Amplifying Weber State

National Advisory Council
University Update

October 13, 2023

Photos by Benjamin Zack
Higher Education Landscape

• Enrollment/Budget Declines
• Accreditation Impacts
• Decrease in Public Confidence
• Campus Climate Concerns
• Affirmative Action
• Student Loan Debt
• Applicability for Workforce
• 3-year Bachelor’s Degrees
Top 10% ROI of 4,500 U.S. institutions
10, 15, 20, 30, & 40 years after graduation
The Value Of College Can’t Be Reduced To Only Dollars And Cents

Jamie Merisotis Contributor ©
I am president and CEO of Lumina Foundation.

The report studied 52 different outcomes in seven broad categories—including character, cognitive ability, civic engagement and, of course, work and income.

In 50 of the 52 outcomes, those who continued their education beyond high school experienced greater satisfaction.

Weber State’s vibrant student life
AMPLIFIED
A 5-year plan for growth
2021-2026
https://www.weber.edu/strategic-plan

March 2021: Approved; August 2022: Revised
August 2023: Year 2 Report
Weber State University will be a leader in transforming lives by meeting all students where they are, challenging and guiding them to achieve their goals academically and in life.
Mission Core Themes
AMPLIFIED Goals & Targets

- Equity, Diversity, & Inclusion
- Personal Connections & Academic Excellence
- Marketing & Branding
- Retention & Completion
- Community Anchor Mission
- Enrollment Targets

eHSI
Emerging HSI (15%)

32k/18.7k
Emerging HSI

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<tr>
<th>Year</th>
<th>Percentage</th>
<th>Number</th>
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<tr>
<td>2020</td>
<td>88.3%</td>
<td>15,331</td>
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<tr>
<td>2021</td>
<td>87.9%</td>
<td>15,020</td>
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<tr>
<td>2022</td>
<td>87.5%</td>
<td>14,934</td>
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<td>2025</td>
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15% Goal

2020: 11.7% (2,039)  
2021: 12.1% (2,074)  
2022: 12.5% (2,125)  
2023: 13.0%
1. 100% Equity-Minded Audit Completion

An equity audit framework with an audit assessment tool has been drafted using the National Association of System Heads Equity Framework in conversation with the Utah System of Higher Education Draft Equity Policy Review Guide. A framework will be finalized and deployed across all units this academic year.

By the end of fiscal year (FY) 2023-24, 100% of university units will complete an equity-minded audit to identify policies and practices that contribute to inequitable outcomes for underserved students and propose interventions to remedy those inequities.
Achieve 60% First-Time, Fall-to-Fall Retention for Fall 2023 Cohort

By academic year (AY) 2025-26, all first-time students, fall-to-fall retention rate (for Fall 2023) will be 60% (up from 56% for Fall 2019 students).*

*This goal has been reached.
34% of Concurrent Enrollment and 52% of Early College will Matriculate

By AY 2025-26, at least 34% of WSU concurrent enrollment and 52% of early college high school (HS) graduates will become matriculated degree-seeking students (up from 22% and 40% respectively for Spring 2020 HS graduates).

*2020 Early College matriculation number has been updated.
50% of WSU Bachelor's Degree Recipients will Report Two or More HIEES

By the end of AY 2025-26, 50% of WSU bachelor’s degree completers will have 2 or more HIEE experiences.
Establish More Coordinated Defense/Aerospace Ecosystem

On top of engaging with 11 new programs in the previous fiscal year, in 2022-23 we added 13 new initiatives bringing our total to 26, far exceeding the five-year target of 6.

- Grand opening of The Miller Advanced Research Solutions (MARS) Center thanks to state support and a $3.5 million gift from the Larry H. Miller & Gail Miller Family Foundation.

- The 2023 Utah Legislature appropriated $20 million to establish the Missile & Energy Research Center (MERC) in the MARS facility. Focus of the funding is directed at development of talent equipment and infrastructure, leveraging other funding sources, and operations.

- The $20 million state appropriation to finance a secure facility was utilized to begin its design and engineering. We are building a partnership with the Department of Defense (Sentinel and 309th Software Engineering Group) to define security requirements, types/layout of the space and operational protocol.

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WSU has utilized our convening power to establish a more coordinated defense/aerospace ecosystem by engaging industry partners and together developing programs that will strengthen the ecosystem.

