

Dean James Hedges

Division of Online and Continuing Education Review

Since becoming Dean of the Division of Online and Continuing Education (DOCE) two years ago, I have been very focused on developing a vision for the division that will help Weber State University meet students where they are. Our division has historically served online populations, adult learners, and nontraditional students. Given that these students are becoming mainstream in higher education, it is imperative that our division works across campus to help meet their needs. With an eye on these shifting demographics and the subsequent enrollment cliff, I have worked to prepare our division to be the entrepreneurial and innovative arm of our institution. Our division acts as an incubator for Academic Affairs--we support and resource academic colleges and departments who want to offer new innovative programming that meets students' needs and adapts to market trends. In addition, we are always looking for new partnership opportunities that will lead to noncredit training and pathways to degree programs.

My leadership philosophy is grounded in a legacy leadership model. Through that model, I encourage all managers at all levels of the organization to become active leadership coaches which in turn elevates the entire organization. It is my belief that a strong culture must be a collective effort. The culture I am hoping to create involves my executive team and directors actively educating others on how to lead in their day-to-day responsibilities. From my experience as a leadership trainer, I have seen this model have an exponential effect that is both more profound and more sustainable. Much of the work we do in our division involves trying new things and being open-minded to change. This mindset has been dramatically different from past approaches, and it will take time for the division to trust that they can be innovative without fear of failure. Some people in the division have embraced this attitude quickly and others more slowly. With any major change, this is to be expected. Being new to Weber State University, I have had to rely heavily on my teams, and I could not be more grateful for their patience and hard work as I got up to speed. This situation has given me an opportunity to listen and empower them. Given the vast array of work the division is responsible for, I will continue to rely on their institutional knowledge and expertise. My goal is to always be open to change, continuously improve, set a good example, and put people in positions to succeed.

In the first six months as Dean, we created a new strategic plan ([Appendix A](#)) that was the culmination of numerous strategic planning retreats, market analysis, and rethinking how we can better serve students at a time of great change. Fluctuating federal legislation, the explosion of online education following the pandemic, the incorporation of artificial intelligence in existing curriculum, shifting demographics, varying generational perceptions of higher education, and consequential state legislation are just a few of the factors driving this change. DOCE's strategic plan was created to support the university strategic plan and the recommendations that came out of the NCHEMS report on the Utah System of Higher Education. This strategic plan produced five strategic goals for the division. All of these goals are intended to better serve students and the university in ways that will be more responsive to student needs and demands.

DOCE Strategic Plan Goals & Key Highlights

Goal 1: Create and articulate a central, distinct and enduring identity that is integrated with Big W

Highlights and Accomplishments
Created Strategic plan (<i>Appendix A</i>)
Continually reinforce identity as the entrepreneurial and innovative arm of the institution across campus: be the incubator for ALL new programming
Work across academic affairs to better serve students <ul style="list-style-type: none">• EMSS/SAS-DOCE meetings/coordination• USASE—identify verification, Regular and substantive interaction policies, testing center coordination.• Digital District collaborations (NACE competencies, micro credentials)• CETL-WSU Online coordination collaborations with all provost council, academic deans and departments• OSSA-DOCE coordination. Working on the utilization of Labor Market Information (LMI) to inform curriculum/program creation and outreach to all programs across the university to identify access points to increase enrollment, stackable pathways architecture, and connect graduate outcomes with employment data.

In the strategic planning process, I heard countless times how DOCE was not really integrated with the larger campus. This disconnect was one of the first things I wanted to address, and it ultimately became our first strategic goal. Given the changes happening across higher education, the fastest growing opportunities for prospective students were with adult learners and nontraditional students. At the same time, institutional data was disturbingly very clear: WSU had seen more than a decade of declining enrollments from this population, so it was vital that we work together as a campus to help boost enrollments and meet students where they are. This work, however, is no small task; it means that we must rethink the entire student experience which will require tremendous cooperation and coordination. To start, I initiated regular meetings with many division leaders across Academic Affairs. This regular communication has resulted in countless coordinated efforts to support the university, its faculty and staff, and most importantly, its students. No clear precedent existed on how our division worked across academic affairs, but I have been supremely grateful to my colleagues who have helped orient me to the campus and its inner workings. For example, Dr. Brenda Kowalewski and I formalized a relationship between WSU Online and the Center for Excellence in Teaching & Learning (previously, only a loose connection existed). These efforts have led to a joint calendar of events throughout the year. Meeting topics include jointly supporting faculty, delivering workshops for better LMS utilization, new faculty retreat training, and how faculty can incorporate artificial intelligence in their classrooms.

My goals hinge on building strong relationships with different stakeholders across campus, but especially in Academic Affairs. I must collaborate with the Office of Undergraduate Studies, Academic Support, and

Institutional Effectiveness to align distance education policies for NWCCU and the Department of Education. In addition, working with Student Access & Success on recruiting, retaining, and guiding adult learners and nontraditional students to credential completion is vital. The Office of Student Success Analytics will be a key partner in workforce development. My division will also need to closely collaborate with The Office of Sponsored Projects on numerous million-dollar grants. I look forward to growing these relationships and forging new ones so DOCE can better support the campus and the communities we serve.

Goal 2: Create, articulate and coordinate an online strategy for WSU

Highlights and Accomplishments
WSU Online (Canvas administration, instructional design)— quality control, USHE & federal regulations, technology and software integrations Online strategy doc created/meeting schedule
4 new online programs fall 2023
Pathway maps created for all programs
New online tuition model agreed upon to be executed 2024
Quality standards established, being institutionalized
<i>Appendix B and C</i>
<i>Appendix E</i>

Even before I started my position, people I now call colleagues had warned me that the campus did not have a true online strategy. Like most universities, online enrollments were increasing. When the pandemic hit, however, it was a chaotic transition. What I encountered was not surprising: a mixture of exceptional and subpar online programming. Like faculty in many other institutions, WSU faculty had to charge into online environments, whether they were ready to or not. It's no wonder that quality took a back seat sometimes. The pandemic has had a lasting effect on our division as WSU Online was in emergency support mode for years. As we came out of the pandemic, online education has continued to grow. However, the infrastructure was never intended to support such growth. Technological integration into curriculum has become mainstream, but supporting programming with such a wide array of technological needs has been challenging. The good news was WSU Online had done a lot of internal data collection and external research that led to the development of campus-wide *quality tiers*, where best practices have been standardized and used in trainings across the university (*see Table 1*). It was crucial to me that quality was at the heart of our *online strategy* since Weber State's primary identity is an open-access teaching institution. If our online education quality was not up to the standards we had established, then it could negatively affect our reputation.

