OS3

Online
Student
Success
Symposium

Innovative strategies to support today's online college students

OS³

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INTRODUCTION

In Fall 2018, a small group of online learning practitioners focused on postsecondary student success were invited to Salt Lake City, Utah, to participate in a two-day workshop to discuss their challenges, innovative practices, and future opportunities. The Online Student Success Symposium (OS3), hosted by BYU-Pathway Worldwide and sponsored by Strada Education Network, gathered leaders and professionals from universities offering online learning programs and organizations that provide student support services.

This report offers a summary of the key takeaways from the OS3 convening, which took place September 6-7, 2018. It poses questions to explore further and is offered to a broad audience of postsecondary stakeholders in the spirit of collaboration and engagement to help learners succeed in school and in life.

It is hoped that a yearly Online Student Success Symposium or similar gatherings of this type will encourage ongoing dialogue and best practice sharing among professionals committed to helping students achieve their educational, career, and life goals.

Participants in the convening are solely responsible for the content of this report. The views expressed do not necessarily reflect those of Strada Education Network or its affiliates.

PARTICIPANTS

More than 50 individuals were invited to participate in OS3, including educators, data analysts, researchers, student success and career services professionals, and organizations providing mentoring and coaching services and expertise in adult learners and education-to-workforce strategies. Participants are affiliated with these organizations:

EDUCATIONAL ORGANIZATIONS
- BYU-Idaho
- BYU-Pathway Worldwide
- EdPlus at Arizona State University
- Penn State World Campus
- Purdue Global
- Western Governors University

SERVICE ORGANIZATIONS
- Council for Adult and Experiential Learning (CAEL)
- InsideTrack
- ReUp Education
- Stanford Center for Education Policy Analysis
- Strada Education Network
- Straighterline

AGENDA

Over the course of two days, participants in OS3 organized their presentations, panel discussions, and group conversations around four major topics: Data Analytics, Curriculum, Standards and Measurement, and Mentoring and Coaching:

THURSDAY, SEPTEMBER 6

1:00 p.m.   Welcome
- Clark Gilbert – Welcome, Review of Agenda and Rules of Engagement
- Dave Clayton – Research Report and Strada's Role
- Joanne Lewers, Strada Legal Counsel – Anti-trust Guidance

1:15 p.m.   Counsel Session 1: Data Analytics
Program Chair: Scott Pulsipher, President, WGU

1:15-1:50   Presentation: Data Powered Insights and Prediction
- Set-up: Marni Baker-Stein, Provost/Chief Academic Officer, WGU
- Student Stall Points: Eric Bettinger, Stanford University
- Learner Profiles: Jason Levin, VP of Institutional Research, WGU

1:50-2:30   Snapshots: Personalized Engagement Case Studies
- Course Health Dashboard
  Sarah DeMark, VP of Academic Programs, WGU
- At-risk Profile
  Jocelyn Rojeck, Sr. Director, Implementation & Strategy, EdPlus at ASU
- Adult Learners and the Science of Re-entry
  Sarah Horn, Chief Executive Officer, ReUp Education
- Learner Care Dashboard
  Natalie Murray, VP Student Experience, WGU

2:30-3:00   Panel Discussion: From Targeted Challenges to Scaling Impact

AGENDA

Thursday, September 6 (CONTINUED)

3:30 p.m. **Counsel Session 2: Curriculum**
Program Chair: Clark Gilbert, President, BYU-Pathway Worldwide

3:30-4:30   Presentation: Preparatory Coursework
- PathwayConnect: On-ramps to Education
  Jon Linford, Curriculum Vice-President, BYU-Pathway Worldwide
- Open Scale Pathway Programs
  Ryan Chase Owens, Assistant VP for Student Success, EdPlus at ASU
- Smart Track
  Ashley Adams, Director of Student Affairs, Penn State World Campus

4:30-5:30   Snapshots: Degree Structure
- Certificate-First Degree Structure
  Clark Gilbert, President BYU-Pathway Worldwide
- Degree Pathways
  Burck Smith, CEO, Straighterline
- Modalities within Single Degree Plans
  Michael Lorenz, Registrar, Purdue Global
- Competency-based Education
  Sarah DeMark, VP Academic Programs, WGU

Friday, September 7

8:00 a.m. **Outcomes and Mentoring Research**
Eric Bettinger, Stanford University

8:30 a.m. **Counsel Session 3: Standards and Measurement**
Phil Regier, CEO, ASU EdPlus

8:30-9:00   Discussion on Standards and Measures
  Phil Regier, ASU Online

9:00-9:30   Snapshots: Student Outcomes
- Tracking Student Outcomes: The BYU-Pathway Dashboard
  J.D. Griffith, Vice President of Administration, BYU-Pathway
- Program Outcomes and the Gallup Data
  Scott Pulsipher, President, WGU

9:30-10:00   Panel Discussion: Student Outcomes in Practice
- Dave Palmer, Ex. Dir. of Assessment & Reporting, Purdue Global
- Bryan Justesen, Director of Institutional Research, BYU-Pathway
- Karen Pollack, Assistant Vice Provost, Penn State World Campus

AGENDA

10:30 a.m.   **Counsel Session 4: Mentoring and Coaching**
Pete Wheelan, CEO, InsideTrack

10:30-11:30   Working Session on Coaching and Mentoring within an Equity and
Social Mobility Context
- Coaching and Mentoring as Tools to Increase Equity and Access
  Mo McKenna, Director, Operations Partnerships, InsideTrack
  Melanye Thompson, Senior Operations Director, InsideTrack
  Ellen Leher, AVP, Client Partnerships, InsideTrack

11:30-11:55   Case Studies
- Penn State World Campus
  Renata Engel, Vice-Provost, Penn State World Campus
  Bill Fritz, Director of Admissions, Penn State World Campus
- WGU Mentoring Program
  Natalie Murray, VP Student Experience

11:55-12:30   Panel Discussion: Coaching and Mentoring Best Practices
- Laura Bettine, Assistant Director, Student Success, EdPlus at ASU
- Katy VanVliet, Head of Coaching Services, ReUp Education
- Megan Eiben, Executive Director of Student Initiatives, Purdue Global
- Burck Smith, CEO and Founder, Straighterline

12:30 p.m.   Team Gathered Working Lunch

1:15 p.m.   **Facilitated Discussion of Next Steps and Implications**
Clark Gilbert, President BYU-Pathway Worldwide
Dave Clayton, Strada Education Network

KEY TAKEAWAYS

After collaborative and productive discussions, participants in OS3 reached consensus on five key takeaways or best practices to promote success in the online learning environment:

1. **Understand current and future student populations.**

   To best serve the online learner population now and in the future, it is critical to gain a thorough understanding of these educational consumers, including their potential risk factors, curricular interests, educational and career goals, and interventions that will support their success.

   By listening to education consumers and understanding the diversity of their experiences and their expectations, online providers can tailor programs and offerings to meet their needs while planning for future offerings.

   Rather than accepting characterizations of online learners as "drop-outs" who failed to progress through traditional education institutions, it is important to acknowledge that all students, regardless of their educational path, need support to progress in and complete their studies. Adult online learners bring challenges, but also positive experience and qualifications to the online learning environment that give them an advantage over younger, less-experienced students.

   In the future, this population likely will change dramatically. While the average undergraduate in online education today is age 32, the fastest-growing set of online customers are under 24, and many 18- 22-year-olds now believe they should be able to get a college education entirely online. This demographic shift will require online providers to adapt their curricula and programs.

2. **Design online programs and courses to deliver personalized learning.**

    Students are individuals, and the power of online learning is in using real-time data to identify individual needs and develop curricula that provide individualized instruction, remediation, and tailored support directly to individual students. To succeed in the online learning environment, avoid attempting to replicate the campus environment online. Instead, build a new culture of engagement and accountability.

    It is necessary to rethink traditional course requirements, prerequisites, and processes and to adopt a student-first focus in curriculum development. Rather than requiring general-education classes during the beginning of postsecondary study, effective curricula front-loads academic wins in the freshman year and engages students in their areas of interest immediately by offering practical experience in the field and an opportunity to earn stackable credentials en route to degree completion. This environment is conducive to employing certificate-first and competency-based programs to give students credit for previous experience as well as the time they need and the incentives that work to help them progress and succeed.

    Curricula must continually adapt and evolve, meeting students where they are and helping them to reach their goals in a timely, cost-effective manner.

3. **Leverage new technologies to optimize the impact of human coaching and mentoring.**

    Rather than replacing personal interactions with smart technology, use data analytics to ensure and make more efficient the needed direct human-to-human engagements. Using our student experience data to be at the right time and the right place with the right focus can be a powerful differentiator for online learning.

