


**BEYOND THE MOOCs**  
**Online Education and the Liberal Arts**  
Kenneth C. Green • The Campus Computing Project

CCAS  
SPRING WORKSHOP

**Beyond the MOOCs**  
**Online Education and the Liberal Arts**

Kenneth C. Green  
THE CAMPUS COMPUTING PROJECT  
[www.campuscomputing.net](http://www.campuscomputing.net)

Council of Colleges of Arts & Sciences  
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**I'm Casey.**  
I am the proud  
graduate of a  
liberal arts college.



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**Context**

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**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."

<http://thedruckerinstitute.com/2009/09/11/09-austere-power/>

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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.

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# BEYOND THE MOOCs

## Online Education and the Liberal Arts

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### Elephants in the Room



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

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### Big Gains for Online Ed, 2002-2010

	Fall 2002	Fall 2005	Fall 2008	Fall 2010	% Change 2002-10
Total US Higher Ed Enrollment	16.1 M	17.43 M	19.1 M	19.6 M	+22 pct.
Students Taking One Online Course	1.6 M	3.2 M	4.6 M	6.1 M	+380 pct.
Online Enroll. as Pct. of Total Headcount	9.6%	18.2%	24.1%	31.3%	up 3x

- 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.

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

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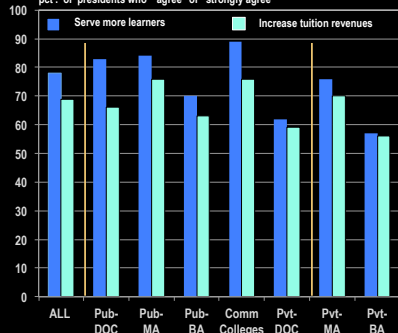
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### Presidents Support Online Ed

pct. of presidents who "agree" or "strongly agree"



Category	Serve more learners	Increase tuition revenues
ALL	~80%	~70%
Pub-DOC	~85%	~65%
Pub-MA	~85%	~75%
Pub-BA	~70%	~65%
Comm Colleges	~90%	~75%
Pvt-DOC	~65%	~60%
Pvt-MA	~75%	~70%
Pvt-BA	~60%	~60%

- Support reflects mission and money issues

INSIDE Green, 2011 Presidential Perspectives Survey

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**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.




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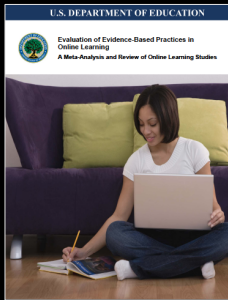
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**Technology vs. Time on Task**



“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.”




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**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




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**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

Comparative Lit 10:  
From Stendhal to Hemingway

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**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

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**Implementation Issues**

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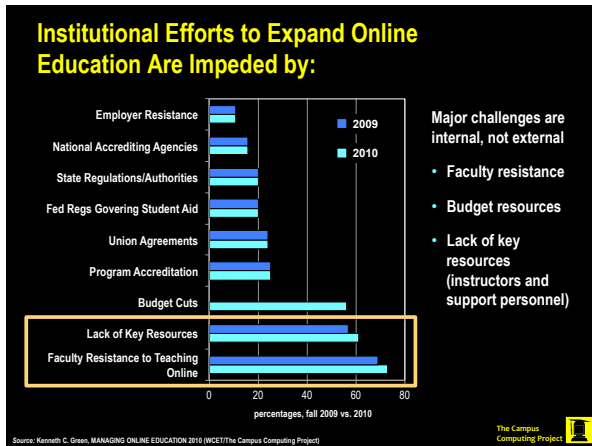
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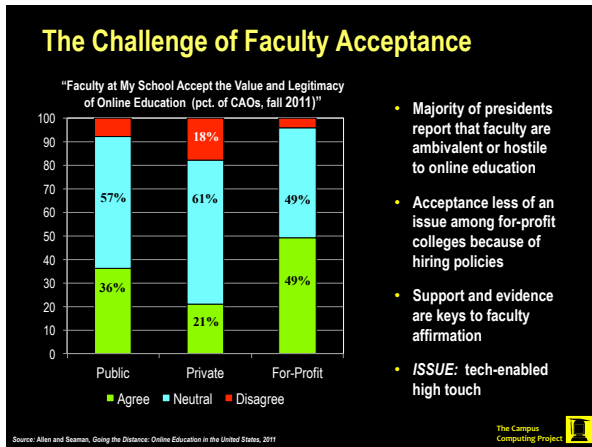
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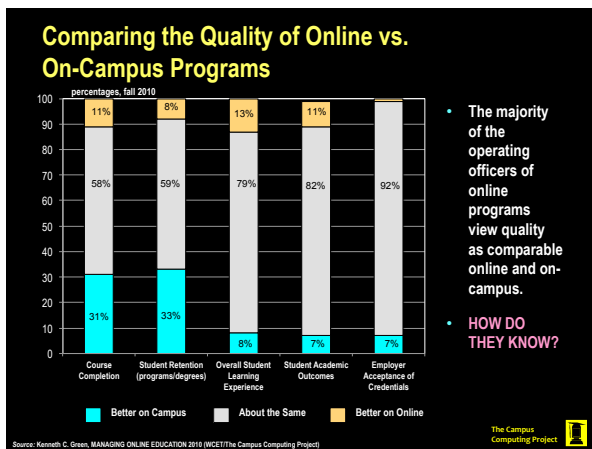
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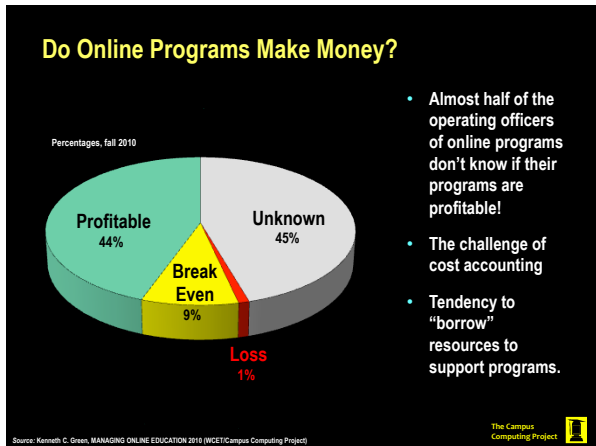
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### The Seven Components of Successful Online Education Programs