Built upon the pillars of quality, access and demand, program expansion and support, we developed an online strategy that provides clarity about what our primary goals are moving forward. Since most Weber State students work, online is likely where enrollment growth will take place. Knowing this, I knew that our current infrastructure needed more resources than the Division of Online & Continuing Education could provide. As a result, I worked with the Division of Student Access & Success and Administrative Services to change the online out of state financial model. In essence, this meant that future revenue growth and online student fees would funnel to central campus instead of DOCE and create a consistent revenue stream to support the university's online infrastructure (both LMS administration and instructional design) which would support and enable more sustainable growth.

Our division has also been conducting research to identify all asynchronous online pathways for students across every university program. Through that research, we could help departments and programs identify barriers to graduation. We discovered that we had only a handful of truly online programs where students could complete their entire degree, including generals, without taking a face-to-face course. Since then, we have been following up with departments about creating online courses that would enable completely online pathways which would increase access for adult learners and working professionals. In the last two years, we have developed five new online programs. While helping departments build these out, our instructional designers have worked with program faculty to ensure that our entirely online programs meet our university's quality standards. Moreover, our division has been working with the new Office of Student Success Analytics to use labor market information to identify and create online programming for working adults in fields that have high industry demand at every level of credential earned.

WSU Online Table 1

Training	AY 2022-2023	AY 2023-2024
Growing with Canvas	14 (33% of all faculty, 31% of all adjuncts)	38 faculty
Intro to eLearning	6 (26% of faculty, 15% of adjuncts)	36 faculty
eLearning Certificate	15 (13% of faculty, 3% of adjuncts)	23 faculty
Spring Design	8	30
Back to School Workshops		121 Faculty
LMS Support and Administration	AY 2022-2023	AY 2023-2024
WSU Online Support Rating	83%	84%
<i>Canvas Core Feature Usage</i>		
Faculty Survey Data State	50%	
Weber State Canvas Courses are Published	76%	58% of 13,208
Active Courses use Quizzes	61%	78%
Active Courses use Gradebook	87%	95%
Faculty Members use the Teacher App	300	
Students use the Student App	13,000	
<i>Improve accessibility scores by 10% in Canvas for all reporting categories related to digital file accessibility</i>		
Content remediated	2,185 pages	5,976 pages
LMS Integrations	17	22
Canvas Comprehensive Accessibility Rating		68% of 1,578,095

WSU Online Table 2

Collaborations
AY 2022-2023/2023-2024
Coordinated the Digital District Quest in collaboration with CETL and IT Learning & Development
Participated on the OER grant committee with the Library to review 6 faculty projects that implemented OER materials.
Invited multiple departments to participate in our back-to-school training week including CETL, Office of Institutional Effectiveness, Testing Center, Wildcat Advantage, Career Services, and the Library.
Participated at a university-wide AI Task Force committee to create guidelines and policies for artificial intelligence (AI) ethical and responsible usage at Weber State.
Collaborated with DOCE on the creation of multiple micro credentials.

WSU Online Table 3

Innovative Technology Grant Projects
AY 2023-2023
2 - Microlearning Projects using Arist
Interactive Virtual ICU Admittance
VR Disaster Triage
Face reader technology used for consumer analysis (tech-writing course)
Labster: Virtual labs
Virtual Reality and Augmented Reality Tours
AY 2024-2025
CEC VR Tour: This virtual tour was created with the help of the CATS team. We highlighted key areas around campus for clients at the CEC. We have this available in a VR format at the CEC where clients can explore and learn more about the main campus.
VR and the Planetarium: A new experience will be created for the planetarium using the Digistar system that will also be broadcast to students using a VR headset so they can see the whole experience in a 3D space.
Experiential VR in Broadcast Journalism: Students will film a 360-degree-video news report or immersive science walkthrough
Simulation technology to create trauma patient avatars for nursing practice: Students will conduct a head-to-toe trauma assessment on a digital avatar that has been programmed with an injury.
AI and Scenic Design: Students will integrate AI as a new form of scenic research they can use as an inspirational starting point for classroom projects as well as integrate AI-generated images as scenic research, scenic projections, and an inspirational springboard for design projects.
ACT Lab VR Experience: Students will use ACT Lab to design a project that involves making a virtual world using VR.
AI in the Chemistry Lab: Students assigned to create a specific pharmaceutical cocrystal will use AI to sift through the thousands of possible iterations to select the best companion chemical and then test its efficacy.
Hallo AI Language App: Students will use Hallo AI which uses AI avatars to generate speech for more opportunities to use their language outside of the classroom.
Qball and AI: Students will use the QBall as a throwable microphone to enhance student engagement and connection. An AI audio chat bot will be included that allows students to ask the ball a question and it will give an answer to spark classroom discussion.
Medical Nutrition Therapy Simulations: Students will use Medical Therapy Simulations for hands-on practice with simulated patients, fulfilling learning outcomes in nutrition assessment and application for patients with medical conditions.

Goal 3: Define the primary purpose and function of each satellite campus

Highlights and Accomplishments
Discussions initiated and ongoing—preliminary plan created <ul style="list-style-type: none"> • Formalizing eHSI-CEC connection • West Academic Courses, HAFB Internships, Programming and Employee Onboarding • Farmington-undecided
<i>Appendix D</i>

Of all the strategic goals, this one has proved to be the most challenging. DOCE oversees five of the university’s satellite locations. The original vision for these off-campus learning centers was created before the proliferation of online education. Back then, geographic proximity was seen to be a primary enrollment motivator. We have run some programs at these locations successfully, but not to the extent that we had hoped. Difficulties with establishing anchor programs at these locations include prohibitive lease agreements, finding faculty who want to run an entire program at a satellite location, and differing opinions of what can and cannot be done at each location. Significant resources are devoted to these facilities so I will continue to work toward viable solutions.

