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## Purpose, Target and Strategic Objectives

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<i>Purpose</i>	Higher Education advances prosperity and quality of life for all Utahns.
<i>Target</i>	66% of adults ages 25–35 will have earned a post-secondary degree or certificate by 2020.
<i>Strategic Objectives</i>	<b>Affordable Participation</b> <b>Timely Completion</b> <b>Innovative Discovery</b>

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## Goals and Tactics for Strategic Objectives

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### *Affordable Participation*

**Goal: Increase the number of Utahns who decide to access, are prepared for, and succeed in higher education, using 66by2020 enrollment targets.**

Tactics:

1. Improve student financial support
  - a. Encourage family responsibility, such as saving for college (UESP)
  - b. The role of need-based aid
    - i. FAFSA participation
    - ii. Federal Pell grants and student loans
    - iii. State financial aid (Success Stipends)
    - iv. Institutional need-based aid (e.g. “Dream Weber,” SLCC “PACE”)
  - c. Statewide scholarships
    - i. Regents’ Scholarship
    - ii. New Century Scholarship
  - d. Institutional financial assistance
    - i. Scholarships and tuition waivers
  - e. Affordability by keeping tuition and fees less than like institutions

- i. State support
  - ii. Tuition rates (first and second tier and differential)
  - iii. Utilization and targeting of various tuition waivers
  - iv. The role of need-based aid (institutional, state & federal)
  - v. Implementation of affordability metric as part of new Performance Funding model
- 2. Advocacy for state support for capacity, and maintaining and improving quality
  - a. Operational budget support (including compensation, student participation, mission based funding, etc.)
    - i. Advantages of public higher education in providing affordable options for students
  - b. Efficient use of operational resources
  - c. Facility budget support
    - i. Sufficient facilities to meet capacity and programmatic needs
    - ii. Efficient utilization of capital facilities including during the summer
  - d. Increase public support for higher education
    - i. USHE efforts
    - ii. Prosperity 2020
    - iii. Education First
    - iv. Envision Utah
- 3. Provide more active outreach to first-generation, economically disadvantaged, and returning adults
  - a. Assisting less-prepared students to succeed through improved developmental course strategies
  - b. Adult College Completion Prior Learning Assessment Pilot (WSU, UVU & DSU) and similar efforts
- 4. Encourage college readiness with a goal that every high school graduate is prepared for college
  - a. Utah Scholars
  - b. StepUp to Higher Education outreach
  - c. Math and possibly other high school graduation recommendations to be college/career ready
  - d. K-16 efforts and partnerships with K-12 institutions
    - i. USHE annual Counselor and Administrator Conference
    - ii. StepUp Ready Grants
    - iii. Secondary counselor training and certification
    - iv. Coordination of recruitment and outreach
  - e. Admission expectations of institutions, including structured enrollment policies

5. Improve ease of access
    - a. Advising
    - b. Academic pathways/majors
      - i. Course availability at needed times
    - c. Outreach to potential first-generation students including StepUp to Higher Education, college guide, College Application Week, College Access Network of Utah, etc.
      - i. Measure success in attracting and retaining first-generation and underserved students
    - d. Delivery modes such as on-line and distance learning
    - e. Application process with focus on removing barriers
    - f. Transfer pipelines and seamless partnerships within USHE
      - i. Majors & transfer guides
      - ii. Transferability of credit, common course names/numbers in general education
    - g. Meaningful concurrent enrollment
    - h. College application process
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### ***Timely Completion***

**Goal: Increase the percentage of students who persist and graduate, using USHE institution performance relative to 66by2020 graduation targets.**

Tactics include:

1. 15 to Finish (15 hours should be considered full-time, not 12).\*
  - a. Institutions are to set three- and five-year goals based on current percent taking 15 credits; to be presented to Board in January 2015.
2. Plateau Tuition—continue to inform students and parents about the financial as well as time advantages of taking 15 credits for the same tuition cost as 12 (available at seven institutions).\*
3. Semester-by-semester degree maps with recommended courses for each major.\*
  - a. Institutions to report in January 2015 the percent of programs which have degree maps and a target date for 100 percent of programs.
4. Encourage students to enroll in an appropriate math class during their first year of college.\*
  - a. Institutions to set three- and five-year goals for completion of quantitative literacy requirement in first year (through courses or acceptance of AP credit) as well as decreasing the number of students enrolled in

developmental math (Math 1010 and below); to be presented to Board in January 2015.

