



GROWING ONLINE PROGRAMS: LESSONS LEARNED

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Context and Commitment

- Throughout 48 year history of distributed learning (DL), programs were developed autonomously
- Minimal infrastructure, multiple delivery modalities and few quality standards
- Decision to grow number and size of online programs with commercial partner

Strategic Approach

- New vision for DL advanced by our President: **accessible, flexible, affordable**
- Vision embraced by our previous Provost:
 - leadership and focus
 - unified vision and blueprint
 - revised course approval process

Partner Solicitation and RFP

- Market specific graduate programs
- Extend USC brand
- Support the recruitment and application processes
- Instructional design for first year
- Retention services

Institutional Support

- Learning management system (Blackboard)
- Application process (Graduate School)
- Review and admission recommendations (academic unit of program)
- Registration, billing, ERP/vendor integration
- Instruction and student mentoring (academic unit)

Curriculum Model

- Carousel model for course sequencing
- Five eight-week sessions per year
- Fully asynchronous, online delivery
- Order of courses depends on cohort

Challenges

- Partner worked more with individual programs, less with Graduate School
- Vendor ID model not consistent with department visions
- Vendor expectations for expedited application reviews
- Enrollment growth challenged unit capacities



Challenges

- Identity: partner staff identified as USC staff
- Communication: differing information provided by partner staff and USC staff – created confusion for applicants/students



Challenges

- Multiple systems working in different model: individual programs, Graduate School, instructional design, technology support, Blackboard
- Managing placements and supervision for experiential learning; doctoral research for education



Competing Expectations

- Partner wants to minimize admission requirements and process
- Programs want time for full review of applications
- Partner wants to maximize enrollment
- Programs want to limit enrollment for quality assurance



Successes

- Modest to large growth in programs
- General increase in quality of distributed learning across campus
- Net growth in students supported by revenue distribution
- State authorization – South Carolina is now a SARA member, but recruitment still limited geographically



DL Growth Projections

- For AY 2016, DL enrollments at USC grew 18.5%.
- By comparison, the latest national annual DL growth rate was 3.9% (reported in 2016 for 2014).
- By AY 2018-2019, could double course enrollment relative to AY 2014-2015

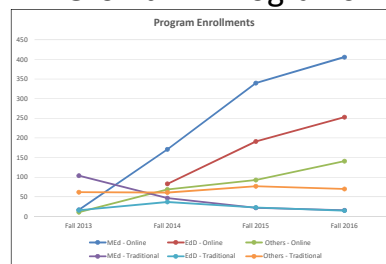


Current Programs

- MPH in Health Promotion, Education, and Behavior
- Master of Health Information Technology
- Master of Science in Nursing – Nursing Administration
- Master of Education – Educational Administration; Teaching
- Doctor of Education – Curriculum & Instruction with two concentrations



Growth in Programs



Programs to Consider

- Master of Science in Sport and Entertainment Management
- Master of Library and Information Science
- Master of Public Health- Health Services Policy and Management



Next Steps

- Add additional programs for this model
- Increase recruitment yield for programs with smaller growth
- Expand instructional design support/Quality Matters evaluation to more courses and programs
- As of January 1, one associate provost charged to oversee/coordinate DL activities

