EWU Environmental Scan (Strategic Planning)

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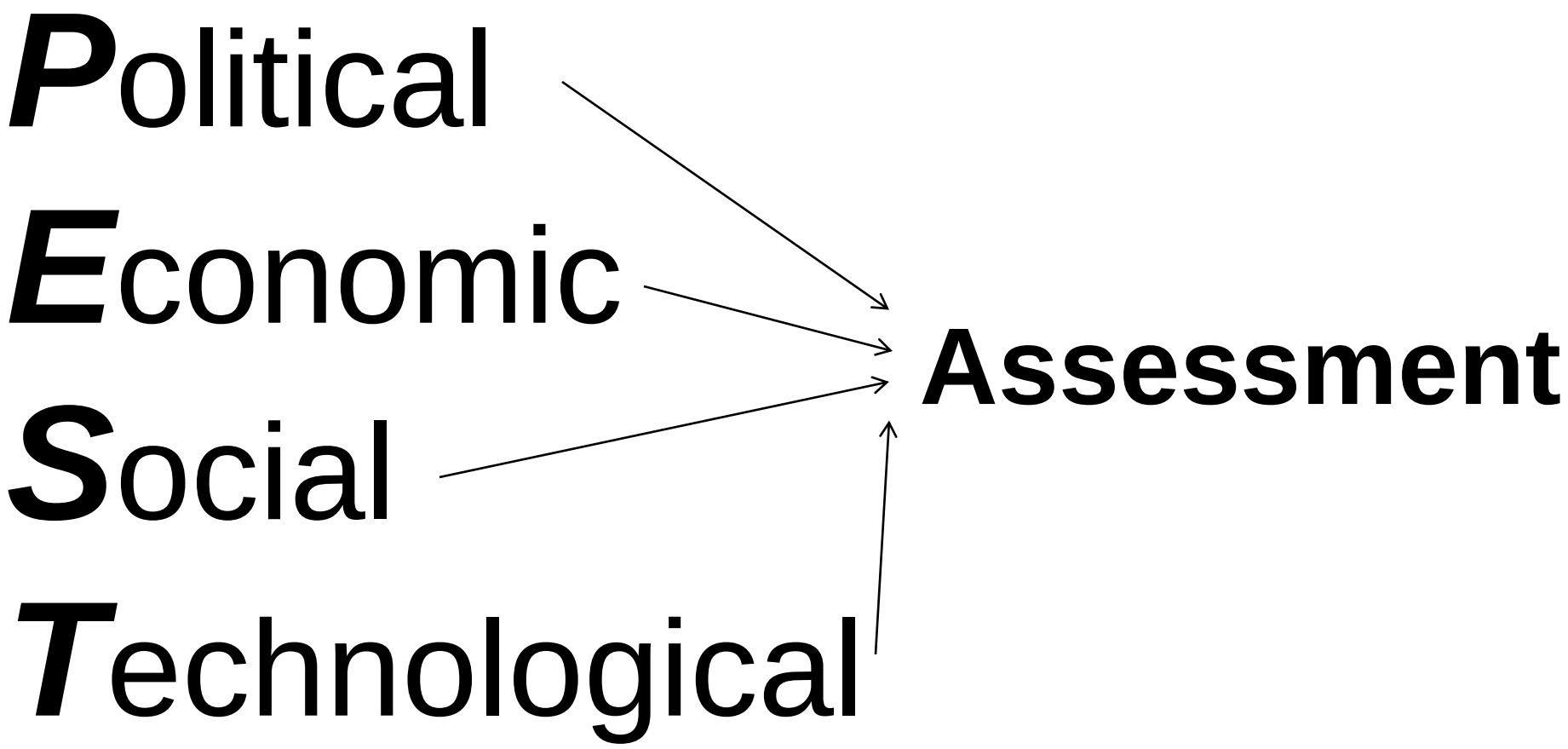

Environmental Scan Questions – BOT Response

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Mission - *Are we fulfilling our mission and is our mission reflective of who we are?*
Our mission reflects who we are and should remain aspirational (bigger than just workforce development). We need to continue to evaluate success and measure what transformation looks like.

Niche - *What is our niche? Do we want to change it? Who do we want to be? Myth vs. Fact.*
We have let others tell our story; we need to tell our own story. Are we who we say we are and are we who the community says/thinks we are?

- STEM/HD and applied programs (master's level) are a part of our identity.
- We must be nimble and able to change to the needs of those we serve.
- We need to be intentional in how we grow and who we serve. Will we remain an access university?

Growth - *Do we want to grow? What is the optimal size and mix of students?*
Our size must respond to the needs of our students ensuring they are all served well. Growth should be tied to increased retention and graduation rates. We need to understand current and future demographics and ensure we are serving all aspects of our community (Hispanic serving institution), without neglecting any one part.

Relevance - *Are we meeting the demands of the WA labor market?*
Our programs/degrees are serving the current and future needs of our graduates and community. We can expand our relevance through;

- Online learning to Eastern Washington's rural communities
- Ensuring students are taught how to think (preparing for jobs that don't yet exist) and understand how to use data.

Capacity - *What is our capacity to respond to changes (i.e. funding)? Do we have the right programs (UG/Grad)?*
Must always ask the questions, "are we in the right places," and "are we spread too thin?" There is potential to expand our capacity to support more students by;

- Taking a hard look at how we schedule classroom usage.
- Through use of scholarships to increase capacity to support students who don't have the funding to pay (Graduation Project).
- Providing online courses for "traditional" students to help fill in the gaps to support their timely graduation.
- Building a new Science facility to increase our lab capacity to ensure we don't hinder our ability to support or niche (STEM).

Political – BOT Analysis

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Global

- International - other countries building their own universities
- Workforce is dominant narrative/rationale for higher ED (vs. citizenship, teamwork, critical thinking)
- Demand for STEM - Students look at cost/benefit analysis

National

- Devaluing of a 4 year degree
- Older demographics, less children per family
- **Next generation less educated then previous (one of 6 states)**
- Focus on performance; funding tied to testing - "output" is important
- Change of the social contract
  - Vision for public higher Ed (GI Bill, build new campuses, provide strong support) is no longer being supported
  - Cost benefit
  - Higher Ed Re-authorization Act
- National political environment
  - Financial aid
  - Prioritization of higher ED
  - Free tuition
  - Forgiving student loans

State

- K-12 is paramount (constitution)
- **Higher ED is discretionary funding and can be cut**
  - No control over revenue (tuition set by state)
  - Downward pressure on tuition
  - Party conflicts (funding vs priority)
  - **Funding students vs universities (state need grants), goes directly to the student**s
- Community College vs four year; which is more efficient?
- Increased competitors - for profit, online, etc.
- Pressure on for profits, smaller universities to show success (accreditation)
- Regional comprehensive far from Olympia just not valued as highly as other universities
- EWU relationship w/WSU and UW – and situation in Spokane
- **Future population growth from minority communities**

Local

- **We depend on local CTCs for pipeline – but what happens if it's free**

Economic – BOT Analysis

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Global

- International students
- High demand degrees

National

- Are students getting what they pay for
- Push to be metric based (against state and national standards)
- National higher Ed policy - re: HE report card
- Fed grants/contracts pressure
- Faculty compensation

EWU use to budget by saving from year to year; now each year is a fully budgeted

State

- Funding model (not funding by FTE)
- Receive state appropriation we have to fund the rest
- **Hard ceiling for UG tuition**
- 1% increase tuition is half million $ (need 4 1/2 million every year to keep pace with bills)
- **How to be nimble to reallocate funding (more with the same, not more with less)**
- Untapped recourses (SE part of Washington)
- **What does it cost to go to college? Best education for least cost.**
- Pressures related to benefit costs (we have to cover rising costs)
- Aging infrastructure to take care of and maintain
- Revenue earned
- EWU is responding to workforce demands - High Demand
  - Business, Technology, Sciences, Healthcare & Engineering
- Increased investment in campus i.e. PUB, resident halls
- Flexibility to maneuver resources as necessary
- Internal – ability to cohesively align the campus with a strategic plan
- Revenue diversity
  - Student mix
  - Differential pricing
  - Stable enrollment growth
  - Tuition pricing as feasible
- **Increase revenue through retention, etc.**
- Admit students that can be successful
- **Don't bring in students just to grow**

Social/Cultural – BOT Analysis

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Global

- Need to be a friendly place, culturally competent to attract international students
- **Insure Gen Ed has international/cultural components**
- What degrees are important to international students (STEM & Business)?
- Other governments changing how they fund their students.

National

- Attraction from other parts of the US
- **Other states drawing our HS graduates (poaching)**
- **Diversity and inclusion, making proactive steps (culture and values)**

State

- WA HS growth – attractive market for other states/schools to "poach"
- **Diversity, inclusion increased awareness, cultural competency**
  - **Hispanic growth**
  - **"emerging HIS" 15% FTE**
- Mobile students
  - Increase non WUE transfers
  - Increase international student transfers (from west side community colleges)
- Life after EWU: High % employed compared to nation and statewide employment

Trends

- **Hispanic/Latino growth - increased funding**
- Overall enrollment growth 12% since 2007
- Increasing demand for CSTEM degrees
- **EWU awards a high number of STEM & High demand degrees** (slides, 47 & 48)
  - Is there capacity to increase STEM/High Demand enrollment?
  - Is there space/funding available?
  - Do we have enough faculty?
- **Proactive; EWU is producing graduate degrees matching the needs of our region.**
- Competing recruitment
  - Enrollment going up
  - How much is spent for recruitment?
  - CC feeder schools
- Declining average age – getting younger
- Respond to degree programs and the market, be able to change
- Are we adapting to social media in the class room, reacting to it
- Students at least have a phone, need to be mobile sensitive
- How to bring in students from West side and rural areas
- **WSU and UW now competitors (WSU main competitor, UW #2)**
- Retention rate comparable to competitors
- Increase in students coming from Spokane vs. "the west side"

Technological – BOT Analysis

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Tech is a means to which other areas are accomplished: Political, Economic, & Social/Cultural

Pedagogy

- Synchronous (student still face to face, video, set class times) vs Asynchronous (student on own, at own pace) learning
- **Pedagogy is now changing as a result of technology**
- Student learning styles determines success w/in tech-based environment
- Changing delivery of learning
  - Virtual reality
  - Augmented reality
  - Maker Tech
  - 3d printers
  - Flipping classrooms
- Collaboration/Small group work/flipped class rooms
  - Works for some but not all (students who struggle with reading)

Location (Place)

- **How do we maintain our responsibility for the social aspect of college as we move into more online/virtual learning**
- Virtual environments de-emphasizes location - using tech to extend campus
- Importance of "place"
  - Co-curricular activities
  - Student services support
  - Define importance of place

Support

- **How do we increase graduation rates and reduce time to graduation through use of technology**
  - Use online to fill out degree (focus on main classes students struggle to get)
  - Not having to wait on classes
  - New only online students
- Access to Tech based data and resources has changed to speed for input
  - Critical thinking - access to far off places (i.e. virtual tours, webcams, etc.)
  - Information literacy , competency - do you need to memorize info when you have google
  - Quality of data - Wikipedia vs. scholarly sites
- **State is comparing EWU to other state universities**
  - Retention
  - Graduation rates
  - Time to Graduation
- Collaboration/Small group work/flipped class rooms
  - Working for some but not all (students who struggle with reading)
- **Predictive analytics helping to change decisions effecting teaching, learning and student support**
- How to validate student's work (was it them or someone else?)
- How can tech influence the running of the university -Business intelligence
- **Technology isn't the answer; it's the means through which we accomplish goals**

Political

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Environmental Scan

EASTERN WASHINGTON UNIVERSITY
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How Does Washington Fund Higher Education?

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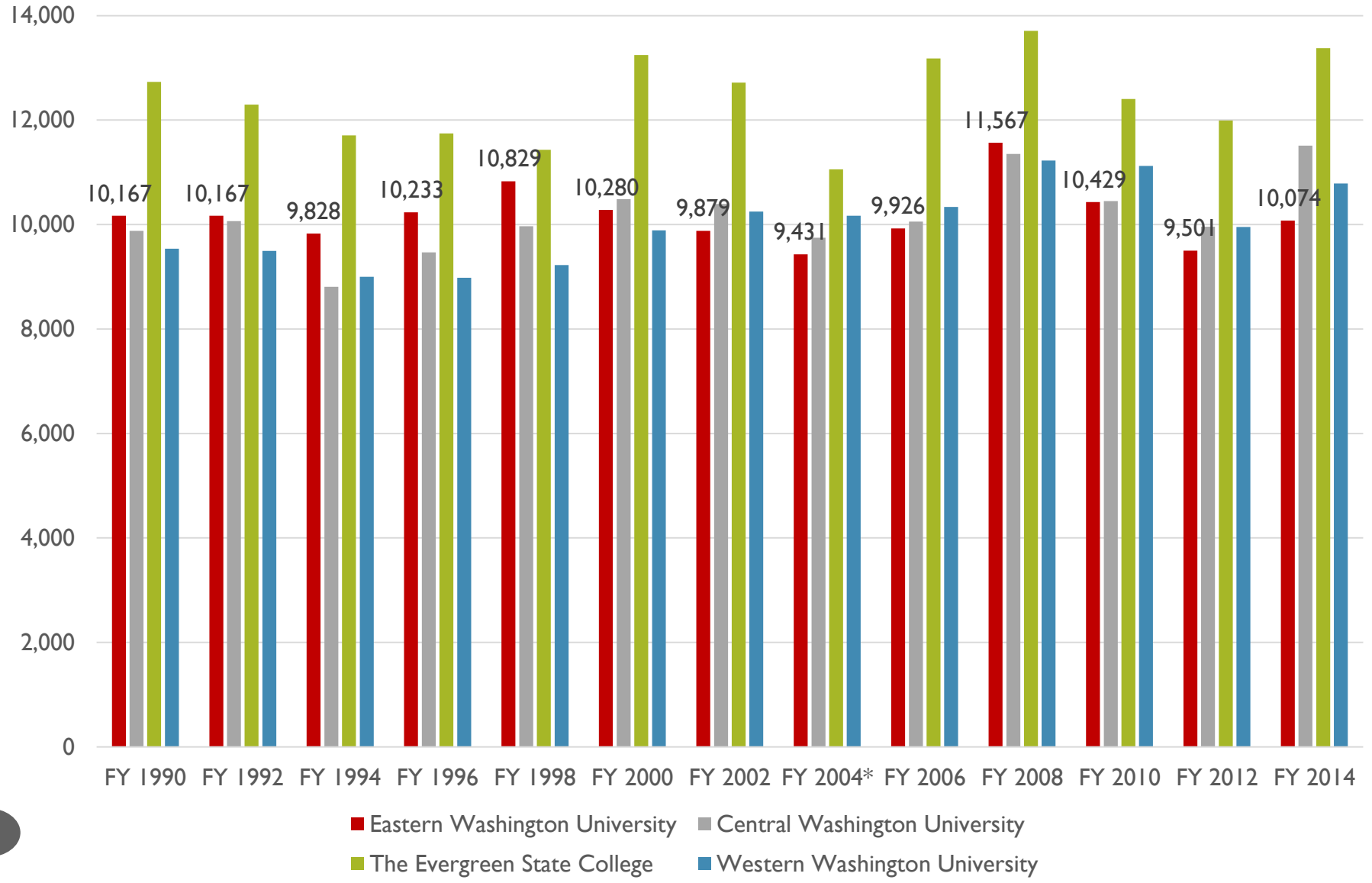
Past

- Through the mid '80's, state support was enrollment driven
- Up until the Great Recession WA operating budgets were primarily based on prior biennial funding plus a small enrollment adjustment
- By the Great Recession WA had completely backed away from enrollment based funding
- Tuition policy has changed on average every four years and varied from capped tuition increases around 6 percent to tuition setting authority

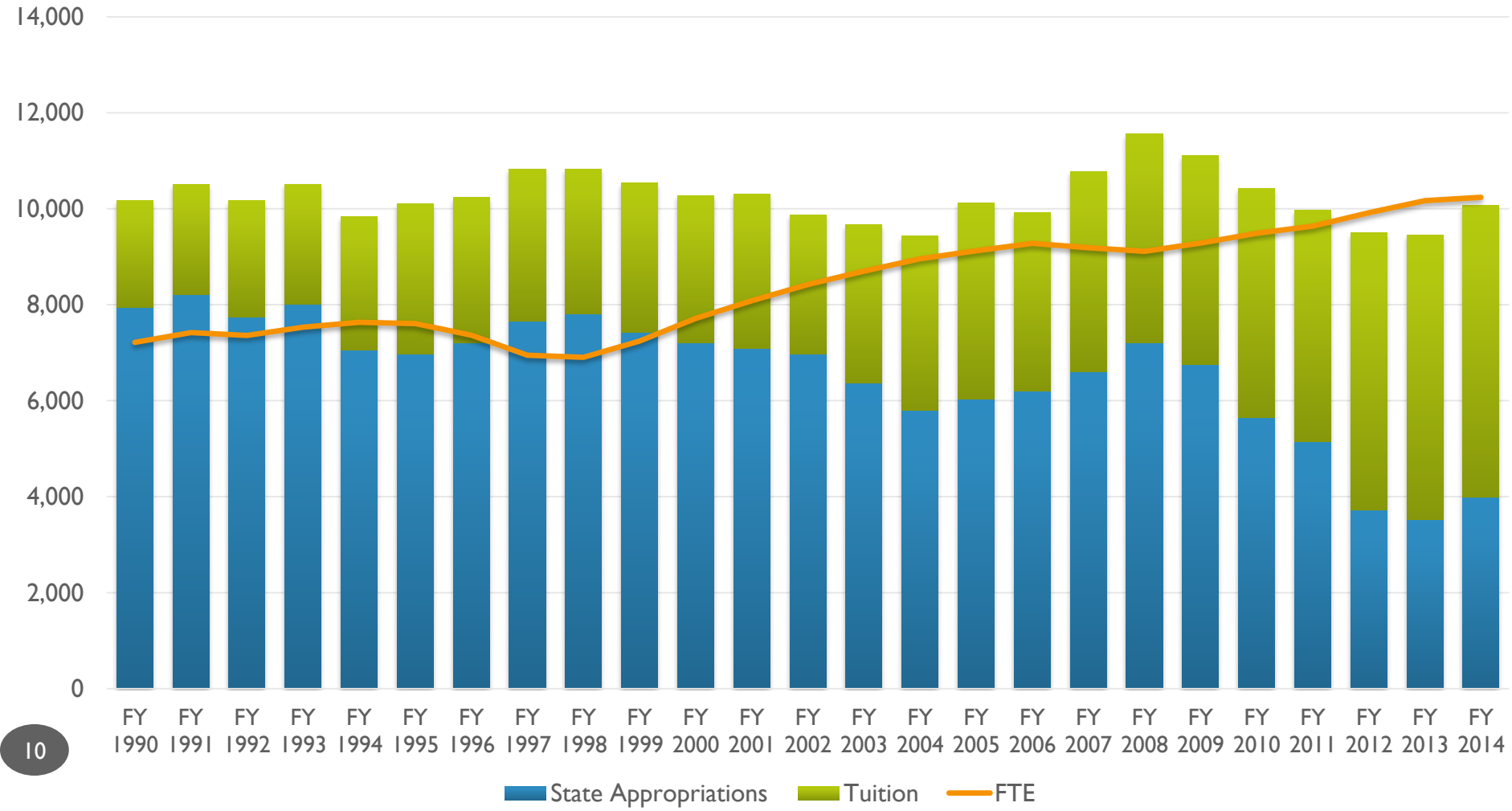
Present

- State support is based on prior biennial funding plus any policy adds or minus mandated budget cuts
- Tuition increases at a rate equal to the increase in the states' median family income (2016 projected: 2.1%)

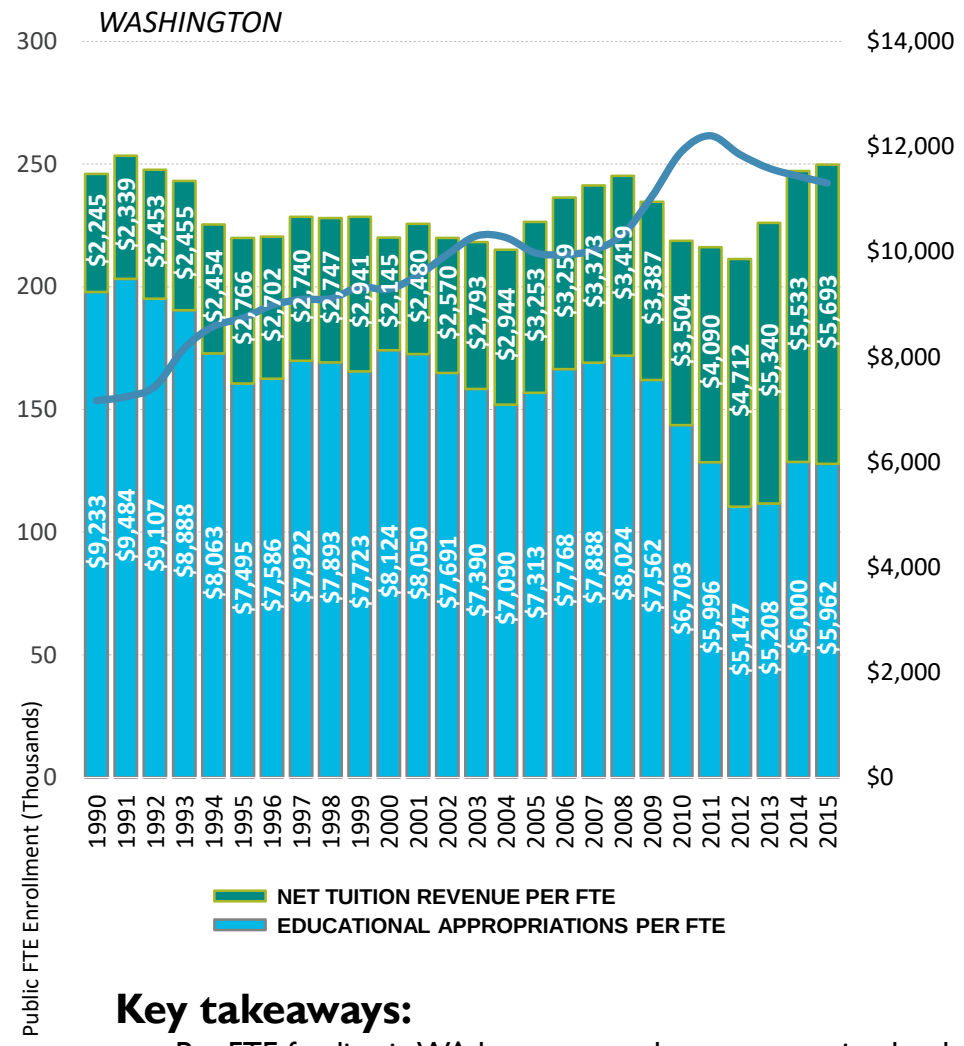
Total revenue (operating fees + state support) per actual FTE, inflation adjusted 2014 dollars

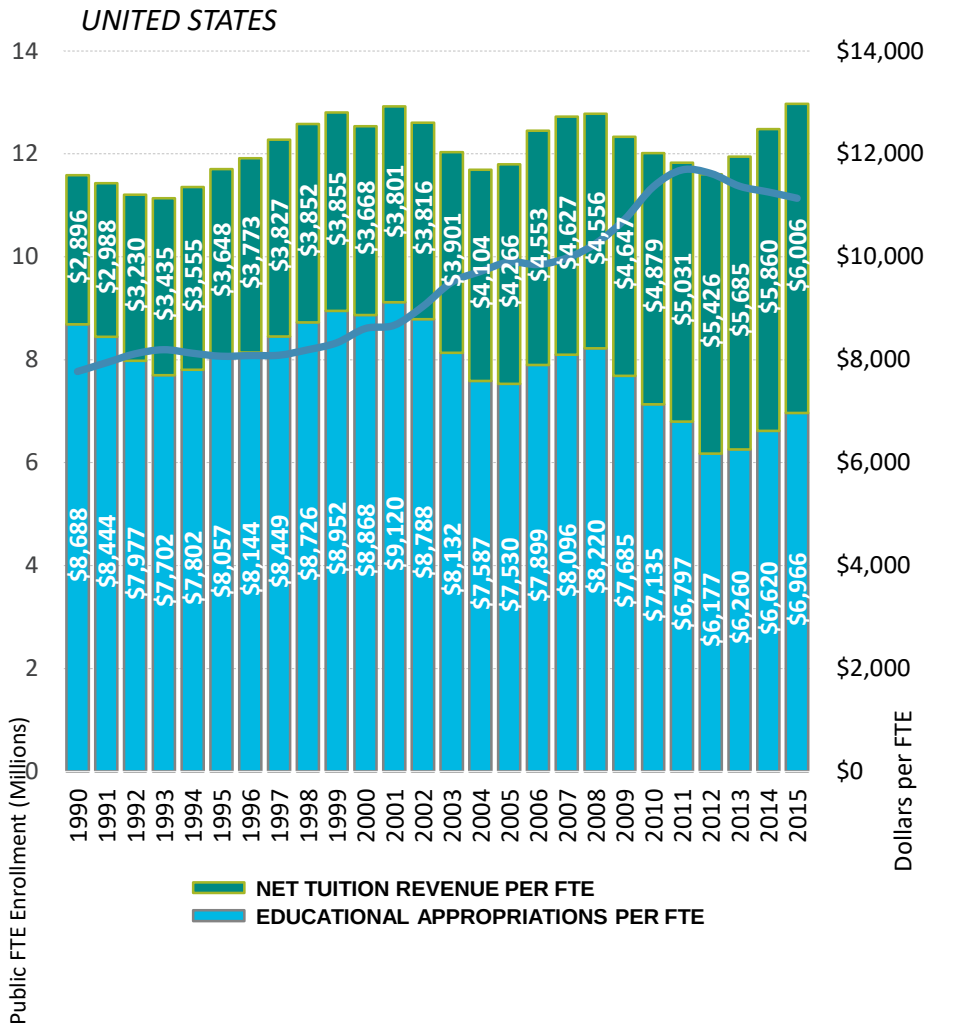


Eastern Washington University State Support and Tuition Revenue per Actual FTE, in 2014 inflation adjusted dollars



Public FTE Enrollment And Educational Appropriations Per FTE, FY 1990-2015, Washington And The United States





Key takeaways:

- Per FTE funding in WA has recovered to pre-recession levels
- Washington is just below the national average in per FTE funding—but this data includes all higher education enrollments—and a much larger proportion of WA higher ed enrollments are at the community college level when compared to other states

SOURCE: State Higher Education Executive Officers

On a per capita basis, the WA State economy has grown slightly faster than that of the U.S.; not true for Spokane, however

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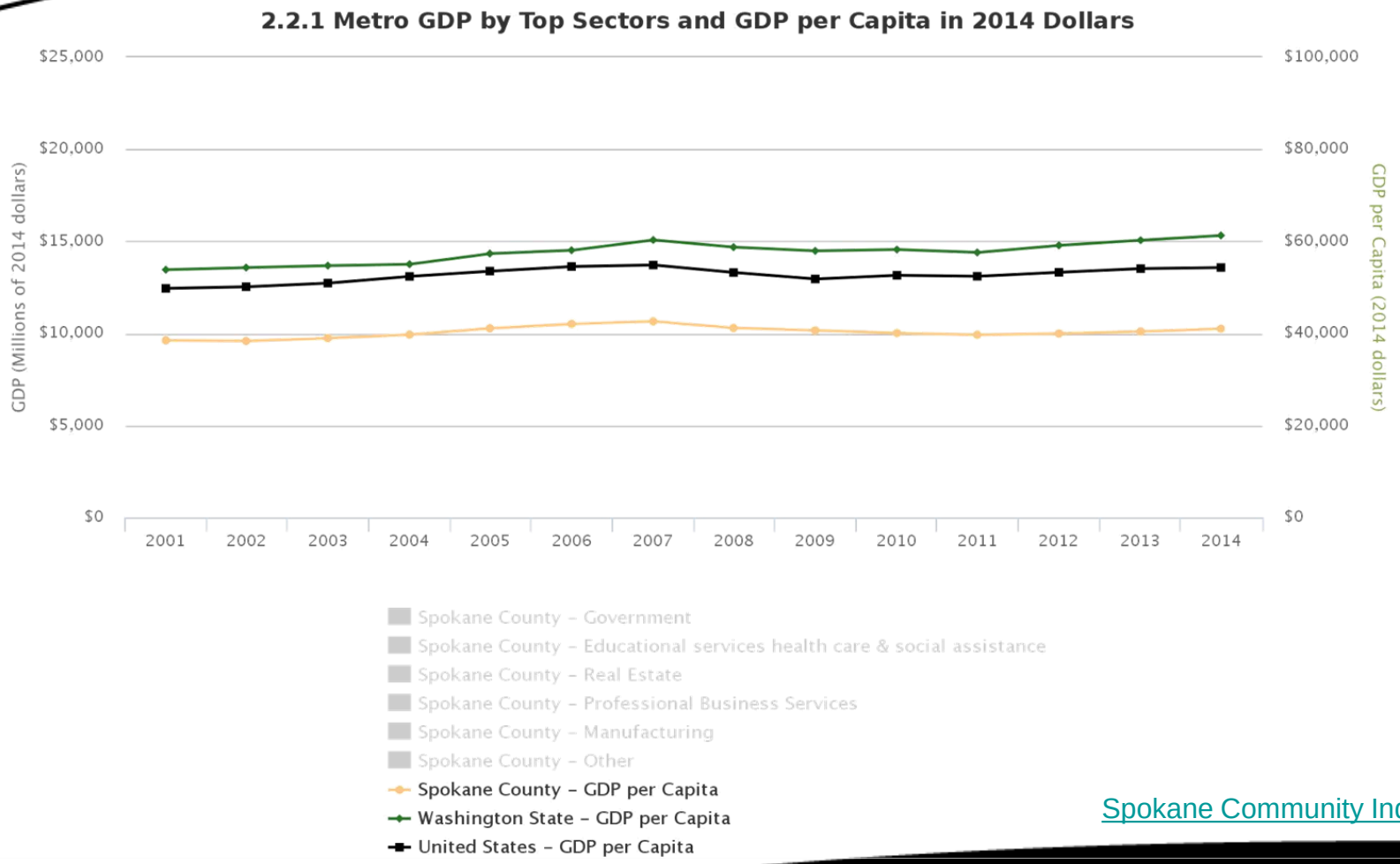

Spokane Community Indicators

Economic growth in WA State is forecast by the WA State ERFC to hover around 5% for the next few years, greater than the U.S.