5. Increase reverse-transfer (stackable certificates and associate degree on the way to bachelor's degree).\*
  - a. Certificate-granting and associate degree-granting institutions to set three- and five-year goals for increasing stackable certificates (to AAS then to BS) and AA/AS degrees; to be presented to Board in January 2015.
6. Encourage strategies to increase engaged learning (high impact practices), such as:
  - a. Peer-to-peer student collaborations
  - b. Service learning
  - c. Internships
  - d. Integrated and well-articulated general education.

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### *Innovative Discovery*

**Goal: Encourage innovation as a core value at each USHE institution, in keeping with its distinct mission. USHE is a “knowledge enterprise,” engaged in the creation and dissemination of knowledge.**

Tactics include:

1. Encourage innovation and best practices in models of teaching and learning at each institution.
  - a. Use best mode for students including in-person, on-line, hybrid and “flipped” classes.
2. Assure that each student meets the Essential Learning Outcomes (including student critical thinking, quantitative literacy, communication, and teamwork skills) in order to foster a culture of innovation, collaboration and life-long learning.
3. Support research universities’ mission of creating new knowledge through cutting-edge research.
  - a. Attract and retain top research faculty
    - i. Support continuation of USTAR
  - b. Successfully compete for research grants and contracts
  - c. Commercialization of research
  - d. Support graduate student assistantships and research
4. Support regional universities’ and community colleges’ roles in applied research and encouraging faculty to stay current in their field.

5. Encourage high-impact learning experiences for undergraduates at all institutions.
  - a. Curriculum must be culturally responsive
6. Encourage partnerships with business community to support academic missions and meet workforce needs.
  - a. Monitor and adjust academic programs to meet critical workforce needs in STEM and other fields.

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\* Completion strategies adopted by the Board of Regents in July 2013; direction to institutions to set three- and five-year goals by January 2015 adopted by Board of Regents in July 2014. The July 2014 directions adopted by the Board contain more detail than is presented here.



# UTAH STATEWIDE EDUCATION PLAN DEVELOPMENT STRATEGY

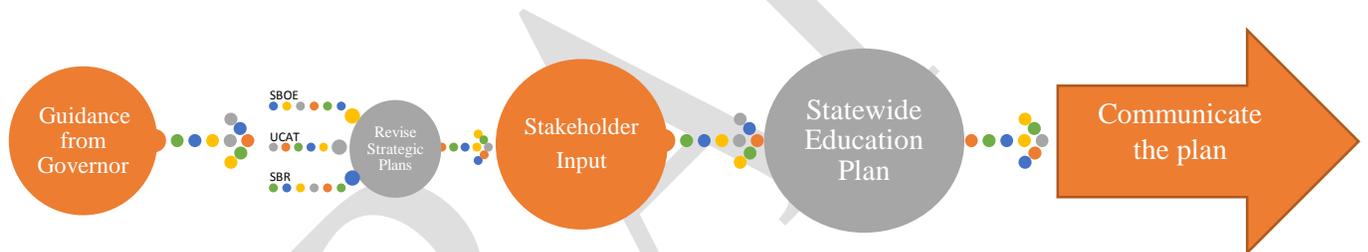
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## Introduction

Utah recognizes the need for a strong education system. In particular, Utah understands that education, from early childhood through adulthood, is a critical component of a prosperous state and a robust economy. Following the work of the Governor’s Education Excellence Commission and the valuable work of other interested stakeholders and groups who have focused attention on education, the Governor now seeks to facilitate the collaboration and further unite efforts between the State Board of Education (SBOE) with the Utah State Office of Education (USOE), the Utah College of Applied Technology (UCAT) Board of Trustees and Presidents, and the State Board of Regents (SBR) with the Utah System of Higher Education (USHE), and other stakeholders to create a statewide education plan<sup>i</sup>.

