The Online Opportunity
Leveraging Technology to Address Institutional Priorities
University of Oregon
Eugene, Oregon
MARCH 7, 2016
1. Reframing the Debate

2. Curing the Cost Disease

3. Anticipating Barriers to Growth
Why Aren’t You Doing More Online?
External Pressure to Show Progress

Headlines
- “Board Removes President”
- “The MOOC Tsunami”
- “A Mountain of Student Debt”

Politics
- CA Legislature considers outside providers
- FL legislature calls for “virtual university”

Business
- Online enablement vendors expand
- Industries exploring online credentialing pathways

Peers
- Coursera, edX, and Udacity expand ranks
- Some earning significant revenue through online graduate programs

Competitors
- Governors embracing Western Governors U
- Investors backing new providers

Philanthropy
- Bill Gates backs adaptive learning platforms
- Foundations funding digital badges

Source: EAB interviews and analysis
Is Disruption Finally Here?
Are Graduates Getting Their Money’s Worth?

“Our goal is not to put you out of business; it is to lead you. It is to show you that there is a better way to do what you are doing, and for you to follow us.”

Ben Nelson
Minerva

“In fifteen years from now half of US universities may be in bankruptcy.”

Clayton Christensen
Harvard Business School

The World Is Your Classroom

Headlines Tout Breakthrough Online Technology

But School’s Value is Surprisingly Residential

*Intimate, Fully-Residential Experience*

- All courses online
- But fully residential: students live in urban apt-style lofts
- Small seminars, <20 students

*Immersive City Learning Experiences*

- Practice picking investments at a Silicon Valley start-up incubator
- Discuss city planning at a meeting with the Mayor’s Office of Civic Initiatives
- Reflect on political freedom at Ai Weiwei art exhibition at Alcatraz

In All Shapes and Sizes

Mature Online Offerings Exist Among Every Institutional Type

**Elite Research University**
- 17k undergraduates
- 20k graduate students
- $600M in annual research expenditures
- 60+ online graduate programs
- $110M in annual revenue from online graduate programs

**Regional Public University**
- 51k undergraduates
- 9k graduate students
- $120M in annual research expenditures
- 15 online bachelor's programs
- 24 online graduate programs
- 34% of credit hours are online

**Small Private University**
- 3k undergraduates on campus
- Liberal arts mission
- Evangelical affiliation
- 7,400 online students; mix of adult degree completers and professional master’s students
- 41% online growth from 2009-2012; campus enrollment flat

**Community College**
- 67k students
- Began converting curriculum online in 1996
- 41k online students
- 600+ online courses
- 48 start dates per year

Source: EAB interviews and analysis
Suddenly at the Top of the Agenda
Online Learning Moving From the Periphery to the Core

Is Online Education Critical to Your Long-Term Strategy?
Survey of Chief Academic Officers

- Agree: 69%
- Neutral: 38%
- Disagree: 20%

Is 2002 Online Learning Critical to Your Long-Term Strategy?
- Agree: 49%
- Neutral: 20%
- Disagree: 13%

Meet the Newest Member of Your Cabinet

Sanjay Sarma
Director of Digital Learning
MIT

John Mitchell
VP for Online Learning
Stanford University

Deborah Gearhart
Vice Provost for eLearning
Ohio University

Paul Berman
VP for Online Learning
George Washington University

Sree Sreenivasan
Chief Digital Officer
Columbia University

Jennifer Chesney
AVP of Digital Strategy
University of Alberta

Get Me a Task Force, Stat!

Willing to Innovate if Nothing Changes

Many Online Learning Task Forces Sidestep Budget Implications

Faculty Senate Task Force on Online Education

Costs are Not Our Problem

“We do not deny that broader adoption of online learning has financial ramifications, but we decided early in this process that we would not address these financial issues directly.”

No Change to Our Model

“Quality expectations, hiring criteria, academic control, and program approval processes must be equivalent to those for traditional campus offerings.”