Current: 26 Programs
Desired: 6 Programs
Difference: +20 Programs
WSU will Develop a Marketing Plan in 6 Months, Including Identifying Key Target Audiences (KTAs)

- Drawing on research findings from Cicero Group, a marketing plan was created to focus on KTAs for three target personas (quality seekers, pragmatic life balancers and strivers).

- A dashboard was created to track enrollment trends among three personas.

- The marketing plan focuses on two hallmark programs at WSU (health professions and aerospace/national defense disciplines).

At the conclusion of the first six months to a year, Weber State University will have researched and articulated audience and competitors insights, tested and solidified its brand and unique value proposition as it relates to those audiences and developed a detailed communication/marketing plan to effectively apply that value proposition to its key target audiences.

Important Assumption: All other desired outcomes listed below rely on successful completion of the first desired outcome (value proposition with key targeted audiences).
• $200 M Comprehensive Campaign
• Focus on Scholarships and Programs
• $65 M raised through September 2023
• Public Date: Fall 2025
• Steve Starks, Campaign Chair
USHE Polytechnic Designation Discussion

What it’s not about...

- Changing the name of the university.
- Changing the current array of academic offerings of the university.

What it is about....

- Exploring with various stakeholders the potential positive, negative, or neutral impacts of pursuing the USHE polytechnic designation.
- Evaluating the potential marketing, revenue, and enrollment impacts of a polytechnic designation.
**USHE Policy [R-312](#), Institutional Missions & Roles**

R312-3 Definitions

3.8 “Polytechnic” means instruction in the industrial arts, applied sciences, or technical subjects.

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R312-5 Institutional Roles: Each institution shall stay within its institutional role(s) as designated by this policy and, absent Board approval, shall not operate outside its institutional role(s). The Board’s approval of a program or course outside an institution’s role shall not constitute a shift in the institution’s role(s).
5.3 Regional University

5.3.1 A regional university’s role is to:

5.3.1.1 Offer academic certificates, associate degrees, bachelor’s degrees, and select master’s degrees to meet regional demand;

5.3.1.2 Offer degrees that build upon technical education certificates earned at technical colleges;

5.3.1.3 Provide scholarly and creative activity to supplement its teaching role and contribute to the intellectual and cultural life of the region;

5.3.1.4 Engage in discipline-based scholarly activity;

5.3.1.5 Provide concurrent enrollment in partnership with secondary schools;

5.3.1.6 Provide community outreach and continuing education;

5.3.1.7 Contribute to the quality of life and economic development of the community, the region, and Utah; and

5.3.1.8 Through its community college role in its service region, offer open admission for students and provide developmental education when needed.

5.3.2 A regional university shall not duplicate the technical college role.

5.3.3 Southern Utah University, Utah Valley University, and Weber State University are regional universities with a broad focus. Utah Tech University is a regional university with a polytechnic focus. Utah State University’s statewide campuses also fill a regional university role in its service regions.
WHAT IS A UTAH TECH UNIVERSITY EDUCATION?

A Utah Tech University education means active learning within all academic disciplines. Our human-centered approach to problem solving prepares students for successful careers and meaningful lives. Students learn through our hands-on education and authentic industry experiences that cater to diverse abilities.
**Elements of a Utah Tech Education**

**Career Ready**

We prepare students for rewarding careers and enriched lives through personalized and engaged learning experiences such as internships, clinical experiences, co-ops, program advisory boards, industry partnerships, and workforce pipelines.

- **95% of grads are employed or furthering their education within 6 months of graduation**

**Active Learning. Active Life.**

We provide personalized and hands-on learning experiences that prepare students for meaningful lives.

- **100% of students participate in applied learning**
As a teaching institution, we meet students where they are, provide personalized learning, and create a caring, supportive community for anyone with a desire to improve their future through education. Students graduate prepared for rewarding careers and enriched lives with the technical, critical thinking, and collaborative skills needed to excel in our ever-changing global economy.

This kind of institution in St. George, Utah, is a critical step in providing the high-level, hands-on training necessary to prepare the workforce vital for our state and region.

