Pre-Visit Progress Report
to the
Higher Learning Commission
on
Implementation of the University of Wisconsin-Milwaukee’s
Flexible Option Competency-based Programs

March 3, 2015
Table of Contents and Lexicon
Implementation Report

Appendix 1. Flex Admission Process Narrative

Appendix 2. Sample Competency Set Guides

Appendix 3. Flex Fit 1 Screening Tool, Questions and Messages

Appendix Appendix 4a. Flex Fit 2 Screening Tool, Introductory Messages

Appendix Appendix 4b. Flex Fit 2 Sample Output

Appendix 5. Student-ASC Communication Templates

Appendix 6. Individual Learning Plan Samples


Appendix 8. The Flex Quality Profile

<table>
<thead>
<tr>
<th><strong>FLEX LEX</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Lexicon of Terms and Language for the UW Flexible Option</strong></td>
</tr>
</tbody>
</table>

UW Flex is a competency-based approach to education, which starts with student learning outcomes, and puts them squarely at the center of our engagement with students. Because UW Flex is competency- and not course-based, the following language and terminology are employed:

- **Competencies** define the skills, knowledge, attitudes and behaviors that students are required to master, setting the *learning outcomes* expected of students.

- The **Competency Set** refers to the natural grouping of competencies that cohere to define the skills and knowledge of a particular curricular area. In a traditional curricular model, this is a course. UWM’s Flex Option programs average 5 to 7 competencies per set.

- **Assessments** are the activities (writing a paper, taking an exam, doing a project, etc.) that students engage in to demonstrate mastery. Qualitative assessments, which constitute 85% of UWM’s assessments, are evaluated using rubrics.
Implementation Report

Statement of Request and Institutional Context
The University of Wisconsin-Milwaukee (UWM) is pleased to host a peer review team from the Higher Learning Commission for the purpose of evaluating UWM’s Flexible Option offerings. UW-Milwaukee is offering three existing degree programs and one certificate program in the competency-based Flexible Option format:

- A B.S. in Nursing degree, for Registered Nurses who need additional education to qualify for higher professional credentials;
- A B.S. in Biomedical Sciences, Diagnostic Imaging submajor, targeted at certified diagnostic imaging professionals;
- A B.S. in Information Science & Technology, preparing adult students for jobs in the digital culture and economy; and
- A Certificate in Business and Technical Communications, providing students with essential written and oral communication skills needed in the workplace.

Students admitted to our Flexible Option programs may also be directed to enroll in UW Colleges Flex competency sets to meet general education requirements.

In the letter of action dated July 3, 2013, the Institutional Actions Council required a change visit in spring, 2015. According to the letter of action, the stated purposes of the visit are (a) to evaluate the continued development and implementation of the UW Flexible Option and its direct assessment programs, (b) to affirm the programs’ current quality and the capacity to sustain that quality, (c) to evaluate staffing and capacity in relationship to the proposed competency-based framework, and (d) to monitor progress in achieving approval by the Department of Education and access to Title IV funding, if applicable.

UWM’s Flex Option programs are part of an array of competency-based direct assessment degrees and certificates offered under the UW System’s Flexible Option initiative. UW Flexible Option programs are built on best-practice educational principles and learning science, including learning-outcomes assessment and instructional design principles. Programs are developed with commitment to the same quality, rigor, and student learning that guides program and degree development across all UW System institutions. Institutions offering programs are committed to UW System’s tradition and practice of shared governance in the development and implementation of the UW Flexible Option program. Academic direction and oversight are provided by institutional faculty; academic departments, schools and colleges; and faculty governance structures. The University of Wisconsin-Extension (UWEX) and the University of Wisconsin System Administration (UWSA) provide additional administrative support and funding. The UWEX Division of Continuing Education, Outreach, and E-Learning (CEOEL) is leading the development of the UW Flexible Option operational infrastructure, in partnership with participating UW institutions.

UW Flexible Option programs are self-paced and do not rely on seat time, traditional academic semesters, or terms. The UWM Flex degrees and certificate can be earned in the UW Flexible Option through demonstration of competency. Flexible Option programs are designed to be equivalent in quality and in student learning outcomes to the face-to-face and distance credit-based formats. UWM’s faculty members and administrative teams are committed to provide a degree as rigorous and engaging as the corresponding credit hour-based UWM programs. To develop Flex curricula, UWM faculty members translated degree-level student learning outcomes into competencies. The faculty combined these competencies into competency sets, averaging 5 to 7 competencies per set. Each competency set is
equivalent to a ‘legacy’ course offered in the traditional online or face-to-face mode of delivery. Program competencies and competency sets were developed and reviewed by faculty and are subject to the ongoing oversight of school, college, and/or program-level faculty groups. Multiple presentations were also made to the campus-level undergraduate curriculum committee as part of the development process.

UW Flexible Option programs provide opportunities for students to pursue program competencies and take assessments. Rather than the traditional semester-based academic calendar model, the UW Flexible Option is based on three-month subscription periods during which students pursue mastery of either a single competency set or two or more competency sets (the “all you can learn” option). Throughout a student’s subscription period, the student has access to all of the curated learning resources and human resources established for the competency set(s) in which the student enrolls. During a subscription period, students engage with academic content and schedule their assessments when it works for them. At the end of the subscription period, students can elect to continue the program or step out. Progress toward mastering each competency set is retained in the Learning Management System and completion is recorded on student transcripts at the conclusion of the subscription period.

UWM understands that the Commission has articulated elements of good practice for direct assessment competency-based programs in the interval between approval of the UW Flexible Option programs at UWM and this report (effective October 2013). These elements are integral to UWM’s ongoing program planning, implementation, assessment and evaluation processes. The University will be prepared to address all of these elements in relation to program quality in the context of the change visit scheduled for April 20 and 21, 2015.

**Capacity for Implementing and Sustaining the UW Flexible Option**
Throughout development, startup, and early implementation, careful thought was given to the student experience, curriculum design, enrollment management and business models, partnerships, and operational supports. Evidence of the planning, development, and implementation processes is available through examination of early planning documents, which have already been shared as part of the substantive change request.

In its leadership role as the administrative hub of the UW Flexible Option, UWEX Division of Continuing Education, Outreach, and E-Learning (CEOEL) has made considerable progress in implementing the support structure outlined in the business plan. Positions such as Academic Success Coaches, Director of Financial Aid, Student Success Director, and Recruitment Manager have been filled. CEOEL coordinates the activities of a number of multi-institutional groups, including the

- Data Governance Work Group;
- Cross-Functional Work Group (including registrars, financial aid directors, bursars from UW institutions offering Flexible Option programs);
- Financial Aid workgroup;
- Transcript Work Group (charged with envisioning a new, Flex-specific way to transcript); and
- All-Faculty teleconferences that are convened on a quarterly basis to address professional development for competency-based education and other curricular matters.

At UWM, overall Flexible Option participation is coordinated by the executive director of UWM Online, reporting to the Provost, and by a dedicated project manager who reports to the executive director.
The key committee for Flexible Option implementation at the University level is the Academic Program Leads Group, which has representatives from each of UWM’s Flexible Option programs, plus the registrar, learning management system administrator, and the UWM Libraries online programs and instructional design coordinator. The group meets every month. The following groups also meet on an as-needed basis, with more frequent meetings earlier in the development process: Flex Operations (registrar, bursar, financial aid, IT); Flex Financials (unit business representatives and Business and Financial Services analysts); Flex Data Working Group (institutional research, registrar, program representatives); and the Academic Support Working Group (Student Success Center, Writing Center, Accessibility Resource Center, Panther Academic Support Services, advisors and Dean of Students). Each of these groups has made presentations to their constituent groups. For example, the Academic Support Working Group has made presentations to the UWM Advisors and Counselors Network. At the school/college level, there are dedicated Academic Program Leads and faculty oversight committees specific to the Flexible Option. Oversight of Flexible Option programs has also been included in the ongoing activities of existing committees (e.g., Undergraduate Program Committee, Curriculum Committee).

Throughout Flex development, there has been strict application of academic and non-academic institutional policies and procedures. It is important to note that existing UWM policies have served well over this first year of Flexible Option implementation. The only notable policy change to date has been the creation of the Progress (PR) grade to accommodate students who are working on different time cycles than the subscription period allows. The PR grade denotes that students have mastered at least one competency during their subscription period, and ensures a transcripted record of a student’s successful forward progress.

Sustaining Flex implementation is predicated on the following: 1) continued strong efforts of the multi-institutional groups noted above; 2) ongoing faculty commitment to support continued Flex curricular innovation toward the fullest potential of the competency-based educational model and to enable scaling of the programs; 3) the transition to Flex-specific staff at UW-Extension CEOEL to support key infrastructure such as admissions, enrollment services; and financial aid; 4) continuous and robust program evaluation in support of student success; and 5) UW System’s institutional commitment to provide funding from the start-up phase through to the achievement of break-even enrollment projections, as outlined in the business plan (submitted earlier in the substantive change request). In each of these areas there is demonstrable progress, as shown in the following sections of this report. The ongoing commitment of financial resources is also shown by the (currently in process) development of a three-year MOU between UW-Extension and UWM, which addresses financing the final phases of the start-up period.

**Monitoring and Evaluating the Flexible Option: Student Success and the Student Experience**

UW Flexible Option faculty and staff are actively engaged in the ongoing review of the student experience and students’ early learning outcomes. The following paragraphs highlight the ways in which efforts are focused on recruiting, selecting, and supporting students throughout their engagement with the UW Flexible Option program. The UW-Extension-based Office of Student Success provided a comprehensive narrative of this process in Appendix 1.

Prospective students complete two online surveys intended to gauge their fit for UWM’s Flexible Option programs. The Flex Fit-1 tool, shown in Appendix 3, is a 13-item index that focuses on student background and readiness. The data from Flex Fit-1 are used by the admissions team as described in the Flex Admission Process Narrative in Appendix 1. Students who continue on to the 20-minute Flex Fit-2 tool, hosted by
Smarter Measure, provide more detailed information on the student’s fit for self-regulated study in a completely asynchronous online environment. A sample of Flex Fit-2 output is available in Appendix 4b.

Students arrive with ideas about how the UW Flexible Option will work for them and what they want to accomplish with their degree. Students are supported through frequent focused contact with support staff. It is helpful to think of the relationships and communications between support staff and students as illustrated in Figure 1. Communication occurs regularly between the student and an assigned Academic Success Coach, between the student and the assessors, who are faculty or instructional academic staff members with disciplinary expertise; and between the assessors and the ASCs. These communications occur in support of the student’s learning and degree goals, and examples are provided in the statements below.

The ASC is the point of contact and hub of the student experience in the UW Flexible Option program. Each student is assigned to an ASC. The ASC uses prepared scripts and email templates for the intake and orientation process with each student (Appendix 5), and then works with the student to develop an Individual Learning Plan (Appendix 6). During the Individual Learning Plan (ILP) process, the ASC reviews transferred credits, recommendations for competency sets, competency set workload/difficulty levels, reminders of deadlines, grading expectations, time management, and any additional UW Flexible Option program requirements and/or questions. The student then selects the competency sets he or she will attempt during the subscription period. After these initial conversations, regular communications occur between the ASC and the student. This relationship is built in an intentional way from the first contact with a student, and establishes a pattern for intrusive and supportive advising with the student.

Students engage regularly with UWM Flexible Option faculty and the engagement centers on the student’s learning needs. Students receive feedback from their instructors under a number of different scenarios, all of which are prompted by student work through curated content, designed learning pathways, assessments, and email exchanges. Upon entry into the Learning Management System (LMS) for a competency set, the student encounters orientation and learning resource guides (syllabi) from the instructor (an example from Nursing is provided in Appendix 2). Within those orientation materials, and in consultation with his or her ASC, the student begins to engage with the curriculum as it was designed. As the student works with the designed content, the student prepares for assessments that determine whether or not the competencies have been mastered as required by the instructor both for that set and for the program. Note that assessments typically consist of papers, projects, and eportfolio submissions; machine-scored assessments make up, on average, less than 15 percent of assessments. In collaboration with their ASC, the student may engage with the instructor by email during this learning phase.

When a student attempts an assessment (or, in some cases, practice assessments), the instructor evaluates the student’s work and provides a critical evaluation of that work, highlighting its strengths and weaknesses. This evaluation often triggers a conversation between the instructor and the student during which questions and answers are asked and received by both the instructor and the student. This creates a feedback loop that supports student learning in a way that is customized to the student’s needs.

For example, in the Nursing Leadership and Management competency set, students must demonstrate their mastery of four core competencies related to the application of theories and concepts of leadership.
and management in professional nursing practice. Student mastery is evaluated through the successful completion of four assessments. The first assessment is a multiple-choice exam that assesses the student’s ability to analyze decision-making strategies in relation to ethics, communication, delegation, leadership and followership, supervision, and group process in nursing practice. The second assessment is a patient safety analysis that assesses the student’s mastery of the interrelationships of organizational behavior, leadership and management strategies and processes, and patient safety. The third assessment is change management paper that requires the student to demonstrate the integration of a change model with a change in the professional nursing practice setting. The fourth assessment is a quality improvement proposal that requires the student to utilize a quality improvement model to develop a process for improvement of a process or problem that nurses have impact on in nursing practice settings. The second, third and fourth assessments are evaluated with strong, detailed rubrics developed by the faculty creator of the competency set. Faculty members assess all student work using these rubrics. Faculty members return a copy of the rubric to the student with the level of competency achieved highlighted on the rubric as well as additional comments on the comment section of the rubric.

Feedback from faculty is specific and unique to each student. For example, a student who has demonstrated mastery in the Nursing Leadership and Management competency set is given positive feedback on a Quality Improvement (QI) assessment:

“Well done! The chosen problem is significant and worthy of a QI process, and definitely something the nurse has influence/control over. You supported your analysis and discussion with appropriate sources from the literature, and incorporated data and rationale for the QI plan. You have an excellent understanding of the PDSA process. Great that patient/family was part of the intervention strategy! I think the paper would be strengthened from a scholarly perspective through less use of direct quotes, and more of your own thoughts or paraphrasing of other’s work, to enhance the demonstration of your own competency. When so many direct quotes are used it makes the writer’s own thoughts less prominent or clear. As far as APA format, minor corrections: for direct quotes, cite the year, then the page number as in 2012, p. 68; the reference page should be titled References rather than Works Cited; the title of the paper should be the first thing on the second page before the narrative starts; there are a few grammar errors also. Overall, excellent work. Professor Kennedy”

Typically, instructors use rubrics in evaluating student work. The following example is from a Diagnostic Imaging competency set on information literacy:
The assessment evaluation rubrics and the clearly delineated instructions for completing assessments, set expectations for student performance and are available to students once they have enrolled in a competency set. All students receive feedback from subject-matter experts on their performance, with particular attention paid to areas that fall short of demonstrating mastery. For example, a student in the Diagnostic Imaging Information Literacy competency set is guided by a faculty member to a better understanding of primary versus secondary sources in the following comment:

“Croskery, et al - I would also classify this as a secondary resource. There is not information about original data collection (methods, data, conclusion). A good rule of thumb in the sciences is that primary resources represent the reports of original research, clinical trials, conference proceedings. The authors created the study, were active in the collection and analysis of data.”

Instructors and the ASC are in frequent contact. Most of the communication from the ASC to the instructor is of two types: the ASC will forward students’ questions that seek clarification of materials or expectations; and the ASC serves in a ‘case management’ role for students who have unusual situations. The ASCs communicate about technical issues that are creating delays (e.g., learning management system issues, access issues, notification errors), or students’ personal circumstances that create delays. All of these communications are copied to the academic program lead for each program so that problems can be directed quickly to those who can resolve them. ASCs also provide some formative feedback that students have shared (with students’ permission) with the instructors. This feedback is both positive and constructive, and helps instructors refine and improve competency set materials.

Instructors also interact with the ASCs by giving updates on student progress. Most of the time this comes in the form of advice that the instructors offer regarding pacing and work patterns that they observe. Other times, it is positive feedback that the instructor is sharing and wants the ASC to highlight for the student.

Enrollment and Persistence. Throughout 2014, enrollments were capped at between 10-20 per program per month. This limit allowed a high level of service and support to the students, faculty, and staff members engaged in early UW Flexible Option work. Since January 2014, 236 first-time, new students have enrolled in UWM’s Flexible Option programs; this represents total individual students (“headcount”) served by Flex since January 2014 (see Table 1). Slightly over 100 students enrolled in the Information Science and Technology program, and 86 enrolled in the Nursing program. These two programs account for 83% of students served.

| Table 1. Total First-Time, New Students by Program (January 2014 – January 2015) |
| --- | --- | --- |
| Bachelor of Science in Information & Technology | 111 | 47 |
| Bachelor of Science in Nursing | 86 | 37 |
| Bachelor of Science Biomedical Sciences Diagnostic Imaging | 27 | 11 |
| Business and Technical Communications Certificate * | 11 | 5 |
| Total First-Time, New Students | 236 | 100% |

Note: data in this table represents “unique headcount” (i.e., no duplicates).

* Does not include students enrolled in other Flex programs who take BTCC sets to meet General Education Requirements.
As shown in Table 2, January 2015 had the largest monthly enrollment to date (N=62), with 26 first-time, new students and 36 students who have re-enrolled after their first subscription period, (hereafter referred to as “continuing students”).

<table>
<thead>
<tr>
<th>Table 2. Total Enrollment by Program (January 2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-time, new</td>
</tr>
<tr>
<td>Bachelor of Science in Information &amp; Technology</td>
</tr>
<tr>
<td>Bachelor of Science in Nursing</td>
</tr>
<tr>
<td>Bachelor of Science Biomedical Sciences Diagnostic Imaging</td>
</tr>
<tr>
<td>Business and Technical Communications Certificate*</td>
</tr>
<tr>
<td><strong>Total Students</strong></td>
</tr>
</tbody>
</table>

Note: data in this table represents “unique headcount” (i.e., no duplicates).

* Does not include students enrolled in other Flex programs who take BTCC sets to meet General Education Requirements.

In February 2015 17 new students enrolled in UWM’s Flexible Option programs, and for the March-May subscription periods there are 61 admitted students in the pipeline.

Persistence is a critical measure of student behavior in the UW Flexible Option. Table 3 summarizes the data on how many students (headcount) enrolled in UWM’s Flexible Option programs and the percentage that remained active through the subscription period, which is offered as a measure of engagement. Students who remained active throughout the term are those who earned grades of A, B, C, Progress (PR), Incomplete, or F10 through F13 (a student who was active between the 10th week and the final day of the session and did not earn a passing grade). For this data set, students are considered to have mastered the competency work if they earned a final grade of C or better, as defined by academic units’ grade standards. (Note that Faculty in the respective programs have set the following mastery standards: the equivalent of a B or better in the Information Science and Technology, and Business and Technical Communications programs, the equivalent of a B- or better in the Biomedical Science Diagnostic Imaging program, and the equivalent of a C or better in the Nursing program. The Information Science and Technology program has several individual competency sets in which faculty have set the mastery standard above the equivalent of a B, which is clearly communicated to students in the competency set learning guide.).

Per-program averages for students remaining engaged in their competency sets are

- 92 percent for the Biomedical Science Diagnostic Imaging degree completion program;
- 87 percent for the Information Science and Technology program; and
- 87 percent for the Nursing program; and
- 96 percent in the Business and Technical Communications certificate.
### Table 3. UWM Enrollments and Student Activity Through Subscription Period

<table>
<thead>
<tr>
<th>Subscription Period</th>
<th>Number of Students Enrolled on Census Date</th>
<th>Percentage of Students Active Through Subscription Period (Post-Term Headcount of Those Who Substantively Completed the Term as a Percentage of Those Enrolled on Census Date)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DI</td>
<td>IST</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Jan-Mar 2014</td>
<td>-</td>
<td>9</td>
</tr>
<tr>
<td>Feb-Apr 2014</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Mar-May 2014</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Apr-Jun 2014</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>May-Jul 2014</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>Jun-Aug 2014</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>Jul-Sep 2014</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Aug-Oct 2014</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>Sep-Nov 2014</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>Oct-Dec 2014</td>
<td>4</td>
<td>21</td>
</tr>
</tbody>
</table>

Data about student mastery are also beginning to accumulate for UWM’s Flexible Option programs. Tables 4 through 7 present the number of competency sets that students enrolled in the first ten subscription periods. Tables 4 through 7 also display data that show the number of competency sets that students mastered, where mastery is defined by faculty members, and translates to final grades of A through C. The percentages are computed by comparing the number of competency sets that were mastered versus the number of competency sets that were substantively completed. (Students are considered to have “substantively completed” if their transcript shows a final letter grade of A, B, or C, an Incomplete, the In Progress grade, or grades of F10 through F13. The F10 through F13 grade indicates that a student was engaged within the LMS in the final three to four weeks of the subscription period, but did not make sufficient progress to warrant a letter grade, In Progress grade, or Incomplete.) On a per-program basis, UWM Flex students master a range of 33 to 74 percent of the competency sets that they substantively attempt. Others end the subscription period with In Progress, Incomplete, or F grades.
### Table 4. UWM Flexible Option Enrollments and Outcomes Biomedical Science, Diagnostic Imaging (DI)

<table>
<thead>
<tr>
<th>Subscription Period Start Date</th>
<th>Sum of Competency Sets Enrolled in by Students at Census Date</th>
<th>Number of Competency Sets Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Jan-Mar 2014</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Feb-Apr 2014</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Mar-May 2014</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Apr-Jun 2014</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>May-Jul 2014</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Jun-Aug 2014</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Jul-Sep 2014</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Aug-Oct 2014</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Sep-Nov 2014</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>Oct-Dec 2014</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Totals, Averages</td>
<td>58</td>
<td>43</td>
</tr>
</tbody>
</table>

### Table 5. UWM Flexible Option Enrollments and Outcomes Information Science and Technology (IST)

<table>
<thead>
<tr>
<th>Subscription Period Start Date</th>
<th>Sum of Competency Sets Enrolled in by Students at Census Date</th>
<th>Number of Competency Sets Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Jan-Mar 2014</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>Feb-Apr 2014</td>
<td>25</td>
<td>17</td>
</tr>
<tr>
<td>Mar-May 2014</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td>Apr-Jun 2014</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>May-Jul 2014</td>
<td>47</td>
<td>33</td>
</tr>
<tr>
<td>Jun-Aug 2014</td>
<td>37</td>
<td>23</td>
</tr>
<tr>
<td>Jul-Sep 2014</td>
<td>43</td>
<td>23</td>
</tr>
<tr>
<td>Aug-Oct 2014</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Sep-Nov 2014</td>
<td>54</td>
<td>29</td>
</tr>
<tr>
<td>Oct-Dec 2014</td>
<td>57</td>
<td>25</td>
</tr>
<tr>
<td>Totals, Averages</td>
<td>351</td>
<td>209</td>
</tr>
</tbody>
</table>
### Table 6. UWM Flexible Option Enrollments and Outcomes Nursing

<table>
<thead>
<tr>
<th>Subscription Period Start Date</th>
<th>Sum of Competency Sets Enrolled in by Students at Census Date</th>
<th>Number of Competency Sets Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Jan-Mar 2014</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>Feb-Apr 2014</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Mar-May 2014</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Apr-Jun 2014</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>May-Jul 2014</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Jun-Aug 2014</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>Jul-Sep 2014</td>
<td>18</td>
<td>7</td>
</tr>
<tr>
<td>Aug-Oct 2014</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Sep-Nov 2014</td>
<td>50</td>
<td>30</td>
</tr>
<tr>
<td>Oct-Dec 2014</td>
<td>21</td>
<td>15</td>
</tr>
<tr>
<td>Totals, Averages</td>
<td>185</td>
<td>109</td>
</tr>
</tbody>
</table>

### Table 7. UWM Flexible Option Enrollments and Outcomes Business & Technical Communications Certificate (BTCC)*

<table>
<thead>
<tr>
<th>Subscription Period Start Date</th>
<th>Sum of Competency Sets Enrolled in by Students at Census Date</th>
<th>Number of Competency Sets Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Jan-Mar 2014</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Feb-Apr 2014</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Mar-May 2014</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Apr-Jun 2014</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>May-Jul 2014</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Jun-Aug 2014</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Jul-Sep 2014</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Aug-Oct 2014</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Sep-Nov 2014</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Oct-Dec 2014</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Totals, Averages</td>
<td>37</td>
<td>10</td>
</tr>
</tbody>
</table>

*Includes students in other UWM Flex programs taking sets to meet General Education Requirements.
These data raise an important point about mastery of competencies and how instructors have been translating mastery-level work into grades. Each competency set orientation states the performance levels that students must meet to demonstrate mastery on their assessments of competency. UWM faculty members require students to master all of the individual competencies before a competency set is considered mastered. Upon mastery of a competency set, the instructor applies a grade that the academic unit has determined is equivalent to mastery or higher to arrive at a final grade for the student.