No Revenue Allowed

“The financial case for greater investment in online learning is dubious. Thus, any policies should be based on quality of teaching and learning activities, rather than financial benefits.”

Asking All the Wrong Questions

Should we offer a MOOC?

Are my peers doing anything online?

Is online as good as face-to-face?

What are the latest classroom technologies?
From “Whether” to “How” We Will Go Online
Rising Above Misconceptions and Semantic Debates

Modality Debate Misses Important Distinctions

Online is **not a market**

Online is **neither more nor less effective**

Online is **neither more nor less profitable**

Online **will not replace your campus**

Key Lessons in Starting a Productive Conversation

Different populations require different programmatic strategies

Wrap-around services and design standards critical to student success

Costs and revenues driven primarily by instructional model and class size

Instruction and services will be delivered in multiple modalities

Institutional priorities and goals should drive decisions about technology

Source: EAB interviews and analysis
1 Reframing the Debate

2 Curing the Cost Disease

3 Anticipating Barriers to Growth
Breaking the Iron Triangle
Proponents Argue Online Learning Avoids Traditional Trade-Offs

Bill Bowen, Then and Now

2000
“All the talk of using technology to 'save money by increasing productivity' has a hollow ring in the ears of the budget officer who has to pay for the salaries of a cadre of support staff, more and more equipment, and new software licenses—and who sees few offsetting savings.”

2012
“I am today a convert… online learning, in many of its manifestations, can lead to at least comparable learning outcomes relative to face-to-face instruction at lower cost.”

Bill Bowen
President Emeritus, Princeton University

Serving the Multi-Modal Student
Flexible Formats Critical to Growth and Access

“Multi-Modality” at the University of Central Florida
Head Count by Location, Fall 2010

Main Campus Students (47,926)
- 60%

Regional Campus Students (5,251)
- 1%
- 3%
- 1%
- 4%

Secondary Campus Students (2,472)
- 18%
- 7%
- 1%
- 2%

Web Students (17,172)
- 4%

"Classifying a student as ‘main campus’ or ‘extended campus’ or ‘distance’ becomes meaningless in an environment where students take whatever courses they need in whatever location or modality best suits their requirements at the time."

Thomas Cavanagh
AVP of Distributed Learning
University of Central Florida

Relevance to Core Becoming Clearer
Technology Will Enhance, Not Replace, Undergraduate Experience

Path to Graduation Eased by Online and Blended Coursework

Year 1
- Online remedial math course prior to Fall start

Year 2
- Hybrid gen ed course with online lectures and discussion boards
- Self-paced online “catch up” course after dropping pre-med chemistry

Year 3
- Online summer course to complete missing pre-requisite

Year 4
- Two online courses to stay on track while studying abroad

Even Yale

“Yale College students in New Haven, subject to the approval of their DUSs and their residential college deans, may take one (but not more than one) online course for credit during their fall and spring academic semesters.”

What Students Want
Common Attributes of Effectively Designed Programs

Flexible Delivery
Accommodates adults with competing professional and personal commitments
May expand audience to include new geographic and demographic markets

Accelerated Format
Reduces opportunity cost for those taking time off work for degree
May also reduce price, depending on credit and tuition structures

Stackable Credentials
Allows students to pick out modular, often specialized, parts of degrees
Encourages students to later apply credits toward advanced credentials

Interdisciplinary Pathways
Tailors content and pedagogy to students formally trained in another discipline
Provides common knowledge base to students with varied backgrounds

Practical Experience
Fulfills growing employer demand for new hires with work experience
Enhances employment outcomes by producing better prepared graduates

Professional Development
Encourages application of program content in current work setting
Allows for networking, mentorship, and other career advancement benefits

Source: Education Advisory Board interviews and analysis.
Toward a Blended Future
Multi-Modal Delivery Both More Popular and More Effective

Within Your Reach

“About 80% of online students live within 100 miles of a campus or service center of the institution they attend, and the large majority live within 50 miles. Geographic proximity is a major advantage in attracting online students.”

