

A decorative graphic consisting of several concentric, light gray circles of varying radii, centered on the left side of the slide. The circles are not perfectly solid but have a slightly fragmented or hand-drawn appearance.

# 03 BCRP: Podcast Discussion

# The BCRP Steering Committee was asked to provide feedback on the six illustrative business models in discussion

## 1 UNC Global



- Create standalone accredited 18<sup>th</sup> with own brand and infrastructure
- Option might include:
  - Low cost Gen Ed with new degree pathways
  - Partway Home Online w/ intensive supports
  - Undergrad, adult learners only
  - Grad + Undergrad

## 2 UNC – Alt Credentials



- Develop UNC solutions/offerings for alternative credentials
- Target entirely new learner populations and with new types of credentials

“Accredited 18<sup>th</sup>”

## 3 OPM to the System



- Develop a “unit” that can serve as an internal UNC-only OPM provider, providing support to each institution within the system for online learning
- This could work in a few different ways:
  - “Free market” scenario – institutions engage and “buy” support as needed
  - Business rules dictate how the centralized OPM unit must be engaged

## 4 Front End Lead Gen



- New acquisition cost model
  - “Free” Online in Year 1
  - Major corporate partnership
- Create coordinated front-end for generating online leads across the System

“Services 18<sup>th</sup>”

## 5 Free Market, Fix Incentives



- Equip the institutions to achieve dramatic growth by making three major changes to incentive system across UNC:
  - Allow for tuition rate competition in DE
  - Change funding formulae for DE to incentive entrepreneurial activity and institutional behavior to launch and market online programs
  - Change tenure promotion to include/support digital learning capabilities and activity

## 6 Pick and Invest



- Determine areas of strength across the system and invest heavily in selected institution(s) that will represent flagship online brand for the system

“Crown an 18<sup>th</sup>”