4,700+ Colleges and Universities in U.S.
32 Institutes of Technology/Polytechnics

TECH SCHOOLS
- Air Force Institute of Technology
- Arizona State University-Polytechnic Campus
- California Institute of Technology
- California Polytechnic State University
- California State Polytechnic University, Pomona
- Clarkson University
- Colorado School of Mines
- Colorado Technical University
- Florida Institute of Technology
- Georgia Institute of Technology
- Illinois Institute of Technology
- Indiana Institute of Technology
- Iowa State University of Science and Technology
- Lawrence Technological University
- Louisiana Tech University
- Massachusetts Institute of Technology
- Michigan Technological University
- Missouri University of Science and Technology
- Montana Technological University
- New Jersey Institute of Technology
- New Mexico Institute of Mining and Technology
- Oregon Institute of Technology
- Rensselaer Polytechnic Institute
- Rochester Institute of Technology
- Rose-Hulman Institute of Technology
- South Dakota School of Mines & Technology
- Stevens Institute of Technology
- SUNY Polytechnic Institute
- Texas Tech University
- University of Wisconsin-Stout
- Virginia Polytechnic Institute and State University
- Worcester Polytechnic Institute
USHE Polytechnic Designation Discussion

What it’s not about...

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What it is about....

- Exploring with various stakeholders any potential positive or negative impacts in pursuing the USHE polytechnic designation.
- Evaluating the potential marketing, revenue, and enrollment impacts of a polytechnic designation.
2022–23 DISTRIBUTION OF DEGREES & AWARDS

Preliminary data as of August 2023, subject to change

- 47.1% associate’s degrees
- 37.6% bachelor’s degrees
- 8.6% certificates
- 0.5% doctoral degrees
- 6.2% master’s degrees

Dual Mission
Articulation Agreements with WSU
- Davis & Ogden-Weber: 30
- Other USHE Schools: 11

2021-22 Degrees with Tech College articulation
- 324 Associates
- 260 Bachelors

Fall ‘22 enrollment with Tech College articulation
- 618 Students
The Community College Mission in Utah

Higher Education Appropriations Subcommittee
October 10, 2023


Key Findings

- Access varies by student characteristics and location within the state.
- Enrollment increases have been concentrated among young students (in high school and recent grads).
- Enrollment has decreased sharply among students aged 25 and older.
- Students are paying university prices for community college level education at dual-mission institutions.
Key Findings

- Students are lost between (transfer-oriented) associate’s degrees and bachelor’s degrees.
- Remedial/developmental education is inconsistent in quality.
- Technical colleges are not able to fully meet student/employer demand.
- There is a need to draw clearer connections between subbaccalaureate credentials and value in the workforce or for transfer.
- Noncredit offerings vary widely across the state and are not tracked by USHE.
Recommendations for USHE

- Set baseline expectations for what each dual-mission institution should be doing as part of its community college mission.
- Ensure that residents of the rural areas of Utah have the access they need.
- Incentivize collaboration among institutions.
- Adopt a three-tier tuition structure (technical, community college, university).
- Add clarity to institutions’ “operational missions.”
- Reconsider the appropriate oversight agency for Adult Education, English as a Second Language (ESL), and high school equivalency.
Recommendations for the Legislature

• Review and modify state financial aid to better support students seeking community college or technical education.
• Institutional appropriations:
  – Provide for greater flexibility in use of state funds.
  – Review funding requirements in light of change in tuition policy.
  – Align funding with costs for workforce-oriented programming and with costs for providing adequate support to targeted student populations.
  – Add incentives for part-time students’ success to the performance funding policy.
• Develop a more responsive way to create needed capacity, especially at the technical colleges.
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<td>School of Computing</td>
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<td>Teacher Education</td>
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<tr>
<td>Communication</td>
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<tr>
<td>Criminal Justice</td>
<td>691</td>
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(Degrees awarded for academic year 2018–19 through 2022–23, excluding general studies)

Workforce Aligned
Aerospace & Defense Ecosystem Enabler
Incorporating Emerging Technology & Trends

- Virtual Reality
- Artificial Intelligence
- ChatGPT
- Data Analytics
- Online, Face-to-Face, and Hybrid Delivery

Incorporating Emerging Technology & Trends
Weber State has **REDUCED** its

- **37%** Natural Gas Consumption
- **63%** Greenhouse Gas Emissions Footprint
- **48%** Electricity Consumption
- **38%** Overall Water Consumption

Saving $2,573,792 in FY 2021 compared to our historic baseline.

American Association of State Colleges & Universities

2023 Excellence & Innovation Award for Sustainability and Sustainable Development

**Sustainability Leadership**