“Online College Students 2012”
Aslanian Market Research

Bullish on Hybrid
Anecdotal Evidence Backs Statistics on Role of Region

Even online students want to come to campus and be part of our community

Students value our connections with local employers and industry

Known regional brands hold signal value for nontraditional students leery of slick for-profit marketing pitches

A blended approach helps mitigate the common persistence gap we see in fully online programs

“Instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction.”

US Department of Education
Evaluation of Evidence-Based Practices in Online Learning, 2010

Source: “Online College Students 2012,” Aslanian Market Research and The Learning House, Inc, 2012; EAB interviews and analysis
It’s the Model that Matters
Staffing and Section Sizes Most Critical to Instructional Economics

Thirteen Years of Study, Radically Different Cost Savings

Why the Variation?
• Not the discipline
• Not the type of institution
• Not original cost
• Not faculty salary

Technology Enables Scale, But Staff and Size Drive Savings
• No difference in outcomes between redesigns using part-time faculty and larger section sizes

Source: National Center for Academic Transformation Newsletter, April 2013
## Unpacking the Economics
A Tale of Two Redesigns in Introductory Psychology

<table>
<thead>
<tr>
<th>Before…</th>
<th>Cost</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 sections of 50 students</td>
<td>$31 per student</td>
<td>2 sections taught by full-time faculty</td>
</tr>
<tr>
<td></td>
<td>66% savings</td>
<td>4 sections taught by adjunct faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12 student learning assistants</td>
</tr>
<tr>
<td>$89 per student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 taught by full-time faculty @ $7,006</td>
<td>18 sections of 150 students</td>
<td>7 sections taught by full-time faculty</td>
</tr>
<tr>
<td></td>
<td>9 taught by adjunct faculty @ $1,941</td>
<td>2 sections taught by adjunct faculty</td>
</tr>
<tr>
<td></td>
<td>$89 per student</td>
<td>6 grad students, 3 adjuncts, and 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>learning assistants added for support</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>13 taught by full-time faculty @ $13,055</td>
<td>18 sections of 150 students</td>
<td>6 grad students, 3 adjuncts, and 9</td>
</tr>
<tr>
<td>5 taught by adjunct faculty @ $2,700</td>
<td></td>
<td>learning assistants added for support</td>
</tr>
<tr>
<td>$73 per student</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 student learning assistants</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: National Center for Academic Transformation Newsletter, April 2013
A Common Formula for Success
Best-In-Class Introductory Course Redesigns Remarkably Similar

Three Innovations in Pedagogical Design

U-Pace
Instructional Model for LMS-Based Courses

Open Learning Initiative
Adaptive Online Course Modules

The National Center for Academic Transformation
Modified Emporium for Developmental Math

Assessment Shows Clear Benefits

Psych 101
- Bs
- As

U-Pace Model
- 2%
- 19%
- 18%
- 7%
- 11%

Stats 101
- Traditional
- Hybrid

54.7%
56.7%
76.4%
79.7%

Final Exam
Pass Rate

5%
19%
7%
11%
5%
19%
7%
11%

15 Weeks
8 Weeks
15 Weeks
8 Weeks

The Same “High-Tech, High-Touch” Model

Interactive Software
- Majority of “class time” devoted to problem-solving
- Adaptive content modules

Individualized Support
- On-demand assistance from tutors
- Personalized feedback for both success and failure

Structured Progress Incentives
- Grades based on multiple milestones
- Instructor and student progress dashboards

Diverging Views on Quality
Third Side of Proverbial “Iron Triangle” Toughest to Bend

**Quality**

**Reputation**
Association with highly-regarded institution implies superior content and experience

**Faculty Expertise**
Leading researchers in field provide access to most up-to-date and engaging content

**Outcomes**
Course results in satisfactory grades, persistence, or career placement

**Learning Assessment**
Rigorous psychometric assessment design ensures full retention of material and ability

**Interaction**
Students are actively engaged with one another in discussion and project-based activities

**Standardization**
Clear, detailed standards set for all courses ensures consistently smooth experience

**Skill Acquisition**
Students attain desired competencies in defined trades or general skills for personal advancement

**Professional Design**
Sleek user interface and high production value engage and retain students

Source: EAB interviews and analysis
## Online for Whom?