Intentionally Blank Slide

---

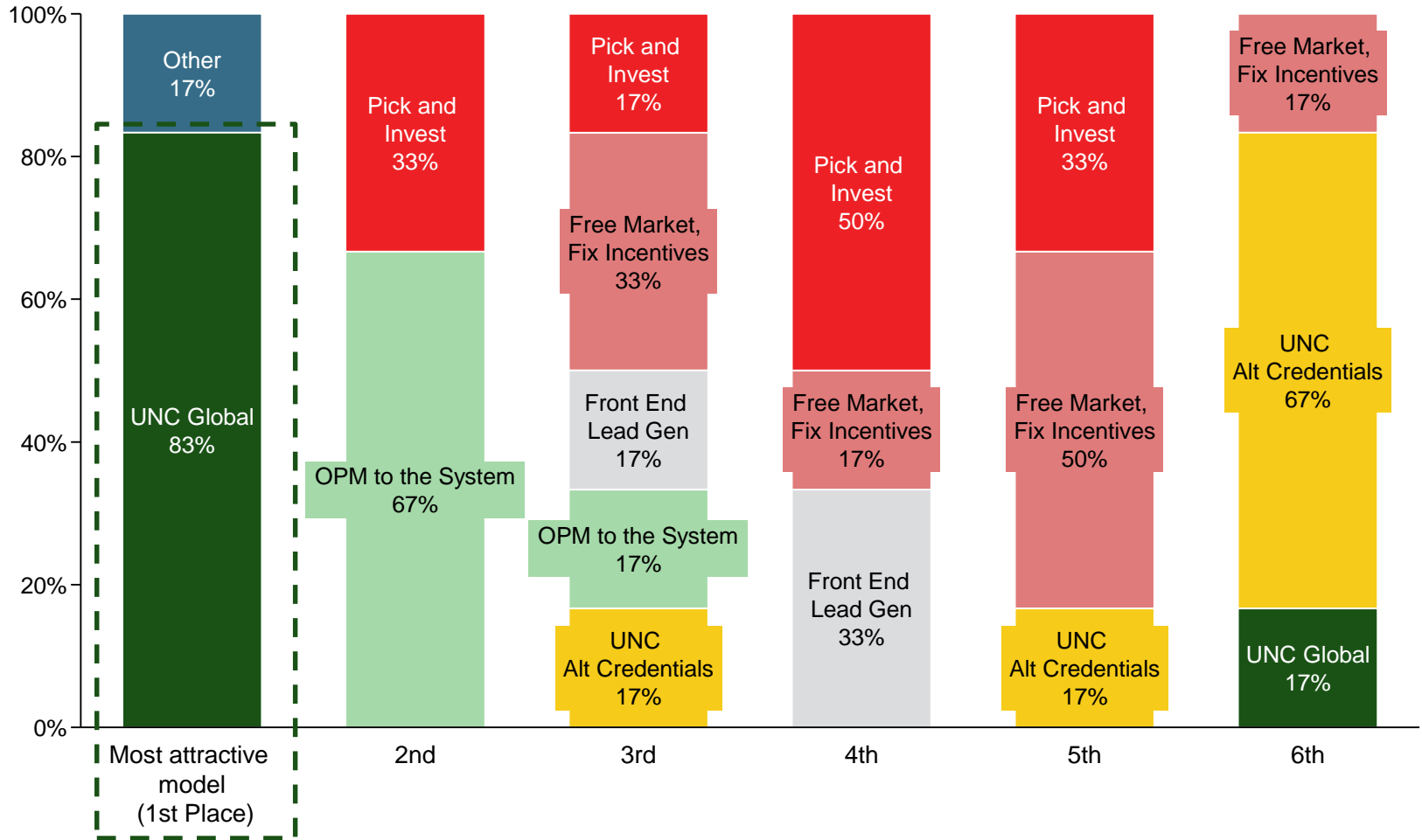
Intentionally Blank Slide

Intentionally Blank Slide

# In ranking preferred models, the Steering Co has highlighted UNC Global as best option to achieve system ambitions

Ranking of Model Options by Steering Committee

n=7



Sources: September 9<sup>th</sup> Homework Assignment Survey; Tyton Partners analysis

# Feedback and perspectives on the “18th institution” – and other models – highlight tradeoffs among directions

Models	Feedback Summary	Supporting Quotes		
<p>1</p> <p><b>UNC Global</b></p>	<ul style="list-style-type: none"> <li>• Most attractive model for delivering upon UNC’s transformative goals</li> <li>• Highest risk / operational cost required of all models</li> </ul>	<p>“I think that a model that establishes <b>separate institution</b> is the only way advance our goals, accelerate our success and do it within a reasonable amount of time.”</p>	<p>“<b>Comprehensive option</b> that seems most in-line with the vision of the UNC System, also most expensive and risky.”</p>	<p>“I like that it would be a <b>fresh start</b> in that we could construct it from the bottom up free of state policy and regulatory constraints.”</p>
<p>2</p> <p><b>UNC – Alt Credentials</b></p>	<ul style="list-style-type: none"> <li>• Differing opinions on the alternative credentials play</li> <li>• Some feel its oversaturated, or it doesn’t achieve our goals, or it may not be large enough</li> </ul>	<p>“The alternative credentials segment is <b>overpopulated</b> and doesn’t address the state’s true need.”</p>	<p>“Too many others are already in this market. This could <b>complement</b> the UNC Global Model, but I don’t think it could replace it.”</p>	<p>“This could be one of <b>several targets for the 18<sup>th</sup> institution</b>, with the assumption that the 1th will conduct ongoing market and employer analyses to ensure alignment with state and workforce needs.</p>
<p>3</p> <p><b>OPM to the System</b></p>	<ul style="list-style-type: none"> <li>• The OPM model is viewed more as a tool or strategy to achieve the 18<sup>th</sup> - not a sufficient model to achieve our goals on a standalone basis</li> </ul>	<p>“I do like the OPM model, but as a function of the 18th university so that constituent universities and the <b>18th can benefit from economies of scale</b> and increased quality.”</p>	<p>“I think this model could be the core, or <b>starting point, for the Global Model</b>. I do not think it alone will be sufficient to transform and position our System for the future.”</p>	<p>“Most assured way of achieving critical mass from a <b>marketing and outreach</b> standpoint.”</p>

# Feedback and perspectives – cont'd

Models	Feedback Summary	Supporting Quotes		
<p>4</p> <p><b>Front End Lead Gen</b></p>	<ul style="list-style-type: none"> <li>• Front end lead gen on its own provides a tool for institutions, but also may create problems for them</li> <li>• We could view a lead gen play as as part of the 18<sup>th</sup></li> </ul>	<p>"Providing lead gen for campuses to covert leads is not a good idea. If you increase leads without increasing campus-specific recruitment and conversion efforts, <b>you simply create a bottleneck.</b>"</p>	<p>"In this model we are <b>simply a tool</b> providers for the institutions."</p>	<p>"<b>Nice to couple with #1</b> if we decide against an outreach OPM purchase."</p>
<p>5</p> <p><b>Free Market, Fix Incentives</b></p>	<ul style="list-style-type: none"> <li>• Free market, fix incentives would create competition among institutions</li> <li>• May create a lift for each institution, but doesn't accomplish system-wide goals effectively</li> </ul>	<p>"We would certainly <b>create competition</b> and quickly. Is it in the best interest of our campuses?"</p>	<p>"This model would work but <b>doesn't accomplish the larger goal</b> of maximizing the system resources and establishing a singular platform and convenient delivery mechanism for the non-traditional students in our state."</p>	
<p>6</p> <p><b>Pick and Invest</b></p>	<ul style="list-style-type: none"> <li>• Picking winners would be politically challenging</li> <li>• This may not be transformative enough relative to goals</li> </ul>	<p>"We can't crown one or even two institutions a winner. It just <b>would not fly.</b>"</p>	<p>"Hard to not end with a <b>pre-determined group of winners.</b>"</p>	<p>"This is <b>not transformative</b> enough on its own."</p>



