



Governor's Commission on Digital Innovation and Lifelong Learning

Third Meeting of the Commission | Tuesday, June 26, 2018
One Ashburton Place, 21st Floor | Conference Room 3

Agenda

- 3:00 p.m. Call to order and introduction of Commission members.
- 3:05 p.m. Action Item
- Approval of Minutes of the May 22, 2018 meeting
- 3:10 p.m. – 3:40 p.m. Review and discussion of white paper envisioning a Massachusetts system of lifelong learning. **Dr. J.D. LaRock, *President and CEO, Commonwealth Corporation & Chair, Commission on Digital Innovation & Lifelong Learning***
- 3:40 p.m. – 4:00 p.m. Review and discussion of proposal for committee organization and structure. **Dr. J.D. LaRock.**
- Allocation of Commission members into committees
 - Breakdown of committee meeting schedule and summer workplan
- 4:00 p.m. – 4:05 p.m. Transition for presentations.
- 4:05 p.m. – 5:00 p.m. Concurrent presentations from digital learning providers.
- A. In the Commission meeting room, Conference Room 3, 21st Floor, One Ashburton Place:
 - UMass Online (Don Kilburn, CEO and Todd Hitchcock)
 - edX (Anant Agarwal, CEO and Lee Rubenstein, VP of Business Development)
 - B. In the Manning Conference Room in the Elder Affairs Office, 5th Floor, 1 Ashburton Place:
 - Western Governors University (Scott Pulsipher, President and Chris Bonnell, VP of External Affairs)
 - Duet (formerly Match Beyond), (Mike Larsson, President and Michelle Carroll, Director of Employment Services)

Massachusetts Commission on Digital Innovation & Lifelong Learning

Meeting Minutes | May 22, 2018

The following Commission members were present and constituted a quorum of the Commission: J.D. LaRock (Chair), Rosalin Acosta, David Cedrone (designee for Commissioner Carlos Santiago), Susan Cicco, Joanna Dowling, Joe Fuller, Chris Gabrieli, Michael Horn, Don Kilburn, Laurie Leshin, Michael London, Patricia Meservey, Reinier Moquete, Marjorie Ringrose, Mary Sarris, Michelle Weise, Gina McLaughlin (designee for Secretary Jay Ash), James McGaugh (designee for Linda Boff)

The following Commission members were absent: Jennifer Davis-Carey, Jean Eddy, Oswald Mondejar, James Peyser, Christina Royal, Sanjay Sarma

Call to Order – A regular meeting of the Commission on Digital Innovation & Lifelong Learning was held on Monday, May 22, 2018, at 1 Ashburton Place, Boston, Massachusetts, in Conference Room Three on the 21st Floor.

Action Item – Approval of the Minutes. Commission members were provided with draft minutes of the April 23, 2018 meeting. Laurie Leshin moved to approve the minutes, and Michael Horn seconded the motion. By a voice vote, all members voted aye.

Action Item – Remote participation at Commission meetings. The Commission, as a statewide public body, is required to comply with the Massachusetts Open Meetings Law (OML), G.L. c. 30A, §§ 18 – 25. The law seeks to safeguard transparency in the deliberations on which public policy is based – ensuring the public has knowledge about considerations underlying governmental action by being able to witness deliberations of public officials. The Attorney General has issued regulations to implement OML. Pursuant to 940 CMR § 29.10, a state public body may, by majority vote, adopt remote participation by members in meetings of the public body and its committees.

Following discussion, Chris Gabrieli moved to approve the adoption of remote participation in meetings of the Commission and its committees by using teleconferencing or video conferencing via the Internet as the approved participation technologies, a measure consistent with all requirements of the Open Meetings Law and the regulations of the Attorney General that establish procedures for remote participation in public bodies. Michelle Weise seconded the motion. By a voice vote, all members voted aye.

Information Item – Certification of Receipt of Open Meetings Materials. J.D. LaRock reminded Commission members that they are required by the Massachusetts Open Meetings Law (OML), G.L. c. 30A, §§ 18 – 25, to sign a certification attesting to receipt of certain briefing materials about the OML. A form is included at the back of the agenda book to be used for certification.

J.D. LaRock provided a brief review of the first commission meeting, on April 23, 2018:

This Commission builds on the Governor's convening in November of 2017 at which a number of innovative learning strategies were spotlighted. Our charge is to build on that foundation. The Commission is also informed by Executive Order 581.

We want to look at how Massachusetts can dramatically expand learning and training opportunities that are (a) affordable; (b) high quality; and (c) employer aligned. At a macro-level, we need to be sensitive to changes in the world of work and changes to the economy, especially those brought about by the impact of automation and technology.

In our last meeting, several categories of learners were described. Which learners are we particularly interested in? (a) Learners who must work; (b) people who have not prospered or can't access existing education and training programs; (c) diverse learners, especially English language learners; (d) people with some college but no degree; and (e) opportunity youth – those who are not currently working or involved in education.

The core list of strategies we are looking at include: (a) efforts that are co-designed, tightly coupled with employers; (b) credit for prior learning; (c) competency-based learning and credentialing; (d) micro credentials or stackable credentials; (e) student support; (f) experiential and job-embedded learning; and (f) soft skills development.

The major themes expressed at the first Commission meeting: (a) broad interest in proposed strategies; (b) systems to inform young people about careers and jobs; (c) general understanding that work is changing dramatically; (d) interest in solutions like on-line learning and micro-credentialing; and (e) agreement that there are limits to on-line learning, which goes back to the need to think about student support structures.

Regarding the cohort of learners who have some college but no degree, this group would seem to represent a priority population that could benefit the state's economy, and many current higher education institutions are targeting this cohort. However, survey data show a very high percentage of this particular group has no desire to return to the classroom – so we need to recognize this as a potential barrier.

Employer Insights: (a) skills trump credentials; (b) strong interest in experiential learning; (c) credentialing and degree inflation must be addressed; (d) employers and educators need a shared language; (e) hiring managers and human resource managers need to shift their mindsets.

Ensure that we are focusing on learners who are working but must continue to learn in order to stay current. This group – working learners – is a critical cohort for our focus. We are not talking about people who are taking classes at a university who also hold a job outside of college. We are talking about professionals for whom learning is a part of their development at work.

What do we mean when we say 'lifelong learning'? It will be important to this Commission to have a clear consensus definition.

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Agreement that we are interested in the working learner but, in addition, we need to recognize those who may currently be at work but are looking for a completely different job / career and are looking to have a different learning experience and earn a different credential in order to make that desired shift. To go back to an earlier point, this might include English Language Learners who might have a laborer job but are looking for a complete shift in their career. Those are also people who are currently working, but their motivations and goals are very different.

Argument that the Commission should not narrowly define what counts in terms of learning. We should take the broader view of the population of learners to avoid divisions and addressing too narrow a focus.

Argument that we should look at smaller groups of learners amongst whom we could gain the most amount of traction in the shortest period of time. Urge Commission to prioritize a smaller number of selected populations – use to design new initiatives and trust that they will spill over into larger population of learners.

Lifelong learning is a systems view. None of the sub-systems in our architecture of learning is flexible enough or seamless enough to work together as a system of lifelong learning. Even our most innovative new models are still pretty much based on credit hours or time in seat. They are not flexible enough to function as a new form of on-the-job training.

Could focus on key industry sectors in order to develop achievable recommendations.

Manufacturing sector is emphasizing apprenticeships, which bypass the higher education and credit model. It allows more input for employers, since they own the standard as well as the delivery. It is a successful model that helps both the business sector and the employee.

One big issue is the lack of awareness by learners about resources, career information, and pathway choices. This is especially difficult for learners or workers who have had limited experience and awareness about the labor market. Most workers simply don't have the experience that is necessary to know about pathways or to weigh which options make the most sense to pursue.

Commission charged with delivering a specific outcome and also working at scale. Suggest that we select key industry sectors to support a 'deep dive'. We should design immediately for scale – avoid running pilots, as they are harder to scale up. If we can work at systems level, we can think about scale immediately.

The Commission was intentionally designed to include insurance / IT, manufacturing, health care. Which of these sectors would the Commission desire to focus on? We need to build on work that is currently taking place related to economic and workforce development – as in the seven regional economic blueprints that are currently in development. EOLWD will make these blueprints available to the Commission.

- **Manufacturing**, because several career pathways already exist, but they are a bit of a mystery to many people. The manufacturing sector is somewhat less organized, but it is a stable sector in terms of employment and has a statewide presence. One concern is the aging manufacturing workforce, which places that much more pressure on the public sector to come up with workforce solutions that can happen quickly.

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- **Health care** has both a statewide presence and a statewide need, and is a priority industry across all sub-state regions.
- **Information Technology** is statewide – very large sector that cuts across many other sectors and is essential to the carrying out of commercial services.

Recommend that we look at how ‘digital innovation’ enhances lifelong learning and avoid debate over the scope of lifelong learning. What are the things the state can do to accelerate the adoption of practices within the digital innovation space? Currently, many of the innovations that we are aware of are moving at a pace that feels slow with respect to the scale of the need or opportunity, even though they are exciting with regard to their potential.

Recommend that we tap into innovation . . . incentivize, expand, accelerate the use of these innovations on behalf of both learners and employers. The pace of job change belies the core belief that an education / credential is static. We need to provide much more information to people / learners about job change, skill demands, and training investments. We recognize that the flow of information between buyers and sellers in this [learning] market is terrible and yet this is a very manageable issue at the state level to connect learning, credentialing and economic opportunity.

Put forward a construct for the work of the commission. The conversation at today’s meeting is about three key themes: (a) need to define lifelong learning; (b) need to define a range of digitally-enabled models / incentive structures; (c) need to agree upon priority sectors. Do we use these three questions as the structure of the subcommittees?

Maybe there is no such thing as an ‘aspiring worker’ because many learners ARE already working. Also, many adults are looking to change jobs. They are aspiring, but not just an emerging workforce. Also includes adults who already have a college degree but really lack the skills necessary to gain access to the workforce. For opportunity youth, we don’t have the structures in place to build an awareness of choices for learning pathways and accessing employment.

There are two key roles in this system – the roles of educator and employer. Learning and workforce preparation has two parts: a delivery mechanism and the content that represent the learning standards. Some of the innovation that we are looking at is simply the many new platforms for delivery that make the learning more accessible to more people by expanding the *form* of delivery. Part of our challenge is to develop new ways to accelerate the infusion of new standards into curriculum / learning / credentialing.

Suggest that we define the term ‘lifelong learning’ and then articulate a programmatic and institutional structure that gives life to that vision – to define the infrastructure and operational roles necessary to implement that system. There is a group of learners who know they need additional skills and commit to achieving them. There are other learners who don’t know they need skills and don’t know what is available or the expectations. There is a pervasive culture that thinks education is finite and nobody needs additional skills.

Recommend that we address the issue of over-credentialing – focus on the skills that employers need, not just on helping more learners obtain a college degree, which is a barrier for many learners and not really what employers are looking for. Defining factor for the commission is to focus on skills, not credentials. Need to focus on low-skill and middle-skill jobs, where skills are more critical and learners in need of greater information. Many higher-skilled workers will take care of their own learning needs.

Competencies are at the core of the learning models that we are talking about, especially for low and middle-skilled workers. Strength of U.S. system of higher education is its diversity . . . many types of institutions offer different approaches to different learners. Conditions today suggest that we are not reinventing higher education, but we are developing a new approach to the range that already exists. With that said, we do not have a significant element of the system that is employer-focused.

Propose working group structure. Three groups: (a) conceptual definition of lifelong learning; (b) what does lifelong learning look like programmatically, starting with digitally-enabled; (c) look at the institutional arrangements that need to happen in order to support the emergence of such a system. Pay attention to the sequence of activities, since definition of lifelong learning triggers the others. We will produce a design for committee structure using this approach, and ask members to select a preference.

