



WICHE Cooperative for  
Educational Technologies

*The leader in the practice, policy, & advocacy of technology-enhanced higher education.*



WCET's Leadership Summit will  
help you answer the big questions  
about innovation and leadership  
in higher ed.

June 14-15, 2017 | Salt Lake City, UT



[wcet.wiche.edu](http://wcet.wiche.edu)

## Leadership, Vision, and Sustainability Panel



**Connie Johnson, Provost and Chief Academic Officer,  
Colorado Technical University**



**Patrick Rossol-Allison, Senior Program Officer,  
Bill & Melinda Gates Foundation**



**Bryan Setser, Entrepreneur-in-Residence, rpk GROUP**



# Patrick Rossol-Allison

- Senior Program Officer at Bill & Melinda Gates Foundation
- Areas of Expertise:
  - Institutional Transformation
  - Capacities
  - Scaling
- Institutional Experience:
  - Strategic planning/management
  - Data and research
  - Finance
  - Accreditation



## What do “we” want to learn today?

- **Our goals**

A shared vision for higher education

Leadership examples to emulate

Sustainability practices to scale

- **Audience goals**



## I like, I wish, and I wonder....

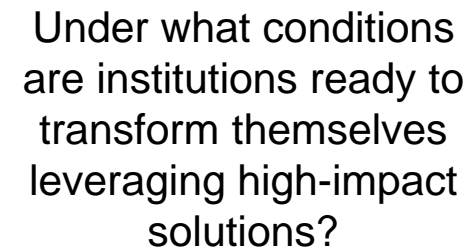


## ■ KEEPING THE BIG GOALS IN MIND

- The Postsecondary Success (PS) Strategy of the Bill & Melinda Gates Foundation envisions a U.S. higher education system that acts as an engine of social mobility and economic development.
- **The 11 million:** By 2025, we aim to increase the number of credentials of value in the workforce by 11 million – over and above what the system is currently on track to produce.
- **Eliminating the equity gap:** We also envision a system that eliminates income, race, and gender as predictors of educational attainment for those who enter.

## ■ HOW CAN BIG GOALS ACHIEVED? OUR THEORY

1. Integrating a small number of **high-impact solutions**, colleges and universities can **transform** their education and business models enabling them to improve credentialing efficiency and eliminate attainment gaps.
2. Continuing political, economic, and consumer pressures that are bearing down upon colleges and universities along with pressures created by rapid technological changes, drive these changes as colleges seek to enroll and retain students by way of response.



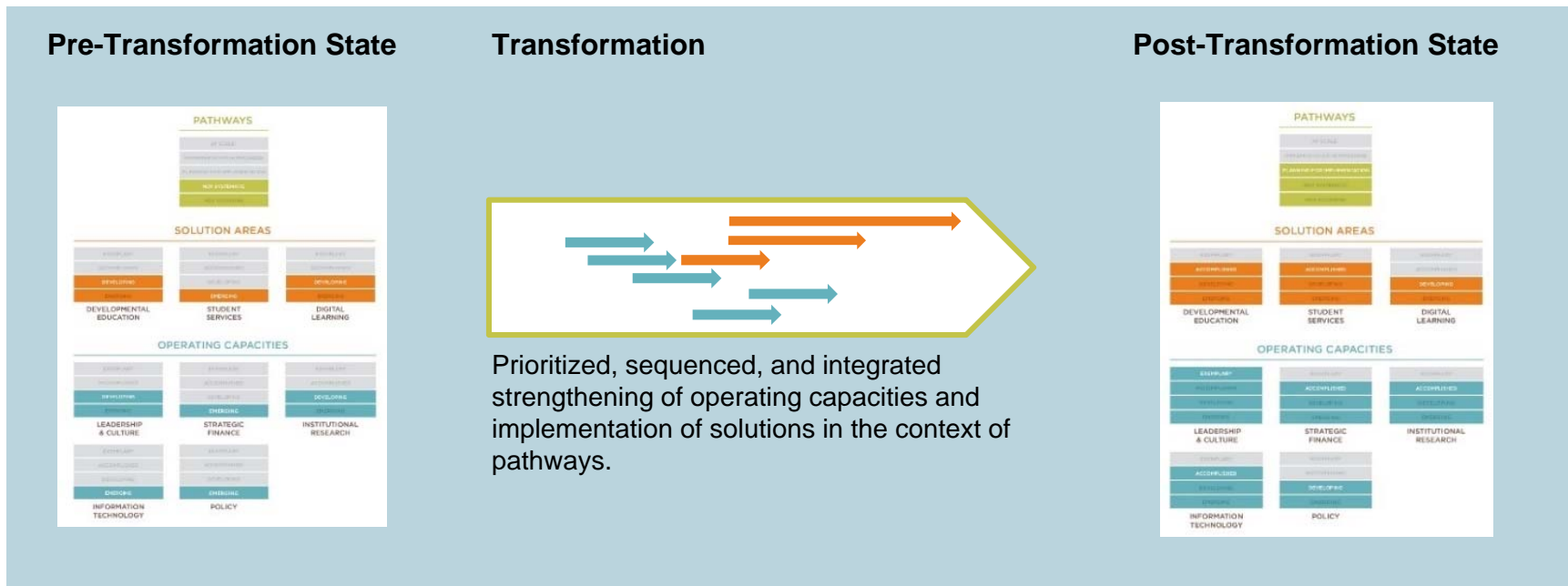
Under what conditions are institutions ready to transform themselves leveraging high-impact solutions?