    More broadly, delivering the appropriate balance between online group instruction, individualized virtual coaching and mentoring, and in-person meetings is important to keep students engaged, focused, and moving forward in their studies.

4. **Explore multiple models for building community.**

    While providers approach community building differently, they share a vision of its strategic importance to the success of individual students.

    There are lessons to be learned across the approaches and interest in further exploring the key ingredients within the various programs.

5. **Build a data-driven culture of innovation and accountability.**

    It is crucial to agree, not only on outcome goals, but also on how these goals will be reached, how success will be measured, and how students and faculty will be held accountable.

    In a fast-paced online learning environment, embracing innovation means developing a mindset that encourages institutions and individuals to reach and experiment while learning quickly from failures as well as successes and adapting to address evolving challenges.

    Using hard data that everyone values as relevant can help build a culture that puts student success and lifelong outcomes at the forefront and provides common ground to demonstrate success, share information on what is working, and hold each other accountable for what is not.

QUESTIONS FOR THE FUTURE

At the conclusion of OS3, participants identified promising topics for future research, discussion and collaboration within the field of online learning and student success:

- What is the evolving population of online education consumers, and how do we understand and address their unique needs?

- How do we leverage online learning to help individual students and higher education institutions succeed?

- How do we bring career exploration, practical work experience and professional networking into the freshman year?

- How can we better integrate work-based learning and college curriculum to teach both technical and human skills employers need while helping students to reduce the time and cost to earn credentials and launch their careers as well as to upskill and re-skill throughout their working lives?

- How can we maintain an institution's culture while serving online students with diverse interests/needs?

- How do we define and measure engagement in the online world?

- How can we best accelerate learning/credentialing for adult learners?

- How do we put the focus on students and what they need right now vs. on institutions still evolving from old models?

- How can quality online programs protect themselves from low-quality offerings that erode the market/brand for online learning?

- How do we improve data collection/measurement post-graduation to determine the lifelong relevance of postsecondary education and its relationship to long-term employment and life satisfaction?

CONCLUSION / NEXT STEPS

Participants in the Online Student Success Symposium found the focus on "online" student success something that was distinct and valuable within the academy. All agreed that questions identified during the Symposium's closing session call for future analysis and discussion, and participants overwhelmingly recommended that the forum continue yearly. Questions about presentations at OS3 may be directed to individual presenters while more general inquiries about future symposia should be directed to BYU-Pathway Worldwide President Clark G. Gilbert by emailing cgilbert@byupathway.lds.org

PRESENTATION HIGHLIGHTS

Continuous Improvement of Curriculum
Sarah DeMark, Vice President, Academic Programs
Western Governors University

Western Governors University has a relentless focus on improving student outcomes and driving continuous improvements of products and services. From comprehensive data dashboards to real-time insights to regular cadences of reviewing student and product performance (bi-weekly, monthly, quarterly), to our ongoing portfolio review process, there is much focus and effort on continuing to improve our offerings to students to ensure they are meeting their goals at WGU.

WGU utilizes real-time course health dashboards that provide a 360-degree view of student engagement and performance within each course. Course-level measures of engagement include how students are interacting with course instructors, learning resources, and assessments. Course instructor engagement is examined from the perspective of how often students engage with course instructors and in what format (e.g., 1:1 discussion, group webinars, etc.). This provides insight into the level of support that is needed for a particular course, which drives product improvement initiatives as well as staffing models.

Learning resource engagement is calculated from a variety of critical dimensions, such as how often

students are engaging in the resource, how much time they are spending there, and over what period of time. Engagement with the assessment is also displayed, which provides a view into the student progression and pacing with this course. There are graphics that show whether students are engaging in formative assessments and whether their performance on those low-stakes assessments are indicators of how students may perform on the high-stakes assessment. All of these data points serve as flags for further investigation.

WGU is continuing to evolve its understanding around the student profiles, learning resources, assessments, and course instructors. College-level and program-level metrics and targets have been established for key performance indicators. When a course is not performing up to expectations, WGU utilizes cross-functional teams to identify the root cause and the solution and there is broad accountability for implementation. The program design and development teams for each college have individuals dedicated specifically to the analysis and maintenance of existing programs. The cycle of continuous improvement work is never complete.

ReUp
EDUCATION

Adult Learners: The Science of Re-entry
Sarah Horn, CEO
ReUp Education

For more than a decade, higher education institutions have been met with an increasingly urgent mandate: improve student outcomes. Despite an increased focus on improving college graduation rates, the needle on student outcomes has barely moved. After nearly a decade, just over half of college students graduate, and this number is even smaller for first-generation and under-represented learners. As a result, there is an ever-growing population of college stopouts (defined as students with some college credit, no degree, and debt.) Today, 37 million Americans fit this criteria, and the pool is getting larger.

ReUp Education calls these learners the "Forgotten Students." Why? Because once students are no longer active, they rarely receive support, attention, or dedicated resources to help them find their way back to attaining a degree. Former students are left to navigate a complex system of readmission requirements, transferability, and financial questions – all by themselves.

By supporting stopout learners exclusively, ReUp has learned the following key insights:

Re-Entry is a distinctly different "science": When students leave school, life and finances get immediately reprioritized. For a student to consider re-engaging with their degree plan, it takes time, commitment, and investment in reorganizing their life. It can take up to a year for a student to be able to re-enroll successfully, with dozens of supportive engagements taking place within that time.

Students want and need multiple engagement channels: Stopout students are busy and have many competing commitments that take their energy and attention. As a result, it is important to use a variety of engagement channels (SMS, Display, Email, Phone) to engage students. Mobile-friendly outreach is imperative.

Define success beyond first term persistence: Non-traditional students do not equate success with continuous enrollment. Stopout students may approach the acquisition of their degree in a non-continuous way – by design. Supporting students both in and out of their active enrollments, and ensuring that they are not considered "less than" for doing so, is an important consideration for supporting stopout students over time.

Initial Persistence Rate and ReUp Factor
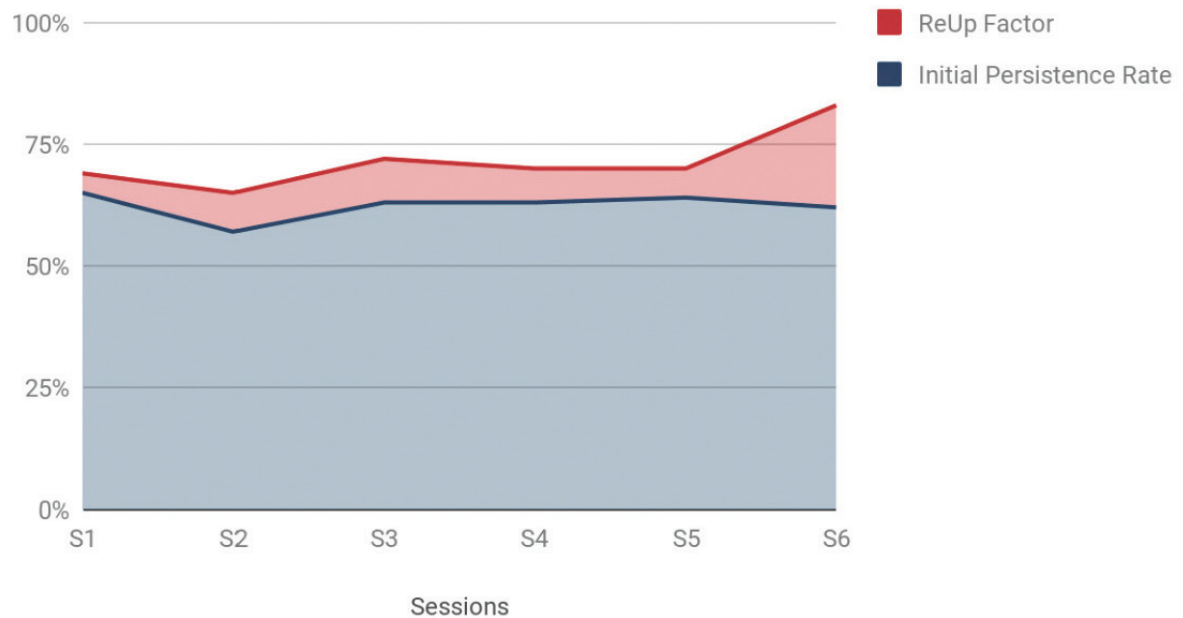
*Initial persistence rate, shows first term persistence for stopouts who had been inactive from their institution for at least 1+ terms.
**ReUp Rate shows the rate at which students return after stopping out again, with additional support and engagement while inactive

Supporting students both in and out of their active enrollments, and ensuring that they are not considered "less than" for doing so, is an important consideration for supporting stopout students over time.

