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8 STEPS FOR GROWING AND SUSTAINING ONLINE PROGRAMS

Luke Dowden | Univ. of Louisiana at Lafayette | luke.dowden@louisiana.edu

ACADEMIC IMPRESSIONS

LEARNING OUTCOME

After participating...

...you will be able to build a framework for growing and sustaining your online programs

... you will have examples of how to use the workbook for your specific institutional planning activities

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AGENDA

THE 8 STEPS

1. Strategic plan and operations
2. Resource acquisition and sharing
3. Faculty professional development
4. Program selection and blend
5. Formative and longitudinal assessment
6. Accreditation and state authorization
7. Scalable and reliable technology
8. Marketing

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1. STRATEGIC PLAN AND OPERATIONS

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SECTION OVERVIEW

- Align to Your Institution's Strategic Plan
- Create/Renovate Unit Vision / Plan
- Share Governance
- Gain Access to Decision Makers
- Operationalize Your Vision

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IMPORTANCE OF LINK TO YOUR INSTITUTION'S STRATEGIC PLAN

Relevance

Connection

Direction

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**CREATE/RENOVATE
UNIT VISION**

- Connects to the Strategic Plan
- Answers what will be done by whom and when
- Provides a Quality pronouncement
- Informed by research and a possible reality
- Becomes a self-fulfilling prophecy

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📊 POLL

Is online learning a part of your University's strategic plan?

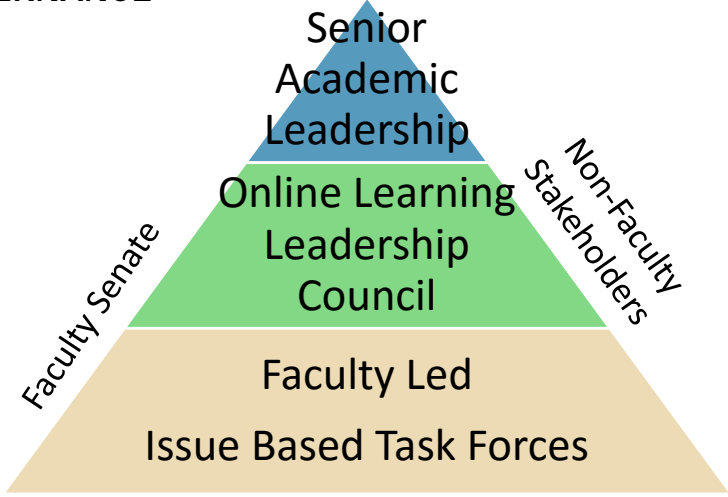**If you answered yes, share the importance of that reality in the chat.**

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POLL

Have you revisited your department/unit vision lately?

If you answered yes, what did you discover? Did it require revision?

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SHARE GOVERNANCE

Senior Academic Leadership

Online Learning Leadership Council

Faculty Led

Issue Based Task Forces

Faculty Senate

Non-Faculty Stakeholders

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GAIN ACCESS TO DECISION MAKERS

Who are the Decision Makers?

- Where are you positioned in the organization?
- To whom do you report?
- Who can help you acquire resources?

What is your engagement strategy?

- Monthly / Quarterly Meetings
- Electronic Updates (Written/Video)
- Special Events

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OPERATIONALIZE THE VISION

- Create and Implement Policy (Ongoing)
- Identify and Develop Needed Support Services (Students & Faculty)
- Develop Products (CEUs, Certificates, Programs)
- Assess and Evaluate the products you deliver
- Make Strategic Improvements

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What are your aspirations and expectations for your online learning initiative?

See page 2 of your workbook

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2. RESOURCE ACQUISITION AND SHARING

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KEY POINTS

- Nurture the Growing Enterprise
- Grow to Scale
- Hire Right
- Share Revenue
- Acquire Capital to Scale

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NURTURE THE GROWING ENTERPRISE

- Be a good steward of what is initially given to you
- Inform decision makers:
  - Report your successes
  - Report human interest stories
  - Report timely information often
  - Report your challenges
- Gain fans, Earn enemies, Stay focused on the vision

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GROW TO SCALE

- Project future needs
- Use data to support projections
- Advocate for infrastructure investments
- Be patient!
- Be persistent!
- Ask for help from decision makers
- Say Thank You!