Differentiating the Major Market Segments

### Residential Undergraduates

*Opting for Convenience and Enrichment*

- On-Time Graduation
- Exploration

### Professional Master’s Students

*Investing in Career Advancement*

- Promotion
- Career Change

### Adult Degree Completers

*Looking for Fast, Flexible Degrees*

- Salary Bump
- Personal Fulfillment

### Goals

<table>
<thead>
<tr>
<th>Residential Undergraduates</th>
<th>Professional Master’s Students</th>
<th>Adult Degree Completers</th>
</tr>
</thead>
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<tr>
<td>On-Time Graduation</td>
<td>Promotion</td>
<td>Salary Bump</td>
</tr>
<tr>
<td>Exploration</td>
<td>Career Change</td>
<td>Personal Fulfillment</td>
</tr>
</tbody>
</table>

### Typical Program Structure

<table>
<thead>
<tr>
<th>Residential Undergraduates</th>
<th>Professional Master’s Students</th>
<th>Adult Degree Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Sessions</td>
<td>Part-Time</td>
<td>Competency / PLA</td>
</tr>
<tr>
<td>Hybrid Courses</td>
<td>Project-Based</td>
<td>Accelerated Programs</td>
</tr>
</tbody>
</table>

### Selection Process

<table>
<thead>
<tr>
<th>Residential Undergraduates</th>
<th>Professional Master’s Students</th>
<th>Adult Degree Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>“Search and Shop”</td>
<td>“Search and Shop”</td>
</tr>
<tr>
<td>Reputation</td>
<td>Cost</td>
<td>Cost</td>
</tr>
<tr>
<td>Cost</td>
<td>Reputation in Industry</td>
<td>Convenience</td>
</tr>
</tbody>
</table>

Source: EAB interviews and analysis
## A Spectrum of Approaches

<table>
<thead>
<tr>
<th>Proportion Online</th>
<th>Online at the Margins</th>
<th>Growing Online Presence</th>
<th>Mature Online Programs</th>
<th>Born Digital Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residential Undergraduate</td>
<td>Limited Summer Courses</td>
<td>Bottleneck Gen Ed Courses Online</td>
<td>Gen Ed Core Online Self-Paced Courses</td>
<td>Fully Online Baccalaureate Degrees</td>
</tr>
<tr>
<td>Graduate and Professional</td>
<td>Blended Master’s Programs</td>
<td>Few Online Master’s Programs Regional Audience</td>
<td>Multiple Online Master’s Programs National Audience</td>
<td>Dozens of Degree and Certificate Offerings</td>
</tr>
<tr>
<td>Adult Degree Completion</td>
<td>Converted Night School / ESL Courses</td>
<td>Small General Studies Degree</td>
<td>Multiple Completion Programs Tailored to Local Workforce Needs</td>
<td>Competency-Based, Modular Programs</td>
</tr>
</tbody>
</table>

Source: EAB interviews and analysis
1. Reframing the Debate

2. Curing the Cost Disease

3. Anticipating Barriers to Growth
Establishing Instructional Standards

Setting a Bar for Design
With New Modalities Come New Expectations

The High Price of Poor Quality
*Flawed Online Courses*

- Difficult to navigate
- Broken links
- ADA noncompliant
- Components not compatible with students’ and institutions’ software
- Directions for course activities unclear
- Limited instructor-student interaction
- No direct link to student services

