

# STRATEGIES FOR SCALING AND GROWING ONLINE PROGRAMS

November 4 - 6, 2019 | Washington, D.C.



*Take a more strategic approach to growing your online programs.*

## OVERVIEW

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Industry data demonstrates that the supply of online programs is now growing faster than demand, and competition for students in the online learning space has become fierce. Institutions that are not proactive and strategic in growing and sustaining their online program offerings will lose out in years to come in this densely populated market.

Join us for a conference that will help you apply a more strategic lens to the way you are currently operating and growing your online programs. Our expert instructors, who represent both public and private institutions with a variety of different degree, non-credit, and certificate programs, will help you address the following questions:

- How can we take a more entrepreneurial approach to growing our online programs?
- What kinds of external partnership models exist? How do we gauge institutional readiness for such partnerships?
- How can we strengthen collaboration with faculty to promote buy-in for growth and conduct more effective market research for new programs?
- What role can innovation play as a differentiation strategy for our online programs?

## WHO SHOULD ATTEND

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This conference has been designed for institutions who wish to grow their online programs, either at the institutional or the individual college level. This event will benefit both institutions just starting out in the online learning area AND institutions with an established array of online programs in place that are looking to grow or scale even further.

## AGENDA

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### ***Day One: Focus on Goal-Setting and Resource Planning for Growth***

#### **Registration**

*12:30-1:00 p.m.*

#### **Welcome, Introductions, and Setting the Stage**

*1:00-1:45 p.m.*

#### **Creating a Framework for Growth**

*1:45-2:45 p.m.*

In our opening session, we will review key industry data and trends surrounding online program growth and potential in higher education. We will also review specific examples of institutions that have pursued and achieved online program growth and will have a conversation as a group around the following questions:

- What is growth? What are the different ways that growth in the online program space can be defined? How are institutions approaching the idea of growth differently?
- How is success defined with regards to growth?
- How can you take a more entrepreneurial mindset throughout this process?

#### **PM Break**

*2:45-3:00 p.m.*

#### **Working Time: Vision and Goals to Drive Growth**

*3:00-3:30 p.m.*

You will be given time to define or further refine your specific vision and goals for growth in your online programs based on the presentation you just heard. To help structure this time, you will be given a series of questions to dig into either individually or in your teams.

#### **Key Considerations for Accreditation and State Authorization**

*3:30-4:30 p.m.*

As your online programs continue to experience growth, there are important considerations for both accreditation and state authorization of which you must be aware. This will highlight some of these considerations for you and help you prioritize necessary steps.

#### **Case Study 1: Innovation as a Means of Differentiation**

*4:30-5:30 p.m.*

This will be the first of two case study sessions highlighting how an institution has successfully innovated in the online learning arena as a part of their differentiation strategy.

## AGENDA

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### ***Day One (CONTINUED)***

#### **Networking Reception (included in registration fee)**

*5:30-6:30 p.m.*

This informal reception is your chance to decompress, have a drink on us, and expand your network of connections. Our programs are intentionally designed for smaller groups, which means you will have the opportunity to meet your peers and our speakers face-to-face.

### ***Day Two: Focus on Market Positioning and Partnerships to Promote Growth***

#### **Continental Breakfast (included in registration fee)**

*8:00-8:30 a.m.*

#### **Q&A/Reflection on Day 1**

*8:30-9:00 a.m.*

Participants will have the opportunity to focus on the first day's takeaways and have any questions they may have answered by our on-hand instructors.

#### **Resource Planning and Support (includes working time)**

*9:00-10:45 a.m.*

Building upon the vision and goals you have established, and after a presentation, you'll have time to strategize around the type of resource planning and support you will need to achieve your growth goals. Topics for conversation include financial models, fee structures, organizational models, and staffing considerations.

#### **AM Break**

*10:45-11:00 a.m.*

#### **Conducting Market Research for New Online Programs**

*11:00 a.m.-12:00 p.m.*

Adding a new online program can increase enrollment and revenue, if you pick the right one. You need sound information on student demand, employer demand, and competition in your markets and nationwide. In this session, you will learn where to find good, current data on student demand by program. We will also share sources on employer hiring and skill requirements. Finally, we will give you metrics and sources for competitive data and indicators of market saturation. You will leave with a better understanding of the research and analysis you can do to ensure new online programs are successful.

## AGENDA

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### ***Day Two (CONTINUED)***

#### **Lunch (included in registration fee)**

*12:00-1:00 p.m.*

#### **Market Research: Hands-On Activity**

*1:00-2:00 p.m.*

During this time, you will work in small groups organized by institutional type. Each group will be given actual market data and a list of potential online programs to consider. Using the data, your group will select the most attractive programs to pursue. All groups will share their findings to close out the activity.

