

**E. 2. UNIVERSITY OF WISCONSIN-STOUT
FOCUS 2010 IMPLEMENTATION TEAM 2**

Team Name:	Program Alignment
Sponsor:	Provost, Bob Sedlak
Charge:	Develop a program alignment proposal.
Outcome:	Bring a consultant in to review curriculum and programs to improve marketability. Identify groupings of programs and faculty. Identify new course synergies and relationships that allow for the sharing of courses, advertising, and resources.
Chairperson/Leader:	Faculty Senate Chair, Mike Galloy
Membership:	Representatives from each college and school with sub working groups.
Consultants/ Resource People	
Training/Information Needed:	
Method of Communication:	
Timeline:	June 2005

IMPLEMENTATION TEAM – DEVELOP A PROGRAM ALIGNMENT PROPOSAL RECOMMENDATIONS TO THE CHANCELLOR’S ADVISORY COUNCIL

Introduction

The charge to this team was to develop a program alignment proposal. There were three specific outcomes:

1. Bring a consultant in to review curriculum and programs to improve marketability
2. Identify groupings of programs and faculty.
3. Identify new course synergies and relationships that allow for the sharing of courses, advertising, and resources.

Discussion

Program alignment conjures up many different scenarios that can be weighed against these outcomes. The committee agreed that there are significant problems that impact the work of the university. They are:

- The ongoing decline in state budgets. Reports show that there has been a significant decline of tax dollars to support the work of the university. There have been direct cuts to Stout’s base budget and another is proposed for this next biennium. Since 1994 we have lost 12 percent of our base budget. Stout needs to find more efficient way to complete our work.
- UW-Stout failed to make enrollment targets the past two years, and our retention rates fall below the System averages. This has an adverse affect on FTE and subsequently will affect the resources available to do our work. Opening the admission gates for higher freshmen enrollments is a short term solution. Stout needs to find ways to sustain a quality student body.
- The statewide initiative to create more baccalaureate degree holders. The University System created the Committee On Baccalaureate Expansion (COBE). UW-Stout has historically partnered with the technical colleges and is a significant player in this initiative. If we do not act quickly to generate stronger partnerships with the Technical College System, others will fill the void.
- Evolving technologies are changing traditional jobs and career tracks. A review of the emerging technologies and their impact on work spin a much different future scenario for our graduates. Preparing graduates for these new jobs requires more collaboration across traditional discipline lines. For example the Biotechnology career track includes such job titles as: Microbiologist, Bioinformaticist, Plant biotechnologist, Animal biotechnologist, Environmental biotechnologist, Biochemist, Cell and Molecular Biologists and Bioethicist. Preparation for these jobs require cross-disciplinary faculty that would be drawn from four existing departments – Chemistry, Biology, Math and Computer Science, English and Philosophy.
- The growth of e-learning and distance education opportunities for adults and place-bound students. The availability of degrees offered through various alternative delivery systems has grown significantly. Many of the competitors are private schools that rely on computer based instruction. While Stout is one of the most active of the UW System institutions in distance coursework, we need to do more through our customized instruction model.

The committee agreed that their charge was to view program alignment and recognize that these issues and problems are significant drivers. Based on this rationale, there are several questions related to the charge to this committee on program alignment.

- How do our programs attract students? What more do we need to do to attract the best of the region? Information might include naming, marketing, career pathways, terminology, specializations, concentrations, numbers of degrees, new majors, etc...
- How do our programs align with the Technical Colleges? Discussion might include names, course articulation, content comparisons, career alignment, philosophical alignment, new degree programs, etc...
- What are the barriers that constrain interdisciplinary programs and majors development? We tend to operate in silos within our programs, departments and colleges.
- Do we have courses and programs that can be delivered through a for profit campus enterprise? What courses / programs can be delivered in this manner? Discussion might include the competition, market demand, the potential audience, emerging educational/training demands, graduate/undergraduate programs, etc...

Answers to these questions leads to assessment of our organizational alignment. Does it serve students, faculty, programs and majors while modeling continuous performance improvement?

- Do we have the right structures and organizational alignment that creates a responsive and adaptive environment?
- Do we have the right resource distribution and alignment that encourages interactive and creative faculty and administrative synergy?

The Implementation Team was charged to make recommendations about the outcomes to the Chancellor's Advisory Committee by spring 2005. The following two recommendations reflect the work of the Implementation Team.