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HIRE RIGHT

- Personnel - #1 Cost and Request
- Hiring **right** means identifying
  - Qualified candidates
  - Competent candidates
  - Team-oriented candidates
- Hiring **wrong** means
  - Losing momentum on projects
  - Wasting time on employment management vs. empowerment
  - Diminishing the culture you want to build

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RESOURCE

The Gauntlet

- Follow Instructions
- Have qualifications
- Existing Staff Review

Application

Phone Interview

- Check Interpersonal Skills
- Verify knowledge and skills

- Respond to real-life situation
- Measure problem solving and creativity

Scenario

F2F Interview

- Check what you believe to be true about candidate
- Have peers participate and select your candidate

RESOURCE

Share Revenue

Gross Revenue of Premium Priced Programs

% to Offering Department

% to Student Support Services

% to Library and Instructional Resources

% to Faculty Professional Development

% to the Academic Affairs

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ACQUIRE CAPITAL TO SCALE

Make Your Business Case

- Establish Quantitative Goals (e.g. Enrollment)
- Create Pro Forma to project
  - Instructional Costs
  - Support Staff Costs including staff needed in other departments
  - Marketing Costs
  - Student Acquisition and Retention Costs
  - Technology
- Revise Pro Forma until DMs are satisfied!

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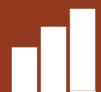
POLL

What level of skepticism (and from whom) are you dealing with? How?

See pages 3-4 of your workbook to further examine your institutional context.

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3. FACULTY PROFESSIONAL DEVELOPMENT

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KEY POINTS

- Value Proposition for Faculty
- Principles of a Strong Program
- Pathways for Different Levels of Experience
- Ongoing Efforts Beyond Initial Training

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THE VALUE PROPOSITION

- **Maxim:** *"Put faculty in the best position to be successful."*
- Our approach:
  - Provide professional development to faculty at no cost
  - Involve Department Heads in Approval
  - Create internal certification with prestige assigned by completers
  - Award digital credentials

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FACULTY PROFESSIONAL DEVELOPMENT PRINCIPLES

Authentic Experiences

Teach them how they will teach. Power of being an online student.

Common Standards

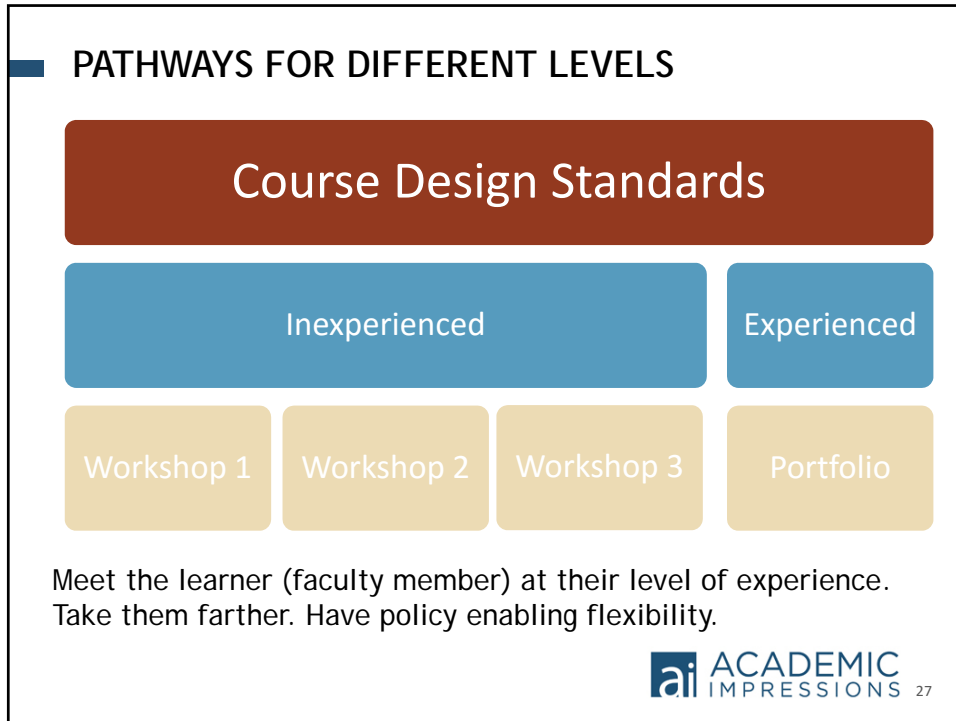Adopt or Create Common Standards (ex. QM)

Assess & Improve

Assess every interaction with faculty and purposefully improve.

