I'm Casey.
I am the proud graduate of a liberal arts college.

Context
Peter Drucker on the Liberal Arts

Management “deals with action and application; and its test is its results. This makes it a technology.” Drucker explained in The New Realities. “But management also deals with people, their values, their growth and development — and this makes it a humanity.... Management is thus what tradition used to call a ‘liberal art’: ‘liberal’ because it deals with the fundamentals of knowledge, self-knowledge, wisdom, and leadership; ‘art’ because it is practice and application.”

“Managers draw on all the knowledge and insights of the humanities and the social sciences — on psychology and philosophy, on economics and on history, on the physical sciences and on ethics.”

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Peter Drucker on the Condition of American Higher Education

universities won’t survive… higher education is in deep crisis. Already we are beginning to deliver more lectures and courses off-campus via satellite or two-way video at a fraction of the cost [of traditional courses]. The college campus won’t survive as a residential institution. Today’s [campus] buildings are hopelessly unsuited and totally unneeded . . .

“Still The Youngest Mind” Forbes Magazine Interview, 1997

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What Do We Know?

The conversation about MOOCs is really a discussion about online education.
BEYOND THE MOOCs
Online Education and the Liberal Arts
Kenneth C. Green • The Campus Computing Project

Elephants in the Room

High touch vs. high tech
Technology saves money
Online ed is “as good or better” than classroom ed
Students are “tech savvy”
Tech-enabled high touch
Unmet expectations: the elusive quest for academic productivity
Mixed evidence; context matters
GGTT are not core tech skills for the new economy

Big Gains for Online Ed, 2002-2010

- Dramatic enrollment gains for online ed over the past decade
- 69 pct. of CAOs at for-profit colleges report that “online education is critical to the long-term strategy of my institution” vs. 77 pct. for public colleges and 54 pct. for private colleges.

Presidents Support Online Ed

- Support reflects mission and money issues

Source: Allen and Seaman, Going the Distance: Online Education in the United States, 2011

Dramatic enrollment gains for online ed over the past decade
69 pct. of CAOs at for-profit colleges report that “online education is critical to the long-term strategy of my institution” vs. 77 pct. for public colleges and 54 pct. for private colleges.
Large Numbers of High School Students Now Take Online Courses

- 2010 PROJECT TOMORROW REPORT: More than a fourth (27_pct.) of high school students take at least one online course.
- Alabama, Florida, and Michigan now mandate at least one online course for high school students; an online course requirement is now under discussion in Georgia, Idaho, and elsewhere.
- A growing number of state and campus-sponsored online courses and diploma programs for high school students: Florida Virtual School, Georgia Virtual School, Indiana Univ., Michigan Virtual University, North Carolina Virtual School, Penn State, U-Missouri, U-Texas, and the Wisconsin Virtual School, among others.

Technology vs. Time on Task

"Studies in which learners in the online condition spent more time on task than students in the face-to-face condition found a greater benefit for online learning."

MOOC Madness?

- Flash point on the landscape of online education
- MODELS & METAPHORS: PBS? Oprah's Book Club?
- High attrition, little cash
- Current catalog focuses on upper-division and graduate level courses
- Investment in research about learning
- MOOC clones
The First MOOC

- Sunrise Semester, a joint venture of NYU and CBS, launched in 1957.
- Lectures at 6:00 am
- 177 for-credit students, plus 120,000 non-credit students
- Cost to the for-credit students: $75
- Broadcast for 25 years, until 1982

Credit is the Coin of the Realm

- For most institutions, "MOOCing" is a moot issue
- The real issue is academic credit
- Infrastructure is essential to deliver on the promise of access
- Current institutional precedents
- Authentication and certification issues
- Catalyst for conversation about online ed
- Catalyst for a discussion about mission

Implementation Issues
Institutional Efforts to Expand Online Education Are Impeded by:

- Major challenges are internal, not external
  - Faculty resistance
  - Budget resources
  - Lack of key resources (instructors and support personnel)

The Challenge of Faculty Acceptance

- Majority of presidents report that faculty are ambivalent or hostile to online education
- Acceptance less of an issue among for-profit colleges because of hiring policies
- Support and evidence are keys to faculty affirmation

Comparing the Quality of Online vs. On-Campus Programs

- The majority of the operating officers of online programs view quality as comparable online and on-campus.
  - HOW DO THEY KNOW?
Do Online Programs Make Money?

- Almost half of the operating officers of online programs don’t know if their programs are profitable!
- The challenge of cost accounting
- Tendency to “borrow” resources to support programs.

Source: Kenneth C. Green, MANAGING ONLINE EDUCATION 2010 (WCET/Campus Computing Project)

The Seven Components of Successful Online Education Programs

1. VISION, MISSION & CONGRUENCE
2. FACULTY: making the web “safe” for instructors
3. CURRICULA: tech enabled high touch
4. INFRASTRUCTURE: resources & services for students & faculty
5. TECHNOLOGY: more than just the LMS
6. INTEGRATION: “from stem to stern”
7. ASSESSMENT & CONTINUOUS QUALITY IMPROVEMENT

Council of Colleges of Arts & Sciences
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Vision, Mission & Congruence

- Why are we going online -- or expanding our online activities?
- What is the link to the institutional mission?
- Is online ed addressed in the strategic plan and self-study report?
- Does the online program complement the mission or supplement the revenue?

Presidents Support Online Ed

<table>
<thead>
<tr>
<th>Type</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
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<td>ALL</td>
<td>60%</td>
<td>25%</td>
</tr>
<tr>
<td>Public</td>
<td>65%</td>
<td>30%</td>
</tr>
<tr>
<td>Private</td>
<td>55%</td>
<td>40%</td>
</tr>
<tr>
<td>For-Profit</td>
<td>50%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Source: Inside Higher Ed Survey of Presidents, 2011

Thoughts on the Growth of Online Ed

- More than half of survey participants believe online courses increase revenue and attract more learners.