Two of the lease agreements include Farmington Station and the West Center. Neither of these locations has had any permanent programs or identities. These facilities are mostly used to host individual classes, and their lease agreements are up in the next two years. I am in ongoing discussions with academic colleges and departments about potential uses of these locations that would provide a clear academic identity within the communities they serve. One thing we have learned over the years is that successful programs at these satellite locations require (1) a champion who takes ownership of the program’s success and (2) running an entire program at each facility where students only have to go to one location for the entirety of the program.

The Center for Continuing Education houses the police academy and is located across the street from Hill Air Force Base. This facility has housed sporadic programs over the years, but I would like to see more Hill Air Force Base-specific programming at this facility. This is especially because Weber State just signed a new MOU with Hill AFB to provide graduate education. The Community Education Center (CEC) has a new director, and we are very excited about realizing the vision of making this facility an anchor in the downtown Ogden community and formally connect it to the institution’s goal of becoming an emerging Hispanic serving institution (eHSI). The strategy is to partner with organizations that are already established and trusted in the community. Community members can first come to the facility through our trusted partners, then be exposed to the educational opportunities at Weber State. Connected with this work, DOCE is coordinating the \$2.5M grant from the Governor’s Office of Economic Opportunity (GOEO) to create programs taught entirely in Spanish or bilingually. We hope to create an infrastructure that supports the community’s needs, the university’s strategic plan, and maximize the CEC’s resources. Since this work cuts across the entire university, I foresee this being a major part of the division’s work over the next few years. This is a massive project that has already presented many challenges. That said, it is a great opportunity to make significant inroads on our strategic plan and build an infrastructure to support our students and the community in the years ahead.

Goal 4: Expand quality credit and noncredit programming

Highlights and Accomplishments
Piloting micro credentials--Rosie project & Tech Moms
Micro credential strategy created
Division wide program development process
Ongoing PLA discussion/strategy development
Stackable credential strategy created/launched
Rocky Mountain Center for Occupational and Environmental Health noncredit programs (OSHA and NIOSH)
RMCOEH <ul style="list-style-type: none"> • Strategic plan created coordination with larger center • NIOSH program expansion • Developed Spanish OSHA training
Awarded a Department of Labor Grant Strengthening Community Colleges
Building Puentes grant (\$2.5M GOEO grant) to build out stackable credentials in Spanish
Law Enforcement Academy
Online/night/weekend IW overload distribution
Self-support (DOCE operates as an incubator for innovative program development and maintenance) and non-credit programming (micro credentials)
Community Education Programming
<i>Appendix E, F, G</i>

The Division of Online & Continuing Education continues to support academic programs across campus. As seen in the table below, we run several self-support programs with different departments. These programs grew out of innovative partnerships between the division and the host department or program DOCE provided seed money to grow new programming, and faculty contributed the high-quality content. I have been adamant that the programs we “start-up” are based on labor market data and trends that lead to good outcomes for our graduates. In the past, program development was typically based on faculty interest, not necessarily bettering students’ prospects once they graduate. To build programs that have strong enrollments and student outcomes, we need to continue to partner with colleges and departments across campus. These collaborations, however, are only possible if you have a good relationship with faculty, chairs, and deans. Our division already has many touchpoints with department chairs as we distribute instructional wages for overload classes and online, night, and weekend programs. My division’s continuous goal is to grow these relationships across campus so we can create programs that enhance students’ educational experiences and prepare them for what’s next in their lives.

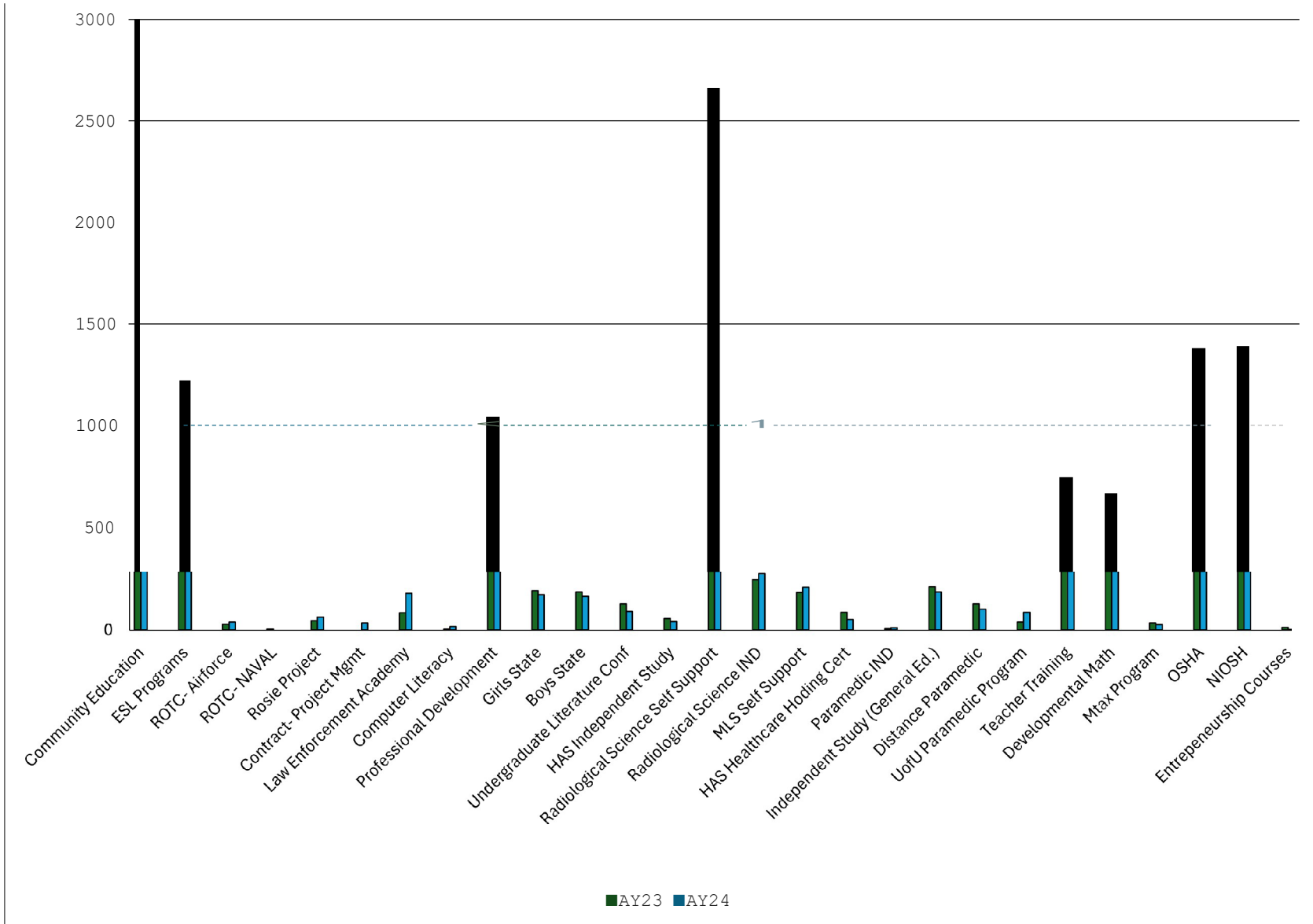
While developing our strategic plan, my leadership team and I talked extensively about meeting students where they are. This meant providing more ways to access our programs and creating curricular packages that allow for students to earn credentials that “stack” on top of one another. The result of