#### **Collaborating Effectively with Faculty and Gaining Buy-In for Growth**

*2:00-3:00 p.m.*

Using a mix of presentation and group discussion, this session will focus on how to forge or strengthen partnerships with faculty in a way that will be conducive to strategic online program growth. You will have a chance to share the nuances of your process for navigating this issue at your institution with the group and will come away with practical tips for more effective collaboration with faculty in the context of online programs.

#### **PM Break**

*3:00-3:15 p.m.*

#### **To Partner or Not to Partner**

*3:15-4:30 p.m.*

This will be the first of two case study sessions highlighting how an institution has successfully innovated in the online learning arena as a part of their differentiation strategy.

#### **Balanced Scorecard for External Program Demand (Optional Demonstration)**

*4:30-5:00 p.m.*

You will have an opportunity to preview a balanced scorecard approach using the latest technology. We will provide a hands-on experience where you can bring your own market demand questions and practice answering those questions using a trial subscription service. You will leave with resources and reports regarding market trends that you could use immediately for your own analysis.

## AGENDA

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### *Day Three: Focus on Your Programs and Bringing it Home*

#### **Continental Breakfast (included in registration fee)**

8:00-8:30 a.m.

#### **Q&A/Reflection on Day 2**

8:30-9:00 a.m.

Attendees will have the opportunity to absorb and reflect upon their top takeaways from the second day of the conference. Our instructors will be on hand to answer any questions you may have.

#### **Case Study 2: Innovation as a Means of Differentiation**

9:00-10:00 a.m.

This will be the second of two case study sessions highlighting how an institution has successfully innovated in the online learning arena as a part of their differentiation strategy.

#### **AM Break**

10:00-10:15 a.m.

#### **Market Positioning for Growth: Brand and Value Communication in Online Education**

10:15-11:15 a.m.

We will explore the topics of differentiation and value as they relate to your branding and marketing strategies for your online programs. Specific questions to be explored include:

- How should online programs (or the online “arm” of the institution) relate to the overall institutional brand?
- How are other institutions creating and articulating value propositions for their various online programs? What are some best practices for doing this?
- What are some institutional examples of colleges and universities that are doing this well?

#### **Working Time: Differentiating Factors of Your Online Programs**

11:15-11:45 a.m.

In this final conference activity, you will be challenged to think about what your specific differentiators are for your online programs. What are the curricular, service, and support aspects of your programs that distinguish them from comparable programs? How are you currently highlighting or featuring these aspects in your recruitment and marketing, and how might that be improved? Included in this block of working time will be a display of attendee marketing materials to help give you ideas about how to strengthen your value messaging to prospective online students.

#### **Next Steps, Conference Close, and Evaluations**

11:45 a.m.-12:15 p.m.

## INSTRUCTORS

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### **Bob Atkins**

#### **Gray Associates**

Bob led Gray's entry into the education industry and the development of Gray's proprietary industry databases and service offerings. He has worked with all of Gray's education clients, consulting Presidents, CEOs, and CMOs on business strategy, pricing, location selection, and program strategy. He is an expert in business strategy, marketing, sales and high-tech distribution channels. He has helped AT&T, Avaya, American Express, Dex Media, Qwest Communications, HP, IBM, and other clients to develop growth strategies, enter new markets, and build their sales and channel organizations. He has also led efforts that have eliminated tens of millions of dollars in cost, particularly in sales and channel management. He is a published author whose articles have appeared in the *Wall Street Journal*, *Sales and Marketing Management*, and other publications around the world. He received an MBA, with honors, from Harvard Business School and a BA, magna cum laude, from Harvard College.

### **Kristen Betts**

#### **Clinical Professor, Ed.D. Program in Educational Leadership and Management, Drexel University**

Dr. Betts has over 20 years of experience in higher education serving in key leadership positions within private, public, and for-profit institutions as a program director, Senior Director for e-Learning, Director of Online and Blended Learning, and Chief Academic Officer. She has also served as a Trustee at a research university. Dr. Betts' expertise is in higher education, online and blended learning, curriculum and instructional design, strategic planning, and evaluation. Her research focus is on online and blended learning, Online Human Touch/high touch, Brain-Targeted Teaching, 21st century skills, workforce/career development, student/faculty retention, eAdvising, eStudent Affairs, accessibility, and faculty development. Dr. Betts is a reviewer for a regional accrediting organization, a Quality Matters certified peer reviewer, and an instructor for the Online Learning Consortium Advanced Certificate program. Dr. Betts has received distinguished national awards for her work in higher education and online learning including the CITE 2015 Award by Pearson for Excellence in Online Administration. Dr. Betts has also been a keynote speaker at conferences and government-supported events in Sweden, South Korea, Canada, and across the United States.