Students have six months from the completion of a subscription period to reenroll before they are required to go through the reentry process. (Unless there are academic performance issues, this is an expedited process. For academic performance issues UWM reinstatement and appeal policies are in effect.) Hence, there has been a waiting period for re-subscription data. Data have accumulated for the first four subscription periods to give an emerging view of student persistence, measured by student re-subscription.

Table 8 provides data on the number and percentage of students re-enrolled for additional term/s within six months. Per-program averages for students re-enrolling for additional terms are

- 100 percent for the Biomedical Science Diagnostic Imaging degree completion program;
- 60 percent for the Information Science and Technology program;
- 59 percent for the Nursing program; and
- 50 percent in the Business and Technical Communications certificate.

Note that re-subscription is reported only for the students who completed the first four subscription periods because those are the only students that face a consequence for not re-subscribing. Also note that the small number of students in the Biomedical Science Diagnostic Imaging and Business and Technical Communications, particularly in the first months of Flex enrollment, make it difficult to identify patterns of student behavior at this point.

<table>
<thead>
<tr>
<th>Initial Subscription Period</th>
<th>Number of Students Re-enrolled for Additional Term/s within 6 Months</th>
<th>Percentage of Students Re-enrolled for Additional Term/s within 6 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DI</td>
<td>IST</td>
</tr>
<tr>
<td>Jan-Mar 2014</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>Feb-Apr 2014</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Mar-May 2014</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Apr-Jun 2014</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Totals, Averages</td>
<td>4</td>
<td>32</td>
</tr>
</tbody>
</table>

**Monitoring and Evaluating the Flexible Option: Quality Performance Indicators**

In the May 2013 Change Request, a set of quality performance indicators were presented for evaluating program accountability purposes and quality improvement. These are identified below to address the program’s progress with applying these measures. It is important to note that the Change Request was submitted before the UW Flexible Option program launched. At that time, the plan was to monitor
progress with traditional student success measures. However, as more information is gathered and more is learned about UWM’s Flexible Option students and their behaviors, initial findings indicate there is a mismatch between traditional metrics and what will work to describe UW Flexible Option student outcomes. This problem was anticipated, however, because the same problems are surfacing in other competency-based education programs. The Lumina Foundation granted funds to the UW System to develop metrics that can be used in competency-based education programs. Some of those grant funds were used to hire experts to design appropriate metrics that can provide the data that can be used to improve all UW Flex programs. An additional goal of the Lumina project is to develop a blueprint for creating a system-wide competency-based education program.

Early results are presented below along with ideas about alternative program-level evaluation. These alternative ideas are encapsulated in the recently developed Flex Quality Profile (see Appendix B), which is a framework for identifying and evaluating quality in UW Flexible Option programs. The Flex QP identifies eight quality dimensions, including student outcomes; integrated and cumulative learning; assessment of student learning; program performance standards; high-impact practices; inclusive excellence; academic support and student services; and organizational effectiveness and excellence. The primary purpose of the Flex QP is to help Flex programs formatively evaluate whether they are creating a compelling learning experience for students demonstrated through appropriately assessed program outcomes.

- **Robust enrollments that ensure both that student needs are being met, and provide sufficient revenue to support the program**
  
  The UW Flexible Option program, distributed across the UW System, has a five-year plan for enrollment growth. The plan is described in the Business Plan (attached within the Change Request). The combined goal for year one (combining six months of FY14 and six months of FY15) was a headcount of 254. Enrollment of first-time new students is 236 over that time period, placing enrollment at somewhat below projected levels. There are significant differences across programs: The Information Science and Technology has attracted the most students, followed by Nursing. The Biomedical Science Diagnostic Imaging degree completion program did not fully launch until March. The Business and Technical Communications certificate has not been as popular with students, but the program is finding a niche as a service program, helping UWM Flex students meet outstanding General Education Requirements. Given the enrollment caps in year one, UW-Extension’s marketing operation has not fully scaled yet. We anticipate meeting and possibly exceeding future fiscal year enrollment projections once the marketing plan is fully deployed.

- **Retention rates/progress towards degree**
  
  To date, there have been many discussions about retention rate and progress towards degree as appropriate metrics for a self-paced, competency-based education program. Data teams have been working across programs to develop metrics appropriate for the UW Flexible Option program. There are complications in defining a “retention rate” for UW Flexible Option students. The UW Flexible Option is designed to allow students to move in and out of active enrollment without penalty. In fact, the data teams have resisted using this metric because it may be incorrectly used to compare UW Flexible Option student retention rates with traditional term-based retention measures. Traditional retention rates are tied to new freshmen beginning full-time enrollment in a semester term, which is a model that does not describe UW Flexible Option students.
Since competency-based education (CBE) programs, and direct assessment programs in particular, are very new, benchmarking data are non-existent for questions such as retention and graduation rates. National groups such as the Lumina Foundation, the Bill and Melinda Gates Foundation, and the Competency-Based Learning Network (C-BEN) are working to establish shared definitions of these metrics and to develop benchmarking capabilities.

Progress toward degree is also difficult to track with traditional metrics because the UW Flexible Option program, by design, is intended to accommodate student stop-in-stop-out behaviors without penalty. There are not yet any students graduating from UWM’s Flexible Option programs. Hence, degree attainment is not possible to measure. Student progress toward degree is monitored and documented through the student’s Individual Learning Plan (ILP) and through transcription. The ASCs and Student Success team continue to coach students toward successful degree attainment. With new Customer Relation Management tools coming online this winter, UW Flexible Option data teams will work with the Lumina team to devise persistence metrics based on the ILPs.

One set of metrics that illustrates the novel flexibility built into the Flexible Option centers on the use of the PR or Progress grade. Working at their own pace, students are eligible to receive a PR grade from faculty if they complete at least one assessment with mastery in a competency set. Once a student receives a PR grade, he or she can enroll in a subsequent subscription period to take the additional assessments in the competency set. (Note that the student does not need to enroll immediately after the period in which the PR grade was earned.) Early data on use of the PR grade indicate that it comprises 16 percent of all grades awarded in UWM’s Flex programs (January-November 2014). Of the 43 PR grades awarded from January-August 2014 (within the 6-month re-enrollment window), 53 percent were repeated and 47 percent of the repeating students achieved mastery. Figure 2 illustrates the PR grades assigned, repeated, and mastered. Note that ASCs and Student Success team work closely with students to convert PR grades into grades reflecting mastery, and that this will be an ongoing focus of program assessment activity. Students who are not able to achieve mastery will be counseled into regular online courses in their respective programs.
• **Time to degree and completion rates**
Due to the newness of the UW Flexible Option program, there are no completion or time-to-degree results to report. As UWM Flexible Option students do complete their programs, the data that emerge will be used to develop a range and to set a benchmarking standard.

• **Completion rate for intended study**
Anecdotal evidence suggests that students may enter competency-based programs with the intent of achieving mastery in competencies that fall short of a full degree or certificate. For example, a student might enroll in the writing-focused competency sets in the Business and Technical Communications certificate to further develop her writing skills after receiving input from an employer that professional development is needed in this area. Discussions are in progress on ways to gather data and measure this performance indicator.

• **Evidence of student learning across essential learning outcomes**
Evidence of student learning in UWM’s Flexible Option programs is embedded in student performance on assessments within a competency set. As data-mining and transcription tools are refined and developed, more detailed evidence will be gathered to show the direct relationship between student work, student learning, and accumulated degree-level learning outcomes.

When UWM’s Flexible Option programs grow to have sufficient enrollments, a formal assessment of these degree proficiencies will be designed and implemented. To accomplish this, schools and colleges with Flexible Option programs will conduct rigorous program evaluation and competency set-level assessments, drawing on the Flex Quality Profile. Assessment results will be used to refine and improve the competency sets.

• **Student satisfaction**
A committee composed of faculty from various campuses, UWM Program Leads, UWM Libraries, UWEX administration, and representatives from the UWM Flex Operations Advisory Committee was
formed in February 2014 to create an online student evaluation survey for the UW Milwaukee and UW Colleges Flexible Option programs. The group decided on fourteen questions to be asked of students across all Flexible Option programs.

Email invitations with a link to the online evaluation form are sent on a monthly basis to students who received A-F or PR grades. Completed surveys are forwarded to Program Leads who then share evaluation information with faculty for consideration to improve and/or modify their competency sets.

To date, 20 student evaluations have been submitted: 10 from Information Science and Technology, 7 from Nursing, 2 from Biomedical Science Diagnostic Imaging, and 1 from the Business and Technical Communications Certificate.

Of the total student surveys, four are considered negative from the student perspective with the remaining 16 surveys showing a positive experience. Generally, the open-ended feedback is quite substantive with specific information regarding positive/helpful aspects of the competence sets (“I liked that all the resources we needed I was able to just click on the link to access it instead of searching for the articles one by one because that would have taken a lot of time.”). Evaluations also provide constructive feedback for improvement (“I liked that there were practice quizzes that I could take before taking the multiple choice test. It really helped me know what kind of questions to anticipate and then gear my studying towards that. I think if there were more of those quizzes that would be really helpful.”).

We are currently exploring ways to increase response rates in consultation with colleagues at UWM who have expertise in online student evaluation methods.

- **Timeliness of feedback and responsiveness of student services**
  ASCs, the Office of Student Success and UWM faculty have established response-time goals for communications with students and turnaround on evaluating assessments. ASCs strive to respond to students within 24 hours or less. UWM faculty members have a 48-hour goal for inquiries from students and five business days for completing assessment evaluations. In general, these goals are being met, but they will be evaluated more rigorously as part of Flex QP program evaluation.

- **Diverse student body with equity of access, participation, and outcomes**
  Demographic data is collected for each UW Flexible Option student across all UW Flexible Option institutions. At UWM, over the first thirteen subscription periods, 57% of all UW Flexible Option students are women and 43% are men. Nine percent self-identify as students of color. The largest portion of the population, 40%, are in the age range of 31-40; 16% are 24 years old or younger; 26% are aged 25-30; 23% are 41-50 years old; and 4% are 51 years old or greater. Wisconsin residents make up 78% of the UWM Flexible Option student population, and 9% of UWM Flexible Option students are from the neighboring states of Illinois (4%), Michigan (1%), and Minnesota (1%). Fifteen percent reside in other states. While the Flexible Option is meeting its goal of increasing access to higher education to adults with some college but no degree, the percentage of students of color indicates the need for additional outreach and marketing strategies to these prospective students.

- **Post-graduation plans for employment or additional education**
  UWM’s Flex programs do not yet have any graduates; however, a few students are anticipating to graduate within the next six months. In conversation with the ASCs, UW Flexible Option students
state their reasons for pursuing their degree. These reasons include upward mobility with their current employer, plans to seek new employment, gaining the credential required for transfer into a bachelor-level program, and for some, plans for post-graduate studies. Other students state their wish to complete a degree they started long ago. Upon graduation, students will be interviewed by the ASCs who will document the students’ plans, and there is a plan to engage alumni through surveys. These tracking tools will be developed in collaboration with UW Flexible Option partner institutions and the Office of Student Success at UW-Extension/CEOEL.

- Evidence of lifelong learning
Students who enroll in a UW Flexible Option program or certificate are those who are committed to lifelong learning. Students enroll in UW's Flexible Option programs after earning a two-year degree such as an R.N., or stopping out of a prior program of study or, in some cases, after earning a prior bachelor’s degree. UW's Flexible Option students entered with an average of 48 transfer credits in the Biomedical Science Diagnostic Imaging program; 69 credits in the Information Science and Technology program; 61 in the Nursing program; and 108 in the Business and Technical Communications program. (The high credit average for the certificate reflects the enrollment of some students who already have earned bachelor’s degrees.)

As these students complete their respective programs, they will be tracked over time. Since students complete a modified UW System e-application, the data capture unique identifiers that permit tracking students through UW System data and through the National Student Clearinghouse. In collaboration with partners across the UW Flexible Option, plans are in place to develop alumni survey tools that will be administered to students who complete the UW's Flexible Option programs.

**Monitoring and Evaluating the Flexible Option: Operations**

**UW Flexible Option Budget.** The UW System is committed to innovative programs serving to advance both student learning and to increase the number of degree-holding citizens in Wisconsin. Given this context, the UW System has made clear financial commitments to the long-term success of UW Flexible Option programs. Because of the strategic importance of this program, the UW System has committed $14.3 million in start-up funding to develop 10 UW Flexible Option programs (degrees and certificates) over the next two biennia. This $14.3 million is divided into two “buckets”: 1) $12.3 million dedicated to the design, creation and launch of new UW Flexible Option programs; and 2) $1.3 million in ongoing annual support for UW Flexible Option programming. This level of sustained financial support demonstrates the confidence that the UW System has in this innovative program as a key driver of educational attainment for the citizens of the state of Wisconsin (and beyond).

Over the past two fiscal years (2012-13 and 2013-14), $6.8 million in startup costs were incurred for the UW Flexible Option. Approximately $1.9 million of these startup costs were invested in the conversion of five existing UW degrees into the UW Flexible Option curricular and delivery model. It is anticipated that this kind of upfront investment, ranging from $300,000 to $400,000 per program, will be required as each new UW Flex Option program is developed. The start-up funding mentioned previously is planned to cover these investments. The UW System has a solid understanding of the need for early investment before a program can be offered to students and thus begin to generate program revenues. It is anticipated that program revenue cost recovery for these programs will take between three and five years following initial student enrollment in the programs.
**Federal Financial Aid.** In August 2014, the United States Department of Education approved the UW Colleges’ application to award federal financial for the AAS degree offered in the UW Flexible Option program as a non-term direct assessment program. Since that time, UWM has also submitted its application to award federal financial aid as a non-term direct assessment program. It is envisioned that UW Extension would play a leading role in coordinating aid across all Flexible Option programs, regardless of institution. The Department has responded with two sets of questions, and the University is currently in the process of responding to the second set. More information on the status of UWM’s application should be available by the time of the April 20–21 Higher Learning Commission site visit to UWM.

Potential and current students are regularly updated on the status of our financial aid processes through their interactions with recruiting staff and ASCs. Students currently complete a Free Application for Federal Student Aid (FAFSA) and interact with UWM and UW-Extension financial aid staff members to receive a need-based grant to cover the costs of tuition in the absence of federal and state financial aid disbursements. Information is available on the UW Flexible Option website regarding the status of federal aid, as well as eligibility and application criteria for the need-based grant. UWM and UW-Extension financial aid staff members interact on a regular basis to ensure student needs are met and to maintain consistency of information shared with UW Flexible Option students. The UW-Extension Flexible Option Director of Financial Aid meets monthly with recruitment staff members and ASCs to make sure they have updated information to share with students.

**Bursar Functions.** After the student is enrolled, a tuition bill is triggered, which is based on a student’s academic load. Students are invoiced for either the one-competency set (CS) price or the All You Can Learn (AYCL) price. If the student has not submitted payment and has not been identified as being a veteran, or is not qualified to receive financial aid (a UW Flexible Option grant) by the tuition due date, then the student is dropped from the program. All tuitions are collected by UWM and submitted to UW-Extension, which acts as the fiscal manager for the UW Flexible Option.

**Technology.** The UW System uses Desire to Learn/Brightspace for its Learning Management System (LMS). All of UWM’s competency sets are available in the LMS, including competencies, practice assessments, assessments, and curated content. Competency sets are curated by program faculty members.

**Monitoring and Evaluating the Flexible Option: Faculty and Staff Support**

UW Flexible Option programs are delivered through a well-articulated collaboration between the UW – Extension and UWM. Both the UW-Extension and UWM are deeply invested in this program and its success. Evidence of this commitment can be found in both organizations’ reallocation of existing resources to enable staff to dedicate time to develop a flexible and efficient organizational structure, and a defined set of business processes to support the UW Flexible Option program, preparing to bring this model fully to scale. UWM has committed time from faculty members, student services staff, and administrators to coordinate and collaborate with staff members from UW-Extension to create student-centered solutions.

Faculty members continue to receive support for their participation in the UW Flexible Option, primarily through overload payments. Faculty have been tracking time spent on Flex using a web-based time tracking tool, with the goal of bringing the Flexible Option work of designing and refining curriculum and assessments, responding to student inquiries, and evaluating assessments into the campus’ existing instructional workload model within the next six months. The Flexible Option business plan has budgeted
for a three-year refresh cycle of all Flex programs, and so each UWM’s faculty will also receive support over
to review and refresh his or her competency sets at some point over the next three years. Also, each month
UW-Extension sponsors an all-faculty teleconference call related to Flexible Option instruction. Additionally,
faculty and staff members are invited to periodic retreats that are focused on curriculum development,
professional development, and best practices for supporting Flexible Option students. Faculty members
are beginning to present their work at professional conferences. This professional work is supported
through funds available from campus and departmental professional development budgets.

ASCs have individualized professional development goals to help enhance their skills in advising, distance
education, success of adult learners and other student-service focused areas. In addition, the ASC program
manager incorporates monthly specialized trainings on internal and external student support
resources. ASCs are also invited to meetings and trainings organized by the UW Flexible Option partner
campus programs to discuss current trends, overcome obstacles, and identify new student needs in the
program.

Addressing Strategic Issues
In any large-scale innovation, there will be many challenges due to the lack of routinized organizational
practices. In traditional online and face-to-face instruction the credit hour (‘seat time’) is the organizing
principle around which have grown complex systems for awarding aid, ‘chunking’ academic experiences
into semester terms, transcripting and establishing transfer course equivalencies based on the
measurement of time, and enterprise IT systems—student information systems—that run enabling
processes structured around the seat-time metric.

Competency-based direct assessment programs are organized in a completely different way, focusing on
program competencies that students must master to make progress toward degree. This new organizing
principle necessitates the reinvention of the basic processes that undergird higher education. Over the past
two years, UW Extension, UWM, and the UW Colleges have worked their way through many of these
reinventions, reconceptualizing advising (Academic Success Coach); the work of the faculty member
(moving away from lecture delivery and toward a designer/guide/assessor role); and student success
indicators (the Flex QB). In so doing a new vocabulary of the student experience has been created—from
semester to subscription period; from lecture to curated content; and from course to competency set.

There are still challenges ahead, including developing a Title IV aid process; establishing a data governance
structure when new IT systems come online; and scaling operations to support future program growth.
UWM is committed to refreshing curriculum every three years, and needs to guide that process with
evaluation tools that are informed by student experience, learning science, assessment results, and
changes in the disciplines represented. Mining the UWM data warehouse for useful data that will inform a
smart redesign is a key challenge that needs to be addressed.

There is a gap between what is currently in place and where the institution plans to go as the Flexible
Option matures. To bridge that gap, there are many activities currently underway. For example, a new
Customer Relations Management platform opened in mid-January 2015 (SalesForce/Synegen), and a cross-
institutional team is actively exploring alternatives to the current UWM Student Information System,
rethinking the traditional student information system feature set for a CBE environment. These tools must
satisfy operational needs and support UW Flexible Option programs distributed across several UW
institutions.
Positive or negative effects on other institutional operations. While those involved in planning and implementing UWM’s Flexible Option programs have encountered numerous challenges, in broader terms the experience has strengthened the University’s capacity to innovate and adapt to change. The main challenge has been to create and implement a program using existing human resources and technology resources on a very fast timeline. To manage this, the workload was shared among appropriate offices across the institution, and UWM relied heavily on its partners at UW-Extension. Further, the commitment and support that UWM received from UW System was invaluable in accomplishing this project. Throughout the building stages, UWM and UW partner teams met regularly and brought in news, ideas, and supports from the project-wide teams. The rapid pace created momentum for the project that fed into the teams’ enthusiasm for the creative work of Flex development.

The pace, which is not sustainable in the long term, has slowed somewhat now that most processes are in place, and as administrative functions are maturing and being transitioned to UW-Extension. UW-Extension is hiring staff members to maintain the UW Colleges Flexible Option program and support its growth. Title IV financial aid continues to be a challenge as the federal regulatory environment places numerous and serious restrictions on awarding aid in competency-based direct assessment programs. UW-Extension, UW-Colleges and UWM are working with the U.S. Department of Education in an iterative fashion to craft systems to support the awarding of aid in this new environment. UWM and UW Colleges have accepted an invitation from the Department of Education to participate in the 2014 Experimental Sites Initiative. UWM staff members continue to work through the complex array of veteran’s benefits that support the students who are joining the program as veterans or family members of veterans.