Ongoing Engagement

Engage practitioners beyond initial training. Share what is new!

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PATHWAYS FOR DIFFERENT LEVELS

Course Design Standards

Inexperienced	Experienced
Workshop 1	Workshop 2	Workshop 3	Portfolio

Meet the learner (faculty member) at their level of experience.
Take them farther. Have policy enabling flexibility.

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ONGOING EFFORTS

Guest Blogs

Presenters at Events

Specialized Workshops

Keep Faculty Engaged

Mentoring

Access to Different Training Opportunities

Conferences (Virtual and f2f)

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CHAT

What faculty development efforts are in place? What needs to be built?

See pages 6- 7 of your workbook to further examine your institutional context

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4. PROGRAM SELECTION AND BLEND

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POLL

Which description best explains your current approach to program selection?

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KEY QUESTIONS

- Do you understand your market?
- Do you know your market with 100-mile radius?
- Do you know the geographic reach of your brand recognition?
- What is your program selection and growth strategy?
- Do you plan to partner with an external company? If so, how will you evaluate them?
- Do you have mandated program growth or enrollment goals to achieve?

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TIME FOR MARKET RESEARCH

- Enables Data Driven Decisions on Program Development and Investments
- FREE market data alerts you to potential students
- Professional market research confirms program development directions and investments
- Sustainable research helps you remain focused on the population you are serving

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BENEFITS AND CHALLENGES – OUTSOURCING

- Benefits:
  - Firms with primary mission to conduct market research on online learners
  - Outside source without agenda internal to the institution
  - Concise, comprehensive with action steps
- Challenges:
  - Selection criteria
  - Purchasing regulations
  - Cost

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SUSTAINABLE MARKET RESEARCH

Survey Current Students, Stop Outs, and Graduates
Data Mine Information in Current Student Database

- Create a timed cycle to learn from these important groups
- Profile the characteristics of your students (Amazon, Coursera)
- Use the information learned to
  - adjust program delivery
  - make shifts to provide better customer service
  - Keep current customers, reclaim former ones,
  - Sell new products

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🔍 RESOURCE

Georgetown University
Center for Education and the Workforce

The Georgetown University Center on Education and the Workforce is an independent, nonprofit research and policy institute affiliated with the Georgetown McCourt School of Public Policy that studies the link between education, career qualifications, and workforce demands.

http://cew.georgetown.edu/

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5. FORMATIVE AND LONGITUDINAL ASSESSMENT

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## MEASURABLE OUTCOMES – KEY QUESTIONS

- How do you know if and when you are successful?
- What metrics are you using to measure your unit's success?
- Have you created an environment to allow new metrics to emerge?

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ASSESS ON MULTIPLE LEVELS

1. Program Performance –
   – Level 1 – Institutional Program
   – Level 2 – Degree Program

2. Course Success –
   – Are students successful in online courses?
   – Are the programs' courses sequenced for success?

3. Defined Module Objectives –
   – Is it clear what students should learn and when?

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DEFINED OUTCOMES

Program Level → Course Level → Unit / Module Level → Lesson Level
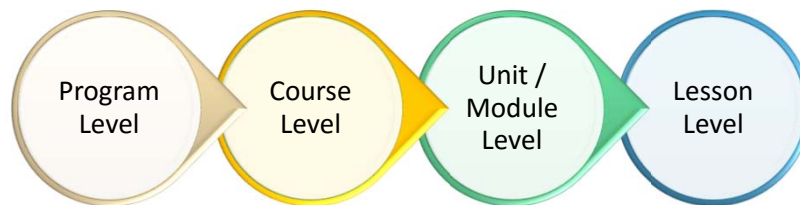
- Do program level outcomes explain what the program completer can do?
- Are those program level outcomes connected in courses, the modules in courses, and in lessons?