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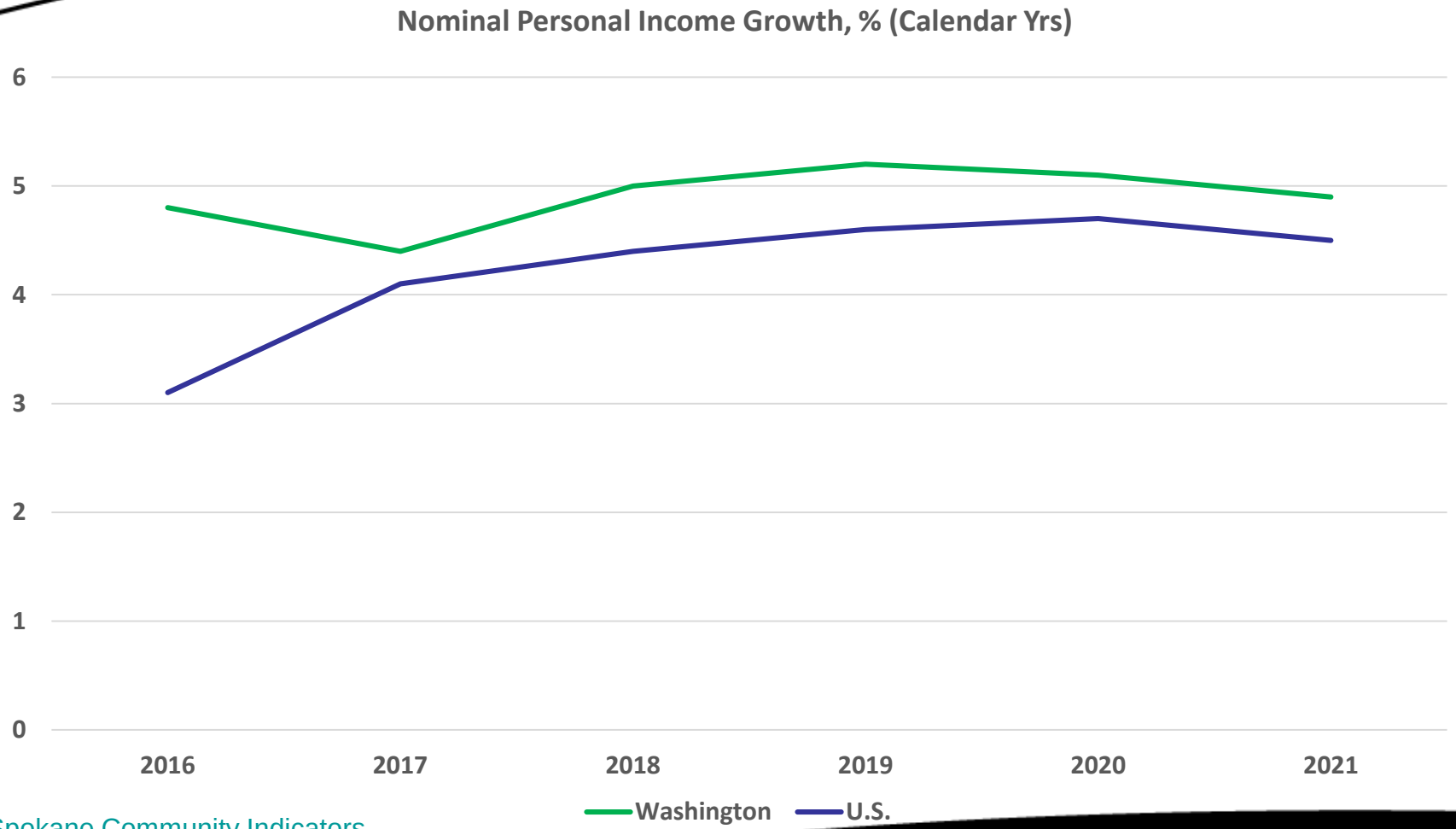

Spokane Community Indicators

Spokane's economy is significantly different than WA's overall, as are the labor markets in other Eastern WA MSAs

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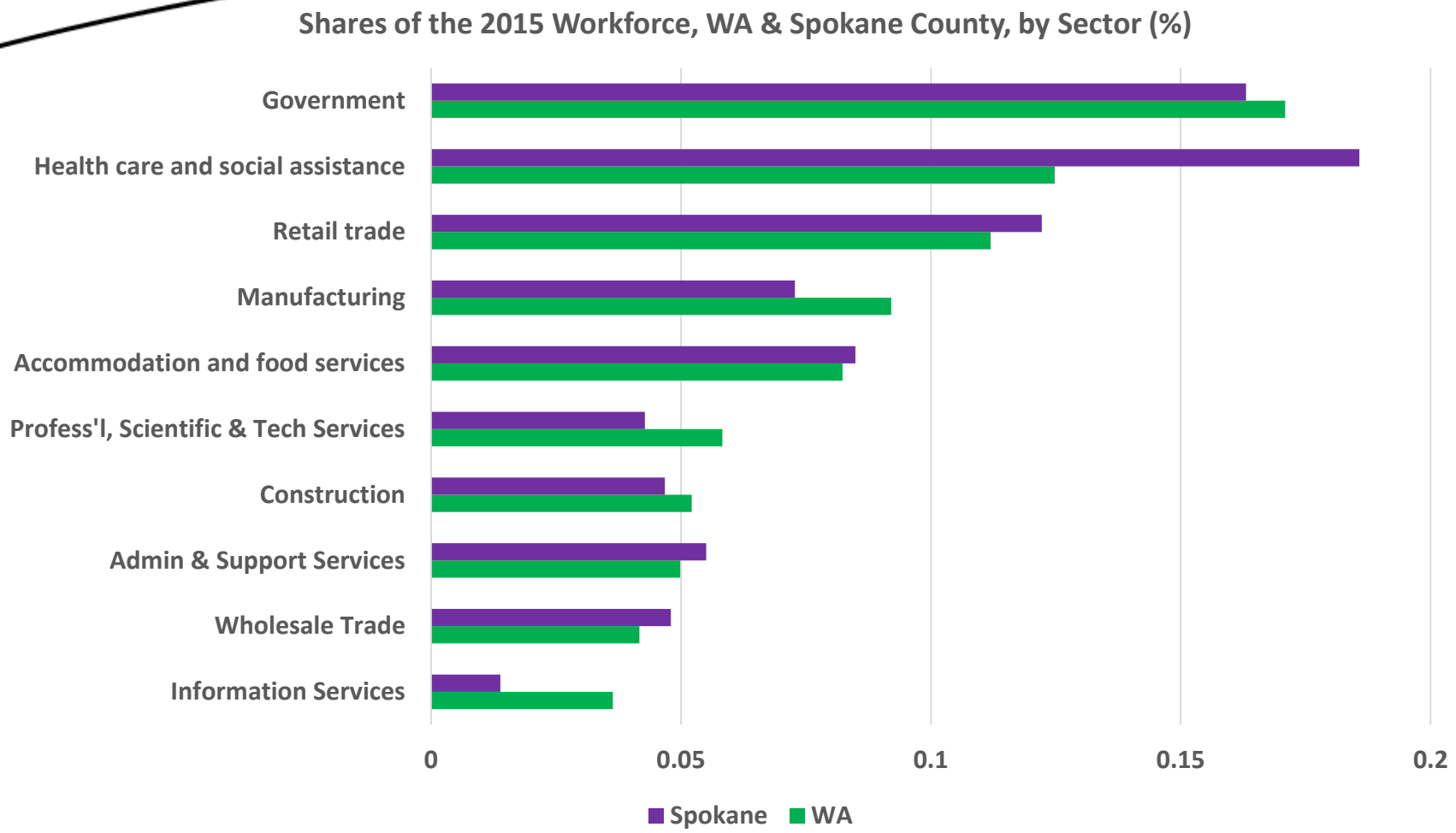

Spokane Community Indicators

EWU draws students from all over WA State

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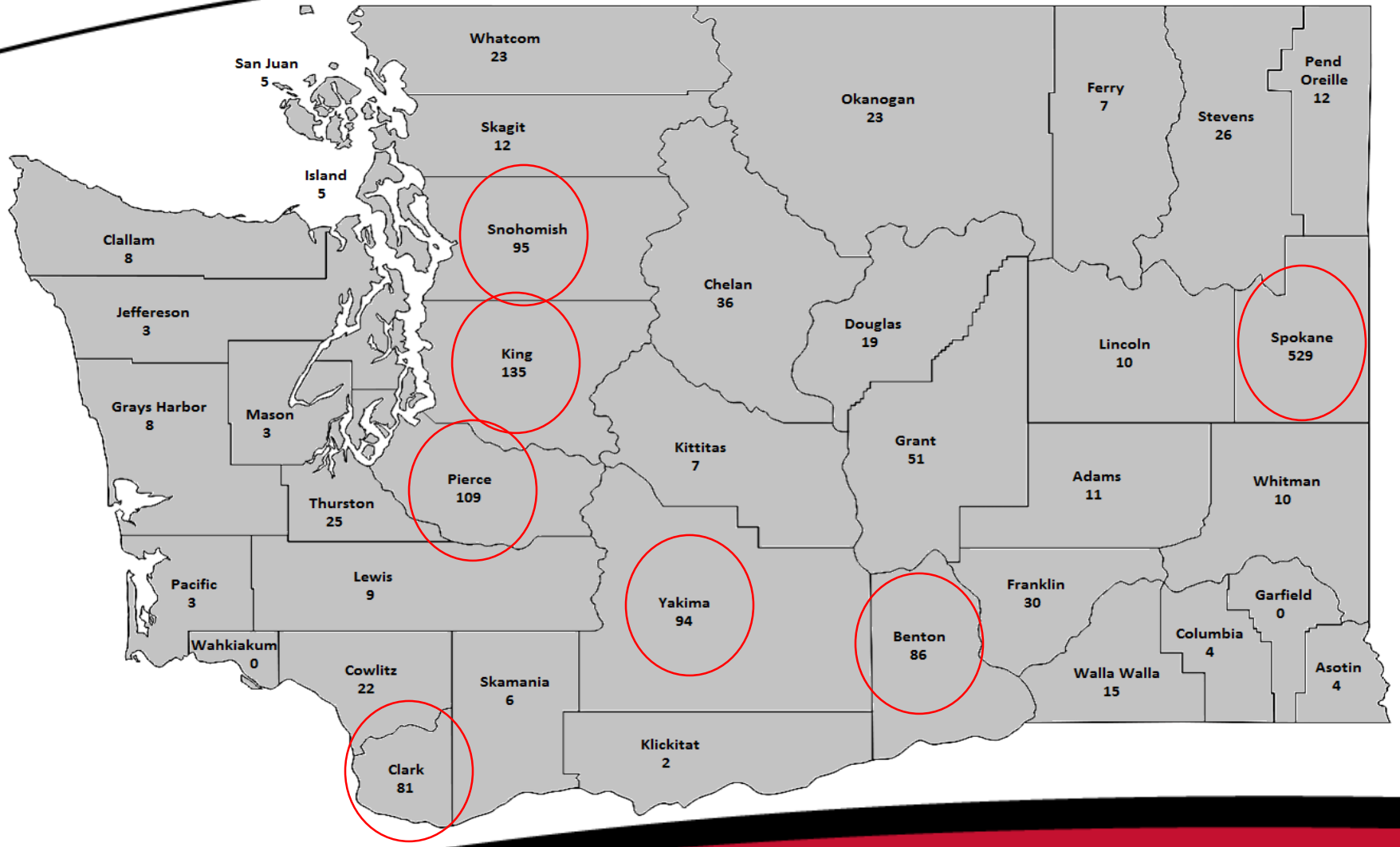
First-time, degree-seeking Freshman, Fall 2015



WA Population forecasted to grow faster than U.S.; E. WA counties set to grow slightly faster than WA overall

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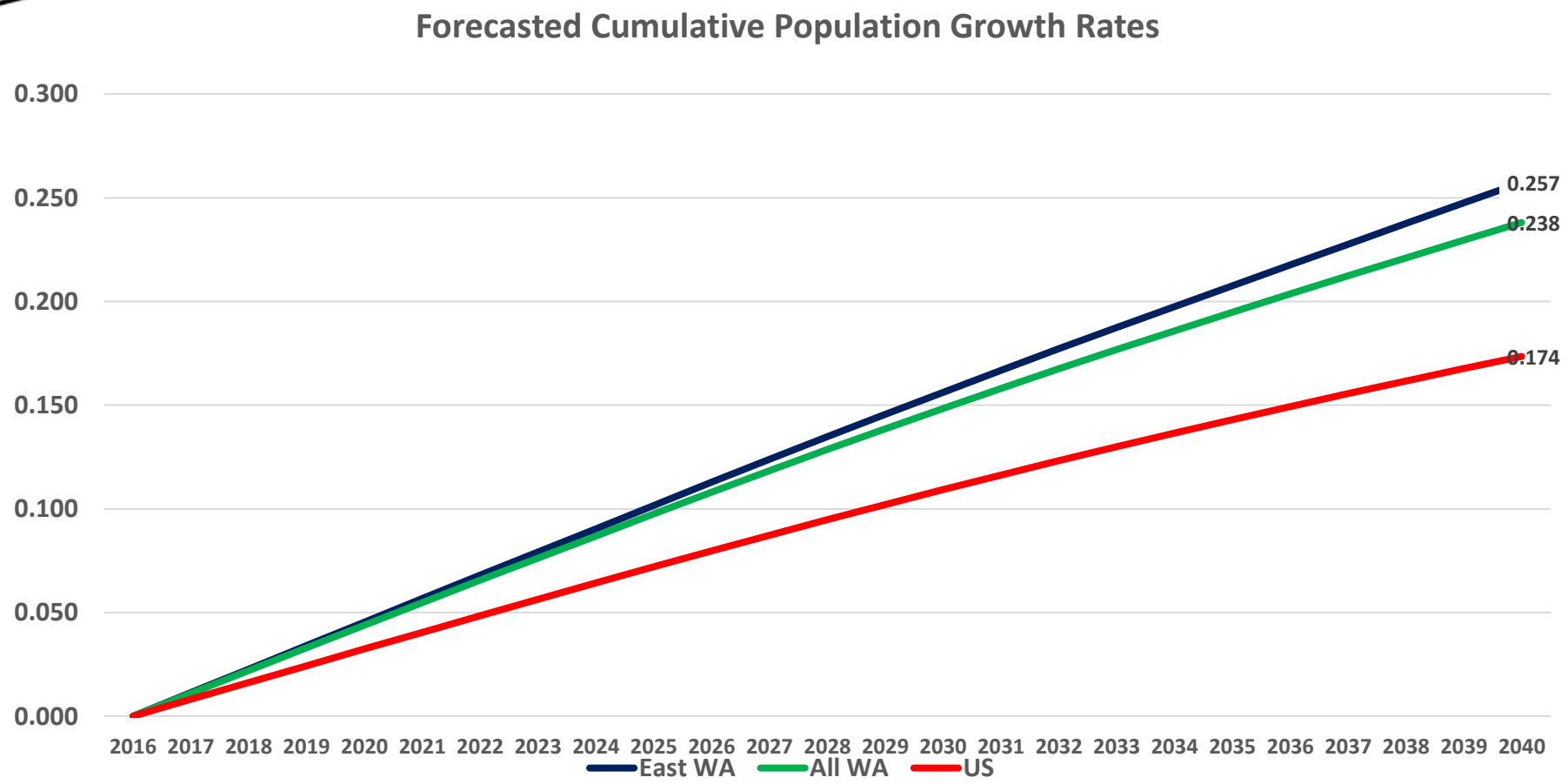

Washington College-age Population Forecast 2040

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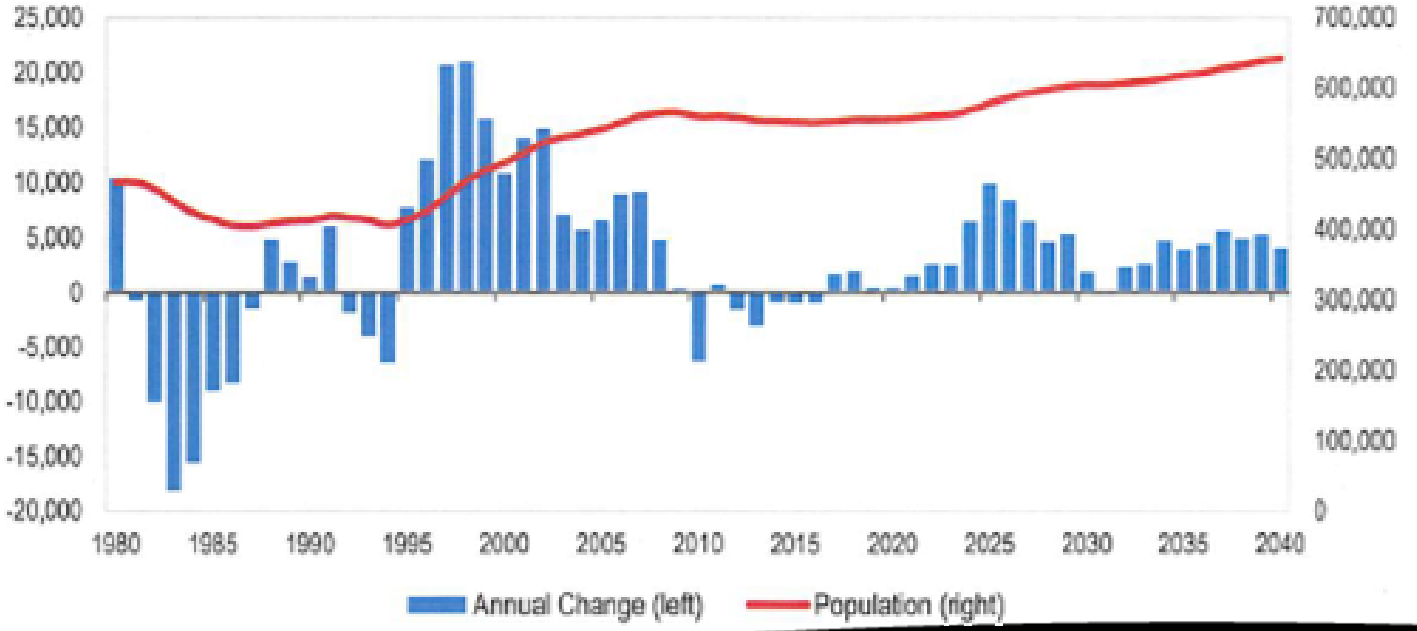
College-age population

Persons ages 17 through 22 comprise labor force entrants, young workers and the primary users of postsecondary college and university facilities. There are an estimated 553,100 persons ages 17 through 22 in 2015. After a period of decline throughout most of 1980s and early 1990s, this population began to increase in 1995. Growth this decade has been relatively flat but is expected to pick up again after 2020, reaching about 642,600 by 2040.

Forecasting & Research Division
Office of Financial Management
February 2016

Figure 3.2: Population characteristics ages 17–22



State of Washington, Forecast of the State Population, November 2015 Forecast

College attendance, whether to 2- or 4-year institutions, by WA high school graduates has hardly budged.

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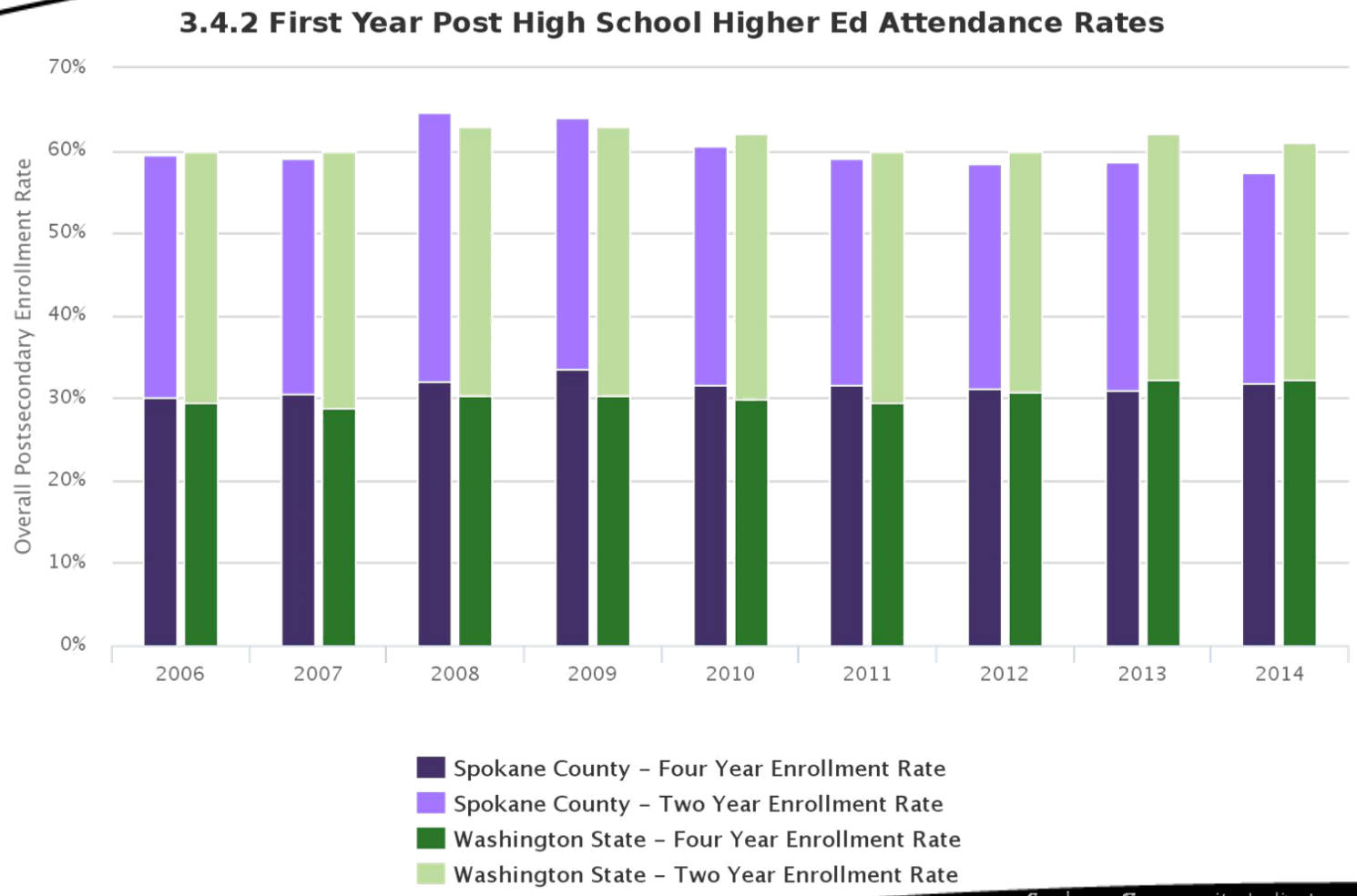

Washington Students chance for college participation

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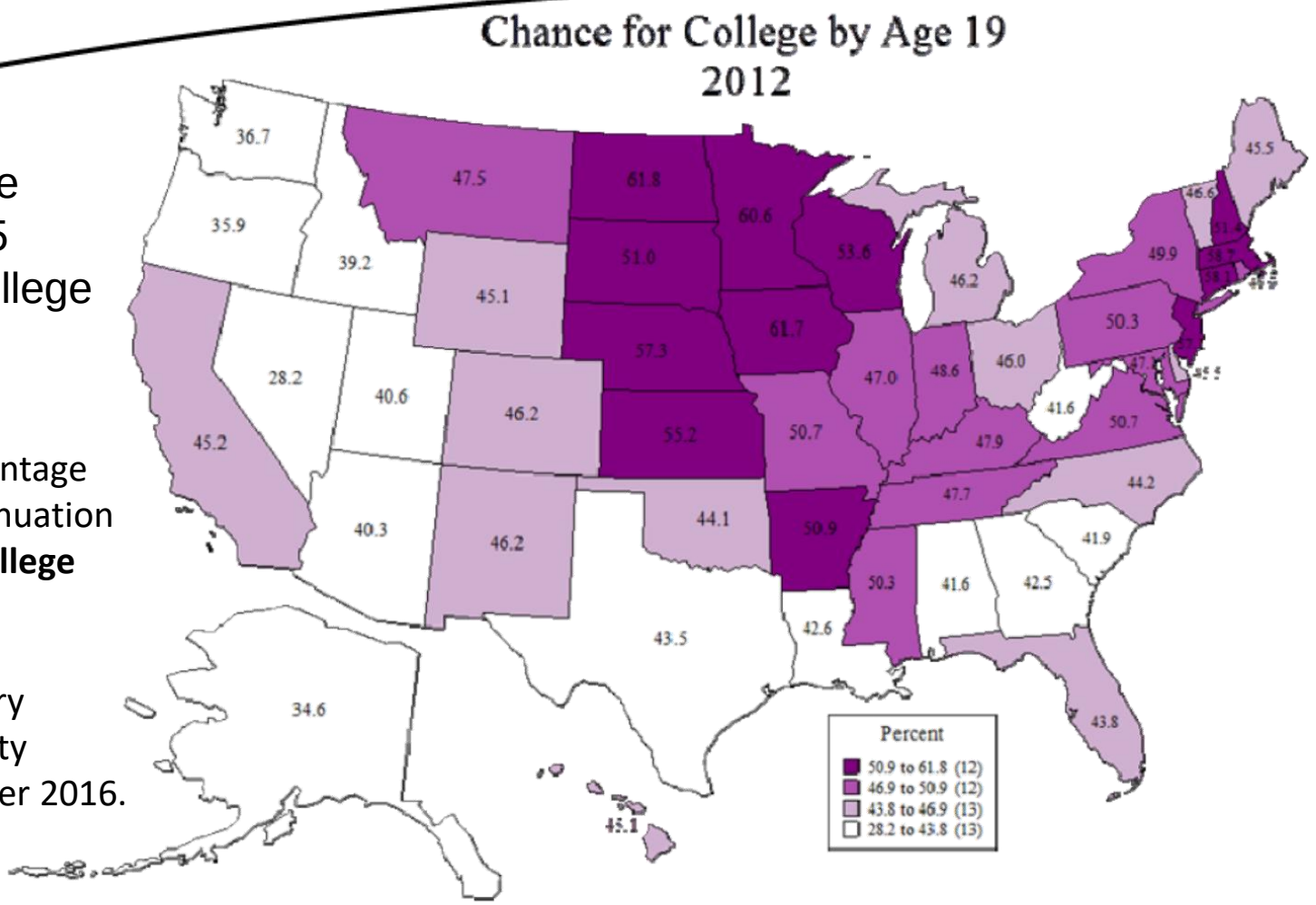
Washington State is in the bottom 5 for chance for college participation.