## INSTRUCTORS

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### **Elizabeth Ciabocchi, Ed.D.**

#### **Vice Provost for Digital Learning, St. John's University**

Liz also serves as Executive Director of Online Learning and Services at St. John's University, where she leads academic initiatives in the development of digital learning strategies and fully online and hybrid programs of study. Ciabocchi provides leadership in the use of technology associated with on-campus instruction, supervises the Office of Online Learning and Services, co-chairs the University Assessment Committee, and serves as a member of the Middle States Steering Committee, Academic and Administrative Assembly, and Provost's Council. Ciabocchi teaches in the Department of Administrative and Instructional Leadership in the SJU School of Education. She serves on the Board of Directors for the Online Learning Consortium and frequently presents at conferences on institutional leadership & strategy and online learning leadership. Ciabocchi also serves as an accreditation evaluator for the Middle States Commission on Higher Education.

Ciabocchi holds an Ed.D. in Higher and Postsecondary Education from Teachers College, Columbia University, a D.C. from New York Chiropractic College, and a B.S. in Biology from the University of Scranton. She was named an OLC Fellow in 2015.

### **Vickie S. Cook, Ph.D.**

#### **Director, Center for Online Learning, Research, and Service/Research Associate Professor, University of Illinois Springfield**

Dr. Vickie Cook is the Executive Director of the Center for Online Learning, Research and Service (COLRS) and Associate Research Professor in the College of Education at the University of Illinois Springfield. Dr. Cook has been published in several national educational publications. She is co-author of the University Professional and Continuing Education Association (UPCEA). She teaches online in the Master of Arts in Education graduate degree program at University of Illinois at Springfield.

Dr. Cook has been actively engaged providing consulting and faculty development with educational leaders across the U.S., Canada, and Mexico. She has served on several regional and national boards and is a board member for UPCEA and serves as a Peer Reviewer for UPCEA Hallmarks of Excellence in Online Leadership. She provides presentations for top online conferences nationally, as well as regional conferences for practitioners. Dr. Cook was named 2017 University of Illinois President's Executive Leadership Fellow and a 2017 Online Learning Consortium (OLC) Fellow.



## INSTRUCTORS

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### **Erika S. Veth**

#### **AVP Strategic of Enrollment Management and Dean of Online Education, Oregon Tech**

Erika Veth has more than ten years of experience working in higher education in both faculty and administrator roles. In addition to her current role, she has a breadth of experience in the field of distance education, including teaching online and hybrid courses at the University of Alaska Anchorage and working as an Online Support Services Manager. Veth is currently teaching an online graduate course at Oregon Tech and is wrapping up the dissertation phase of her Doctorate in Education in Higher Education Leadership and Management at Capella University. Strategic planning for online growth, in alignment with Veth's doctoral dissertation (*Marketing and Recruitment for Online Program Enrollment Growth at Small Public Universities*), has proven fruitful as fully online program enrollment has more than doubled during her time as leader of the online campus. Veth has also worked to improve Oregon Tech Online's services, including the development of a Faculty Recording Studio, use of telepresence robots to increase accessibility for students who are place-bound and desiring synchronous course access, and initiating a plan for digital badging and micro-credentialing.

## ACADEMIC IMPRESSIONS STAFF

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### **Kate Poisson**

#### **Program Manager, Academic Impressions, [kate@academicimpressions.com](mailto:kate@academicimpressions.com)**

Kate is an enthusiastic, adaptable educator with experience in advising, training, facilitation, and planning programs in university settings. An alumnus of both the Fulbright Program and the University of Michigan's Center for the Study of Higher and Postsecondary Education (CSHPE), her passion for higher education, lifelong learning, and relationship building has enabled her to create engaging educational experiences for learners, both domestically and abroad. Prior to becoming a Program Manager with Academic Impressions, Kate had worked in the realms of Student Affairs and International Education at the University of Michigan, the University of Montenegro, and the University of North Carolina at Charlotte. She is thrilled to work with AI to serve the higher ed industry in innovative and exciting ways. When she isn't planning programs around Enrollment Management, you can typically find her hiking, writing, connecting with friends and family, playing volleyball, starring in Montenegrin wine commercials, and exploring the world.

## LOCATION

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**November 4 - 6, 2019 | Washington, D.C.**

**Hotel:**

Omni Shoreham Hotel  
2500 Calvert St. NW  
Washington, D.C. 20008  
202-234-0700

**Room rate:**

\$189 + tax

**Room block dates:**

The nights of November 3, 4 and 5, 2019.

**Room block cutoff date:**

October 13, 2019.

Reserve Your Room: Please call 202-234-0700 and indicate that you are with the Academic Impressions group to receive the group rate. Please book early - rooms are limited and subject to availability.

## The Academic Impressions Experience



Intimate, workshop-style trainings with personalized attention



Trainings are practical and action oriented so you can hit the ground running



Carefully vetted expert instructors who are also practitioners in the field



Learner-centric and designed for interaction and collaboration



Highly recommended: 9 out of 10 participants recommend our trainings to colleagues