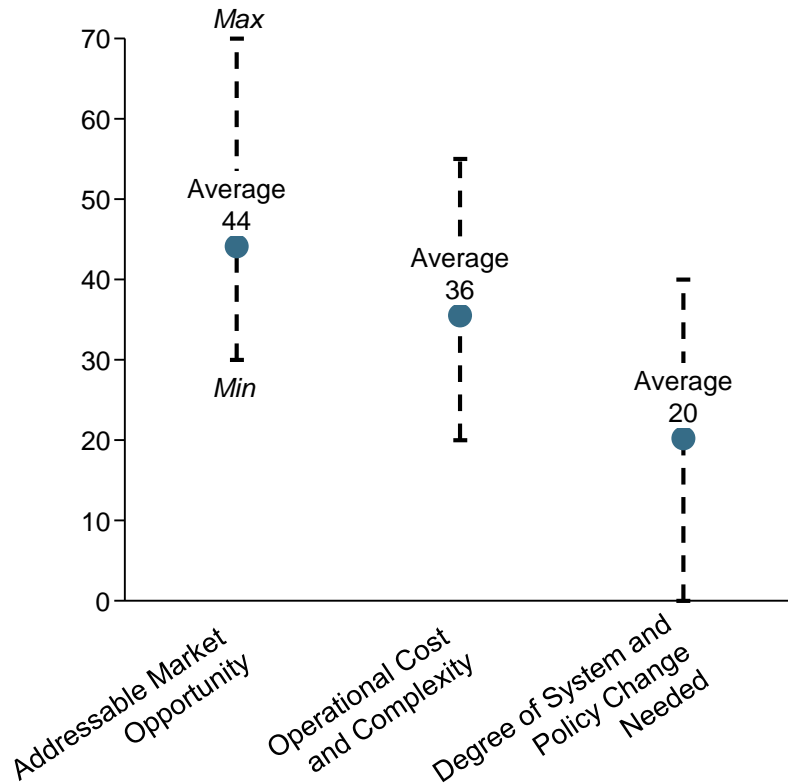
---

Intentionally Blank Slide

# Feedback on weighting and prioritization of evaluation factors

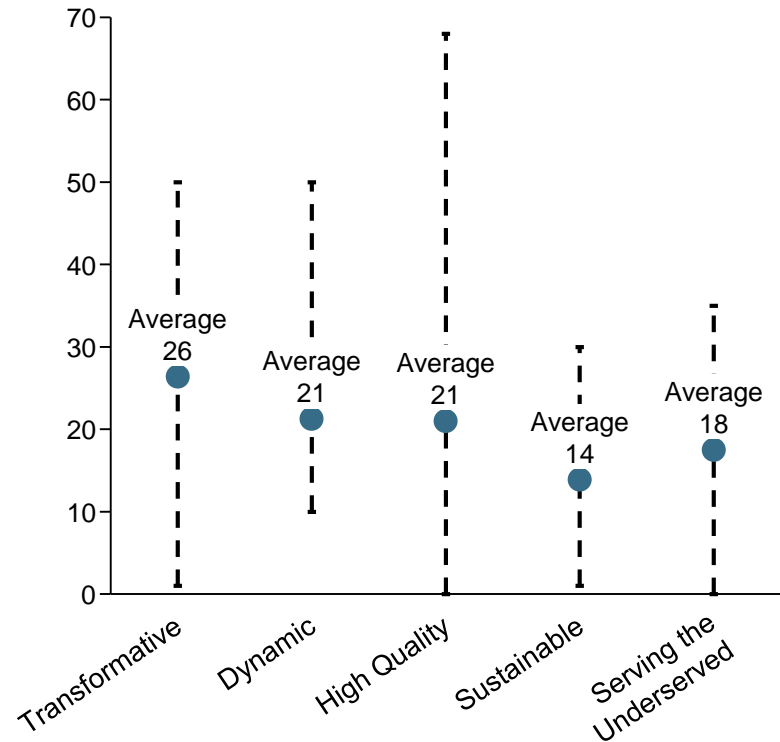
## 100 Pennies Exercise – Weighting Evaluation Factors by Steering Committee

n=7



## 100 Pennies Exercise – Weighting Guiding Principles by Steering Committee

n=7



In this exercise, you have 100 pennies to distribute. You will invest the pennies across the evaluation factors listed below according to your belief about each factor's relative level of importance. You can distribute them among as many – or as few – factors as you like.

In this exercise, you have 100 pennies to distribute. You will invest the pennies across our guiding principles listed below according to your belief about each principle's relative level of importance. You can distribute them among as many – or as few – factors as you like.