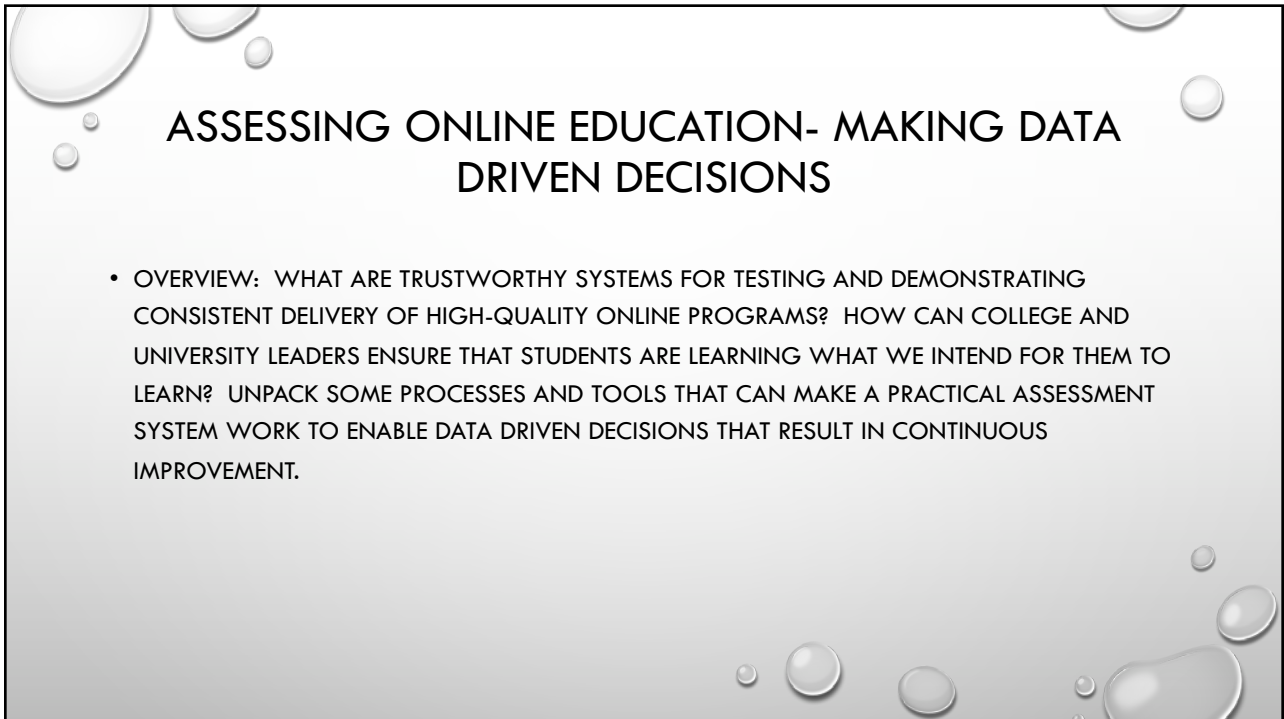


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INTRODUCTION- BEST PRACTICE FOR ASSESSMENT OF ONLINE DEGREE PROGRAMS

- FROM MY EARLIER SESSION... "THUMBS UP: MEETING ADULT LEARNER NEEDS WELL"
- COURSE DESIGN ON THE "FRONT END": DIRECTOR OF UNIVERSITY ASSESSMENT, ONLINE FACULTY AND PROGRAM DIRECTORS HAVE OVERSIGHT AND INPUT INTO DEGREE PROGRAM DEVELOPMENT AND INDIVIDUAL COURSE DESIGN...CONNECTEDNESS BETWEEN CIU MISSION, DEGREE PROGRAM OBJECTIVES AND STUDENT LEARNING GOALS. BUT, REMEMBER... IDENTICAL TRADITIONAL AND ONLINE COURSES ARE NOT LIKELY TO BE EFFECTIVE, RATHER, A VARIETY OF EQUIVALENT INSTRUCTIONAL APPROACHES SHOULD BE PROVIDED TO STUDENTS TO ENHANCE STUDENT LEARNING.
- AFTER A COURSE IS TAUGHT: DIRECTOR OF UNIVERSITY ASSESSMENT, PROGRAM DIRECTORS AND ONLINE FACULTY EVALUATE DEGREE PROGRAMS AND COURSES, RESULTING IN QUALITY COURSES THAT MEET STUDENT NEEDS. THERE IS AN ASSESSMENT PLAN, INCLUDING DATA COLLECTION, ASSESSMENT OF RESULTS AND "CLOSING THE LOOP" (RED, YELLOW, GREEN)
- AND FROM "THUMBS DOWN": THERE ARE (NOT) TWO SEPARATE APPROACHES TO INSTRUCTION, COURSE DESIGN AND ASSESSMENT FOR TRADITIONAL AND NON TRADITIONAL (ONLINE) STUDENTS