these conversations was a visual representation of how students both access our programs and how they are constructing their education in modular form. This copyrighted concept we refer to as “*the cube*” creates an organizing principle that enables conversations about the modern students’ educational journey both generally and within each program. Rarely are educational paths linear in today’s educational environment and this conceptualization will help us work together to upgrade and build programs that meet the needs of all learners.

We recently received a \$1.75 million Department of Labor grant (otherwise known as the cube grant) that will help create more stackable credential pathways for students across the university. This work includes mapping how every credential the university offers could stack toward a larger credential or degree. We are also identifying potential programming that will lead to greater employment opportunities and encourage bachelor’s degree completion. Since a great majority of our students work, they don’t have time to take a full load year-round. Instead, they are looking to complete smaller credentials that eventually lead to a degree when time and resources allow. This mindset is clearly established in our student population: Sixty-three percent of all graduates in 2024 had previously earned a credential at Weber State. This grant will enable our university to build prior learning assessment (PLA) templates that will help increase access to programs and allow working professionals to leverage their work experience and accelerate their degree completion. It will also help us identify other bridging opportunities that span everything from concurrent enrollment courses to technical college articulations. The goal is to increase the number of access points to Weber State programs and allow for more avenues to completion.

Another major project DOCE manages is all the noncredit programming for the Rocky Mountain Center for Occupational & Environmental Health (RMCOEH *see table 5 below*). This center represents an unprecedented collaboration between the University and Utah and Weber State University. Housed in downtown Salt Lake City, the RMCOEH provides Occupational Safety & Health Administration (OSHA) and National Institute for Occupational Safety & Health (NIOSH) training in six states across the U.S. Last year, we created a strategic plan (*Appendix A*) for the RMCOEH’s noncredit programming that aligns with and complements the larger center run by the University of Utah School of Medicine. I am thrilled with how we have collaborated with the University of Utah and worked through numerous challenges while integrating systems, programs and personnel. My goal is to explore other geographic locations within our six state service area where we can provide trainings, especially programming from the NIOSH. NIOSH has far fewer curriculum restrictions than programming from OSHA.

Number of Students Enrolled Table 4



RMCOEH Table 5

<p>Annual training numbers for OSHA for 2022, 2023, 2024 (to date) Include Number of courses Number of students Number of instructors</p>	<p>2022 Courses: 103 Students: 1133 Instructors: No record 2023 Courses: 130 Students: 1378 Instructors: (No official record but in the 20's - Six states) 2024 YTD (February) Students: 521 Instructors: 27 (six states)</p>
<p>OSHA Spanish Course Update Current courses offered in Spanish Current courses be developed in Spanish Number of Spanish Students served Community Partnerships developed to offer courses in Spanish</p>	<p>Current: OSHA 10 Hour Construction OSHA 10 Hour General Industry Course Development: Safety: Hospitality workers. Students: 44 Community Partnerships: Mexican Consulate Comunidades Unidas Centro Hispano Alliance</p>
<p>NIOSH Update How are we complimenting the for-credit side of the RMCOEH with CE courses What are the plans for 2024</p>	<p>Working to offer CE Medicine/Nursing Credit (CME, CNE) through the CDC for existing events at RMCOEH. Working to move LEAD/Asbestos refresher courses to online self-paced courses. Develop health and safety training for hospitality workers that could easily be adapted for hospitals and other industries that hire personnel to clean. Developing an online self-paced Comprehensive Review of Industrial Hygiene course to replace our live, full week course. We can now offer MSHA training (Mining Safety) and have onboard instructors (going live in June). We are working to propose a move to online for the refresher courses which would be the first of its kind in the nation if approved by MSHA.</p>
<p>Colorado History (backstory) Closure of Red Rocks Transition for RMCOEH New Colorado site (the competition) How many new courses this brought to RMCOEH How many Colorado students served?</p>	<p>Red Rocks Community College (Rocky Mountain Education Center) decided to cease operations as an OSHA Training Institute Education Center effective May 22, 2022. As a result, OSHA's Office of Training and Education has selected Mountain West OSHA Education Center to serve as the Authorizing Training Organization to provide continuity of service to Red Rocks Community College trainers beginning May 23, 2022. (It is my understanding that their top staff retired, and they decided to close the OTI). RMEC transferred all outreach trainers (800-900 trainers) to our outreach portal and sent Mountain West OSHA limited physical papers student records.</p>
<p>Expansion</p>	<p>Our goal is to meet the health and safety needs of different industries by looking at Total Worker Health. We look to expand and increase our reach into the 6 states of our region (UT, MT, WY, CO, ND, SD).</p>

Goal 5: Expand external partnerships

Highlights and Accomplishments
Hill AFB
Developed a constellation map of WSU touchpoints to better orient and coordinate efforts
Better Being/Nutraceutical
Acadeum/Instride ongoing
UADA established
UAMMI
Business development/partnership strategy initiated
Petersen Training
Created business development team
Coursera
<i>Appendix H and I</i>

The Division of Online & Continuing Education has numerous partnerships with external companies and vendors. All of these support some aspect of our strategic goals. For example, the partnership I facilitated with Acadeum and Instride last year enables our university to have an exclusive partnership with Intermountain Health, one of the largest employers in the state of Utah. This partnership just launched in fall 2024. Now, any local Intermountain employee can only use their tuition reimbursement benefit with Weber State University. The division is currently working on forming similar partnerships that would open our online programs to other national companies.