This document provides information from Governor Herbert regarding a) a vision statement for education in the state, and b) guiding principles and a strategic framework for plans aimed at enhancing education in Utah (See Figure 2). Figure 1 illustrates a proposed process for informing the Statewide Education Plan as well as communicating and building support for the plan once it is drafted.

Figure 1: Process for the Statewide Education Plan



Each of the agencies and their Boards will address and incorporate each of the eight anchors into their strategic plans. The Governor will proceed with the creation of the Statewide Education Plan. Each of the revised or new plans will function independently, and the plans will also function interdependently. The Statewide Education Plan will include input from other entities such as GOMB, executive branch agencies, or other interested groups to inform the plan. This strategy will ensure coverage of each anchor, provide some degrees of freedom and flexibility for each entity (i.e., state agency and Governor), demonstrate responsiveness on part of the Governor’s office to those who are either identified as responsible parties, stakeholders, or have other reasons to be engaged, and ensure momentum and movement forward with each group completing their particular part.

The statewide plan will encompass issues from pre-kindergarten through graduate education, with an important place for every student equally. Increasing the knowledge, skills, diplomas, certificates, and degrees for every student benefits those individuals as well as the state.

Figure 2. Vision, Guiding Principles, and Strategic Plan Framework

## Vision Statement

*Utah invests in the long-term prosperity of our residents, our health and well-being, and our economic future through education. Utah promotes a stable and sustainable system of education from early childhood through adulthood to enrich the life experiences, civic engagement, and opportunities of all Utahns.*

## Guiding Principles

- Provide Actionable Strategies and Tactics
- Provide Measureable and Achievable Outcomes
- Provide Accountability and Transparency
- Ensure and Maximize Adequate Resources
- Ensure Opportunities for Every Student, Including Underserved Students
- Seamlessly Align Pre-K-20
- Build Support for Education

## Strategic Plan Framework

### Anchors

- Anchor 1:** Increase Content Proficiency and Achievement for all Students
- Anchor 2:** Expand Access, Participation, and Completion
- Anchor 3:** Enhance Educator Preparation and Professional Practice
- Anchor 4:** Identify and Target Resources to Maximize Outcomes
- Anchor 5:** Meet Critical Economic and Employer Needs
- Anchor 6:** Enhance Partnerships
- Anchor 7:** Adopt Innovative and Evidence-Based Practices
- Anchor 8:** Enhance Outcome Reporting

## Vision

Utah invests in the long-term prosperity of our residents, our health and well-being, and our economic future through education. Utah promotes a stable and sustainable system of education from early childhood through adulthood to enrich the life experiences, civic engagement, and opportunities of all Utahns.

## Guiding Principles

The following principles are provided to guide the planning, development, and implementation of the state education plan and each education entity's strategic plan.

- Provide Actionable Strategies and Tactics
- Provide Measurable and Achievable Outcomes (Short- and Long-Term)
- Provide Accountability and Transparency
- Ensure and Maximize Adequate Resources
- Ensure Opportunities for Every Student, Including Underserved Students
- Seamlessly Align Pre-K-20
- Build Support for Education

## Education Strategic Plan Framework

Education leaders and stakeholders across Utah have engaged in many valuable efforts that resulted in multiple existing plans. Many of these plans articulate goals, visions, and strategies to improve education for Utahns, including addressing areas from early childhood through adulthood. In an analysis of these existing education plans, many themes emerged.