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AND REMEMBER... FROM THE PRINCIPLES OF ANDRAGOGY...

- ACTIVITIES MUST BE DESIGNED THAT ALIGN WITH OBJECTIVES FOR LEARNING
- ASSESSMENT OFFERS A PLAN WHICH PROVIDES EVIDENCE THAT LEARNING OBJECTIVES ARE ACCOMPLISHED
- BOTH QUALITATIVE AND QUANTITATIVE EVALUATION MEASURES ARE UTILIZED
- ADULT LEARNERS LEARN BEST WHEN CONTENT IS ORGANIZED FROM GENERAL TO SPECIFIC AND WHEN ACTIVE PARTICIPATION IS ENCOURAGED... MAKE COURSEWORK PRACTICAL AND IMMEDIATELY APPLICABLE!
- COMMIT TO CONTINUOUS IMPROVEMENT, SEEK AGGREGATE FEEDBACK, USE NPS

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OUTLINE OF THIS SESSION

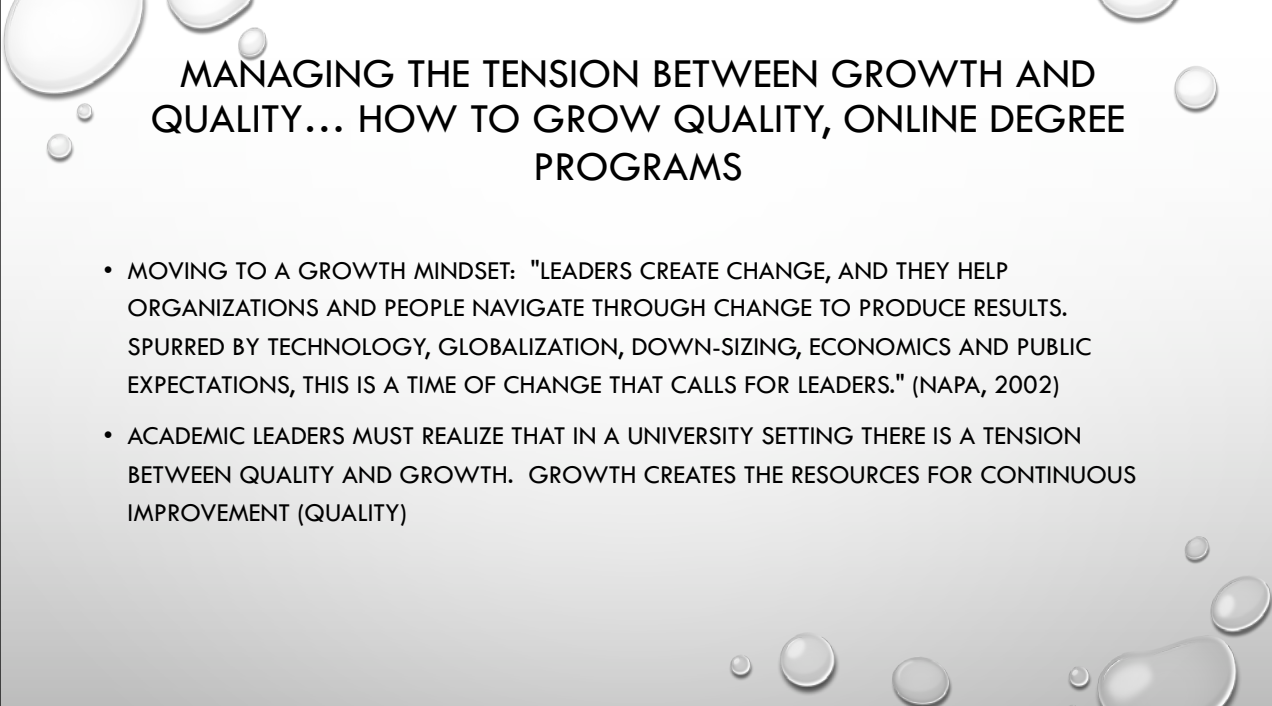
- UNDERSTANDING THE IMPORTANCE OF A QUALITY LMS
- MANAGING THE TENSION BETWEEN GROWTH AND QUALITY... HOW TO GROW QUALITY, ONLINE DEGREE PROGRAMS
- KNOWING HOW MARKET DATA INFORMS COURSE DEVELOPMENT
- USING THE NET PROMOTER SCORE, END OF COURSE SURVEYS (INCLUDING ASSESSMENT FOR ACCREDITORS IMBEDDED IN PROGRAM DESIGN AND "CLOSING THE LOOP"), AND ASSESSING CUSTOMER SATISFACTION
- HIRING PRACTICES, AND ONLINE STAFF DEVELOPMENT