The Commission heard a presentation from Yaziris Lucerna, OBGYN Finance Coordinator, Brigham and Women's Hospital. She is currently a learner who is participating in the Partners Health Care / College for America (SNHU) healthcare management certificate program.

Yari provided an introductory statement – she graduated high school and started college but found that it was a financial burden. Five years later, she is a single mother and is about to graduate from the Partners program. While working at PHC, she received direction and options that led to select a focus and begin on-line work. Later, after having a second child, she started CfA and became a lot more familiar with skill goals that had been established for the program.

The competency-based approach allowed Yari to be present at home, learning at her own pace and consistent with her availability. Competencies are much more relatable to what she is doing at work – especially compared to her early experience at college.

The key element to the program is that course competencies are directly related to what she was being asked to deliver at work.

Yari believes that the student support system is critical – there are coaches at CfA and coaches at the employer site, and both sets of coaches are in an advisory role to provide support and structure for learning. The PHC advisor helps manage the learning process and prioritizes each learner's effort, making sure that the on-line experience has a context and relation to the learner's expected on-the-job delivery. On-line learning needs never to create a situation where the learner feels like they are on their own.

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Yari has set a goal to complete her bachelor's degree by the time her oldest daughter graduates from high school.

PHC worked with CfA to articulate the competencies needed to earn the certificate; CfA already had organized the competencies that articulated into an A.A. and a B.A. This process took about one year.

Why aren't there more health care partners who are offering this sequence, and only offered by PHC? Other workers at PHC can't take advantage of this offering because they lack the language skills or the computer skills, barriers which reduce who can really benefit from on-line learning. Other health care providers could participate because the competencies are directly relevant to them.



June 2018

Envisioning a Massachusetts System of Lifelong Learning

Members of the Commission on Digital Innovation and Lifelong Learning have expressed broad agreement on the need for a flexible lifelong learning model that not only leverages the strengths of the current education and workforce training systems, but also includes more options that will enable a broad continuum of learners to gain credentials and work experience. Emerging technological breakthroughs in automation and artificial intelligence—and their impact on jobs and the economy of Massachusetts—have encouraged us to re-evaluate what we understand as the ‘market of learners’ and to reconsider the content and structure of higher education and training.

Given the changing nature of work, most workers already anticipate the necessity of ongoing skill development throughout their careers. According to a Pew Report on ‘The State of American Jobs,’¹ 87 percent of adults in the U.S. workforce believe that it will be important for them to receive training and develop new skills over the course of their working lives in order to keep pace with changes in the workplace. As the shape of work continues to evolve, the proportion of workers who will need to engage in lifelong learning will only increase. Though a number of public and private players have already entered the market and are showcasing new education and training approaches, the accelerating demand for lifelong learning suggests the need for something more: a comprehensive *system* of lifelong learning that can accommodate the educational needs of a non-traditional market of learners more fully.

I. Why a system of lifelong learning?

A prime aspect of a comprehensive system of lifelong learning would be to increase access to education and skill-building opportunities among the underserved. As the Commission discussed at its second meeting, such a system should recognize and support the needs of incumbent and emerging workers who are in, or are seeking, entry-level employment. This group includes adult learners, the ‘some college, no degree’ population, workers with no college education, and segments of the opportunity youth population (ages 18-24, not working, and not in school). As the Commission also discussed, the system should focus on the three industry sectors that exhibit the most potential for scale and impact in our state: Healthcare, Advanced Manufacturing, and Information Technology.² This focus on priority industry sectors would enable the system to align itself with the Workforce Skills Cabinet’s Regional Planning Initiative and further support the economic growth agenda that Governor Baker’s administration has already set in motion.

As the Commission discussed at its first meeting and in early conversations, the particular elements of the lifelong learning system will embrace technology and innovation. The instructional core of the lifelong learning system will be digitally-enabled, drawing on online platforms to deliver learning and support services. The system would promote competency-based learning, an outcome-focused approach that helps individuals build concrete, targeted, and job-relevant skills. By standardizing prior learning assessment and awarding credit for experience and learning acquired through previous education,

¹ <http://www.pewsocialtrends.org/2016/10/06/4-skills-and-training-needed-to-compete-in-todays-economy/>

² For the purposes of this work, we consider Information Technology to be both an industry and a set of occupations that undergird most other industries in the economy.

training, or employment, the system would reduce education costs and enable students to obtain their degree or credential more efficiently. The system would also utilize experiential learning models such as work-based learning, co-ops, or internships to encourage hands-on experiment and the development of soft skills.

An October 2017 survey³ of adult learners in Massachusetts—ages 25+ with high school diplomas but no bachelor's degrees—confirms a high degree of interest in these approaches. For instance, of the sample surveyed, a baseline of 71 percent indicated no interest in re-entering the current higher education ecosystem to enroll in college courses. But when asked to reassess their interest if credit for prior learning were offered, and again if competency-based learning were offered, the results flipped: each time, a majority of respondents indicated interest in pursuing postsecondary learning, given these incentives.

II. What does the current landscape of lifelong learning have to offer?

Clearly, there is strong demand for higher education and training. Moreover, the potential untapped market of lifelong learners in Massachusetts seems to be strong, with estimates ranging from 600,000 to 1 million adult learners alone, for example. However, the existing higher education pathway—a model that is primarily set up to serve younger, non-working people by delivering large uninterrupted blocks of education at one or two points in their lives—does not adequately support the learning aspirations of non-traditional learners in Massachusetts.

It is exciting to consider the impact that could be generated if a system worked to organize and support both longstanding institutional players and the cornucopia of public and private players who have emerged in recent years to serve this non-traditional market of learners. Entities such as edX, UMassOnline, Western Governors University, College for America, and Duet (formerly Match Beyond) have effectively modelled several of the new educational approaches previously highlighted, and together have created positive momentum in the lifelong learning space. Credential Engine, a non-profit whose mission is to create credential transparency, is working to empower learners to make informed decisions about how different credentials would help them advance their career pathways. Guild Education, a tuition reimbursement platform, recently partnered with Walmart to heavily subsidize the cost of higher education for Walmart employees, using digitally-enabled means. Corporate leaders in this space, such as Partners HealthCare and General Electric, have advanced new approaches as well: among other initiatives, GE has launched a 'Brilliant Learning' program to proactively train employees in advanced technologies like 3D printing and robotics.

But while this current landscape has advanced interesting and insightful experimentation, gaps still exist in cohesion and direction of delivery. For example, the current landscape does little to address the heart of the 'skills gap' between educational preparation and employer demands. As an oft-cited Gallup/Lumina report on higher education⁴ found, this skills gap is in large part perpetuated by a difference in perception by educators and employers: while an astonishing 96 percent of chief academic officers at higher education institutions maintained that their institution is very or somewhat effective at preparing students

³ <http://www.mass.edu/datacenter/2017enrollmentestimates.asp>

⁴ <http://www.gallup.com/services/176759/america-needs-know-higher-education-redesign.aspx>

for the workplace, a scant 11 percent of business leaders agreed. The status quo of diverse public and private players, without an interlocutor to help them build common goals, areas of focus, and a common language, only encourages the retention of different frames of understanding.

III. How would a system of lifelong learning improve the current landscape?

Rather than seeking to reimagine the current state of play, a comprehensive system of lifelong learning would build upon the success of existing approaches; it would be a productive extension of the work that public and private players have advanced to this point. Fundamentally, a *system* organizes stochastic variables into a complex and connected whole. A *system actor* could function as a coordinating body, bringing independent players in concert with one another, and empowering entities in the system to better fill the gaps that currently exist in the lifelong learning landscape.

In particular, a system actor, working as a coordinating body, would enable a system of lifelong learning to:

- ❖ **Bridge partners with different frames of understanding**, convening employers and higher education and training partners to encourage much deeper and more informed discussion of problems at hand, and engaging all points of view to ensure a balanced, bilateral approach to the problem-solving process;
- ❖ **Connect market players to learners more efficiently** by serving as a directory, central point of contact, or entry point for learners;
- ❖ **Help learners navigate their journey to a degree or career** by enabling them to differentiate between different education options and mapping out clear, affordable, and individualized pathways;
- ❖ **Generate a common taxonomy** of skills, competencies, degrees, and credentials shared by educationalists, employers, learners, and policymakers alike. Such a taxonomy would minimize confusion in the market by enabling different stakeholders to employ the same language, help learners to choose among different market players, and improve the transferability and standardization of different degrees and credentials;
- ❖ **Ensure that the market is responsive to the needs of all learners**, including English Language Learners, recent immigrants, low-income learners, learners with debt, and other populations that the market might otherwise underserve;
- ❖ **Gather and disseminate market intelligence** to benefit market players and learners—for example, by identifying industry sectors of interest or growth in particular regions of Massachusetts, or identifying highly-desired worker skills and competencies in each region;
- ❖ **Identify and help market players address potential process, operational or regulatory barriers**. The system actor would familiarize itself with the various hurdles that might arise in the delivery of education and training to learners, and would be well-positioned to help market players manage and overcome these hurdles in such cases;

- ❖ **Connect learners to other support organizations** or people with expertise in mentoring and problem-solving to overcome typical barriers to education, including problems related to housing, childcare, transportation, and emergency funds;
- ❖ **Make financial resources available to market players and learners** by identifying existing state government funding, grants for education, employer contributions, and tuition assistance programs, and where appropriate, allocating them to finance lifelong learning education plans;
- ❖ **Report transparently and regularly on outcomes for all learners and programs to enable quality control.** By overseeing the market of players and learners, the system actor would gain a broad understanding of the most effective education strategies in place (*i.e.*, what works and what does not) in order to best support the needs and preferences of learners seeking higher education, and perhaps to inform the curricular development of market players;
- ❖ **Find appropriate connection points with other coordinating bodies and facilitate dialogue.** This would ensure that a system of lifelong learning would not isolate itself from Massachusetts' existing educational systems as a silo. Doing so would also raise the profile of lifelong learning among all learners in Massachusetts, and encourage potential learners of all ages to plug into a lifelong learning system.

IV. How might a system of lifelong learning stand alongside existing educational systems?

	Elementary	Secondary	Postsecondary	Lifelong Learning
Primary Sector	<ul style="list-style-type: none"> Public 	<ul style="list-style-type: none"> Public 	<ul style="list-style-type: none"> Public Private 	<ul style="list-style-type: none"> Private Public
Primary Locus of Activity	<ul style="list-style-type: none"> School 	<ul style="list-style-type: none"> School 	<ul style="list-style-type: none"> School 	<ul style="list-style-type: none"> Company Home School
Primary Content Goals	<ul style="list-style-type: none"> Knowledge acquisition Curriculum-based 	<ul style="list-style-type: none"> Knowledge acquisition Curriculum-based 	<ul style="list-style-type: none"> Knowledge acquisition Domain-specific Liberal education 	<ul style="list-style-type: none"> Job-specific education
Primary Mode of Instruction	<ul style="list-style-type: none"> Direct instruction 	<ul style="list-style-type: none"> Direct instruction 	<ul style="list-style-type: none"> Direct instruction Sometimes experiential 	<ul style="list-style-type: none"> Experiential Self-directed Coaching

Primary Mode of Assessment	<ul style="list-style-type: none"> • Competency-based assessment 	<ul style="list-style-type: none"> • Standards-based testing 	<ul style="list-style-type: none"> • Content-based assessment 	<ul style="list-style-type: none"> • Competency-based assessment
Primary Site	<ul style="list-style-type: none"> • Physical location 	<ul style="list-style-type: none"> • Physical location 	<ul style="list-style-type: none"> • Physical location 	<ul style="list-style-type: none"> • Online or limited classroom

The above table sets out how a system of lifelong learning might cohere with, and differ from, the current architecture of learning systems in Massachusetts. While recognizing that significant overlap exists between systems (especially within the postsecondary and lifelong learning spaces), and that each learner's journey is unique and cannot be modelled by a normative pathway, the goal of the table is to present a simplified representation of some of the salient conceptual characteristics of each educational system.