The following Strategic Plan Framework was informed by analysis of the previous plans and consideration of the vision to achieve a prosperous Utah through education. The Strategic Framework provides eight elements. These elements serve as anchors for the State's Education Plan and are intended to guide how Utah focuses its efforts to support education. Also, these anchors are intended to guide revisions of state agency strategic plans.

### Anchor 1: Increase Content Proficiency and Achievement for Every Student

To meaningfully progress through the education system, it is imperative that students are proficient in the academic content before advancing to the next level. Education stakeholders should ensure that elementary, secondary, and postsecondary students are learning and mastering content. There is intent to ensure that individuals are ready for postsecondary education and careers. This is frequently measured by proficiency in reading during the early grades, proficiency in fundamentals of mathematics, achieving benchmarks on standardized tests, obtaining licensure or certifications for occupations, or earning a degree.

*Articulate how your Board will increase student achievement and content proficiency.*

### Anchor 2: Expand Access, Participation, and Completion

Utah needs to expand access, participation, and completion in public and postsecondary education to reach education goals, particularly to populations that have been underserved in the past. This need exists across the entire education pipeline from enrolling in high-quality pre-

school and kindergarten programs, encouraging students through high school graduation, and emphasizing postsecondary enrollment, to supporting postsecondary completion.

*Articulate how your Board will expand opportunities for access, participation, and completion from early childhood through postsecondary education.*

### **Anchor 3: Enhance Educator Preparation and Professional Practice**

Students can succeed when teachers, professors, administrators, and other education leaders are adequately trained and effective in their profession, complete timely and relevant professional development, are adequately compensated, and sufficiently evaluated. Across the system, stakeholders need to support professional development opportunities including professional learning communities, teacher endorsements, performance rewards, research support, and competitive compensation that create opportunities to develop better teachers, administrators, scholars, and researchers.

*Articulate how your Board will increase the effectiveness of educators, administrators, and staff who support education.*

### **Anchor 4: Identify and Target Resources to Maximize Outcomes**

Stakeholders agree that Utah should address funding in both public and postsecondary education. With limited resources available, it is important to accurately identify where resources are needed most. Consistently there are calls to use resources in efficient ways that ensure a return on investment. By identifying high-priority funding needs and other resource needs such as human capital, facilities, equipment, and other infrastructure necessary to impact educational progress, education entities demonstrate that there is a thoughtful plan for using existing resources as well as any additional resources. There are opportunities to consider new and alternative ways of increasing resources, including increasing efficiencies and redirecting resources. It is important for any increased funding to education to be shown to be a prudent use of resources, including that funding may be tied specifically to performance measures or outcomes.

*Articulate your boards' funding and resource needs, how these funding needs may be met, and how your Board will target and efficiently use resources to maximize identified outcomes.*

### **Anchor 5: Meet Critical Economic and Employer Needs**

The public education system has a critical role to play in preparing students to succeed in postsecondary education, their careers and the workplace, and in their communities. Part of the mission of postsecondary institutions and the mission of career and technical education programs at all levels is to offer academic and technical programs that respond to local and state economic needs. Engaging with local business and industry leaders to identify current and future workforce needs is essential to creating an education system that serves the entire state, but also local communities.

*Articulate how your Board will respond to state and local economic needs, supply necessary workers, and meet changing requirements of a skilled workforce.*

## Anchor 6: Enhance Partnerships

Building effective partnerships is essential to building a successful education system in Utah. Expanding partnerships with parents, communities, business and industry leaders, community-based organizations, and especially among education agencies in Utah should be a high priority for education stakeholders in Utah. Partnerships are often created and maintained to achieve goals that are important to all of the partners involved.

*Articulate how your Board will establish or enhance partnerships with other education agencies, non-profit organizations, communities, business and industry, and families.*

## Anchor 7: Adopt Innovative and Evidence-Based Practices

The twenty-first century has opened new opportunities and technologies for innovative education practices, some with positive results demonstrated through research. It is clear to Utah education stakeholders that schools and campuses need to engage in innovative practices to deliver education and rely on research and evidence-based practices to ensure that resources are used most efficiently. Computer technology is frequently identified as a potential innovative practice, but other practices may include flipped classrooms, top-notch academic advising, and employer-supported training programs.