5

UNDERSTANDING THE IMPORTANCE OF A QUALITY LEARNING MANAGEMENT SYSTEM (LMS)

- KEEP EVERYTHING WITHIN ONE LMS, PROVIDE UNIFORMITY FROM COURSE TO COURSE AND COLLEGE TO COLLEGE... UNIFIED SCHEDULE, SYLLABUS, RUBRICS, MARKETING MATERIALS ETC.
- CHOOSE YOUR LMS WISELY BECAUSE YOU GET WHAT YOU PAY FOR
- USING EXTERNAL VENDORS FOR COURSE DEVELOPMENT SOMETIMES INCLUDES A PROPRIETARY LMS
- REQUIRE ALL PROFESSORS (INCLUDING THOSE TEACHING TRADITIONAL 18-22 YEAR OLD RESIDENTIAL STUDENTS) TO USE THE LMS FOR ELECTRONIC SUBMISSION OF ASSIGNMENTS, GRADING, ANNOUNCEMENTS, ATTENDANCE AND COURSE ASSESSMENT.

6



MANAGING THE TENSION BETWEEN GROWTH AND QUALITY... HOW TO GROW QUALITY, ONLINE DEGREE PROGRAMS

- MOVING TO A GROWTH MINDSET: "LEADERS CREATE CHANGE, AND THEY HELP ORGANIZATIONS AND PEOPLE NAVIGATE THROUGH CHANGE TO PRODUCE RESULTS. SPURRED BY TECHNOLOGY, GLOBALIZATION, DOWN-SIZING, ECONOMICS AND PUBLIC EXPECTATIONS, THIS IS A TIME OF CHANGE THAT CALLS FOR LEADERS." (NAPA, 2002)
- ACADEMIC LEADERS MUST REALIZE THAT IN A UNIVERSITY SETTING THERE IS A TENSION BETWEEN QUALITY AND GROWTH. GROWTH CREATES THE RESOURCES FOR CONTINUOUS IMPROVEMENT (QUALITY)

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STEPS FOR CREATING A CULTURE OF GROWTH -DR. MARK SMITH, CIU PRESIDENT

- PRAYER
- IDEATION
- SMART GOALS
- ACCOUNTABILITY
- CELEBRATION

8

PRAYER

- PRAYER IS THE KEY FOR REMAINING IN THE PROPER ORGANIZATIONAL TENSION
 - ULTIMATELY, AS TRANSFORMATIONAL STEWARDS, WE WANT TO ACCOMPLISH GOD'S PURPOSES FOR CIU FOR ALL HE HAS ENTRUSTED TO OUR CARE
 - AS WE PRAY WITH OUR TEAMS THE LORD ENABLES OUR WORK AS HE BRINGS CLARITY TO OUR GOALS
-

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IDEATION

- WE NEED TO TAKE TIME TO THINK AND DREAM ABOUT WHAT **CAN BE** AT CIU
 - FOR EXAMPLE, WE NEED TO THINK THROUGH THE STEPS FOR TAKING A NEW PHD PROGRAM FROM AN IDEA TO A PROGRAM WITH 300 STUDENTS.
 - QUESTIONS TO ASK... WHAT COURSES DO WE NEED? HOW DO WE MARKET THIS? HOW DO WE STAFF FOR THIS? HOW DO WE GROW THIS NEW PROGRAM? WHAT ARE THE TOP FIVE REASONS PROSPECTIVE STUDENTS SHOULD CHOOSE THIS PROGRAM HERE AT CIU?
 - WHAT ARE ALL OF THE THINGS **WE CAN DO?**
 - TEAMS OFTEN FAIL AT THIS POINT BECAUSE THEY GET STUCK ON PROBLEMS. A CULTURE OF GROWTH REQUIRES A **SOLUTIONS MINDSET!**
-