# INSTITUTIONAL TRANSFORMATION

Under what conditions are institutions ready to transform themselves leveraging high-impact solutions?

## What we have learned about institutional readiness for transformation:

1. From CBD and solution implementation investments we have learned that a certain set of capacities determine whether an institution is ready to implement solutions with quality (*Leadership, Data/IR, IT, Strategic Finance, Policy*).
2. From two commissioned studies, Bridgespan (2014) describing “characteristics that define an institution optimally organized to help 21<sup>st</sup> century students succeed” and Deloitte Monitor (2015) describing the “strength of potential partners in required capacities for organizational scale, sustainability, and speed.”
3. From BCG (2016) transformational model case studies we have learned that prioritized, sequenced, and integrated implementation of solutions and strengthening of capacities are recipes for successful transformations.





## Dr. Bryan Setser –rpk GROUP

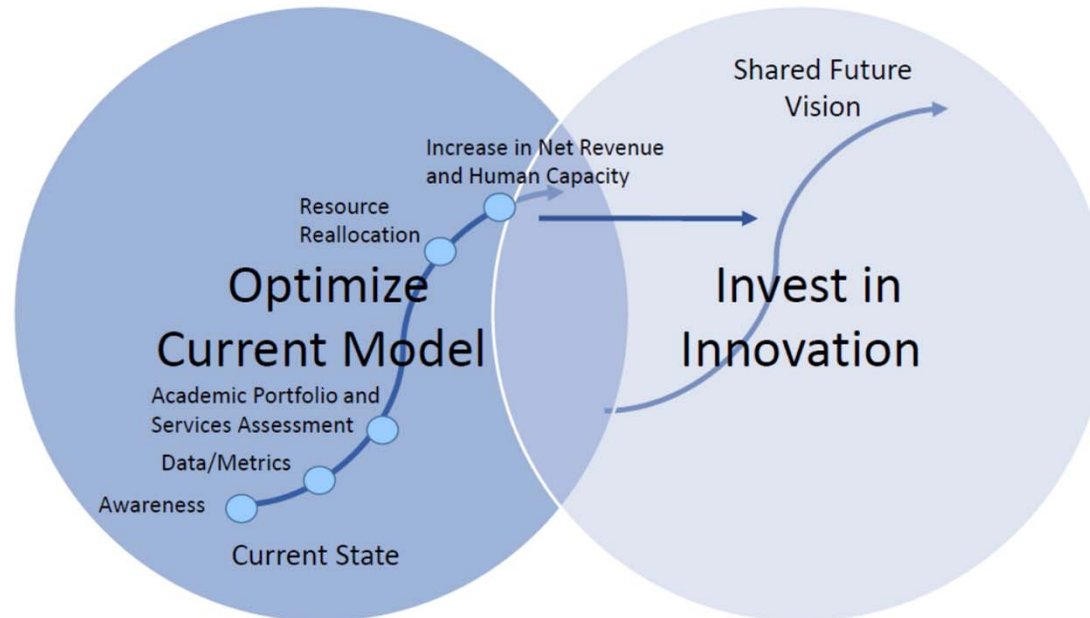


- Entrepreneur-in-Residence
- Strategic partner development
- Technology enabled solutions
- Multiple change and innovation projects that include EDUCASE, ACE, various Foundations, and a host of university, college, community college, and early college clients.
- National Baldrige examiner and selected by three different Governors in North Carolina to the Technology and E-learning commissions