Like the existing system of higher education in the Commonwealth, a system of lifelong learning would be both public and private in nature, though it would perhaps be more meaningfully private along two dimensions. First, the proliferation of players in the lifelong learning market, especially recently, have mostly been private entities. Second, the system's locus of activity might well be the company instead of the school: incumbent workers seeking to upskill, for example, would receive a targeted, job-specific education, delivered at work (or at home) that would promote the employee's career pathway and the company's business interests.

A system of lifelong learning would also differ from existing systems of learning in its mode of instruction. Rather than only delivering direct instruction from educators in a physical location (an instructor-centered approach) as is often the case in traditional models, a lifelong learning model would combine self-directed instruction with individualized coaching and case management support practices (a learner-centered approach).

Finally, a system of lifelong learning would utilize competency-based assessment to evaluate learner performance. Rather than adopting the overwhelmingly content-based approach often seen in traditional higher education, a system of lifelong learning would focus on ensuring that learners master the critical skills and competencies needed for success in their job or career. Interestingly, such a competency-based approach reminds of elementary education: think of how a grade school report card looks, with its focus on reporting the level at which a learner has mastered various individuated skills, as opposed to a typical college transcript, in which skill mastery is often left unreported.

Through these means, a system of lifelong learning would complement the existing edifice of education in Massachusetts and provide cohesion among and organization of public and private players to serve a largely untapped market of lifelong learners.

V. Conclusion

The foregoing sets out the need to shift toward a lifelong learning model, surveys the current landscape of lifelong learning, considers how a system of lifelong learning might build upon the success of existing approaches, and explicates how such a system would stand alongside Massachusetts' current education systems. It raises several key issues, particularly with regard to the potential role of the system actor.

We invite you to consider the following questions, which we will discuss at our third Commission meeting:

- ❖ Thinking specifically about the bulleted list on pages 3-4, what will be the most important functions of the system actor?
- ❖ How can the system actor most effectively facilitate discourse between employers and educationalists in order to address the skills gap?
- ❖ A system of lifelong learning will need to be dynamic rather than static, conducive to the individual needs of a broad continuum of learners, especially as the nature of work continues to change. How might it be possible to ensure that the system remains flexible and continually adapts in the face of changing learner needs?
- ❖ In contemplating a new system of lifelong learning and the role of a system actor, what institutional features of other existing systems should be avoided?



Governor's Commission on Digital Innovation and Lifelong Learning

Proposal for Committee Organization and Structure

At the Commission's meeting on May 22, 2018, members of the Commission on Digital Innovation and Lifelong Learning discussed several approaches to give direction to its inquiry over the coming months, including the adoption of a committee structure that will help the Commission meet the expectations articulated by Governor Baker in Executive Order No. 581. This memorandum builds on the ideas and themes expressed in the Commission's deliberations and proposes a strategy for organizing the Commission's work for the summer and early fall of 2018.

Themes from the Commission's Deliberations that Guided the Construction of the Committees:

Theme 1: In developing its recommendations, the Commission will develop strategies for ensuring the regular and ongoing skill development necessary for the workforce to respond to the impact of automation, artificial intelligence and other forms of technology on jobs and the economy of Massachusetts. The content of jobs is changing in fundamental ways, and promises a continued and rapid evolution. The Commonwealth needs to establish new mechanisms that help workers stay current with new skills and enhance their personal long-term economic security.

Theme 2: The Commission will focus on digital innovations in learning and support services, since these technology-based platforms represent new ways to address barriers that have limited the ability of all Massachusetts learners to be prepared for a productive career. These innovations include (a) prior learning assessment; (b) online and competency-based approaches to education and training; (c) experiential and job-embedded learning models; and (d) new education and training programs and credentials.

Theme 3: While recognizing that a broad continuum of learners exists within the Commonwealth, the Commission will concentrate its efforts on supporting the needs of incumbent workers (those who are looking to enhance their skills in order to improve their current job or find a new one) and emerging workers (those who are looking for entry-level employment, a group that includes both older youth and adults).

Theme 4: The Commission will focus on serving the needs of three industry sectors: Healthcare, Information Technology, and Manufacturing. These sectors have already been designated by Governor Baker's Workforce Skills Cabinet as having the highest strategic priority for the Commonwealth. Major employers from these three sectors are represented on the Commission. New approaches to lifelong learning will be informed by a concentration on priority sectors, but are expected to be adapted to additional sectors after the Commission concludes its work.

The Commission is charged with examining innovations related to the structure and content of higher education and training, and recommending affordable, effective approaches to increase the education, skills, and employability of the people of Massachusetts throughout their lives. To accomplish this, the Commission will organize three committees:

Committee One – Lifelong Learning. This committee will take the lead on developing a *conceptual definition* of the term ‘Lifelong Learning,’ and further build out a conceptual framework for a system of lifelong learning. It will describe WHY a system of lifelong learning is needed in Massachusetts, and WHAT that system ought to look like, in high-level terms.

Using the white paper developed for the third meeting of the Commission as a starting point, this committee will build the case for a system that supports regular and ongoing skill enhancement in the context of the changing nature of work – the impact of new technologies, artificial intelligence, data-based decision-making that are transforming what workers need to master and know in order to succeed. It will describe the *systems* nature of the Commission’s charge, establishing a high-level vision for a different approach to postsecondary learning and training, and beginning to detail the necessary systems architecture.

Products and deliverables for Committee One:

- articulate the social and **economic context** for why the Commonwealth needs to take a different approach to skill development;
- describe the need for a **systems-level response**, with a special emphasis on ensuring that different learners can experience learning as a holistic system and are able to navigate the system to achieve their personal career goals;
- develop a **working definition** of a lifelong learning system; and
- express **high-level goals and objectives** for the new system.

Committee Two – Programmatic Aspects of Lifelong Learning. This committee will work to articulate what lifelong learning looks like *programmatically*, with a special emphasis on describing digitally-enabled elements. This will include a more articulated view of HOW the strategies the Commission has discussed so far—online, competency-based learning, credit for prior learning, experiential learning, soft skills development, and student support and coaching mechanisms—should come together to form a new postsecondary learning experience that is better aligned with the needs of the contemporary workplace, especially in the three industry sectors of interest to the Commission (Healthcare, Manufacturing, and Information Technology).

One core expectation for the work for this committee is to look at how skills / competencies / micro-credentials might be utilized in operationalizing new lifelong learning opportunities, as well as traditional academic programs and degrees. Another element of this committee’s work will be to review new approaches to postsecondary education and training, and assess how these innovations can be organized at scale to serve the needs of priority learners.

Products and deliverables for Committee Two:

- responding to the working definition of a system of lifelong learning that is under development, **define the functional components** necessary to implement a networked system; and
- provide insight on **important issues related to the operationalization and delivery** of lifelong learning programs, such as financing, employer-provider linkages, and data system needs.

Committee Three – Institutional Partners in the Massachusetts System. This committee will focus on WHO the relevant institutional players in an ecosystem of lifelong learning likely are—whether they be companies, online learning providers, private and public 4-year colleges, community colleges, or workforce system actors—and work to articulate their roles in this emerging system. Said plainly, this committee provides an invitation to institutional players around our Commission table to ask and answer the following question: How, specifically, could my organization fit into our emerging vision of a system of lifelong learning?

In addition to this core question, this committee is asked to examine how further ancillary issues necessary to the proper development of a system of lifelong learning should be addressed—for example, issues like standards, quality control, and outcome measurement that are implied by a systems approach.

Products and deliverables for Committee Three:

- **review the array of existing and emerging organizations and platforms** that are relevant to a lifelong learning system; and
- **map an approach** that indicates how different players might meet the functional roles described by committee Two.

The work of the three committees will occur during the summer of 2018. Although it appears that the work is sequential – the definition of a lifelong learning system informs the functional analysis, which in turn informs the institutional map of organizations and partners – the committees will operate on simultaneous paths. We anticipate that the first meeting of each committee (July) will be followed by a joint midpoint meeting or call where members can learn about the proceedings and directions of each committee, before committee members proceed to their second meeting of the summer (August).

Commonwealth Corporation staff will play a central role in keeping committees and their members informed of discussions across the committees during the summer. At the Commission's September meeting, each committee will be asked to report on its deliberations and its proposed actions and directions.



Governor's Commission on Digital Innovation and Lifelong Learning

UMassOnline

Website: <http://www.umassonline.net/>

Summary of Innovation: UMassOnline, established in 2001 by the University of Massachusetts President and Board of Trustees to “meet the online educational needs of people locally, nationally and internationally by offering accredited educational programs via interactive, Internet-based learning systems,”¹ is the online consortium of the University of Massachusetts’ five campuses.

UMassOnline currently hosts 157 degree and certificate programs, spanning liberal arts, education, management, nursing, public health, IT, and more. Currently, 145 of the programs are fully online, while the rest are blended programs which combine online learning with traditional classroom instruction.²

The programs are administered by the individual campuses through a decentralized approach: each campus can freely offer degrees in any subject, even if one of the other four campuses already offers a similar program.³ UMassOnline, meanwhile, “provides marketing, technology and other support services for [the] online programming.”⁴

UMassOnline offers 24/7/365 access to coursework and technical support, enabling distance learners to attend the same classes and learn from the same faculty as learners who attend the physical campuses.

Learners: UMassOnline aims not only to make a UMass education available to more students within the Commonwealth, but also to expand UMass’ global presence. As UMass President Marty Meehan stated, “UMassOnline [provides] innovative, flexible offerings that make a world-class UMass education more accessible to more students... UMass has been a pioneer in online education, which expands our reach globally while making critical contributions to workforce development right here in the Commonwealth.”

Bringing Innovation to Scale: Over the past five years, online enrollment at UMass has risen by 39 percent to 75,565 for FY17, while online revenues have risen by 46 percent to over \$100 million for FY17. The true number of unique online enrollments may be lower than the reported 75,565, however— “because UMass Online represents five individual campuses rather than existing as a separately accredited entity... each campus’s online enrollment numbers are counted separately,”⁵ leading to some duplication when an individual learner registers for multiple courses.

Three to five degree programs are added to UMassOnline’s 160-odd current offerings each year, according to officials.

¹ <https://umasscenteratspringfield.org/umassonline-achieves-record-high-enrollment-and-revenue>

² <https://www.massachusetts.edu/education/campus-profiles/umassonline>

³ <https://www.insidehighered.com/digital-learning/article/2017/08/30/umass-online-surpasses-100-million-annual-revenue-enrollment>

⁴ <https://umasscenteratspringfield.org/umassonline-achieves-record-high-enrollment-and-revenue>

⁵ <https://www.insidehighered.com/digital-learning/article/2017/08/30/umass-online-surpasses-100-million-annual-revenue-enrollment>



Governor's Commission on Digital Innovation and Lifelong Learning

edX

Website: <https://www.edx.org>

Summary of Innovation: EdX, founded in 2012 by Harvard University and MIT, is a non-profit online MOOC (Massive Online Open Course) provider. Learners have the option to either “audit” courses for free, or to pursue a verified certificate for a set fee. Auditors enjoy the full range of benefits open to verified learners, but do not earn a certificate for passing the course.