(HS graduation percentage rate) x (College continuation rate) = **Chance for college participation**

Source: Postsecondary Education Opportunity Newsletter, September 2016. Data from NCES.



WA's racial & ethnic diversity, while still less than that of the U.S., is growing rapidly

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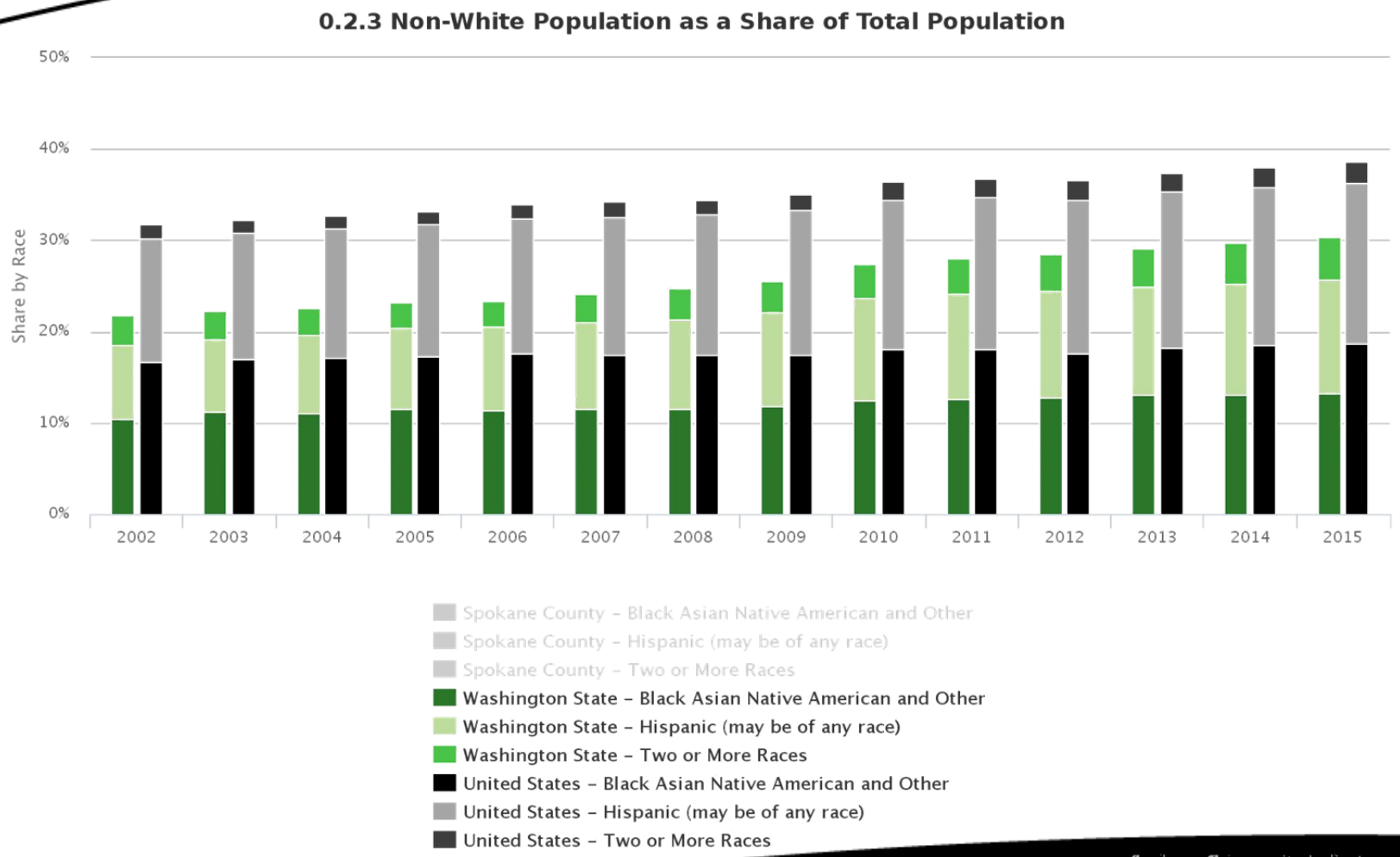

By 2040, the share of the U.S. population by non-Hispanic whites will be about 50%; WA State likely will be little different

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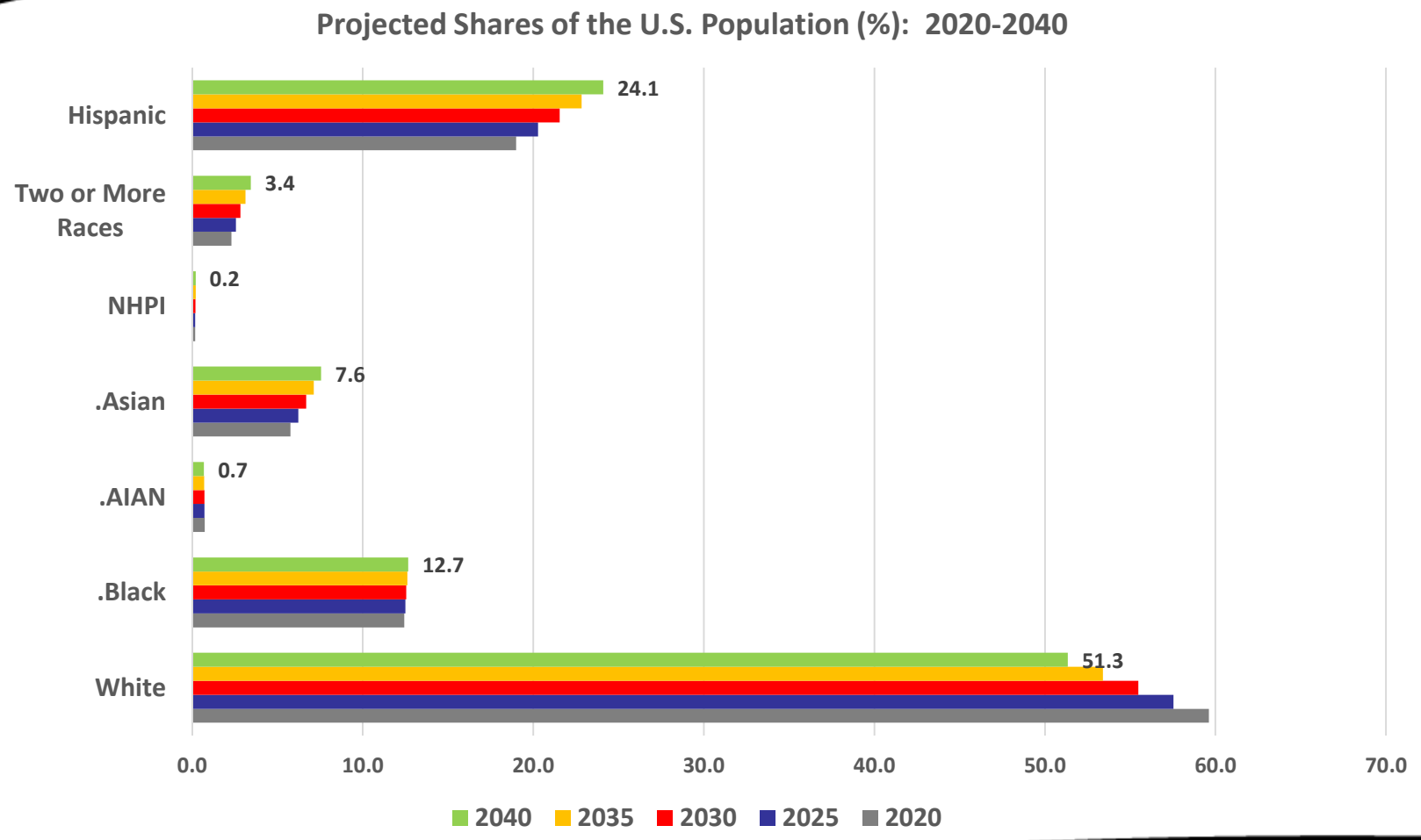

Washington Public High School Graduates

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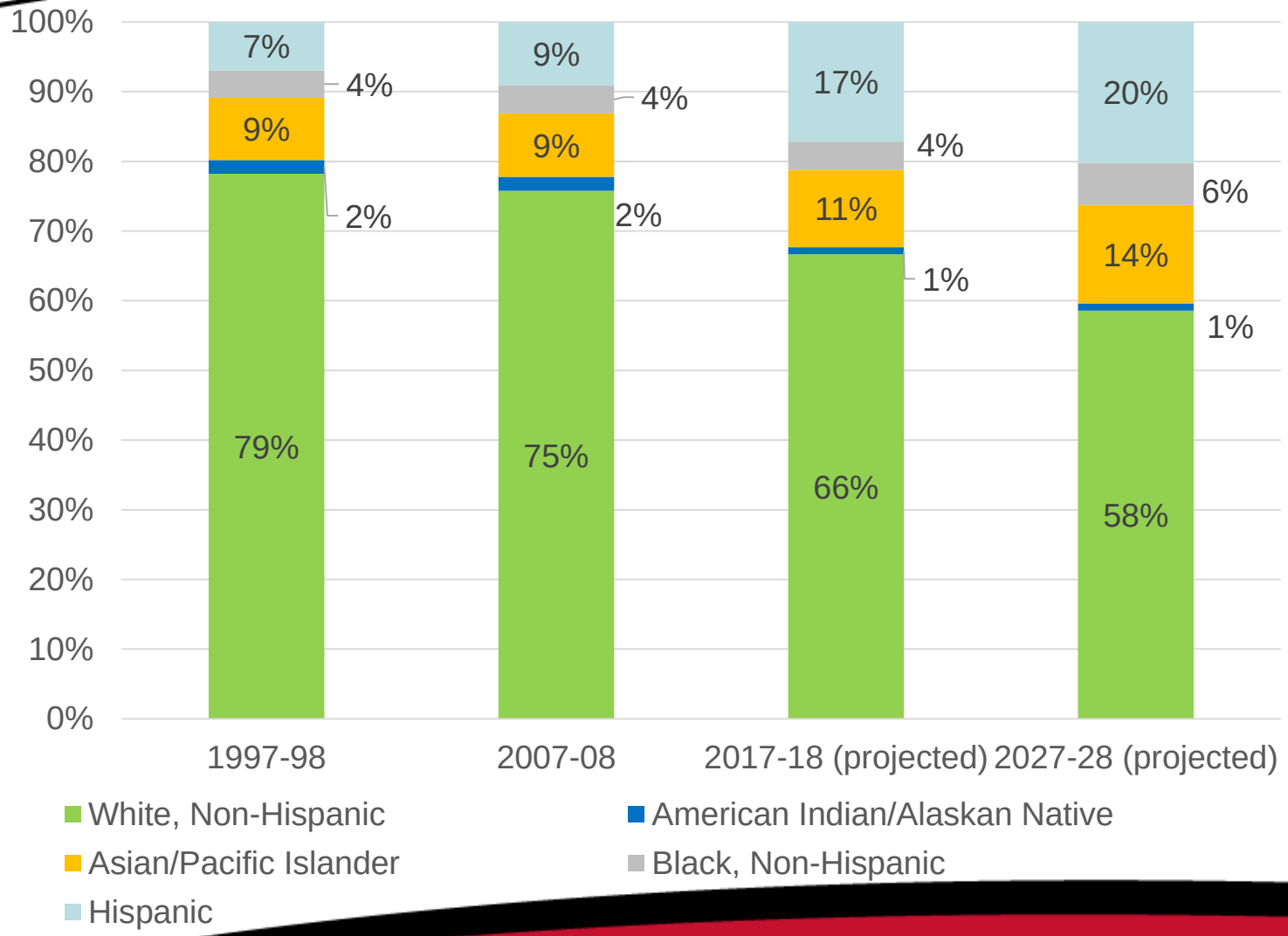

College Attendance by Race/Ethnicity

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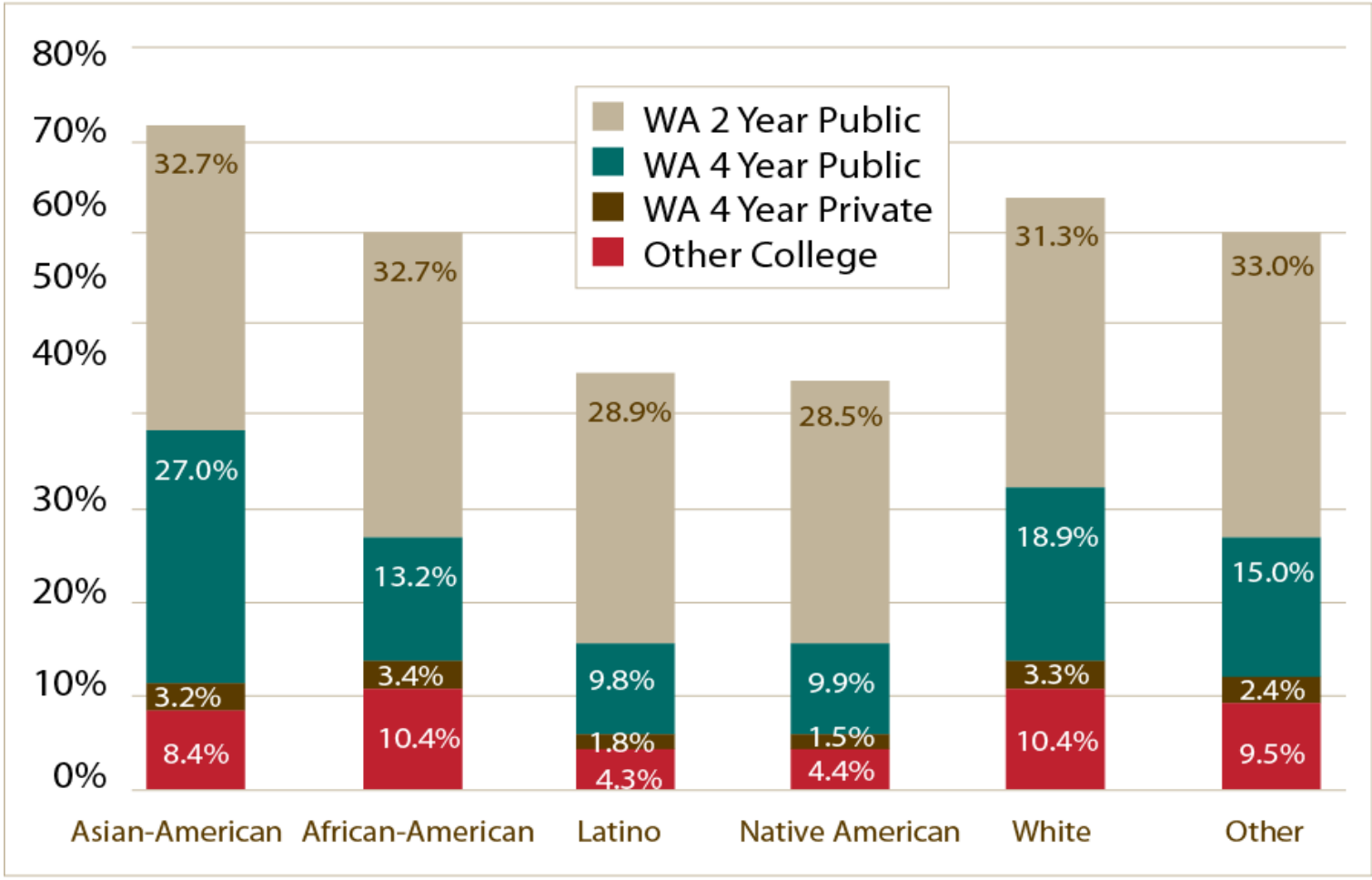
Public High Schools in Washington Class of 2008



The Council of Presidents, 10/2013

Source: Washington State College Enrollment Study, WSU Social and Economic Sciences Research Center

Median Household Income 2005-2014

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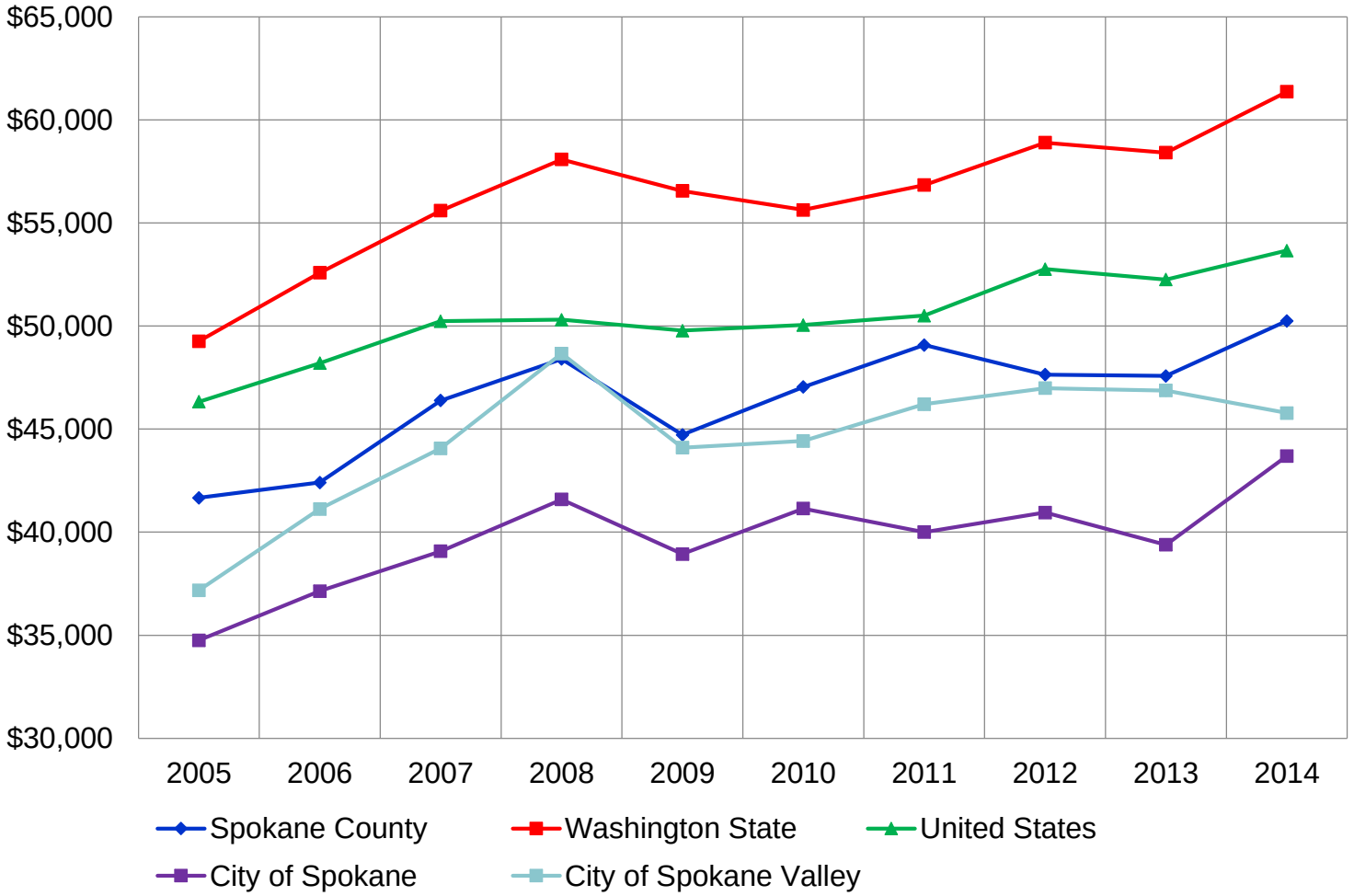

Spokane Community Indicators (www.spokanetrends.org)

Pell Grants Received as a % of First-Time Student Cohorts

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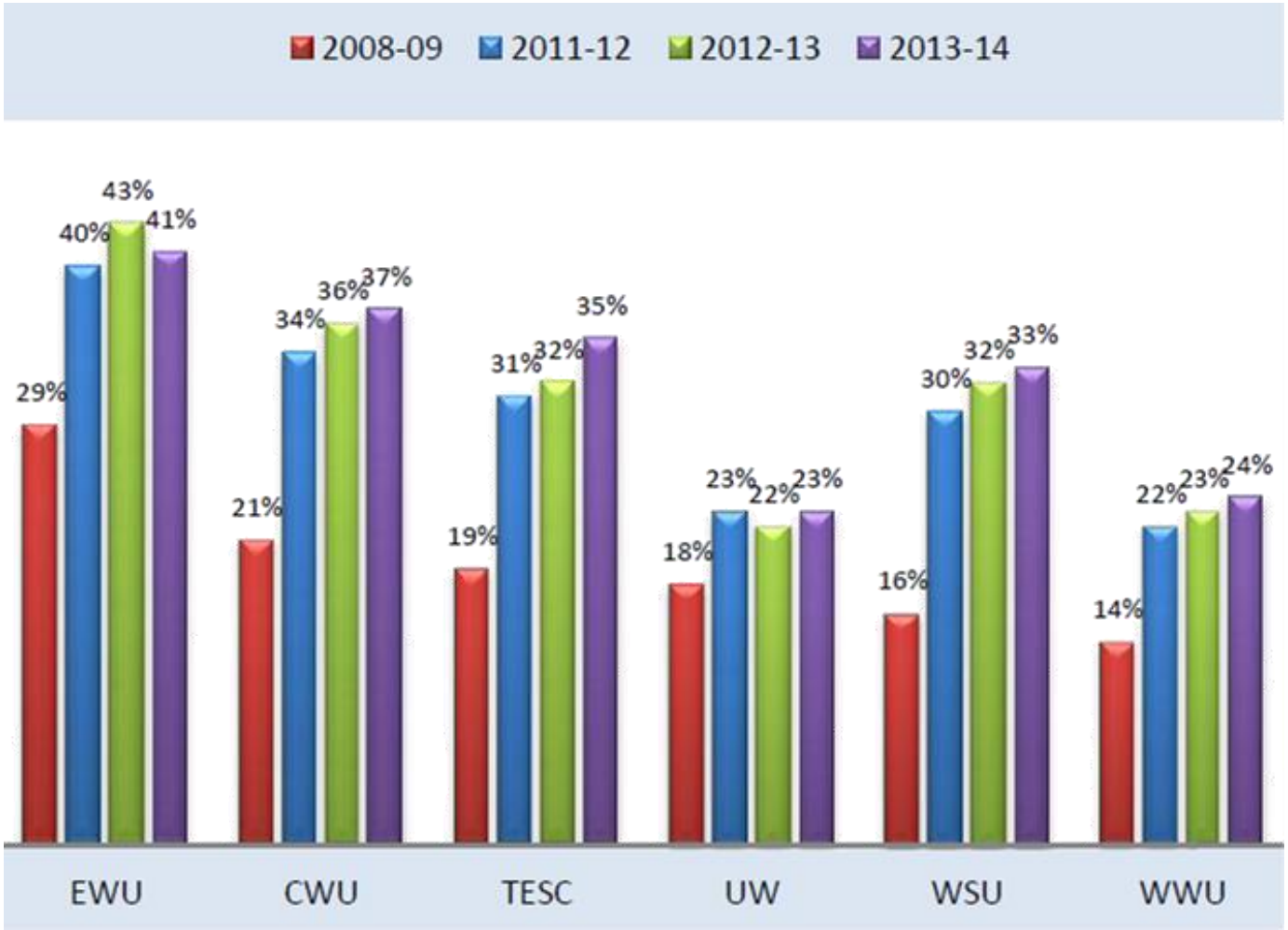

Source Data: Integrated Post-Secondary Education Data System (IPEDS)