# How Can We Jump From One Curve to the Next?

## Harvesting Resources to Invest in Innovation



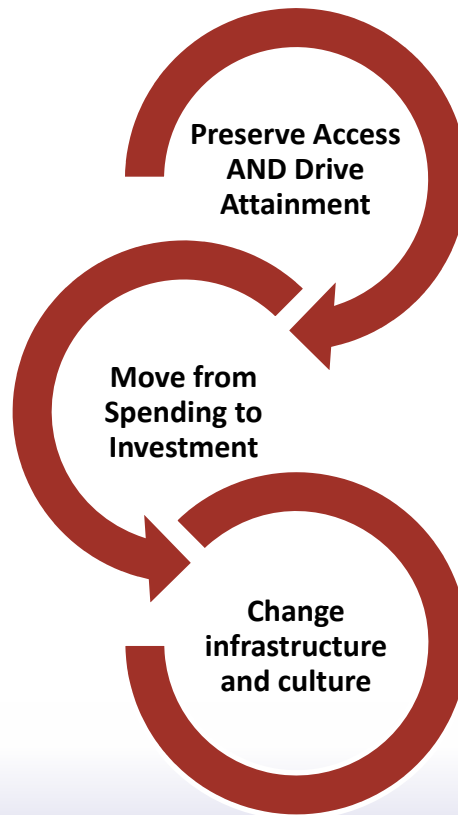
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# Need to Shift the Frame:

from Cost Cutting to **Maximizing** Return on Investment

then we must get a **better return on investment** from current resources through understanding levers to change the business model...



If we are to **preserve access and increase attainment**, in a world of constrained resources and fewer students...

which will require a strategic approach connecting **financial practice** with **institutional change models**.

# What Do We Mean By ROI?

Transitioning to an ROI lens requires three fundamental shifts.

1

A holistic understanding  
of resources

2

A focus on unit cost

3

A connection between  
student success  
and financial sustainability

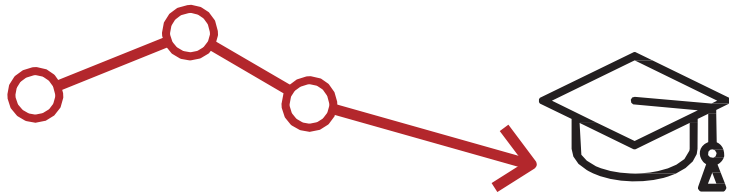
Institutions involved in our recent IPASS study demonstrated an  
annual average increase in net revenue of \$1 Million



# Key Findings – iPASS and ROI

## \$700,000

Grantee spending averaged more than \$700,000 on iPASS activities during FY14-FY16, but largely reflects a reallocation of existing resources rather than new money.



Costs per student are expected to decline as additional students have access to and benefit from these systems, but expansion opportunities remain to drive costs down even further.

## 26%



Personnel costs were the largest expenditure; only about one-quarter of spending was to purchase iPASS technology/software.