*Articulate how your board will adopt innovative and evidence-based practices.*

## Anchor 8: Enhance Outcome Reporting

It is essential to monitor the progress of educational achievements so that stakeholders may identify potential opportunities for improvement. It is equally important to share this information widely with students, parents, teachers and faculty, campus leaders and staff, policymakers and the public. Articulating clear, measurable goals and reporting progress towards them in way that is easy to understand and access may include the use of websites, frequent reporting at fixed times, and transparency in detail of data.

*Articulate how your board will report outcomes to all stakeholders.*



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<sup>i</sup> This document was prepared by the Utah Education Policy Center under the direction of the Governor's Office and an Executive Committee of the Governor's Education Excellence Commission. The Utah Education Policy Center (UEPC) is an independent, non-partisan University of Utah research center in the College of Education that bridges research, policy, and practice for Utah public schools and higher education. The UEPC seeks to inform and influence educational policy in Utah and the region to increase educational equity, excellence, access, and opportunities for all children and adults in Utah.

## **DRAFT** - USHE Implementation of Governor Herbert's Eight Strategic Plan Framework Anchors

### **Anchor 1: Increase Content Proficiency and Achievement for all Students**

- Direct students to the semester-by-semester degree maps that outline recommended courses for each major and encourage them to follow the map appropriate to their major.
- Encourage or require students to enroll in an appropriate math class during their first year of college.
  - Institutions to set three- and five-year goals for completion of quantitative literacy requirement in first year (through courses or acceptance of AP or other credit) as well as decreasing the number of traditional age students enrolled in developmental English math).
  - Where appropriate, institutions should implement co-requisite classes, math “refresher” courses, and alternative measures for placement to increase math completion.
  - Institutions to set three- and five-year goals to increase number of students successfully completing QL math in their first year (within 30 credits).
- Where appropriate, implement strategies to increase engaged learning (high impact practices)

### **Anchor 2: Expand Access, Participation, and Completion**

- Provide more active outreach to first-generation and low-income traditional aged students, and to all returning adults
  - Assist less-prepared students to succeed through improved developmental course strategies.
  - Support efforts to award credit where students have achieved college-level learning in prior settings (e.g. military service).
- Encourage college readiness with a goal that every high school graduate is financially and academically prepared for college using the following strategies:
  - Consistent communications and programming to students throughout grades 8-12.
  - Incentivize college and career preparation objectives in high school, emphasizing saving for college and readiness in math .
  - Expand access to concurrent enrollment courses appropriate to decreasing time to college graduation, particularly English and math courses that meet the QL requirement.
- Improve ease of access and retention by ensuring innovative and best practices in student services including:
  - Enrollment management.
  - Admissions services.
  - Student advising and academic pathway development.
  - Credit transfer.
- Reinforce messaging about the financial/time advantages of taking 15 credits per semester for the same tuition cost as 12 (available at seven institutions).  
Increase reverse-transfer opportunities among USHE institutions and use of stackable certificates and degrees.

### **Anchor 3: Enhance Educator Preparation and Professional Practice**

- Support innovation and best practice in teacher preparation and teacher professional development programs at USHE institutions, with an emphasis on active teaching and learning strategies.
- Build on the college and career curriculum enhancement in school counseling pre-service training and make similar enhancements in principal, administrator, and teacher preparation programs.
- Assure that each student meets the Essential Learning Outcomes (including student critical thinking, quantitative literacy, communication, and teamwork skills) in order to foster a culture of innovation, collaboration and life-long learning.