One of my goals in this area is to create a business development strategy that opens doors to partnering with more local and national companies. It is my belief that industry partnerships will provide a key access point for adult learners. Cost is the number one concern of adults in higher education and employer tuition reimbursement benefits are crucial to attracting this population. In the spring, the division reorganized. One result of that reorganization was the creation of a business development team that will perform outreach to local employers and to Hill AFB (one of the largest employers in northern Utah). The team will develop relationships, collect data about employer needs, and work with our new team of program consultants to analyze the data and develop mutually beneficial credit and noncredit programming. These relationships are an important part of informing our current and future programs and providing the educational experiences that best prepare our graduates for the workforce.

Summary

I recognize that the decisions we make in this division have impacts across the university. As mentioned before, the division recently reorganized to better support the DOCE and university strategic plans. We have made significant progress on our strategic plan in the year and a half since it was finalized, but we quickly realized the structure no longer supported the work we were doing. This was a substantial change that will take time to normalize, but it unequivocally positions our division to better serve the university and its students. Through the reorganization, we can proactively address the changes happening across higher education. Recognizing that change is difficult, I am dedicated to fostering a strong culture in the division that supports our strategic plan. I intend to grow our university's footprint for quality online programming, build out the infrastructure to support the Building Puentes grant, lay the foundation for stackable credential architecture across campus, identify programming that can maximize WSU's satellite locations, and build partnerships that meet students where they are and lead to enrollment growth.

I could not be prouder of the work my division is doing. The progress on our strategic plan has been incredible, but the pace we have been moving is not sustainable. The enthusiasm of starting new initiatives, working on major university-wide projects, and managing time sensitive grants have all led to an intense level of activity, to say the least... From my perspective, we have built tremendous momentum toward achieving almost all our strategic goals. I have been told that division employees can see how they are contributing to division and university strategic plans. They feel like we are not only making a difference but becoming much more integrated with teams across the university. One of my primary considerations is how to stabilize the division after two years of major changes while still executing major time sensitive projects. The last six months alone have been overwhelming with a significant reorganization and the tragic loss of one of our division colleagues. These changes and trauma have really tested us and made me rethink how we approach this academic year. Personally, I need to be mindful of time management, so I do not get stretched too thin and I maintain a work/life balance. Within the division, I need to continue to focus on culture and make sure people feel valued, seen, and supported. This will require me to continue listening to my people and creating good, clear and consistent lines of communication with my teams. Outside the division, it is imperative that the division and I establish strong working relationships across campus. This will be an area I need to continue to focus on as we become more and more integrated with campus. At the end of the day, I absolutely love my job and the people I work with; I am so excited for the opportunities in front of us and look forward to continuing the momentum we have built.

Appendix A



**WEBER STATE
UNIVERSITY**

Division of Online &
Continuing Education

VALUES

Be **an innovator.**

Be **a leader.**

Be **an educator.**

Be **dynamic.**

VISION

DOCE will be a trusted partner with students, industry and this institution as we work together to create innovative programming that empowers students to achieve their personal, professional and educational goals.

MISSION

DOCE is the entrepreneurial and innovative arm of Weber State University. We collaborate with internal and external stakeholders to create and administer flexible and accessible programming.

DIVISION GOALS

#1: Create and articulate a central, distinct and enduring identity that is integrated with Big W

Initiated January 2023

#2: Create, articulate and coordinate an online strategy for WSU

Initiated January 2023, full execution in 2027

#3: Define the primary purpose and function of each off-campus learning center

Initiated March 2023, long-term execution by 2025

#4: Expand quality credit and noncredit programming

Initiated January 2023, ongoing

#5: Expand external partnerships

Initiated March 2024, expected completion in academic year 2026-27

★ *Related to DOCE Strategic Goal #1*

TEAM GOALS

Programs

Increase program accountability by establishing productivity expectations and budget benchmarks.

Operations

Present a professional, sustainable organization through documentation, training, fiscal accountability and customer service.

Marketing

Provide purposeful, vibrant, strategic marketing through evaluating programs' market compatibility, performing audience analysis, tracking key performance indicators and fostering a creative culture.

WSU Online

Support student success through implementing research-based design principles, empowering faculty to create quality course materials, and creating a seamless educational experience in a digital environment.