The committee met numerous times during fall and early spring semesters to discuss these outcomes. Membership included Mike Galloy, David Johnson, Kat Lui, Forrest Schultz, Steve Schlough, Scott Orme, Bob Peters, Ken Parejko, Vi Jones, Kevin Theis and Aaron Fonder and Bob Sedlak. All the raw data gathered from listening sessions, budgets forums and Focus 2010 sessions was reviewed. Based on that data, plus the external forces created by budgets, student enrollments and retention, the Chancellor's White Paper delivered to UW-System, the 2004-2005 Chancellor's opening address to the faculty and staff, The Technical College Portal Initiative and the Stout Polytechnic Institute proposal, the committee offers the following recommendations.

Recommendation 1 – Initiate a process that could expand our program array by reclassifying designated concentrations and specializations as majors within existing degrees.

Suggested activities might include:

- The Provost could work with the colleges, departments and program directors to determine which concentrations and specializations want be considered.
- The Chancellor and Provost could seek a one-time approval from System to designate existing concentrations and specializations at Stout as majors for those programs wishing to capitalize on this opportunity.
- The Provost would work with the colleges, departments and program directors and coordinate with the marketing consultant to effectively market UW-Stout and advertise the expanded array of majors to attract new students.
- Stout could immediately expand its marketability to a much wider audience if it used the degree programs and majors approach.
- Recruitment, retention and graduation rates should increase when students identify themselves with a specific major rather than a more generically named program.
- Faculty could create new majors that maximize on the applied technology of WTCS degrees.
 - Partner with technical colleges to link their graduates into on and off-campus programs and majors

An outside consultant has been retained by the Provost. The consultant will work with the Colleges and Program Directors to assure marketability to new students. We can market majors with specific career titles that align with industry job categories, classifications, and titles. The expanded program array should help with recruitment and retention. Many of our degrees would be considered degree programs with multiple majors available. Some majors could provide attractive opportunities for technical college transfers.

Most of Stout’s programs are interdisciplinary requiring departments and colleges to collaborate across departmental and college lines to deliver courses needed by various majors. An increased focus on the expanded majors would require closer working relationships between disciplines. This would encourage collaboration between faculty and a higher degree of cooperation between departments and colleges to identify efficiencies in delivery and assignment of faculty and staff. This should result in less competition between administrative units and more emphasis on shared resources. New synergies that focus on student success in the major should help make administrative barriers and silos more invisible to the students and faculty. As these synergies grow and mature, new groupings of faculties and staff may become evident.

Large programs tend to be cumbersome, constrain effective use of resources and limit student choices. The Implementation Team believes that smaller groups of students, pursuing majors within larger degree programs, will broaden our appeal to prospective students. Additionally, expanding the program array is a first logical step into finding synergies and alignments with our disciplines and faculties.

The following recommendation emphasizes the characteristics that faculty, staff and administrators suggested at various stakeholder focus groups and budget priority sessions. The implementation team carefully reviewed the data and offers the following points for discussion.

Recommendation 2 – Assess the academic and administrative structures at UW-Stout to see if the current organization aligns with an expanded program array, builds on our unique mission and maximizes our technology advantage.

Suggested activities might include:

- Examine structures and processes that create barriers and silos that limit flexibility and adaptability of technology, human and financial resources. Create adaptive and vibrant ways of working together.
- Review approval procedures to maximize electronic systems. For example, streamline the curricular approval process to make it more responsive to market demands.
- Create and reward efforts to strengthen collaboration activities among and within academic units.
- Continually assess program, department, and college structures to assure alignment and the institution's ability to respond to changing needs. Create avenues that encourage intra-university resource movement.
- Create a **School outside a School enterprise** that serves learners state wide, nationally and internationally.
 - Create a degree-completion portal for off-campus tech college graduates Provide systems that encourage adult and technical college transfers.
 - Encourage entrepreneurship of faculty in offering classes, specializations, B/I partnerships activities, etc.
 - Eliminate barriers in admissions, registration, readmissions, billing and other services (recognize that these are OFF-CAMPUS students)
 - Model private college for profit enterprises that attract adult and continuing learners

Summary

The Implementation team was made up of representation from each of the colleges and school. It included faculty, academic staff and students. They reviewed all the data that was gathered through stakeholder meetings, focus groups, retreats, other implementation reports, and in general discussion with others. **In an effort to begin discussion on meaningful change that responds to the demands of budgets, recruitment and retention, the Technical college initiative, other initiatives on campus, and positioning ourselves for the Twenty-first century we offer these recommendations for consideration.**