### **Anchor 4: Identify and Target Resources to Maximize Outcomes**

- Continue Regent strategic planning processes to target most pressing needs
  - Nationally competitive compensation levels in key areas.
  - Increased capacity to keep up with continued growth pressures (K-12 Pipeline) plus increased participation rates.
  - Facility limitations (more space, outdated).
  - Information technology for teaching/learning and student support
- Maintain efficiency and improve quality through operational budget support:
  - Competitive compensation.
  - Efficient balance of available capacity and enrollment demand – including off peak services (evenings/summer).
  - Facilities and services that serve today’s tech-driven training demands.
- Accountable use of resources:
  - Performance funding.
  - Mission-based funding.
- Improve the access, security, management, and use of data across education entities to enhance services to students.

### **Anchor 5: Meet Critical Economic and Employer Needs**

- Encourage partnerships with the business community to support academic missions and meet workforce needs.
  - Monitor and adjust academic programs to best meet well-defined workforce needs in STEM and other critical fields.
  - Ensure that career-focused programs continue to deliver market-driven and appropriate skills in graduates, including non-cognitive and industry-defined skills.

### **Anchor 6: Enhance Partnerships**

- Support K-16 efforts and partnerships with K-12 institutions in key K-12-to-college transition areas:
  - High School Counselors (USHE Annual Counselor and Administrator Conference, college training certification – HB 198).
  - Operational partnerships with LEAs and individual USHE institutions focused on measurable outcomes that improve college readiness (StepUP READY Grants).

- Coordinate myriad of outreach/access programs via the Utah College Access Network .
- Recruitment/marketing to high school students that reinforce consistent college message
- Quality of concurrent enrollment.
- Continue USHE advocacy efforts combined with those of other non-government organizations including:
  - Prosperity 2020
  - Education First
  - Envision Utah
  - United Way
  - EDCUtah

#### **Anchor 7: Adopt Innovative Research and Evidence Based Practices**

- Encourage innovation and best practices in models of teaching and learning at each institution, including the most effective delivery modes such as in-person, on-line, hybrid and “flipped” classes.
- Improve delivery of instruction using strategies such as hybrid, on-line and distance learning.
- Encourage the implementation and development of high-impact practices that lead to engaged learning.
- Continue implementation of data-driven best practices to increase college access and completion.
- Support research universities’ mission of creating new knowledge through innovative research by:
  - Attracting and retain top research faculty.
  - Supporting continuation of USTAR and commercialization research.
  - Successfully competing for research grants and contracts that build upon the research missions of USHE research institutions.
- Encourage regional universities’ and community colleges’ roles in applied research and encouraging faculty to explore innovations and stay current in their fields.

#### **Anchor 7: Enhance Outcome Reporting**

- Report annually on performance based funding efforts including system-wide and institution specific metrics. A portion of new funding should be tied to achievement of statutorily defined outcomes:
  - Degrees/certificates awarded.
  - Responsiveness to workforce needs.
  - Services to traditionally underserved students.
  - Institutional efficiency .
  - Research outcomes for research institutions.
- Annual reporting on progress of other current and potential system-wide strategies such as:
  - Concurrent enrollment.
  - Completion of math/QL requirement.
  - Improved student access/admissions.
  - Completion.

## State Board of Regents

### Discussion: Technology for Teaching and Learning, Part II

May 15, 2015

#### Review/Summarize March 2015 Discussion

- Effective use of technology for teaching/learning pervades USHE institutions and is growing, examples discussed included:
  - Utah State University – Leader in Broadcast Technology/Interactive Video (Focus on Access)
  - Weber State University – Online Learning and Hybrid Courses Highlights (Focus on Access and Interaction)
- Considerations in Using Technology in Teaching and Learning. Focus on objectives:
  - Expanded access?
  - Improved success/Completion?
  - Improved rates of learning?
  - Greater student exposure to technology relevant to discipline?
  - Efficiency and cost savings?
- Trends in Instructional Design Using Technology (Diana Oblinger, Educause, Game Changers)
  - Changing the learning experience to make it more personal, immersive and engaging
  - Effective strategies for student success and outcomes for online instruction are emerging (more data available from following online learners as they learn)
  - Open courseware (free course materials) that save students money and provide capability to update course materials more rapidly
  - Scalable educational solutions (e.g., open source materials, MOOCs, etc. that meet the needs of large numbers of students at low marginal cost)
- Potential challenges of over-reliance on technology to expand reach of services
  - Non-course related services still exist (advising, labs, research/library services, testing services, etc.
  - Startup costs are usually greater (course materials, IT support, student familiarity on new technologies)
  - Additional regulations related to online students enrolled out of state (federal laws, admissions/aid issues, scheduling logistics)
  - No services (e.g., “instructor on-time feedback,” or advising) need to be provided to students