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SMART GOALS

- SMART GOALS ARE **S**PECIFIC, **M**EAURABLE, **A**GREED UPON AND **A**SSIGNED, **R**EALISTIC AND **T**IME BOUND.
 - MAKE A LIST OF 30 THINGS THAT MUST BE ACCOMPLISHED.
 - CREATE AN **URGENCY MINDSET**.
 - ASK, "WHAT 10 THINGS MUST I ACCOMPLISH **TODAY** TO ACCOMPLISH MY 30 DAY GOALS? WHAT DO I NEED TO ACCOMPLISH THIS WEEK? THIS MONTH? THIS YEAR?"
-

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ACCOUNTABILITY

- ESTABLISH SYSTEMS FOR ACCOUNTABILITY FOCUSING ON TEAM MEMBERS HOLDING ONE ANOTHER ACCOUNTABLE FOR ACCOMPLISHING RESULTS!
 - WHAT ARE YOUR SEVEN GOALS FOR THIS QUARTER? WHAT ARE YOU DOING WEEK BY WEEK TO ACCOMPLISH THESE GOALS? WHAT ARE YOUR FIVE MAIN THINGS TO WORK ON RIGHT NOW? SHARE PROGRESS WEEKLY WITH YOUR TEAM.
-

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CELEBRATION

- EXCITEMENT COMES WHEN YOU HAVE ESTABLISHED A CULTURE OF GROWTH BECAUSE YOU BEGIN TO SEE **WIN AFTER WIN AFTER WIN!!**
 - AT THIS STAGE, LEADERS ASK "AS GOOD AS WE ARE... AS MUCH AS WE HAVE GROWN... HOW CAN WE GET BETTER? HOW CAN WE GROW MORE?"
 - WE WILL KNOW WHEN WE ARE AT THIS STAGE OF CELEBRATION WHEN SOMEONE ASKS US ABOUT THE GROWTH MINDSET WE HAVE AS LEADERS AND THE RESULTING GROWTH WE HAVE EXPERIENCED AND WE RESPOND "THIS IS SIMPLY THE WAY WE DO THINGS AROUND HERE!"
-

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QUALITY **VS.** QUANTITY

- "VS" PITS THESE TWO CONCEPTS AGAINST EACH OTHER
- "VS" PRESUPPOSES THAT BOTH QUALITY AND QUANTITY CANNOT COEXIST
- THIS IS NOT TRUE!
- "VS" SUGGESTS AN ADVERSARIAL RELATIONSHIP THAT MUST BE RECONCILED.

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QUALITY **AND** QUANTITY

- “AND” SPEAKS TO ALIGNMENT
- NOT ONLY CAN QUALITY AND QUANTITY COEXIST, THEY CAN BUILD UPON ONE ANOTHER!
- AS QUALITY INCREASES MORE STUDENTS WANT WHAT CIU HAS TO OFFER **AND** AS CIU GROWS IN ENROLLMENT THE RESULTING INCREASED REVENUE IS POURED BACK INTO MISSION TO IMPROVE THE QUALITY OF THE STUDENT EXPERIENCE!

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THE ONLINE CHALLENGE- DATA DRIVEN DECISIONS

- recruitment goals for each area: 100 students per recruiter per year... 8 starts per year
- Build degree programs aligned with research on degree programs that are growing!
- cost of each program... proforma considering all of the costs included in program proposals
- Enrollment projections included in program projections
- Compare projections with real numbers as programs grow... make the difficult decisions!
- breakeven programs - consider length of time to completion of degree, convenience and cost, to get many more leads by doing similar ideas like we did for PHD - example 15 month MOL \$15,000
- Offer practical degrees that will lead to jobs or advancement in careers with no student debt once students complete

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LESSONS FROM THE PHD IN ORG LEADERSHIP