EdX has pioneered a MicroMasters program, “a series of graduate level courses from top universities designed to advance [one’s] career.”¹ Learners can enroll in these courses for fees far lower than the normal on-campus fee, and upon completion of the course, apply those credits towards a full master’s degree at the institution or use the MicroMasters to expedite their job search with edX’s sponsoring industry partners, which include Microsoft, IBM, and Boeing.² For example, Massachusetts residents who enroll in and complete certain MicroMasters programs in 2018 are guaranteed an interview in Boston for an internship or full-time role with GE.³ EdX is also in the process of developing a MicroBachelors degree which would similarly unbundle an undergraduate credential into modular components and offer a “low-cost, low-risk way for students to start an undergraduate education even if they can’t get to a campus.”⁴

EdX CEO Anant Agarwal has embraced digital innovations and has expressed the goal of incorporating technologies like AI-powered adaptive learning, Augmented Reality, and Virtual Reality into the platform.⁵

Learners: EdX boasts a global learning community and has enrolled students from every country in the world.⁶ EdX has launched curricula aimed at a broad continuum of learners, from high school to postsecondary. Many edX courses are self-paced and do not impose a set schedule on learners. For most courses, edX also offers financial assistance to learners who cannot afford to pay full price for verified certificates—in some cases, up to a 90 percent discount—and learners can be approved up to five times in a twelve-month period for financial assistance.⁷

Partners: EdX has partnered with over 130 global partners, including leading universities, corporations, nonprofits, and institutions.

Bringing Innovation to Scale: EdX hopes to attract 100 million learners to the platform by 2022; currently, the total number of edX learners is roughly 35 million.⁸ Recently, edX has started to test the introduction of a “modest support fee” for some courses.

¹ <https://www.edx.org/micromasters>

² <https://campustechnology.com/articles/2018/06/12/edx-begins-testing-a-paywall.aspx>

³ <http://learn.edx.org/ge/>

⁴ <https://www.edsurge.com/news/2018-01-25-edx-quietly-developing-microbachelors-program>

⁵ <https://news.elearninginside.com/edx-ceo-anant-agarwal-announces-ambitious-goals-for-2022/>

⁶ <https://www.edx.org/about-us>

⁷ <https://support.edx.org/hc/en-us/articles/215167857-Does-edX-offer-financial-assistance-How-do-I-apply->

⁸ <https://news.elearninginside.com/edx-ceo-anant-agarwal-announces-ambitious-goals-for-2022/>



Governor's Commission on Digital Innovation and Lifelong Learning

Western Governor's University

Website: <https://www.wgu.edu>

Summary of Innovation: WGU, a private, non-profit institution, offers online, competency-based college-level education, with learning documented through direct assessments that are based on fixed outcomes.¹ Although the assessments are connected with specific courses, a student does not need to complete a set number of hours in a course before taking an assessment and moving on. The curriculum is set up so that students progress fully at their own pace.² WGU maintains separate teaching faculty and assessment faculty. Students are assigned "program mentors" to serve as "your academic advisor, your coach, and a supporter...ensure that you stay on track, determine when you are ready for the required assessments, and help you schedule them accordingly."³

WGU offers 55 online bachelor's and master's degrees through four colleges – the College of Business, College of Information Technology, Teachers College, and College of Health Professions.⁴

WGU was established under the auspices of the Western Governors Association in 1995 and enrolled its first students in 1997.⁵

Tuition costs \$3,190 per 6-month term, regardless of number of courses taken.⁶ The average cost of a bachelor's degree is about \$15,000.⁷ Students can apply for federal financial aid for some programs (though see below).

Targeted Population of Learners: WGU strives to serve as many students as possible, including minorities, first-generation college students, learners with modest incomes, and any others whose lives or geographic locations do not allow them to attend traditional, campus-based colleges. The average age of the current student population is 37 years. Most students work full-time or part-time while taking courses. Most students pursuing a bachelor's already have some college experience.⁸

¹ <https://www.insidehighered.com/news/2014/02/21/direct-assessment-and-feds-take-competency-based-education>.

² <https://www.agb.org/trusteeship/2014/1/competency-based-education-what-board-needs-know>.

³ <https://www.wgu.edu/student-experience/life>.

⁴ <https://www.wgu.edu/online-degree-programs.html>.

⁵ According to its website, the Western Governors' Association was established in 1984 to represent the governors of 19 western states and 3 U.S. territories in the Pacific. The association is an instrument for bipartisan policy development, information exchange and collective action on issues of critical importance to the western United States. <http://www.westgov.org>. To launch WGU, each member state contributed \$100,000 to the initial capital and development costs.

⁶ <https://m.wgu.edu/content/dam/western-governors/documents/financial-aid/TuitionComparison.pdf>.

⁷ <http://educationnext.org/competency-based-education-put-to-the-test-western-governors-university-learning-assessment/>.

⁸ https://www.wgu.edu/about_WGU/governors_industry.

Partners: Currently, 22 states are partners. Several states have affiliate schools with their postsecondary systems (Indiana, Washington, Texas, Missouri, Tennessee, Nevada, North Carolina).⁹

Bringing Innovation to Scale: As of January 2018, about 94K students are currently enrolled from all 50 states, including active duty military personnel and spouses overseas. More than 100K have graduated, with about 10K graduating each year.¹⁰ They plan to continue a 30% annual growth rate.¹¹

A 2017 audit by the Office of the Inspector General of U.S. Department of Education found that the school did not meet distance education requirements because there was not sufficient interaction between students and faculty. The audit stated that courses should have been labeled “correspondence courses” and therefore have not been eligible for federal financial aid. OIG has called for WGU to pay back \$713M in federal financial aid and should no longer be eligible for federal aid.¹²

Additional links:

- <https://www.insidehighered.com/news/2012/04/30/wgu-example-shows-chilly-policy-climate-competency-based-education>
- <https://www.usnews.com/education/online-education/articles/2016-12-08/what-employers-think-of-online-competency-based-degrees>

WGU assessment evaluation rubrics:

- <http://onlinelibrary.wiley.com/doi/10.1002/cbe2.1015/full>

⁹ <https://www.agb.org/trusteeship/2014/1/competency-based-education-what-board-needs-know>.

¹⁰ https://www.wgu.edu/about_WGU/students_alumni.

¹¹ <https://www.christenseninstitute.org/publications/the-engine-behind-wgu-configuration-of-a-competency-based-information-system/>.

¹² <https://www.insidehighered.com/news/2017/09/22/education-depts-inspector-general-calls-western-governors-repay-713-million-federal>.



Governor's Commission on Digital Innovation and Lifelong Learning

Duet (formerly Match Beyond)

Website: <https://duet.org/>

Summary of Innovation: Duet, affiliated with the Match Charter School Network (and about to spin off into its own entity), offers accelerated associate's and bachelor's degree programs through a hybrid approach in partnership with Southern New Hampshire University's College for America platform. The organization provides personal coaching, study support, and job placement services to high school graduates and GED-recipients in Boston. Students complete a series of project-based modules to earn competency-based credits for completion.

"[Duet] is designed to address a growing problem in Boston and across the nation. Among Americans over the age of 24 who attempted college, one in three left without attaining any degree and only half received a bachelor's degree. Eight in ten low-income college matriculants do not earn a bachelor's degree by age 24. This has negative consequences for the many who fail to complete – and for the local and national economies, which increasingly demand a more and better-educated workforce. Some estimates suggest that 14 million jobs will go unfilled in the next decade due to skills gaps."

Duet provides a personal coach for academic support and motivation, study space at a physical campus in downtown Boston, computer and internet access, lunch and dinner, transportation costs, personalized career coaching.¹

SNHU provides accredited Associates and Bachelor's degrees via an online and project-based program. low-cost and high flexibility, and timely reviews of student work and feedback.

The program currently focuses on six degrees – an associate's degree in healthcare management, an associate's degree in general studies with specializations in either business or customer experience, a bachelor's degree in communications with concentrations in business and healthcare, a bachelor's degree in healthcare management with concentrations in business and global perspectives, and a bachelor's degree in management with concentrations in insurance services, logistics and operations, and public administration.

The tuition cost for each program amounts to \$5,500, which is divided between \$3,000 to SNHU – College for America and \$2,500 to Duet (billed through SNHU). Students can access federal financial aid via Pell Grants.

Targeted Population of Learners: Seeks students who live in Boston, have a high school degree or GED, want to earn a postsecondary degree, and seek a path to advance career. For reference, over 90 percent of students at Match Public Charter School identify as people of color.²

Partners: The program has developed partnerships with several key Boston-based employers, including:

- Boston Children's Hospital

¹ <https://www.matchbeyond.org/get-a-degree/>

² <https://www.matchbeyond.org/student-profiles/tena/>

- Boys and Girls Club
- Brigham and Women's Hospital
- Bright Horizons
- Comcast
- Eastern Bank
- Plymouth Rock
- Wellington Management

There are also more than twenty referral partners, including:

- Bottom Line
- Brooke Charter Schools
- College Bound Dorchester
- Match Charter Public School
- More Than Words
- Phoenix Charter School
- YearUP
- Youth Villages

Bringing Innovation to Scale: Duet began in 2013 with nine students. As of 2017, it had grown to 130 students, and there are plans to grow beyond 500 within five years.³ In a recent announcement, Duet will receive \$20 million in funding from The Shapiro Foundation over a five year period to provide scholarships to 1,000 DACA students, so they can enroll in SNHU—College for America.⁴

Duet has identified the following issues for future focus as it scales its offering:

- balancing academic support and services with the College for America program;
- evaluating what's "lost" in the shift from a traditional college experience to the online approach;
- quality of projects offered (higher order thinking skills);⁵
- scaling costs; and
- struggles with public perception that they only serve Match students.

³ <https://www.forbes.com/sites/michaelhorn/2015/04/30/match-beyond-no-excuses-meets-disruption-in-higher-education/#25912fee516b>

⁴ <http://educationnext.org/new-path-to-a-college-degree-match-beyond-low-income-students/>

GOVERNOR'S COMMISSION ON DIGITAL INNOVATION AND LIFELONG LEARNING

THIRD MEETING OF THE COMMISSION

JUNE 26, 2018

AGENDA FOR TODAY'S MEETING

- Discuss white paper on system of lifelong learning (30 minutes)
- Review working committee structure (20 minutes)
 - Rank-order committee preferences
- Presentations from lifelong learning providers (1 hour)
 - UMassOnline and edX – main meeting room
 - Western Governors University and Duet – 5th floor meeting room

GOALS FOR TODAY'S MEETING

- Gain input from the Commission on the most important functions of a *system* of lifelong learning, and a system actor
- Set the stage for summer work across the three working committees:
 - Lifelong Learning
 - Programmatic Aspects
 - Institutional Partners
- Share insights and discussion with leading digital learning providers, to inform the Commission's further work

LEARNER POPULATION OF INTEREST

WORKING STATUS

- Worker in job with opportunity pathway
- Worker in job with limited/no opportunity pathway

AGE

- Adult
- Older end of “opportunity youth” population

ATTAINMENT

- Some college, no degree
- No college

EMPLOYMENT SECTORS OF INTEREST

- Health Care
- Manufacturing
- Information Technology (broadly applied across industries)
- Aligned with Skills Cabinet priorities
- Informed by regional planning process

Conceptual model for lifelong learning



FUNCTIONS OF A LIFELONG LEARNING SYSTEM/ SYSTEM ACTOR

CONNECTOR

- Employers and education and training providers
- K-12, higher ed systems
- Financial resources – for learners and system players

ENABLER

- Provide information, coaching, advice to learners
- Connect learners to important support resources
- Ensure that all populations are served by market

TRANSLATOR

- Foster common taxonomy of skills, competencies, credentials
- Identify and address policy/regulatory barriers
- Gather info on market intelligence, program quality, outcomes – for sector and for public