Faculty Impact

- Overwhelmed by troubleshooting problems
- Negative course evaluations

Student Impact

- Dissatisfied with course
- High failure rates

Roadmap for Encouraging Consistent Course Standards

1. Setting Baseline Standards
   - *Self-Review Checklist*

2. Pre-Launch Screening
   - *Peer Review*

3. Targeted Evaluation
   - Review Prioritization
     - High DFW rates
     - Master Courses
     - Part of fully online program

4. Continuous Improvement
   - *Longitudinal Effectiveness Analysis*

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Source: EAB interviews and analysis
Establishing Instructional Standards

**Instructional Design Support Underutilized**

Silo Service Units Rely on Faculty Interest and Initiative

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**Where Do You Get Ideas For Instructional Design?**

*2012 Survey of 5,261 Faculty*

Faculty working in solitude...

- My own ideas: 85%
- Scholars I know: 48%
- Scholars at conferences: 32%
- Scholarly society updates: 29%
- College library: 25%
- IT office: 24%
- Media support unit: 20%
- Teaching & Learning Center: 19%
- Free online resources: 19%
- Departmental resources: 10%

...and looking to discipline first

Unaware of or uninterested in dedicated institutional resources

---

“"We set up a table during our week-long faculty orientation, and hope that they’ll come to us.”

*Instructional Design Director*  
*Flagship Public University*
A Full Suite of Instructional Design Supports
Wide Spectrum of Faculty Resources Builds a Tech-Friendly Culture

96% of faculty have participated in at least one session

Required Orientation
- All new faculty required to complete academic technology orientation
- Investment in new hires makes later buy-in easier

Self-Help Tools
Digital Media
- Imaging / Audio / Video / 3D Development
Web Development
- CMS / Dreamweaver
Programming
- C++ / Java / PHP

Year-Round Trainings
- Over 300 two-hour sessions addressing a multitude of technology issues
- “Blitz Weeks” before start of each term combine a number of instruction-relevant sessions and assistance
- Faculty completing four sessions get a new computer (max of once every four years)

Advanced Services
Instruction
- Peer Mentoring
- Course Development
- Production Support
Technology
- Hardware Delivery and Support
- Software Support

Source: Virginia Tech, Faculty Development Institute, http://www.fdi.vt.edu/; EAB interviews and analysis
You Have to Admit It’s Getting Better
Increasingly User-Friendly Platforms Enable DIY Course Design

Industry Leaders Investing in Enhanced Functionality for Faculty

**Communication**
- Faculty-student communications automatically logged

**Scheduling**
- Syllabus to calendar integration
- Deadline notifications

**Dashboard**
- Aggregated view of student activity, progress, and key course metrics

**Content Sharing**
- Drag-and-drop upload
- Direct video embedding

**Assessment**
- SpeedGrader™
- Audio comments

**Open Source**
- Open platform to produce content and host university-developed apps

Potential to Transform Course Design

- Overcoming faculty reluctance toward content migration
- Reducing reliance on professional instructional designers and IT support staff