Population Age 25 and Over With a Bachelor's Degree

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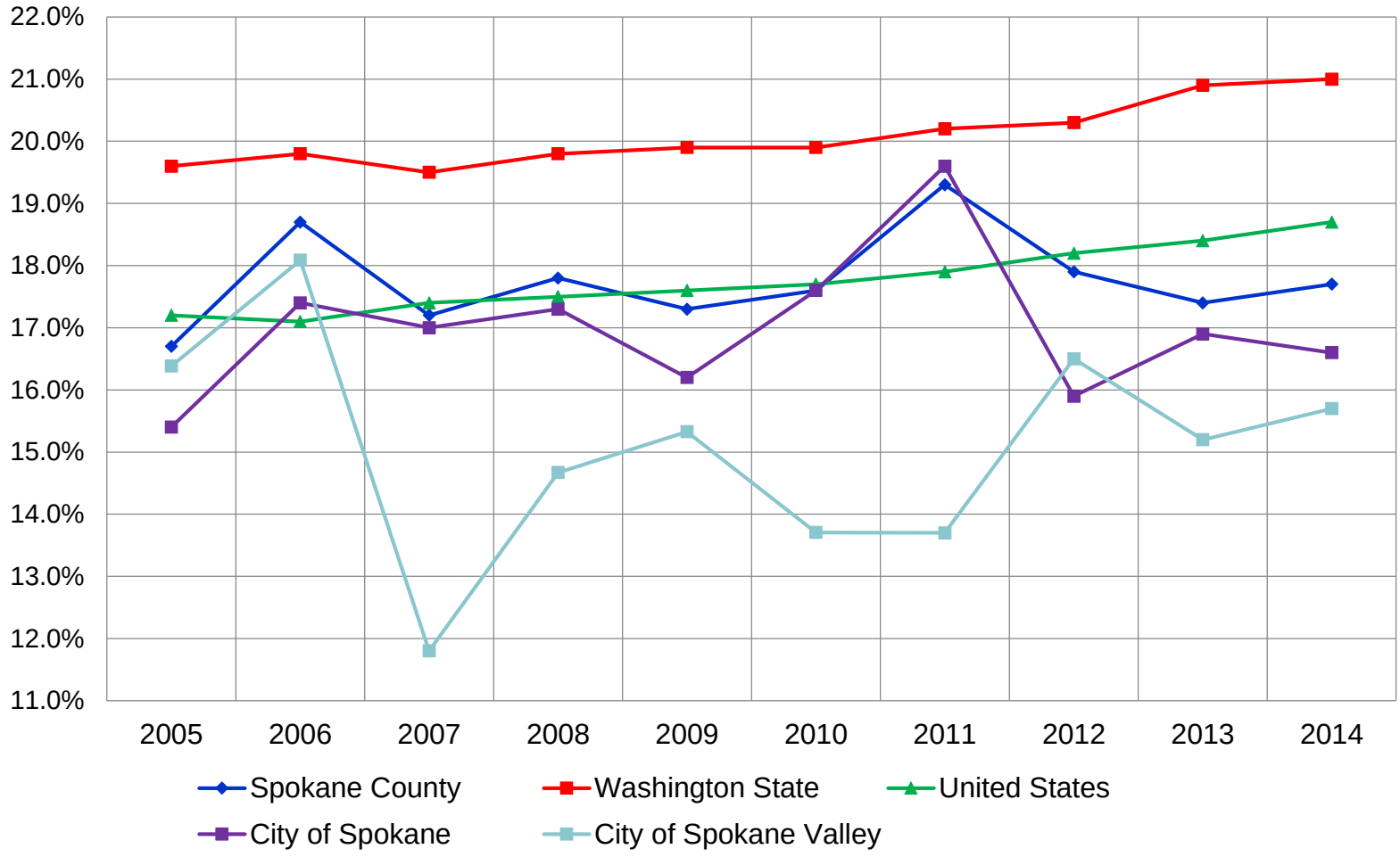

Spokane Community Indicators (www.spokanetrends.org)

Economic

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Environmental Scan

EASTERN WASHINGTON UNIVERSITY
start something **big**

A Challenging Budget Environment

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2009-11 Biennium

- Challenging economic environment driven by recession
- $33.4M loss of state funds
- Tuition impact
- Internal budget reductions
- Staff reductions and salary freeze

2011-13 Biennium

- Decreasing funding
- Increasing costs
- $25M decline in State support
- Tuition impact
- Continued budget constraints and reductions

2013-15 Biennium

- Transforming for the future
- Revenue growth at a slower pace
- More dependent on tuition
- New Strategic Plan

2015-17 Biennium

- Tuition authority restriction continues to impact future opportunities
- Revenue growth at a slower pace
- Enrollment stability continues
- Campus initiatives provide future opportunities

2017-19 Biennium

- Tuition policy provides minimal revenue growth
- State revenues early projection is relatively flat
- Revenue growth at a slower pace
- Enrollment stability continues-plan 2% growth Y/Y

Tuition policy and impacts

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- Resident undergraduate tuition zero Fall 2013 & 2014, reduced Fall 2015& 2016
- 1% increase Resident Undergraduate tuition yields approximately $500,000
- Example: 3% each year for 4 years= $6M foregone stable revenue
- Stable tuition growth allows the university to plan more effectively
- Beginning Fall 2017, RU tuition is capped at average annual percentage growth rate in the median hourly wage for Washington for the previous 14 years as the wage is determined by the federal bureau of labor statistics (2001-2015 = 2.1%)

Key Funding Sources

State Funds and Student Tuition

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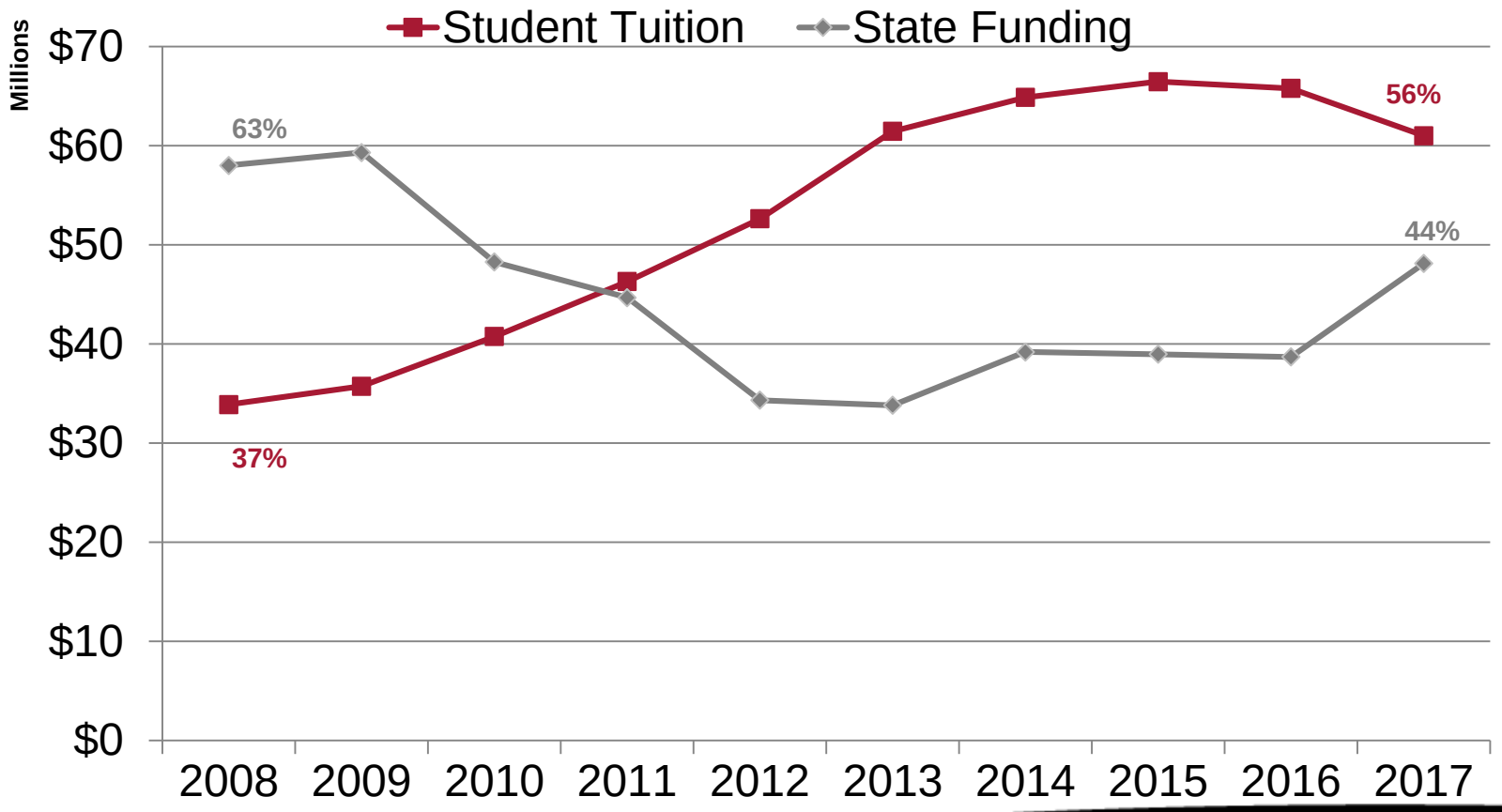
The reduction in Resident Undergraduate tuition increased the percentage of state funding due to College Affordability Act.



Source: Enact Bass Report (2016 -5J) FY17 Tuition Projections

GF-State Funding per FTE Student

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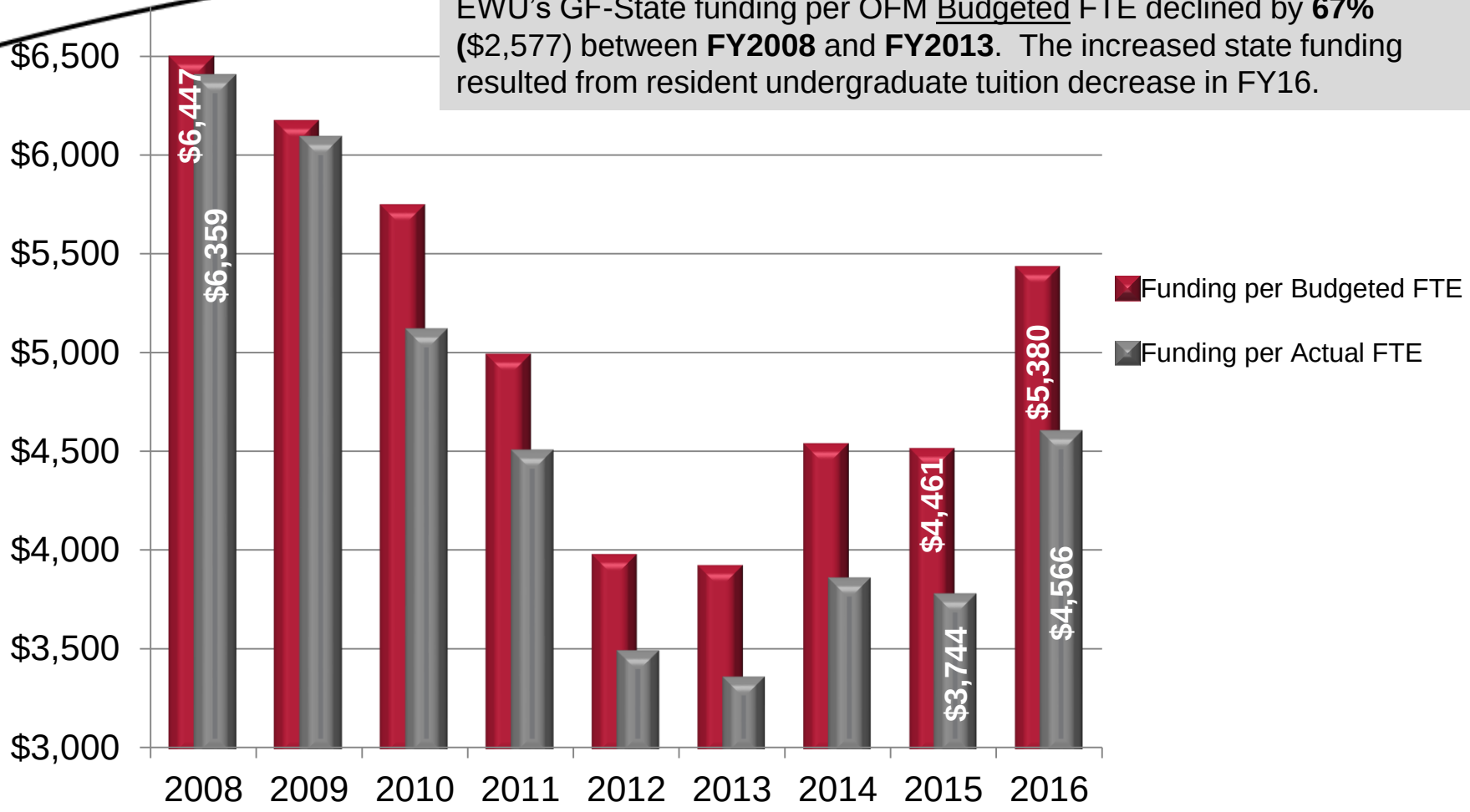
EWU's GF-State funding per OFM Budgeted FTE declined by **67%** **(**$2,577) between **FY2008** and **FY2013**. The increased state funding resulted from resident undergraduate tuition decrease in FY16.



Source: Data based on GFS allocations and OFM budgeted state enrollments.
2015 projections based on original budget.
Actual FTE funding based on GFS allocations and Annual Average state enrollments.

University Revenues, Expenses and Changes in Net Position- FY2015

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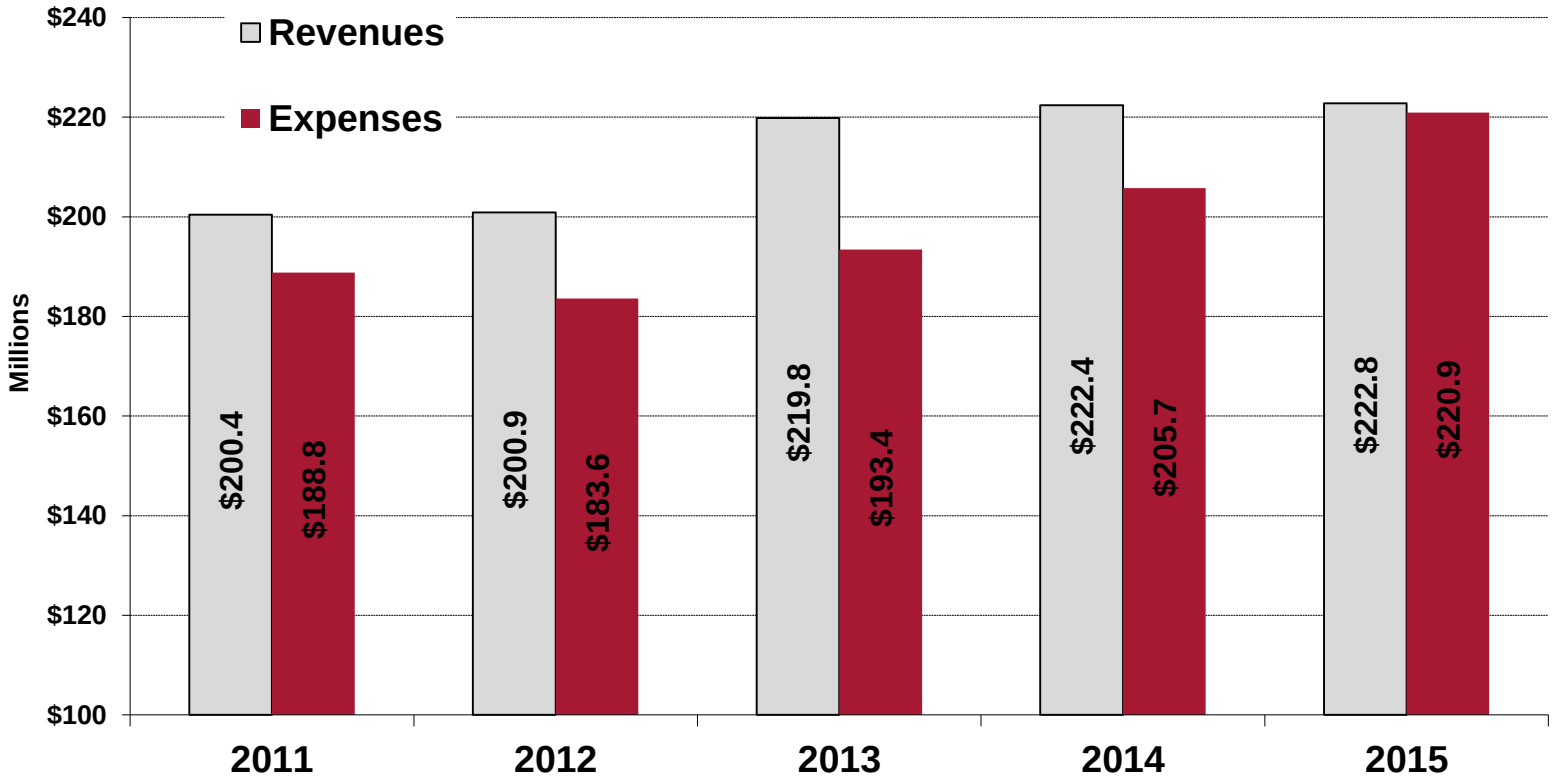
Operating revenues increased 6%compared to FY14, while operating expenses increased 7.4%



Source: EWU Office of Controller
FY 2015 Financial Report

Revenue Growth

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Need 4% Annual Revenue Growth (approx. $4.5M annual new stable revenue) to meet our basic funding needs

Potential sources of revenue growth:

- Headcount Increase
- Enrollment Mix Change
- Price Increase
- State Funding
- Allocation of University Resources

Average Net Price for Full-time Beginning Students

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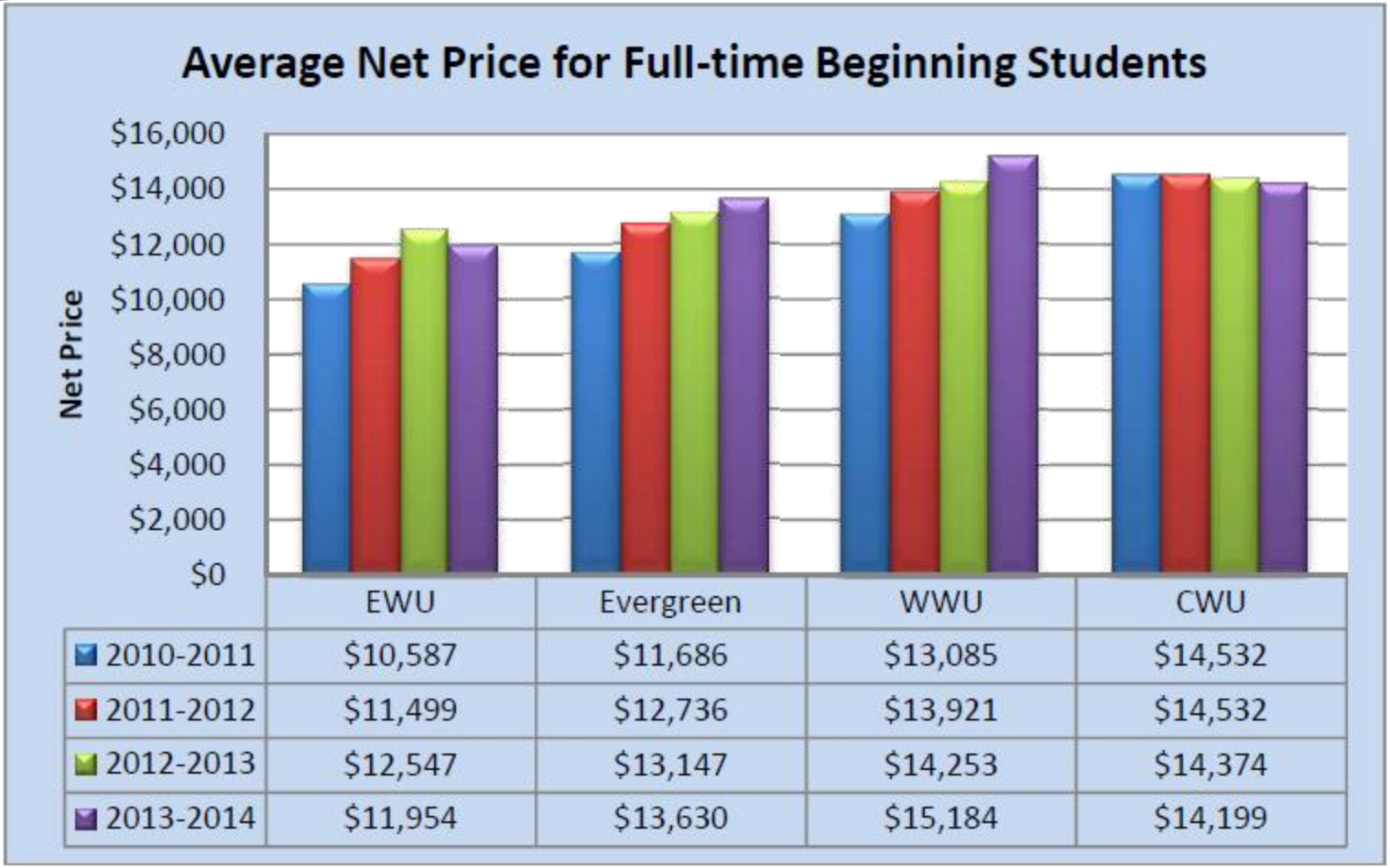

	EWU	Evergreen	WWU	CWU
2010-2011	$10,587	$11,686	$13,085	$14,532
2011-2012	$11,499	$12,736	$13,921	$14,532
2012-2013	$12,547	$13,147	$14,253	$14,374
2013-2014	$11,954	$13,630	$15,184	$14,199

Source: IPEDS. 2013-2014 is the most recent data available

2016-17 Net Price Calculator Results

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Takes into account scholarships, financial aid, etc.

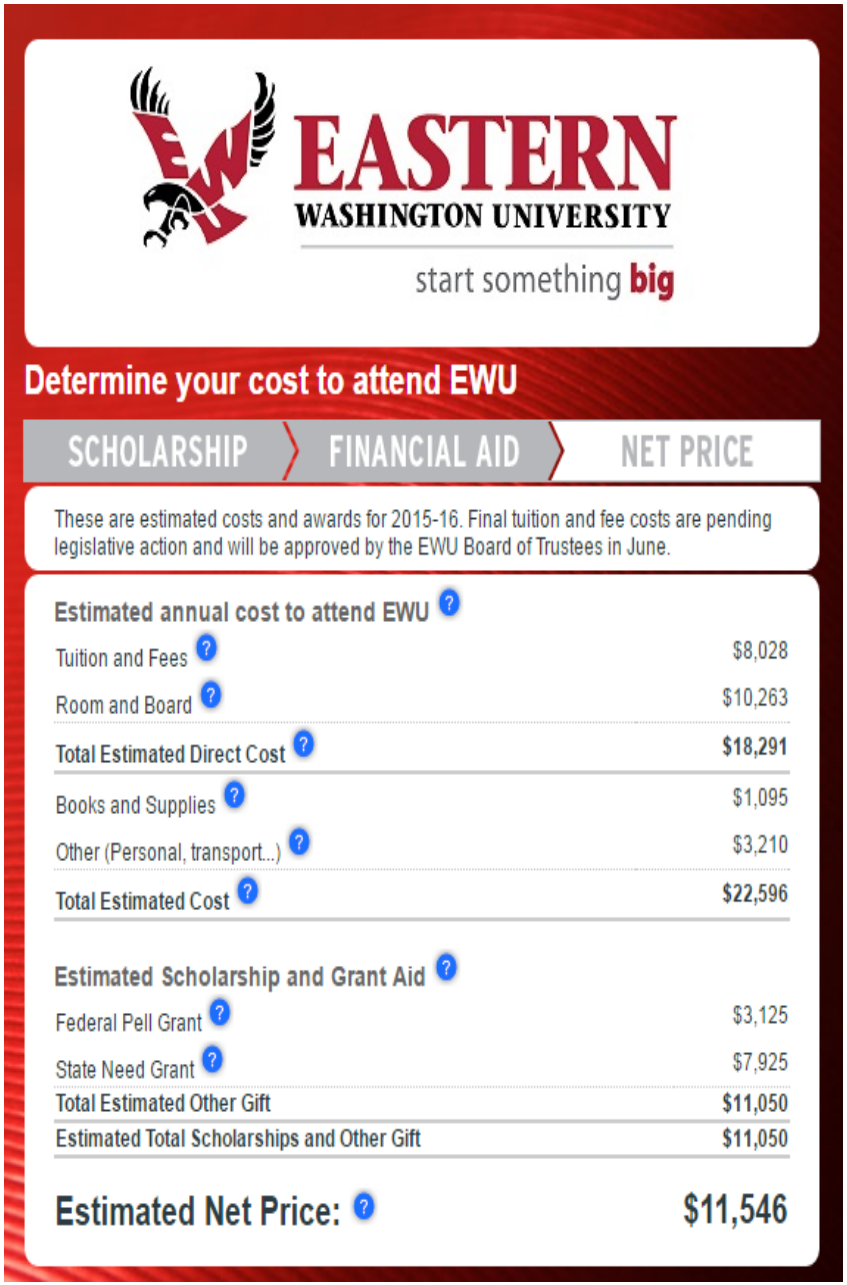
Schools Reviewed

Presented in order of lowest net price:

1. EWU $11,546
2. WSU $14,786
3. CWU $15,597
4. WWU $17,372

Student Profile Used

- 18 year old Freshman, first time in college
- 2 parents, married
- Household income: $43,694 (WA median income)
- GPA: 3.0
- SAT: 970
- ACT: 21
- Living on campus



CWU

Published on *Financial Aid* (http://www.cwu.edu/financial-aid)

Home > Net Price Calculator

Net Price Calculator

2016-2017 Award Package (Estimated)

Estimated Total Price of Attendance:	**21842**
Estimated tuition and fees:	7653
Estimated room and board:	10175
Estimated books and supplies:	1002
Estimated other expenses (personal expenses, transportation, etc.)	3012
Estimated Total Gift Aid:	**6245**
Estimated Pell Grant:	1365
Estimated Washington State Need Grant:	3680
Estimated CWU Tuition Waiver:	1200
Estimated Net Price:	**15597**
Estimated Total Self-Help Aid:	**15597**
Estimated Federal Subsidized Loan:	3500
Estimated Federal Unsubsidized Loan:	2000
Estimated Federal Parent Plus Loan:	10097

Source URL: http://www.cwu.edu/financial-aid/net-price-calculator

Washington State University

Academic Year: 2014-15

Estimated tuition and fees	$12,428
+ Estimated room and board charges (Includes rooming accommodations and meals)	$11,276
+ Estimated cost of books and supplies	$960
+ Estimated other expenses (Personal expenses, transportation, etc.)	$3,542
Estimated total cost of attendance:	$28,206
- Estimated total grant aid: (Includes both merit and need based grant and scholarship aid from Federal, State, or Local Governments, or the Institution)	$13,420
Estimated Net Price After Grants and Scholarships:	**$14,786**

This institution requires that full-time, first-time students live on-campus or in institutionally controlled housing.

Grants and scholarships do not have to be repaid. Some students also qualify for student loans to assist in paying this net price; however, student loans do have to be repaid.

Western Washington University

SCHOLARSHIP › FINANCIAL AID › NET PRICE

The following estimate is based on one academic year (two semesters).