WORKING COMMITTEES

LIFELONG LEARNING

- The WHAT and WHY committee
- Builds on system vision in white paper

PROGRAMMATIC ASPECTS

- The HOW committee
- Builds on conceptual model
 - Online, competency-based
 - Experiential, soft skills
 - Coaching, supports

INSTITUTIONAL PARTNERS

- The WHO committee
- Determines how players could fit into the delivery:
 - Companies
 - Higher education players
 - Workforce system players

WORKING COMMITTEES: NEXT STEPS

NOW

- Rank-order your committee preferences
- Indicate if you'd like to chair a committee

JULY

- Kick-off calls in early July
- July 31:
 - 10-noon: Lifelong Learning
 - Noon-2: Programmatic Aspects
 - 2-4: Institutional Partners

AUGUST

- Mid-summer check-in
- August 28:
 - 10 – noon: Lifelong Learning
 - Noon – 2: Programmatic Aspects
 - 2-4: Institutional Partners
- Prepare deliverable for Sept 25th meeting⁹

DIGITAL LEARNING PRESENTATIONS

- UMassOnline and edX: Remain here
- Western Governors University and Duet: 5th floor conference room

THE COMMISSION ON DIGITAL INNOVATION AND LIFELONG LEARNING



PRESENTED BY:

Don Kilburn
Todd Hitchcock



UMASSOnline

University of Massachusetts

JUNE 2018

①

The Online Student

②

Motivations

③

Workforce Designed Programs

④

Wrap Around Services



1. The Online Student

Average Age is **28**

65 % are Female

Majority **Work Full Time**

Average Family Income is **\$55 K**

80% UG Online Students Have Earned 1-2 Years of
College Credit

Source: 2018 Online College Students Comprehensive Data on Demands and Preferences



Source: EAB



2. Motivations



Career Advancement



Price



Time To Degree



Flexibility



Availability



Source: 2018 Online College Students Comprehensive Data on Demands and Preferences



3. *Workforce Designed Programs*

Traditional Focus

Workforce Focused

Full-Time, residential



Part-time, low residence

Thesis



Project or work experience

Path to PhD



Pathway to employment

Designed around faculty research interests



Designed around employer hiring interests

Taught exclusively by tenure-stream faculty



Taught by tenure- stream faculty and adjuncts

Younger students with less work experience

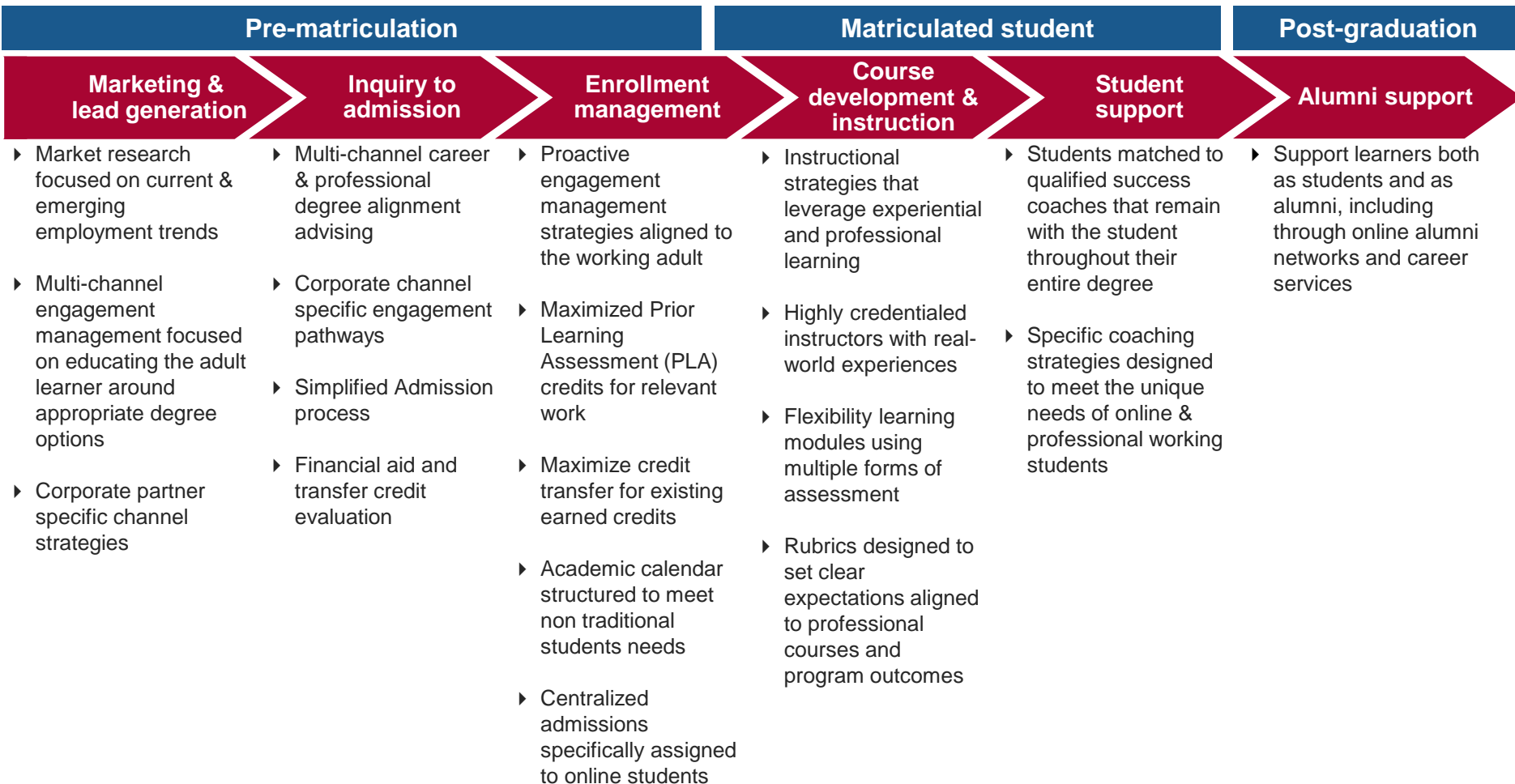


Often older students with work experience



4. Wrap Around Services

Online Education Value Chain for Working Adults



Centralized Service model to insure **Continuity in Experience** / **Speed to Enrollment** / **Coaching & Advising** through to completion

Source: EY Parthenon



Discussion

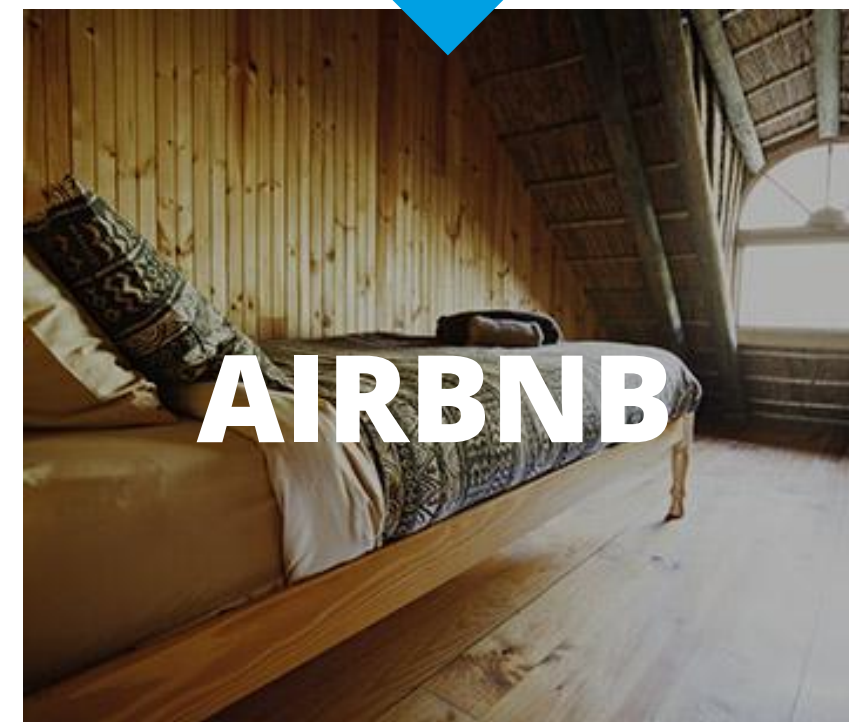
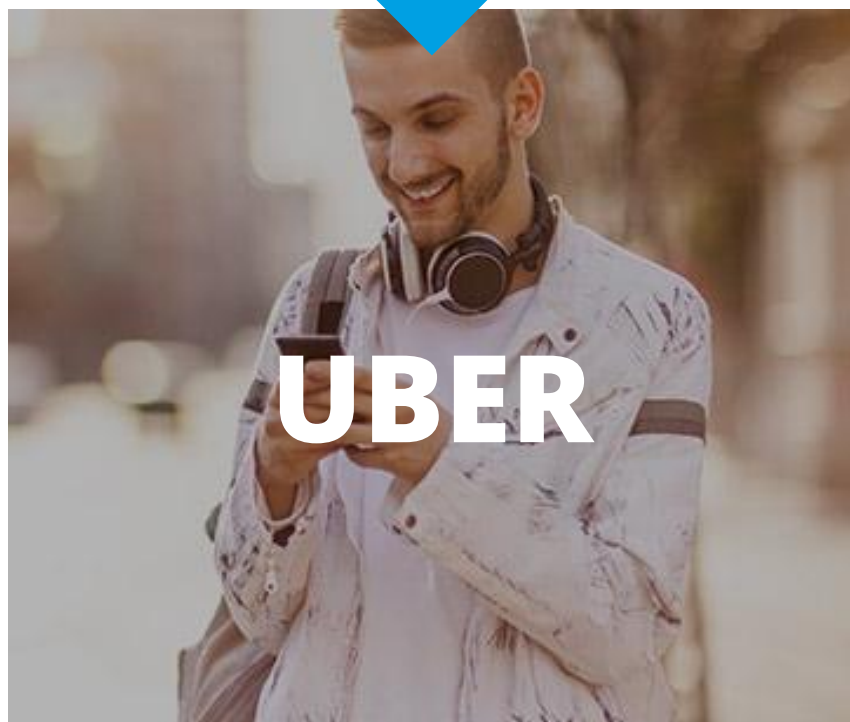
Reimagining College for the Future of Work

Anant Agarwal
CEO, edX.org
Professor, MIT





2030



edX.org – A non-profit reimagining the future of college and work

The screenshot displays the edX.org homepage. At the top, a navigation bar includes the edX logo and the text "Free online courses". The main header features a large image of a woman using a laptop, with the text "Best Courses. Top Institutions. Learn anytime, anywhere." and a "Find Courses" button. To the right, a blue banner promotes "New MicroMasters Programs to Advance Your Career" with a "See MicroMasters Programs" button. Below the header, a row of institutional logos is shown: MIT, Harvard University, Berkeley, The University of Texas System, University System of Maryland, and The University of Queensland Australia. The main content area is titled "edX Programs Starting Soon" and includes a "View All Programs" button. Four program cards are displayed: ColumbiaX (Artificial Intelligence), MITx (Supply Chain), GTx (Analytics), and BerkeleyX (How to Write an Essay). Each card includes a "Current" status and a MicroMasters logo.

edX | Free online courses

https://www.edx.org

Best Courses. Top Institutions. Learn anytime, anywhere.

Find Courses

New MicroMasters Programs to Advance Your Career

See MicroMasters Programs

MIT Massachusetts Institute of Technology

HARVARD UNIVERSITY

Berkeley UNIVERSITY OF CALIFORNIA

THE UNIVERSITY OF TEXAS SYSTEM

UNIVERSITY SYSTEM OF MARYLAND

THE UNIVERSITY OF QUEENSLAND AUSTRALIA

edX Programs Starting Soon

View All Programs

ColumbiaX
Earn a MicroMasters in Artificial Intelligence from Columbia Universi...