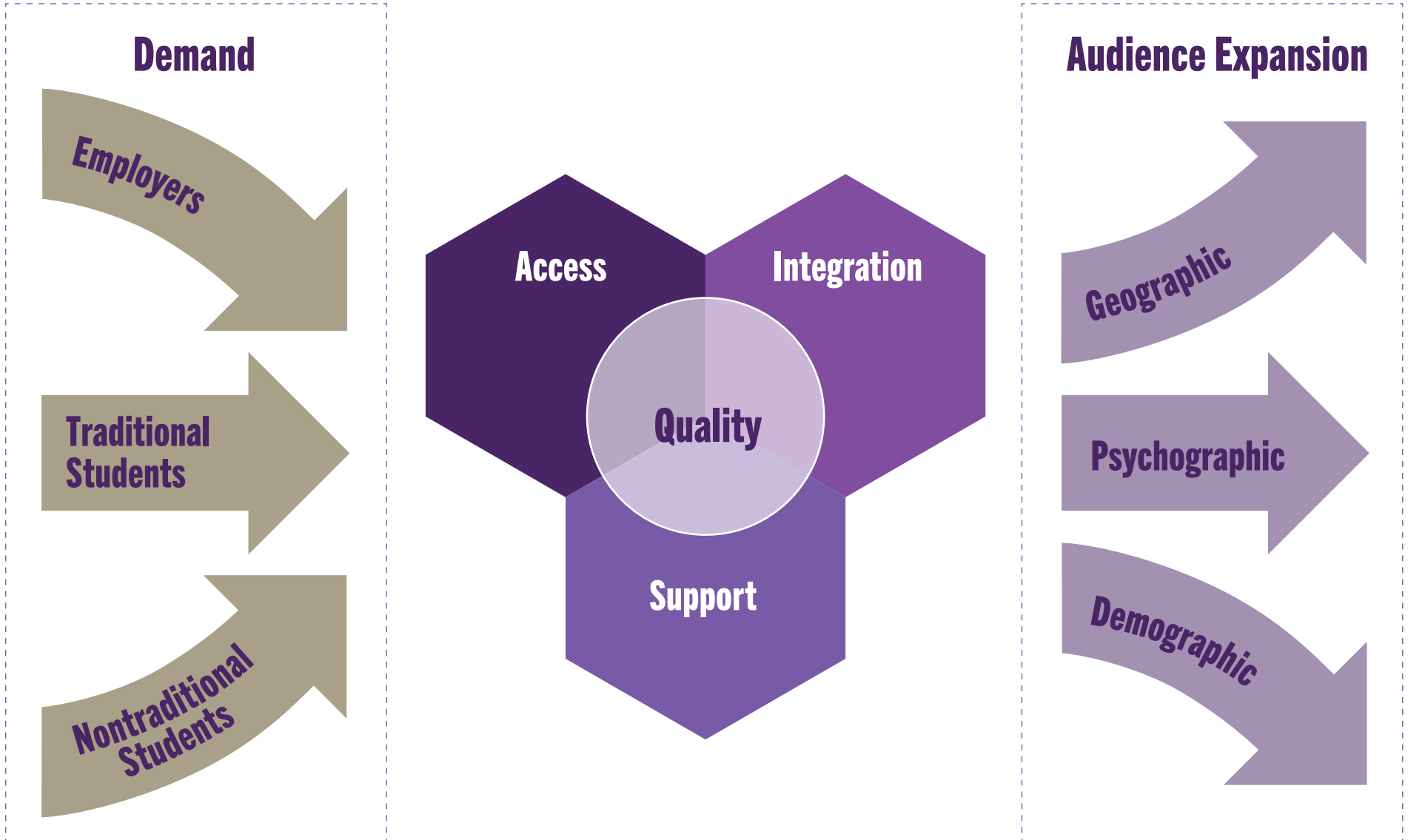
Community Education & Outreach

Support the mission of WSU becoming an Emerging Hispanic Serving Institution, and build relationships and programming to meet the needs of our underrepresented community groups.

ONLINE STRATEGY



GOAL: Expand pathways for online programs across campus to meet students where they are and provide equitable outcomes.



ONLINE STRATEGY

The list below delves more deeply into individual components of DOCE's online strategy, detailing the pieces behind each element.

Demand

Workforce trends, student needs and business input that drive programming

Microcredentials/Certifications
Program Customization
Workforce Needs
Student Needs
Stackability

Quality

Standards of excellence in access, integration and support for online programming

Regular Substantive Interaction (RSI)
Templates
Evaluation Tiers
eLearning Certificate
Best Practice Course Reviews
Learning Management System (LMS)/
Canvas Utilization
Enrollment Caps
Student Engagement
Testing
High Impact Educational Experiences (HIEE)

Access

Making education available to students, both financially and fitting it to their lives

On-ramps and Off-ramps
Online Tutition Model
Prior Learning Assessment
Credit for Prior Learning
Equitable Programming & Outcomes

Integration

How online modalities work with other university offerings and students' personal and professional lives

Universal Online Definitions
Stackable Online Credentials
Block Classes/Accelerated Programming
Asynchronous Delivery

Support

Assistance for students through systems and offerings outside the online course itself

Admission Process
Registration
Online Tutoring
Online Advisors
Career Coaches
Testing
WSU Online

Audience Expansion

Different ways to grow an online program and introduce it to new audiences after it's created

Marketing/Brand Identity
Instructor Pay Model
Market Analysis

OFF-CAMPUS LEARNING CENTERS: SERVING SURROUNDING COMMUNITIES

Beyond Ogden and WSU Davis in Layton, Weber State University is making its mark in communities across the Wasatch Front. The Division of Online & Continuing Education is responsible for oversight of off-campus learning centers, which provide differing support based on community need.

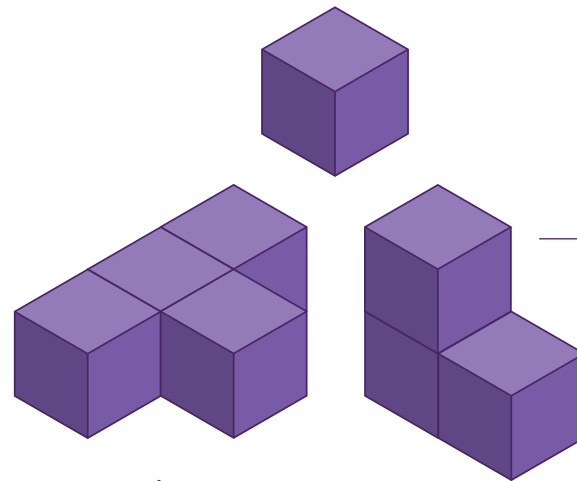
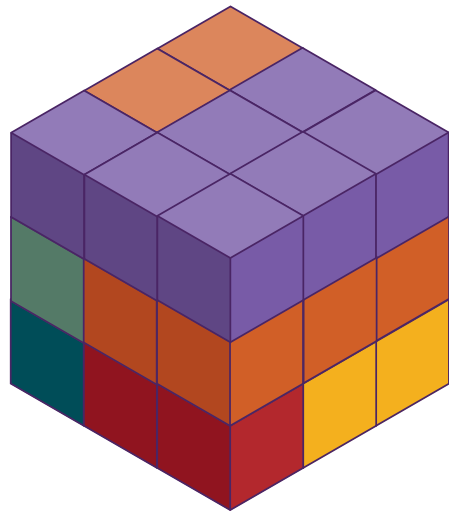
- » The West Center in Roy has housed academic courses as well as Hill Air Force Base programming, internships and employee onboarding.
- » Located in Clearfield, the Center for Continuing Education is home to the Law Enforcement Academy and Professional Development.
- » The Community Education Center is Weber State's anchor in the community to house programming that advances the strategic initiative of becoming an Emerging Hispanic Serving Institution.
- » Weber State Farmington Station offers general education courses, meeting rooms and professional education classes such as the Master of Health Administration program.
- » The Morgan Center focuses on general education.
- » The Rocky Mountain Center for Occupational & Environmental Health offers continuing education programs in workplace health and safety.