UWM has experienced strong positive effects and synergies from being engaged in the UW Flexible Option. Faculty and staff have reported that they have learned from the experience and are taking that knowledge into other areas of their work. For the institution as a whole, involvement in a groundbreaking competency-based initiative extends UWM’s well-established reputation for learning technology innovation (academic units offering Flex programs at UWM are pioneers in online education; UWM’s U-Pace online instructional approach has won four national awards since 2011; and university faculty and staff publish widely on topics such as instructor presence in online classes, blended learning, and the use of social media in education). The UW Flexible Option has been noted by the Education Advisory Board and has been discussed at various higher education conferences, including meetings of the Association of Public and Land-Grant Universities (APLU), the National University Technology Network, and the EDUCAUSE annual conference.

Our participation in the Flexible Option was a key element in the University’s successful FIPSE grant application to establish the Distance Education and Technological Advancement National Research Center at UWM ($1.48M, awarded in September, 2014). Addressing competency-based education was a competitive priority for the grant, which will enable UWM and UW Extension to conduct research into success factors for competency-based education, both within the UW System and with other CBE-offering institutions across the nation. The grant funded a data analyst for the UW System Lumina grant team, which has the goal of developing best practice blueprints to diffuse to other institutions as they develop CBE offerings. A research project on fostering self-regulated learning in competency-based education is also under consideration. These research activities will inform practice at UWM.

In the context of the digital future, the Flexible Option enhances UWM’s institutional capacity to adapt to and be in the forefront of changes that are reshaping higher education. As the demand for baccalaureate degree holders increases in the State and beyond, UWM is positioning itself to better meet societal needs.
Appendix 1. Flex Admission Process Narrative

Through recruitment, marketing or other means, a student is made aware of or becomes interested in learning more about the UW Flexible Option. Interested students may browse through the website or download a brochure, gaining a foundational familiarity with the Flexible Option program, its structure, program offerings and so forth. A student may, at that point, opt to contact our Recruitment unit to request information or discuss next steps, or s/he may choose to complete the Flex Fit, a two-part online tool designed to gauge a student’s readiness, potential for admissibility, and fit for the program.

If an interested student contacts us prior to completing the Flex Fit, the Recruitment Specialist provides basic information about the degree plans available through Flex, explores student goals and potential fit, works to ensure that understanding and expectations of the Flex modality are realistic and accurate, and refers the student to the website for additional information as appropriate. The student is also informed about the Flex Fit tool, its value to the student and place in the application process, and advising and next step processes associated with Flex, should the student decide to pursue.

It is hoped that the prospective student will visit the website and click through the links to the various pages and also watch a brief video designed to provide an overview and introduction. All visits are tracked and as possible (if an email is available) an appropriate email (thanks for visiting, we hope you will consider learning more, to find out if Flex is right for you, complete our Flex Fit, etc) is sent. If a student requests to receive a downloadable informational brochure, s/he is entered into a follow-up campaign. Appropriate follow-up with students, depending on their actions and activities, will continue to occur and is expected to greatly expand with the advent of our new CRM system.

If the interested student clicks on the Flex Fit link, s/he is taken to part one of the Flex Fit (FF1). This first part addresses items related to academic preparedness and potential for success, such as high school graduation, math or English background, prior college, prior online experience, access to computers... high level items that help students know if they might be a candidate for admission and to get them thinking about the notion of online learning and the tools they will need.

FF1 is a short instrument of 13 questions that takes about 10 minutes. The FF1 tool is provided as HERE. Students are provided with real-time feedback and may hit a question that might be regarded as a potential problem area. If so, they are not allowed to proceed in the survey but are instead prompted to call us so that we can discuss their options: If not Flex, then perhaps another UWS online program, another campus, or the need to tool up at one of our UWS partners such as MATC. Our message is not “no”, but rather more of “not right now”.

Students who successfully travel through part one then move on to Flex Fit 2. FF 2 is a more robust tool that measures a variety of learning attributes and characteristics that have been identified, tested, and vetted on a national level as being relevant and important to successful online, self-paced learning.
The survey takes 30-40 minutes and when finished, students are again provided with immediate feedback, this in the form of an in-depth summary revealing areas of strength or need, and includes a variety of resources and help topics. An example of the report the student receives is available HERE. Areas that are measured include:

- Life Factors – Time, place, reason, resources, skills
- Personal Attributes – Academic attributes, help seeking, persistence, procrastination, time management locus of control
- Learning Styles – Social, visual, logical, verbal, solitary, physical, aural
- Reading Rate and Recall
- Technical Competency – computer competency, internet competency
- Technical Knowledge – Tech usage, tech in your life, tech vocabulary
- Typing speed and accuracy

The Office of Student Success receives this summary and this prompts an email response from the Recruitment team, with an invitation to connect and discuss the results.

Assuming that the prospective student, upon receiving his/her Flex Fit score, having explored the web and perhaps spoken with a Recruitment Specialist, is likely a good fit for the program, s/he is encouraged to apply for admission.

Students apply by submitting the UWS e-application, which has been tailored for the Flexible Option. In addition to the application, students are required to submit appropriate supporting documents such as transcripts of previous high school or college coursework, information regarding work experience, completion of the Flex Fit, and a $44 application fee if applicable.

The Admissions office reviews the file for completeness, contacting the student to alert him/her to missing information, and communicates via email regarding access to our student information system (currently PeopleSoft). Credentials are issued one day after the application is received which allows a student to monitor in the SIS the completeness of his/her application file as documents are received. As information is received or actions are taken, checklist items corresponding to each required element will be deemed complete and are noted as such within the system, and an email is generated to the student indicating remaining missing documents.

Eligibility for admission is determined by a variety of factors including array of, and success in, previous coursework, academic readiness, performance trending, academic rigor, relevant work experience, current situation, time elapsed since last in school, relevant test scores, a personal statements provided by the applicant, prior learning, and so forth. The Admissions team, in accordance with UWS Regent Policy, employs a holistic review approach in which rubrics are applied but there is also flexibility in an ability to determine potential for success.

Applicants who do not qualify for admission are called by a member of the Office of Student Success Admissions Team. Information is provided to allow a student to explore other options or eliminate deficiencies preventing an admit decision. It is our goal that a student who is not admissible at present time come can back to us at a future date if the Flexible Option program becomes a good fit.
Upon admission, the student is assigned an Academic Success Coach. The admitted student is then contacted by our admissions team via telephone, informed of the good news and provided with information on next steps. The admissions team addresses the student’s questions or concerns. An email is sent to the admitted student, summarizing the primary information shared via telephone.

At this same time, the Academic Success Coach is notified of the new student assignment by the admissions team. Within two days, a member of our support staff will schedule an introductory call. On this call, ASC discusses with the student his/her goals, intended program, requirements and level of familiarity with both program and Flex, desired “course-load”, desired time to degree, and individual concerns and questions. In addition, the ASC discusses the Flex Fit 2 summary, counseling through areas of concern. The ASC also provides orienting information regarding registration, D2L, important dates and deadlines, policies and processes, “where to go for what information or process”, and if the student has not already done so, point him/her to the “Flex Basics” sample competency set. Plans for future check-ins, expectations as a student/ASC relationship, and follow-up is also provided.

The ASC works closely with his/her advisees throughout the post-admission, registration and enrollment processes. There may be times in which the ASC will advise the student to reconsider a competency set selection or choices in how many sets the student chooses to complete in a single subscription period. Sometimes a life circumstance will come up in which the ASC works with the student to determine an alternate course of action (i.e., deferring enrollment by a month, dropping a competency set, etc.) until the student is able to more effectively manage his/her studies to allow for success.

Additional information regarding the role and work of the ASC can be found in other documents, including the ASC Communication Scheme, Summary of ASC Role and the UW Flexible Option Processes/Procedures ASC-Focused Excerpts.
Appendix 2. Sample Competency Set Guides
This is an orientation to the competency set. In it you will find an overview, information about practice and scored assessments, and information about the types of resources available. Please be in contact with your Academic Success Coach should you have questions or concerns regarding the competencies.

Welcome to the Research and Evidence-Based Practice Competency Set

**Competency Set Description:** This course introduces the importance of research to improve clinical practice, strategies to evaluate the quality of research and evidence, and increase integration of research into practice.

**Competencies:**
1. Articulate the relationships between theory, research, and nursing practice
2. Understand selected quantitative and qualitative approaches to research
3. Utilize literature searches to obtain best evidence for practice
4. Critique individual research studies considering research approaches and rights of human subjects
5. Discuss approaches for fostering adoption of an evidence-based practice change in a healthcare setting

The concepts covered in this set include:
- Evidence
- Scope and Type of Evidence
- Levels of Evidence
- Models of Evidence Based Practice
- Nurses as Researchers
- Nurses as Consumers of Evidence
Learning Resources

The collection of learning resources for this competency set include topic-specific articles, a textbook, and web-based learning sites. Which resources you utilize is entirely up to you based on your individual level of knowledge. Look at the resources under each competency assessment to understand the range of materials provided. Some resources are useful throughout the competency set, others are specific to a particular assessment. You can also access other resources that are not included here. There are links to College of Nursing e-Learning modules and UWM Library created tutorials to help you. These can be found under the ‘Searching for the Evidence ~ Resources’ and ‘Nursing Flex Option – Library Guide’ areas of the ‘Get Started’ module.

Resources that will be helpful throughout the competency set:
To make sure that you are prepared for each competency set assessment it is recommended that you have access to a nursing research textbook.

The following textbook is required:

Written assessments must adhere to APA 6th Edition formatting standards. To assist with this you should have access to the following:


A brief summary of the APA publication format is available online from the Online Writing Lab at Purdue University: http://owl.english.purdue.edu/handouts/research/r_apa.html

For information about Evidence-Based Practice.

For information about qualitative research.

Resources specific to each assessment are provided in each learning path.
Assessments

The competency set assessments for the Research and Evidence-Based Practice competency set provides multiple perspectives, reflective of the complexity of the healthcare environment. This competency set will assess your knowledge about many specialized terms that are used in research, as well as your ability to identify relevant research, critique it, and make complex decisions about the extent to which the studies you critique yield credible results. The assessments for this competency set incorporate multiple learning outcomes because understanding the application of nursing research requires competency in multiple domains. Each assessment is designed to have the student demonstrate skills in understanding, appraising, critiquing and making decisions about how best to apply research into practice.

When you are completing a written competency assessment, you will be developing a scholarly submission. Scholarly written work should incorporate the Universal Intellectual Standards. “Universal intellectual standards are standards which must be applied to thinking whenever one is interested in checking the quality of reasoning about a problem, issue, or situation. To think critically entails having command of these standards” (Paul & Elder, 2010, para 1). The standards include clarity, accuracy, precision, relevance, depth, breadth, logic, and fairness. When completing written assessments compare your product against the rubric for the assessment and these intellectual standards. You can learn more about the Universal Intellectual Standards at: http://www.criticalthinking.org/pages/universal-intellectual-standards/527

Carefully read the requirements for each assessment and use the associated rubric to aid you in preparing your submission. Standard requirements for each written assessment:

a. Utilize APA, 6th edition as the standard for formatting your document, with the following exceptions.
   - No abstract is required
   - No table of contents is required
b. Utilize correct grammar, spelling, and punctuation.
c. Provide a complete response for each part of the assessment and include literature citations per APA to support your statements, analysis, and conclusions.
d. A reference page is required.

You can find online resources about APA at the following sites:
   http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx
   http://owl.english.purdue.edu/owl/resource/560/01/

Academic Conduct:

Students are expected to demonstrate academic integrity in all course activities. Academic integrity requires honesty concerning all aspects of academic work including:

- Correct procedures for citing sources of information, words, and ideas
- Ways to properly credit collaborative work with project team or study group members
- Strategies for planning and preparing for examinations, papers, projects and presentations.
Students are encouraged to consult with their Academic Success Coach regarding any questions about appropriate behaviors to maintain academic integrity. Any violation of academic integrity will result in a zero on the assessment and may result in additional sanctions consistent with university policy.

**University Policies:**

Information on policies and procedures related to examinations, incomplete grades, religious holidays, discriminatory conduct, student misconduct, grade appeals, and students with disabilities can be found at: [http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf](http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf)

**Special Accommodations:** If you need special accommodations in order to meet any of the requirements of this competency set, please contact your Academic Success Coach as soon as possible. University policies about student conduct and rights, as well as specific policies of the College of Nursing, are applicable to the activities and expectations of this competency set and interactions involving students and faculty. Know your rights and responsibilities.

Final grades will be awarded using the College of Nursing grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>93-94</td>
</tr>
<tr>
<td>B+</td>
<td>91-92</td>
</tr>
<tr>
<td>B</td>
<td>87-90</td>
</tr>
<tr>
<td>B-</td>
<td>85-86</td>
</tr>
<tr>
<td>C+</td>
<td>83-84</td>
</tr>
<tr>
<td>C</td>
<td>79-82</td>
</tr>
<tr>
<td>C-</td>
<td>77-78</td>
</tr>
<tr>
<td>D+</td>
<td>75-76</td>
</tr>
<tr>
<td>D</td>
<td>72-74</td>
</tr>
<tr>
<td>D-</td>
<td>70-71</td>
</tr>
<tr>
<td>F</td>
<td>00-69</td>
</tr>
</tbody>
</table>

You are required to earn a minimum grade of C on all the assessments in order to demonstrate competency and you must complete all assessments before a final grade will be posted. The competency set includes four competency assessments, one includes five content-based quizzes and three require a written, scholarly paper. The assessments are:

Assessment 1 includes five quizzes. Each quiz is 10% of the competency set grade. To pass the assessment your total grade for the five quizzes must be at least a C. You must complete all five quizzes. You are allowed two attempts on each quiz. Your highest grade of the two attempts will be what is calculated into the total grade for Assessment 1. The five quizzes cover the following content. The learning paths for each quiz in assessment 1 provide more detail on the content covered by each quiz.

- **Quiz 1 - What is Research, why we do it, how we appraise it, and what is evidence-based practice?** Quiz – 10% of the competency set grade
- **Quiz 2 - Research Questions, Hypotheses, and Literature Reviewing Quiz** – 10% of the competency set grade
- **Quiz 3 - Qualitative Research and Sampling Quiz** - 10% of the competency set grade
- **Quiz 4 - Quantitative Research and Drawing Conclusions from the report of Quantitative Data Analysis** - 10% of the competency set grade
Quiz 5 - Ethical Issues in Research, Introduction to Measurement Reliability and Validity, and Quantitative Data Analysis - 10% of the competency set grade

Assessment 2 - Qualitative Research Critique – 15% of the competency set grade

Assessment 3 - Quantitative Research Critique – 15% of the competency set grade

Assessment 4 - Evidence-Based Practice Project – 20% of the competency set grade

**Important Note:** These are ‘high stakes’ Assessments. You should be totally prepared before you begin taking an assessment. If you receive less than a “C” on an assessment or quiz, you will be allowed one more attempt. You are NOT allowed a second attempt if you received a grade of “C” or better. If you are not successful after two attempts on an assessment or if you do not complete all assessments in the Competency Set during the subscription period, you will receive a grade of “PR”, which means you have made some progress. It is strongly suggested that if you receive a “PR” grade that you re-subscribe to the same competency set in the next available 3 month subscription period. This is to allow you the opportunity to immediately build on work already in progress.

Students can only be awarded a “PR” grade in the initial enrollment in a competency set. In the subsequent subscription period you will earn a grade of “A-C or an F”. If you receive an “F” in the subsequent subscription period, you have the right to appeal your progression in the BSN completion program in the College of Nursing. You will work with an advisor in the student affairs office to request to meet the requirements for the competency set by taking an on-line or face-to-face class, as you will not be permitted to enroll in the set for a third time.

---

**Competency Set Map**

This table maps the assessments with the Introduction to Nursing Research competencies.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Competencies</th>
<th>Learning Resources</th>
</tr>
</thead>
</table>
| What is Research, why we do it, how we appraise it, and what is evidence-based practice? Quiz | ▪ Articulate the relationships between theory, research, and nursing practice  
▪ Understand selected quantitative and qualitative approaches to research  
▪ Discuss approaches for fostering adoption of an evidence-based practice change in a health-care setting. | See the Assessment specific resources on the associated D2L content page |
| Research Questions, Hypotheses, and Literature Reviewing Quiz             | ▪ Articulate the relationships between theory, research, and nursing practice  
▪ Understand selected quantitative and qualitative approaches to research | See the Assessment specific resources on the associated D2L content page |
<table>
<thead>
<tr>
<th>Module Title</th>
<th>Learning Objectives</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative Research and Sampling Quiz</td>
<td>Understand selected quantitative and qualitative approaches to research</td>
<td>See the Assessment specific resources on the associated D2L content page</td>
</tr>
<tr>
<td>Quantitative Research and Drawing Conclusions from the report of Quantitative Data Analysis Quiz</td>
<td>Understand selected quantitative and qualitative approaches to research</td>
<td>See the Assessment specific resources on the associated D2L content page</td>
</tr>
<tr>
<td>Ethical Issues in Research, Introduction to Measurement Reliability and Validity, and Quantitative Data Analysis Quiz</td>
<td>Critique individual research studies considering research approaches and rights of human subjects, Understand selected quantitative and qualitative approaches to research</td>
<td>See the Assessment specific resources on the associated D2L content page</td>
</tr>
<tr>
<td>Qualitative Research Critique</td>
<td>Understand selected quantitative and qualitative approaches to research, Critique individual research studies considering research approaches and rights of human subjects, Articulate the relationships between theory, research, and nursing practice</td>
<td>See the Assessment specific resources on the associated D2L content page</td>
</tr>
<tr>
<td>Quantitative Research Critique</td>
<td>Understand selected quantitative and qualitative approaches to research, Critique individual research studies considering research approaches and rights of human subjects, Articulate the relationships between theory, research, and nursing practice</td>
<td>See the Assessment specific resources on the associated D2L content page</td>
</tr>
<tr>
<td>Evidence-Based Practice Project</td>
<td>Utilize literature searches to obtain best evidence for practice, Critique individual research studies considering research approaches and rights of human subjects, Discuss approaches for fostering adoption of an evidence-based practice change in a health-care setting</td>
<td>See the Assessment specific resources on the associated D2L content page</td>
</tr>
</tbody>
</table>

References

Human Factors in Information Seeking and Use
Competency Set Orientation

This is an orientation to the competency set for Human Factors in Information Seeking and Use. In it you will find an overview, information about scored assessments, information about the types of resources available, and a checklist to help you keep track of your progress.

Overview

Welcome to the Human Factors in Information Seeking and Use Competency Set. The topics covered in this set include:

- Human factors that determine a user’s capacity to interact with their activities, equipment, environment and systems;
- Basic usability concepts applied to interfaces;
- Planning, conducting and reporting the findings of a simple usability test for an interface;
- Planning, conducting and reporting findings of a heuristic evaluation of an interface.

Because the concepts in this set build upon each other, you will need to work through the competency subsets in the order listed on the detailed checklist.

Learning Resources

Essential resources
You are provided with a variety of resources to help prepare for the competency assessments.

Required Textbooks:


Additional readings are provided for each competency.

**Lecture slides and videos:**
For each competency, a brief set of lecture slides and voice-over video have been provided to help guide your learning, isolating particular readings or concepts, and providing issues and questions for you to ponder. Viewing these as you engage with the readings and related content will help you prepare for the assessments. The videos can be streamed from your browser or downloaded.

**Recommended supplemental resources**

Additional readings and lecture slides are provided for each competency.

**Assessments**
Your mastery of each competency subset will be assessed through a number of assignments. Each assignment will be graded based on the 5-point rubric below. To show mastery of the competency, you must achieve a score of at least 4 on each assessment.

**Concept Mastery Evaluation Rubric**

5 = **Excellent; exceptional understanding.** Work demonstrates impressive understanding of readings, themes and ideas. Written work is fluid, clear, analytical, well organized and grammatically polished. Reasoning and logic are well grounded and examples precise. Exceptional quality work cites outside materials, draws connections between topics from multiple sessions, and generally impresses.

4 = **Good; a clear understanding of the topic.** Work demonstrates a thorough and solid understanding of readings, themes and ideas. Written work is clear and competent, but is somewhat general, a bit vague, or otherwise lacking in precision. While analytical, writing presents more description than analysis. Arguments are solid but not thoroughly original or polished.

3 = **Fair; shows limited understanding, or limited amount of effort.** Work demonstrates a somewhat fragmented understanding of readings, themes and ideas. Shows acquaintance with readings and ideas, but not intellectual engagement. Written work is choppy and argument somewhat difficult to follow, examples are vague or irrelevant, and ideas are imprecise. Work veers toward underdeveloped ideas, off-topic sources or examples, personal anecdotes, creative writing, memoir, etc.
2 = Unsatisfactory. Work demonstrates little understanding or even acquaintance with readings, themes and ideas. Written work is choppy, fractured and unclear. Submission has little logical development, and reveals little effort to really engage.

1 = Failure / Unacceptable. Work does not demonstrate any understanding of topics, ideas and readings.

Repeat Policy
To show mastery of a competency, you must score at least a 4 for each assessment. If you fail to achieve at least 4 on your first attempt, you will be granted one opportunity to submit a new assessment for that competency.