PathwayConnect

PathwayConnect: On-Ramps to Education
Jon Linford, Vice President of Curriculum
BYU-Pathway Worldwide

Since its founding in 2009, BYU-Pathway Worldwide has grown to over 40,000 students in more than 500 worldwide locations. It has done this by overcoming three important constraints to education:
- Cost, by keeping its offerings affordable.
- Fear, by focusing on onboarding and creating a curriculum and an environment that gives students spiritual and academic confidence.
- Access, by delivering its curriculum online and in locally-sponsored gatherings.

Students of BYU-Pathway Worldwide are by and large non-traditional students:
- Non-consumers: 70 percent would not attend college without BYU-Pathway
- Different admissions requirements: No high school or college GPA, no ACT, and no TOEFL are required of these students, many of whom are first-generation and/or low income.
- Prominence of adult learners: Average age is 33 for international students; 28 for domestic.
- Fully online experience: Students do not have access to all of the resources and support that campus students receive.
- Pacing: Online students average six credits per semester and 12-15 credits per year.

BYU-Pathway Worldwide employs an earned admission program called PathwayConnect:
- PathwayConnect features online curriculum, plus a face-to-face weekly gathering in a student's local church meetinghouse.
- The curriculum consists of three courses: Life Skills, Professional Skills, and University Skills.
- The curriculum is designed to help students secure early wins by nesting learning activities in a sequence that increases difficulty so that students can build confidence.
- The applied skills help students see the relevance of college education, but the curriculum still retains core academic skills needed for downstream coursework. Math and writing skills are woven into the other outcomes for these courses, preparing students for college-level work in these areas.
- In the third semester of PathwayConnect, in conjunction with the University Skills course, students take the first course of a 12-15 credit certificate. This certificate leads to employable skills and will stack toward their associate and bachelor's degree from BYU-Idaho.
- If students complete PathwayConnect with a B average or higher, they are automatically admissible to matriculate to the online degree program, regardless of prior academic performance. No ACT or high school transcripts are required — just a 3.0 or higher GPA in PathwayConnect.

PathwayConnect: On-ramps to Education

The new curriculum is designed to bridge the gap to matriculation

PathwayConnect
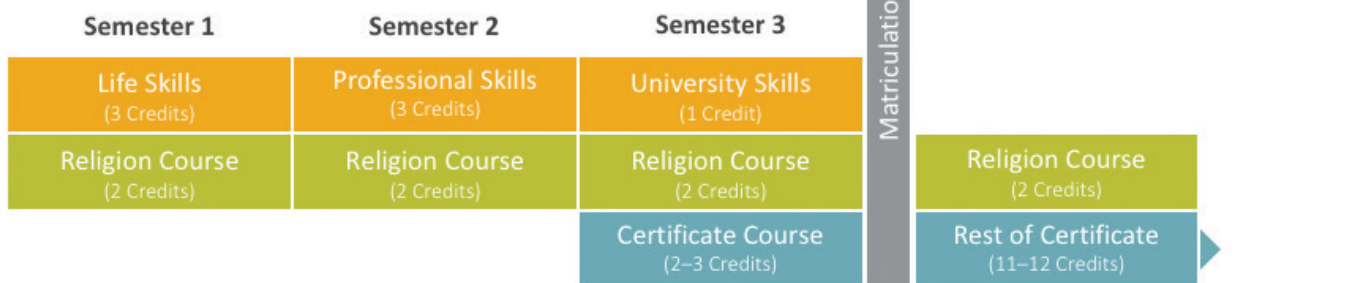
Semester 1	Semester 2	Semester 3		
Life Skills (3 Credits)	Professional Skills (3 Credits)	University Skills (1 Credit)		
Religion Course (2 Credits)	Religion Course (2 Credits)	Religion Course (2 Credits)		Religion Course (2 Credits)
		Certificate Course (2–3 Credits)		Rest of Certificate (11–12 Credits)

Matriculation

Certificates & Degrees
OFFERED FROM BRIGHAM YOUNG UNIVERSITY-IDAHO

Since its founding in 2009, BYU–Pathway Worldwide has grown to over 40,000 students in more than 500 worldwide locations.

ASU **EdPlus**
Arizona State University

OPEN SCALE PATHWAY PROGRAMS
Ryan Chase Owens, Assistant Vice President for Student Success
EdPlus at Arizona State University

Higher education is often marked by its exclusivity. But this model of exclusion will not scale to meet the demands of the 21st century and beyond.

Arizona State University (ASU) is known for whom it includes, not for whom it excludes. Inclusion and opportunity are what drives the vision of ASU's Open Scale Pathway Programs, which provide students access to the same courses, same faculty and same credit offered by ASU and the opportunity to earn admission into ASU.

Open Scale Pathway Programs Timeline

2015	2016 - 2017	2017 - 2018	2018 - 2019
ASU and edX launch Global Freshman Academy (GFA)	ASU and Starbucks pilot Pathway to Admission program	ASU expands open scale pathways through Earned Admission program	All freshman year coursework available for: • Business • Engineering • General Education

Begin today
No Transcript. No Application. Get a fresh start and begin college today.

You're protected
Pay tuition after you earn the grade you need. Try college without risking your GPA.

Earn university credit
Same courses, same faculty, same credit. Use the credit at ASU or another university.

Earned Admission

Earned Admission gives learners the opportunity to gain admission into ASU by successfully completing a series of online courses that count toward a degree.

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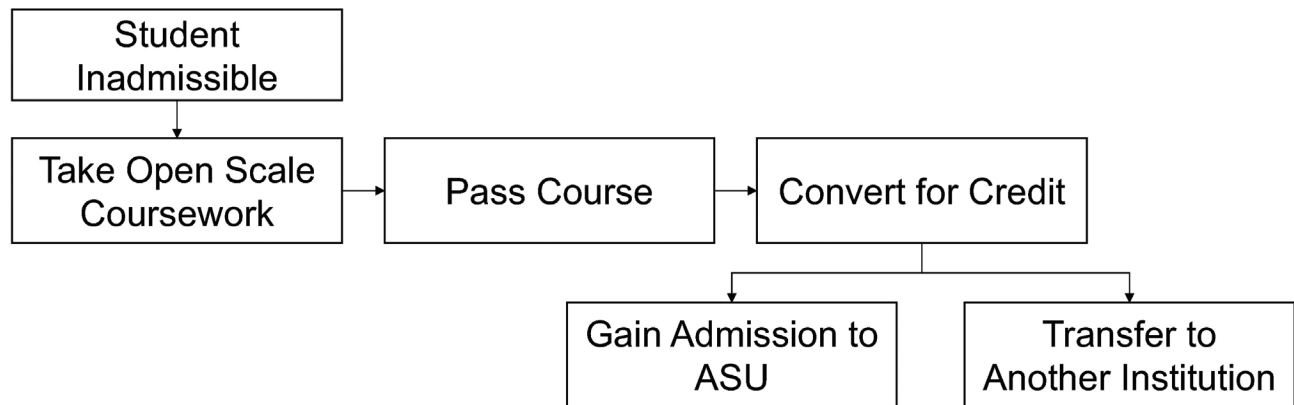
Inclusion and opportunity are what drives the vision of ASU's Open Scale Pathway Programs.

PennState
World Campus

Smart Track to Success
Ashley Adams, Director of Student Affairs
Penn State World Campus

Goals:
- Improve term-to-term retention
- Decrease drops/withdrawals within semesters
- Increase first semester GPA
- Increase knowledge and utilization of university resources
- Meet the university's goal of increased access and affordability

Target Population:
- First generation
- Low income
- Historically underrepresented groups
- Adult learners who have no prior college credits
- Less than 30 credits for a bachelor's degree
- Less than 15 credits for an associate's degree

Program Highlights:
- Free two-semester non-credit course in LMS
- $3000 scholarship to each participant
- Academic success foundational support with dedicated instructor in first semester
- Personal and professional development with a university resources focus second semester

World Campus Unit Stakeholders
- Academic Enrollment Support Services
- Student Affairs
- Program Planning and Management
- Academic Advising
- Analytics and Reporting
- Admissions
- Marketing

	Total Smart Track Students	Total FYR/First-Year WC Students
Total Students	69	503
Average First Term GPA	2.90	2.55
Average First Term Credits Earned[3]	5.9	8.0
% Successful (C or higher)	82%	68%
% D/F Grades	10%	21%
% Late Drop/Withdrawals	6%	11%
% Enrolled in Next Term[4]	74%	66%

	Fall 2017 Cohort	Spring 2018 Cohort	Total Smart Track Students
Total Invited to Smart Track	313	214	527
Total Smart Track Participants	32	37	69
% Military Tie	38%	35%	36%
% Underrepresented Minority[1]	31%	46%	39%
% Non-PA Home State	63%	76%	70%
Average Age	28	31	29

STUDENT TESTIMONIALS

It has been useful by applying what I learn towards my other classes!