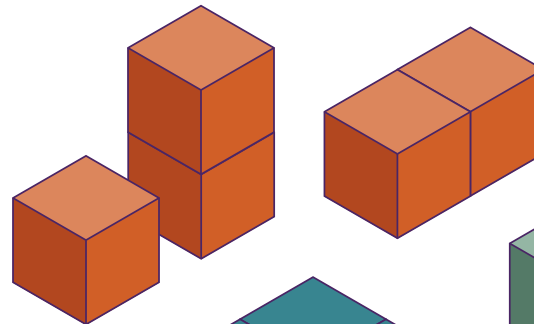
STACKABLE CREDENTIALS



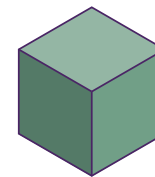
With stackable credentials, you can learn valuable skills, and provide evidence of those skills, all while you pursue a degree.



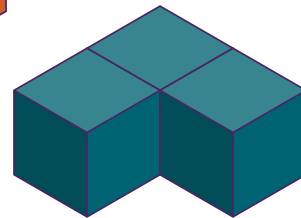
University Courses
(in-person, online
and hybrid)



Dual Enrollment

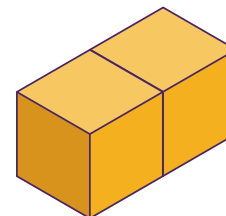
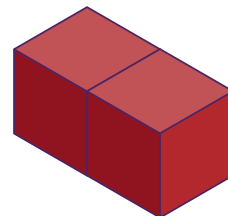


Prior Learning
Assessment (PLA)



Credit for Prior
Learning (CPL)

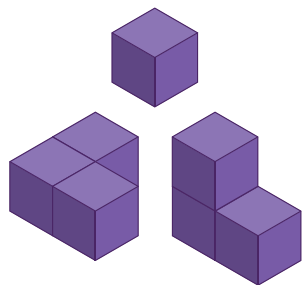
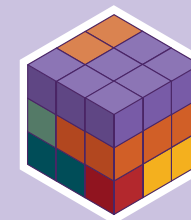
Program
Certificates



Work Experience

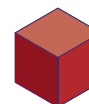
PROGRAM ENTRY POINTS

PROGRAM NAME



UNIVERSITY COURSES

In-person, Online, Hybrid and Virtual Classes
Specialized Programs



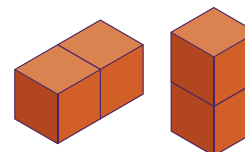
INSTITUTIONAL CERTIFICATES

Certificates of Proficiency
Certificates of Completion



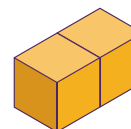
CREDIT FOR PRIOR LEARNING (CPL)

Transfer from Non-Regionally Accredited Institutions
Industry Certificates
Partner Institutions
Non-credit
Study Abroad
Academic Waiver



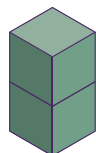
DUAL ENROLLMENT

Concurrent Enrollment
Early College



WORK EXPERIENCE

General
Military

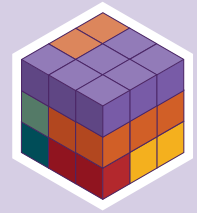


PRIOR LEARNING ASSESSMENT (PLA)

Tests for Credit / Waive Class
AP
CLEP
Non-credit



COMPETENCIES & MICROCREDENTIALS

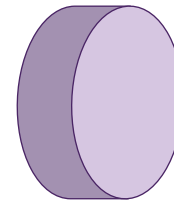
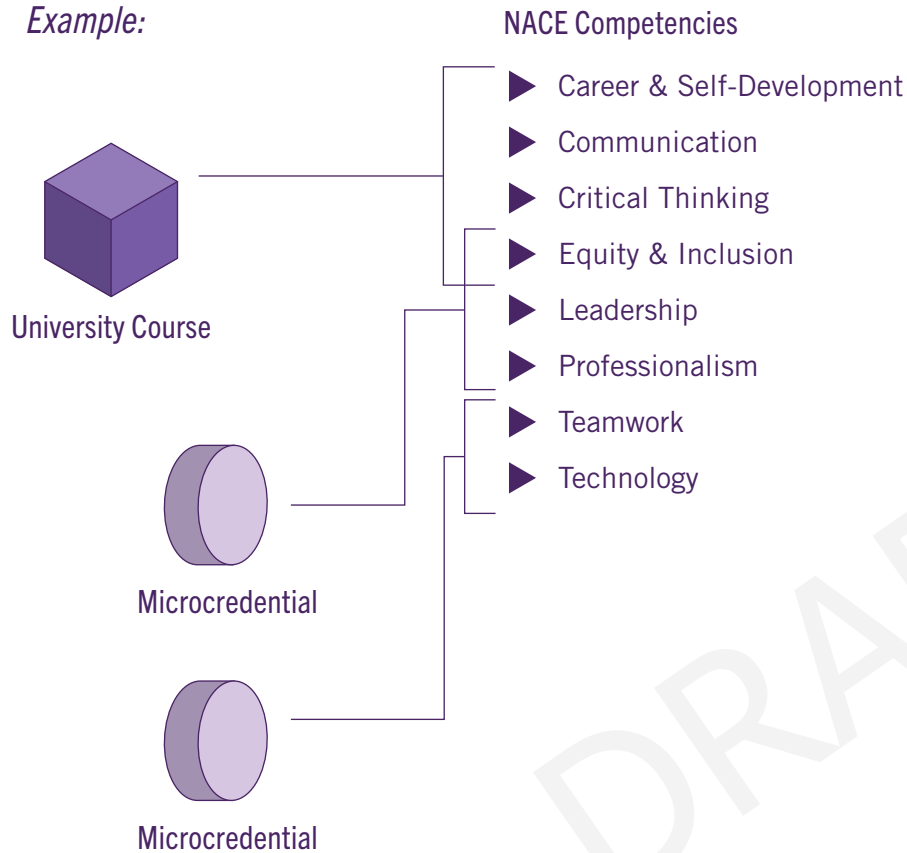


