Planning for a Disrupted Industry

The Adaptable Institution

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My Background

- Composition and Rhetoric Faculty
- Computers and Composition
- Faculty Training
- Online courseware
- Director of Technology
- ED of Higher Education Consortium
- President of public, online College
- Proponent of Competency-based Learning

Technology keeps changing everything

What Does Disruption Mean?

- **Clayton Christensen—*The Innovator's Dilemma***

  New or underserved markets

  Needs met by new providers and/or new processes

- It's been a process:
  - Distance Education: Learning is an activity not a location
  - Competency-based learning: Disaggregate Instruction from Assessment
  - *Coming soon*: Adaptable learning platforms providing individualized learning

- Higher Education's ROI is being reassessed:
  - from a parent's perspective
  - from an employer's perspective
  - from an employee's perspective
  - from accreditor/state/DC perspectives

Pressures

- Improve Outcomes
  - Measure student learning progress (real time interventions)
  - Measure students learning outcomes (outcomes of instruction)
  - Measure student learning effects (outcomes of a degree)

- Lower costs: Requires new business models (E.g OER)

- Create a new Supply Chain
  - We supply a product, but the production process takes time
  - Our product is purchased by employers, but they don't define their needs (they refuse to buy through a sales contract)

- Create Mass Customization
  - Students choose learning modalities that meet their needs and wallet
  - Financial aid supports those choices