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COURSE SUCCESS

- Apply Common Standards (QM)
- Track course offerings
- Conduct Success studies using institutional benchmarks
  - Ex. % DF Rate or % W Rate
- Make adjustments based on success studies
- Establish Course Peer Review Cycles and Teams
  - Offer small stipend for course reviewers and peers to review them

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PROGRAM PERFORMANCE

Level 1 – Institutional Program

- If you are not self-sustaining, what value are your adding?

- If you are self-sustaining, covering expenses is not enough. What value are you adding?

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PROGRAM PERFORMANCE

Level 1 – Institutional Program

- Use external evaluation tools
- Use accreditation standards
- Report results
- Show improvement plans
- Link improvement to resources needs
- Provide timeline for implementation
- Ask for help

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PROGRAM PERFORMANCE

Level 2 – Degree Program

- How are you tracking graduates? Their opinions post graduation?
- Do you know your initial job placement rates for your programs?
- Do you have planned outcomes for graduates?
- How do your completion rates compare to those of like programs statewide, regionally, or nationwide?

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RESOURCE

Online Learning Consortium
Quality Scorecard

The OLC Quality Scorecard for Online Programs (QSC) is an easy-to-use process for measuring and quantifying elements of quality within online programs in higher education.

http://onlinelearningconsortium.org/quality-scorecard

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6. ACCREDITATION AND STATE AUTHORIZATION

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KEY POINTS

- Don't Wait to Act
- Be Transparent

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DON'T WAIT TO ACT ON ACCREDITATION ISSUES

- Connect with your institution's accreditation officer
- Locate standards for delivery of distance / online learning from your regional accreditor.
- Create a matrix to show the institutional response to standards in policy or practice.
  - Matrix may reveal gaps
  - Convene a task force to study and recommend solutions to gaps

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RESOURCE

Middle States Commission on Higher Education

Interregional Guidelines for Evaluation of Distance Learning

http://www.msche.org/publications/Guidelines-for-the-Evaluation-of-Distance-Education-Programs.pdf

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BE TRANSPARENT ON MEETING STANDARDS

- Document your process for how you decided to meet a standard
- Archive process improvement documents
- Share changes broadly and on your institution's web site
- Use annual reporting system to document within your organization's institutional effectiveness system
- Invite regional accreditor to critique you ahead of formal review

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**DON'T WAIT TO ACT ON
STATE AUTHORIZATION**

- Join SARA if your state is a member
- Create a system of identifying out-of-state students
- Hire staff to monitor and manage authorization requests
- Monitor policy developments in reciprocity through WCET, UPCEA, OLC, and SHEEO

SARA States & Institutions

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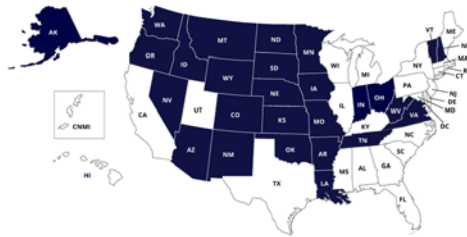
RESOURCE

*National Council for State
Authorization Reciprocity
Agreements*

http://nc-sara.org/

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What is the status of your state authorization efforts?

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7. SCALABLE AND RELIABLE TECHNOLOGY

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KEY POINTS

- Learning Management System – Questions to Consider
- Instructional Technology Outside LMS
- Impact of Mobile Learning

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POLL

What is the future of the Learning Management System?

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LEARNING MANAGEMENT SYSTEMS – QUESTIONS TO CONSIDER

- What are the metrics you use to measure your LMS?
  - Usability
  - Features
  - Responsive Design
  - Student Satisfaction
  - Faculty Satisfaction
- How will Google Education and Personalized Learning Environments affect the importance of an LMS?