Academic Integrity
UWM expects each student to be honest in academic performance. Failure to do so may result in discipline under rules published by the Board of Regents (UWS 14). The most common forms of academic dishonesty are cheating and plagiarism. Read more at: http://www4.uwm.edu/dos/conduct/academic---misconduct.cfm

Set Map
This table maps the assessments back to the subsets and individual competencies. It can also serve as a checklist for you to keep track of what you have completed for the competency set. Because the concepts in this set build upon each other, you will need to work through the competency subsets in the order listed.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Learning Resources</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 1: Demonstrate understanding of human factors that determine a user’s capacity to interact with their activities, equipment, environment and systems</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Apply human factors concepts to an interface experience comparing operating systems</td>
<td>☐ Textbook readings ☐ Additional readings</td>
<td>☐ 1a. Interface experience with a tablet PC</td>
</tr>
<tr>
<td>1.2 Apply human factors concepts to an interface experience with a web site</td>
<td>☐ Lecture slides and video</td>
<td>☐ 1b. Interface experience with a web site</td>
</tr>
<tr>
<td><strong>Competency 2: Demonstrate understanding of basic usability concepts applied to interfaces</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Apply usability concepts to a usability report of a non-computer product</td>
<td>☐ Textbook readings ☐ Additional readings</td>
<td>☐ 2a. Usability report of a non-computer product</td>
</tr>
<tr>
<td>2.2 Apply usability concepts to a usability report of a web site</td>
<td>☐ Lecture slides and video</td>
<td>☐ 2b. Usability report</td>
</tr>
<tr>
<td>Competency 3: Demonstrate ability to plan, conduct and report findings of a simple usability test for an interface</td>
<td>3.1 Create a test plan phase for a usability test of a non-computer product</td>
<td>Textbook readings</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>3.2 Using the above test plan, create a task description phase for a usability test of a non-computer product</td>
<td>Additional readings</td>
</tr>
<tr>
<td></td>
<td>3.3 Using the above test plan and task description, conduct a usability test of a non-computer product</td>
<td>Lecture slides and video</td>
</tr>
<tr>
<td></td>
<td>3.4 Using the results from the above usability test, create a final report for a non-computer product</td>
<td></td>
</tr>
<tr>
<td>Competency 4: Demonstrate ability to plan, conduct and report findings of a heuristic evaluation of an interface</td>
<td>4.1 Choose an appropriate set of usability heuristics to evaluate a web site</td>
<td>Textbook readings</td>
</tr>
<tr>
<td></td>
<td>4.2 Using the chosen set of usability heuristics above, conduct a heuristic evaluation of a web site</td>
<td>Additional readings</td>
</tr>
<tr>
<td></td>
<td>4.3 Using the results of the heuristic evaluation above, report the findings of the heuristic evaluation in a final report</td>
<td>Lecture slides and video</td>
</tr>
</tbody>
</table>
Appendix 3. Flex Fit 1 Screening Tool, Questions and Messages

Welcome

**Flex Fit Self-Evaluation** Welcome to Flex Fit! This survey will help us determine whether a University of Wisconsin degree or certificate program offered in the Flexible Option format may be a good fit for your educational needs, goals, and expectations. The survey is in two parts. Part 1 should take less than five minutes to complete. Immediately following the survey, you will receive feedback about your readiness to participate in a Flexible Option program, as well as information about your options and next steps. The Flex Fit self-evaluation is a requirement of all students who wish to apply for admission. Are you ready to get started? Let’s begin!

Q1 How much experience do you have in higher education?
- None - I am still completing my GED or high school diploma.
- None - but I've completed my GED or high school diploma.
- I have some college credit but haven't earned my degree yet.
- I have an associate degree but no bachelor's yet.
- I have a bachelor's degree.
- I have a graduate degree.

Q2 Which response best describes your prior coursework in mathematics?
- I have had no math coursework in high school or college.
- I completed algebra in high school.
- I completed algebra and geometry in high school.
- I completed algebra, geometry, and advanced math in high school.
- I have successfully completed at least one college-level math course.
- I'm not sure.

Q3 Which response best describes prior coursework you have taken in English?
- I have had no English coursework in high school or in college.
- I completed the equivalent of 3 years of English in high school.
- I completed the equivalent of 4 years of English in high school.
- I have successfully completed at least one college-level English course.
- I'm not sure.

Q4 Please select the Flexible Option program to which you are interested in applying.
- Associate of Arts & Science
- Business & Technical Communications Certificate
- Diagnostic Imaging
- General Education, Liberal Arts
- Information Science & Technology
- Nursing (RN to BSN)
Q5 Nursing Admission Requirements
Do you have a current RN license from Wisconsin OR have you completed an associate degree in nursing (ADN)?
   Yes
   No

Q6 DI Admission Requirements 1
Have you completed your associate degree or a hospital-based training program in the past 10 years?
   Yes
   No

Q7 DI Admission Requirements 2
Do you have an active registration with ARRT, ARDMS, or CCI?
   Yes
   No

Q8 Which of the following best describes your level of certainty regarding your plans to enter a degree or certificate program?
   Very certain
   Somewhat certain
   Somewhat uncertain
   Very uncertain

Q9 How important is it to you that you have opportunities to interact with other students in your program?
   Very important
   Somewhat important
   Not very important
   Not important

Q10 How many college-level online courses have you taken?
   None
   One
   Two
   Three or more

Q11 Which statement best describes your level of access to a computer?
   I do not own a computer and do not know where I would find one to use.
   I do not own a computer but can use a public one at the library, local school, etc.
   I do not have a computer at home, but I have access to a computer at my workplace that is dedicated for my use exclusively.
   I have a computer at home and have unlimited access to it.

Q12 How do you plan to pay for your education?
I will pay for it myself.
I cannot pay for this myself and will rely on financial aid.
I will pay with a combination of financial aid and personal funds.
My employer or another third party is paying for my education.
I am a veteran and I plan to use military education benefits to pay for part or all of my education.
I'm not sure.

Q13  **Congratulations!**

Your responses on Part 1 of the Flex Fit tell us the UW Flexible Option may be a good option for you.

Please complete the form below to gain immediate access to Part 2 of Flex Fit.

Part 2 provides a valuable, deeper assessment of your readiness for studying in an online, technology-rich environment.

First Name
Last Name
Email
Phone

[Click here to edit form fields]

**Survey End**

******************************************************************************

**Message for Minimum Admission Requirements (Q1, 2, 3)**

Thank you for your interest in the University of Wisconsin Flexible Option. We are pleased that you have chosen to learn more about this new and innovative way to earn a college degree or certificate!

Based on your answers, it appears that you may need to fulfill some additional academic requirements before you are ready for admission to a UW program.

**Let’s talk about your options!**

We would love to talk with you about how you might meet these requirements in the near future—or help you explore other avenues that might meet your educational needs and goals. Please call 1-877-895-3276 to speak with a member of our UW Flexible Option Outreach team.

Or, if you'd prefer we contact you, please send an email to flex@uwex.edu. Be sure to include your name and phone number.

Again, thank you for your interest in the UW Flexible Option. We look forward to talking with you about your options for obtaining a world-class University of Wisconsin education!
To return to the Flexible Option website, click here.

**Message for Program Specific Admission Requirements (Q5, 6, 7)**

Thank you for your interest in the University of Wisconsin Flexible Option. We are pleased that you have chosen to learn more about this new and innovative way to earn a college degree or certificate.

Based on your answers, it appears that you may need to fulfill some additional academic requirements before you are ready to apply to this program.

**Let’s talk about your options!**

We would love to talk with you about how you might meet these requirements in the near future—or help you explore other avenues that might meet your educational needs. Please call 1-877-895-3276 to speak with a member of our Flexible Option Outreach Team.

Or, if you would prefer that we contact you, please send an email to flex@uwex.edu. Be sure to include your name and phone number.

Again, thank you for your interest in the UW Flexible Option. We look forward to speaking with you about your options for obtaining a world-class University of Wisconsin education!

To return to the Flexible Option website, click here.

**Message for Computer question (Q11)**

Thank you for your interest in the University of Wisconsin Flexible Option. We are pleased that you have chosen to learn more about this new and innovative way to earn a college degree or certificate.

Based on your answers, it appears that you do not own a computer and you are not sure where you would find regular access to one. Because the Flexible Option is delivered entirely online, reliable access to a computer is key ingredient to student success.

**Let’s talk about your options!**

We would love to talk with you about how you might address this requirement in the near future—or help you explore other avenues that might meet your educational needs. Please call 1-877-895-3276 to speak with a member of our Flexible Option Outreach Team.

Or, if you'd prefer that we contact you, please send an email to flex@uwex.edu. Be sure to include your name, phone number, and a preferred time you wish to be contacted.

Again, thank you for your interest in the UW Flexible Option. We look forward to speaking with you about your options for obtaining a world-class University of Wisconsin education!

To return to the Flexible Option website, click here.

**Referral response**

Thank you for your interest in the University of Wisconsin Flexible Option. We are pleased that you have chosen to learn more about this new and innovative way to earn a college degree or certificate.
Based on your responses, it appears that the UW Flexible Option may not be the best fit to meet your educational needs.

**Let’s talk about your options!**

We would be happy to talk with you about other avenues that might be a better match to help you achieve your goals, or how you might better position yourself for a future with Flex. Please call 1-877-895-3276 to speak with a member of our Flexible Option Outreach Team.

Of, if you would prefer that we contact you, please send an email to flex@uwex.edu. Be sure to include your name and phone number.

Again, thank you for your interest in the UW Flexible Option. We look forward to talking with you about your options for obtaining a world-class University of Wisconsin education!

To return to the Flexible Option website, click [here](#).

**Positive message response (FF1 completers)**

Students who successfully complete through question 12 and provide an email will be provided a link. The link will lead to the following entry page to Flex Fit 2 (Smarter Measure) and message:
Appendix 4a. Flex Fit 2 Screening Tool, Introductory Messages

Welcome to Part 2 of Flex Fit!

For Part 2, you will take the SmarterMeasure Learning Readiness assessment, one of the most popular and accurate online learning readiness assessments available. SmarterMeasure is used by more than 350 institutions and has been taken by more than a half million students.

SmarterMeasure measures your motivation, procrastination, willingness to ask for help, locus of control and dominant learning styles. It also measures your life factors such as the number of hours per week you have available to study, support from your employer and family, whether or not you have a dedicated place to study, as well as your general health and finances. Additionally, it measures your technical competency (computing and internet usage), on-screen reading skills, and typing skills.

In short, SmarterMeasure is a great way for you to see if an online learning environment like the UW Flexible Option is right for you!

Use the following username & password when taking Flex Fit Part 2.

Username: Lifelong
Password: Learner

Get Started >>

Please call 1-877-895-3276, M - F, 8 a.m. to 4:30 p.m. CST, if you have any questions or would like to speak to a Flex Outreach Specialist. We'd be delighted to serve you!

Once a student completes the Flex Fit 1, an email is also sent to the student's email address provided in FF1:

Dear [name],

Thank you for your interest in the UW Flexible Option, the competency-based college degree program from the University of Wisconsin.

You have successfully completed Part 1 of Flex Fit, and look like a great fit for this exciting new program. I encourage you to take Part 2 of Flex Fit if you have not already done so.

Here’s the link to Part 2: https://proxy.qualtrics.com.proxy/?url=http%3A%2F%2Fuwfflex.smartermeasure.com%2F&token=3jPGvdfOIt2LZ8QMCReB2Z3X%2FWFB39qAQ2vy0VoJ6XowI%3D

Use the following username & password to take Flex Fit Part 2:

Username: Lifelong
Password: Learner

For Part 2, you will take the SmarterMeasure Learning Readiness assessment, one of the most popular and accurate online learning readiness assessments available. SmarterMeasure is used by more than 350 institutions and has been taken by more than a half million students.
SmarterMeasure measures your motivation, procrastination, willingness to ask for help, locus of control and dominant learning styles. It also measures your life factors such as the number of hours per week you have available to study, support from your employer and family, whether or not you have a dedicated place to study, as well as your general health and finances. Additionally, it measures your technical competency (computing and Internet usage), on-screen reading skills, and typing skill.

**In short, SmarterMeasure is a great way for you to see if an online learning environment like the UW Flexible Option is right for you!**

Please call 1-877-895-3276, M - F, 8 a.m. to 4:30 p.m. CST, if you have any questions or would like to speak to a Flex Outreach Specialist. We’d be delighted to serve you!

Sincerely,

Victoria Rouse  
Flex Outreach Specialist  
flex@uwex.edu  
1-877-895-3276
Appendix 4b. Flex Fit 2 Sample Output
General Summary

Your primary learning styles are Aural, Logical, Physical, Social, Solitary, Verbal, and Visual.

Typing Accuracy

Measured at 98%

Typing Speed

Measured at 62 WPM

Comparison To SmarterMeasure Averages

The SmarterMeasure average represents the average of all students from all schools who have taken this version of SmarterMeasure. These SmarterMeasure averages are automatically updated monthly.
Life Factors

Many students strongly desire to continue their education. However, often other situations in life prevent them from being able to do so. The Life Factors section of SmarterMeasure asks questions about other elements in your life that may impact your ability to continue your education. The section measures five items: Time, Place, Reason, Resources, and Skills.

You may be able to modify circumstances which impact some of these life skills. If so, you are encouraged to take appropriate action to help yourself succeed. But some of the circumstances in life may be beyond your control. If this is the case, being aware of these realities and planning accordingly may be beneficial for you.

The maximum possible score for this section is 100%. You scored a total of 80%. Your results for each of the five areas are below.

### Detailed Item Results

**Time**

The amount of time you have available to participate in activities related to your school work is a minor concern. While you do have some time available for your school work, you need to communicate with others that you are continuing your education and may need to opt out of some activities to devote time to studying. You need to identify exactly what times of day you have available for studying and then guard that time just like it was an appointment on your calendar. Avoid activities like social networking which research has shown can easily consume too much time and distract you from studying.

A generally accepted rule of thumb for time spent with college classes is that you should expect to study about 2 to 3 hours per week for each unit of credit in a typical 16 week class. Based on this rule of thumb, a student taking 15 credit hours should expect to spend 30 to 45 hours each week with school work. Realize that this is similar to the time required of a typical job. Continuing your education requires a substantial investment of time. Of course, if you are working while you attend school, you will need to budget your time carefully. As a rough guideline, your studying time might be divided as follows.

<table>
<thead>
<tr>
<th>If your course is</th>
<th>time for reading the assigned text (per week)</th>
<th>time for homework assignments (per week)</th>
<th>time for review and test preparation (avg. per week)</th>
<th>total study time (per week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 credits</td>
<td>1 to 2 hours</td>
<td>3 to 5 hours</td>
<td>2 hours</td>
<td>6 to 9 hours</td>
</tr>
<tr>
<td>4</td>
<td>2 to 3 hours</td>
<td>3 to 6 hours</td>
<td>3 hours</td>
<td>8 to 12 hours</td>
</tr>
</tbody>
</table>
4 Place

Your answers indicate that having an identified, appropriate place to study is not really a concern for you. Review the resources below for helpful hints about how you can make your places of study most conducive to learning.

Here are some helpful hints about creating an appropriate place to study. (1) Find an environment that suits you. Some persons prefer silence and some prefer background noise. (2) Select a comfortable place, but not so comfortable that you will fall asleep. (2) Claim the space as yours. Inform others the space is your study area and they are not to disturb items or you while in the space. (4) Avoid common areas such as kitchen tables or den couches. (5) Avoid multi-tasking. While you are studying close your email and do not participate in social networking. (6) Feed your stomach then your mind. If you are hungry you may not be able to focus and may be tempted to take frequent breaks to snack. (7) Be supplied. Keep all of the supplies such as pens, paper and highlighters at your study space. (8) Have a bright idea. Make sure that your study space has appropriate lighting.

4 Reason

Your answers have indicated that you have well defined, strong reasons for going to school. Keeping yourself motivated with the goal in mind is important as you take your courses. You are encouraged to write down the ways that going to school will benefit you. Occasionally review this list to stay motivated.

Several research studies have shown that the more education a person has, the more annual income they generate and the better their quality of life. Today, a college degree is an essential ingredient. Employers frequently use degrees as a way to screen applicants. Then even after you get the job your salary may be reflective of your educational credentials. On average, a person with a Master's degree earns $31,900 more per year than a high school graduate—a difference of as much as 105%! So keep yourself motivated and your eyes on the prize.

3 Resources

Your answers indicate that the level of support and resources you have for going to school is an issue of minor concern. It is good that you recognize there are persons who can be your "cheerleader" to encourage you in the process. Give them a call or send an email letting them know you appreciate and need their support. If you have any gaps in your support network for items such as childcare, explore every possible option of assistance so that these factors will not be a road block to your educational progress. Read the resources below for more ideas about getting the support you need to be successful in going to school.

To be successful, you really need the support of others and the appropriate resources. To make sure that you have access to the financial resources to continue your education, talk to the financial aid office at your school. If you are concerned about having the physical stamina, consider getting a physical exam from your doctor. If you have family or friends who can support you in ways such as childcare, have a discussion with them about your plans for going to school and express how you would appreciate their support. If appropriate, have a discussion with your employer. Ask if the company has an educational reimbursement plan and any policies regarding studying while on the job or during breaks.

4 Skills

Your responses to these questions indicate that you are confident in your academic abilities. Many schools provide organized peer tutoring services. You are encouraged to consider volunteering in a program like this to assist other students. You might also want to review the resources below for more information on being academically successful.

College is where you become more intelligent. You are not expected to be a genius to get in, just prepared enough to know how to work and willing to make the necessary sacrifices of your time and energy. Do you know how to study? Can you stick with a task until it is finished? Being successful in
college is often as much attitude as aptitude.
Individual Attributes

This section measures six items: time management, procrastination, persistence, academic attributes, locus of control, and willingness to ask for help. These attributes can be enhanced or improved through academic interventions. Ask your faculty member or academic advisor about the resources for remediation and/or support which your school may provide.

The maximum possible score for this section is 100%. You scored a total of 69%.

Detailed Results

**Academic Attributes**

Academic attributes reflect your history of success with academic pursuits as well as your perceived ability to perform well academically. While you have had some success academically, you could potentially have academic challenges. It is recommended that you discuss this with someone such as an academic advisor or faculty member.

**Help Seeking**

The Help Seeking category reflects your willingness to ask for help when you encounter a problem. It is very important in an online course that you seek help from the faculty member or other appropriate person when you are confused about the course content or the online course process. Your score indicates that you are moderately comfortable seeking help. When you experience problems in your courses, do not waste time, but seek help soon.

**Persistence**

Persistence is a measure of your likelihood to finish what you started. Your score indicates a moderate rate of persistence based on your prior experience. During your courses you may have feelings of isolation or feel overwhelmed. At these times don't allow yourself to become discouraged and entertain ideas of dropping out. Hang in there!

**Procrastination**

Procrastination is putting off until tomorrow what could be done today. Because you may not face your
teacher and fellow students each week, it is easy to delay starting work on assignments. **Your score indicates that you are somewhat likely to procrastinate.** You are encouraged to get started immediately on course assignments. Imagine how good it would feel to complete an assignment early.

### Time Management

Courses have differing expectations regarding attendance and/or participation. However, a significant amount of time is still required each week for reading course materials. **Your score indicates that time management is not a problem for you.** However, it is recommended that you plan for a specific number of hours each week to work on course assignments.

### Locus Of Control

Locus of Control is a measure of the degree to which you feel that you are in control of what happens to you. A person with high (internal) locus of control believes that their experiences are controlled by their own skill or efforts. **Your score indicates a moderate degree of locus of control.** This may leave you having feelings that regardless of your efforts, your grade will mostly be determined by how much the teacher likes you or just fate. You are encouraged to periodically discuss your performance in the course with your faculty member.
Learning Styles

People learn differently. Some people are very comfortable reading large amounts of text. Others are more comfortable listening to someone speak or writing things down for themselves. A person’s preferred “learning style” is the approach to learning that feels most natural to them. It is based on a combination of their experiences, strengths, weaknesses, and preferences. Everyone has a mix of learning styles, and some people have strong, dominant learning styles. There are no “right” or “wrong” learning styles. Most people tend to adapt their learning style to the context of learning. With practice a person can strengthen themselves in the learning styles that are least comfortable for them. When a person recognizes the learning styles that work best for them, they can then make a better informed decision about the ways that they approach learning new things.

Your primary learning styles are Aural, Logical, Physical, Social, Solitary, Verbal, and Visual. You can view more information about each learning style in the expanded learning styles details located in the Appendix.

### Learning Style Score

<table>
<thead>
<tr>
<th>Learning Style</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aural</td>
<td>10</td>
</tr>
<tr>
<td>Logical</td>
<td>10</td>
</tr>
<tr>
<td>Physical</td>
<td>10</td>
</tr>
<tr>
<td>Social</td>
<td>10</td>
</tr>
<tr>
<td>Solitary</td>
<td>10</td>
</tr>
<tr>
<td>Verbal</td>
<td>10</td>
</tr>
<tr>
<td>Visual</td>
<td>10</td>
</tr>
</tbody>
</table>

**About Your Primary Styles**

- **Aural (auditory-musical)** - You find that using sound and music in your learning environment is a good strategy.
- **Logical (mathematical)** – When it comes to understanding and remembering new information, you feel most comfortable when you use logic, reasoning, and systems thinking.
- **Physical (kinesthetic)** - You like to be actively involved in learning by using your hands, body, and sense of touch.
- **Social (interpersonal)** – You feel most comfortable learning when you are surrounded by others.
- **Solitary (intrapersonal)** – When it is time to focus on a learning task, you prefer to be alone.
- **Verbal (linguistic)** – You prefer to be able to describe the new information that you are learning by using words.
- **Visual (spatial)** – You seem to comprehend new information when you can see a picture or graphic to illustrate it.

REMINDER: You can view more information about each learning style in the expanded learning styles details located in the Appendix.
Reading Rate & Recall

The average adult reading rate for English prose text in the United States is around 250 to 300 words per minute. Research shows that reading is around 25% slower from a computer screen than from paper. Thus you may slightly increase your results to find your speed when reading from paper.

Your on-screen reading recall was measured at 50% as indicated below.

Your on-screen reading rate was measured at 776 WPM as indicated below.
Technical Competency

In order to participate in class, a student must have some way to get to the classroom. A student in a traditional class may drive a car on a highway to attend class, but a student in an online course "drives" a computer on the Internet (the Information Highway) to "attend" class.

The maximum possible score for this section is 100%. You scored a total of 100%.

Your score indicates that you have most of the basic skills needed to participate in your courses.

Computer Competency

Your responses indicate that you have considerable experience using your computer. Your computing skills will serve you well as you are continuing your education. However, there are always more things that you can learn to make yourself more efficient. You are encourage to take the time to use resources such as http://www.techtutorials.com/ which offers thousands of free computer tutorials.

Internet Competency

Your responses indicate that you have considerable experience using the Internet. These skills will serve you well as you are continuing your education. However, there are always new and more powerful services becoming available on the Internet. You are encourage to take the time to use resources such as http://www.internettutorials.net/ which offers several free tutorials on using the Internet.
Technical Knowledge

The maximum possible score for this section is 100%. You scored a total of 84%.

Detailed Results

Technology Usage
Your high level of competence and confidence in using technology will be an asset as you take your courses. You may even find yourself giving helpful advice to other students about using technology.

Technology in your Life
You are at a moderately high level of technology usage on this scale. Persons who regularly use several items of technology and who regularly complete tasks online will have the experience needed to be comfortable and confident taking courses. With this level of usage of technology in your regular routine you should be comfortable learning by using technology. However, try to stay informed about emerging technologies and learn to use them to your benefit.