I love that it is helping me relearn to write academically.

This is a great course that made starting college run a lot more smoothly!

It is nice to be in a class that introduces me to other returning adult students.

BYU PATHWAY WORLDWIDE

CERTIFICATE-FIRST APPROACH
Clark G. Gilbert, President
BYU-Pathway Worldwide

College completion is a looming crisis in American higher education. According to the Pell Institute, over 58 percent of students who begin college do not graduate within six years. Even more alarming, that non-completion rate approaches 90 percent for students in the lowest income quartile. While it is important to look at ways to lift completion through financial support and student mentoring, to fully address the emerging crisis, higher education needs to look more aggressively at redesigning the college degree itself. This will require both increasing completion and providing more intermediate, skills-based credentials along the way. A new model would include the following four solutions to the completion crisis in higher education: 1) A certificate-first approach that accelerates value, 2) Certificate structures that retain the bachelor's focus, 3) Modular degree structure, and 4) Modularity that is also immediately employable.

1. **First means first:** Even with the best student interventions, at-risk populations will still likely see half of their cohorts not complete a bachelor's degree. A certificate-first approach ensures students who do leave college early have at least obtained one marketable, job-oriented credential. And while many universities offer a certificate somewhere in their overall degree structure, in the emerging model proposed here, first means first.

2. **Certificate-first remains bachelor's focused:** Certificate-first is not, certificate-only. Unlike many (often high-quality) private market certificates that do lead to immediate job placement, the certificate-first proposal of the new degree structure still links the certificate to a bachelor's degree. This is key for overall student motivation—students want a marketable skill set immediately, but don't want to be cut off from other degree options or feel they need to start over upon completing their certificate.

3. **Modularity drives retention:** For a certificate-first approach to remain bachelor's focused, it must include a modular degree structure. This means all courses stack toward nested milestones in the degree such that no credit is left behind. There may be a fear among some that if you make the first year more valuable, students won't continue on toward a bachelor's degree. At BYU-Pathway, the data reveals just the opposite: prior to completing the certificate, overall persistence falls to 65 percent, but upon completion of the certificate, persistence rates grow to over 86 percent—a 20-point jump!

4. **Modularity is not equal to employability:** To accelerate value into the first certificate, you can't just chop up a traditional bachelor's degree into 15-credit components. The first certificate must be more than simply pre-requisites to the major. In other words, the first certificate must create immediately employable job-skills.

Redesigning the college degree in a certificate-first structure not only transforms the outcomes of non-completers, it increases the percentage of students who do complete. And while the new structure is remarkably simple, its implementation calls for increased leadership.

Persistence

While certificates provide freestanding value, they also increase the probability of persisting toward a bachelor's degree

Pathway Connect → Certificate → Associate → Bachelor's

Pre-certificate Persistence

61%

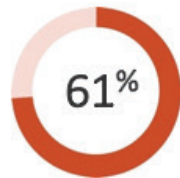Post-certificate Persistence

86%

1

Redesigning the college degree in a certificate-first structure not only transforms the outcomes of non-completers, it increases the percentage of students who do complete.

straighterline

REFER & RETURN PATHWAYS INCREASE YIELD AND PERSISTENCE
Burck Smith, CEO and Founder
StraighterLine

Since 2008, StraighterLine has been a pioneer in using alternative pathways to help colleges grow enrollment, increase yield and increase persistence. StraighterLine does this by partnering with a college to build online, competency-based, pay-as-you-go courses and pathways that lower the cost and risk to students to pursue a degree. StraighterLine:

- Enrolled more than 25,000 students in 2018;
- Manages "Refer & Return" pathways for other 30 colleges;
- Guarantees credit transfer for its coursework to more than 130 regionally accredited colleges;
- Is the only provider to have been approved by a regional accreditor and the Department of Education to launch a Title IV-eligible program under the experimental EQUIP program.

Use Case: Increasing Yield for Pre-Enrollment Students:
Colleges turn students away because they may lack sufficient math and writing skills, may not be ready for online learning, may need to fulfill pre-requisites or may need additional credits. Rejecting students, pushing them into low-success developmental pathways or referring them to other colleges limits the ability of the college to enroll the students who would have been successful and limits the college's visibility into those students' educational choices and progress. By referring these students to a co-managed "Refer & Return" program, colleges increase their yield and gain visibility into their prospect and student base. Students who succeed persist at rates substantially higher than their peers. Unsuccessful students spend far less time and money than they might have elsewhere.

Use Case: Increasing Persistence for At-Risk Students:
To succeed, non-traditional students navigate work, family, finance, health and more. Often, students facing unexpected life interruptions drop out. To provide solutions, colleges can offer a "Refer & Return" program where the at-risk student can earn necessary credit in a format that is conducive to solving these problems. Low-cost, low-risk, student-paced coursework allows the student to start immediately, start for free, move at their own pace, pause as needed, spend less, pay-as-you-go and transfer relevant credit back to the college. A study of more that 1,700 students at a large, adult-serving college found that students returning from a "Refer & Return" program graduated at more than twice the rate of those returning from a traditional college (80% v. 39%).

Use Case: Bridge Back for Stop-Outs
Like at-risk students, stop-outs stop out because life gets in the way. Low-cost, low-risk, pay-as-you-go "Refer & Return" programs can be a bridge back to enrollment once the student has overcome the barrier that caused the stop-out. A study of more than 1,700 students at a large, adult-serving college found that stop-outs re-enrolling from a Refer & Return program graduated at more than twice the rate of those returning from a traditional program (76% v. 34%).

Relative Persistence Rates of "Refer & Return" Pre-Enrollment Students

"Refer & Return" Students

95%   7-month retention

92.5%   13-month retention

Admitted Students

87%

79%

Data from a large, adult-serving college that refers students it will not admit due to concerns about ability or preparedness to a managed "Refer & Return" pathway.
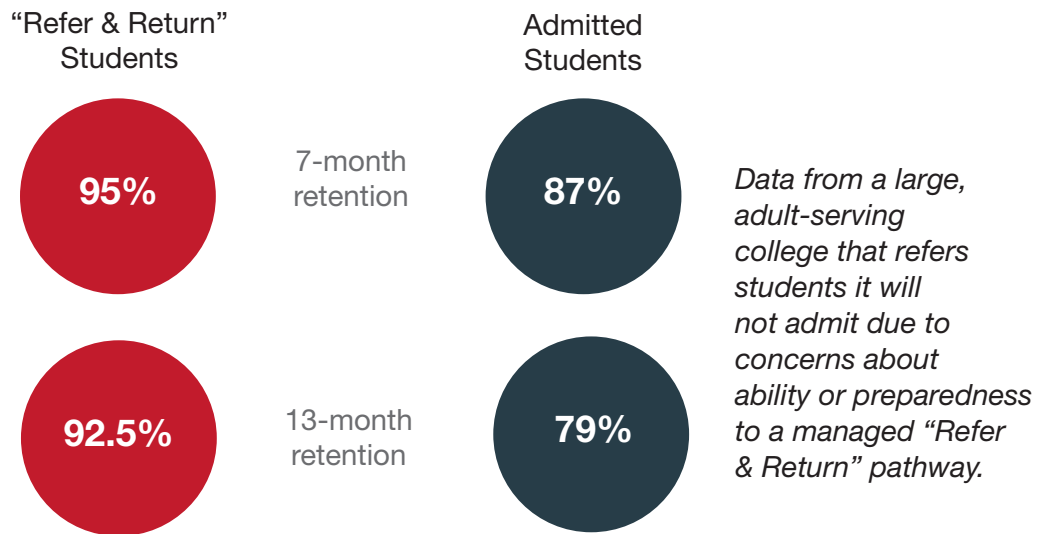
- Time period: January 2014 – January 2015
- Sample Size: 767

Low-cost, low-risk, student-paced coursework allows the student to start immediately, start for free, move at their own pace, pause as needed, spend less, pay-as-you-go and transfer relevant credit back to the college.