Competencies

NACE competencies are the atomic level of learning. These can be grouped to create a microcredential.

They can also be part of a larger block of learning, such as a university course.

Example:



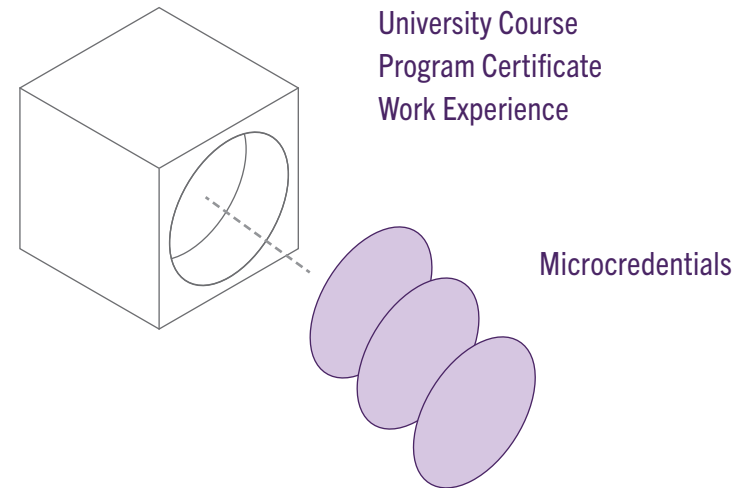
Microcredential

The microcredential is a way to demonstrate learned skills and abilities related to NACE competencies.

Application

Microcredentials can stand alone or be embedded into other, larger blocks of learning (e.g., university courses, program certificates, work experience, etc.).

Example:



DRAFT



EXTERNAL PARTNERSHIPS

The Division of Online & Continuing Education is a central touchpoint between Weber State University and industry. As such, DOCE representatives continually interact with potential external partners. Here are a couple of examples:

The Rosie Project and 309th Software Engineering Group: Providing a Pipeline to DoD Jobs

It's a given. Military families move around a lot.

For spouses of enlisted military members, all that moving can wreak havoc on career aspirations. The Rosie Project provides those spouses with technology skills that transfer well to jobs within the Department of Defense.

Named after Rosie the Riveter, the tuition-free program was cofounded by Aniza Brown (now CEO) and Amanda McCrea, with WSU as the educational partner. Faculty members from WSU's School of Computing provide technical instruction, and participants can also pick up professional (people-centered) skills through earning a university microcredential.

The effort is particularly aligned with the 309th Software Engineering Group (SWEG), which has related needs stemming from Sentinel and F-35 projects. The SWEG is housed in WSU's West Center, a DOCE-managed property, and will hopefully give rise to academic opportunities for WSU students. In addition, the 309th SWEG, housed in Hill Air Force Base, will be part of an umbrella group that includes similar teams at Tinker and Robins Air Force bases. Hopefully, this relationship will lead to more opportunities beyond Utah's borders.

ESL Program Growth: Speaking The Language of Opportunity

Better Being, a local nutritional supplement company, had a barrier to employee advancement. Specifically, it was a language barrier. Hard-working employees were held back, so the company partnered with the Division of Online & Continuing Education (DOCE) to offer English as a Second Language courses for its employees.

Having already partnered with the DOCE for a successful leadership program, Better Being sought a solution for employees having varying levels of English proficiency. One employee might have to start from scratch, but another might need a refresher. WSU's program, with an intake test and different levels of instruction, was the perfect fit.

Now DOCE is looking to grow partnerships with Better Being, the Davis School District and other entities.



EXTERNAL PARTNERSHIPS

Example: Automotive Industry

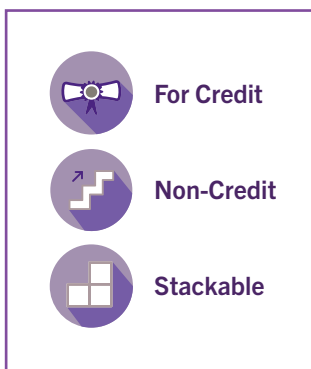
Custom

Internships: Interested students ready to contribute to your organization in exchange for learning

Apprenticeships: Students interested in learning trades and applied skills are ready to contribute while learning.

Contract Training: Tailored to your staff, this training provides much-needed skills in the context that your team understands.

»EV Training Boot Camp



Off-the-Shelf



Credit for Prior Learning: Recognized workforce expertise that results in college credit

»Automotive Service Excellence Exams



Microcredentials: Provable skills that can be quickly earned and applied

»Conflict Resolution

»Workplace Communication

»Problem Solving



Professional Certificates: Clusters of small units of learning that demonstrate competency in a given area.

»Electric Vehicle Training



Certificates of Proficiency: Credit clusters of small units of learning that demonstrate competency in a specific area

»Advanced Hybrid & Electric

»Automotive Service Technology

»Hybrid & Electric Vehicle Maintenance



Associate's Degrees: Two-year degrees with workforce application

»AAS, Independent Shop ATEP Track

»AAS, Heavy Duty Truck Track



Bachelor's Degrees: Four-year degrees focusing on deeper knowledge in areas of specialization.

»BS, Automotive Technology



WEBER STATE UNIVERSITY

Division of Online & Continuing Education