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INSTRUCTIONAL TECHNOLOGY OUTSIDE THE LMS

Select Tools that Add Value such as Lecture Capture, Plagiarism Detection, Lesson Creation

- Install a Faculty Informed Process for Selection
- Consider student privacy and protection of data
- Produce Champion vs. Challenger Pilots of Top Choices
- Negotiate multi-year deals to save money
- Prepare for LMS "integration" not to work

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IMPACT OF MOBILE LEARNING

- How do you define mobile learning?
- Does your institution have a mLearning strategy?
- Do you know how many mobile learners you have on your campus?
- How are you preparing for mobile learners?
- Do you have responsive themes on your sites and with your tools?
- How is accessibility of disabled and non-disabled learners being considered?

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IMPACT OF MOBILE LEARNING

- Requires different set of Content Design Skills
  - Graphic Design
  - App Development
- Demands greater segmenting / chunking of content
- Necessitates systems for users to give immediate feedback and contribute to content development

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8. MARKETING

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💬 CHAT

How are you marketing your online programs? Are you spending money to specifically market programs?

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KEY POINTS

- Understand the Enrollment Funnel
- Develop Integrated Marketing Plans
- Create Curb Appeal
- Monitor Your Site Traffic
- Be Engaged
- Be Creating

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UNDERSTAND THE ENROLLMENT FUNNEL

Potential Learners
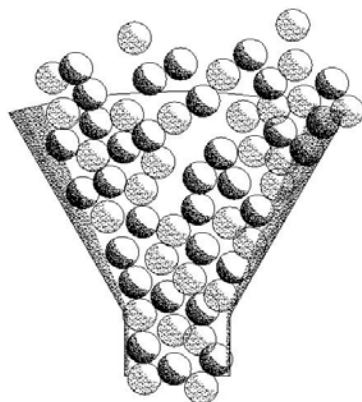
Stages of Engagement

Awareness Building
Inquiry
Applicant
Acceptance
Orientation
Enroll

Enrolled • Retained • Graduated

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TRACK YOUR SUCCESS METRICS

Potential Learners
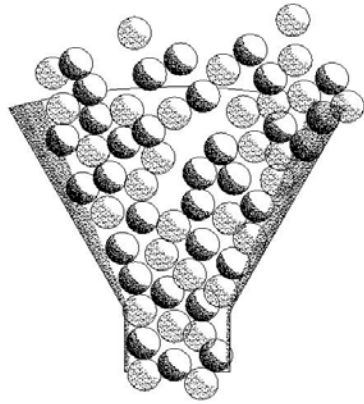
Enrolled • Retained • Graduated

# of Ads or Impressions

# of Inquiries

# of Applicants

 # Admitted/Accepted

 # Paid

 # Initial Enrolled

 # Successful in 1st 3 Courses

 # Retained

 # Completed

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DEVELOP INTEGRATED MARKETING PLANS

- Adult Learner-Focused Website
  - Single Entry Point
  - Integrated Analytics
- Internet Marketing Campaign
- Social Media Integration
- Content Creation
- Efficient Use of Traditional Marketing Strategies
- Data Evaluation

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CREATE CURB APPEAL

MONITOR YOUR SITE TRAFFIC

Number of Individual Visitors:	15,029
Average Time Spent on Site in Minutes:	2:49
Number of Page Views:	87,832
New vs. Returning:	83.73%

15,029 Visits | **140.46 Visits / Day**

BE ENGAGED

Social Media
- Twitter
- LinkedIn Groups
- Facebook
- Google+
- Instagram
- Pandora
- YouTube

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BE CREATING

Content
- Blogs
- Videos
- News
- Group Discussions

Events
- Department Head Retreat
- LMS User Group
- Share Fair
- Webinars

NEWS EVENTS

April 2nd, 2014
Call for Proposals Deadline: Quality Matters Conference
The 6th Annual Quality Matters conference will be held September 29-October 1, 2014, in Baltimore, MD. Proposals are...
Read More →

RECENT BLOG TOPICS
- Faculty Perspective: Journey to Lecture Capture
- MOOCs as Faculty Professional Development
- Moodle Theme Upgrades Have Arrived: Fall 2013
- Faculty Q & A on Moodle 2

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EVALUATION

Thank you!

Please remember to complete the event evaluation.
Your comments will help us continually improve the
quality of our programs.

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