ESTIMATED COST OF ATTENDANCE

Tuition and Fees	$8,965
Room and Board	$10,042
Total estimated direct cost	**$19,007**
Books and Supplies	$1,098
Other (Personal, transport...)	$3,117
Estimated Annual Cost of Attendance	**$23,222**

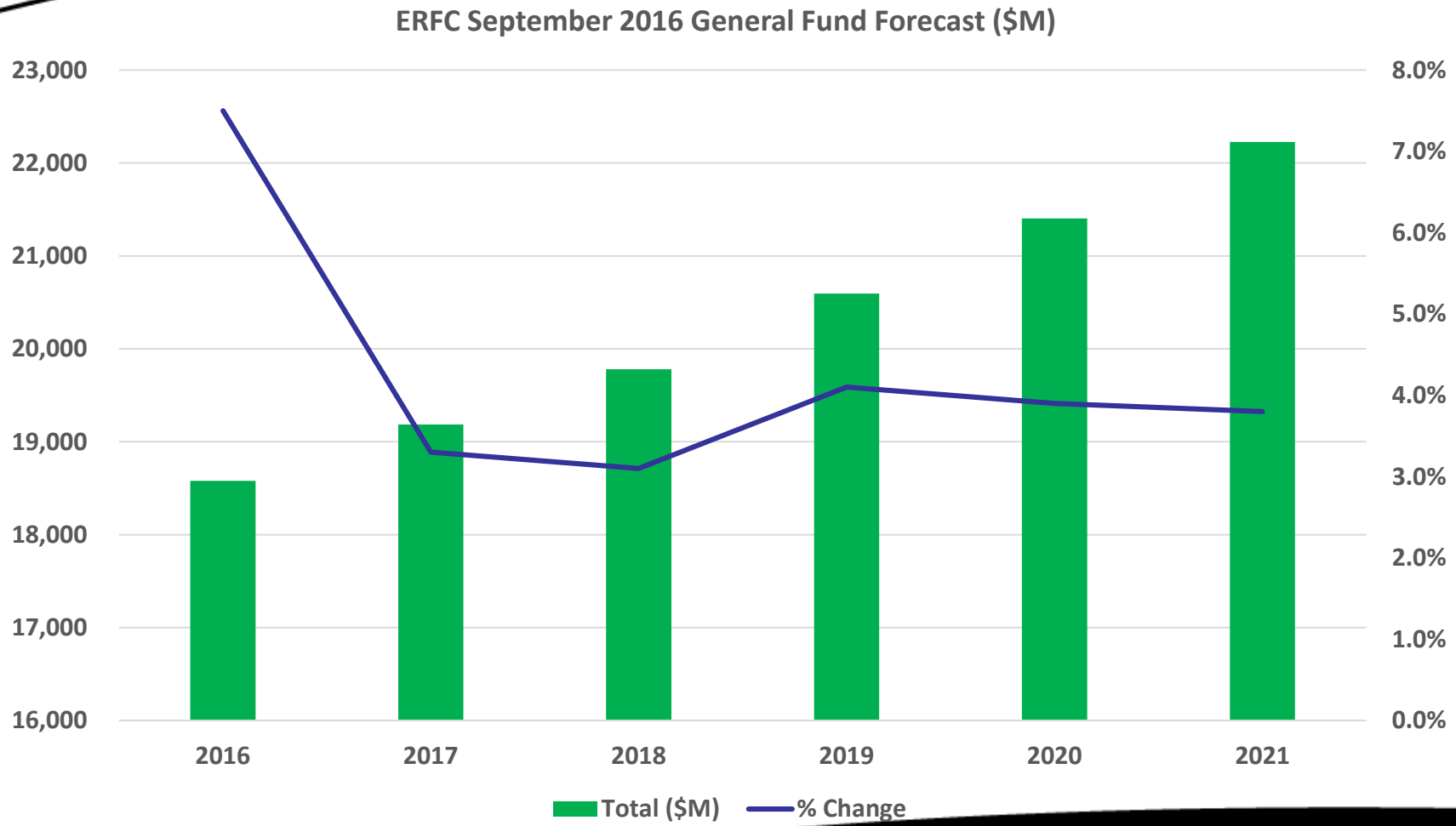
Other Gift Aid

Pell grant	$3,180
Estimated Other Gift Aid	$2,670
Total Estimated Other Gift	**$5,850**
Estimated Total Scholarships and Other Gift	$5,850

ESTIMATED NET PRICE: $17,372

The most recent forecast from the WA Forecast & Revenue Council expects 3-4% General Fund revenue growth/year

start something big



Social

start something big

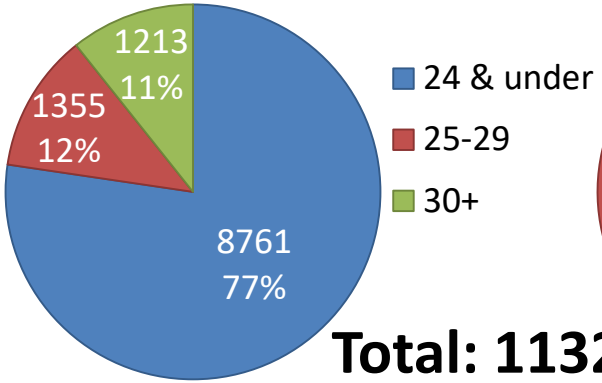
Environmental Scan

EASTERN WASHINGTON UNIVERSITY

start something big

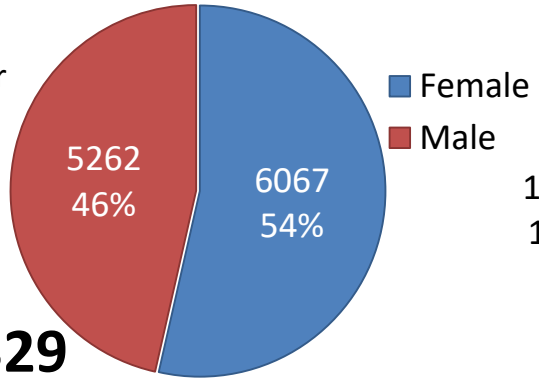
EWU Undergraduate Enrollment Data 2014 - 2015

Age

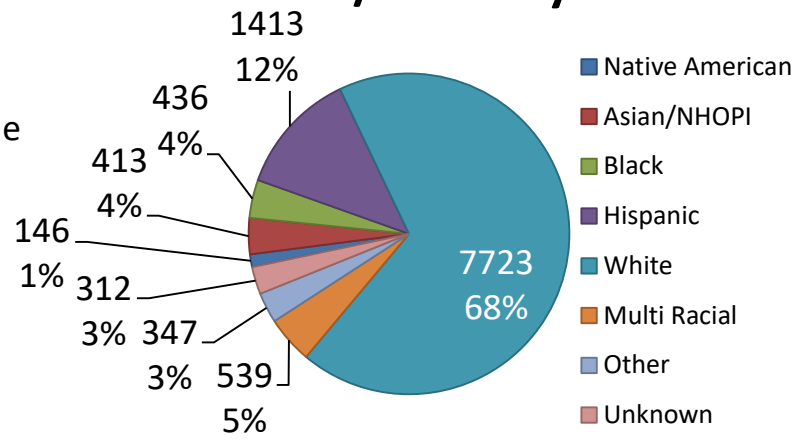


Total: 11329

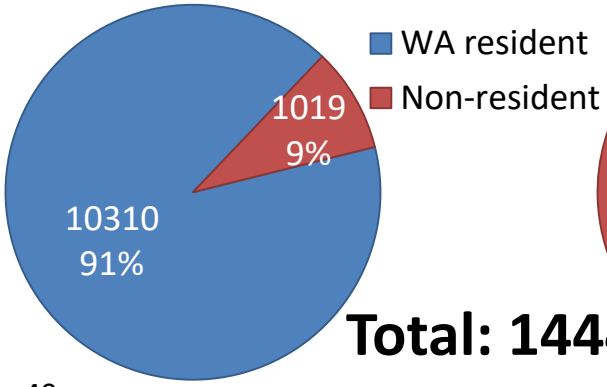
Gender



Race/Ethnicity

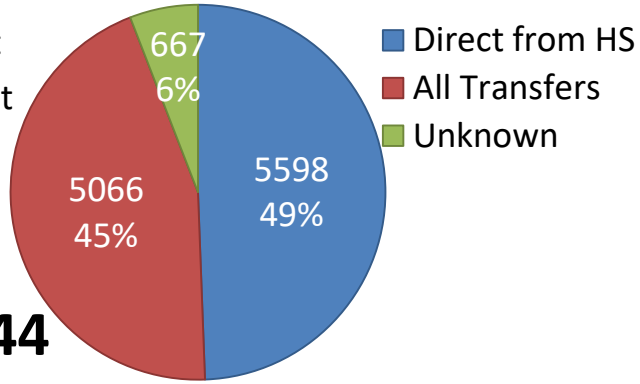


Residency

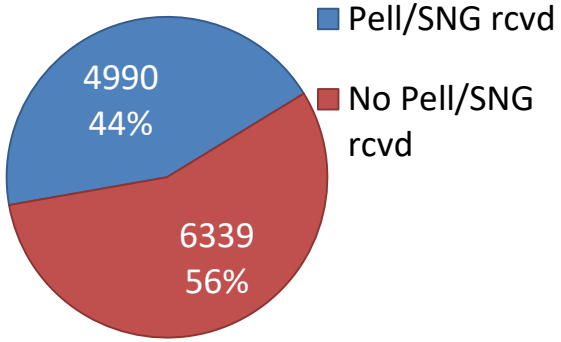


Total: 1444

Entering Status

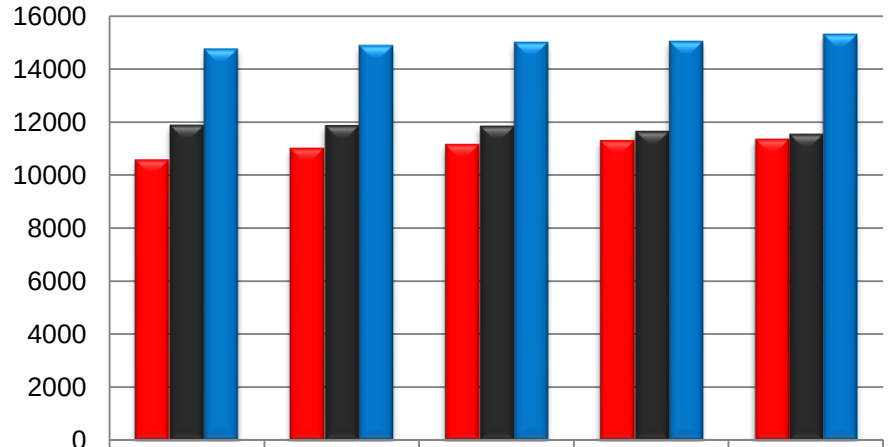


Pell or State Need Grant Status



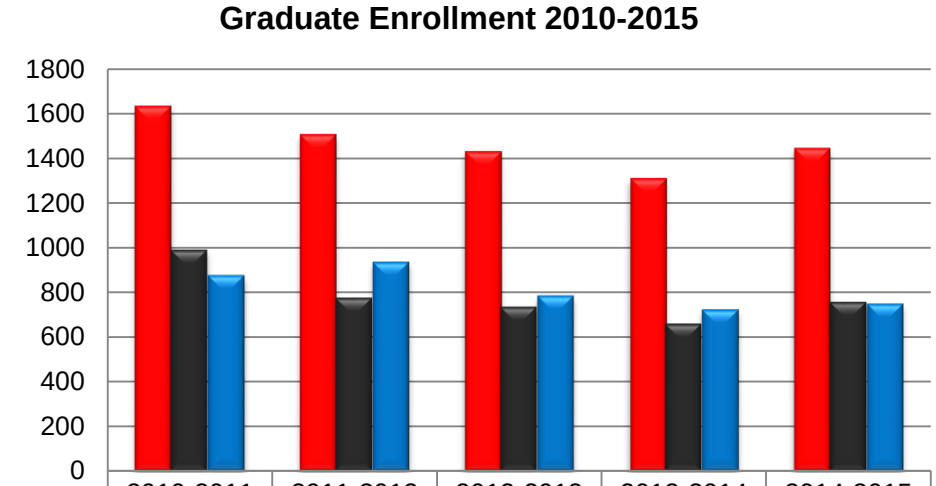
Enrollment 2010 – 2015

start something big



	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
EWU	10564	11000	11146	11284	11329
CWU	11874	11864	11839	11651	11534
WWU	14755	14886	15006	15045	15310

EWU enrollment steadily increasing

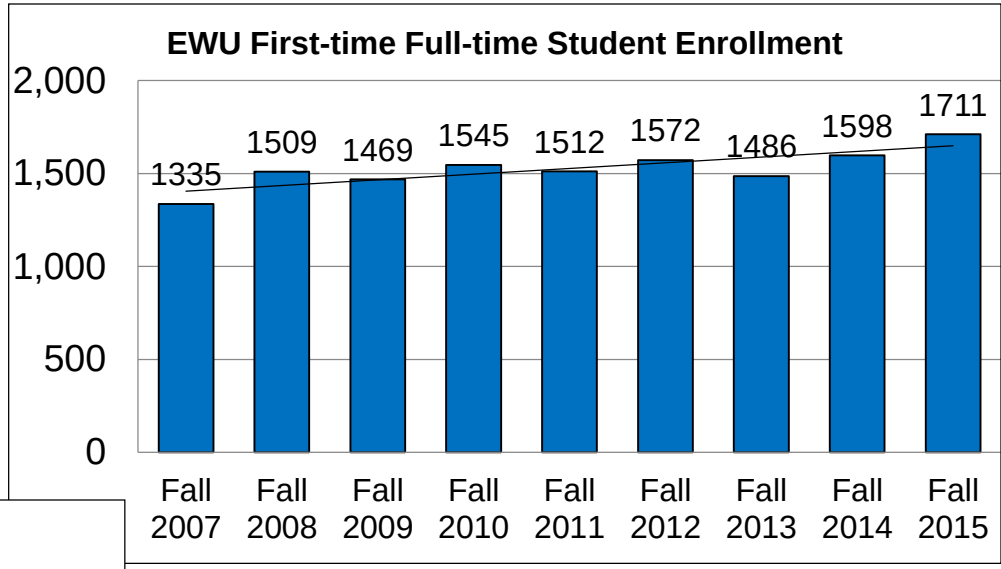


	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
EWU	1632	1505	1430	1309	1444
CWU	990	776	736	660	757
WWU	873	932	783	722	747

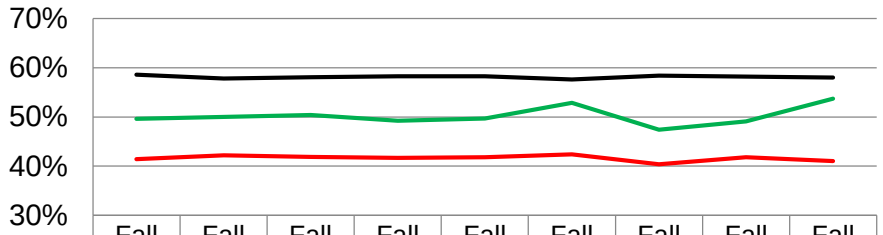
EWU enrolls nearly as many graduate students as CWU and WWU combined

EWU Student Enrollment Trend

start something big



Enrollment First-time Full-time Students by Gender and First-generation Status +*



	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Female	58.6%	57.8%	58.1%	58.3%	58.3%	57.6%	58.4%	58.2%	58.0%
Male	41.4%	42.2%	41.9%	41.7%	41.8%	42.4%	40.4%	41.8%	41.0%
First Gen	49.6%	50.0%	50.4%	49.2%	49.7%	52.9%	47.4%	49.1%	53.7%

Source: Office of Institutional Research, Demography, & Assessment

EWU Admissions – Student Tracker Information

start something big

Total number of EWU applicants who enrolled elsewhere: 3,265

Top Ten Schools:

Institution	# of Students	% of Total
WASHINGTON ST	530	16.08%
U OF WASHINGTON	276	8.37%
CENTR WA UN	235	7.13%
W WASHINGTON	234	7.10%
SPOKANE FALLS	208	6.31%
SPOKANE CC	88	2.67%
COLUMBIA BASIN	79	2.40%
WHITWORTH U	74	2.24%
GONZAGA	73	2.21%
WENATCHEE VAL	66	2.00%

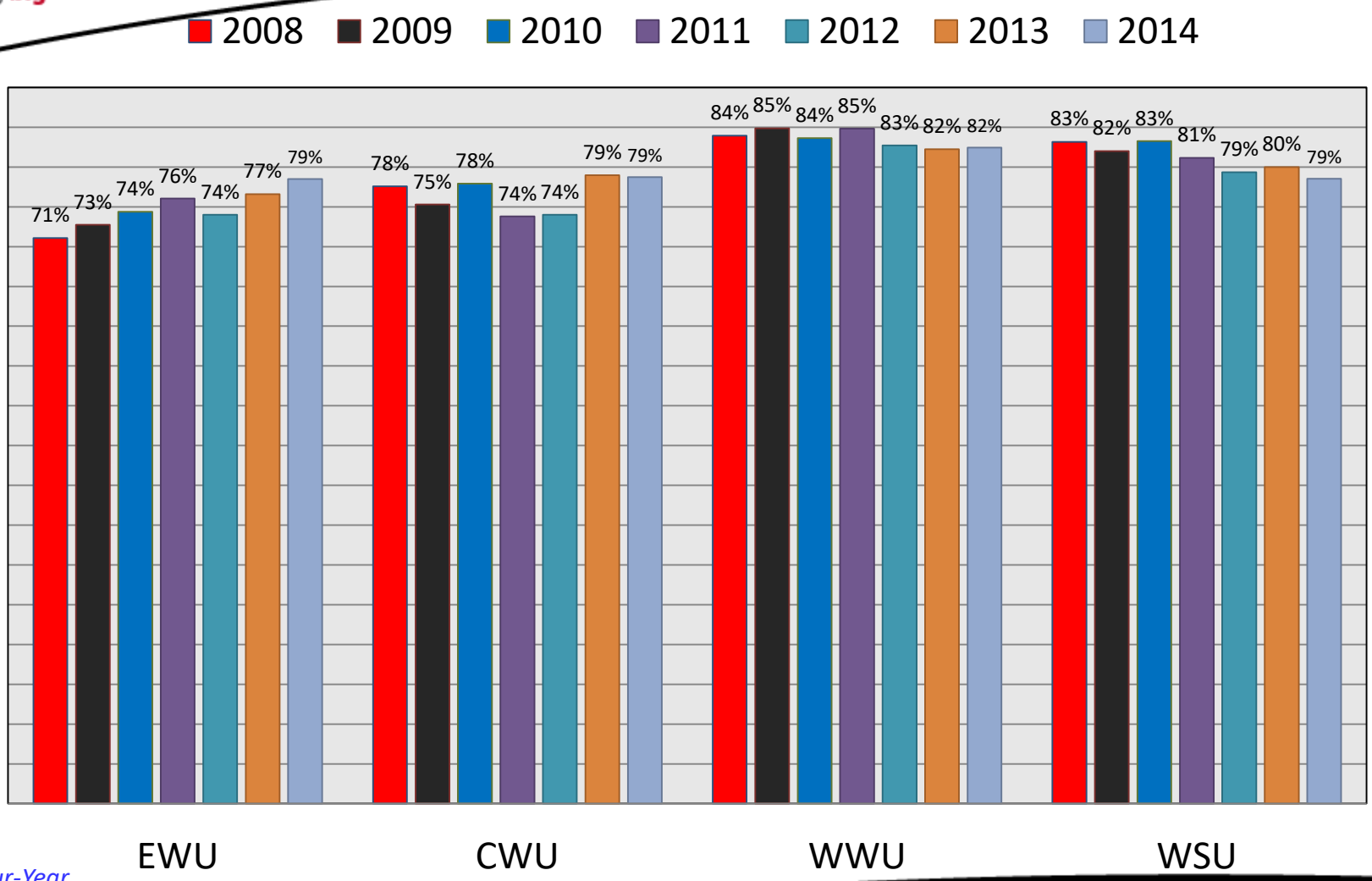
Total number of EWU enrolled students who did not graduate (stopped out) & enrolled elsewhere: 247

Top Ten Schools:

Institution	# of Students	% of Total
SPOKANE FALLS	28	11.34%
SPOKANE CC	25	10.12%
WASHINGTON ST U	25	10.12%
W WASHINGTON	13	5.26%
EWU-SEMESTERS	11	4.45%
CENTR WA UN	10	4.05%
COLUMBIA BASIN	7	2.83%
GONZAGA	6	2.43%
YAKIMA VALLEY	6	2.43%
PIERCE COLLEGE	5	2.02%

First-time Full-time Fall Cohort Retention Rate

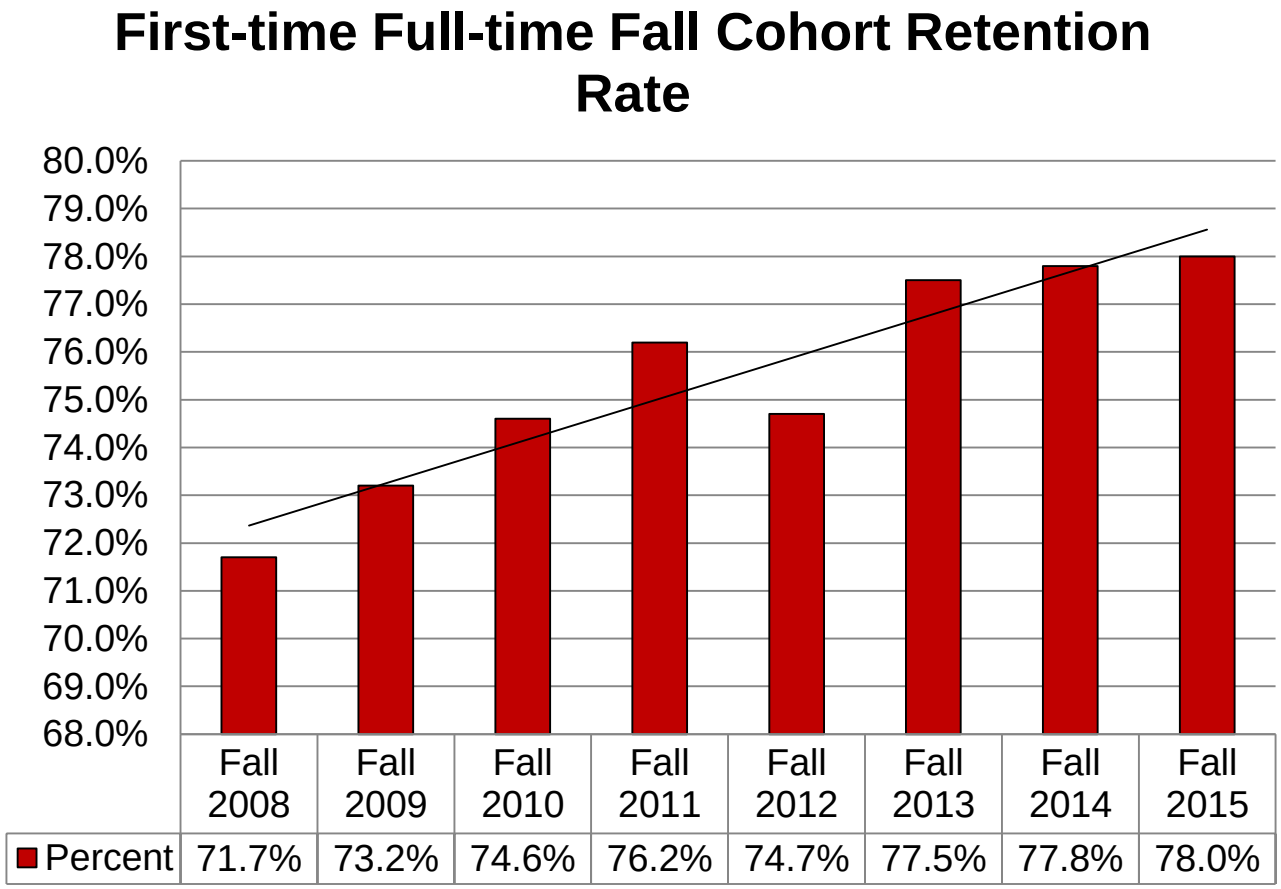
start something big



Statewide Public Four-Year Dashboard (Graduation/Continuation)