PURDUE GLOBAL
UNIVERSITY®

MULTIPLE MODALITIES
Michael Lorenz, Registrar
Purdue University Global

Purdue University Global (PG) is an institution committed to working adults and maximizing opportunities. Because we serve primarily working adults, we need to be very flexible in terms of time and pace. To do so, we have the created the capability to deliver student learning in increments smaller than the "course." PG has created an amalgam of Competency-Based Education and traditional delivery, called ExcelTrack. This model provides any student with the option to take a whole course, or a single outcome of that course, within a term structure. All students earn standard transcripts and a "Competency Report" depicting their outcome-level performance in the "real world" competencies that are needed by employers. This model permits students the best of both worlds: courses when a student wants and needs to and can take them as a whole, or "competencies" when those are preferred because of scheduling and time constraints. All of this saves students time and money.

All students earn standard transcripts and a "Competency Report" depicting real-world skills sought by employers.

Our upcoming competency report draft:

Competency Report

PURDUE UNIVERSITY® GLOBAL

Sally J. Graduate

MBA, In progress, expected December, 2018
B.S., Business Administration: June 2016

I aspire to be: promoted to senior accountant in my current firm.

Workplace Skills

- Teamwork
- Leadership
- Personal Presentation
- Multiculturalism and Diversity
- Communications
- Problem Solving and Critical Thinking

Essential Skills

- Communications
- Mathematics
- Critical Thinking
- Research and Information
- Ethics
- Social Science
- Arts and Humanities
- Science
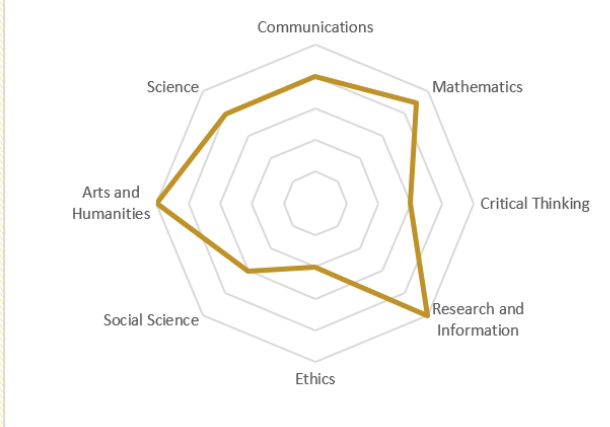
Leadership and Engagement

President of Accounting Club, 2015-16.
- Led revision to bylaws
- Leadership assessment: 4.9 of 5.0

Vice President of Student Advisory Board, 2014-15.
- Responsible for agenda creation, new member training.
- Leadership assessment: 4.8 of 5.0.

Externship
- Jones, Smith, & Parker, LLP. Accounting department. September, 2017

Featured Coursework

A- MT140: Intro. to Management. *management theory, organizational structure, ethics, real-world management problems, change management*
A MT302: Organizational Behavior. *human behavior, professional ethics, organizational culture, communication processes, organizational tools*
A- MT357: Digital Marketing. *"the cloud," search engine algorithms, social media impact, digital marketing strategy, cybersecurity*
B+ MT423: Asset Allocation and Risk Management. *asset allocation models, indirect and direct investing, risk mitigation, mutual funds, investments*

A- MT240: Management II. *management theory, organizational structure, ethics, real-world management problems, change management*
A MT303: Organizational Theory. *human behavior, professional ethics, organizational culture, communication processes, organizational design tools*
A- MT368: Social Media Marketing. *"the cloud," search engine algorithms, social media impact, digital marketing strategy, cybersecurity*
B+ MT437: Investments. *indirect and direct investing, risk mitigation, mutual funds, investments*

COMPETENCY-BASED EDUCATION
Sarah DeMark, Vice President, Academic Programs
Western Governors University

Western Governors University was founded in 1997 by 19 U.S. governors who reimagined an academic model that would expand access to higher education through an education experience that is technology-enabled and measures learning rather than time. Now, WGU has more than 100,000 actively enrolled students and over 100,000 alumni in 60+ bachelor's and master's competency-based degree programs across four colleges (Business, Health Professions, IT, and Teaching). All of this was achieved through student-focused innovation as WGU celebrated its 20-year anniversary.

Every decision at WGU is based on student success, including the faculty model. WGU faculty members work as specialists: curriculum and assessment developers, course instructors, program mentors, and evaluators. Developers design programs, curriculum, and assessments to defined learning outcomes that are verified by industry; they create developmental program maps of diagnostic, formative, and summative assessments; and they curate and develop engaging high-impact instructional materials and activities. Course instructors are subject matter experts (with terminal degrees in the field they support) who provide individualized instruction interventions as students work through courses. They also lead group sessions and study groups to dive deep on critical concepts and big ideas. Program mentors are subject matter experts (with terminal degrees and deep industry experience in the field they support) that provide one-on-one support across the program journey toward encouraging students to apply learning to real-time

on-the-job problem solving. Evaluators are also subject matter experts (with terminal degrees in the field they support) who evaluate and validate student competency and provide individualized feedback on assessments.

WGU's portfolio of programs meet industry needs with great employment outcomes. WGU designs competency-based programs, not individual courses, that are aligned to marketable skills and are personalized based on a student's knowledge, experience, and individual learning goals. Programs are designed and developed utilizing advisory groups of internal full-time faculty and external employers and industry experts. Assessment pathways form the foundation of the design and surface significant milestones and micro-achievements along the path to degree completion that can be displayed to students, mentors, and employers. Programs and curriculum are built using a modular approach, which provides a scalable solution that has more flexibility for reuse, updating, and continuous improvement.

Competencies are architected into maps that identify important scaffolding as well as opportunities for reuse across domains. These maps also tag competencies to marketable skills and critical standards for licensure and accreditation. Formative assessments are purposely integrated into courses to identify remediation opportunities to students as well as potential performance issues with the curriculum; all of which inform the data-informed continuous improvement process.

WGU and the Student-Centric Model

Reinventing Higher Ed from Ground Up

- Programs; not individual courses
  - ➤ Aligned with industry needs
  - ➤ Personalized assessment traverse
- Focused on learning – not lectures
  - ➤ choice; outcomes; personalized pathways
- Scale objective/performance-based assessments + validation of third-party certifications
- Technology-enabled, 100% online
- Data-driven, continuous improvement
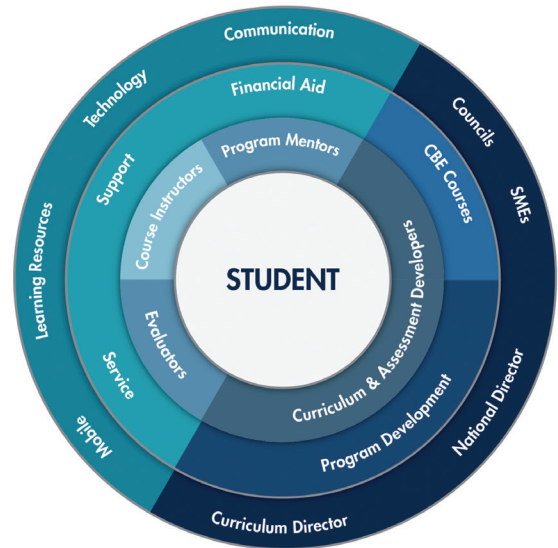
WGU 🦉

WGU designs competency-based programs, not individual courses, that are aligned to marketable skills and are personalized based on a student's knowledge, experience, and individual learning goals.

ASU EdPlus
Arizona State University

DISCUSSION OF STANDARDS AND MEASURES
Philip Regier, University Dean for Education Initiatives and CEO
EdPlus at ASU

The purpose of the opening presentation in the Standards and Measurement session of the summit was to begin a dialogue among the schools represented about what might constitute reasonable standards that would allow quality online programs to distinguish themselves in the market -- but more importantly, give potential students information that would be beneficial.

The presentation assumes that two questions are of overriding interest to potential program applicants: How many of the students who begin a program actually complete? And, what is the year-to-year retention rate?

The current Department of Education measures of these two indicators are flawed for online programs, because both measures focus on first-time full-time freshmen, whereas the online population is overwhelmingly composed of students who are NOT attending a higher education institution for the first time. So, the question becomes, can we fashion

reasonable measures for retention and graduation for a transfer population of working adult students?

The development of such measures, and the release of such measures to the public, is critically important in allowing consumers transparency into the quality of the programs that they are enrolling in.

Without such measures, online education resembles the used car markets of the 1960s analyzed by George Akerlof. Akerlof posited that markets that are characterized by information asymmetry between buyer and seller fail in part because buyers don't know what the sellers are well aware of and are therefore unwilling to pay a full market price for the value that they receive. By reducing the asymmetry between buyers and sellers, or in this case between potential students and our respective academic institutions, it is possible that students will be able to better distinguish quality in the market and pay appropriately for it.

Reasonable standards would allow quality online programs to distinguish themselves in the market, but more importantly, give potential students information that would be beneficial.