Technology Vocabulary
You are at the highest level of technology knowledge on this scale. In courses some of the terms used on this assessment may be regularly used. You will be expected to know what the terms mean and how their meaning impacts your ability to learn. With your level of knowledge of technology information you should be able to excel in online courses.

Personal Computer/Internet Specification

Do you own a computer?:
Your answer: Yes

It is good that you own your own computer. You are encouraged to make sure that your virus protection is kept updated and that you regularly back up your files.

Estimate how many years old the computer is which you will use to participate in your courses.:
Your answer: 3 - 5

A computer of this age should allow you to access your online courses. However, some of the
functionality of the online courses may require additional software which can typically be freely downloaded. Make sure that you have the free software listed below installed.

How do you connect to the Internet?:
Your answer: Cable\DSL\Fiber Optic

You should not experience problems connecting to your online courses using a cable, DSL, or fiber optic connection.

What type of operating system do you have on the computer?:

You should not have any problems accessing online courses with this operating system.
Typing Speed & Accuracy

A student does not have to be an expert typist to succeed in a course. However, the faster you can type and the fewer errors you make will impact your ability to participate in your courses.

The average workplace typist reaches about 50 to 60 words per minute. The average web surfer comes in at around 30 words per minute, at a peak. Many courses require you to type as you participate in discussion boards, email the instructor, and compose papers. If you type slower than about 20 words per minute, you should consider using a resource such as [www.learn2type.com](http://www.learn2type.com). This resource is the leading FREE Web site that helps you master the skills of touch typing. Whether you’re a typing expert or just a “hunt & peck” beginner, the interactive exercises in this Typing Tutor automatically adjust to your skill level. The better you get, the more challenging the typing exercises become. You can come and go as you please and pick up the typing lesson where you left off.

**Gross Score:** 64 WPM  
**Total Errors:** 1  
**Net Score:** 62 WPM  
**Time Elapsed:** 40 seconds  
**Characters Per Minute:** 408  
**Accuracy:** 98%

**Text Given:**  
Probably the greatest benefit of online education is the incredible convenience that it offers. Unlike a traditional class, online courses usually do not have regular meetings. There still may be due dates for assignments and exams, and you may have scheduled chat sessions.

**Text Typed:**  
Probably the greatest benefit of online education is the incredible convenience that it offers. Unlike a traditional class, online courses usually do not have regular meetings. There may still be due dates for assignments and exams, and you may have scheduled chat sessions.

**Errors Found:**  
Probably the greatest benefit of online education is the incredible convenience that it offers. Unlike a traditional class, online courses usually do not have regular meetings. There **still** may be due dates for assignments and exams, and you may have scheduled chat sessions.

### Average Typing Speeds

<table>
<thead>
<tr>
<th>Percentile</th>
<th>Average WPM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 10%</td>
<td>64 - 120 WPM</td>
</tr>
<tr>
<td>2nd 10%</td>
<td>56 - 63 WPM</td>
</tr>
<tr>
<td>3rd 10%</td>
<td>49 - 55 WPM</td>
</tr>
<tr>
<td>4th 10%</td>
<td>44 - 48 WPM</td>
</tr>
<tr>
<td>5th 10%</td>
<td>38 - 43 WPM</td>
</tr>
<tr>
<td>6th 10%</td>
<td>34 - 37 WPM</td>
</tr>
<tr>
<td>7th 10%</td>
<td>30 - 33 WPM</td>
</tr>
<tr>
<td>8th 10%</td>
<td>26 - 29 WPM</td>
</tr>
</tbody>
</table>

Measured at 98%
9th 10%  21 - 25 WPM
Bottom 10%  4 - 20 WPM
Resources For Support

A multitude of resources exist on the World Wide Web. Those listed here are just a small sample of what is available in terms of information or tutorials on the topics focused on in SmarterMeasure. Some of these sites are free; a few require a subscription or fee. To find more or different information beyond these sites, feel free to perform your own web search.

Life Factors

- **What It Takes To Be A Successful Student**
- **Stress Management**
- **Finding time to study – Tips from other student moms.**
- **Finding a place to study**
- **The Study Spot: Creating a Place to Get Your Work Done.**
- **Value of education**
- **The value of a college degree**
- **What good is a college education anyway**
- **Eight questions to ask before going back to school**
- **How to Find Free Money for College.**
- **College entrance exam study tips and strategies**
- **Am I smart enough to get into college?**
- **Take a free online IQ test.**
- **How do you find time to study? A practical guide including a time budgeting worksheet provided by Northern Virginia Community College**
- **The challenge: Finding time to study**
- **Study finds link between Facebook usage and low grades in college**
- **Budgeting time for studying.**
- **Effective study skills**

Individual Attributes

- **Goal Setting**
- **Motivation - "The Death Crawl"**
- **Motivation**
- **How to Stop Procrastinating**
- **10 Tips to Beat Procrastination**
- **Learning Styles**
- **Study Skills**
- **Maximizing Your College Experience**
- **Study Tips & Note-Taking Strategies**
- **Test Anxiety - Strategies To Help You Succeed**
- **Time Management**
- **Understanding & Conquering Procrastination**
- **Note-taking Skills**
- **How to Study**
- **Study Skills Help Information**

Learning Styles

- **Discover Your Learning Style**
- **Advice for Enhancing 3 Basic Learning Styles**
- **Advice on Bringing Your Learning Styles Into Balance**
- **Successful Learning: Cycle through Learning Styles**

Reading Rate & Recall

- **Speed Reading Test Online**
- **Reading Rate Test & Improvement Techniques**
- **Reading Comprehension Lessons**
Technical Competency

- Computer Tutorials
- Microsoft Office Training
- Web Searching
- Outline of Computer Literacy Skills
- How Stuff Works click on the computer option on the left menu

Technical Knowledge

- Outline of Computer Literacy Skills
- How Stuff Works click on the computer option on the left menu

Typing Speed & Accuracy

- Interactive Typing Lesson
- Listing of Touch Typing Tutors (including freeware)
- Typing Tutor Game

Expanded Learning Styles Information

Aural

Aural (auditory-musical) - You find that using sound and music in your learning environment is a good strategy.

Do you seem to most often have a "song in your head?" Do you find yourself regularly strumming your fingers or tapping your pencil? Can you sing well or play a musical instrument? Have others commented that you have strong musical abilities? When you hear certain songs, does it evoke strong emotions? If this describes you, then you most likely have an aural learning style.

A person with an aural learning style may often say these phrases:

- That sounds good to me.
- That name rings a bell.
- Your voice is "music to my ears."
- I am "tuning you out."
- I hear you loud and clear.

Implications for learning

So what does being an "aural" person like this mean to you as you attempt to learn new things? One of the most often used advantages is that aural learners can "set facts to music" which helps them to learn the information. Aural learners can often "make up a song" about a concept to serve as a memory aid. Examples of this include "The President's Song" or "The Alphabet Song" which young learners use early in their education.

Another useful technique is to have music playing in the background as you are studying. Aural learners often report that they can focus much better when music is present than in silence. Some even report that during a test they can recall a song that was playing while they were learning certain facts.

Even persons with low levels of aural learning styles may find it useful to think of a popular jingle from a television commercial and "put the facts to music" using the rhyme and rhythm of the jingle as a memory aid.

A final strategy for aural learners is to identify music that motivates them. Perhaps it is a song like "Eye of the Tiger" which stirs motivation. Then when beginning an exam or learning activity, the person can be humming that song to themselves to boost their motivation and confidence.

Logical

Logical (mathematical) – When it comes to understanding and remembering new information, you feel most comfortable when you use logic, reasoning, and systems thinking.

Do you enjoy word puzzles such as crosswords or math puzzles such as Sudoku? Can you conduct basic or even moderately complex math computations in your head? Do you find comfort in setting a financial budget and/or keeping a to-do list and checking things off? Do you often rank-order the items on your to-do list? Do you find yourself sometimes identifying flaws in someone else's reasoning? If these statements describe you, then you have a tendency toward being a logical learner.

A person with a logical learning style may often say these phrases:
Now that really seems logical.
It just makes sense to me.
The facts speak for themselves.
I am going to check that off my list.

**Implications for learning**

What does being a "logical" person like this mean to you as you attempt to learn new things? As a logical learner you are naturally inclined to want to understand something rather than just memorizing facts. This can be a strength or a weakness. Use your natural curiosity to deeply understand the concepts in your courses, but don’t allow yourself to get too bogged down in something that you do not understand. Some have called this "analysis paralysis." Recognize that at times when preparing for a test, memorization is appropriate.

Use your natural organizational skills for your benefit. Make lists of all the things you need to study, and reward yourself by checking them off upon completion.

A logical person enjoys a mental challenge. If you are feeling mentally fatigued by your course content, it may actually rejuvenate your thinking to take some time out and work a crossword or math puzzle.

Finally, understand that not all people are as logical as you in their approach to learning. You may find that you have completed your assignments far ahead of your classmates. Do not be critical of others if they do not keep up your same pace or use the same orderly process toward learning that you use.

**Physical**

Physical (kinesthetic) - You like to be actively involved in learning by using your hands, body, and sense of touch.

Have you ever found that you can think clearly when you are exercising or doing something like going for a walk? Do you often find yourself getting up from your desk just to move around? Do you enjoy physical activities like sports and making things with your hands? If so, then you have a tendency toward the physical learning style.

A physical learning style can exhibit itself in many ways. It may be that you like doing detailed tasks with your hands such as sewing or carving. You may enjoy "getting your hands dirty" with manual labor like gardening. Or it could be that you seem to have a strong sense of feel to notice differences in textures or fabric. You could be the type of person who seems to "talk with their hands." As a child you may have been inclined to take your toys apart just to see how they worked.

A person with a physical learning style may often say these phrases:

- This feels like the right thing to do.
- I can't get a handle on the situation.
- Let's keep in touch
- I follow your drift.
- They need to get a grip.
- That idea just does not sit right with me.
- My gut instinct is...

**Implications for learning**

What does being a "physical" person like this mean to you as you attempt to learn new things? Some physical learners report that they feel trapped or confined in a lecture classroom. Just listening to someone else talk does not appeal to them. They feel the desire to "get up and move around."

When you find yourself in a lecture class, it should help if you are active with taking notes. The act of taking notes will keep your hands and mind busy. As things are being described try to imagine what they would feel like if you were actively doing them. For example, if you are studying about forests try to imagine going on a hike. Think about the sensations of walking up a steep hill. Imagine how tired your legs and feet would feel. Identify what sounds you might hear and the smells you might encounter.

As you are preparing your study materials, use physical objects as much as possible. This may be in the form of flash cards for math or manipulatives to help you organize mathematical concepts. If you are studying a subject like biology, as much as possible try to actually hold, touch, and feel the objects being studied.

Experiential learning is a beneficial learning technique for all types of learners, but especially for physical learners. Experiential learning is when you get out of the classroom or away from the computer and actually "experience" what you are studying. Reflect on your elementary learning experiences. It may be that you recall the "field trips" as much as any other learning strategies. As an adult learner you may need to craft your own "field trips."

If possible, you may also find it useful to do role playing to "act out" the concepts that you are studying. For example, if you are in a psychology course exploring topics related to hyperactivity, you might benefit from...
replicating the behavior of a hyperactive person.

**Social**

Social (interpersonal) – You feel most comfortable learning when you are surrounded by others.

Have others described you as a "people person?" Does being around friends seem to energize you? Do you feel sad or fatigued if you have to spend long periods of time alone? Are you the type of person that others come to when they just need to talk about something? Have others commented that you are a good listener or conversationalist? Do you find that studying in a group is beneficial? Does your understanding of something increase when you can "bounce your ideas off of someone?" Do you enjoy games that involve other people? If these ideas describe you, then you have a social learning style.

A person with a social learning style may often say these phrases:

- Let's get together on that.
- We can work it out.
- What do you think about that?
- We do better when we pull together.
- There is no "I" in "team."

**Implications for learning**

What does being a "social" person like this mean to you as you attempt to learn new things? Try to involve other classmates in your learning process as much as possible and when appropriate. Realize that this may not only help you, but them as well.

Being a social learner has strong advantages and disadvantages. Studying in a group can help you understand things better than perhaps you could on your own. A classmate may phrase something even better than the faculty member did. The energy and accountability that the group can provide can be a real plus. However, recognize that groups can often be distracted from the task at hand just by one or two persons in the group. Often groups can waste quite a bit of time with "socializing" that is not connected to learning. If you are studying with a group, plan to take frequent breaks to allow for informal and off-the-topic discussions. Then get back on task as quickly as possible.

Many social learners avoid participating in online courses because they fear they will miss the social interaction. While it is true that online courses do not typically provide face-to-face contact, there are many ways in which socialization can occur even in an online course. Ask your faculty member for permission to email the class to form an online study group. Many online courses provide tools such as group chat, discussion boards, and group email functions.

If you find that the tasks associated with continuing your education cannot be taking place in a very social environment, be sure to plan for time away from your studies for social interaction. If you do not, you are likely to get discouraged in your course work.

**Solitary**

Solitary (intrapersonal) – When it is time to focus on a learning task, you prefer to be alone.

Do you find that you can think best when you are not distracted by others? Have you ever found yourself retreating to a quiet place when it is time to study? Have you ever turned down an invitation to study with a group? Do you consider yourself to be introspective – aware of your own thoughts and feelings? Do you keep a journal or other private log? Are self-help books one of your favorite types of reading? Do you tend to select vacation places that are not too crowded? If these statements describe you, then you probably are inclined toward a solitary learning style.

Contrary to popular beliefs, people with a solitary learning style are not necessarily "loners." In fact they may really enjoy being around others and have many friends. But when it comes time to mentally focus on a task such as studying for a test, people with a solitary learning style feel more natural and can be more productive when alone.

Solitary learners are often typified as being "thinkers." Solitary learners enjoy a peaceful and quiet moment alone with their thoughts. Because of this, they are typically aware of their own thoughts and emotions. They often are highly motivated because they take time to assess their own accomplishments and goals.

A person with a solitary learning style may often say these phrases:

- I just need to get away for a while.
- I need some time to think it over.
- I need some "me" time.
- Silence is golden.
Implications for learning

What does being a "solitary" person like this mean to you as you attempt to learn new things? First of all recognize that there are no "right" or "wrong" learning styles. Often people with a solitary learning style may feel criticized by individuals with "social" learning styles. However, a wise person knows their own preferences and is confident in defending their choices. Express to your friends that it just feels more natural for you to study alone, and you appreciate their understanding of that.

If learning alone feels most natural for you, then plan time to be alone as a part of your educational activities. You may also need to plan for a space which is free from distractions.

Being alone can have advantages and disadvantages. The advantage of being able to focus more may be cancelled by the disadvantage of the lack of accountability. Even if you are a solitary learner, it is good to share your progress with another person so that they can help to keep you motivated. While your "study partner" may not be physically there with you as you study, they can check in on you to make sure that you are staying on task.

If, while studying, you find that you do not understand something, don't spend too much time trying to "figure it out for yourself." Don't hesitate to call someone else such as a classmate or the instructor. This may prevent you from wasting considerable time.

Resist the temptation to use your alone time which should be used for studying for other pleasures such as napping, electronic games, or non-education related reading. Keeping a journal of the amount of time that you spend actually studying may be a beneficial exercise.

Take advantage of the fact that you are alone. This may allow you to talk out loud to yourself as you are studying. You may also find it useful to even role play situations by yourself. You can also use the private time to strengthen your aural learning styles by putting course content to music and singing the songs to yourself to help you remember the information.

Verbal

Verbal (linguistic) – You prefer to be able to describe the new information that you are learning by using words.

Has anyone ever called you a "wordsmith?" Do you excel at word games ranging from crossword puzzles to tongue twisters to word related board games? Do you seem to have a knack for making up rhymes or acronyms? Do you consider your vocabulary to be more robust than most others? Do you look up the meaning of words that you do not know? If these questions relate to you, then you have a verbal learning style.

A person with a verbal learning style may often say these phrases:

- Put it in writing.
- I need to talk to you about something.
- Did you mean to say this word?
- In other words...
- Let me spell it out for you.

Implications for learning

What does being a "verbal" person like this mean to you as you attempt to learn new things? Recognize that being a "verbal" learner can be a real advantage, especially in an online course. There are many learning strategies that may come naturally for you and be quite effective. Consider using these learning strategies:

1. Read the content of the course out loud to yourself. Verbal learners pick up on clues when they can both see and hear words.
2. Make use of acronyms when memorizing or organizing content.
3. Talk out loud to yourself and put the course content in your own words.

Visual

Visual (spatial) – You seem to comprehend new information when you can see a picture or graphic to illustrate it.

If someone asks you for directions, do you tend to draw them a map? Do you typically find that you have a "good sense of direction?" Can you easily remember where you parked your car in a large parking lot? Do you often find yourself "doodling" while taking notes? If these ideas seem to describe you, then you are likely a visual learner.

A person with a visual learning style may often say these phrases:

- Let me show you.
- I can picture it in my mind.
I can see his face, but I can't remember his name.
I don't look at it that way.

Implications for learning
What does being a "visual" person like this mean to you as you attempt to learn new things? With the evolution of the Internet, there has never been a better time to be a visual learner. Using a search engine, one can easily locate images and diagrams for most concepts covered in a course. Take advantage of these resources.

In addition to the visual resources which you can find online, there is benefit to drawing things out for yourself and/or visualizing things in your mind. You may find it beneficial to draw concept maps to illustrate related ideas. Make use of your impulse to scribble by producing items that are related to the course content.

Organizing information using colors may be especially beneficial for you. As you take notes, underline or highlight items using colors.
Appendix 5. Student-ASC Communication Templates

**Post Admissions Email – notification sent to ASC:**

Empl ID: 11XXXX
Program: SOIS
SP: October
ASC: NAME
Phone: 6XX.8XX.XXX
Email: XXXX@uwc.edu; XXXX@yahoo.com
Veteran: None
Degrees: None
Action Needed: Flex Fit Assessment
Notes: For the last 16 years XX has work at a non-profit based out of XX, TX. He now is the Director of Technology and would like to continue his education in the IST field. In his statement XX shared that he holds several pilot certifications and visits Wisconsin regularly to meet with other aviation enthusiasts. XX has attended XX College (completed the equivalent of UWM’s Math 116), XX Community College (completed the equivalent of UWM’s English 102), and XX Community College District earning a 3.4 or better at each institution.

**Introduction Email Template:** sent 2 business days upon receipt of Post Admissions Email
Hello XXX-

Congratulations on your admission to UW-Flexible Bachelor of Science in Information Science and Technology (BSIST) degree completion program!

My name is XX XX and I will be your Academic Success Coach. I will be assisting you with the development of your Individual Learning Plan, connecting you to resources, and helping you with the day to day navigation of your student experience.

We will be contacting you soon to set up a phone appointment to see if I can assist in answering any questions you may have about your program requirements or the Flexible Option modality. After our first phone meeting, we will be talking again to discuss your specific learning plan, what classes you will be able to enroll in, your finances, and your end educational goals after your transcripts have been evaluated by the University of Wisconsin – Milwaukee Registrar’s Office. This process can take time but they will notify you when it has been completed and we will be able to schedule our next appointment shortly thereafter.

Due to the need for individualized academic planning and administrative processing, all new students are required to complete an introductory phone meeting with their Academic Success Coach within the first two weeks of the month prior to their start date. Canceled/missed meetings must be rescheduled within the first two weeks of the month. Students who are unable to complete this meeting by the end of the second week will be required to change their subscription period to a later month.

Also, due to the shortened Flex registration time frame, we want to make sure all students begin planning how they will fund their Flexible Option program as early as possible. To help assist this
process, please visit our Flex Website Tuition and Financial Aid website at: http://flex.wisconsin.edu/tuition-financial-aid/. If you are interested in applying for an institutional need-base grant, we also want to point out that you must complete the Free Application for Federal Student Aid (FAFSA) found at https://fafsa.ed.gov/. The deadline to apply for the grant is the 15th of the first month of your subscription period. Be sure to complete the 2014-15 FAFSA. If you are planning on using military benefits to fund your education, please make sure to begin that process by visiting our Flex Website Veterans page at: http://flex.wisconsin.edu/getting-started/veterans/.

Until our first call, please familiarize yourself with the BSIST program requirements by visiting the flex website here: http://flex.wisconsin.edu/degrees-programs/information_science_technology/. Also, here is a link to a sample competency set. I encourage you to check it out as it will help you become familiar with how the Flex Competency Sets work: http://flex.wisconsin.edu/sample-competency-set/. Also, I invite you to watch a video on how the UW Flexible Option works which also may help answer some questions in meantime: http://www.youtube.com/watch?v=TpM1lB-e-Jw.

I look forward to talking with you soon - Have a great day!

NAME
Academic Success Coach
UW Flexible Option
Continuing Education, Outreach & E-Learning
5602 Research Park Blvd., Suite 300, Madison, WI 53719
Phone: 608-265-xxxx
Email: xxxxx@uwex.edu

**Student Preparation Checklist:** sent [-]

This checklist is sent to all admitted students by UW Flex Admissions and is sent as an attachment with all introduction email templates.