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- ### The Seven Components
- **VISION, MISSION & CONGRUENCE**
  - **FACULTY:** making the web "safe" for instructors
  - **CURRICULA:** tech enabled high touch
  - **INFRASTRUCTURE:** resources & services for students & faculty
  - **TECHNOLOGY:** more than just the LMS
  - **INTEGRATION:** "from stem to stern"
  - **ASSESSMENT & CONTINUOUS QUALITY IMPROVEMENT**
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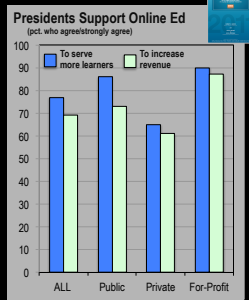
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**Vision, Mission & Congruence**

- 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?



Source: Green with Jazalik and Lideman, *Presidential Perspectives, 2011* (Inside Higher Ed Survey of Presidents)




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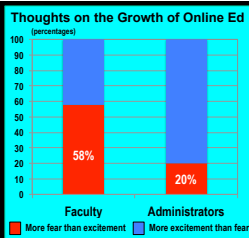
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**Faculty**

- 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.



Source: Babson Survey Group, *Conflicted: Faculty and Online Education 2012*

**MANAGING ONLINE ED SURVEY:** More than half the survey participants mandate training for faculty who teach online courses; training averages 22 hours -- a significant commitment for instructor and the institution.

**US NEWS RANKINGS:** top-ranked programs require training for faculty before they can teach online -- and pays faculty while they participate in the training program.




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**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?*

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.

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### 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

MANAGING ONLINE ED SURVEY: Just a third of survey participants offer 24/7 tech support for students in online programs

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

LECTURE CAPTURE: library of easily accessed –lectures to support instruction and learning

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### Integration


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

 GPS LIFE PLAN, CENTURY COLLEGE

Integrated approach that places students in charge of their personal and educ. Plans. Three components: one-stop web site for resources and services, an ePortfolio to track activities, and on-campus workshops and services.

 DREXEL UNIV. ONLINE

Drexel Pro offers a partnership program for corporations, school districts, and professional associations to support the professional development of currently employed individuals.

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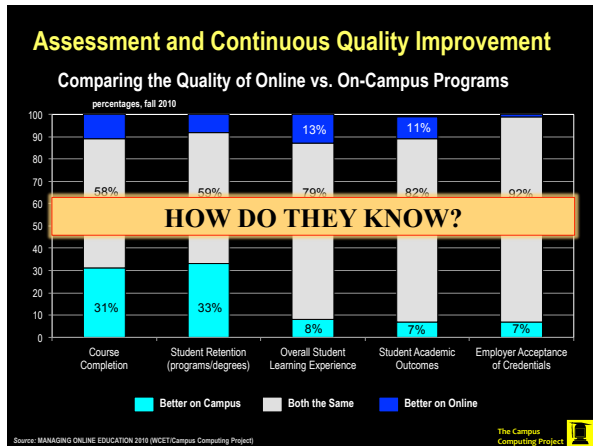
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### Assessment and Continuous Quality Improvement

- "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

**wcet** 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.

**ucf** 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 56,000 students. Continuing commitment to using data for program assessment and development.

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### Assessment and Continuous Quality Improvement

**SLOAN-C**

Quality Scorecard for the Administration of Online Programs

70 quality indicators in 9 categories

Quality Scorecard for the Administrations of Online Programs

Category	1	2	3	4	5
Program Design					
Instructional Design					
Technology					
Faculty					
Student Support					
Assessment					
Quality Assurance					
Continuous Improvement					
Transparency					
Leadership					
Partnerships					
Research					
Best Practices					

**CAPELLE UNIVERSITY**

HOW WE CREATE AND MEASURE LEARNING OUTCOMES

**College Choices for Adults**

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 of quality.

The Transparency By Design Project

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#### Going Online

“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.**




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#### 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)




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Kenneth C. Green is the founding director of The Campus Computing Project, the largest continuing study of the role of eLearning 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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