MITx
Earn a MicroMasters credential from MIT's #1 ranked Supply Chain...

GTx
Analytics: Essential Tools and Methods
Learn fundamental, in-demand analytics skills to maximize busine...

BerkeleyX
How to Write an Essay

Current

Current

Current

Current Self-Paced

Expand access to *quality* education

Improve education quality

Research on learning

Reach of the edX Platform



17 Million
Global learners



2000
Courses



140
Global
partners



60 Million
Course
enrollments



25,000
Number of
credit
eligible
learners

Spanish platform reach 2M





A 21st Century Approach to College

MicroMasters™



GTx

Analytics: Essential Tools and Methods

Learn fundamental, in-demand analytics skills to maximize busine...

Current



Faster

25 – 50% of a Master's degree

Career-Focused

Endorsed by employers as career-focused credential

Flexible

Fully online and open admissions

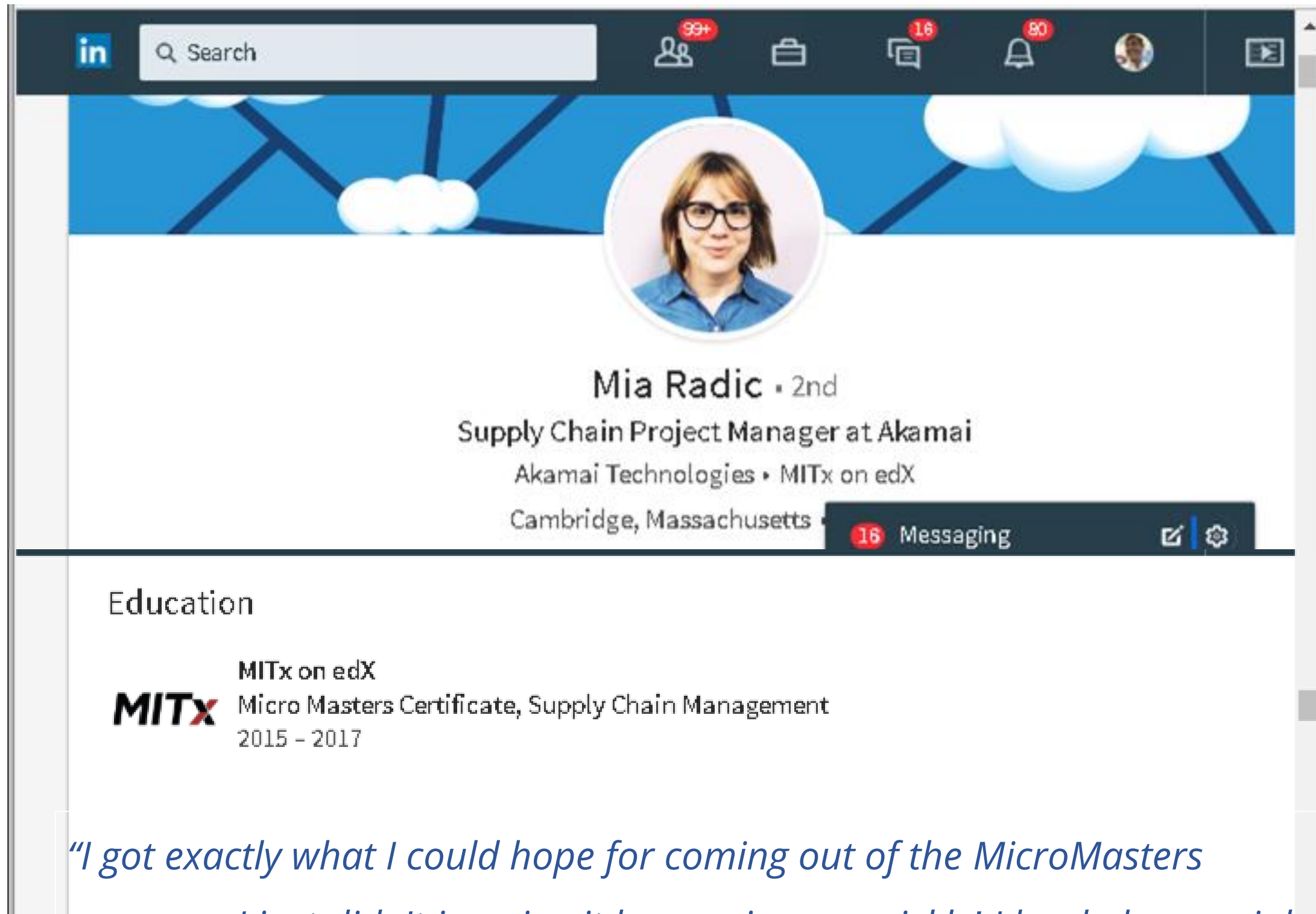
Affordable

~\$1,000 for a MicroMasters credential

Pathway to Credit

Credit is exchange currency





"I got exactly what I could hope for coming out of the MicroMasters program, I just didn't imagine it happening so quickly! I landed a new job, with a pay increase, title bump, and increased responsibilities. "



Reskilling for the Future of Work

Tech Mahindra ties up with edX.org to reskill 117,000 employees

By [Megha Mandavia](#), ET Bureau | Updated: Jan 09, 2018, 04.13 PM IST



1
Comments

A+



The company said reskilling empowers Tech Mahindra associates with much needed learning opportunities to enhance their careers and stay relevant in the Digital Age.

MUMBAI: [Tech Mahindra](#) BSE -1.19 % said it partnered with [edX.org](#), an open-source learning destination founded by Harvard and [MIT](#), to reskill its 117 thousand employees in India and across the globe, enabling their development and growth in areas like IoT, [Cyber security](#), virtual reality, machine learning, big data and analytics.

Tech Mahindra has worked out special schemes for its employees where they can self- fund the certifications at discounted rates to be reimbursed on successful completion of the course.



43%

Career
Advancement

47%

Posted on
LinkedIn

45%

Included on
Resume

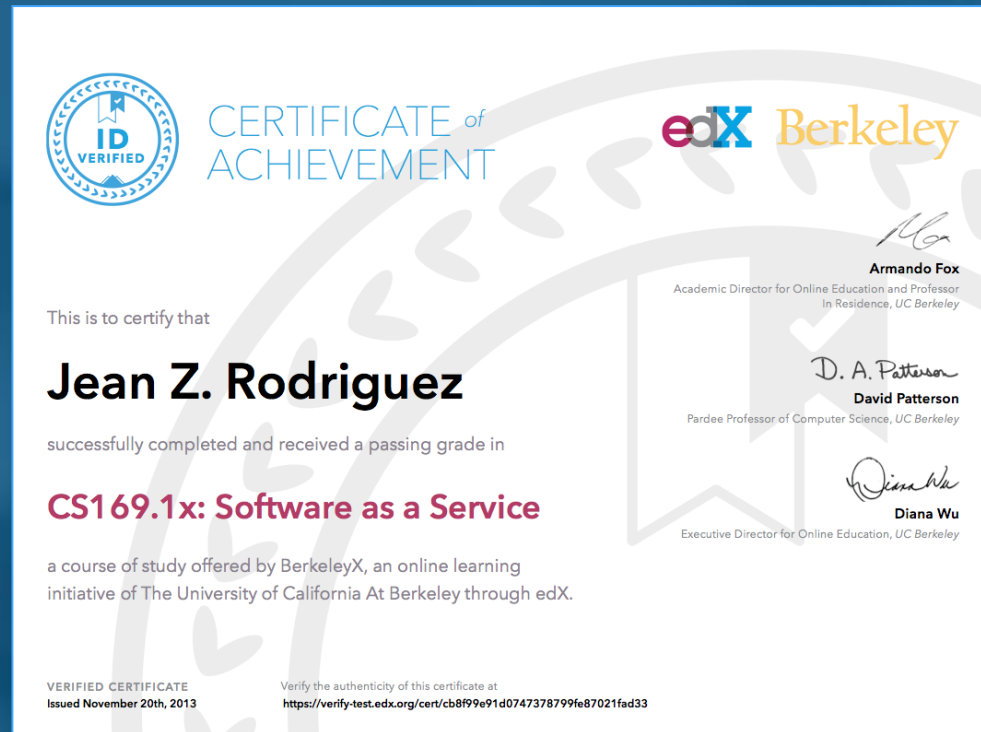
29%

Want courses to
count for credit

December 18, 2016



The MicroBachelors Program



Faster

Small fraction of a Bachelor's degree

Career-Focused

Endorsed by employers as career-focused credential

Flexible

Fully online and open admissions

Affordable

Substantially lower than Bachelor's

Pathway to Credit at Colleges

Credit is exchange currency

Learner Support

Community college and support partnerships





with



Online Stacked Master's Degree in Analytics

Top 10-ranked program under \$10K



MicroMasters in Analytics

Stacked, online
Master's degree
on edX

Microbachelors will also stack,
ultimately to full Bachelor's



ITU University/Pakistan incorporates edX/UCSD Data Science MicroMasters in ITU Master's degree program



MICROMASTERS PROGRAM

UC San DiegoX
Data Science

Gain the critical skills needed to become a data scientist, rated one...

Current



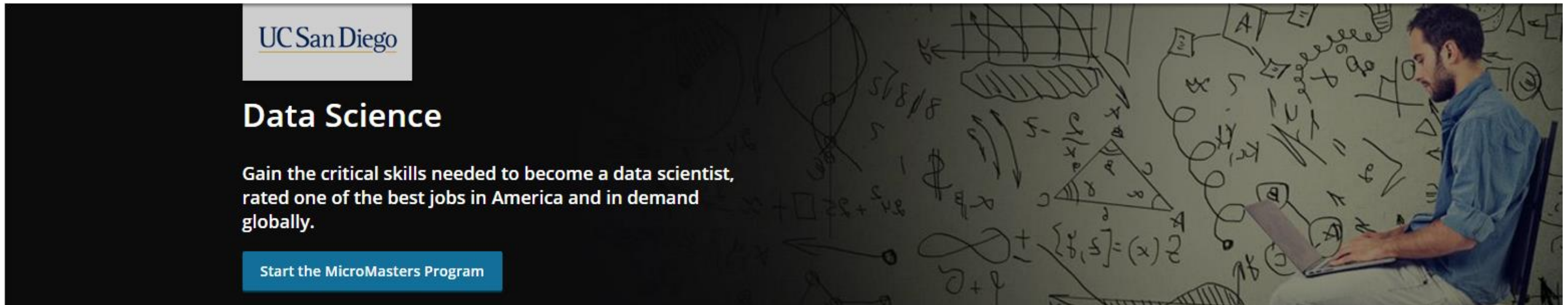
MicroBachelors will be also embedded by community colleges and other universities*

*Pilot
announcing
soon



MicroBachelors is Standalone Credential or Pathway to College for No-College or Some-College Learners

e.g., UCSD Data Science MicroMasters

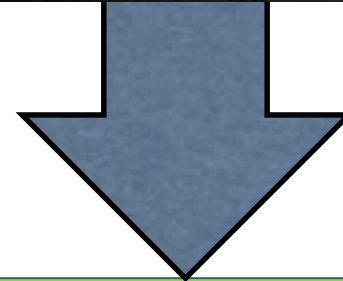
A banner for the UC San Diego Data Science MicroMasters Program. It features the UC San Diego logo in the top left. The text "Data Science" is prominently displayed. Below it, a paragraph states: "Gain the critical skills needed to become a data scientist, rated one of the best jobs in America and in demand globally." At the bottom left, there is a blue button that says "Start the MicroMasters Program". The background of the banner shows a man sitting at a desk with a laptop, looking at a chalkboard filled with mathematical equations and diagrams.