**Congratulations on your Admission to UW-Flex!**

*Please use the following guide to assist you in preparing for the start of your first subscription period. If you have any questions, concerns, or problems with any of the tasks below, please contact your assigned Academic Success Coach (ASC) for assistance.*

**Following application:**

- Review Smarter Measure Assessment report that was sent to your e-mail account after you submitted your Flex Fit survey in the first step of your application process
  - Note any questions you have about your results so you can discuss them with your ASC
  - Review the appendix pages that contain valuable resources regarding study tips, time management, test-taking strategies, etc.
- Check your personal e-mail for information on your UW-Colleges e-mail and PRISM (Student Information System) access
- Log-In to PRISM and your UWC e-mail
- Reset your password and make a note of it
- Watch for a “Welcome!” e-mail from your Academic Success Coach
**Four Weeks before Subscription Period Start:**

- Schedule and complete the Introductory Phone call meeting with your Academic Success Coach (they will contact you ahead of time to request a few days/times that will work for you to talk)
- Check out the sample competency set on the Flex Website to gain a better understanding of how competency sets are formatted
- Familiarize yourself with the curriculum requirements for your program
- Students who are eligible, or who think they are eligible, for veterans benefits should contact their designated campus Veterans Certifying Official (VCO). Visit this page for a list of campus VCO staff and contact information
- Complete the Free Application for Federal Student Aid (FAFSA)
  - Have information sent to UW-Colleges or UW-Milwaukee
- If your employer offers tuition reimbursement or assistance, discuss the process with them
  - Refer your employer to the UWC or UWM Bursar office for payment/billing arrangement

**Three Weeks before Subscription Period Start:**

**UWM Students Only:**

- Watch your UW-College e-mail account for a message from the UW-Milwaukee Registrar’s Office. It will contain information on how to activate your PAWS account and UWM pantherLINK e-mail service

**ALL STUDENTS:**

- Continue to log-in to PRISM and PAWS (if UWM student) to check your student center for “To-Do’s, Holds, or other items that need follow up
- Notify your ASC if you are unable to log in to PRISM and/or PAWS
- Try logging in to your respective Desire to Learn (D2L) website
  - UW-Colleges and UWM have separate D2L sites, follow the link above to go to the log-in sites
  - Remember: You won’t see any course content yet because you aren’t registered!
- Schedule a time with your Academic Success Coach to review your Individual Learning Plan

**Two Weeks before Subscription Period Start:**

- Complete the Individual Learning Plan phone meeting with your ASC to determine what coursework you have left to complete and where you will begin
- Confirm with your ASC if you would like to take a Single competency set or the All You Can Learn option and specify what competency set(s) you would like to take
- Watch for a summary e-mail from your ASC regarding the purchase of textbooks/resources, enrollment instructions, and other important reminders
- Enroll in your competency set(s) in PRISM or PAWS – notify your ASC when your registration is complete
□ Purchase school supplies and set up a study space in your home or office and communicate your intended “study schedule” to friends, family members, and co-workers
   ○ It is strongly recommended that you back up all of your written work on a flash drive, just in case you experience computer problems during your subscription period!

**Final week prior to start:**

□ If you haven’t already ordered or checked out your books and resources, make sure to do so this week!
□ Double check your computer to ensure all software applications are up-to-date.
□ Save important websites as bookmarks (PRSIM, PAWS, D2L, e-mail, etc...)
□ Communicate any questions or concerns to your ASC
□ Finalize any financial arrangements that need to be made with employer, bank, or financial aid

**First Day of Subscription Period (2nd day of the Month)**

□ Log in to D2L and review the learning path/syllabus for each competency set
□ Ensure you have (or have ordered) all of the required resources that you will need
□ Establish a strategy/timeline for completing each competency set and write it on a calendar so you have a method of tracking your progress.
□ **Notify your ASC immediately if you are unable access your competency set(s) or experience any issues with logging in!**

**Sample ILP email** - Each email is tailored depending on program and if the student is dually enrolled. The sample email listed below is for a dually enrolled student:

Hello [insert student name],

Based on our discussion today, we discussed your program plan on agreed upon several competency sets that you would like to enroll in. You confirmed that you received the information from UWM’s Registrar Office on your PAWS login information. In addition, you confirmed that you received the information from Flex Admissions on your PRISM login information.

You will be enrolling for your [insert program specific comp sets – ex. BSN] competency sets through the PAWS system. I have given you permissions to register for these competency sets. I’ve attached the instructions [attach PAWS registration instructions to email] on how to enroll in your competency set through PAWS. Please review and let me know if clarification is needed on those directions.

You also will be enrolling in [insert several/one competency sets] to satisfy some of your remaining general education requirements of your program. You will need to enroll for your competency sets through the PRISM system. I’ve attached the instructions [attach PRISM registration instructions to email] on how to enroll in your competency set through PRISM. Please review and let me know if clarification is needed on those directions as well.

A few more items:

- Since you selected the single competency set option, the tuition cost for the single assessment will be $900.00, due by the 10th day of the subscription period [INSERT DATE]. You will pay your bill online in PAWS by clicking on the “View Billing Statement” link in the Finance Section of your Student Center page.
- Since you selected the “All You Can Learn” (AYCL) competency set option, the tuition cost for this option will be $2250.00, due by the 10th day of the subscription period [INSERT DATE].
You will pay your bill online in PAWS by clicking on the “View Billing Statement” link in the Finance Section of your Student Center page.

Once I hear from you that you have enrolled in your selected competency sets in PRISM (UW Colleges) and PAWS (UWM), I can then move forward in setting you up in D2L (the “Desire 2 Learn” website through which you will access your competency sets). Here is a link for information on D2L: http://flex.wisconsin.edu/d2l/. You will need to log into both the UW-Colleges D2L instance and the UWM D2L instance.

Please forward your UW-Colleges e-mail to your UWM e-mail account.

- Your UWM e-mail account is the primary address that all UW Flex staff will be using to contact you from this point forward.
- Please see the instructions on auto-forwarding e-mails that is attached (word doc) to this e-mail. Let me know if you have any questions regarding this process. [attach email forwarding instructions to email]

Below is the information on the competency sets you have decided to enroll in:

<table>
<thead>
<tr>
<th>Name of Competency set</th>
<th>Credit Amount</th>
<th>Details on the comp set</th>
</tr>
</thead>
</table>

I reviewed the syllabus and it appears that the resources you need will vary and is based on your individual level of knowledge. There are tons of links to resources, videos, and other support materials embedded in the competency set. [Insert information based on selected competency sets listed in the document “Suggested Textbooks based on D2L Comp set” in the Flex Drive under the ASC folder -> ASC Resources]

Once you enroll in your selected competency sets, please remember to email me. If you have any questions or concerns about any point of the process, feel free to get in touch! I will be in touch before your start date to answer any additional questions before you start!

Take care,

[insert ASC signature]

---

**Sample – Enrollment Reminders (2 weeks prior to end of SP) – Continuing/New students**

**Subject:** UW Flex - Reminder to enroll for your competency sets for June 2nd start date

Greetings,

I am unable to link you to your competency sets in D2L for you to begin your coursework until you are enrolled for them in PAWS. I attached directions on how to enroll for your selected competency sets to this email for assistance. The UW Flex June subscription period starts on Monday, June 2nd. On Monday morning, I will check your enrollment status in PAWS and give access to your competency sets in D2L if you are enrolled.

If you were planning on taking competency sets to satisfy your general education requirements, you will need to enroll for those selected competency sets in PRISM (see attached directions).

If for some reason you prefer to defer your enrollment to a later subscription period, please fill out this form and we will try to accommodate your request: http://flex.wisconsin.edu/subscription-period-changedeferral-request/.

If you have questions or need anything else, please let me know!
Hi everyone!

Just a few quick reminders about wrapping up your first subscription period:

- You have until 11:59pm on Wednesday, April 30th to submit your assessments to the D2L drop box. The drop box is automatically closed at midnight so no late work will be accepted!
- Students who have successfully completed a competency set will see their final grade posted in PAWS after May 4th. Faculty are required to have all grades submitted for the February cohort by 4:00pm on May 4th.
- Any students who have not completed the entire competency set but have successfully completed at least one assessment will be assigned a “PR” grade for that competency set. It will count as your first attempt, your submitted work will be carried over to your second attempt when you re-enroll.

May Enrollment:

- Information on the INSERT PROGRAM competency sets currently available is listed below. If you are interested in taking one of your general education requirements, those are being offered through UW-Colleges Flexible option. Please contact me soon so I can review your options and that process for enrollment with you.
- **If you have not yet confirmed your competency set choices with me for May. Please do so as soon as possible preferably no later than XX.** As you know, I must manually go into the PAWS system to provide you with enrollment permissions before the system will allow you access to register.
- When enrolling, be sure to select the correct search criteria:
  - Under Institution: **University of Wisconsin-Milwaukee**
  - Term: **May 2014**
  - Course Career: **Undergrad Flex Degree**
  - Under "Additional Search Criteria"
    - Course Attribute: **Flex Competency Set**

As always, if you have any questions or concerns, please don’t hesitate to contact me. If you are unable to continue into the next subscription period, please let me know as soon as possible so I can guide you through the process for deferring your enrollment. I look forward to talking to you each of you soon – Good luck with your final assessments!

Keep up the great work!!

ASC signature
Appendix 6. Individual Learning Plan Samples
**BACHELOR OF SCIENCE IN INFORMATION SCIENCE & TECHNOLOGY (IST)**

**FLEX PROGRAM PLANNING FORM**

*STARTING FALL 2013*

**Sample Student**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Email:</th>
<th>Date:</th>
<th>3/4/15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Number:**

<table>
<thead>
<tr>
<th></th>
<th>Major: Information Science and Technology</th>
<th>Minor:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Advisor:** Mike Exum

**Effective Term:** Feb. 15

**Cert.:**

**AREA I - COMPETENCY REQUIREMENTS**

<table>
<thead>
<tr>
<th>Oral and Written Communication (OWC) Competency Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part A. English Comp</strong></td>
</tr>
<tr>
<td>ENG 102</td>
</tr>
<tr>
<td>Satisfied: [ ] X Not Satisfied: [ ] X</td>
</tr>
<tr>
<td>English 102 or Equivalent (C grade or better) or English Placement</td>
</tr>
<tr>
<td>Required for students starting Fall 2013. See Reverse side for classes and details.</td>
</tr>
<tr>
<td><strong>Part B.</strong> EXEMPT, PRE-FALL 2013</td>
</tr>
<tr>
<td>Satisfied: [ ] X Not Satisfied: [ ] X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quantitative Literacy (QL) Competency Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part A. Math</strong></td>
</tr>
<tr>
<td>231</td>
</tr>
<tr>
<td>Satisfied: [ ] X Not Satisfied: [ ] X</td>
</tr>
<tr>
<td>102, 103, 105, 108 or 175 (C grade or better) or Math Placement</td>
</tr>
<tr>
<td>Required for students starting Fall 2013. See Reverse side for classes and details.</td>
</tr>
<tr>
<td><strong>Part B.</strong> EXEMPT, PRE-FALL 2013</td>
</tr>
<tr>
<td>Satisfied: [ ] X Not Satisfied: [ ] X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foreign Language (FL) Competency Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part A.</strong> GERMAN</td>
</tr>
<tr>
<td>Passed 2 yrs. of a foreign language in HS or passed 2 semesters of a foreign language in college</td>
</tr>
<tr>
<td>Satisfied: [ ] X Not Satisfied: [ ] X</td>
</tr>
</tbody>
</table>

**AREA I - DISTRIBUTION REQUIREMENTS**

(Use Approved GER distribution list in the Online Schedule of Classes)

**Arts (A)**

List course(s) completed: [ ] ENG 233 A [ ] 3

**Humanities (HU)**

Course(s) completed: [ ] HIST 102 B+ [ ] 3 [ ] May 14 Tr-RELST XH/REL101X (A-) [ ] 6 [ ] 6 [ ] 0

**Social Science (SS)**

Course(s) completed: [ ] PSYCH 101 A [ ] 2 [ ] HIST 102/152 Oct.14 (B) [ ] 6 [ ] 6 [ ] 0

**Natural Science (NS) & (NS+)**

(1 credit must be a lab or field experience)

Course(s) completed: [ ] MATH 231 A [ ] 1 [ ] GEO 125 Oct14(PR)/Feb 15 [ ] 6 [ ] 6 [ ] 0

**Cultural Diversity (CD)**

*May be satisfied in combination with a A, HU, or SS course.*

Course(s) completed: [ ] HIST 102/152 Oct. 14 (B) [ ] Satisfied [ ] X [ ] Not Satisfied: [ ] X

**Area II - IST Core Courses (27 credits)**

Student must complete all 27 credits (9 courses) to complete the IST degree.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>110X</td>
<td></td>
</tr>
<tr>
<td>210X</td>
<td></td>
</tr>
<tr>
<td>230X</td>
<td></td>
</tr>
<tr>
<td>240X</td>
<td></td>
</tr>
<tr>
<td>410X</td>
<td></td>
</tr>
<tr>
<td>440X</td>
<td></td>
</tr>
<tr>
<td>490X</td>
<td></td>
</tr>
</tbody>
</table>

**Area III - IST Information Studies Upper Division Electives (15 credits)**

Student will take 5 additional Information Studies Courses at the 300, 400 or 600 level or equivalent.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ENG 428 Oct 14 (A)</td>
<td></td>
</tr>
<tr>
<td>2 ENG 429 Feb. 15</td>
<td></td>
</tr>
<tr>
<td>3 ENG 435 Oct 14(PR)/Feb 15</td>
<td></td>
</tr>
<tr>
<td>4 ENG 439 Oct 15(PR)</td>
<td></td>
</tr>
<tr>
<td>5 ENG 438 Feb 15</td>
<td></td>
</tr>
</tbody>
</table>

**Area IV - IST Cross Functional Electives (15 credits)**

Students will take 3 credits in 5 areas. Suggested course list on reverse side. See advisor for all course approvals.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Info Studies</td>
<td>May 14 INFOST 150 (A)</td>
</tr>
<tr>
<td>2 Tech Arts</td>
<td>May 14 Art 253/Art 161X (A)</td>
</tr>
<tr>
<td>3 Comm</td>
<td>May 14 ENG 206 X (A)</td>
</tr>
<tr>
<td>4 Phil/Psych</td>
<td>May 14 INFOST 120X (A)</td>
</tr>
<tr>
<td>5 Business</td>
<td>BUS 101 Oct. 14 (A)</td>
</tr>
</tbody>
</table>

**Area V - General Electives (42 credits required)**

Any course at UWM can be used to complete the General Electives requirements.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 ENG 102</td>
<td></td>
</tr>
<tr>
<td>4 CHEM 124Feb 15</td>
<td></td>
</tr>
<tr>
<td>5 SOC 101</td>
<td></td>
</tr>
<tr>
<td>6 EGR 110 Feb 15</td>
<td></td>
</tr>
<tr>
<td>7 INF 330 OCT 14 (A)</td>
<td></td>
</tr>
<tr>
<td>8 BUS 201 Feb. 15</td>
<td></td>
</tr>
<tr>
<td>9 HIS 102/152 OCT 14 (B)</td>
<td></td>
</tr>
<tr>
<td>10 PHY 110 Feb. 15</td>
<td></td>
</tr>
<tr>
<td>11 GEO 125Oct. 14 (PR)</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

| 120 | 100 | 20 |
AREA I - Competency Requirements
http://www4.uwm.edu/academics/ger.cfm

Oral and Written Communication (OWC) Competency

**OWC Part A**: Completion of OWC Part A can be demonstrated by satisfying one of the following options:
- earning at least three credits with a grade of C or higher in English 102,* or
- transferring at least three credits with a grade of C or higher in a course equivalent to English 102 or higher level expository writing course,* or
- achieving an appropriate score on the English Placement Test (EPT).

**OWC Part B**: The OWC Part B is satisfied by completing an approved advanced course (at least three credits) with a significant written or oral communication component by students who have completed the Part A requirement.
Courses that count toward the OWC-B requirement may be offered in a variety of disciplines and students are encouraged to choose the course that matches their interests and helps them best meet the requirements of their degrees.

Quantitative Literacy (QL) Competency

**QL Part A**: Completion of QL Part A can be demonstrated by satisfying one of the following options:
- earning at least three credits with a grade of C or higher in Math 102, 103 (formerly 106), 105, 108, 175 or equivalent courses,* or
- achieving a placement code of at least 30 on the mathematics placement test.

**QL Part B**: The QL Part B is satisfied by completing at least one approved QL-B course (at least three credits) as decided by the major. QL-B courses make significant use of quantitative tools in the context of other course material.
* These courses may not be taken credit/no credit if they are to be used to satisfy the OWC-A requirement or QL-A requirement.

Foreign Language Requirement
Completion of the foreign language requirement can be demonstrated by satisfying one of the following options:
- complete with passing grades, prior to enrollment at UWM, at least two consecutive years of high school-level instruction in a single foreign language, or
- complete with passing grades at least two consecutive semesters (minimum of 6 credits) of college level instruction in a single foreign language, or
- demonstrate foreign language ability equivalent to two semesters of college-level instruction by means of a satisfactory score on an approved placement, proficiency, departmental or other appropriate examination.

Exceptions to GER
- Students who entered UWM as freshmen and/or earned transferable credit prior to September 2013 are not responsible for the Oral and Written Communication Part B or the Quantitative Literacy Part B.
- Students who entered UWM as freshmen and/or earned transferable credit prior to September, 1999 are not responsible for the GER foreign language competency.

Area IV – IST Cross Functional Electives

The following courses are suggested courses to meet IST Cross Functional elective requirements. There are MANY other courses that could be used to meet these requirements. Please see an advisor for approval to ensure the courses you choose to take count as you intended.

- **Information Studies** – Any Information Studies (INFOST) or Computer Science (CompSci) course or similar.
  - INFOST 120, 150, 250, Comp Sci 101, 201, etc.
- **Technical Arts** – Computer based art courses like Graphic Design, Digital Photography, Multimedia Graphics or similar.
  - Art 118, 124, 321, 324, 326, 327, etc.
- **Communication** – Any Communication (COMMUN) course or similar.
  - Commun 101, 103, 105, HS 222, INFOST 250, etc.
- **Philosophy/Psychology** – Any Philosophy (PHILOS) or Psychology (PSYCH) course or similar.
  - Phil 101, 211, Psych 101, INFOST 120, etc.
- **Business** – Any Economics (ECON) or Business Administration (BUS ADM) course or similar.
  - Bus Adm 100, 230, Econ 103, 104, etc.

Yellow = an alert that a course/requirement needs to be met
Green = a course currently enrolled in/being taken
Orange = a course/requirement that has satisfactorily been completed/satisfied
## Business and Technical Communication Certificate Coursework

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SUBSCRIPTION PERIOD</th>
<th>CREDITS</th>
<th>GRADE</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 206: Intro to Business &amp; Technical Comm.</td>
<td>Jun-14</td>
<td>3</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>ENG 428: Strategic Writing for Organizations</td>
<td>Sep-14</td>
<td>3</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>ENG 429: Technical Comm. &amp; Org. Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 437: Project Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 439: Information Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Yellow = an alert that a course/requirement needs to be met  
Green = a course currently enrolled in/being taken  
Orange = a course/requirement that has satisfactorily been completed/satisfied
# UW-Milwaukee College of Health Sciences
## Diagnostic Imaging Degree Completion Program

**Student Name:** Sample Student  
**ID Number:** 0000000  
**First Entered College:** Fall 1998  
**First Flex SP:** February 2014

Upon admission to UWM and confirmation of active registry, students are awarded 60cr toward degree completion. A minimum of 60 additional credits are selected from the list below.

### GENERAL EDUCATION REQUIREMENTS  (See notes below)

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>SEMESTER</th>
<th>INSTITUTION</th>
<th>GRADE</th>
<th>Cr EARNED</th>
<th>Cr REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral/Written Communication</td>
<td>Spring 99</td>
<td>UW-Milwaukee</td>
<td>B+</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>OWC Part B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative Literacy (Math)</td>
<td>Spring 99</td>
<td>UW-Milwaukee</td>
<td>C+</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>QL Part B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities 1</td>
<td>Fall 98</td>
<td>UW-Milwaukee</td>
<td>A-</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Humanities 2</td>
<td>Fall 98</td>
<td>UW-Milwaukee</td>
<td>B+</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Science 1</td>
<td>Spring 99</td>
<td>UW-Milwaukee</td>
<td>B</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Science 2</td>
<td>Spring 00</td>
<td>UW-Milwaukee</td>
<td>B-</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Natural Science 1</td>
<td>Fall 98</td>
<td>UW-Milwaukee</td>
<td>A-</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Natural Science 2 (Lab)</td>
<td>Spring 99</td>
<td>UW-Milwaukee</td>
<td>B</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>January 15</td>
<td>UW Flex</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td>January 15</td>
<td>UW Flex</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Exempt if:** Start before Fall 99

### PRE-REQUISITE COURSES  (Grade of "C" or better required)

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>SEMESTER</th>
<th>INSTITUTION</th>
<th>GRADE</th>
<th>Cr EARNED</th>
<th>Cr REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Sciences 102</td>
<td>September 14</td>
<td>UW Flex</td>
<td>A</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Biomedical Sciences 205</td>
<td>June 14</td>
<td>UW Flex</td>
<td>B</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>English 206</td>
<td>February 14</td>
<td>UW Flex</td>
<td>A</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Economics 210 (or equivalent) (Statistics)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Care Admin 220</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**15 credits**

### ADVANCED HEALTH SCIENCES / DIAGNOSTIC IMAGING COURSES  (Grade of "C" or better required)

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>SEMESTER</th>
<th>INSTITUTION</th>
<th>GRADE</th>
<th>Cr EARNED</th>
<th>Cr REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Sciences 301</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biomedical Sciences 302</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biomedical Sciences 303</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biomedical Sciences 304</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biomedical Sciences 305</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kinesiology 400</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing 453</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Sciences 311</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**23 credits**
Students must earn a minimum UWM cumulative grade point average of 2.500 to earn the Bachelor’s degree.

GERs are required if first semester of enrollment at an accredited institution was September 1986 or later. GER is not required of students who hold a prior Baccalaureate Degree. Where possible, courses in the Completio

Exceptions to GER
• Students who entered UWM as freshmen and/or earned transferable credit prior to September 2013 are not responsible for the Oral and Written Communication Part B or the Quantitative Literacy Part B.
• Students who entered UWM as freshmen and/or earned transferable credit prior to September 1999 are not responsible for the GER foreign language competency.
• Students who entered UWM prior to September 1989 are not responsible for the GER cultural diversity competency.

Oral and Written Communication (OWC) Competency
OWC Part A: Completion of OWC Part A can be demonstrated by satisfying one of the following options:
• earning at least three credits with a grade of C or higher in English 102,* or
• transferring at least three credits with a grade of C or higher in a course equivalent to English 102 or higher level expository writing course,* or
• achieving an appropriate score on the English Placement Test (EPT).

OWC Part B: The OWC Part B is satisfied by completing an approved advanced course (at least three credits) with a significant written or oral communication component by students who have completed the Part A require

Quantitative Literacy (QL) Competency
QL Part A. Completion of QL Part A can be demonstrated by satisfying one of the following options:
• earning at least three credits with a grade of C or higher in Math 102, 103 (formerly 106), 105, 108, 175 or equivalent courses,* or
• achieving a placement code of at least 30 on the mathematics placement test.

QL Part B. The QL Part B is satisfied by completing at least one approved QL-B course (at least three credits) as decided by the major. QL-B courses make significant use of quantitative tools in the context of other course n
* These courses may not be taken credit/no credit if they are to be used to satisfy the OWC-A requirement or QL-A requirement.