## Issues for Discussion May 15, 2015:

### #1: Is technology always a more cost-effective solution to teaching and learning?

- “Hidden” costs:
  - Development and maintenance of effective materials (e.g., is developing an online “virtual” chemistry lab worth the investment, and what investment is needed to assure it leads to the same learning outcomes as a physical lab?)
  - Training for use of technology-based materials (students and faculty)
  - Effectiveness for learning (both content and learner style considerations)
  - “Just-in-time” support for learners
  - IT infrastructure and support considerations
    - Initial hardware and software investments (both institutional and student)
    - Maintenance of same
    - Tech “glitches” and the need for immediate fixes when things go awry
- Factors that determine cost-effectiveness
  - Scalability (investment in infrastructure, development, support, and effectiveness pay off for large numbers of students)
  - Quality of existing or open education solutions (no need to reinvent the wheel)
  - Implementing learning methods that work better online vs in-the-classroom (example: game-based learning strategies being researched at the U of U)
  - Focused and sufficient investment to achieve desired instructional outcomes

### #2: Does “anytime/anywhere” online access to learning lead to student success?

- Because of technology, information and learning opportunities are more available than ever (the quality/accuracy may be an issue, however). What impact does the easy access to information have on college success?
- Just as with any other type of instruction, online only instruction requires the correct mix of:
  - Learner
  - Faculty Member
  - Content/Materials

**Hybrid instruction** (combination of technology-based solutions and “live” faculty member guidance) emerging as an effective use of technology:

- Uses technology where it makes the most sense
- Allows for direct, targeted, and more real-time interaction (faculty/student exchange of ideas face-to-face)
- Ability for students to self-pace through learning in a guided manner when instruction is competency-focused and not just seat-time.



### #3: If there were more online courses available, would more students enroll?

- There is broad availability of online courses and entire degree/certificate programs:
  - 27% of USHE students are enrolled in an online course (up from 20% in 2013-14)
  - 1,786 courses available entirely online
  - 81 Degrees/certificates offered entirely online (including 19 masters degrees)
- Of USHE students currently enrolled in an online course, 85% of them are taking a majority of their coursework in physical classrooms on campus
- Less than 3% of USHE full time students are enrolled “all online”
- The typical USHE “all online” students are part-time, over 25 years old
- Online is growing, but it is supplementing the “traditional” experience:

### Questions/Information to Consider

- According to the ten year USHE Enrollment Projection (see May 15 Agenda Tab U), student enrollment is expected to grow by 52,000+ (fall headcount) and 43,000+ students (annualized FTE) in the next ten years.
  - This growth will be even higher if we reach more traditionally underserved students.
- What role does technology play in institutions’ strategic planning (instruction, student services, capital facilities)?
  - Reports from institutions?
- Would an assessment from Chief Information Officer (and institutional CIOs) on most critical needs to support technology needs today and into the future be useful to the Board and institutions?
- Should the USHE 10-year plan and budget forecast include investment to support expansion of technology in teaching and student support?
  - Consider extent to which, if any, technology offsets future capital costs? Or will costs of technology more than offset any capital savings?
- Other thoughts from Regents and Presidents?
- What role does IT security play (top funding priority of CIOs last year)?