Faculty

- Technology is a metaphor for change
- Faculty interest in and support for online ed?
- Instructional development?
- Training and instructional support?
- Evidence of instructional effectiveness?
- Feedback? Data as a resource, not as a weapon.

Curricula

- Congruence between online and on-campus curricula?
- Common goals, content, resources, assessments, and outcomes metrics
- Support for instructional development
- Leveraging the library

CURRICULUM DESIGN SPECIALISTS who help faculty integrate content with learning goals and also identify appropriate technologies beyond the LMS.

UNLV - Course Design for Student Success

KENTUCKY VIRTUAL CAMPUS
Learn on Demand offers fully online courses that are modularized, self-paced, open-entry, and competency-based, with all content integrated into the learning management system. Adult students can also earn credit for prior knowledge.
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Infrastructure

Infrastructure gives life to the promise of access.

- Systemic/ecosystem approach to resources and services
- Student support services
- Instructional support for faculty
- Continuing assessment and improvement: how can we do better?

Technology

- Technology entitlements
- Looking beyond the LMS as the enabling technology for online education
- IT user support for students and faculty
- Self-assessment tools for students prior to enrollment
- Using the right tech tools for the appropriate ed tech tasks

Integration

- "From stem to stern"
- Orientation = visualization
- Facilitating access, entry, registration, course participation, and completion

US NEWS RANKINGS: top-ranked programs offer extensive tech and career support services, live tutors, and more.

Virtual Meet & Greet
Leverages technology to foster a sense of community among UMUC students and faculty.

US NEWS RANKINGS: top-ranked programs provide extensive tech support, typically 24/7. US NEWS LEADER: Arizona State University.

Lecture Capture: library of easily accessible lectures to support instruction and learning.

Managing Online Ed Survey: Just a third of survey participants offer 24/7 tech support for students in online programs.

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Assessment and Continuous Quality Improvement

Comparing the Quality of Online vs. On-Campus Programs

**HOW DO THEY KNOW?**

<table>
<thead>
<tr>
<th>Category</th>
<th>Campus</th>
<th>Online</th>
<th>Both Same</th>
<th>Better on Campus</th>
<th>Better on Online</th>
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</thead>
<tbody>
<tr>
<td>Course Completion</td>
<td>98%</td>
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<tr>
<td>Student Retention</td>
<td>79%</td>
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<td>Overall Student Learning Experience</td>
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<tr>
<td>Student Academic Outcomes</td>
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<td>85%</td>
<td>86%</td>
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<tr>
<td>Employer Acceptance of Credentials</td>
<td>69%</td>
<td>69%</td>
<td>70%</td>
<td>69%</td>
<td>69%</td>
</tr>
</tbody>
</table>

Source: MANAGING ONLINE EDUCATION 2010 (WCET/Campus Computing Project)

Assessment and Continuous Quality Improvement

“What must we do better?”

- How and what are students learning?
- How do we know?
- Online vs. on-campus courses and programs
- Employer input
- Feedback loops

**Predictive Analytic Reporting**

Collaborative project with six institutions – Am. Public University System, CO Community College System, Rio Salado College, Univ. of Hawaii, System, Univ. of Illinois-Springfield, and the Univ. of Phoenix. Extensive – and collaborative – data collection focused on predictive analytic reporting (PAR) for student feedback and program improvement.

**University of Central Florida**

More than half the students at UCF take at least one online course each term; online now accounts for 30% of the credit hours for UCF’s 58,889 students. Continuing commitment to using data for program assessment and development.

Assessment and Continuous Quality Improvement

Quality Scorecard for the Administration of Online Programs

70 quality indicators in 9 categories

15 Principles of Good Practice

The 15 Principles are founded on best practices in distance higher education and address the unique needs of adult learners. The Principles define parameters of excellence, promote transparency for institutions delivering online programs, and facilitate continuous improvement of adult higher education programs by establishing benchmarks.
“Going online” requires colleges and universities – and campus officials – to commit to informed discussions about and thoughtful assessments of quality for both online and on-campus programs. The quality conversation involves more than simply comparing the performance of students in online vs. on-campus courses. Ultimately, the conversation is about what all students learn and what learning environments and enabling resources and technologies foster student learning.

Implementation Issues

Priorities, Planning & Triage

- What do we do well? (on-campus and online)
- What must we do better? Why? (and how do we know?)
- When and how do we do it? (moving cup to lip)

www.campuscomputing.net
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Kenneth C. Green
THE CAMPUS COMPUTING PROJECT
cgreen@campuscomputing.net

Kenneth C. Green is the founding director of The Campus Computing Project, the largest continuing study of the role of e-learning and information technology in American colleges and universities. The project is widely cited as a definitive source for data, information, and insight about IT issues affecting higher education. Green also serves as the senior research consultant to Inside Higher Ed and developed Inside Higher Ed’s surveys of college presidents and provosts.

Green is the author or editor of some 20 books and published research reports and more than 100 articles and commentaries that have appeared in academic journals and professional publications. His DigitalTweed blog is published by Inside Higher Ed.

In 2002 Green received the first EDUCAUSE Award for Leadership in Public Policy and Practice. The EDUCAUSE award cites his work in creating The Campus Computing Project and recognizes his “prominence in the arena of national and international technology agendas, and the linking of higher education to those agendas.”

A graduate of New College (FL), Green earned his Ph.D. in higher education and public policy at the University of California, Los Angeles.

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