The Formation of a Distance Learning Institute: Transforming People, Process, & Product

CONSULTANCY PROJECT FOR DOCTOR OF EDUCATION IN ORGANIZATIONAL LEADERSHIP GARDNER-WEBB UNIVERSITY MARTHA EDDINGS
Rationale for Project

• Declining enrollment trend (2015 -10.32%, 2016 -16.78%)
• Increasing attrition trend (2015 -36.71%)
• Provide another educational option for students
• Compete with other online educational institutions

(Tuition and Fees, 2015)
The Vision of the Distance Learning Institute (DLI)

- Develop a fully operational online campus offering the same quality and rigorous courses as the existing physical campuses
- Provide 24 hour availability of all student support services
- Fully accredited
- Secure own administrative staff, and designated mission
- Planned in 4 phases, each having its own milestones and completion projected dates
Projected Financial Impacts of the DLI

2013 Statistics used in lieu of a cost analysis:

- 803 students enrolled in 100% online and/or hybrid classes generating $798,235.00 Fall 2013 semester
- 1,552 students enrolled in 50% or more online and/or hybrid classes generating $1,371,507.00 Fall 2013 semester

(Hedges et al., 2013)
Benefits/Outputs of the Project

1. A decrease in overall attrition identified in online and hybrid courses
2. An increase in quality and rigor of online and hybrid courses by standardization
3. Provide an alternative option for education to working adults
4. To compete with private, for profit, and proprietary colleges
5. To align the organization for a trend shift to massive online open courses (MOOCs)
6. To increase the enrollment of the college with minimal physical expansion
7. To expand opportunities for students and faculty for education, development, and career expansion
Benefits/Outputs of the Project (continued)

• Stakeholders impacted:
  • Students- More choices and increased flexibility
  • Faculty- More teaching opportunities, opportunities for curriculum development and revision which brings increased earning potential
  • Administration- Expansion of enrollment numbers as course sections can be much larger that F2F sections, Potential for increased programs development, unlimited area for increased revenue
  • Community- Opportunity for joint ventures with area industry, schools, non-profits
Areas Within the College Impacted by the Project

• Administration
• Admissions/Advisement
• Financial Aid/Veterans Services
• Student Success and Tutoring Center

• Library
• Information Technology
• Bookstore
• Teaching Excellence Center
• Marketing
Project Timelines/Phases

**PHASE 1**

- Establishing Oversight committee, research best practices and determine need for DLI

**PHASE 2**

- Appoint Dean of DLI
- Form subcommittees
- Begin student readiness assessments, course standardization, faculty training and determine student services needs
Project Timelines/Phases

**PHASE 3**

- Implement online student services and administrative roles
- Begin marketing strategies

**PHASE 4**

- DLI goes live as an additional campus with its own infrastructure and support services
## Distance Learning Institute (DLI) Revised Timeline of Project

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NC-SARA
National Council for State Authorization Reciprocity Agreements

States not in SARA:
- California
- Connecticut
- Florida
- Massachusetts
- New Jersey
- New York

http://nc-sara.org/
## Proposed 2016-17 Distance Learning Institute (DLI) Budget

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Branding and Marketing for DLI

- Branding symbol created:
  ✓ Consistent labeling of all DLI services/products

- Marketing via television, radio, billboard, newspaper, & magazine promotions

- Virtual Open House

- Local high school presentations
Virtual Open House
Where Do We Go From Here?

• Retention – Develop a plan to improve Student Success and Retention
• Professional Development for Faculty - ongoing
• Quality Assurance for Online Courses - ongoing
• Assessment – PLO and GELOs must report on course formats, Program Evaluations to be disaggregated by course format
Reflections of the Project

WHAT WENT WELL?

WHAT WOULD I CHANGE?
Reflections of the Project (continued)

WHAT DID I LEARN?

WHAT ARE THE IMPLICATIONS OF THIS PROJECT?
Any Questions?
References


• Hedges, M., Boone, B., Hyatt, C., Kemp, N., & Mawhinny, E., (2013). HGTC iCampus [Distance Learning Institute (DLI)] Proposal

• Hoppe, Dan, (2016). HGTC Distance Learning Executive Summary

References cont.

• NC-SARA, (2016) retrieved from http://nc-sara.org/content/basic-questions-about-sara


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