UC San Diego

Data Science

Gain the critical skills needed to become a data scientist, rated one of the best jobs in America and in demand globally.

Start the MicroMasters Program



Curtin University

Master of Predictive Analytics Degree



Western Governors University

Innovation to reinvigorate the promise of higher education

Western Governors University (WGU)

**Founded by
19 Governors
in 1997**

- Accredited, nonprofit, online, and competency-based
- Designed for working adults who need to complete a degree
- Self-sustaining on affordable, flat-rate tuition of about \$6,500 per year
- More than 98,000 students and 114,000 graduates nationwide
- 459 active students and 704 graduates in Massachusetts today

Programs with Purpose in High-Demand Fields



Including licensure and
administration
(NCATE- accredited)



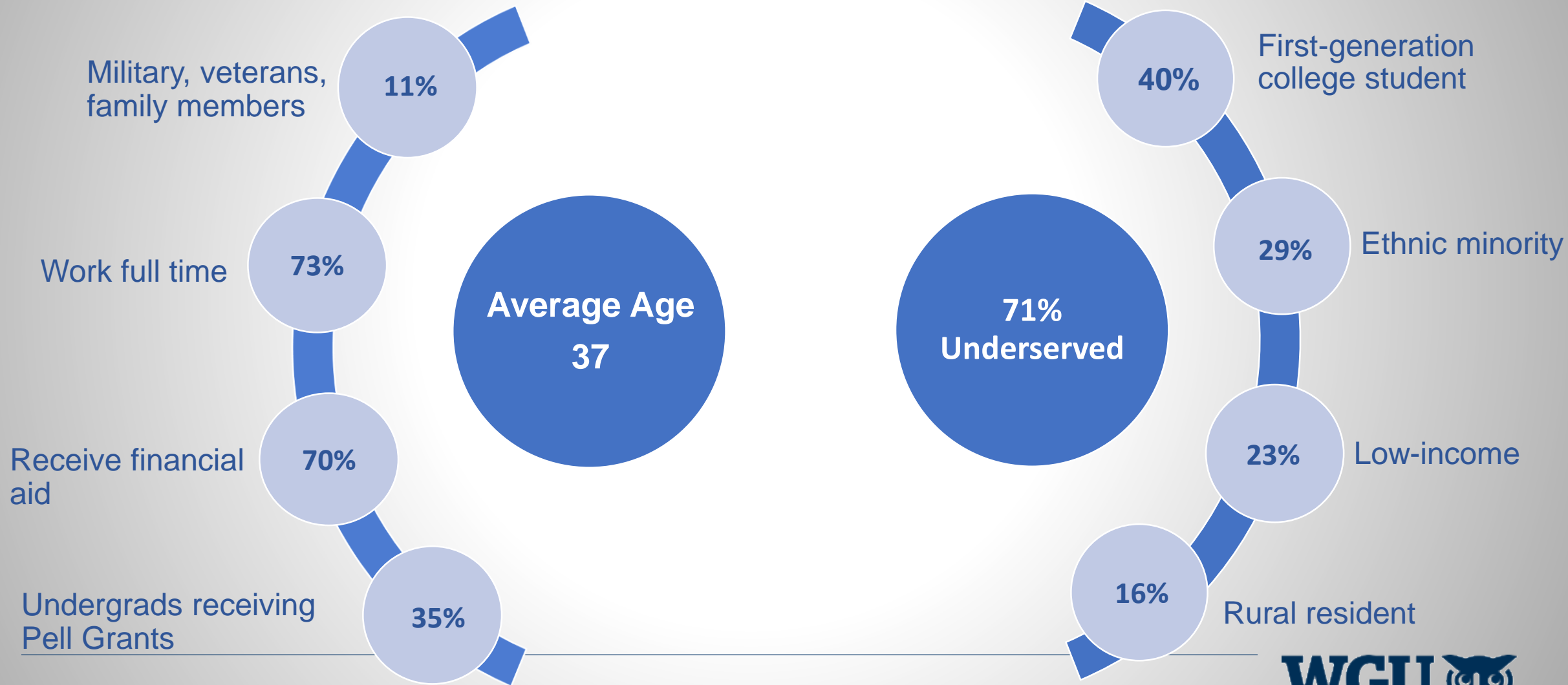
(Including nursing)
(CCNE-accredited)



ACBSP-accredited

Curriculum for all 60 programs developed in collaboration
with employers and industry experts

WGU Student Profile



State Affiliate Enrollment Growth

WGU Indiana

5,572 graduates

Enrollment
at Launch
250

2004%
growth

Current
Enrollment
5,261

WGU Washington

10,311 graduates

Enrollment
at Launch
1,000

983%
growth

Current
Enrollment
10,832

WGU Texas

7,869 graduates

Enrollment
at Launch
1,800

444%
growth

Current
Enrollment
9,783

WGU Missouri

1,855 graduates

Enrollment
at Launch
450

487%
growth

Current
Enrollment
2,643

WGU Tennessee

2,525 graduates

Enrollment
at Launch
700

420%
growth

Current
Enrollment
3,641

WGU Nevada

2,113 graduates

Enrollment
at Launch
900

207%
growth

Current
Enrollment
2,759

WGU North Carolina

2,113 graduates

Enrollment
at Launch
1,110

30%
growth

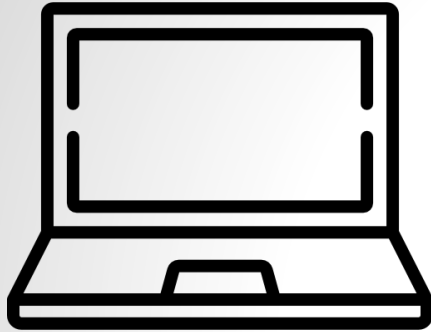
Current
Enrollment
1,429



Innovative, Proven Learning Model

Technology supporting today's student

Designed for Working Adults



Technology-enabled

- All online
- Programs; not individual courses
- Student-centered, data driven



Competency-based

- Holds learning constant, lets time vary
- Programs developed in collaboration with employers
- Students advance when they demonstrate mastery of competencies
- Regular, individualized faculty support

Faculty at WGU – Specialization

Program Mentors

- Degree program guidance from enrollment to graduation
- Regular interaction and instruction
- Master's degree and relevant career experience

Course Instructors

- Subject matter experts with terminal degrees
- Instruction, discussion, webinars, tutoring while student is engaged in course

Evaluators

- Experts grading / evaluating students performance

Curriculum and Assessment Developers

- Selection and development of course materials and assessments



Proven to work

Real data and outstanding outcomes

The WGU Model Works



Average time to
bachelor's degree



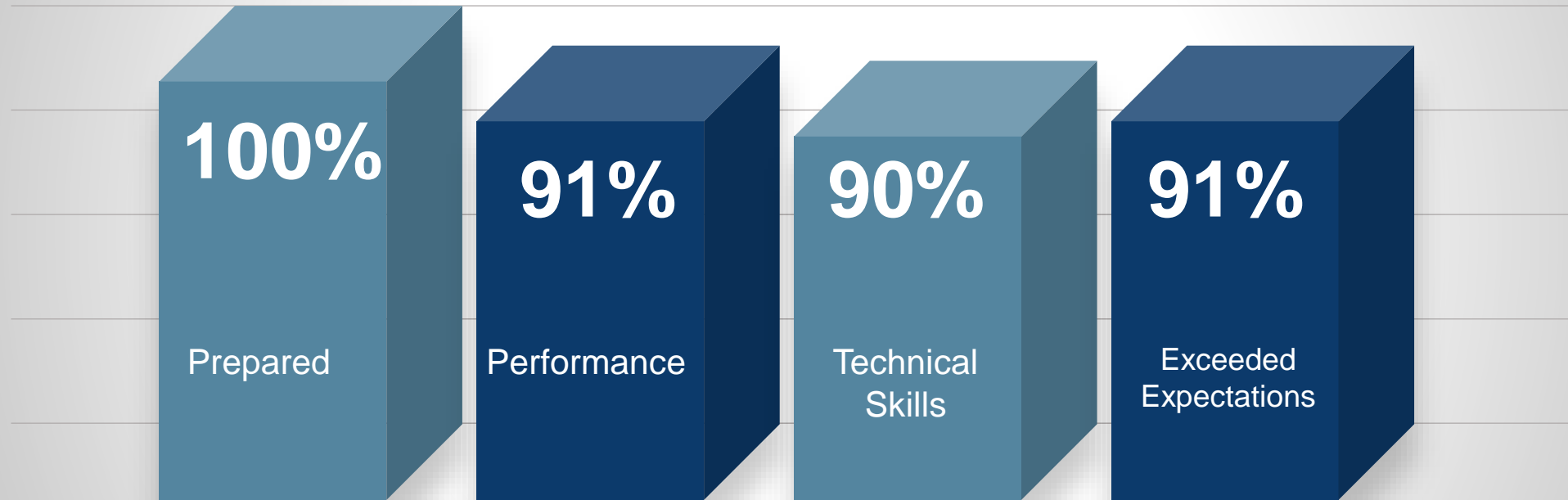
One-year
retention rate of
78% is higher
than public
Institutions (74%)



Debt at graduation
less than half the
national average

Value for Graduates and Employers

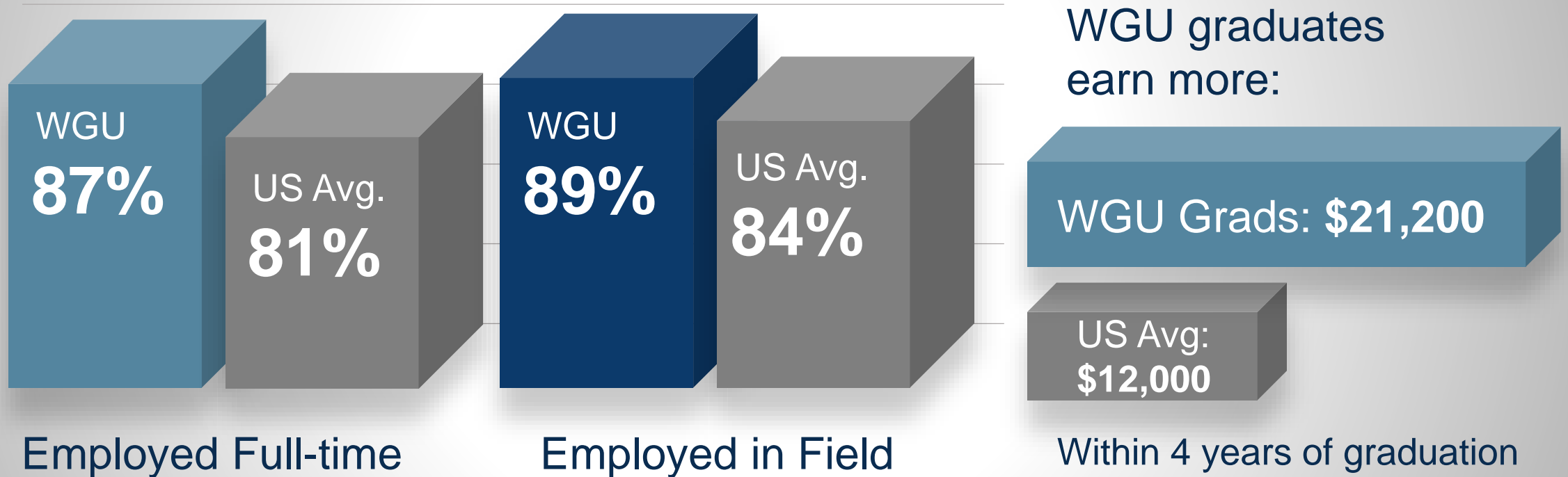
Employers are highly satisfied...



...and 97% would hire again.