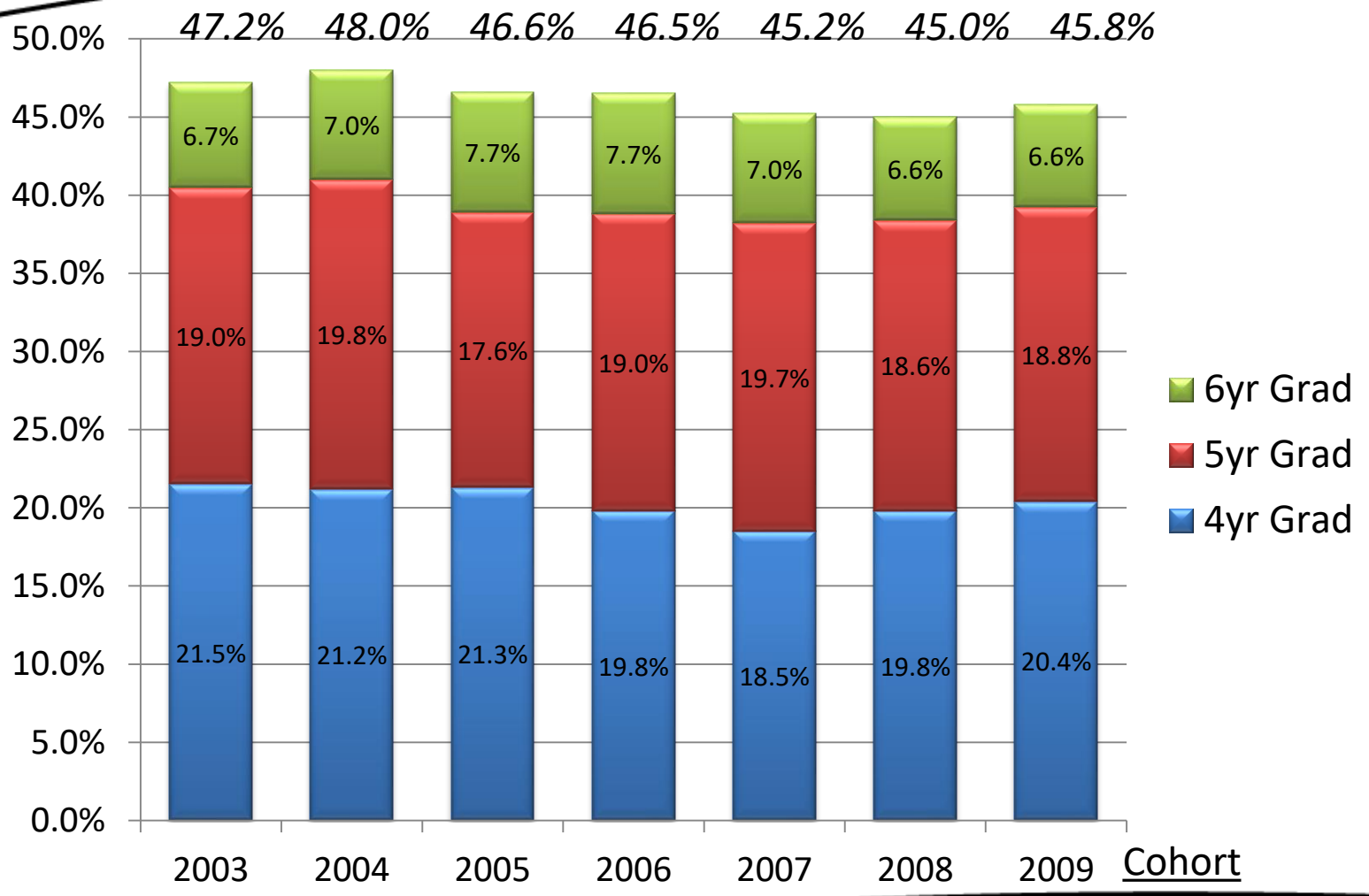
EWU Retention Rate

start something big

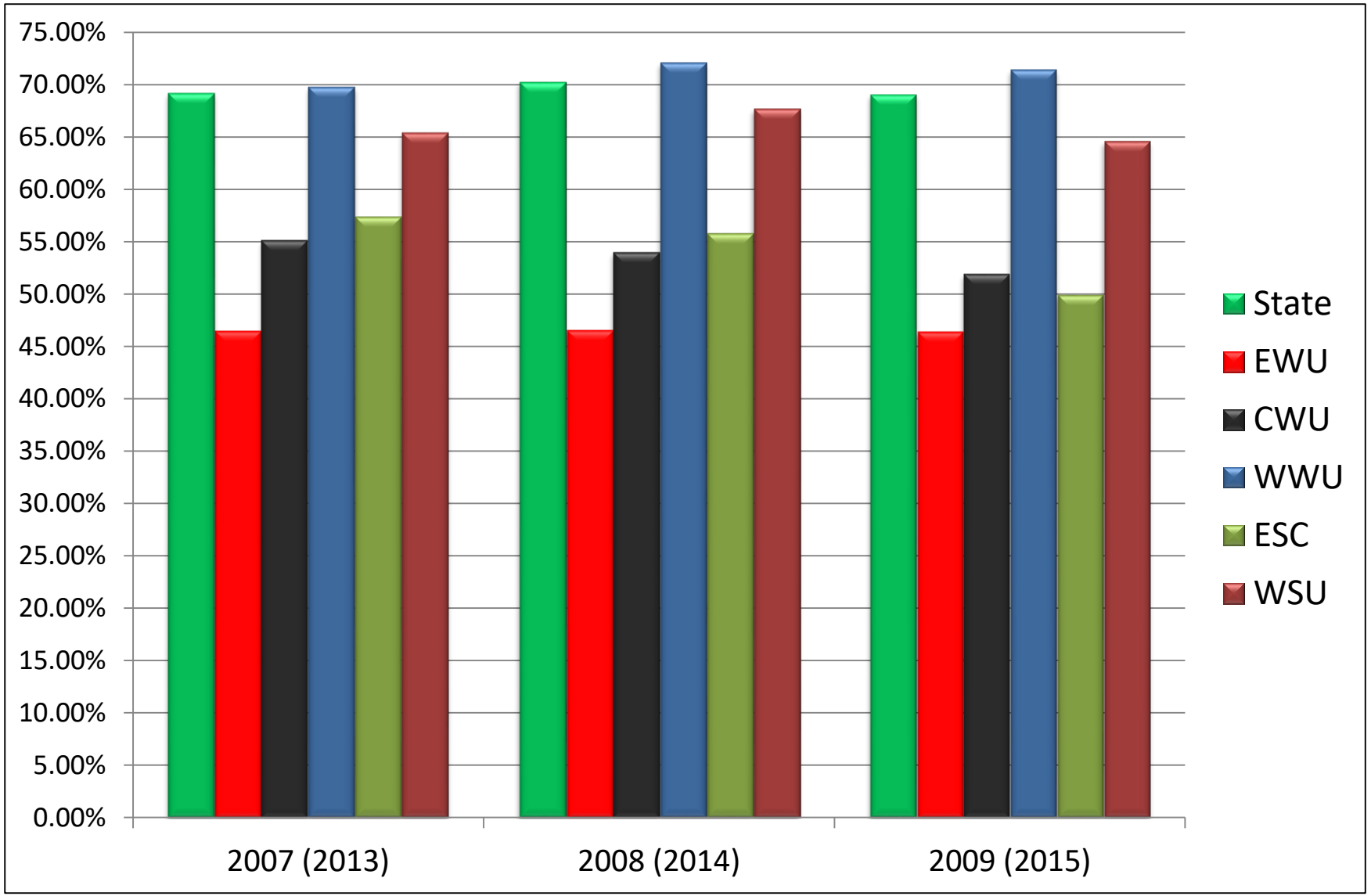


EWU Graduation Rates First-Time, Full-Time Students

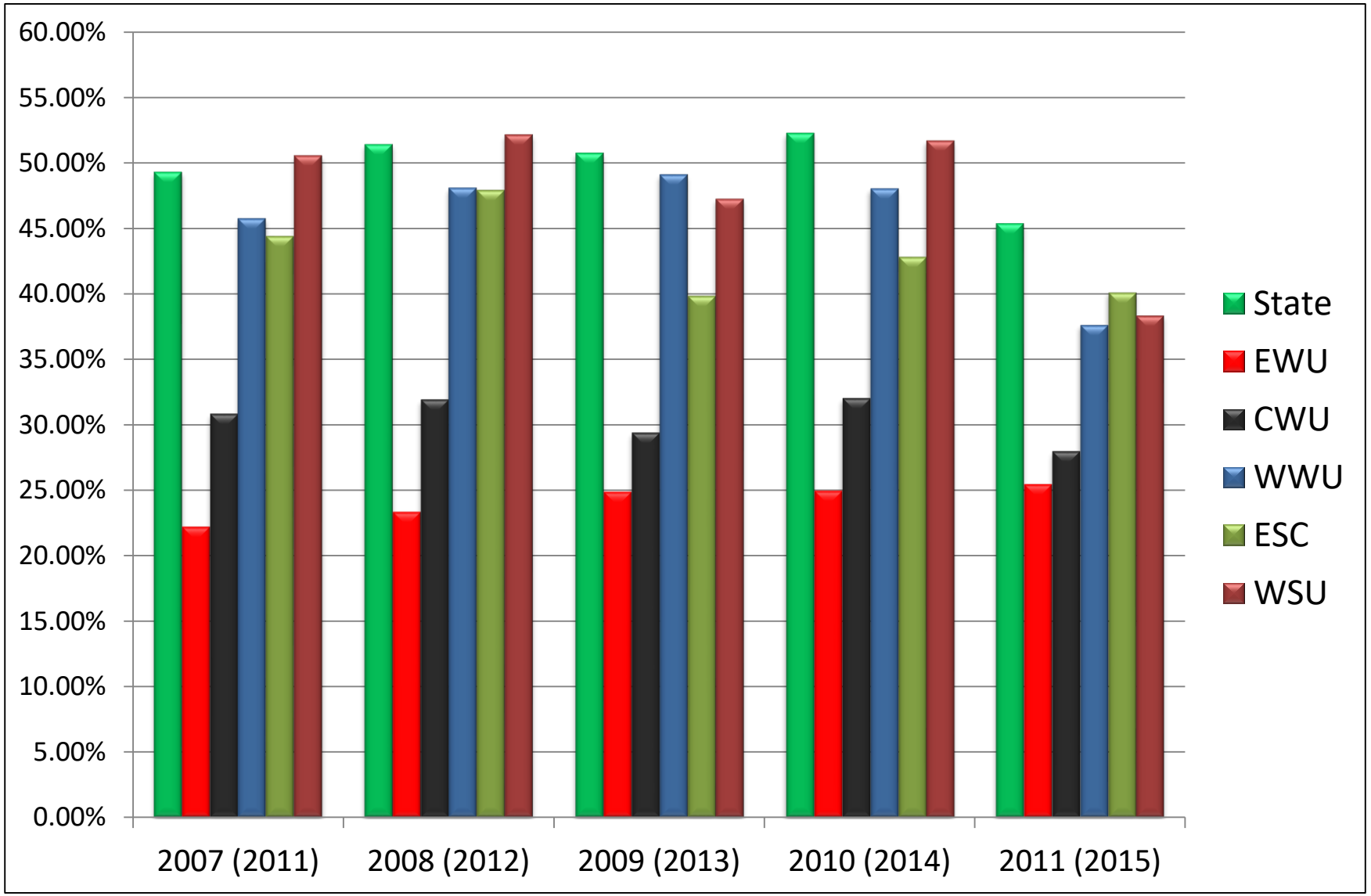
start something big



6-Year Graduation Rates for First-Time, Full-Time Students

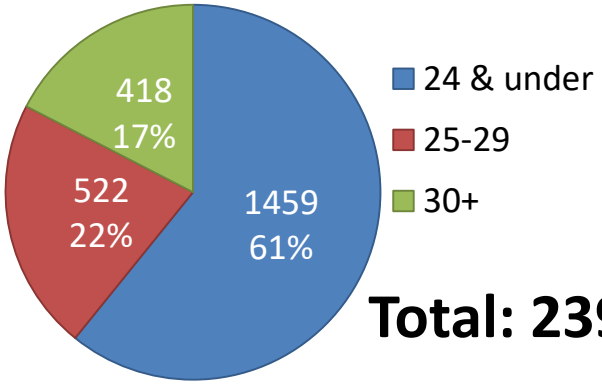


4-Year Graduation Rates for First-Time, Full-Time Students



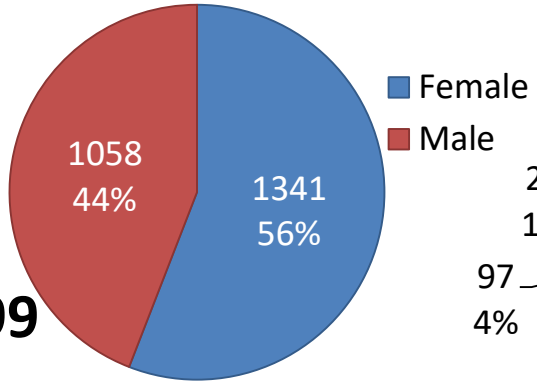
EWU Undergraduate Degrees awarded 2014 - 2015

Age

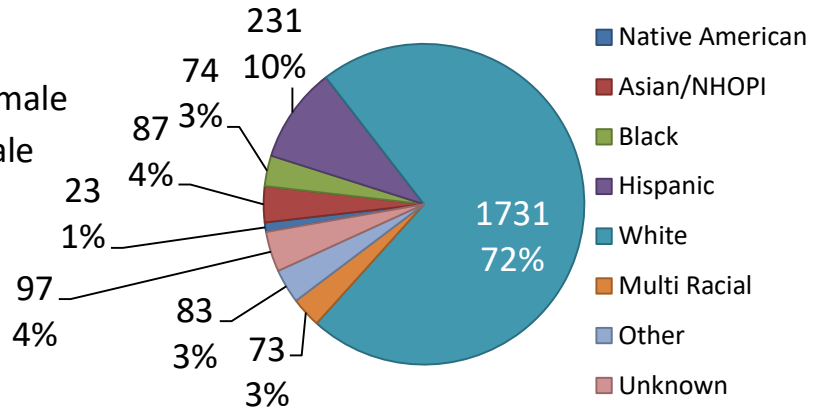


Total: 2399

Gender

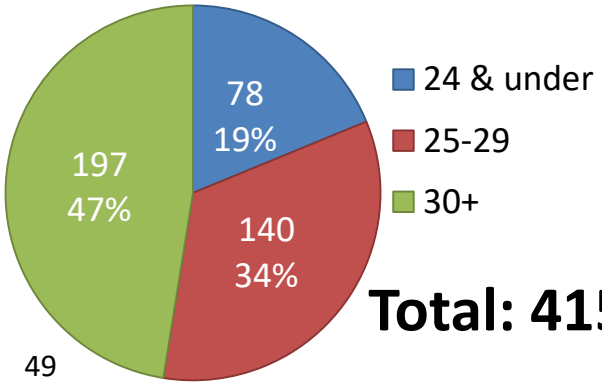


Race/Ethnicity



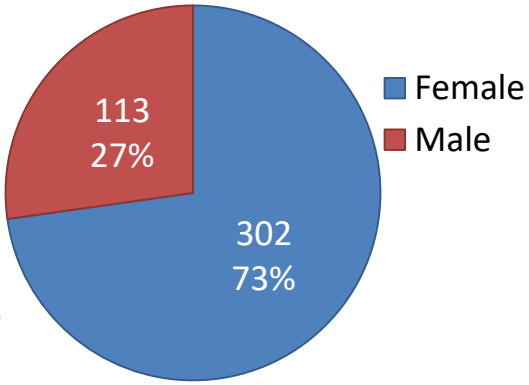
EWU Graduate Degrees awarded 2014 - 2015

Age

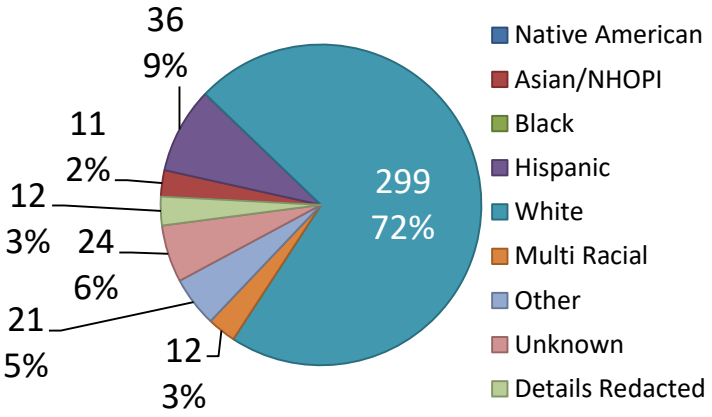


Total: 415

Gender

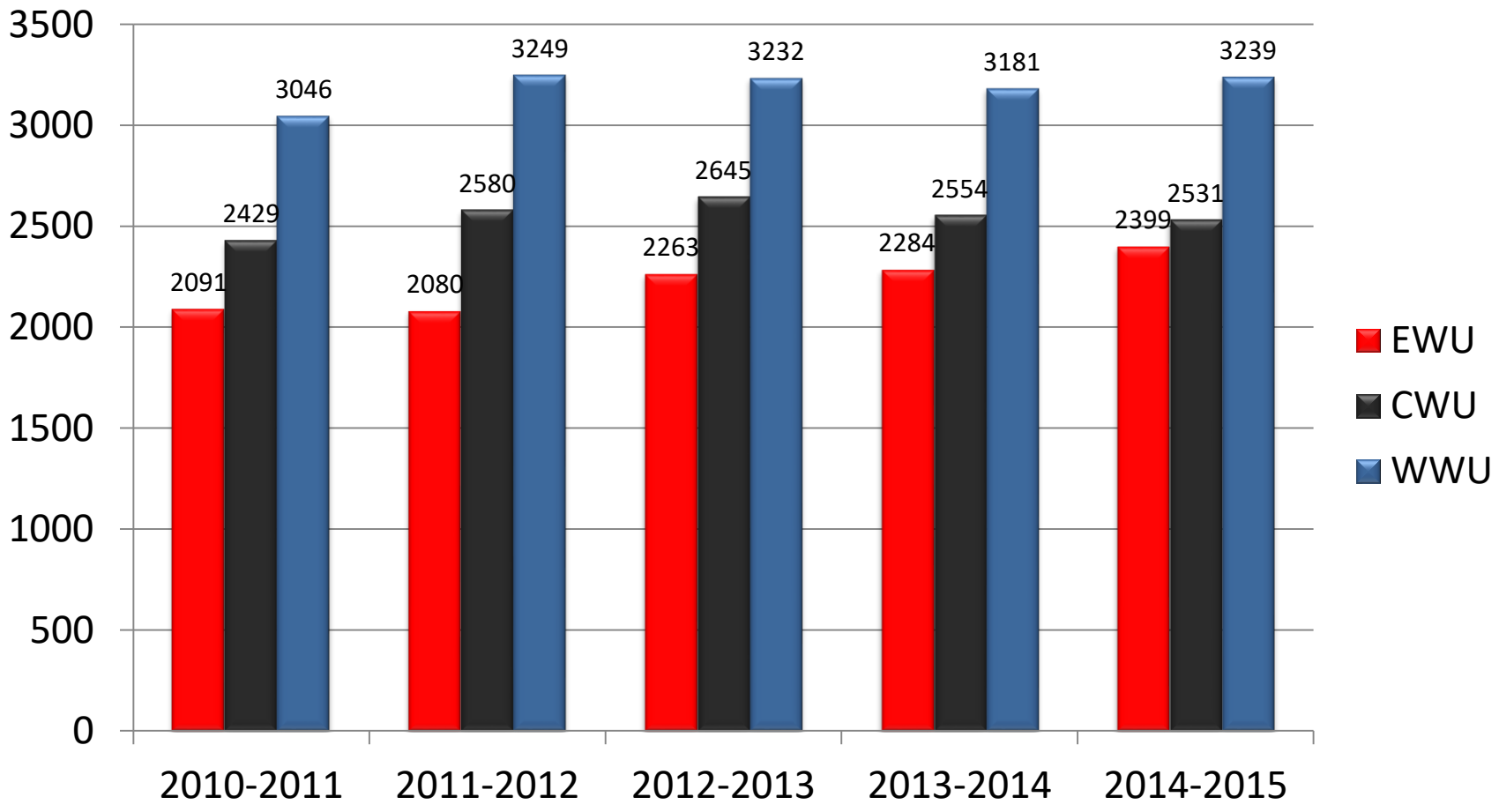


Race/Ethnicity



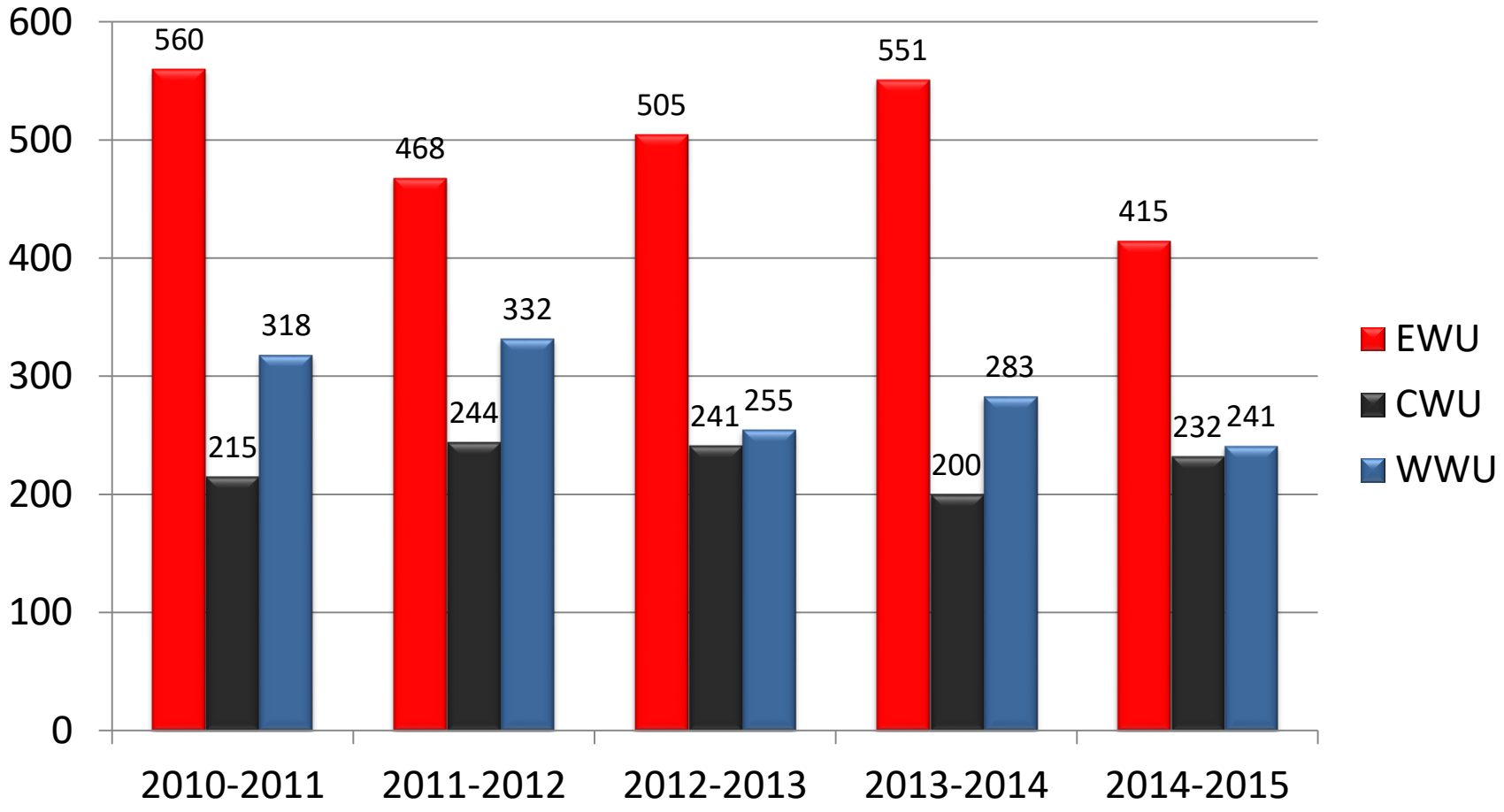
Number of Undergraduate Degrees Awarded

start something big

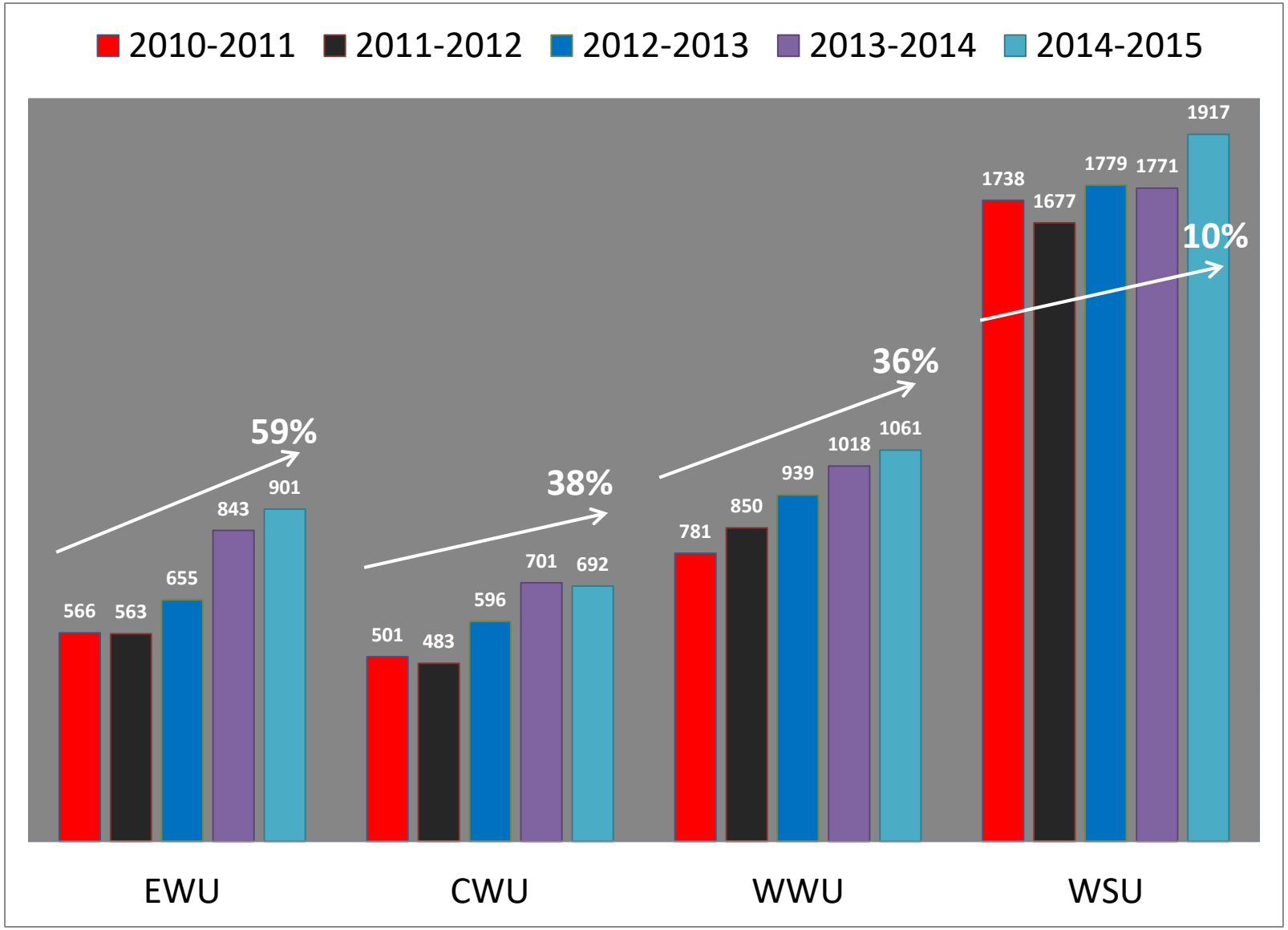


Number of Graduate Degrees Awarded

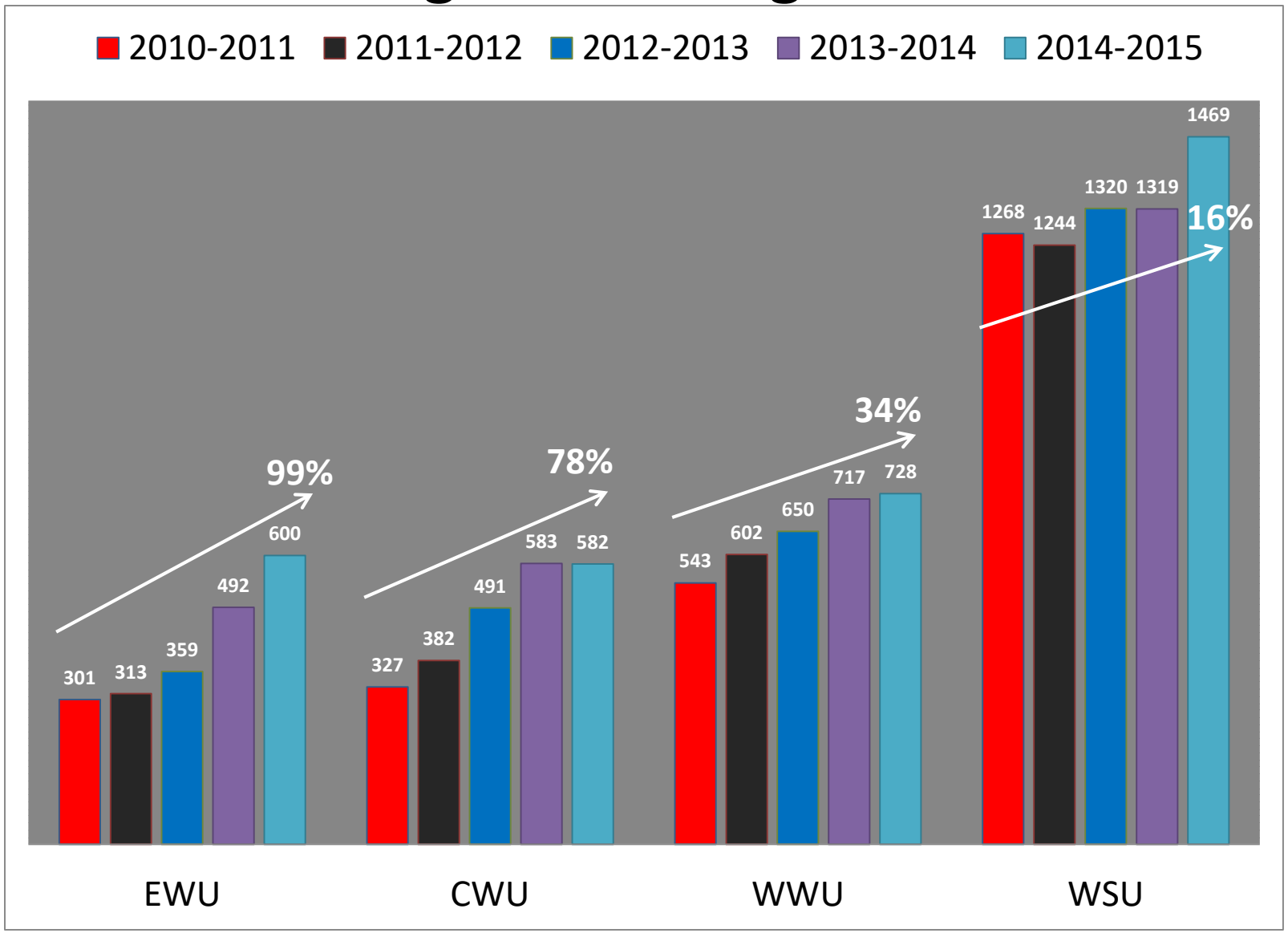
start something big



STEM or High Demand Undergraduate Degrees Awarded

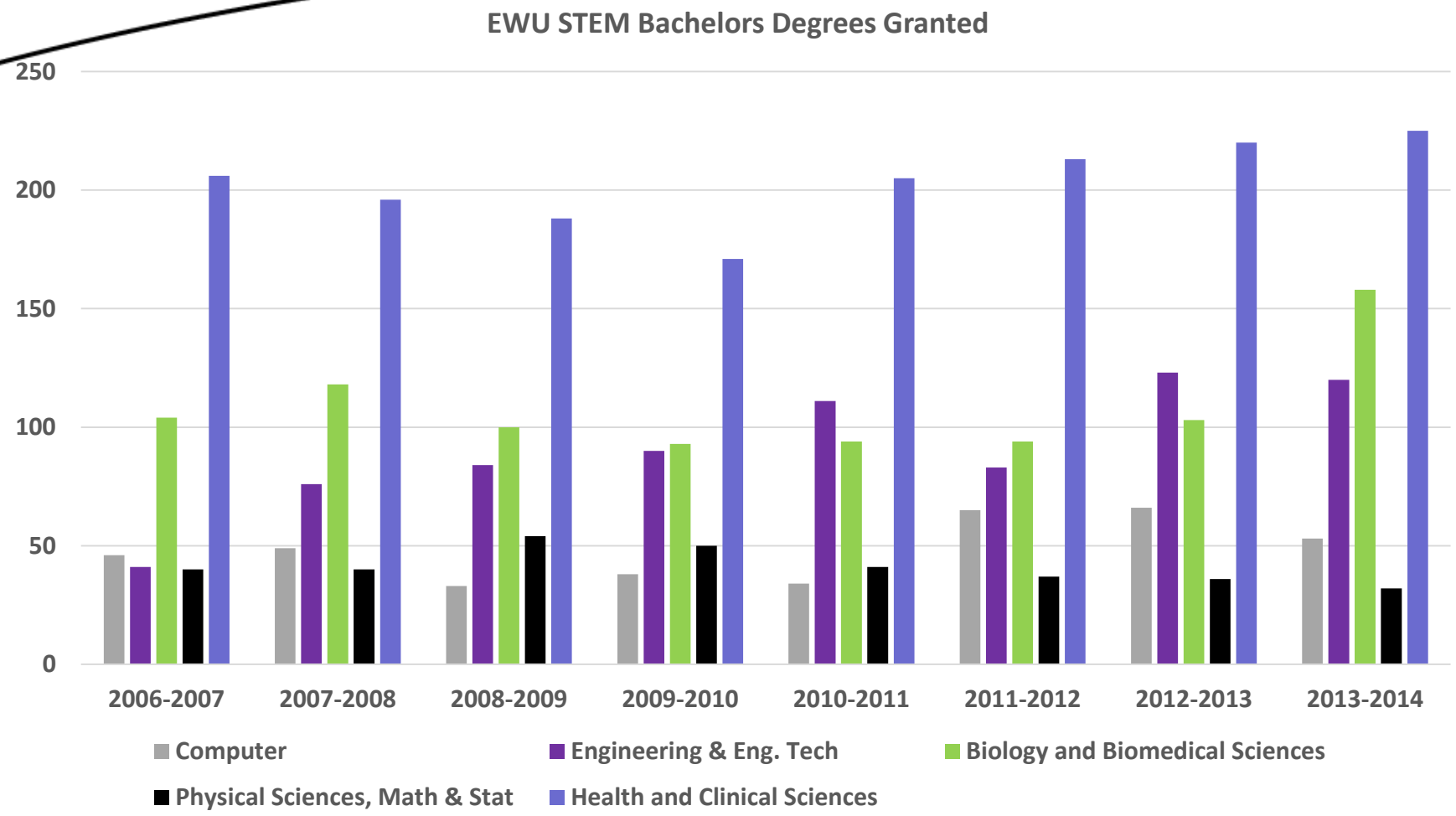


STEM Undergraduate Degrees Awarded



All EWU BA/BS STEM degrees have shown strong, recent growth, with one exception

start something big



Housing Data Comparison 2010 vs 2015

start something big

	2010-2011	2015-2016
Housing Occupancy	1726	2068
% of new freshmen living on campus	64%	75%
# of new freshmen	989	1294
# of new transfers	131	164
Students in LLC's	100	252
Yearly Attrition Rate	-16%	-9.5%
Average GPA of students on campus	2.76	2.96