SOLUTION: Create networks of partners to support those choices

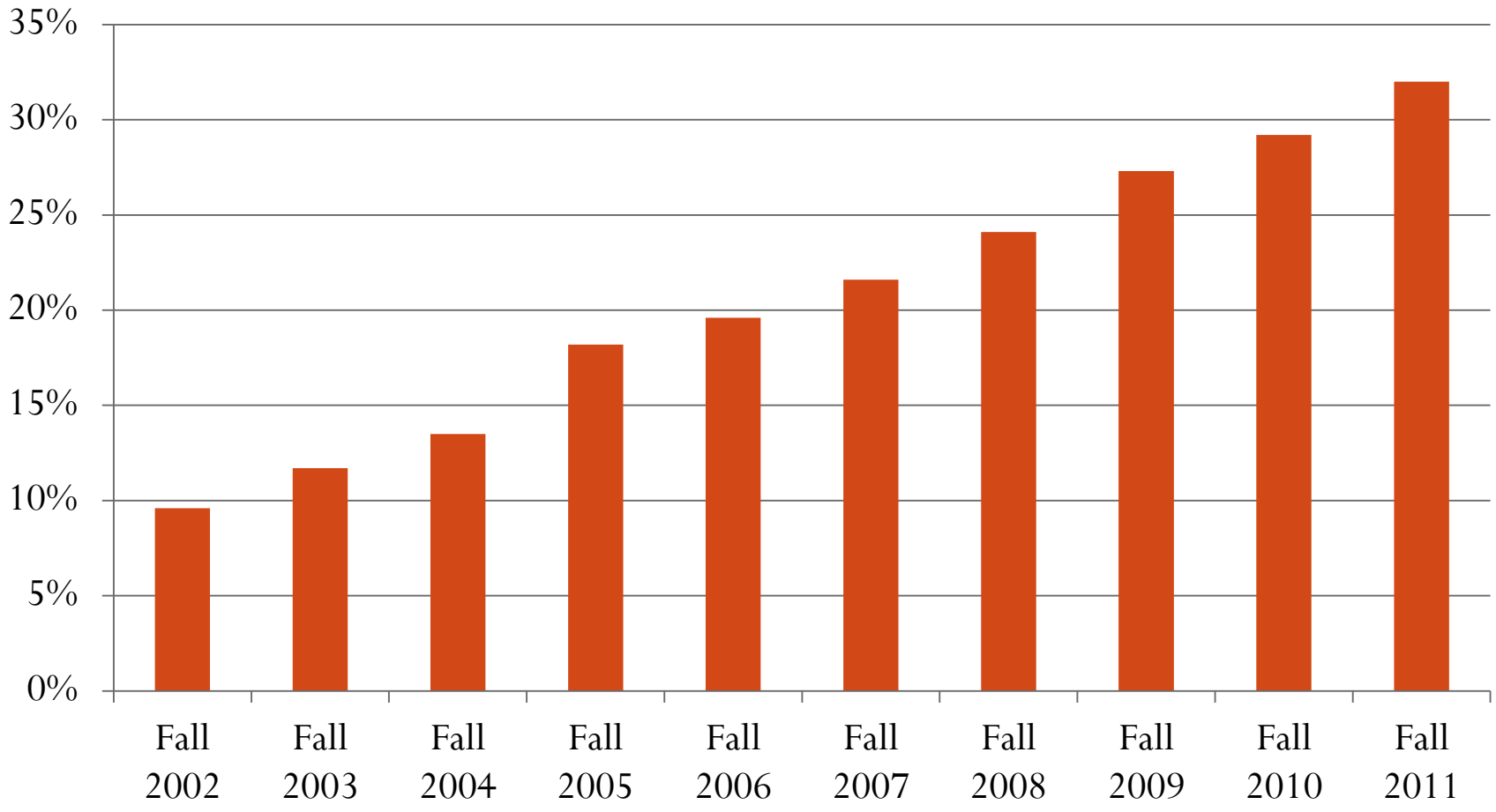
Distance Learning

- Asynchronous: *anytime / anywhere*
- Cohort Based *collaborative*
- Outcomes focused *what do you know, and what can you do*
- Tools *N.B. on ground classes use these tools*
  - Threaded discussions
    - Everyone participated
    - Multilog (as opposed to monolog)
    - Permanent record
  - Collaborative projects
  - Instructor and peer mentoring
  - 21st century workplace

Distance Education Growth

	Total Enrollment	Annual Growth Rate Total Enrollment	Students Taking at Least One Online Course	Online Enrollment Increase over Previous Year	Annual Growth Rate Online Enrollment	Online Enrollment as a Percent of Total Enrollment
Fall 2002	16,611,710	NA	1,602,970	NA	NA	9.6%
Fall 2003	16,911,481	1.80%	1,971,397	368,427	23.0%	11.7%
Fall 2004	17,272,043	2.10%	2,329,783	358,386	18.2%	13.5%
Fall 2005	17,487,481	1.20%	3,180,050	850,267	36.5%	18.2%
Fall 2006	17,758,872	1.60%	3,488,381	308,331	9.7%	19.6%
Fall 2007	18,248,133	2.80%	3,938,111	449,730	12.9%	21.6%
Fall 2008	19,102,811	4.70%	4,606,353	668,242	16.9%	24.1%
Fall 2009	20,427,711	6.90%	5,579,022	972,669	21.1%	27.3%
Fall 2010	21,016,126	2.90%	6,142,280	563,258	10.1%	29.2%
Fall 2011	20,994,113	-0.10%	6,714,792	572,512	9.3%	32.0%

Online Enrollment as a Percent of Total Enrollment Fall 2002- Fall 2011



The New Traditional

21 million students in higher education today

- Students who are older than 24 65%
- 18-24 35%
- 18-24 and residential 15%

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- Part time working adults are the new traditional students
- They are shopping for a degree
- They take courses from multiple institutions
- They expect service
- They care about convenience
- They shop for bargains based on speed to degree and total cost

Suggestions for The CT Plan

- Think Mass Customization
- Give students choices
  - Online courses
  - Competency-based credits (cheap)
  - Easy transfer (e.g. reverse transfer)
- Remove barriers
  - Missing required courses
  - Financial aid processing
  - Rigid start times
  - Residency requirements
- Connect Degrees to Jobs
  - Internships
  - Supply chain to business
  - Guaranteed Interviews
  - Portfolios

Leadership Principles

- Effective leadership involves the creative destruction of your current processes
- Collaborate rather than compete
- Focus on bottlenecks, barriers, and limits
- Lower costs, raise service levels, expand scale

How?

- Disaggregate the task into its parts
  - Do the parts at which you are excellent
  - Identify those who perform the other parts well
  - Assemble the best parts into a new, collaborative whole

Observations

- *Distance Education*: Learning is an activity not a location.
- *Analytics*: Use technology to fine tune a moment of learning intervention—real time advising.
- *Creative Destruction*: Technology changes the expected flow of processes.
  - Our students are skipping the inquiry stage probably because their searching and our website have dramatically improved.

Observations concluded

- Technology changes the potential outputs of education:
  - Electronic portfolios
  - Badges

- And the inputs of education:
  - Simulations/modeling
  - Peer-to-Peer learning

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