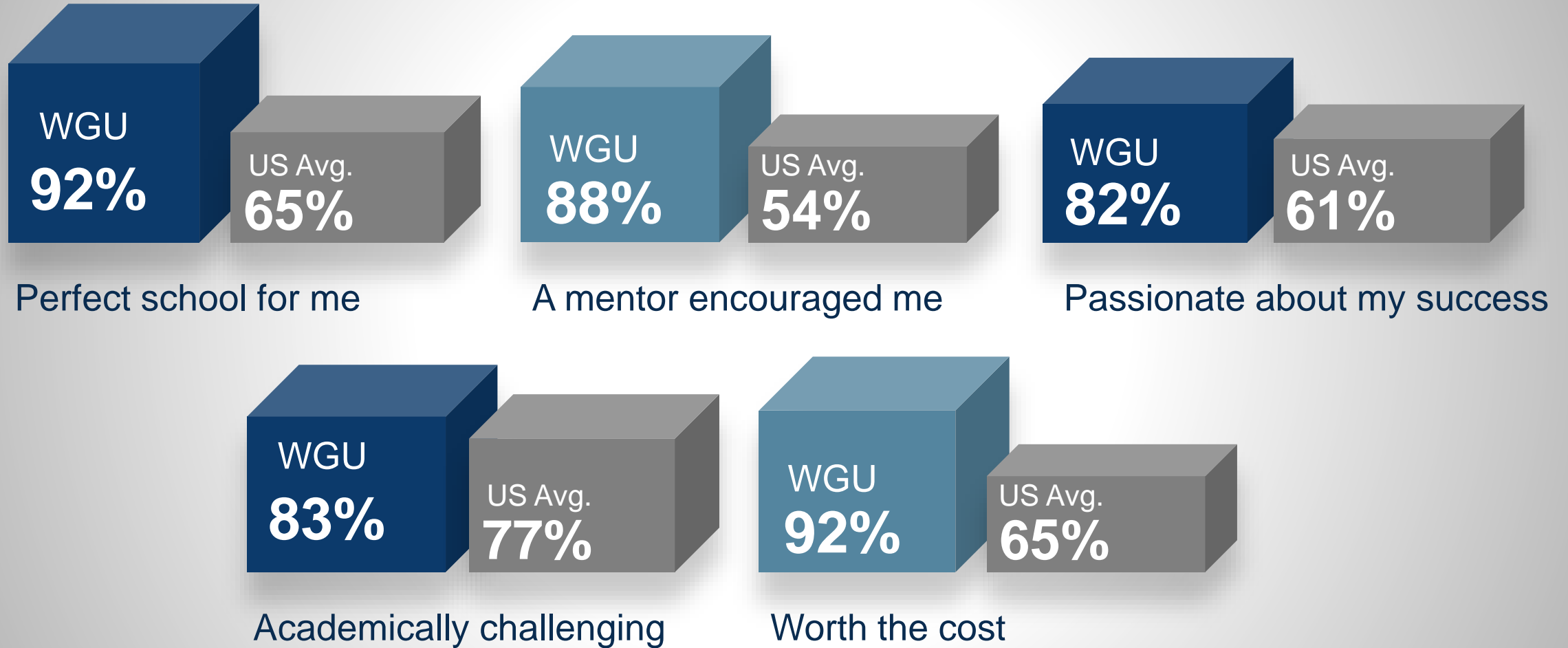
Value for Graduates and Employers

WGU graduates find the jobs they seek.



¹As good or better than other grads
Source: Harris Poll Online

Great Jobs, Great Lives



Source: Gallup

Questions?



Who is Duet?

Duet is a non-profit that partners with Southern New Hampshire University (SNHU) to help students in Greater Boston earn **Associate and Bachelor's degrees** and **career track jobs**. Our support is flexible and built for working adults. Officially launched three years ago after 18 months of pilot work.

Who is Southern New Hampshire University?

SNHU is a private, accredited, liberal arts college that is 100 years old and has a campus in Manchester, New Hampshire. Duet partners specifically with SNHU's College for America program which is built for working adults.

Our Value Proposition to Students

Low Cost

- ✓tuition and fees, paid by time enrolled not by credit

Low Opportunity Cost (i.e., no lost wages)

- ✓students can still work full-time while still enrolled full-time

Opportunity to earn degree in “100% Time” or less

- ✓flexibility plus coaching and support can mean faster time to degree and access earlier in life to better, high-paying jobs.

How does the partnership work?



- Accredited Associate and Bachelor's degree programs Through their College for America platform
- An online and project-based curriculum
- Low cost and high flexibility, monthly enrollment
- Timely reviews of your work and constructive feedback
- Can be highly leveraged through coaching in a way that on-campus college can not



- A personal coach for support & motivation (think "personal trainer for your education")
- Personalized career coaching
- Study space at our downtown Boston campus, open nights and weekends
- Drop-in locations with a coach around Greater Boston
- Simple but vital supports so students can focus
 - Lunch and Dinner 7 Days a Week
 - Childcare every weekend
 - Transportation support if needed
 - Computer and Wi-Fi Access

SNHU Degrees offered



Associate of Arts

General Studies

- Specialization: Business
- Specialization: Transforming the Customer Experience

Healthcare Management

Bachelor of Arts

Communications

- Specialization: Business
- Specialization: Healthcare Management

Healthcare Management

- Specialization: Global Perspectives
- Specialization: Communications

Management

- Specialization: Public Administration
- Specialization: Logistics and Operations
- Specialization: Insurance Services

Cost of program

Duet is designed to be affordable

2018-2019 school year

- ✓ \$3,250 per semester (\$1,500 SNHU tuition, \$1,750 Duet Fee)
- ✓ \$6,500 per year
- ✓ Includes all costs – no additional books to purchase, fees to pay, etc.
- ✓ Students pay by semester (6 month period) and are able complete as much of their degree as possible each semester
- ✓ Students are able to use federal financial aid as determined by the FAFSA process

Who Does Duet Serve?

- ✓ Instead of using GPA and SAT scores each student gets a free trial month to determine if the program is a good fit (free time + academic ability + ability to work in free time)
- ✓ Students learn about us via word of mouth or partner org. (e.g., Year Up)
- ✓ Almost all students work (ranging from part-time at mall to Cambridge Associates)
- ✓ More than 70% of students have tried college at least once before enrolling

Who Does Duet Serve?

- ✓ Represent more than 41 cities and towns in MA, New Hampshire, and RI
- ✓ Average age: 24.6 (range 18 to 52)
- ✓ Gender: 57% female, 43 % male
- ✓ Race and ethnicity:
 - ✓ 49% Black
 - ✓ 31% Latino
 - ✓ 9% White
 - ✓ 6% Choose not to indicate
 - ✓ 2% Asian
 - ✓ 1% Pacific Islander

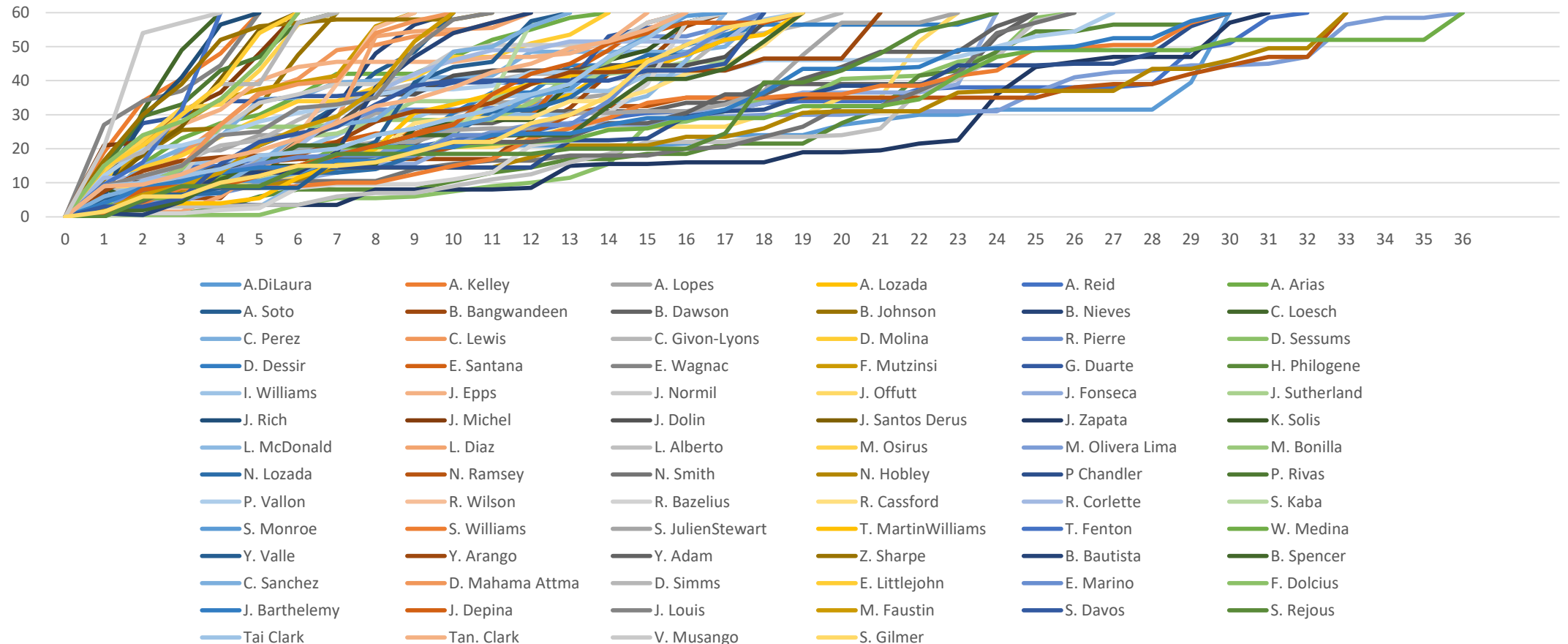
Early Degree Outcomes

Out of 463 Students Ever Served (including pilot cohorts)

- ✓ 86 AA Degrees Conferred
 - ✓ 69 in under 2 years, Avg. time to completion 17 Months
- ✓ 4 BA degrees Conferred
- ✓ 250 students currently enrolled (34 in BA)
- ✓ 131 not currently enrolled

Flexibility....many paths to the same degree without lowering expectations

SNHU AA Alums, Paths to Completion (as of 6.11.18)



Career Program

Working in college is an opportunity, not a liability.

- ✓ Helping students climb the ABC jobs ladder and build a resume while enrolled with SNHU (from A job, to Better job, to Career job)
- ✓ Providing Information, Access and Advice in the context of finding and keeping and excelling in actual jobs
 - ✓ Identifying potential employers and available opportunities
 - ✓ Navigating and preparing for sometimes convoluted application processes
 - ✓ Best leveraging previous work experience during application process
 - ✓ Preparing for “first week” of employment
 - ✓ Navigating difficult situations when on the job

Early Career Outcomes

Goals: AA alums are making \$36K or in BA
BA Alums are making \$40K or in Advanced Program

- ✓ 85 AA Alumni
 - ✓ 32 Making \$36k+
 - ✓ 29 Enrolled in BA (10 more planning to do so this fall)
- ✓ 79 Duet Students Have Earned Jobs After Working with Career Team
- ✓ Average salary pre-support is approx. \$22K, post support is approx. \$37K

Looking Ahead/Big Questions



- ✓ Setting out to serve 600 students per year by 2022.
- ✓ Would consider opportunities to grow faster and/or larger if we can prove to ourselves we'll do right by the people we serve.
- ✓ As we grow, do we expand who we serve?
- ✓ How far from Greater Boston will we go to serve students?
- ✓ How do we separate what we offer in the marketplace?

