MANAGING ONLINE EDUCATION PROGRAMS
Kenneth C. Green • The Campus Computing Project

Sponsor Briefing Webcast
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What's Driving the Growth of Online Ed

- Economics
- Experience
- Infrastructure
- Evidence

Top Issues Confronting Online Ed Over the Next 2-3 Years

1. Responding to rising demand
2. Internal organizational challenges
3. Instructional support for faculty
4. Institutional financial support for building the online program
5. Improving student retention in courses & programs
6. Effective assessment
7. Keeping pace with emerging technologies
8. Intense competition for students
9. User support for students
10. Earning a profit on our online ed programs
11. ADA Compliance
12. Union agreements that define faculty workloads

Enrollment Trends in Online Programs

The Profile of Students Enrolled in Online Courses and Programs

Institutional Efforts to Expand Online Education Impeded by:

Online Courses & Programs Also Offered On-Campus

• Large overlap between online and on-campus courses and programs
• Online certificate programs less likely to be offered on-campus
Who's the Boss?

Senior Officer for Online Ed Programs Reports to:

- President/CEO: 30%
- Provost/CAO: 20%
- VP/Dean: 15%
- Continuing Ed: 15%
- Other Sr. Campus Official: 10%
- No Senior Officer: 10%

The Official Title of the Senior Operating Officer for the Online Program is:

- President/CEO: 25%
- Provost/CAO: 25%
- Other Assoc/Ass't VP: 15%
- VP/Dean: 15%
- Chief Info Officer: 10%
- Other Sr. Campus Official: 5%

Organization Issues

At My Institution the Online Learning Unit:

- Separate Tech Services: 60%
- Separate Career Counseling: 60%
- Separate Curriculum Development Service: 60%
- Uses Same Assessment Tools for Common Courses: 65%
- Uses Same Syllabi for Common Courses: 65%

Reorganizing the Mgmt of Online Ed

45 pct have restructured the mgmt of online programs in the past two years.
29 pct have restructured in the past two years – and expect to restructure again.
52 pct expect to restructure in the next two years.

Do Online Programs Make Money?

- Almost half don't know if they are profitable!
- More than a fourth (27 pct.) report profits greater than 15 pct.

- Profitable: 45%
- Profit 11-15%: 12%
- Profit 6-10%: 12%
- Profit 1-5%: 12%
- Loss: 10%
- Profit >15%: 7%
- Break Even: 6%
- Profit/Loss Unknown: 4%

Do Students In Online Programs Pay the Same Tuition as Students On-Campus?

- A third (32 pct) of survey respondents report that all students pay the same tuition, online or on-campus.

- Tuition is Lower for Online Students: 30%
- Tuition is Higher for Online Students: 70%

For institutions where the tuition is not the same for online and on-campus students:

- 1-4% higher: 15%
- 5-10% higher: 20%
- More than 10% higher: 20%
- 1-4% lower: 10%
- 5-10% lower: 10%
- More than 10% lower: 15%
Additional Fees for Students in Online Programs (not charged to on-campus students)

Class Size in Online Courses

- More than three-fourths (77 pct) of institutions in the survey report that they limit the class size for online courses (range by sector: 63 to 90 pct)
- Among institutions that do limit class size for online courses, the enrollment cap averages 37 students/class or section. (range by sector: 18 to 84 students)

ADA Compliance in Online Programs

- No Set Policy of Procedure
- A Central Office Reviews Each Course
- A Central Office Reviews a Sample of Courses
- Academic Units Are Responsible for ADA Compliance
- Individual Faculty Are Responsible for ADA Compliance

Tech Support for Students in Online Programs

- 24 Hrs / 7 Days: 36%
- Weekdays: Mon-Fri / 8-5: 17%
- Weekdays & Limited Weekends: 25%
- Weekdays, Evenings & Limited Weekends: 22%

Instructional Content in Electronic Format (textbooks, course assignments, etc.)

- Large variation by sectors
- Proportion of instructional content in digital format could grow by more than 25% by 2012

Instructional Media and Resources Used on Online Courses & Programs

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Instructional Media and Resources Used on Online Courses & Programs

Development and Support for Online Ed

Comparing the Quality of Online vs. On-Campus Programs

Mandatory Tech Training for Faculty in Online Programs?

- Over half (53 percent) of institutions in the survey report mandatory technology training for faculty teaching in online programs
- Average numbers of mandatory training: 27 hrs.
  (range: 17-55 hours)
- Average number of annual continuing education training hours for faculty in online programs: 2.5 hrs.

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LMS Strategy

- Most campuses (88 pct.) report that they use the same LMS application for the online and on-campus programs
- Almost half report (47 pct) that they are currently reviewing the LMS strategy for the online program
- More than a fourth (28 pct) report plans to change the LMS in their online program with the next two years.

Rating the Resources and Services in Online Programs

Key Performance Indicators for Online Educations Programs

Summary / Key Issues

- Management and org. structures online ed in transition on many campuses
- Almost half the institutions appear unsure about the profitability of online ed
- Content delivery remains heavily text based; LMS key to online infrastructure
- Strong emphasis on initial tech training for faculty teaching in online programs
- Inconsistent assessment across online and on-campus programs

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