Source: EAB interviews and analysis
**Ready for the Big Time?**

New Business Disciplines Required to Compete in Online Markets

<table>
<thead>
<tr>
<th>Traditional Program Launch</th>
<th>The New Online Reality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program decisions driven by:</strong></td>
<td></td>
</tr>
<tr>
<td>• Faculty desire and capacity</td>
<td>• More competition (both for- and non-profit)</td>
</tr>
<tr>
<td>• Academic quality standards</td>
<td>• Rapidly shifting student demand</td>
</tr>
<tr>
<td><strong>Approval process driven by:</strong></td>
<td>• Specific employer desires</td>
</tr>
<tr>
<td>• Calendar-based committees</td>
<td></td>
</tr>
<tr>
<td>• Multiyear evaluation cycle</td>
<td></td>
</tr>
<tr>
<td>• “All or nothing” launch philosophy</td>
<td></td>
</tr>
<tr>
<td><strong>Program design process intended to:</strong></td>
<td></td>
</tr>
<tr>
<td>• Prioritize curricular considerations over infrastructure issues</td>
<td>• More tech investments</td>
</tr>
<tr>
<td>• Assume stable enrollment growth</td>
<td>• Risk of enrollment revenue “whipsaw”</td>
</tr>
<tr>
<td><strong>Marketing apparatus designed to:</strong></td>
<td></td>
</tr>
<tr>
<td>• Reach “traditional” student groups</td>
<td>• “Search and shop” behaviors</td>
</tr>
<tr>
<td>• Advertise the institution as a whole</td>
<td>• Want program-specific info</td>
</tr>
<tr>
<td></td>
<td>• Desire information and interaction, not a sales pitch</td>
</tr>
</tbody>
</table>

Source: EAB interviews and analysis

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If We Build It, Will They Come?
Ensuring Sufficient Demand Before Program Launch

Require Data-Driven Market Analysis Before Launch

**Internal Data**
- Application and inquiry trends in comparable F2F programs
- Yield and conversion rates

**External Data**
- Graduate figures, by field and by competitor (IPEDS)
- Employment trends (BLS)

Harness faculty expertise to validate analysis

1. Informed Go or No-Go Decision
   - Central seed funding based on initial needs and growth potential

2. 3-Year Viability Audit: Are Targets Being Met?
   - Opportunity to reassess target market or curricular offerings

Next-Generation Employer Data

**Highlighting Hot Markets**

**Mining for Emerging Job Titles and Skills**

Source: EAB interviews and analysis
Know Your Competitors

Compare Rival Programs Using (Mostly) Public Information

Components of a Typical Program-Level Competitive Analysis

- Price
- Brand
- Size
- Location

Equally Critical Yet Underappreciated Dimensions of Competition

- Completion Time
  - Can students complete competitors’ programs in less time than ours?
- Marketing Message
  - Are competitors’ programs pitched to career changers, promotion seekers, working parents, etc.?
- Curriculum
  - Do competitors offer particularly unique courses or experiences?
- Flexibility
  - Are competitors’ programs fully asynchronous?
  - Do competitors’ programs include self-paced options?
Changing the Rules of the Game

A Slightly Oversimplified History of Marketing

Differentiating on Brand Reach
- Compete on advertising
- From billboards and radio ads to SEO and PPC
- Scarcity: Customer Awareness

Differentiating on Product
- Just having a product is enough
- “Any color Model T as long as it’s black.”
- Scarcity: Means of Production

Differentiating on Customer Intimacy
- Unlimited and instantaneous options
- Customers value:
  - Experience > Products
  - Customization > Mass Market
  - “People Like Me” > Advertising
- Getting to top of search engine no longer enough
- Scarcity: Customer Attention
- The “Search and Shop” Student

Transitional Moment for Online Marketing

Source: EAB interviews and analysis
Stealth Prospects Quickly Becoming the Majority of the Prospect Pool

An Increasingly Silent Funnel

Traditional High-Touch Recruiting

1. Request information
2. Speak to recruiter
3. Attend info session
4. Submit application
5. Register for first term

Today’s Stealth Prospects

- Independently browse
- Start application
- Submit application
- Register for first term
  - Unable to find preferred course
  - Concerned about financing degree

- Many silent prospects likely never apply
- High volume of late inquiries may overwhelm staff
- Difficult to forecast enrollments and plan instructional capacity

Source: EAB interviews and analysis.
Supporting Independent Search
Website Navigation Challenges Affect Early and Late-Stage Browsers

Browsing Behavior

Information Gathering
- Unsure about programs or courses of interest
- Seeking information to help inform choice
- Unlikely to enroll in the near-term

