credit, eight-week, online, instructor-led offerings that focus on applied interdisciplinary skills. The modules are “plug and play,” so programs can tailor the curriculum. The first modules will be offered in Fall 2015.

Innovate for transformative learning

- **Massive Open Online Courses (MOOCs):** The second phase of six MOOCs attracted thousands of learners globally and in Wisconsin. An extension of the Wisconsin Idea, the MOOCs were designed to appeal to state residents who might not otherwise feel connected to campus. They focus on community partnerships and engagement events and appeal to hunters, theater fans, and foodies, among other lifelong learners. They also underscore that the university engages with communities, facilitates discussions of their concerns, and serves as an economic engine for the state. Additional information about MOOCs can be found at www.moocs.wisc.edu or in the attached document.

Champion policies to support transformational learning

- **University Special Student Admissions:** Adult Career and Special Student Services (ACSSS) serves all students who are not in degree status at UW. In 2014-15, ACSSS helped 5,111 students enroll in one of the 14 University Special student classifications. The unit has achieved significant efficiencies thanks to newly implemented administrative procedures including modifying admissions processes, automating application confirmations, and strengthening communication with capstone coordinators in academic departments.

Build a shared lifelong learner relationship management system

- **Customer Relationship Management (CRM):** A CRM system, built within the existing Integrated Student Information System (ISIS), was designed to allow Educational Innovation-supported departments across campus to track and automate follow-up with their prospective students. This CRM automatically routes prospects captured by AdvanceYourCareer.wisc.edu to the appropriate academic unit. Efforts are underway to develop a lead management solution by Fall 2015 for the soon-to-be-added noncredit certificates.

Establish a shared service support infrastructure

- **Learning Management System (LMS):** Noncredit blended learning and noncredit large-scale online courses will be a reality when the first phase of the Lifelong Learning LMS project wraps up in late 2015. Within an hour of registration, all noncredit enrollees who sign up for an online or blended course through UW-Extension's registration system will automatically be granted campus NetIDs and access to the appropriate online course space in Moodle. Future LMSes and registration systems will be able to use this same automation.
- **Support of Online Students and Programs:** Several campus-wide Town Hall meetings over the past year explored ways to improve support for online students and programs across campus. Needs were identified and prioritized, workgroups formed, and important campus-wide changes were made including: creation, adoption, and implementation of a campus-wide online tuition policy; creation of virtual Community of Practice sites to support online programs; and launch of the TeachOnline@UW professional development program and learning community. Additional information about TeachOnline@UW can be found at www.sites.google.com/a/wisc.edu/teachonline-uw.
- **Competency and Assessment:** Continuing Studies doubled its capacity to research, develop, and oversee competency-based education models for lifelong learners and invested stakeholders. The team works closely with credit and noncredit adult learning on campus to oversee assessment and evaluation to help scale and build capacity with lifelong learners—especially those seeking professional development. Additionally, evaluations were designed to ensure that students are gaining job-related knowledge and skills that will translate to success in the workplace; the team is working with the Office of the Provost to develop a campus-wide comprehension of measurable learning goals and aligned assessments across the lifelong learning continuum.

Develop common reporting tools

- **Tools and Reports for Tracking Enrollments and Revenue:** A new collaboration among Continuing Studies, Academic Planning and Institutional Research, and the Madison Budget Office was formed to create tools and reports for tracking enrollments and revenue generated by the professional master's and capstone certificates. These efforts resulted in a list of unique program attributes and definitions, a more efficient and streamlined process for data requests, and more consistent and accurate reporting of data.

Form strategic partnerships

- **Health Science Continuing Education:** The Deans of the Schools of Medicine and Public Health, Nursing, and Pharmacy formed an advisory group to work with Continuing Studies to apply for joint accreditation for interprofessional continuing education. Benefits include a central point of contact for health science continuing

education, shared revenue model with shared accreditation cost, shared infrastructure and delivery models, and improved efficiency for planning and administration of continuing education for and by the healthcare team. If approved, UW-Madison would be the first regional institution with joint interprofessional accreditation. The application for joint accreditation begins October 1 and the self-study will be completed in June 2016.