### Summarize Next Steps

(To be filled in as a result of discussion)

# Ruth Watkins: Online learning is here to stay

By Ruth Watkins  
For the Deseret News

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Today, three in four undergrads are considered "nontraditional" students.

Ingram Publishing, Getty Images/Ingram Publishing

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## Summary

Today, three in four undergrads are considered "nontraditional" students. They work jobs during school, have started raising families and have served in the military or as missionaries. Online schooling is better for them than the on-campus model.

**The 18-year-old college freshman is an endangered species.**

Today, three in four undergrads are considered "nontraditional" students. They may work while taking classes. They may have started families or served in the military. Or, as is often the case at my institution, the University of Utah, they may have done missionary work for as long as two years after high school.

The on-campus model doesn't work for this growing group of students. They can't raise families in dorms. And morning classes aren't compatible with full-time jobs.

Some new entrants to the college marketplace believe they can deliver an education entirely online. But the evidence suggests otherwise.

Colleges must forge a middle path between these two extremes. A blended model, combining online and on-campus education, may be the best way to ensure that students graduate on time — and on budget.

The number of full-time college students is dwindling. About 40 percent of students attend school part-time.

The ever-rising cost of tuition has made work necessary for many students. In the past 30 years, the cost of an undergraduate degree has increased over 250 percent.

According to a recent census report, over 70 percent of undergrads work. One in five of those students is at his or her job at least 35 hours per week. Of those that don't work full-time, more than half work over 20 hours a week.

But as students log more time on the job, they spend less time at school. So they're taking longer to graduate. Only 22 percent of part-time students at four-year schools graduate within six years. More than 67 percent of part-time students end up dropping out.

In other words, two-thirds of part-time students pay tuition for years — yet fail to emerge with a diploma.

A new crop of online colleges hopes to solve this problem by meeting nontraditional students where they are. After all, it's tough to "drop out" if going to college is as simple as logging onto the Internet.

About 1 million U.S. students opt for fully online education each year. Thirty-eight percent of them work full-time. Another fifth work part-time.

But online-only education hasn't boosted graduation rates. According to a study from the Education Trust, the graduation rate at some online-only schools runs as low as 5 percent.

Some traditional colleges are tiptoeing online by launching free MOOCs — Massive Open Online Courses. Anyone can enroll. In some cases, students can pay for a certificate that they've completed the course.

MOOCs were supposed to allow students anywhere to get an elite education and make paying for college a thing of the past.

But these courses aren't replacing on-campus instruction. They're supplementing it. Only 7 to 9 percent of students who sign up for a MOOC complete it. Eighty percent of enrollees in MOOCs offered by the University of

Michigan and the University of Pennsylvania from 2012 to 2013 already had a degree.

So how can colleges effectively educate both traditional and nontraditional students? They must enhance their on-campus offerings with the tools an online approach affords.

To start, colleges could move lectures online and reserve campus time for small-group instruction. At the University of Utah, for instance, we're working to become a "hybrid university" by putting courses with high enrollment demand and those that are repeated often online. About 25 percent of our students take at least one class online, in conjunction with face-to-face coursework.

Such an approach allows on-campus students to tailor their course load to their learning style. And it grants them scheduling flexibility, which they may need if they're working.

Nontraditional students like veterans and parents, meanwhile, may find that a blended model provides access to high-quality classes and programs they might otherwise not be able to take advantage of.

Institutes of higher learning could also invest in programs that empower folks with some college to complete their degrees online. At Utah, we're launching programs in high-demand fields like business and nursing to do just that.

Most teachers prefer blended models. Ninety-three percent of college faculty consider meaningful instructor-student relationships necessary for a high-quality online course.

Evangelists for online education agree. As Piotr Mitros, chief scientist at edX — one of the largest providers of MOOCs — explains, "Closeness to teachers really does help student outcomes. ... Machines are never going to replace the need for the human connection."

Blended-learning options can deliver the high-quality education that both traditional and nontraditional students need — on a timetable that works for their budget.

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