ASU Online <mark>Undergraduate</mark> Core Headcount at Census Fall FY17 to Fall FY19 Fall

| FY17 Headcount | New | Return | Graduate | Attrite | Not Present in previous or current term, and enrolled in future term | FY18 Headcount | New *(Estimate)* | Return *(Estimate)* | Graduate *(Estimate)* | Attrite *(Estimate)* | Not Present in previous or current term, and enrolled in future term *(Estimate)* | FY19 Headcount *(Estimate)* |
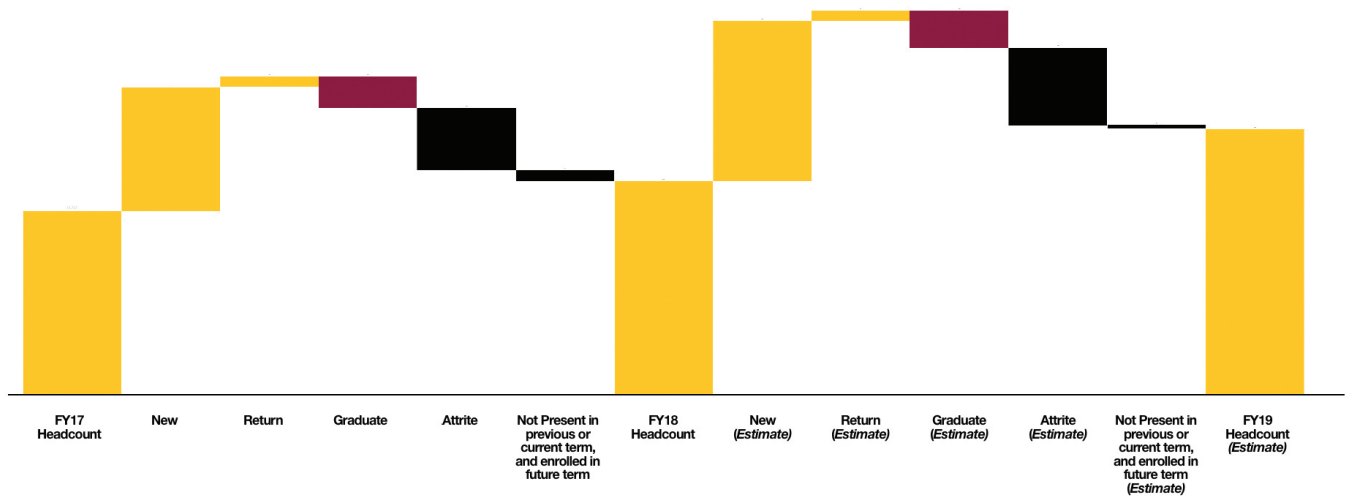
Undergrad Student Cohort Progression By Session, for Fall '12 A starts

< 60 Transfer Hours

60+ Transfer Hours

Status

Session

Session

■ Lost
■ Skipped
■ Enrolled
■ Graduated
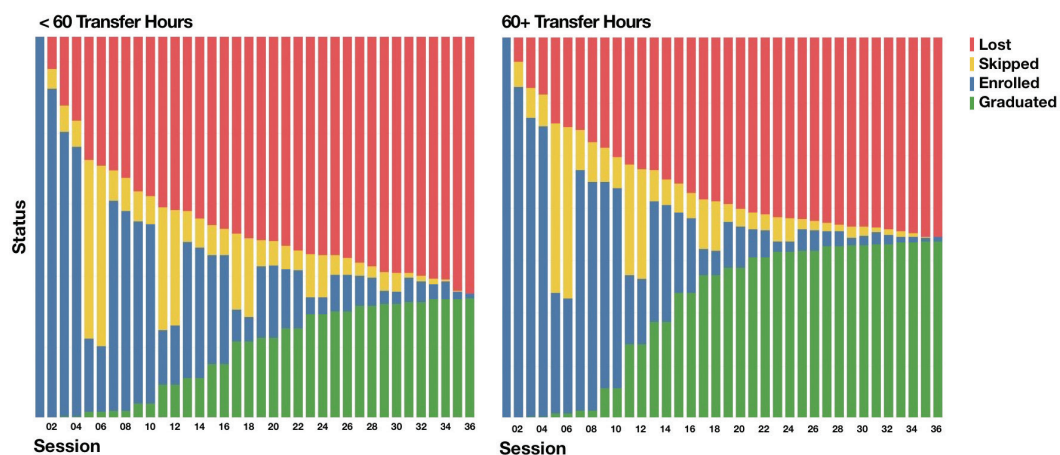
BYU
PATHWAY
WORLDWIDE

TRACKING STUDENT OUTCOMES: THE BYU-PATHWAY ONE-PAGE DASHBOARD
J.D. Griffith, Vice President of Administration
BYU-Pathway Worldwide

BYU-Pathway Worldwide has a core organizational statement that states "persistence is everyone's responsibility." This means that everyone, from the President to the part-time student support staff, is responsible to both monitor and increase student retention. Retention is an outcome that is tracked in curriculum, student services, mentoring and field operations.

In order to build a culture around measurement and key outcomes, it has been critical that everyone in the organization works from a shared set of common measures and shared data. The BYU-Pathway one-page dashboard allows everyone within the organization to monitor persistence and other key metrics, using a common language and a shared set of priorities. This one-page document is reviewed monthly within each department but is formally reviewed every quarter by the entire organization.

There are three key benefits to the one-page shared dashboard:

1. Everyone in the organization can digest a one-page document. It does not matter what level an employee is within an organization, providing a concise, one-page document is digestible to all. Specific members of the administrative and operations team can dive deeper into the data when necessary, but the quick-glance functionality of the one-pager is a useful tool from the administrative level down to the staff level.

2. It takes discipline to only have a one-page dashboard. The old adage of "if it moves, we measure it" is true for just about every online organization. Data is king. However, it takes discipline to elevate and prioritize key metrics that the whole organization can focus on. Furthermore, having an administrative team bend, pull, and push back on what key metrics are important enough to make the one-page dashboard is an exercise that sharpens the focus of the organization.

3. When the leader refers to a number, everyone knows where it came from. Just like it takes discipline to narrow key metrics to one page, it also takes discipline to stick to the data from that one page when speaking to employees and other constituents about a key organizational metric like persistence. The benefit of only citing data from the one-pager means that whenever the President or other senior leaders reference a number, everyone knows where that number came from.

This dashboard (pg 33) is a copy of one of BYU-Pathway's most recent updates. Color-coded variables allow quick, at-a-glance synopsis. Generally speaking, green represents above the median while red represents the bottom quartile and yellow represents between the two. Measures focus on key student outcomes, including semester-to-semester persistence, program completion and new starts, academic performance, job placement, spiritual growth, and overall student satisfaction.

Area	Area Manager	1st Semester Students (Spring 2018 Cohort)				PathwayConnect Completers (Fall 2017 Cohort)								Gospel Deeper	Capable Learners	Lead Families		
		Started	2nd Sem. Retention	C- or Lower	GPA	Completed	Completed Pathway from Start	Completed Greater Than 3.0	Matriculated From Start of Program	Matriculated from Completion*	Pursued Other Education	Improved Employment	Total Continue Education or Improved Employment*	Increased Testimony of the Gospel of Jesus Christ	Report More Confidence in Ability to Succeed in College	Seeking and Realized Improved Employment	Would Refer Pathway to a Friend	Total Sample Size
Africa SE	CC	#######	#########	######	######	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########
Africa W	CC	#######	#########	######	######	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########
Asia	JB	#######	#########	######	######	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########
Asia N	JB	#######	#########	######	######	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########
Brazil	SG	#######	#########	######	######	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########
Caribbean	GC	#######	#########	######	######	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########
Cent America	IV	#######	#########	######	######	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########
Europe	MR	#######	#########	######	######	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########
Europe E	MR																	
Mexico	NA	#######	#########	######	######	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########
ME/Africa N	CC					#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########
Pacific	MR	#######	#########	######	######	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########
Philippines	JB	#######	#########	######	######	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########
SA NW	IV	#######	#########	######	######	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########
SA S	GC	#######	#########	######	######	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########
Virtual Intl	Various	#######	#########	######	######	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########
Intl Sub	GH	#######	#########	######	######	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########
Idaho	JS	#######	#########	######	######	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########
NA Central	JS					#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########
NA NE	JP					#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########
NA NW	DW					#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########
NA SE	JP					#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########
NA SW	MC	#######	#########	######	######	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########
NA W	DW					#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########
Utah N	KJ					#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########
Utah SLC	KJ	#######	#########	######	######	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########
Utah S	KJ					#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########
Virtual Dom	Various					#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########
Dom Sub	JW	#######	#########	######	######	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########
Intl Sub	GH	#######	#########	######	######	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########
Total	BA	#######	#########	######	######	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########	#########

*Historical analysis shows additional students matriculating within 2 semesters (##% domestic, ##% international, ##% overall).