2016 Life After Eastern Graduate Survey Trends

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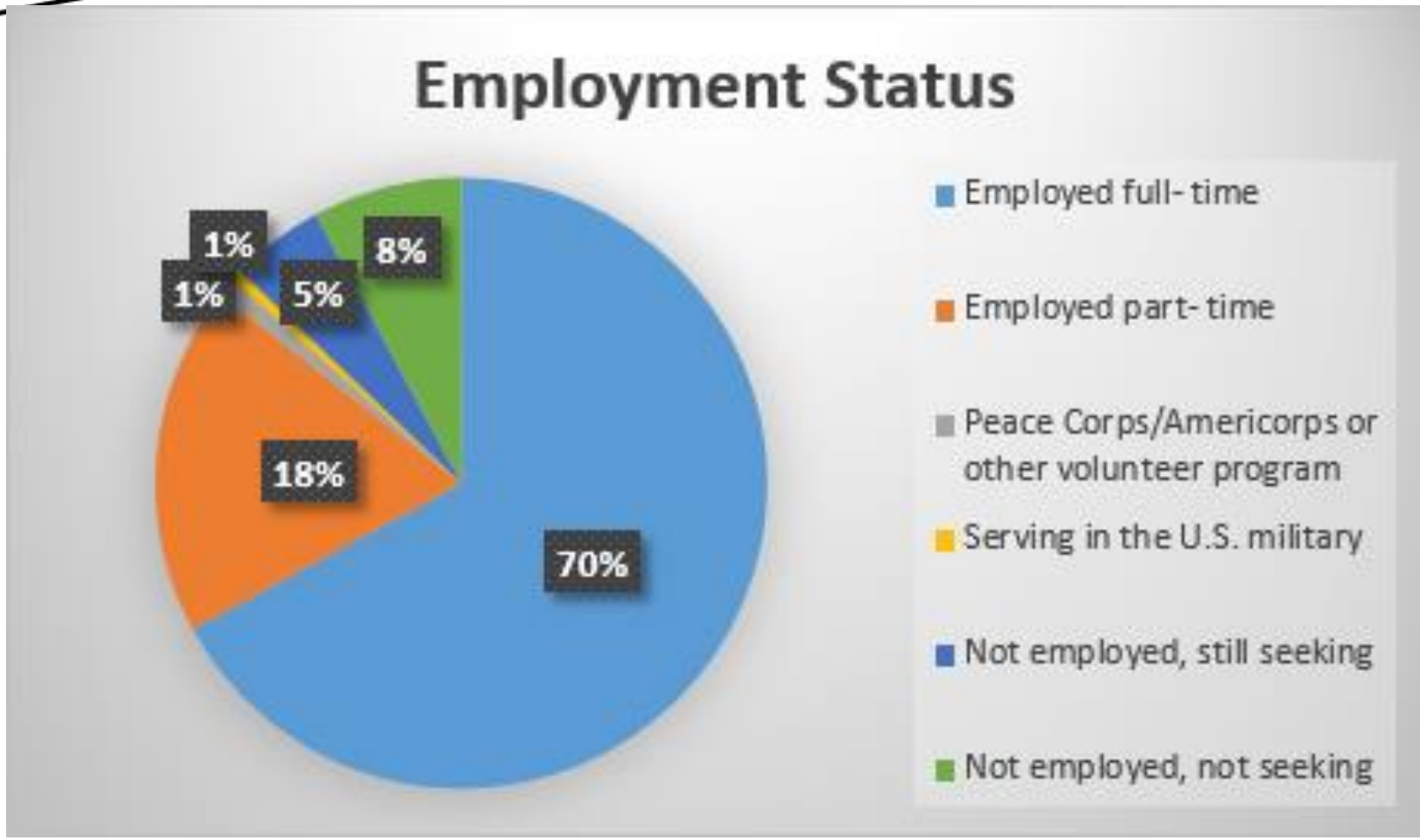
Within the first year after graduation . . .	2013-2014	2014-2015	2015 - 2016
Employed full time	54%	60%	70%
Career-related experiences prior to graduation	69%	74%	71%
Did you have an internship or practicum while in college?	64%	56%	51%
Are you pursuing a graduate degree or other continuing education?	30%	36%	44%

2016 Life After Eastern Graduate Survey

start something big



2016 Life After Eastern Graduate Survey

start something big

2016 Life After Eastern Graduate Survey

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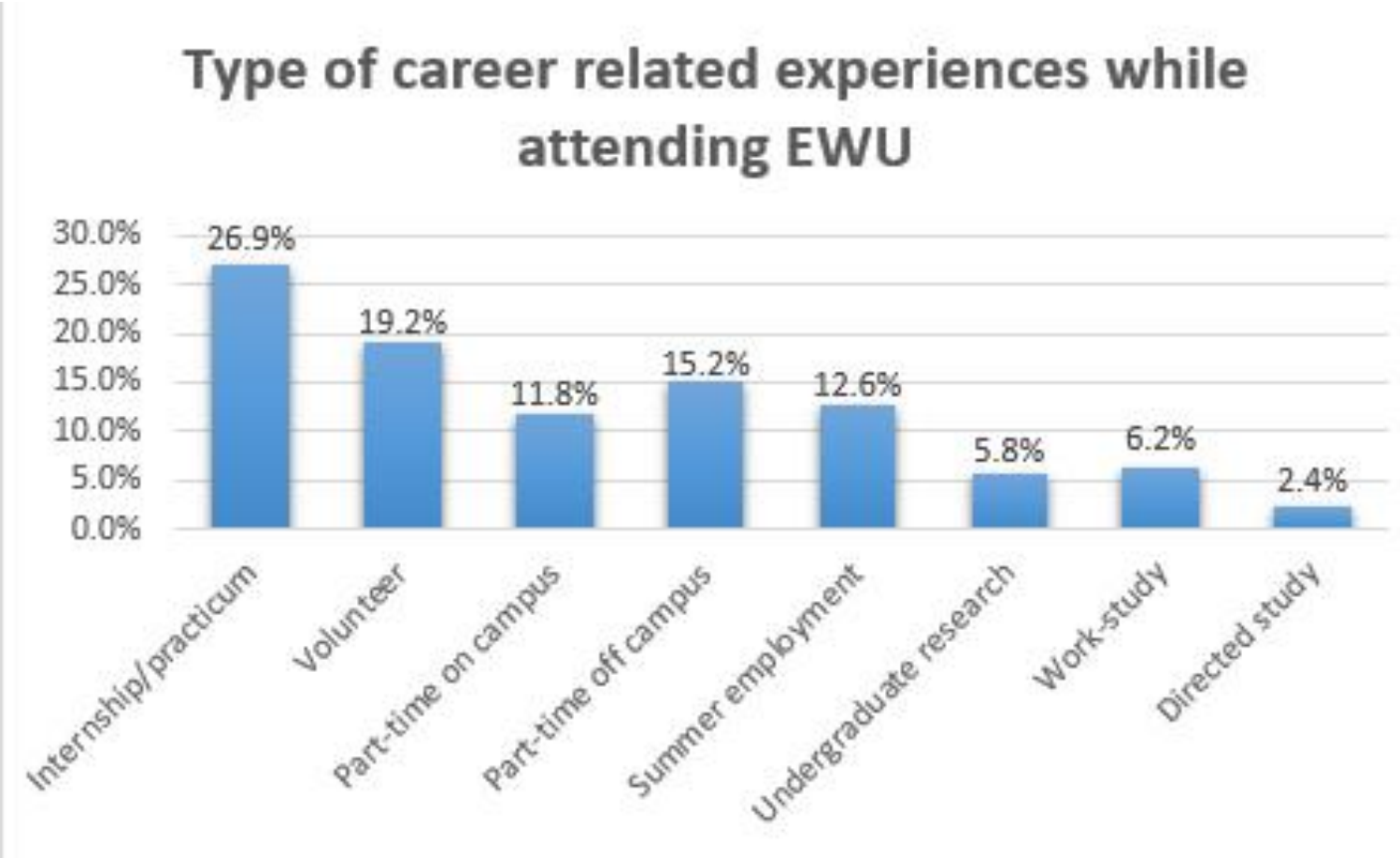
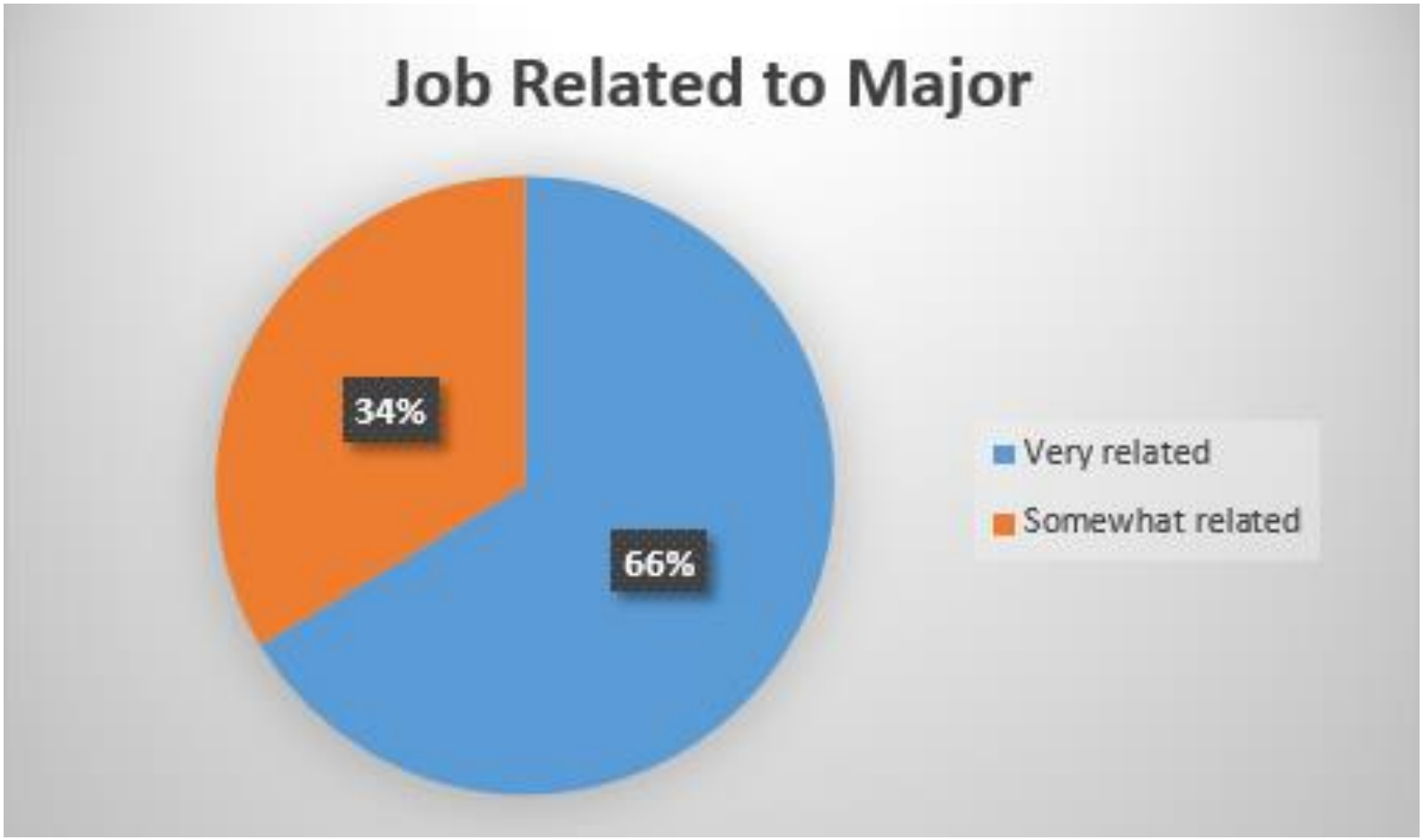


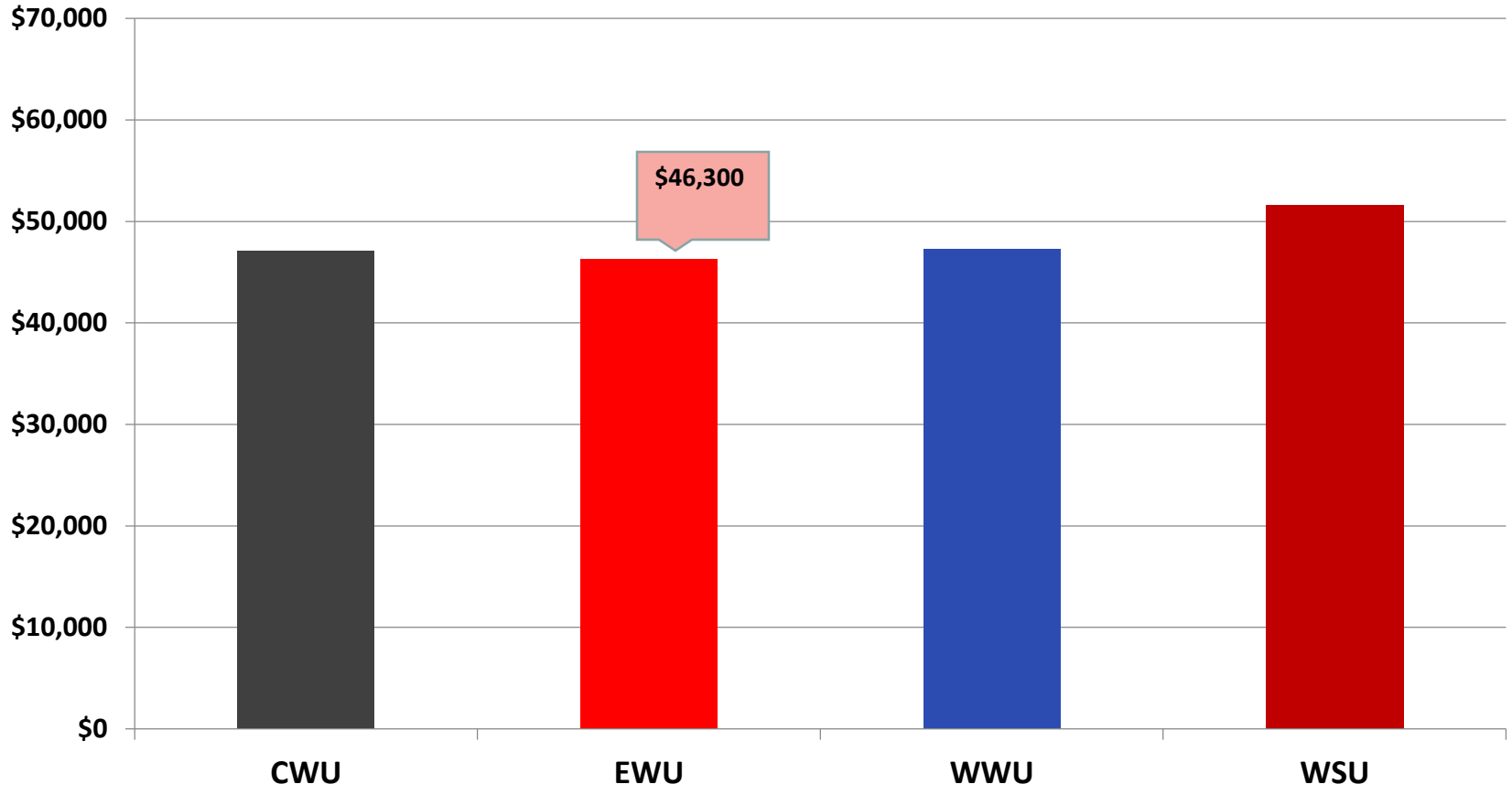
2016 Life After Eastern Graduate Survey

start something big



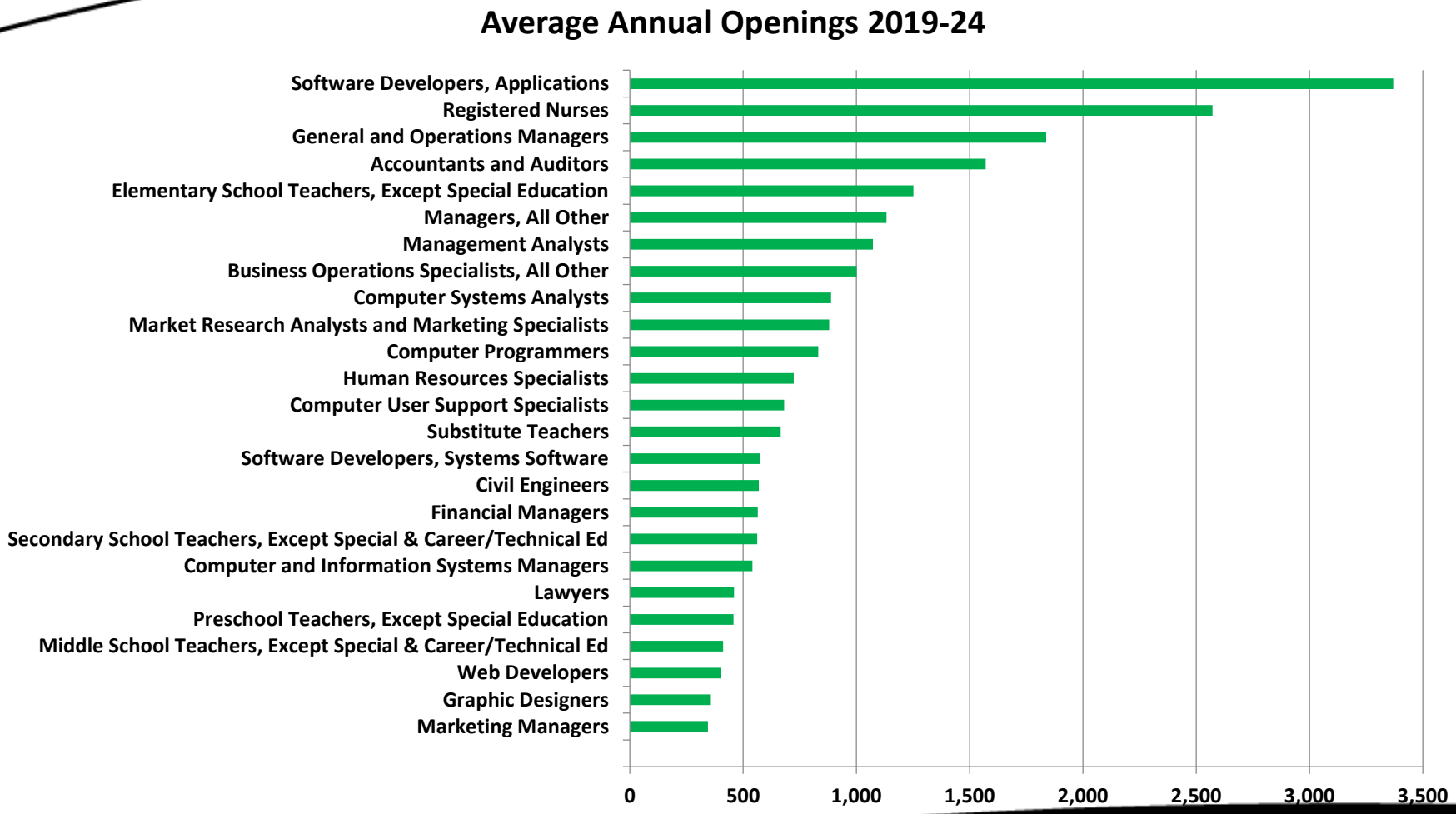
The 07-08 cohort in the labor market: 2013 salaries of EWU grads largely equal to peers for all Bachelors degrees

start something big



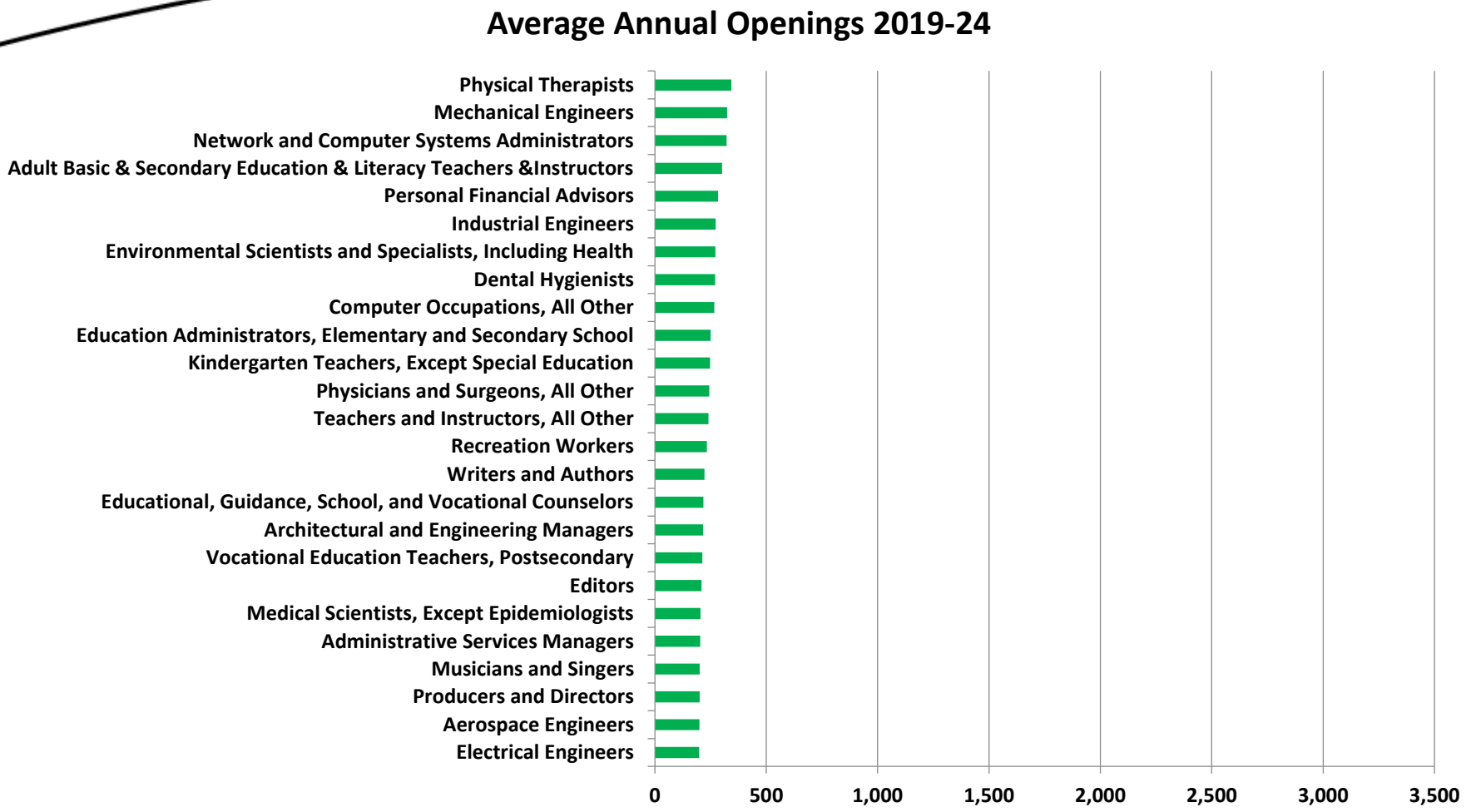
Forecasted top 25 occupations for growth in WA requiring at least a BA/BS degree *(Dept. of Employment Security, 5.2016)*