- **Program Coordinator Series (Advance Your Career Community):** April saw the co-launch of a monthly program coordinator series with the Graduate School for professional master's and capstone certificate programs. In addition to networking opportunities, the meetings focus on policies and practices associated with the non-pooled fiscal model and online programs; management of programs designed for adults; best practices in managing online and accessible adult programs, including marketing/recruitment, student services, and advising; and online teaching/learning/pedagogy.

Priorities for 2015-16

- Establish a unified campus-wide noncredit information technology (IT) infrastructure for marketing, registration, learning management, student records, cost accounting, etc.
- Launch six new professional master's and capstone certificates
- Implement Summer Term Committee recommendations
- Add noncredit certificates to AdvanceYourCareer.wisc.edu
- Apply for joint interprofessional accreditation in health sciences continuing education
- Grow noncredit programming across campus
- Establish a lifelong learning board of advisors

Possibilities

- Develop a pathway to undergraduate admission for returning adults (in partnership with the Office of Admissions and Recruitment)
- Create an undergraduate degree completion program for returning adults (in partnership with Schools/Colleges)
- Secure a major gift from a non-UW alumni to create transformative and meaningful learning experiences for lifelong learners (in partnership with the Wisconsin Foundation and Alumni Association)
- Engage in discussions to identify possible industry partners to have deeper and more comprehensive relationships with (in partnership with Schools/Colleges and the Office of Corporate Relations)
- Develop a strategy to recruit more international visitors to campus to enroll as lifelong learners in both credit and noncredit programs (in partnership with The International Division and Schools/Colleges)
- Explore structures and processes for the creation of interdisciplinary noncredit certificates (in partnership with Schools/Colleges)

Has your unit launched new programming, developed new processes, or made other changes to further lifelong learning in the last six months? If so, please tell us! You can send your updates to Julie Klein at jklein@dcs.wisc.edu.



MOOC

MASSIVE OPEN ONLINE COURSE



Land Ethics Reclaimed

68.6%

of total registration were active participants
(3,781/5,515)

Changing Weather and Climate

75.2%

of total registration were active participants
(3,394/4,511)

Shakespeare in Community

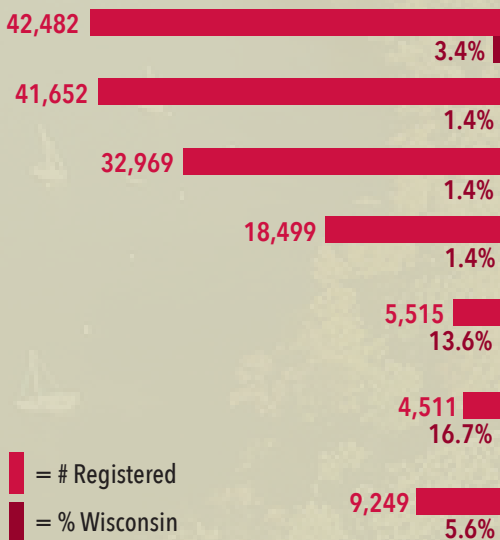
37.8%

of total registration were active participants
(3,495/9,249)