Foreign Language Requirement
Completion of the foreign language requirement can be demonstrated by satisfying one of the following options:
• complete with passing grades at least two consecutive semesters (minimum of 6 credits) of college level instruction in a single foreign language, or
• complete with passing grades at least two consecutive semesters (minimum of 6 credits) of college level instruction in a single foreign language, or
• demonstrate foreign language ability equivalent to two semesters of college-level instruction by means of a satisfactory score on an approved placement, proficiency, departmental or other appropriate examination.

http://www4.uwm.edu/academics/ger.cfm

Yellow = an alert that a course/requirement needs to be m
Green = a course currently enrolled in/being take
Orange = a course/requirement that has satisfactorily been completed/satisfi
# UWM College of Nursing
## BSN COMPLETION PROGRAM FOR RNs

### Name:
Sample RN to BSN  
### Student number:
GER? Yes
### License #:
### Expiration Date:
### Email:

<table>
<thead>
<tr>
<th>Date:</th>
<th>Reviewed KH</th>
<th>2/10/14</th>
</tr>
</thead>
</table>

### PREVIOUS COLLEGE WORK

#### CREDITS  POINTS

**UW-Platteville, SouthWest WI Technical College**

### NON-NURSING COURSES

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SEMESTER</th>
<th>INSTITUTION</th>
<th>CREDITS</th>
<th>GRADE</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 102</td>
<td>Spring 1988</td>
<td>UWPlat</td>
<td>3</td>
<td>B</td>
<td>9</td>
</tr>
<tr>
<td>Humanities -</td>
<td>Spring 1991</td>
<td>UWPlat</td>
<td>3</td>
<td>B</td>
<td>9</td>
</tr>
<tr>
<td>Humanities 2 (GER only)</td>
<td>Spring 1989</td>
<td>UWPlat</td>
<td>2</td>
<td>B</td>
<td>6</td>
</tr>
<tr>
<td>Art (GER only)</td>
<td>Spring 1988</td>
<td>UWPlat</td>
<td>3</td>
<td>A</td>
<td>12</td>
</tr>
<tr>
<td>History</td>
<td>Fall 1987</td>
<td>UWPlat</td>
<td>3</td>
<td>A</td>
<td>12</td>
</tr>
<tr>
<td>Social Science 1:Sociology</td>
<td>Spring 2002</td>
<td>SWTC</td>
<td>3</td>
<td>A</td>
<td>12</td>
</tr>
<tr>
<td>Social Science 2:Psych 101</td>
<td>Spring 1988</td>
<td>UWPlat</td>
<td>3</td>
<td>A</td>
<td>12</td>
</tr>
<tr>
<td>Social Science 3:Growth &amp;</td>
<td>Spring 2002</td>
<td>SWTC</td>
<td>3</td>
<td>A</td>
<td>12</td>
</tr>
</tbody>
</table>

**SOCIAL SCIENCE CREDITS MUST = 9 CREDITS**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SEMESTER</th>
<th>INSTITUTION</th>
<th>CREDITS</th>
<th>GRADE</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>Fall 1988</td>
<td>UWPlat</td>
<td>4</td>
<td>A</td>
<td>16</td>
</tr>
<tr>
<td>Biochemistry *</td>
<td>Spring 2003</td>
<td>UWPlat</td>
<td>3</td>
<td>A</td>
<td>12</td>
</tr>
<tr>
<td>Anatomy and Physiology I</td>
<td>Fall 2002</td>
<td>UWPlat</td>
<td>4</td>
<td>A</td>
<td>12</td>
</tr>
<tr>
<td>Anatomy and Physiology II</td>
<td>Spring 2003</td>
<td>UWPlat</td>
<td>4</td>
<td>A</td>
<td>12</td>
</tr>
<tr>
<td>Microbiology</td>
<td>Spring 2002</td>
<td>SWTC</td>
<td>3</td>
<td>A</td>
<td>12</td>
</tr>
</tbody>
</table>

**NATIONAL SCIENCE CREDITS MUST = 21 CREDITS**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SEMESTER</th>
<th>INSTITUTION</th>
<th>CREDITS</th>
<th>GRADE</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math (GER) or Statistics</td>
<td>Fall 1987</td>
<td>UWPlat</td>
<td>3</td>
<td>A</td>
<td>12</td>
</tr>
<tr>
<td>Elective 1: Eng101</td>
<td>Fall 1987</td>
<td>UWPlat</td>
<td>3</td>
<td>A</td>
<td>12</td>
</tr>
<tr>
<td>Elective 2: Math 2640</td>
<td>Fall 1988</td>
<td>UWPlat</td>
<td>4</td>
<td>C</td>
<td>8</td>
</tr>
<tr>
<td>Elective 3: Math 1030</td>
<td>Spring 1991</td>
<td>UWPlat</td>
<td>3</td>
<td>A</td>
<td>12</td>
</tr>
<tr>
<td>Elective 4:Math 2030</td>
<td>Fall 1991</td>
<td>UWPlat</td>
<td>3</td>
<td>A</td>
<td>12</td>
</tr>
<tr>
<td>Elective 5: Biology 1150</td>
<td>Fall 1991</td>
<td>UWPlat</td>
<td>5</td>
<td>A</td>
<td>20</td>
</tr>
<tr>
<td>Elective 6: Spanish 1840</td>
<td>Fall 1987</td>
<td>UWPlat</td>
<td>4</td>
<td>A</td>
<td>16</td>
</tr>
<tr>
<td>Elective 7: Spanish 1940</td>
<td>Spring 1988</td>
<td>UWPlat</td>
<td>4</td>
<td>A</td>
<td>16</td>
</tr>
</tbody>
</table>

**NON-NURSING SUBTOTAL MUST = 64 CREDITS**

**ADVANCED NURSING COURSES**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SEMESTER</th>
<th>INSTITUTION</th>
<th>CREDITS</th>
<th>GRADE</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations (N407)</td>
<td>5406</td>
<td>UWM FLEX</td>
<td>3</td>
<td>B</td>
<td>9</td>
</tr>
<tr>
<td>Leadership (N447)</td>
<td>5406</td>
<td>UWM FLEX</td>
<td>3</td>
<td>B+</td>
<td>9.99</td>
</tr>
<tr>
<td>Research (N446)</td>
<td>5409</td>
<td>UWM FLEX</td>
<td>3</td>
<td>B+</td>
<td>9.99</td>
</tr>
<tr>
<td>Community (N454)</td>
<td>5409</td>
<td>UWM FLEX</td>
<td>3</td>
<td>B+</td>
<td>9.99</td>
</tr>
<tr>
<td>Information Mgmt (N453)</td>
<td>5406</td>
<td>UWM FLEX</td>
<td>3</td>
<td>A-</td>
<td>11.01</td>
</tr>
<tr>
<td>Chronic Care (N441)</td>
<td>5412</td>
<td>UWM FLEX</td>
<td>3</td>
<td>A</td>
<td>12</td>
</tr>
<tr>
<td>Capstone/Practicum (N445)</td>
<td>MARCH 2015 SP</td>
<td>UWM FLEX</td>
<td>3</td>
<td>A</td>
<td>12</td>
</tr>
<tr>
<td>Nursing Elective 1: 317</td>
<td>5409</td>
<td>UWM FLEX</td>
<td>3</td>
<td>A</td>
<td>12</td>
</tr>
<tr>
<td>Nursing Elective 2:</td>
<td>5412</td>
<td>UWM FLEX</td>
<td>3</td>
<td>A</td>
<td>12</td>
</tr>
<tr>
<td>Nursing Elective 3:</td>
<td>5412</td>
<td>UWM FLEX</td>
<td>3</td>
<td>A</td>
<td>12</td>
</tr>
</tbody>
</table>

**ADVANCED NURSING SUBTOTAL MUST = 30 CREDITS**

<table>
<thead>
<tr>
<th>TOTALS:</th>
<th>88</th>
<th>317.98</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>GPA upon Admission to CRNP:</th>
<th>3.613</th>
</tr>
</thead>
</table>

* Sub - Biology 3330 Principles of Genetics, BIOSCI325, approved 2/17/1

- Yellow = an alert that a course/requirement needs to be met
- Green = a course currently enrolled in/being taken
- Orange = a course/requirement that has satisfactorily been completed/satisfied
Implementation of UW-Milwaukee’s Flexible Option Competency-based Programs

Progress Report to the Higher Learning Commission

June 25, 2014
University of Wisconsin-Milwaukee (UWM) is pleased to submit this progress report providing an update on the implementation of the UW Flexible Option at UWM. In the letter of action dated July 3, 2013, the Institutional Actions Council required the submission of a progress report by June 30, 2014 addressing the following: “an update on the implementation of the UW Flexible Option, including program enrollments, curriculum development, student academic achievement and retention, assessment methodology, faculty engagement, and processes for ensuring high-quality education. In addition, the report should address any action related to approval by the Department of Education.”

Overview
The UW Flexible Option is an array of competency-based degree and certificate programs offered by UW institutions. Programs are self-paced and built on best-practice educational principles and learning science, including learning-outcomes assessment and instructional design principles. Programs are developed with commitment to the same quality, rigor, and student learning that guides program and degree development across all UW System institutions. Institutions offering programs are committed to UW System’s statutorily defined tradition and practice of shared governance in the development and implementation of the UW Flexible Option program. Academic direction and oversight are provided by institutional faculty, academic departments, and faculty governance structures. The University of Wisconsin-Extension (UWEX) and the University of Wisconsin System Administration (UWSA) provide additional administrative support and funding. The UWEX Division of Continuing Education, Outreach, and E-Learning (CEOEL) is leading the development of the Flex operational infrastructure, in partnership with participating UW institutions.

UW Flexible Option programs do not rely on seat time, traditional academic semesters or terms, or credit-based courses (although initially, enrollments will be converted to the credit unit model for a variety of operational purposes). UW Flexible Option programs are self-paced and students may pursue program competencies and take assessments according to their own timelines. Rather than the traditional semester-based academic calendar model, the UW Flexible Option is based on three-month subscription periods during which students pursue mastery of either a single competency set or two or more competency sets (the “all you can learn” option). During a subscription period, students engage with academic content and take assessments at their own pace. At the end of the subscription period, students can elect to continue the program or step out. Progress toward mastering each competency set is recorded on student transcripts at the conclusion of the subscription period.
In its current implementation of the UW Flexible Option, UW-Milwaukee is offering three existing degree programs and one certificate program in the Flexible Option format:

- A B.S. in Nursing degree, for Registered Nurses who need additional education to qualify for higher professional credentials;
- A B.S. in Biomedical Sciences, Diagnostic Imaging submajor, targeted at certified diagnostic imaging professionals;
- A B.S. in Information Science & Technology, preparing adult students for jobs in the digital culture and economy; and
- A Certificate in Business and Technical Communication, providing students with essential written and oral communication skills needed in the workplace.

Students admitted to our Flexible Option programs may also be directed to enroll in UW Colleges Flex competency sets to meet general education requirements.

UWM understands that the Commission has articulated elements of good practice for direct assessment competency-based programs in the interval between approval of the UW Flexible Option programs and this report (effective October 2013). These elements are integral to our institution’s ongoing program planning, implementation, assessment and evaluation processes. UWM will be prepared to address how we are considering all of these elements in relation to program quality in the context of the change visit anticipated in Spring 2015. We consider the elements of good practice in the specific components of the progress report: enrollment, curriculum development, retention, student academic achievement, assessment, and faculty engagement. Overall, the elements of good practice inform our thinking about our processes for ensuring high-quality educational experiences for students enrolled in the UWM Flexible Option program.

**Program Enrollments**

As of May 11, 2014, 97 students have enrolled in UWM Flexible Option programs, including withdrawals. Of these, 36 are seeking the Nursing degree, 51 are seeking the Information Science & Technology degree, 6 are seeking the Biomedical Sciences, Diagnostic Imaging degree, and 3 are seeking the Business and Technical Communication certificate. 81 percent are Wisconsin residents, 52 percent are women, and 48 percent are men.
Enrollment in UWM Flexible Option Programs

<table>
<thead>
<tr>
<th>UWM Program</th>
<th>Subscription Periods, 2014 to date</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Category: Jan-Mar</td>
<td>Feb-Apr</td>
</tr>
<tr>
<td>Nursing</td>
<td>New</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Continuing</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>8</td>
</tr>
<tr>
<td>Information Science &amp; Technology</td>
<td>New</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Continuing</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>10</td>
</tr>
<tr>
<td>Biomedical Sciences, Diagnostic Imaging</td>
<td>New</td>
<td>1(^4)</td>
</tr>
<tr>
<td></td>
<td>Continuing</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1</td>
</tr>
<tr>
<td>Business and Tech Communication</td>
<td>New</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Continuing</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1</td>
</tr>
<tr>
<td>UWM Total</td>
<td>New</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Continuing</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>19</td>
</tr>
</tbody>
</table>

1. One Continuing Nursing student withdrew from February - April subscription period and re-enrolled in March - May subscription period.
2. One Continuing Nursing student withdrew from March - May subscription period and re-enrolled in April - June subscription period.
3. One Continuing Information Studies student withdrew from March - May subscription period and re-enrolled in May - July subscription period.
4. Student taking general education courses at UW-Colleges.

**Curriculum Development**

Over the past 15 months, UWM faculty created competency-based curricula that have the same identified student learning outcomes as the existing program curricula, ensuring design consistency across all modes of delivery (Flexible Option, traditional face-to-face, and online).

Faculty developed the assessments that measure student mastery of the competencies. The assessments range from machine-graded multiple-choice tests to papers, projects, case study analyses, and portfolios. In developing the competency sets, assessments were designed by a lead faculty member who had expertise in the concepts and experience in teaching face-to-face or online courses covering the same student learning outcomes in the program. After a draft version of the assessments was developed, peer review occurred within each academic program. Peer-to-peer review occurred within the context of a UWM working group of Flexible Option academic program leads, with additional curricular and instructional design support from UW-Extension’s CEOEL unit.
Student Academic Achievement and Retention
The UW Flexible Option is a large-scale innovation project, and as such, there is a strong commitment to monitoring all relevant data points. Definitions of student academic achievement and retention in this new instructional mode encompass both traditional expectations and some considerations that are unique to competency-based education.

Academic achievement in the Flexible Option means demonstrating mastery of the competencies that have been defined for the curriculum. Each of UWM’s Flexible Option program-level faculty teams has defined the level of performance that indicates mastery. In all cases this is a higher level of performance than a passing grade of a ‘D’ in the traditional format. Additionally, academic success for Flexible Option students will also encompass the non-degree seeker with other goals beyond the degree or certificate (subcredential, but planned completion).

Retention is defined by the rate of re-enrollment in the subsequent subscription period. However, the expected ‘step-in/step-out/step-in’ pattern of Flexible Option enrollment means that we will also be examining retention from a multi-subscription period perspective, to account for the attendance patterns of adult students who will utilize the program’s flexible structure to accommodate their busy lives while making progress toward degree.

These expanded definitions of academic achievement and retention will be addressed in detail in the 2015 progress report. At this early stage, we will report on traditionally defined program retention.

Retention Data
For the inaugural January subscription period in the Flexible Option at UWM, 18 students were enrolled after the census date (10th day). Of those 18, 11 re-enrolled in the following April-June subscription period, for a retention rate of 61 percent. For the February-April subscription period, 21 were enrolled after the census date, with 17 of them re-enrolling in the May-July subscription period. The retention rate for this second cohort of Flexible Option students is 81 percent. Note that as of May 11, 16 of UWM’s Flex students also enrolled at UW-Colleges (UWC) through an MOU that allows them to master general education competencies at UWC.

Assessment Methodology
UWM’s approach to the assessment of student learning in academic programs is rooted in the same philosophy articulated in Principles for Effective Assessment of Student Achievement, which has been endorsed by the HLC along with other accrediting bodies. UWM subscribes to the principle that meaningful and rigorous evaluation by faculty is the key to assessing and improving student achievement.

UWM has a strong tradition of assessment of student learning in its programs across all modes of instruction—online, face-to-face, and the competency-based Flexible Option. The faculty and instructional staff in the program set the program learning outcomes, identify the measures and
the methods for assessment, gather assessment data, analyze the data, and recommend and take action as needed. Faculty judgment and involvement are at the core of the assessment processes.

For the Flexible Option, the assessment practices solicit student performances in various activities/artifacts including online tests, written assignments, portfolios, case studies, and videotaped presentations. Consistent with institutional practice, the assessments are designed and implemented by faculty.

Program Evaluation Plans and Current Data
UWM’s Flexible Option program evaluation will focus on whether we are meeting stated objectives of producing more degree holders and meeting students’ articulated need for particular competencies (such as improving business writing skills). The program evaluation will examine correlations between demographics, competency completion, retention patterns, and degree completion. We will also look at the success of our students after they graduate.

At this time, we have a very small data set for UWM’s Flexible Option students, as outlined below.

<table>
<thead>
<tr>
<th>Subscription Period</th>
<th>Number of students starting</th>
<th>Number students active at end of subscription period</th>
<th>Number of students achieving mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan-Mar 2014</td>
<td>19</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>Feb-Apr 2014</td>
<td>22</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>Mar-May 2014</td>
<td>22</td>
<td>17</td>
<td>TBD</td>
</tr>
</tbody>
</table>

So far 28 students have completed 42 competency sets in total, an average of 1.5 competency sets per subscription period. The 2015 progress report will have more complete assessment results.

Faculty Engagement
Included in the “Statement of Principles to Guide Development and Implementation of the UW Flexible Option” prepared by a UW System-wide Faculty/Instructional Academic Staff Advisory Committee are two points indicating faculty oversight for the program: “UW Flexible Option defines a way to obtain degrees, certificates, minors and other credentials from UW institutions. As such, its continual oversight, accountability, and review are subject to the same faculty and shared governance standards that apply to all degrees and certificates,” and: “We expect the same faculty and staff to develop the competencies and assessments for the UW Flexible Option as for their regular curricular offerings, and for these same faculty and staff to oversee and implement the assessments. In this way, we assure the quality of the degree, certificate, or minor completion.”
Processes for Ensuring High-quality Education
We have identified six sets of activities that help to ensure the high quality of UWM’s Flexible Option offerings.

1. Pre-Existing Quality Assurance Processes
Assuring quality and currency of approved courses and programs at UWM is an ongoing, faculty-driven process involving review, evaluation and feedback gathered from a variety of sources. The Academic Program and Curriculum Committee (APCC) reviews all undergraduate programs at least once every ten years. Reports assess programs on the basis of eight standards related to faculty, student body, curriculum, resources and evaluation.

2. Flexible Option Curricular Review/Refresh Cycle
The Flexible Option business plan has an ongoing allocation of resources to ensure that one-third of the curriculum is reviewed and refreshed each year. Thus all Flexible Option programs are reviewed in full every three years.

3. Flex Quality Profile
UW System is sending a team of faculty and program administrators to the June 2014 AAC & U General Education Institute to construct a Flex Quality Profile (Flex QP), a faculty-driven accountability framework that will further elaborate the quality markers of a UW Flexible Option education. It will be designed to include critical components taken from LEAP (AAC&U’s Liberal Education and America’s Promise initiative), which defines the quality agenda in the UW System, as well as the research on best practices in student learning and competency-based delivery models.

Our work at the Institute will focus on the following tasks:

- Defining high impact practices (HIPs) in a competency-based program where there are no faculty and students together in classrooms, whether brick and mortar or virtual, and students work individually and at their own pace;
- Operationalizing inclusive evidence in our new competency-based delivery model;
- Ensuring the rigor of Flex assessments;
- Making student work the best measure of learning in Flex programs in ways that are scalable; and
- Honing the process for the review of Flex curricula and performance standards.

4. The Academic Success Coach
A signature component of the UW Flexible Option is the incorporation of Academic Success Coaches (ASCs) who provide proactive “wrap-around” support. According to best practices from the literature and our experience, students enrolling in the UW Flexible Option (primarily adult, returning students who will fit their education around their already-full lives) need support that is individualized and proactive (called “high-touch” or “intrusive”).
The ASC takes on many roles: traditional academic advising, basic academic and academic-support skills, and life coaching in the context of the competency-based UW Flexible Option delivery model. The ASCs are cross-trained in a variety of academic and support areas (curricular content areas, program planning and other traditional academic advising, financial aid, career counseling, time and financial management, etc.).

An ASC is assigned to a student following the pre-assessment phase of the enrollment process and that ASC will stay with that student through graduation. While current caseloads are small due to planned low enrollment for year one of the Flexible Option, the business plan sets an at-scale ASC-to-student ratio of 85 to one, which will enable the ASCs to maintain the necessary level of proactive support. ASCs are expected to proactively contact students at least once every 2 weeks, more frequently in the first two 3-month terms of a student enrollment, and in the first week of each subsequent term in order to develop and fine-tune the student’s learning plan (the schedule of competencies to be taken on in the program and in the current term). The ASCs also monitor students’ academic activities to ensure they are engaging with academic content on a weekly basis and if necessary contact the student to provide the necessary support to get them reengaged.

5. Student Evaluations
All Flexible Option programs in the UW System are using a common student evaluation instrument, which, over time, will enable cross-program comparisons. The survey instrument is at online https://milwaukee.qualtrics.com/SE/?SID=SV_0328uHfPeM1meAN. Survey results to date are positive, although the small number of responses (N = 8; 12.6% response rate) does not allow for much actionable data. In one case, a student indicated a preference for being able to see the entire assessment, rather than one item at a time, and program faculty are discussing revising settings in the learning management system to enable that to happen. Programs are discussing strategies to increase the response rate to student evaluations.

6. Community of Practice Support
The Flexible Option curricular development and implementation processes have been marked by frequent, rich interpersonal contacts within and across programs, facilitated by UW-Extension. Within the University, Flex program faculty have convened program-level oversight groups and there is a Flex Academic Program Leadership group that meets on an ongoing basis to address program needs and collaboratively brainstorm solutions. There is virtual meeting space in Basecamp, which is the web-based project software utilized at UWM. Across institutions, there is an ongoing Flex Faculty teleconference on a monthly basis. UW Extension has also convened several retreats and curricular workshops, and staff members meet on an individual basis with program faculty and leads. These interpersonal contacts serve a very useful purpose in diffusing best practice.

U.S. Department of Education Approvals
UWM is seeking direct assessment authorization from the Department of Education. We are in process of completing our application, pending input from ED on the UW Colleges’ application.
Conclusion
The UW Flexible Option programs at UWM are off to a strong start. Early evidence indicates that we are on track to meet and exceed the standards of good practice and the expectations of the Higher Learning Commission. We are excited about the future of competency-based education in Wisconsin and the role we can play in increasing degree attainment in the State, furthering our institutional mission.
Appendix 8. The Flex Quality Profile
THE FLEX QUALITY PROFILE LEGEND

The Flex Quality Profile was developed by Brett Barker, UW-Marathon County; Peggy James, UW-Parkside; Rebecca Karoff, UW System Office of Academic & Student Affairs; Bill Keith, UW-Milwaukee; Kim Kostka, UW-Rock County; Laura Pedrick, UW-Milwaukee; Judee Richardson, UW-Extension; and Adrienne Viramontes, UW-Parkside.