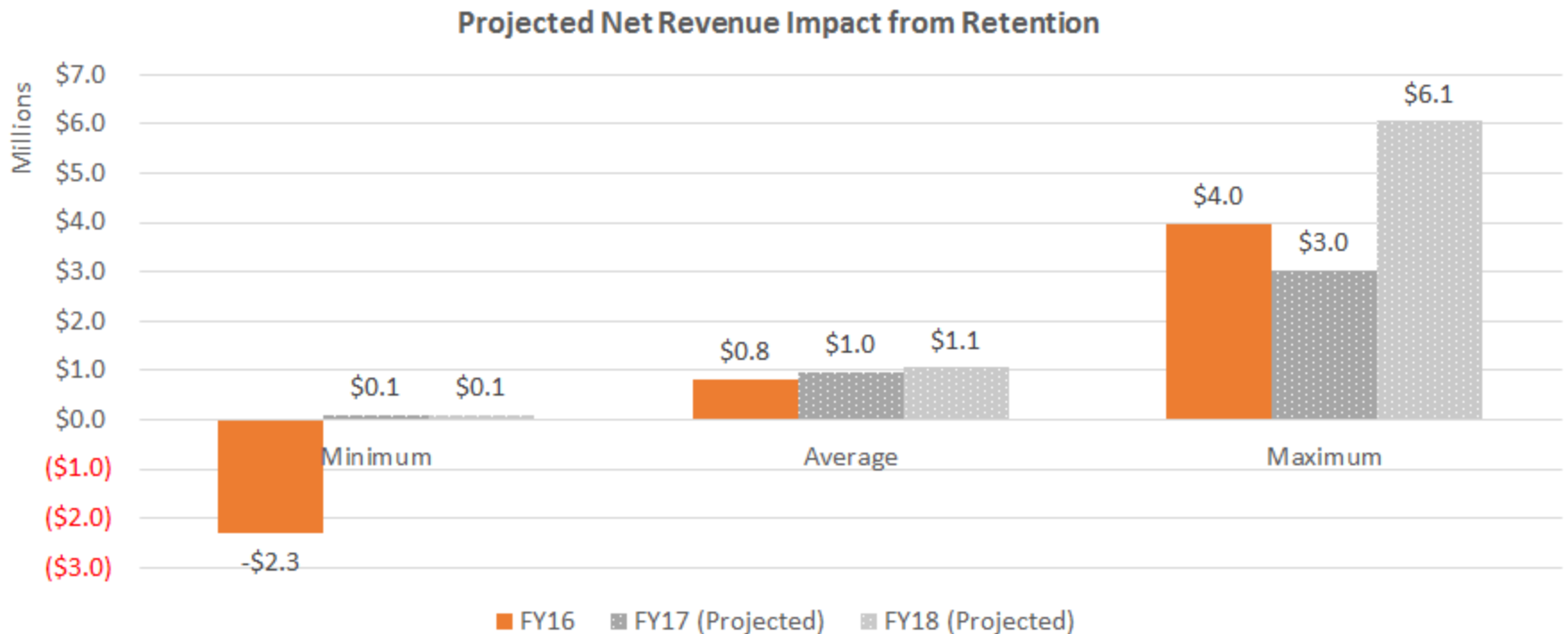


The majority of iPASS activities are funded with institutional dollars.



# Improved Retention Can Generate New Revenue

- Rising retention rates boost enrollment and can generate additional net revenue for grantees.
- The projected revenue increases averaged more than \$800,000 per institution in FY16 and are expected to grow modestly along with retention.



**Dr. Connie Johnson**  
**Provost/CAO Colorado Technical University**



- Initiated adaptive learning technology
- Extensive experience in regional accreditation, curriculum implementation, and faculty training and development.
- Peer evaluator and team chair for the Higher Learning Commission (HLC), serves on the Board of ACAO (Association of Chief Academic Officers) and serves on the advisory committee for the Online Learning Consortium Innovation Award.



# About CTU

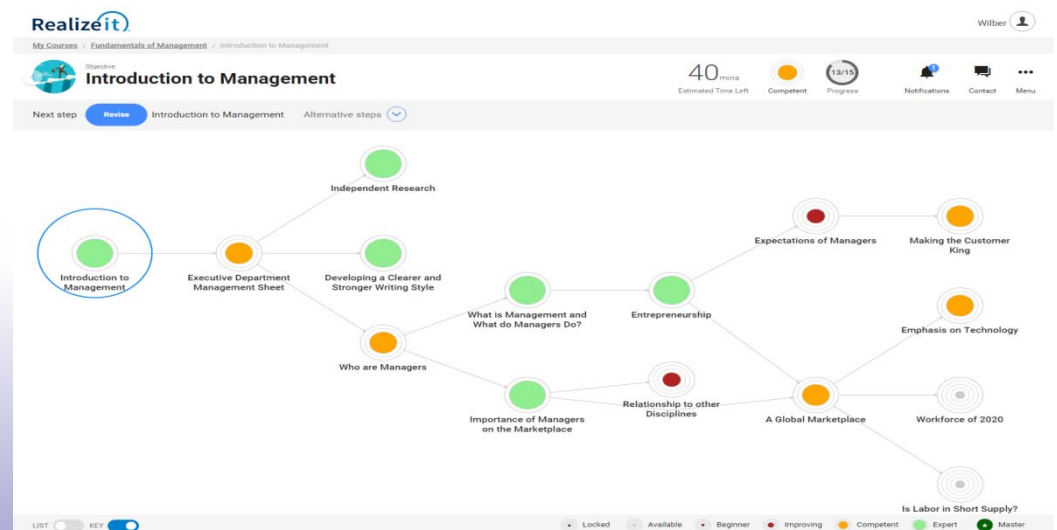
- Colorado Springs and Aurora, Colorado
- Over 23,000 students (21,000 online)
- Average age of students-mid to late 30s
- 123 degree programs; 6 colleges



## Adaptive Learning

Piloted in 2012  
Currently 140 courses  
Over 75,000 students to date  
Over 500 faculty trained

WCET Leadership Summit





## I like, I wish, and I wonder...



# I wonder about.....

- Let's go back to our list
- Let's take some questions we did not cover in the I like and I wish



## Resources

Gates Foundation

<http://postsecondary.gatesfoundation.org>

Colorado Technical

<http://bit.ly/1QCQXht>

<http://bit.ly/2dnheUc>

rpk GROUP

<http://rpkgroup.com/resources/>



## Contact Information



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