- THE INITIAL "BARGAIN" OF \$20,000 GENERATED INTEREST
- THE 27 MONTHS TO COMPLETION (INCLUDING THE DISSERTATION) MADE THIS DEGREE STAND OUT FROM THE MORE TRADITIONAL 5 AND 6 YEAR PHD DEGREE PROGRAMS
- THE SUPPORT OF INDIVIDUAL MENTORS PROVIDED CONFIDENCE TO STUDENTS THAT THEY WOULD HAVE THE SUPPORT THEY NEEDED TO SUCCESSFULLY COMPLETE THE DEGREE
- THE WRITING OF THE DISSERTATION BUILT INTO THE FABRIC OF THE PROGRAM FROM DAY ONE ENSURED STUDENTS THAT THE 27 MONTH TIME TO COMPLETION WAS ATTAINABLE
- PRESIDENT SMITH AND BRIAN SIMMONS USED PERSONAL SOCIAL MEDIA AND PROFESSIONAL CONTACTS TO POPULATE THE FIRST COHORT. THESE PROSPECTIVE STUDENTS CONVERTED AT A HIGH RATE.
- THE RECRUITER, KERRI DAVIDSON, COMMUNICATED CONSISTENTLY AND REGULARLY WITH POTENTIAL STUDENTS
- STUDENTS WERE ENROLLED AND REGISTERED AUTOMATICALLY FOR THE ENTIRE DEGREE PROGRAM
- THERE WERE ONLY THREE REQUIREMENTS FOR ACCEPTANCE: A MASTERS DEGREE, A WRITING SAMPLE, AND A CV SHOWING 3 YEARS OF LEADERSHIP EXPERIENCE AT ANY LEVEL
- THERE IS NO TRANSFER CREDIT THUS ALL STUDENTS STAY TOGETHER AND TAKE THE SAME COURSES AT THE SAME TIME.
- TO DATE, 4 PUBLIC SCHOOL GROUPS OF 6-9 STUDENTS ENROLLING TOGETHER FROM VARIOUS SCHOOL DISTRICTS ACROSS THE STATE CREATED A REPRODUCIBLE MODEL FOR RECRUITMENT OF GROUPS FROM OTHER DISTRICTS
- 9 MONTHS INTO THE PROGRAM WE HAVE 150 STUDENTS IN 3 COHORTS!

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USING THE NET PROMOTER SCORE, END OF COURSE SURVEYS (INCLUDING ASSESSMENT FOR ACCREDITORS IMBEDDED IN PROGRAM DESIGN AND "CLOSING THE LOOP")

- NET PROMOTER SCORE TO ASSESS CUSTOMER SATISFACTION
- END OF COURSE SURVEYS
- CURRICULUM MAPS, EVALUATION PROGRAM ASSESSMENT REPORTS (EPARS) AND DATA COLLECTION

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NET PROMOTER SCORE (NPS) DEFINED -FROM "THE ULTIMATE QUESTION" BY FRED REICHEL