Updated October 10, 2018

In order to build a culture around measurement and key outcomes, it has been critical that everyone in the organization works from a shared set of common measures and shared data.

insidetrack®

COACHING AND MENTORING TOOLS TO INCREASE EQUITY AND SOCIAL MOBILITY

Pete Wheelan, Ellen Leher, Melanye Thompson, and Mo McKenna
InsideTrack

Online learning brings diverse groups together to explore complex ideas, understand multiple perspectives, work across age groups, and across countries. Institutions offering online programs are uniquely positioned to be leaders in this arena. By tackling topics of social mobility and equity, institutions can improve enrollment, retention, and outcomes, while bettering the world in the process.

Coaching and mentoring are two disciplines that are proven to improve outcomes. Both can be powerful tools in improving equity in higher education.

- **Coaching:** Coaching surfaces the habits, behaviors, attitudes, and beliefs that are the foundation of student success. Coaching can increase equity and access by leveraging individual strengths and helping students develop the belief that they can succeed.

- **Mentoring:** Mentoring focuses on leading by example and giving advice. Students develop belief in themselves and feel that they belong at the institution, or in the major, or in the career often because they aspire to be like the mentor in the future.

Here are five straightforward ways to increase equity and improve outcomes of coaching and mentoring programs, without breaking the budget:

1. **Use mobile-based channels:** Serving traditionally underserved students means embracing mobile-based channels such as text message because traditionally underserved students are more likely to be smartphone-dependent—meaning their smartphone is the only way they access the internet.

2. **Offer multimedia asynchronous experiences:** Asynchronous experiences help engage students across time zones and better reach students that might be working full-time, working shift jobs, or raising families, which describes the target audience of online program providers. The multimedia component of the experience is inclusive of many learning styles and experiences.

3. **Utilize short, closed captioned videos:** Videos are a highly valuable channel to communicate information and short videos are more likely to be viewed. Adding closed captions better serves not only hard-of-hearing students, but all students because it offers an easier way to watch the video in public without having to turn the sound on.
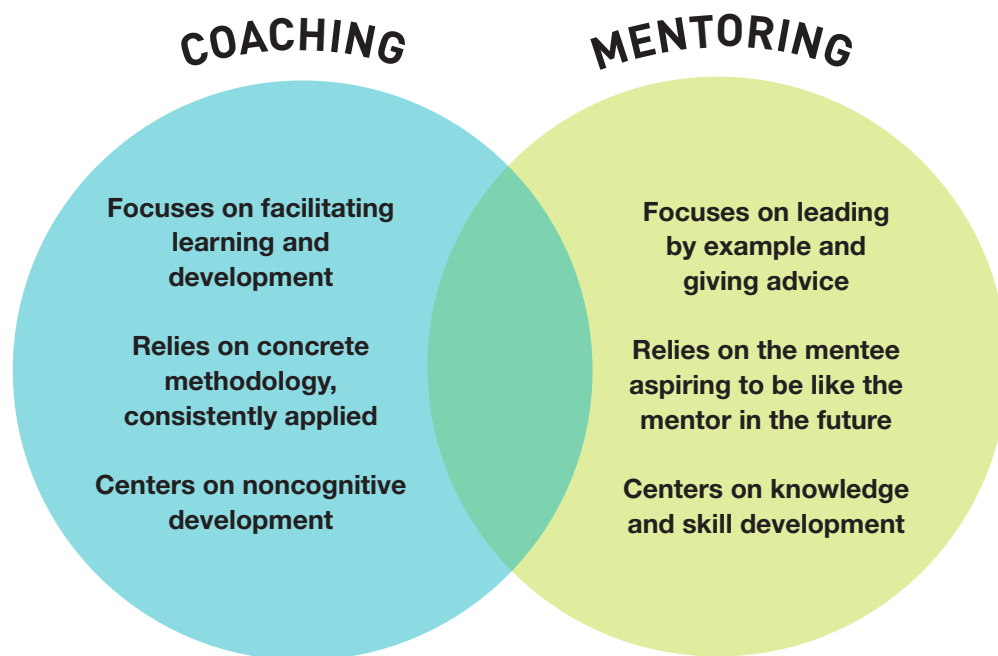
4. **Upskill an existing workforce:** Institutions don't have to hire new staff in order to deploy coaching and mentoring. More institutions are focused on creatively upskilling an existing workforce whether that is advisors, faculty, or admissions counselors.

5. **Ask experts for review communications:** Content can be developed that doesn't leave anyone out. Ask equity, diversity, or international, departments to review communications to ensure they don't unintentionally marginalize anyone. And be sure to leverage the best experts - students.

By leveraging creative solutions and thoughtfully innovating, institutions offering online programs can lead the way in equity and social mobility efforts in higher education.

COACHING

MENTORING

Focuses on facilitating
learning and
development

Relies on concrete
methodology,
consistently applied

Centers on noncognitive
development

Focuses on leading
by example and
giving advice

Relies on the mentee
aspiring to be like the
mentor in the future

Centers on knowledge
and skill development

Coaching and mentoring are two disciplines that are proven to improve outcomes. Both can be powerful tools in improving equity in higher education.

PennState
World Campus

CASE STUDY: PENN STATE WORLD CAMPUS
Renata Engel, Vice Provost for Online Education
Bill Fritz, Director of Admissions and Financial Aid
Penn State World Campus

Penn State World Campus is the second-largest campus in The Pennsylvania State University system with nearly 20,000 students. Penn State World Campus provides an accessible, quality Penn State education online to address the needs of individuals who seek a higher education beyond the traditional campus experience. Partnering with Penn State's academic units and colleges allows Penn State World Campus to offer more than 150 degree and certificate programs developed and taught by Penn State faculty.

Penn State World Campus offers coaching to prospects, applicants, admitted and enrolled students (through the first two semesters). Coaching has provided insights into students' motivations, beliefs, and expectations, which helps Penn State identify areas of possible improvement to best serve students.

Lessons learned about students through coaching:

1. Students enter higher education for different reasons, with different levels of preparedness, facing different challenges. Through engaging coaching, identifying needs, and providing tools and assistance, students are more likely to persist.

2. Students want to hear from others like themselves (students and alumni). Using the voice of your students and alumni can be a powerful motivator, and help show new students that success is possible, and challenges can be overcome.

3. Career is an important motivator and investing time in understanding what it means for different

students, builds trust and a connection to faculty, staff and the university as a whole.

4. Students want to be coached, adoption rates for coaching of newly enrolled students has grown to over 80 percent at Penn State World Campus since its inception in 2016.

Lessons learned about Penn State World Campus through coaching:

1. Being an online student can be a solitary experience, especially in early semesters. Because of this, administrative processes should be streamlined whenever possible, and jargon should be avoided. It may not be in the students' best interest to be asked to adapt to the traditional way of doing things, and institutions may want to consider adapting to the online learner.

2. Coaching provides an opportunity to discuss expectations and manage those expectations when appropriate. Discussing the services and supports that are in place to promote student success, needs to be an intentional act.

Making the move toward mentoring:
Penn State World Campus is in the process of developing some pilot projects for mentoring of enrolled students and extending coaching to other parts of the learner life cycle. With the success of coaching at Penn State World Campus, coaching could be the vehicle to develop a skillset by learners that will serve them throughout their lifetimes. Such an approach may be particularly valuable to learners who

are first-time college students or those without strong networks. Questions that may need to be addressed by an effective mentoring program may include:

1. What are the goals of the mentoring program?
2. How do you find a mentor?
3. What characteristics do you look for in a mentor?
4. What are the advantages to being a mentor or mentoring?
5. How will outcomes of the mentoring initiative be measured?

Universities have large communities to draw from to provide mentorship opportunities for their students. Identification, training and evaluation need to be equally considered in making mentoring a successful student intervention.