Application Preparation
- Synthesizing content from multiple sources
- Seeking information to confirm decision
- Likely to have already begun application

Need help **FILTERING** possible choices to home in on best fit option

Need help **CURATING** disparate but relevant information found in search

Source: EAB interviews and analysis.
Guiding Web Visitors to Find Best Fit Programs

JHU Carey Business School’s Program Explorer

Six-Question Diagnostic…

Program Preference
1. Part-time or full-time
2. Time to completion

Preparedness and Fit
3. Highest degree obtained
4. Years of work experience
5. Academic and professional interests

Additional Information
6. “Why JHU” open response

…Populates Matrix of Best Fit Options

<table>
<thead>
<tr>
<th></th>
<th>Option A</th>
<th>Option B</th>
<th>Option C</th>
<th>Option D</th>
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<tbody>
<tr>
<td>Credits</td>
<td>36</td>
<td>54</td>
<td>42</td>
<td>64</td>
</tr>
<tr>
<td>Experience</td>
<td>None</td>
<td>2+ yrs.</td>
<td>5+ yrs.</td>
<td>2+ yrs.</td>
</tr>
<tr>
<td>Length</td>
<td>12 mo.</td>
<td>36 mo.</td>
<td>24 mo.</td>
<td>Self-paced</td>
</tr>
<tr>
<td>Campus</td>
<td>DC, Balt.</td>
<td>Baltimore</td>
<td>DC</td>
<td>DC</td>
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<tr>
<td>Focus</td>
<td>Marketing</td>
<td>Economics</td>
<td>Nursing</td>
<td>Mgmt.</td>
</tr>
<tr>
<td>Best For…</td>
<td>Biotech interest</td>
<td>Policy profs.</td>
<td>Career advancers</td>
<td>Skills development</td>
</tr>
<tr>
<td>Benefits</td>
<td>Global curriculum</td>
<td>Blended format</td>
<td>Specialized focus areas</td>
<td>Capstone project</td>
</tr>
</tbody>
</table>

Permits personalized follow-up in response to inquiry

Source: John Hopkins University Carey Business School, carey.jhu.edu; EAB interviews and analysis.
Benefits Beyond an Increase in Inquiries

Marketing, Prospects, and Program Directors Reap Rewards

Marketing
- New website design increases qualified leads by **200%**
- Program Explorer generates **15%** of all website leads

Prospects
- Reduces time and effort needed to search for best fit programs
- Only spend time collecting info on programs that match preferences

Program Directors
- Increases awareness of niche and new offerings
- Prompts inquiry from students most likely to succeed

Source: EAB interviews and analysis.
Time to Get Smarter, Not Just Bigger

Breakthrough Ideas for Reaching “Search and Shop” Students

1. Adding Value in the Search Process
   - Profession-Entry FAQ Portal
   - Career-Changer Diagnostics
   - All-Inclusive Career-Changer Support
   - Corporate Outplacement Partnerships
   - Lifetime Career Success Services

2. Fostering Repeat Purchase Behavior
   - Intersession Professional Skills Boot Camp
   - Recent Graduate Support Portal
   - Next-Course Recommendation Engine
   - Loyalty Clubs
   - Stackable Certificates
   - Career Path Mapping
   - Stop-Out Re-approach Protocols

3. Rewarding Word-of-Mouth Referrals
   - Course Testimonial Prompts
   - Tell-a-Friend Infotainment Messaging
   - Transferrable Free Course Vouchers
   - Alumni Referral Scouts

Source: EAB interviews and analysis
Managing in Two Worlds
Preparing for Online Growth in the Core and on the Frontier

New Online Markets
- Target Students
- Multimodal Undergraduates

Getting to Scale
- Untethering from the Academic Calendar
- Building, Buy, or Partner?
- Addressing Risk
- Supporting Online Students
- Incentivizing Faculty Participation
- Establishing Instructional Standards

Testing the Waters
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