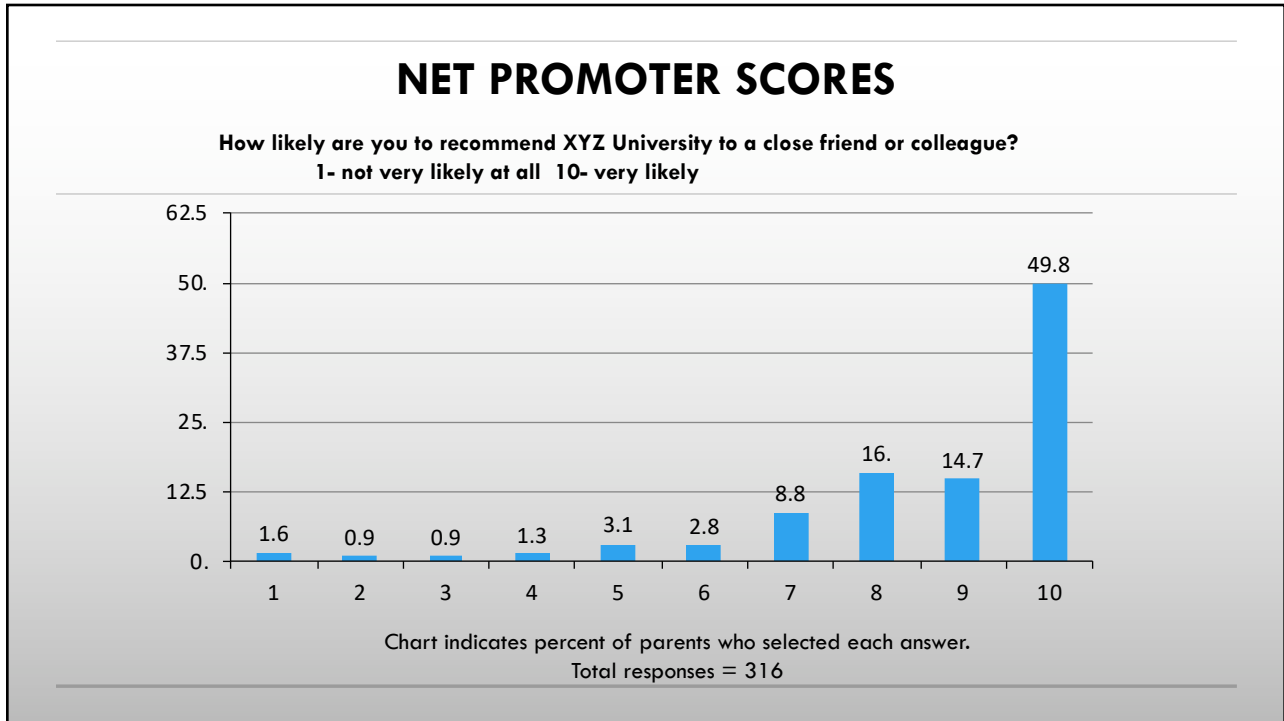
- THE **NET PROMOTER SCORE** IS **CALCULATED** AS THE DIFFERENCE BETWEEN THE PERCENTAGE OF PROMOTERS AND DETRACTORS. THE NPS IS NOT EXPRESSED AS A PERCENTAGE BUT AS AN ABSOLUTE NUMBER LYING BETWEEN -100 AND +100. FOR INSTANCE, IF YOU HAVE 25% PROMOTERS, 55% PASSIVES AND 20% DETRACTORS, THE NPS WILL BE +5
- PROMOTERS: 9 OR 10
- PASSIVES: 7 OR 8
- DETRACTORS: 0-6
- THE ULTIMATE QUESTION IS "ON A SCALE OF 1-10 HOW LIKELY WOULD YOU BE TO RECOMMEND US TO A FRIEND?"

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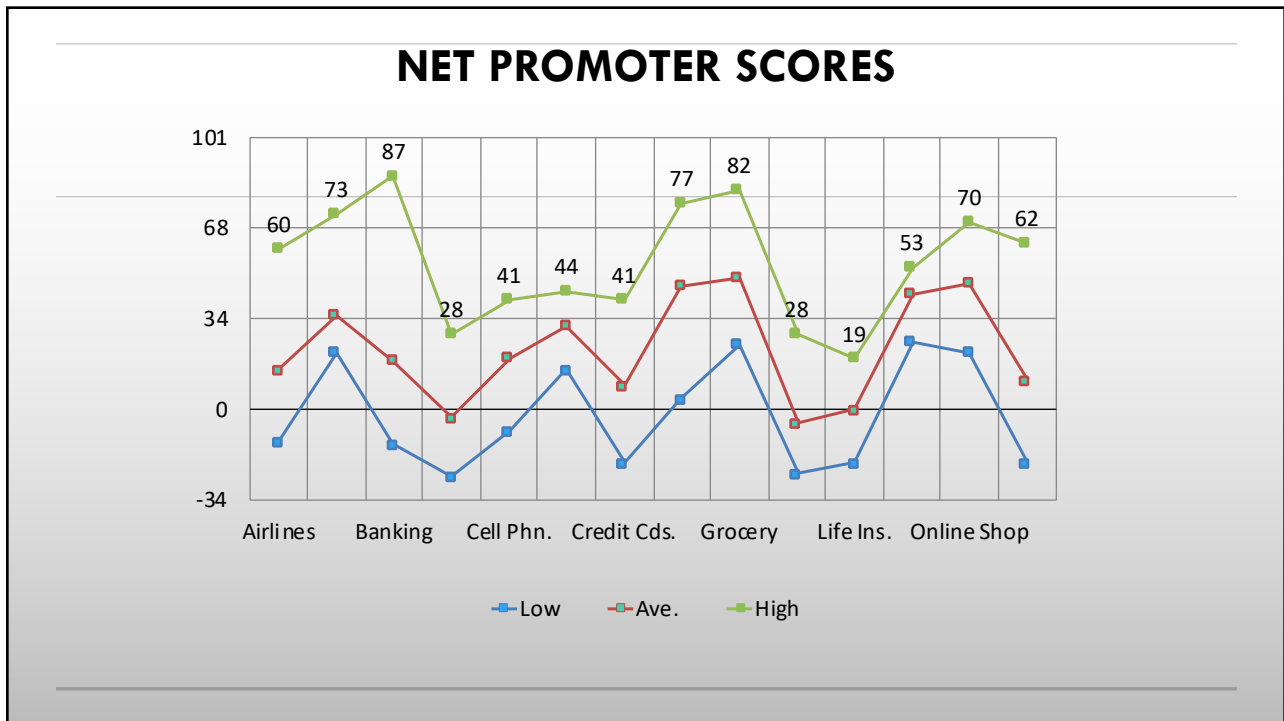
NET PROMOTER SCORE (NPS) FOLLOW-UP QUESTIONS