start something big



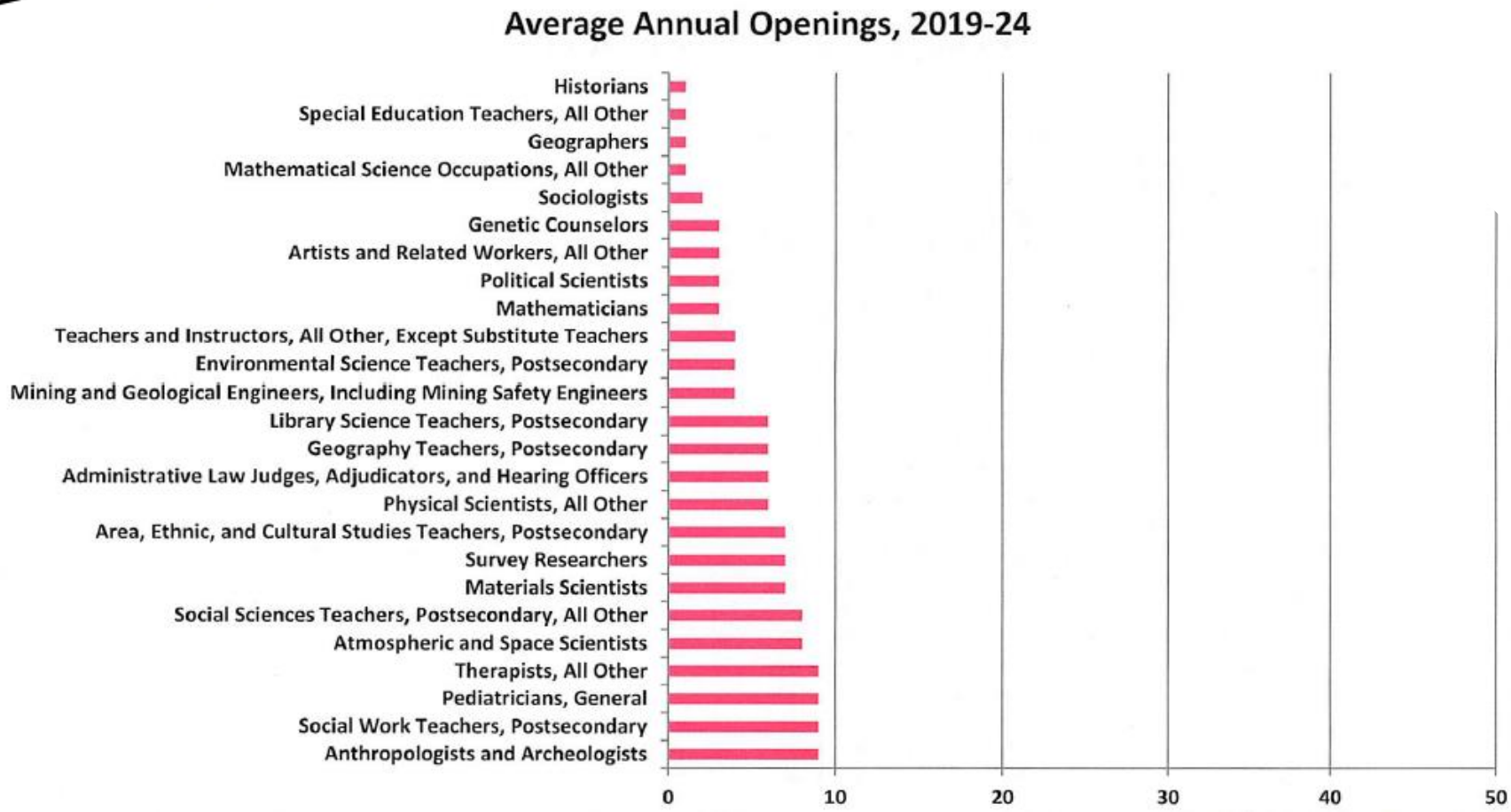
Forecasted "2nd top" group occupations for growth in WA requiring at least a BA/BS degree

start something big

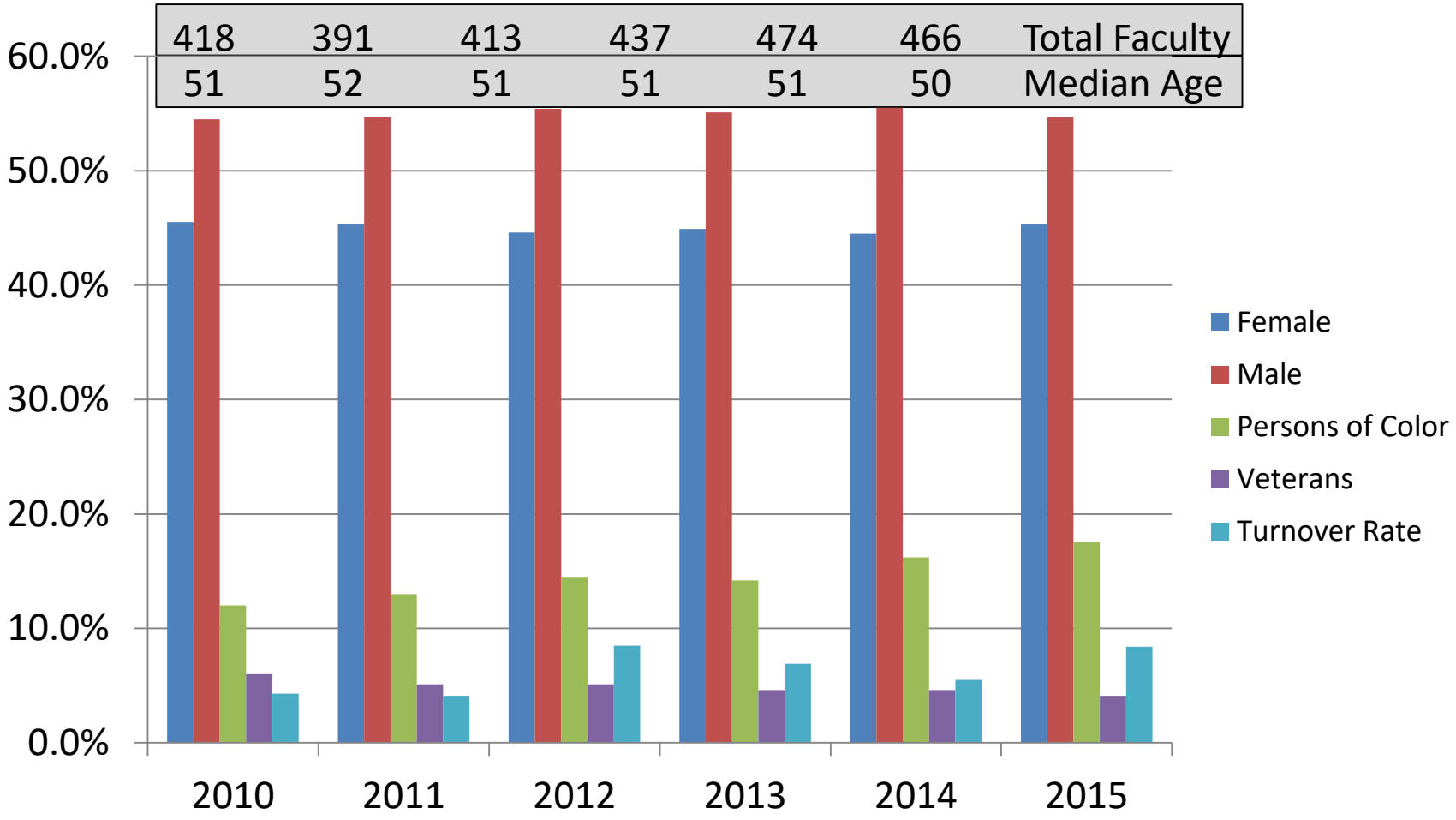


Forecasted slowest-growing 25 occupations in WA requiring at least a BA/BS degree *(Dept. of Employment Security, 5.2016)*

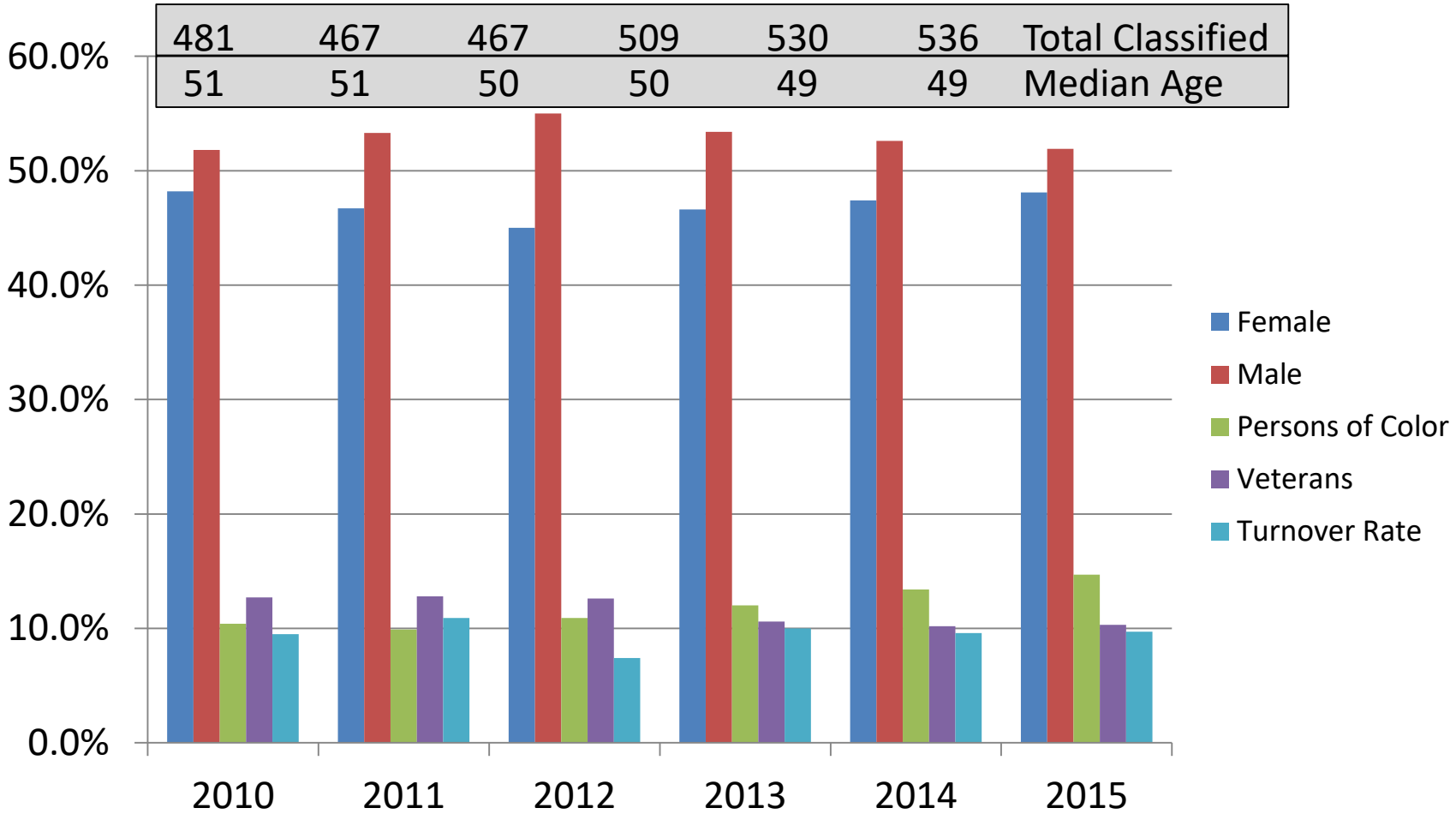
start something big



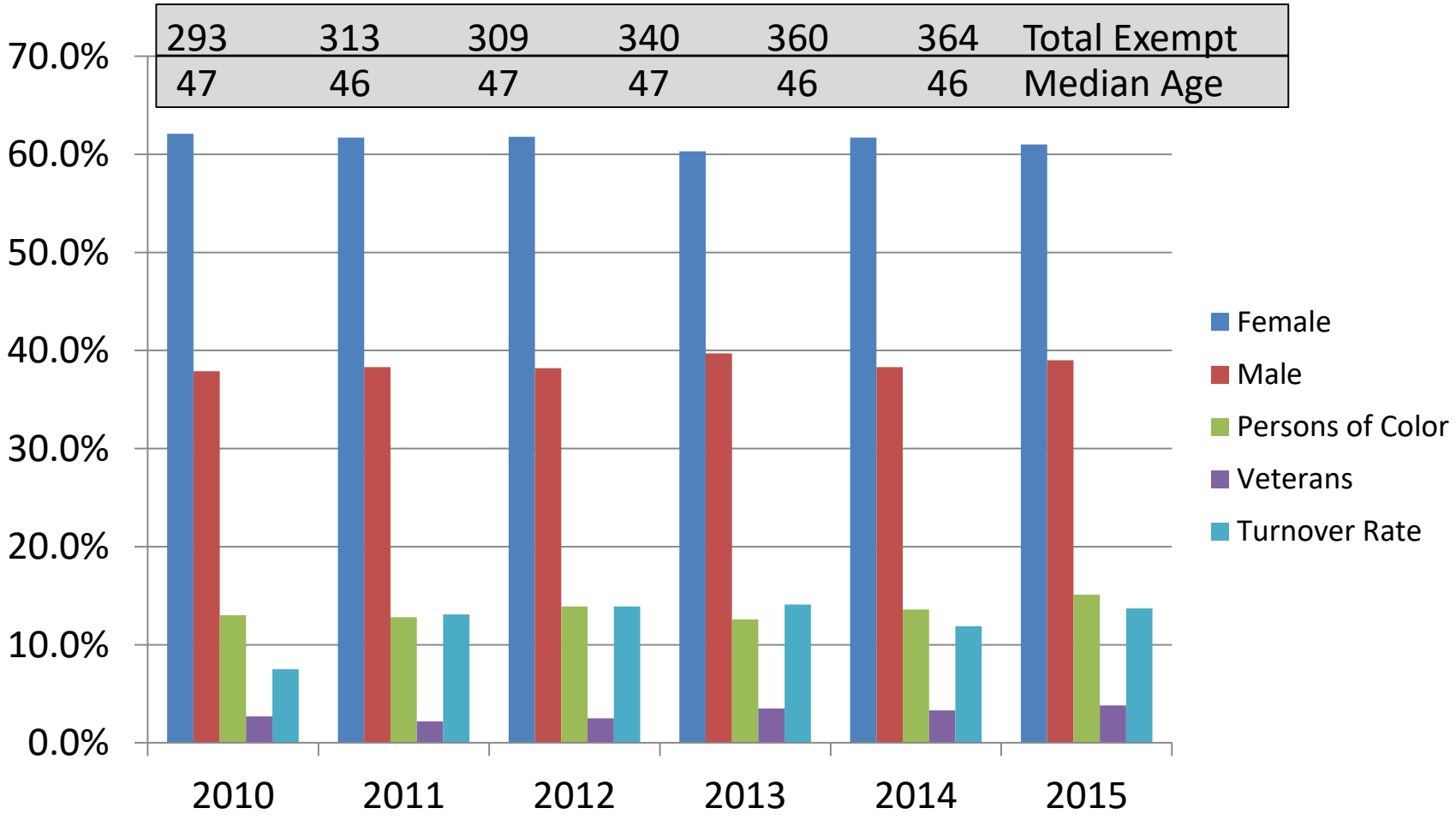
EWU Faculty Demographics



EWU Classified Demographics



EWU Exempt Demographics



Technological

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Environmental Scan

EASTERN WASHINGTON UNIVERSITY
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Horizon Report 2016 – Higher Education

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Key Trends Accelerating Technology Adoption

Long-Term Impact Trends: Driving Ed Tech adoption in higher education for five or more years

- Advancing Cultures of Innovation
- Rethinking How Institutions Work

Mid-Term Impact Trends: Driving Ed Tech adoption in higher education for three to five years

- Redesigning Learning Spaces
- Shift to Deeper Learning Approaches

Short-Term Impact Trends: Driving Ed Tech adoption in higher education for the next one to two years

- Growing Focus on Measuring Learning
- Increasing Use of Blended Learning Designs

Significant Challenges Impeding Technology Adoption

Solvable Challenges: Those that we understand and know how to solve

- Blending Formal and Informal Learning
- Improving Digital Literacy

Difficult Challenges: Those that we understand but for which solutions are elusive

- Competing Models of Education
- Personalizing Learning

Wicked Challenges: Those that are complex to even define, much less address

- Balancing Our Connected and Unconnected Lives
- Keeping Education Relevant

Important Developments in Educational Technology

Time-to-Adoption Horizon: One Year or Less

- Bring Your Own Device (BYOD)
- Learning Analytics and Adaptive Learning

Time-to-Adoption Horizon: Two to Three Years

- Augmented and Virtual Reality
- Makerspaces

Time-to-Adoption Horizon: Four to Five Years

- Affective Computing
- Robotics

2016 Key Issues in Teaching and Learning

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1. **Academic Transformation:** must higher education change?
2. **Faculty Development:** scholarship of teaching and learning (SoTL) through a community of inquiry (CoI) approach.
3. **Assessment of Learning:** making informed improvement and demonstrating the true value of education.
4. **Online and Blended Teaching and Learning:** what instructional or pedagogical characteristics and interventions can increase student outcomes and enhance success.
5. **Learning Analytics:** applying data analysis for the purpose of improving student learning, retention and graduation.
6. **Learning Space Designs:** understanding its value to encourage active learning and creative pedagogy.
7. **Accessibility and Universal Design for Learning:** radically rethinking the way we make learning “hospitable: and open access to all students.

educause.edu/ELI | ELI 7 Things You Should Know About…

Student Device Ownership Pervasiveness

Almost half of the undergraduates surveyed (47%) own a laptop, a tablet, and a smartphone.

Percentage of students trying to connect devices to the network *at the same time*:

- 7% - none
- 32% - just one
- 61% - at least two
- 11% - three or more

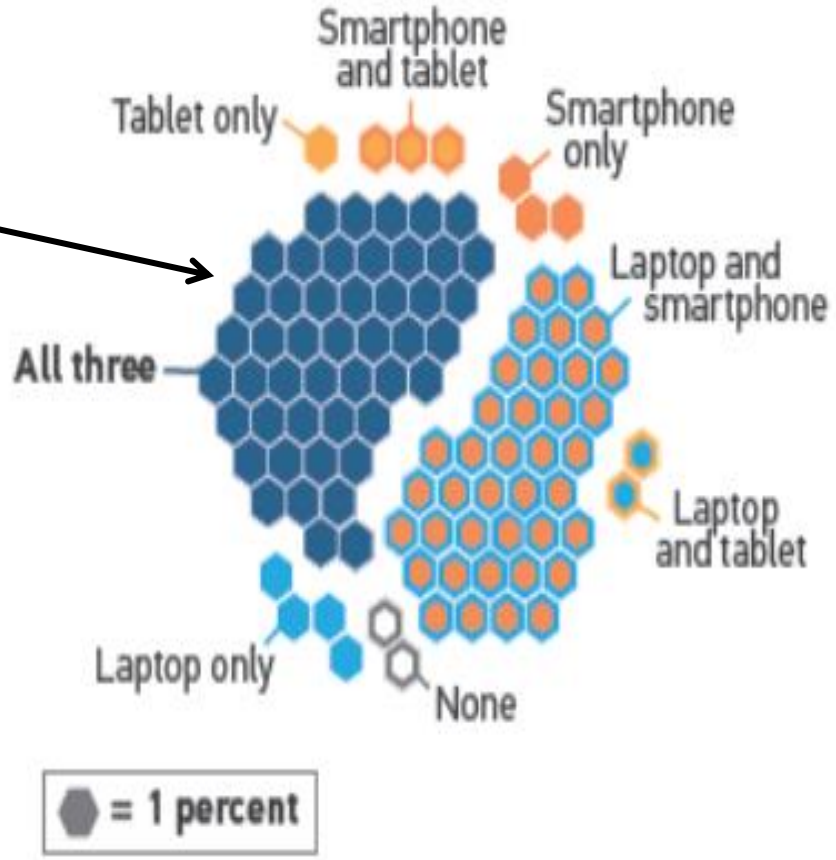

Figure 6. Student laptop, tablet, and smartphone ownership

Faculty Perceptions on Student Technology Use

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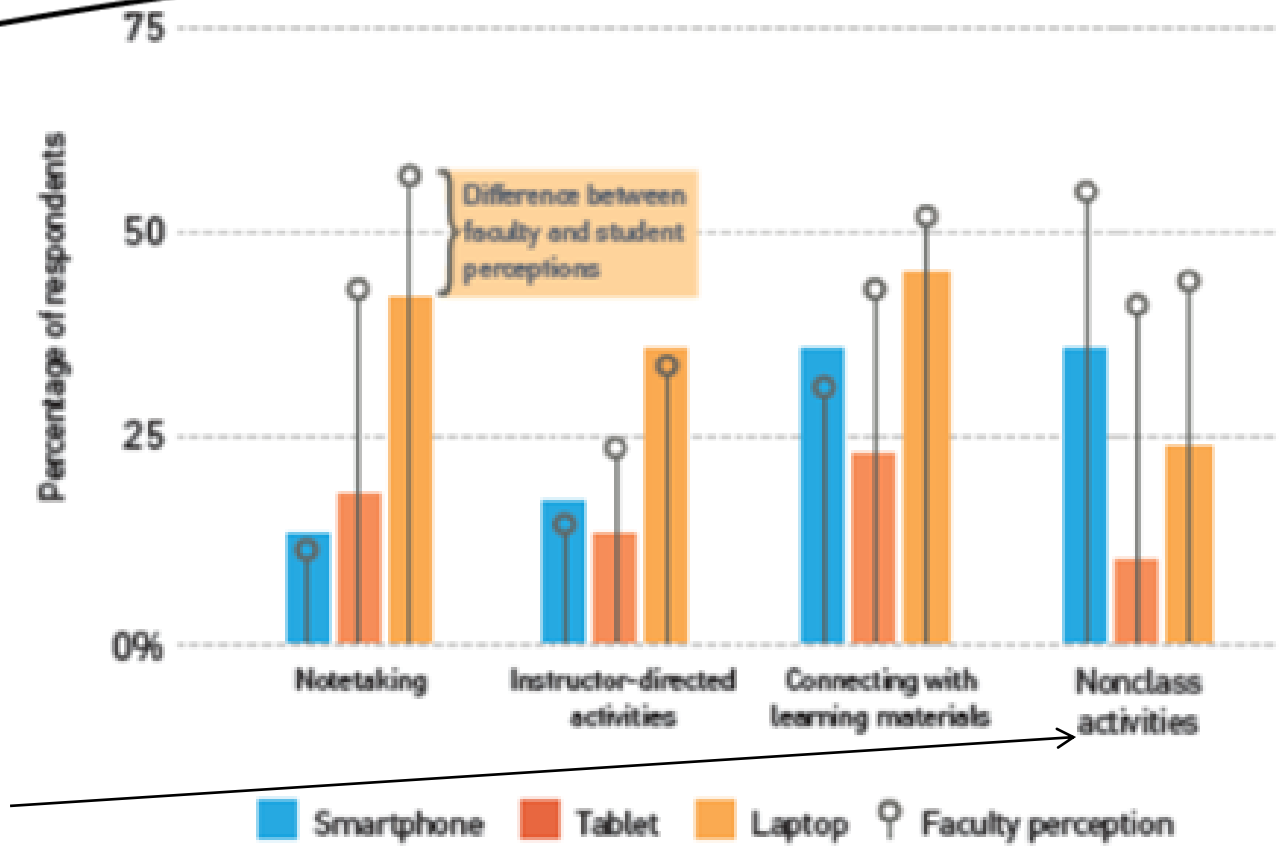

Figure 7. Differences between how student say they use—and how faculty think students use—their devices in class

Largest difference in perception in Non-class activities.

Pace of Technology Adoption as a Differentiator

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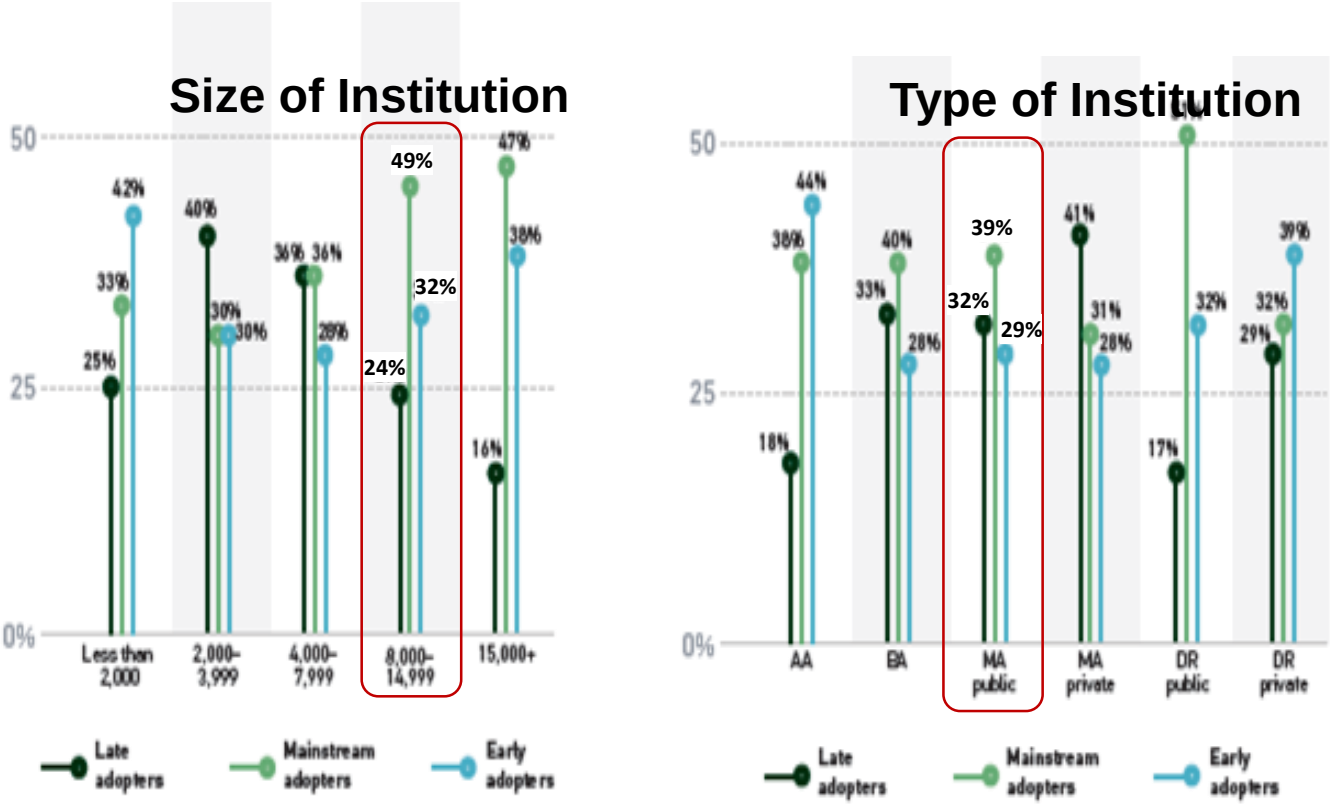
Although we did find quite a few differences related to Carnegie Classification or institutional size, an institution's approach to technology adoption is even more strongly related to differences in the trends' influence on institutional strategy.



Trend Watch 2016: Which IT Trends Is Higher Education Responding To?

Growth of Online Learning

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