THE UW FLEXIBLE OPTION

The UW Flexible Option is built around five design principles that create a seamless educational experience for students:

1. Degrees and certificates are offered from UW institutions.
2. Degrees and certificates are defined by competencies.
3. Students make progress towards their degree/certificate by demonstrating mastery over competencies.
4. Students work at their own pace, and are able to work whenever and wherever they want.
5. Ample support is provided for student success – through materials, people, and technology – available as needed to students.

A touchstone to the UW Flexible Option, the Flex QP includes quality indicators that address, elaborate upon, and bring coherence to these design principles.

WHAT IS THE FLEX QP?

The Flex Quality Profile is a consensus framework for identifying quality in UW Flexible Option programs. The Flex Quality Profile (Flex QP) conveys expectations and criteria by which the quality of the UW Flexible Option may be evaluated.

The Flex QP includes a set of eight quality dimensions. Each dimension enumerates quality indicators that define key components of UW Flexible Option programs and suggested measures and evidence. The quality indicators derive from:

- Research into best practices in competency-based educational program development;
- The curricular development and delivery model of UW Flex as a direct assessment program; and
- Engagement with LEAP (www.aacu.org/LEAP), the UW System’s quality educational attainment initiative, grounded in curricular reform, high-impact practices, Inclusive Excellence, and other practices with proven effectiveness at deepening student learning and improving student outcomes and success.

The purpose of the profile rests primarily in formative evaluation to help Flex programs understand whether they are creating a compelling learning experience for students demonstrated through appropriately assessed program outcomes. It may also be used for external evaluation purposes.

STUDENT-CENTRIC FOCUS

Flex curricula embody the Wisconsin commitment to the LEAP Essential Learning Outcomes and the UW System’s Shared Learning Goals, which articulate the learning necessary to succeed in the 21st-century global society.

Through their unique design, UW Flex programs offer students a learning experience whose very structure is itself part of the learning process. The integrity of this structure is found in:

- Integrated and cumulative learning
- Functional student engagement (HIPS)
- Transparency of learning for the student and the educators
- Inclusive Excellence as a pedagogy

Upon completion, Flex programs retain relevance for the student through their:

- Educational agility
- Value-added skills
- Smooth interface between learning and living

Students enter and emerge from Flex learning at points that make the most sense to them. The education is immediately and directly relevant to learners at all points of the curriculum, resulting in learners who are engaged and accountable for their education.

EIGHT QUALITY DIMENSIONS

The eight Flex QP quality dimensions cover: Student Outcomes; Curricular Integrity; Assessment of Student Learning; Performance Standards; High-Impact Practices; Inclusive Excellence; Academic and Student Support; and Organizational Effectiveness and Excellence.

The quality dimensions include inputs into the design, implementation and evaluation of Flex programs, as well as outputs or outcomes expected as a result of faculty/staff and student engagement with Flex programs.

Benefits to students who enroll in and complete Flex programs are implicit if not explicit throughout the Flex QP. The first quality dimension speaks explicitly to those benefits, to be retrospectively assessed as students complete their programs.

While student outcomes are paramount in the UW Flexible Option, they cannot be achieved without the other quality dimensions that identify the curricular, programmatic, and organizational quality indicators, and that—together—enable Flex programs to produce positive student outcomes.

HOW WILL IT BE USED?

UW Flex faculty and staff should use the Flex QP functions as a rubric, with a common vocabulary, set of expectations, and conception of quality across Flex programs. While the table suggests examples of evidence, we expect Flex staff will identify the evidence that is most appropriate to their context, program and students. The Flex QP serves:

- to convey to all audiences a set of benefits to students, positioning UW Flex in its entirety as a high-impact competency-based program, characterized by high engagement, self-regulated learning, ownership, investment, and deep self-reflection;
- to guide decision-making by Flex partners, promoting continuous quality improvement;
- as a programmatic assessment framework for internal and external stakeholders;
- to confirm and communicate to UW students, faculty and staff the meaning of and evidence for the quality of a Flex education (as defined by Flex faculty and staff), as well as to external audiences (prospective students, employers, transfer partners, graduate programs, accreditors, etc.) and stakeholders (Regents, legislators, governor).

THE FLEX QUALITY PROFILE

- CREATE A SEAMLESS EDUCATIONAL EXPERIENCE FOR STUDENTS: The purpose of the profile rests primarily in formative evaluation to help Flex programs understand whether they are creating a compelling learning experience for students demonstrated through appropriately assessed program outcomes. It may also be used for external evaluation purposes.
- DEMONSTRATING MASTERY OVER COMPETENCIES: Flex curricula embody the Wisconsin commitment to the LEAP Essential Learning Outcomes and the UW System’s Shared Learning Goals, which articulate the learning necessary to succeed in the 21st-century global society. Through their unique design, UW Flex programs offer students a learning experience whose very structure is itself part of the learning process. The integrity of this structure is found in:
  - Integrated and cumulative learning
  - Functional student engagement (HIPS)
  - Transparency of learning for the student and the educators
  - Inclusive Excellence as a pedagogy
Upon completion, Flex programs retain relevance for the student through their:
  - Educational agility
  - Value-added skills
  - Smooth interface between learning and living
Students enter and emerge from Flex learning at points that make the most sense to them. The education is immediately and directly relevant to learners at all points of the curriculum, resulting in learners who are engaged and accountable for their education.

- EFFECTIVENESS AND EXCELLENCE: The quality dimensions include inputs into the design, implementation and evaluation of Flex programs, as well as outputs or outcomes expected as a result of faculty/staff and student engagement with Flex programs.

- TO CONFIRM AND COMMUNICATE TO UW STUDENTS, FACULTY AND STAFF THE MEANING OF AND EVIDENCE FOR THE QUALITY OF A FLEX EDUCATION (AS DEFINED BY FLEX FACULTY AND STAFF), AS WELL AS TO EXTERNAL AUDIENCES (PROSPECTIVE STUDENTS, EMPLOYERS, TRANSFER PARTNERS, GRADUATE PROGRAMS, ACCREDITORS, ETC.) AND STAKEHOLDERS (REGENTS, LEGISLATORS, GOVERNOR).
The Flex Quality Profile
*A rubric for designing, implementing, and evaluating Flexible Option Programs*

<table>
<thead>
<tr>
<th>Flex Dimension 1: Student Outcomes</th>
<th>Quality Indicators</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student outcomes indicators speak to the benefits students will accrue as a result of their Flex education and address student success during and after participation in Flex programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The lives of students completing Flex programs are improved when:</strong></td>
<td><strong>This may be demonstrated by:</strong></td>
<td></td>
</tr>
<tr>
<td>1A. Student academic goals are met.</td>
<td>Student surveys administered at beginning and end of Flex program enrollment.</td>
<td></td>
</tr>
<tr>
<td>1B. Students are able to transfer easily to another institution.</td>
<td>Student surveys administered upon transfer. Student transfer data tracked through UW System and National Student Clearinghouse.</td>
<td></td>
</tr>
<tr>
<td>1C. Students are able to successfully apply to and gain admittance to graduate study.</td>
<td>Alumni surveys.</td>
<td></td>
</tr>
<tr>
<td>1D. Students’ professional goals are met.</td>
<td>Surveys of enrolled students and alumni.</td>
<td></td>
</tr>
<tr>
<td>1E. Students experiences personal and professional satisfaction and growth.</td>
<td>Surveys of enrolled students and alumni.</td>
<td></td>
</tr>
<tr>
<td>1F. Students are able to complete Flex programs at a faster pace and thus a lower overall cost compared to traditional programs.</td>
<td>Cost to students are tracked and comparatively analyzed to similar but non-CBE programs.</td>
<td></td>
</tr>
</tbody>
</table>

**Return on Investment analysis through Lumina Flex grant.**

The following 7 dimensions of the Flex Quality Profile identify the curricular, programmatic, and organizational quality indicators that together enable Flex programs to produce the positive student outcomes enumerated above.
<table>
<thead>
<tr>
<th>Quality Indicators</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Flex curriculum offers integrated and cumulative learning experiences when:</td>
<td>This may be demonstrated by:</td>
</tr>
<tr>
<td>2A. The competencies and assessment activities align with institutional learning outcomes, the UW System’s <a href="https://www.uw.edu/learngoals">Shared Learning Goals</a>, or the LEAP <a href="https">Essential Learning Outcomes</a>.</td>
<td>The learning outcomes (institutional, UW System or LEAP) are clearly articulated in the form of program competencies.</td>
</tr>
<tr>
<td>2B. The competencies required for the programs build a unified body of knowledge that is consistent with the stated purpose of the program.</td>
<td>Faculty with subject matter expertise design Flex curricula and regularly engage with students during the course of the program, provide expert assistance and support to the students in the program, and have a meaningful role in directing and reviewing the assessment of competencies.</td>
</tr>
<tr>
<td>2C. Students understand the UW Flexible Option as a self-paced, competency-based educational program, with discipline-specific learning outcomes that are clearly defined and consistently assessed and measured.</td>
<td>For each competency set, the learning goals and outcomes, as well as the student expectations of work quality, and means of each competency assessment are published on the Flex website. Admissions staff, ASCs, and faculty (as appropriate) discuss with students the learning goals and outcomes, the expectations of student work, and assessment of</td>
</tr>
</tbody>
</table>
2D. Expectations for student work and the means for assessing the learning and competencies acquired through their work are clearly defined.

Expectations for student work and means of assessment are published on the Flex website. E.g., Admissions staff, ASCs, and faculty (as appropriate) discuss with students the means for assessing the learning and competencies acquired through their work.

<table>
<thead>
<tr>
<th>Flex Dimension 3: Assessment of Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a direct assessment program, Flex depends on robust, mixed methods assessment of student learning aligned with the competencies students are expected to demonstrate as they progress through the program. Assessments are designed to evaluate student mastery of Flex program competencies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality Indicators</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Flex assessment appropriately measures student learning and supports academic improvement when:</td>
<td>This may be demonstrated by:</td>
</tr>
</tbody>
</table>

3A. The assessment activity aligns with the competency (competency set), providing clarity to the student on what he or she is being asked to perform or demonstrate. | Each Flex program has a curricular development and review process in place to ensure alignment. |

3B. Flex students are expected to demonstrate mastery of curricular content. Students are assessed through performance-based evaluations of discipline-specific skills, practices, applications of theory, and demonstrated understanding of denotative/connotative content. | Mastery is clearly defined per competency set/discipline and is placed on the Flex website for repeated student interface. |

3C. Students have ample opportunities to take practice assessments and receive appropriate feedback, and/or review examples of successful final assessments, prior to demonstrating mastery. | Existence and demonstrated efficacy of practice assessments. Students have multiple opportunities to provide feedback on assessment. |
<table>
<thead>
<tr>
<th>3D.</th>
<th>There are clear and appropriate methods for evaluating assessments that are tied to the action verbs of competencies and competency sets.</th>
<th>Rubrics, grading criteria, and other evaluation methodologies are available to students and are clearly explained.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3E.</td>
<td>Rubrics or similar evaluation tools have been developed by program instructors and shared with colleagues for quality assurance.</td>
<td>Program instructors have engaged in collective discussion of rubrics used in Flex programs. Program instructors have engaged in rubric calibration or collective grading or review of student work to determine the efficacy of the rubric.</td>
</tr>
<tr>
<td>3F.</td>
<td>Flex student performance data/results demonstrates Flex students’ learning to internal and external audiences.</td>
<td>Student data is aggregated across Flex programs and disaggregated by student populations within programs. Student data in Flex programs is compared to the data generated in comparable UW programs offered in traditional delivery models.</td>
</tr>
<tr>
<td>3G.</td>
<td>Flex programs collect and use student data for continuous improvement.</td>
<td>Flex programs utilize formative evaluation plans to effectively measure student learning and competence, and engage in program improvement.</td>
</tr>
</tbody>
</table>
### Flex Dimension 4: Program Performance Standards

A clear articulation of program performance standards, understood by Flex students and faculty/staff, is critical to ensure the transparency of learning that is a hallmark of UW Flex programs. Performance standards include agreement on the levels of proficiency at which students are expected to learn and clear distinctions for students and educators on grading in Flex, including levels of mastery necessary for progress through program competencies.

<table>
<thead>
<tr>
<th>Quality Indicators</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Standards in Flex are well-articulated and clear when:</strong></td>
<td>This may be demonstrated by:</td>
</tr>
<tr>
<td>4A. Performance standards are discussed and agreed upon by program faculty/staff and/or department members within a Flex program.</td>
<td>Published Performance Standards for each Flex program (these could be different than those above, i.e., student-facing language).</td>
</tr>
<tr>
<td>4B. Students understand the particular level of proficiency necessary to have mastered the competency (and thereby receive credit).</td>
<td>Published Performance Standards for each Flex program (these could be different than those above, i.e., student-facing language).</td>
</tr>
<tr>
<td>4C. There are clear distinctions for instructors and students on what constitutes “Mastery” and “Working toward Mastery.”</td>
<td>Within a competency set, mastery expectations are clearly defined.</td>
</tr>
</tbody>
</table>

### Flex Dimension 5: High-Impact Practices (HIPS)

Higher education research identifies high impact practices or HIPs as: intellectually engaging and effective educational practices; shown to deepen student learning and engagement; shown to raise levels of performance, retention and success for all students, particularly those from historically underrepresented groups. The UW Flexible Option is itself a high-impact practice, characterized by the high engagement, self-regulated learning, high ownership, deep self-reflection of Flex students as they progress through Flex curricula. In addition, Flex programs aim to explicitly embed certain HIPs in Flex curricula, in particular meta-cognitive learning skills and practices.

<table>
<thead>
<tr>
<th>Quality Indicators</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Flex is a high-impact practice when:</strong></td>
<td>This may be understood by:</td>
</tr>
<tr>
<td>5A. Meta-cognitive learning skills, e.g., higher-order intellectual and practical skills, are included and assessed as a part of every Flex curriculum.</td>
<td>Faculty design Flex programs to include competencies and corresponding assessments that are</td>
</tr>
<tr>
<td>5B. Competency sets include opportunities for students to demonstrate high engagement, self-regulated learning, student ownership of the learning, and self-reflection.</td>
<td>Based on or reflect metacognitive and content-specific skills.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>5C. Every Flex student has the opportunity to participate in a First-Flex Experience that orients them to competency-based learning in the UW System.</td>
<td>A First Flex Experience comprised of modules on competency-based education vs. other modalities learning styles, instructional technology and LMS requirements, an introduction to liberal education, and/or a guided self-assessment focused on: “why are you here?”</td>
</tr>
<tr>
<td>5D. Every Flex degree-seeking student has the opportunity to participate in a capstone or other culminating experience.</td>
<td>Flex programs include a synthesizing assessment as part of program completion, whether a written self-reflection, a clinical experience, or some other kind of performance or demonstration representing the student’s learning at the end of the Flex program.</td>
</tr>
</tbody>
</table>
5E. Students are able to apply their mastery of knowledge and skills to broader-world contexts, both while enrolled in Flex programs and upon completion.

Flex programs include assessments that ask students to apply their learning to broader-world contexts.

Student work demonstrating the above.

Administration of post-completion survey to Flex students.

5F. The program includes in its design the ability for students to create a self-regulated, individualized learning path, with support.

Individualized Educational Plan developed by student and ASC.

### Flex Dimension 6: Inclusive Excellence

Inclusive Excellence is the UW System’s research-supported strategic framework for engaging with diversity, equity and inclusion, grounded in the joint pursuit of equity and excellence as core to mission and a shared responsibility for UW institutions and System Administration. It is a constituent component of how the UW System defines quality, and of AAC&U’s LEAP initiative. This quality dimension considers diversity in terms of demographic characteristics, ability and accessibility, pedagogy, academic content and learning styles.

<table>
<thead>
<tr>
<th>Quality Indicators</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Flex programs (curricula, pedagogy, and accessibility) adhere to the principles of Inclusive Excellence when:</strong></td>
<td>This may be demonstrated by:</td>
</tr>
<tr>
<td>6A. Flex curricula incorporate diverse perspectives, recognize multiple identities and cultural backgrounds of students, and recognize conscious bias while seeking to minimize unconscious bias.</td>
<td>Flex curricula include competencies/competency sets asking students to demonstrate intercultural competence and knowledge and/or understanding of diverse culture.</td>
</tr>
<tr>
<td>6B. Flex programs conform to recognized standards of accessibility for students in their pedagogy, content, and technology platforms</td>
<td>Flex curriculum includes a variety of learning supports, e.g., texts, videos, and audio. Materials and technologies</td>
</tr>
<tr>
<td>6C. Flex programs are meeting the needs of the state of Wisconsin’s increasingly diverse population by providing equitable access to, participation in, and outcomes for underrepresented students.</td>
<td>Student enrollment, performance and completion data are tracked by demographics in the effort to ensure equitable access, participation and outcomes across student populations. Regular Student Enrollment reports that include admissions, registration, progress, grading, retention and completion data.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>6D. Hiring and Staffing in Flex programs strive to represent ethnic, racial, and other kinds of diversity.</td>
<td>Flex staff diversity meets or exceeds diversity in comparable UW programs.</td>
</tr>
</tbody>
</table>

### Flex Dimension 7: Academic Support and Student Services

Wrap-around support for students is another hallmark of quality in UW Flex programs, in particular through the role of the Academic Success Coach assigned to each Flex student, and including other kinds of student support services accessible to all students through technology and people-based resources.

<table>
<thead>
<tr>
<th>Quality Indicators</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Flex provides quality academic support when:</strong></td>
<td><strong>This may be demonstrated by:</strong></td>
</tr>
<tr>
<td>7A. The Academic Success Coach (ASC) receives thorough training and demonstrates understanding of administrative and operational aspects of Flex delivery; and the Flex program and curricula to which he or she is assigned, including overarching institutional, college or school, and program learning goals and outcomes.</td>
<td>An ASC orientation program and/or handbook is developed, reviewed and adhered to by Flex faculty and staff. ASCs are evaluated on their understanding of Flex operational and academic</td>
</tr>
<tr>
<td>7B. The student engages with the ASC regularly over substantive learning issues.</td>
<td>delivery of the Flex program to which they are assigned.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>7C. The student and ASC return to the Individual Learning Plan on a periodic basis and modify the plan as necessary.</td>
<td>ASCs log and evaluate student contact as substantive engagement about learning.</td>
</tr>
<tr>
<td>7D. The ASC meets regularly and as needed with program faculty and staff.</td>
<td>The Individual Learning Plan is stored in a secure but accessible space for all team members, including instructors.</td>
</tr>
<tr>
<td>7E. Tools are in place to support the work of the ASC.</td>
<td>Clear identification of ASC assigned to program faculty/programs, with a mutually agreed upon schedule for regular contact.</td>
</tr>
<tr>
<td>7F. The ASC advises students, as appropriate and in consultation with program faculty, to consider alternative programs if the student is not making adequate progress, for whatever reason.</td>
<td>Customer Relations Management System (CRM) is implemented and of daily use in support of the ASC. Communication templates are used regularly for routine communications.</td>
</tr>
<tr>
<td>7G. Auxiliary Student Services: Registration, bursar and other administrative services meet student needs.</td>
<td>Documented in the CRM.</td>
</tr>
<tr>
<td>7H. The student is able to access learning supports, as needed, either within curated content, in the Learning Management System (LMS), or with other support services (Libraries, Tutoring, Online Writing Lab, etc.).</td>
<td>Student satisfaction surveys; suggested benchmark = &gt;80% of students agree to the statement.</td>
</tr>
<tr>
<td>7G. Students are able to view their real-time progress toward degree via an online dashboard.</td>
<td>Student satisfaction surveys; suggested benchmark = &gt;80% of students agree to the statement.</td>
</tr>
<tr>
<td>7G.</td>
<td>Dashboard is available and accessible online.</td>
</tr>
<tr>
<td>Quality Indicators</td>
<td>Evidence</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>Flex programs and the UW Flexible Option as a whole have organizational effectiveness and excellence when:</strong></td>
<td><strong>This may be demonstrated by:</strong></td>
</tr>
<tr>
<td>8A. Clear and meaningful communication networks are established and maintained among Flex central leadership, CEOEL staff, and Flex institutional leadership, faculty, IAS, and other staff.</td>
<td>Organizational chart that includes roles, responsibilities, and decision-making authority. Standing meetings, in person and by phone, and regular retreats</td>
</tr>
<tr>
<td>8B. Data are shared, as appropriate, between Flex central/CEOEL and Flex institutions.</td>
<td>Guidelines and agreements for data sharing are developed and followed.</td>
</tr>
<tr>
<td>8C. Access to technology platforms is provided, as appropriate, between Flex central/CEOEL and Flex institutions.</td>
<td>ASCs, IDs, others have access to D2L, as appropriate. Flex institutional staff have access to the CRM and SIS as they come online</td>
</tr>
<tr>
<td>8D. The collaborative relationship between CEOEL and Flex institutional partners is clearly defined and mutually perceived as working in the best interests of students.</td>
<td>MOUs between CEOEL and Flex institutional partners are collaboratively prepared and updated at appropriate intervals.</td>
</tr>
<tr>
<td>8E. Flex central and institutional program leads and faculty regularly review Flex degree and certificate programs (including learning outcomes and</td>
<td>An evaluation plan is developed, implemented,</td>
</tr>
</tbody>
</table>
goals, assessments, curated content, etc.) to identify areas needing improvement.

| and utilized for each Flex program focused on academics. |
| Documentation of the Curricular Refresh cycle built into each Flex program, including changes made. |

| 8F. Flex central and institutional program leads and faculty regularly review administrative, operational, and student support functions for Flex (including admissions, registration, LMS, ASC roles, etc.) to identify areas needing improvement. |
| An evaluation plan is developed, implemented, and utilized for each Flex program focused on administrative, operational, and student support functions. |

*Note.* Several future-state IT systems are referenced that are in various stages of development: a SES or student engagement system, a CRM or Customer Relations Management System, a student dashboard, and the *UW Flex Smartscript*. The *Flex Smartscript* is a competency-based transcript which will more adequately and comprehensively represent the CBE nature of Flex programs and students’ progression through them.