- FOR PROMOTERS: "IF SOMEONE ASKED YOU WHY SHOULD I ATTEND CIU ONLINE, WHAT WOULD YOU SAY?"
- FOR PASSIVES ASK: "WHAT WOULD IT TAKE FOR YOU TO GIVE US A 9 OR 10?"
- FOR DETRACTORS ASK: "WHY DID YOU GIVE US THAT SCORE?"

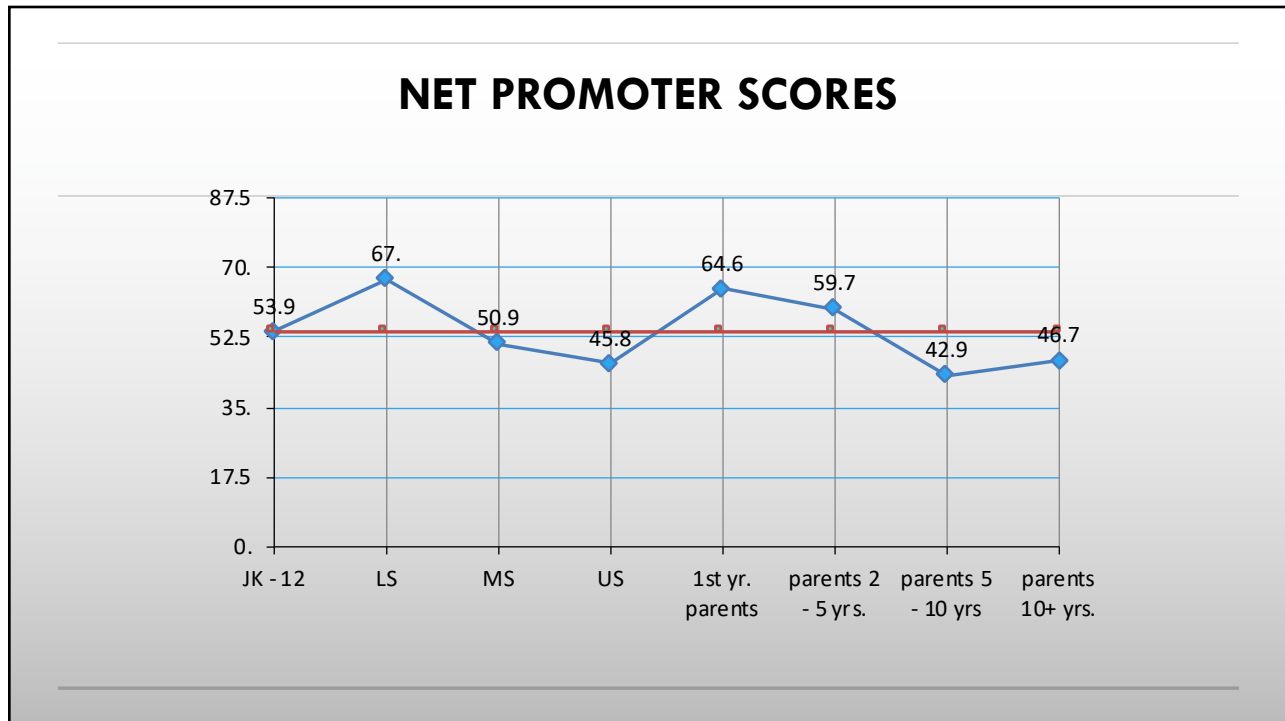
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END OF COURSE SURVEYS