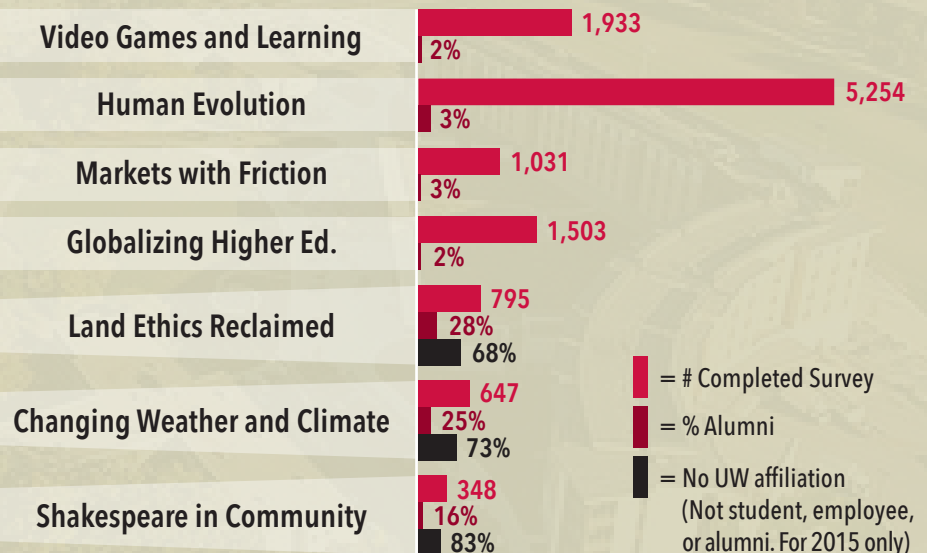
PHASE I = 2013-14

The goal of phase one was to learn more about the online MOOC space and discover how UW-Madison could create meaningful, online learning experiences that appealed to a broad audience of global learners.

% From Wisconsin (of Numbered Registered)



Alumni (Based on Survey Responses)



= # Completed Survey
 = % Alumni
 = No UW affiliation (Not student, employee, or alumni. For 2015 only)

NOTE: Human Evolution, Markets & Globalizing Higher Education had participation at levels less than 2% and were not reported. Across ALL Coursera courses the average % participation was 1.4%. This average was substituted with this qualification. A guess is that on average for phase 1 we were likely just under 2%.

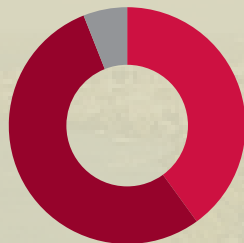
PHASE 1: Average Alumni 2.5%

PHASE II - 2015

The goal of phase two was to deepen engagement in MOOCs by better connecting with Wisconsin residents and expressing the value that UW-Madison teaching, research and service provides around the state.

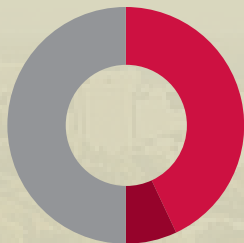
Percentage Interested in another MOOC and Percentage who felt a "closer connection" to UW-Madison as a result of this MOOC (Survey Responses)

UW-Madison should continue to offer MOOCs



54% Strongly Agree
40% Agree
6% Other

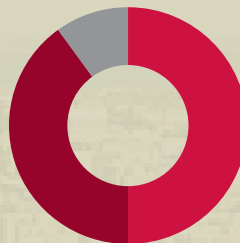
This MOOC helped me feel a stronger connection to UW-Madison



7% Strongly Agree
43% Agree
50% Other

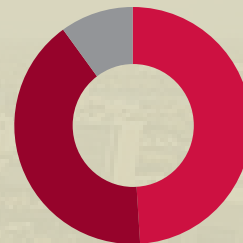
This MOOC was an Excellent Learning Experience...

Land Ethic Reclaimed



40% Strongly Agree
50% Agree
10% Other

Changing Weather and Climate



41% Strongly Agree
49% Agree
10% Other

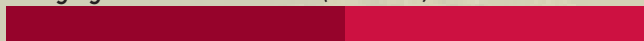
Was this the first MOOC you have taken?

Yes No

Land Ethic Reclaimed (77%/23%)



Changing Weather and Climate (53%/47%)



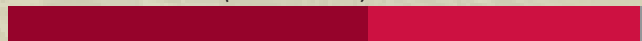
Shakespeare in Community (33%/67%)



Did this MOOC...

Exceed Expectations Meet Expectations Fall Short of Expectations

Land Ethic Reclaimed (56%/42%/2%)



Changing Weather and Climate (49%/45%/6%)



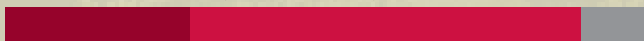
Shakespeare in Community (36%/41%/23%)



I liked the way this MOOC looked...

Strongly Agree Agree Other

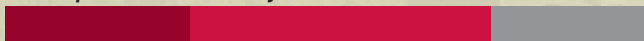
Land Ethic Reclaimed (29%/61%/10%)



Changing Weather and Climate (37%/54%/9%)



Shakespeare in Community (29%/47%/24%)



Gave me what I had hoped to get from it...

Strongly Agree Agree Other

Land Ethic Reclaimed (31.20%/57.66%/11.14%)



Changing Weather and Climate (31.22%/58.10%/10.68%)



Shakespeare in Community (24.50%/39.07%/36.43%)