The diagram below depicts the current roadmap for coaching and mentoring at Penn State World Campus.
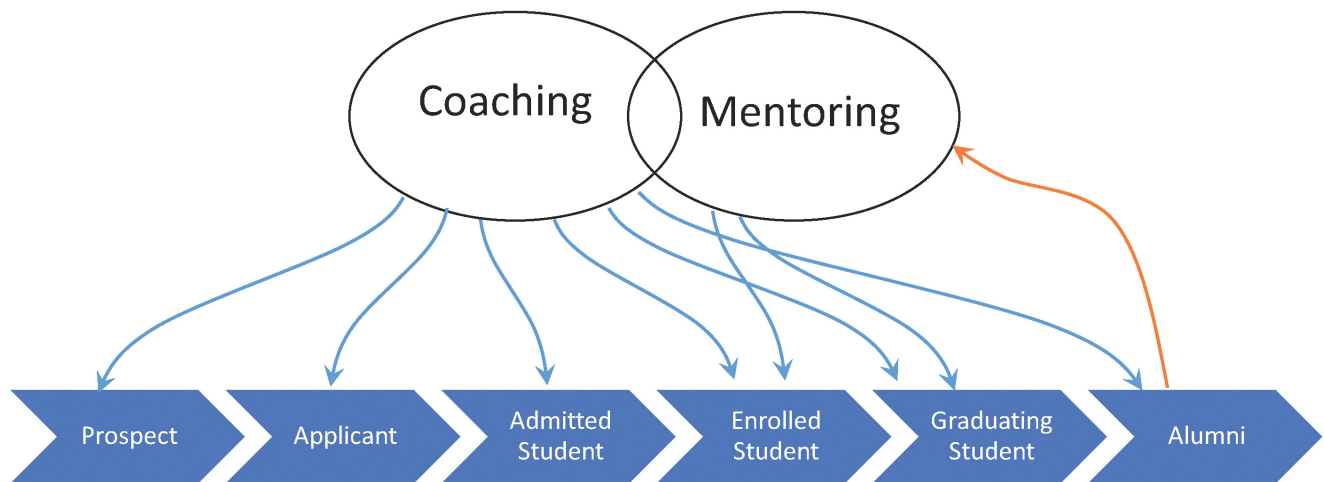
Penn State World Campus provides an accessible, quality Penn State education online to address the needs of individuals who seek a higher education beyond the traditional campus experience.

CASE STUDY: WESTERN GOVERNORS UNIVERSITY
Natalie Murray, Vice President of Student Experience

Western Governors University (WGU) offers competency-based online bachelors and master's degree programs in four workforce-relevant areas, including College of Business, College of Health Professions, College of information Technology, and Teachers College. With a full-time enrolled population of 110,000 as of January 2019, WGU offers a student-centered faculty model to support student outcomes. Faculty roles are disaggregated into four key roles: Curriculum & Assessment Development, Program Mentoring, Course Instruction, and Evaluation. The Curriculum & Assessment faculty design and create the content and curriculum based on learning objectives to meet workforce needs; and develop valid and reliable assessment instruments to measure competency. Program Mentors provide program instruction, including workforce application of competencies, and personalized support and coaching throughout the entire program; Course Instructors provide personalized course plans and instruction to students in specific course competencies; and Evaluators provide individualized feedback on student assessments. The individual, specialized skills of each faculty role are leveraged in a student-centered design that supports student competency attainment and outcomes.

WGU's Program Mentoring Faculty support the student in cognitive, social, and emotional learning and demonstrating the program competencies and understanding how individual coursework applies to the overall program.
- As with all faculty roles at WGU, Program Mentors hold a master's or terminal degree in the assigned program area and have relevant industry experience

as well as certifications and licenses where applicable.
- Students are assigned a Program Mentor upon enrollment. The relationship continues through graduation.
- The Program Mentor provides consistent, one-to-one support for each student and helps coordinate 360-degree student support, including course faculty support and other student services.
- The Program Mentor provides insightful connection of courses to program competencies and workforce applications, which are aligned with the student's goals.
- The Program Mentor creates a personalized term plan for each student and coaches to program pacing and success markers for each term.
- The Program Mentor and Course Instructor collaborate frequently to support students to success in their coursework and program. They leverage personalized feedback from Evaluation faculty to support students in gaining and demonstrating competency.

Faculty Performance Metrics include:
- **Accurate.** Information and guidance are accurate
- **Fair.** Approach and opportunities are consistently applied
- **Helpful.** Engagement propels students on educational journey through personalization, motivation, anticipation of future challenges and strengths
- **Quick.** With due consideration to other tenets, communications and results delivered rapidly and transparently to support learner pacing and completion goals
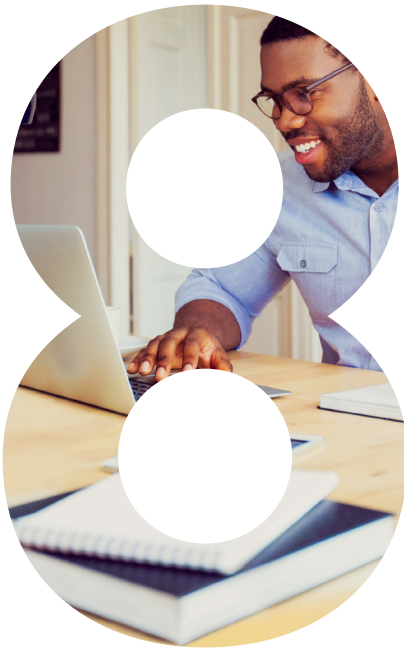
OS3 2018 PARTICIPANTS

EDUCATIONAL ORGANIZATIONS

BYU-Idaho
Founded in 1888, Brigham Young University-Idaho is supported and guided by The Church of Jesus Christ of Latter-day Saints. Its mission is to develop disciples of Jesus Christ who are leaders in their homes, the Church, and their communities.

BYU-Pathway Worldwide
BYU-Pathway Worldwide's PathwayConnect is a low-cost education program that helps people start or return to college. Over the span of one year, students complete coursework online and gather once a week with other students in-person. Courses may later qualify for credit that can be applied toward a BYU-Idaho online certificate or degree.

EdPlus at Arizona State University
Arizona State University offers a postsecondary education that is 100 percent online. It offers more than 150 undergraduate and graduate degree and certificate programs.

Penn State World Campus
Penn State World Campus is the second-largest campus in The Pennsylvania State University system with nearly 20,000 students. It provides an accessible, quality Penn State education online to address the needs of individuals who seek a higher education beyond the traditional campus experience. Its more than 150 degree and certificate programs are developed and taught by Penn State faculty.

Purdue Global
Purdue Global is a public, nonprofit university focused on providing a personalized online learning experience based on individual students' learning needs, previous work, college, and military experience, and their desired pace to completion.

Western Governors University
Western Governors University, created by a group of U.S. governors, is the first nonprofit university where all bachelor's and master's degrees are competency-based, with online courses designed in partnership with leading employers. Students progress through courses as soon as they can prove they have mastered the material, leveraging existing knowledge or experience and accelerating their learning.

SERVICE ORGANIZATIONS

Council for Adult and Experiential Learning (CAEL)
The Council for Adult and Experiential Learning (CAEL) is a national nonprofit and Strada Education Network affiliate that works at all levels within the higher education, public and private sectors to make it easier for people to get the education and training they need.

InsideTrack
InsideTrack, a Strada affiliate, has partnered with colleges and universities since 2001 to create adaptive coaching solutions that combine professional coaching, technology and data analytics to increase student enrollment, completion rates and career readiness.

ReUp Education
Each year, millions of students drop-out of college or university, with the primary barriers to completion being financial, work and family obligations, health issues, and motivation. Many of these "Forgotten Students" leave college with mountains of debt and without the earning power of a diploma. The social, economic, and human potential loss is enormous. ReUp is proud to work with some of the most diverse universities and colleges in the country to tackle the challenge of college completion student by student.

Stanford Center for Education Policy Analysis
The Stanford Center for Education Policy Analysis (CEPA) is a research center created in 2009 to unite an interdisciplinary array of nationally prominent scholars from across the campus to provide the depth and scale of research needed to affect education practice and policy in meaningful ways. Our work is known for its understanding of the educational context, innovative use of data, and rigorous analyses that result in real solutions to real problems.

Strada Education Network
Strada Education Network is a national nonprofit dedicated to improving lives by catalyzing more direct and promising pathways between education and employment through research and insights, strategic philanthropy, national engagement, mission-aligned affiliates and mission-aligned investments focused on a mission of Completion With a Purpose®.

Straighterline
StraighterLine is a student success and college readiness company that provides high quality online general education courses that colleges recognize for credit. StraighterLine's low-cost online courses are offered to students for a $99-a-month subscription. StraighterLine has developed a network of over 130 leading adult-serving colleges and universities that guarantee acceptance of StraighterLine courses. StraighterLine serves more than 25,000 individual students a year.

Strada

**EDUCATION
NETWORK**

Indianapolis National Headquarters:
10 W. Market Street, Suite 1100
Indianapolis, IN 46204

Washington, D.C. office:
2001 Pennsylvania Avenue Northwest, Suite 1100
Washington, DC 20006