- EMBEDDED INTO EVERY ONLINE COURSE VIA CANVAS IN THE FINAL UNIT
- 10 PTS (OUT OF 1000) EXTRA CREDIT
- SURVEY PURCHASED AND ADMINISTERED VIA CIU OFFICE OF INSTITUTIONAL RESEARCH INCLUDES DATA COMPARING CIU ONLINE COURSES WITH OTHER CIU ONLINE COURSES, CIU ONLINE COURSES WITH OTHER UNIVERSITY ONLINE COURSES, CIU ONLINE INSTRUCTORS WITH OTHER CIU ONLINE INSTRUCTORS AND CIU ONLINE INSTRUCTORS WITH OTHER UNIVERSITY ONLINE INSTRUCTORS

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CURRICULUM MAPS, EVALUATION PROGRAM ASSESSMENT REPORTS (EPARS) AND DATA COLLECTION

- CURRICULUM MAPS ARE DEVELOPED AT THE BEGINNING OF THE ONLINE COURSE DEVELOPMENT PROCESS
- EPARS ARE BASED ON DATA COLLECTED FROM ONLINE COURSES IN ACCORDANCE WITH THE PROGRAM ASSESSMENT PLAN (INCLUDING SPECIFIC ASSIGNMENT RUBRICS)
- PROGRAM DIRECTORS, FACULTY AND OTHER ACADEMIC LEADERS MEET TO DISCUSS DATA, AFFIRM AREAS WHERE LEARNING OBJECTIVES ARE BEING MET AND SPECIFIC WAYS TO ADDRESS AREAS IN NEED OF IMPROVEMENT
- CURRICULUM AND THE CORRESPONDING ONLINE MASTER COURSES ARE REVISED FOR AREAS IDENTIFIED AS BEING IN NEED OF IMPROVEMENT. THIS PROCESS "CLOSES THE LOOP"

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HIRING PRACTICES, AND ONLINE STAFF DEVELOPMENT

- HIRING PRACTICES: LOOKING FOR CHARACTER, COMPETENCE, CHEMISTRY AND CALL
- ONLINE STUDIES OFFERS REGULAR STAFF DEVELOPMENT VIA ZOOM WHICH IS RECORDED AND MADE AVAILABLE VIA AN ONLINE STUDIES INSTRUCTOR RESOURCE SITE IN CANVAS
- NEXT WEEK OUR DIRECTOR OF INSTRUCTIONAL ASSESSMENT IS TEACHING ON THE CIU ASSESSMENT PROCESS
- IN APRIL I WILL TEACH A SESSION ON THE INTEGRATION OF FAITH AND LEARNING ONLINE
- FOR THE PHD IN ORGANIZATIONAL LEADERSHIP WE HAVE QUARTERLY MENTOR TRAINING
- FIRST WEEK ONLINE INSTRUCTOR CHECKLISTS

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CONCLUSION

- CONSISTENT DELIVERY OF QUALITY ONLINE PROGRAMS OVER TIME IS THE KEY TO GROWTH AND SUCCESS!
- THE KEY TO DEVELOPING QUALITY ONLINE DEGREE PROGRAMS IS TO UTILIZE BEST PRACTICES INCLUDING ASSESSMENT PLANS IN DEGREE PROGRAM AND COURSE DESIGN, ASSESS WHETHER OR NOT STUDENT LEARNING OUTCOMES ARE BEING MET, AND USE THIS DATA TO MAKE NEEDED CHANGES.
- CUSTOMER SATISFACTION DATA SHOULD ALSO BE COLLECTED TO ENSURE THAT STUDENT NEEDS ARE CONSISTENTLY MET FROM START TO FINISH BECAUSE IF THERE IS NO MARGIN THERE IS NO MISSION!
- CONTINUOUS IMPROVEMENT MUST BE A PART OF THE FABRIC OF ONLINE STUDIES BECAUSE "CHRISTIAN SHODDY IS STILL SHODDY!"