How Online Learning Trends Inform Online Management Companies (OPMs)
A Panel Discussion

Representing CHLOE:
Ron Legon, Quality Matters
Eric Fredericksen, U Rochester
Mughees Khan, Eduventures

OPM Representatives:
Gerald DiGuisto, Extension Engine
Whitney Kilgore, iDesign
Lauren Wright, Wiley Academic Serv.
Introducing Our Panel

**Gerald DiGuisto**, Extension Engine, Director of Strategy

**Whitney Kilgore**, iDesign, Co-Founder and Chief Academic Officer

**Lauren Wright**, Wiley, Director of Program Strategy, Academic Services
What Chief Online Officers Say About OPMs

- The CHLOE Survey collects the views of Chief Online Officers (COOs)
- 75% of COOs are involved in contracting with external providers
- 41% have lead responsibility for contracting
- @22% of institutions report current or past OPM use
- 12% report current OPM contracts
- 10% report serious consideration of OPM relationships
OPM Services in Use

- Technical Support
- Student Support/Retention
- Marketing
- LMS Hosting/Support
- Enrollment Management
- Course Design

Public 2Y - Red
Public 4Y - Red
Private 4Y - Green
Questions for the Panel

What value can OPMs add to college and university online programs?

What can you do that our institutions can not do?
What Chief Online Officers Say About OPMs

- More than 75% say they would not consider an OPM relationship
- Prefer to invest in internal capabilities
- Concern about upfront costs and/or revenue share
- Unproven effectiveness
- Doubtful about return on investment
- Concerns about preserving institutional identity
- Prefer limited, short-term contracts for specific services
Most Institutions Build Their Own Online Courses

Figure 26. Most Online Programs Build Their Own Courses

- Public 2Y
- Public 4Y
- Private 4Y
- For-Profit 4Y
- Large >7,500
- Mid-Sized 1000-7,500
- Small <1000
- All Sectors

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Qm Matters

CHLOE

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Questions for the Panel

How are OPMs responding to the kinds of concerns raised by CHLOE respondents?
Questions for the Panel

How is the culture and character of an individual institution appreciated by the OPM? How do you approach understanding this?
Questions for the Panel

Is differentiation occurring within the OPM industry - in scope, approach to online learning, contractual relationships, etc.?
Questions for the Panel

What do you think OPMs will look like five years down the road? What new things will you do and what will you stop doing?
Q & A

Thank You!
The typical online student experience

Figure 10. Online Students Interact Most with Materials

In a typical online course offered by your institution, approximately what proportion of student engagement in the course falls into each of the following categories?

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Materials</th>
<th>Other Students</th>
<th>Faculty</th>
<th>Other Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Mid-Sized Private 4Y</td>
<td>46%</td>
<td>26%</td>
<td>25%</td>
<td>3%</td>
</tr>
<tr>
<td>Low Enrollment 4Y</td>
<td>50%</td>
<td>24%</td>
<td>23%</td>
<td>3%</td>
</tr>
<tr>
<td>Enterprise-Level</td>
<td>51%</td>
<td>24%</td>
<td>22%</td>
<td>3%</td>
</tr>
<tr>
<td>CHLOE Sample</td>
<td>52%</td>
<td>22%</td>
<td>23%</td>
<td>3%</td>
</tr>
<tr>
<td>Regional Mid-Sized Public 4Y</td>
<td>53%</td>
<td>21%</td>
<td>24%</td>
<td>2%</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>58%</td>
<td>18%</td>
<td>21%</td>
<td>2%</td>
</tr>
</tbody>
</table>

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Figure 12. Online Course Design Shapes the Student Experience

In a typical online course offered by your institution, approximately what proportion of student engagement in the course falls into each of the following categories?

- **Dominant Online Course Development Approach**
  - Faculty Work Independently: 1.4%
  - Faculty + Optional ID: 2.2%
  - Faculty + Required ID: 3.1%
  - Team-Based: 4.6%

Engagement categories:
- Materials
- Faculty
- Peers
- Other Staff

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Instructional Designers’ Impact On Student Interaction

Chief Online Officers think their institution’s online courses are characterized by...

- **Lots of Interaction**
  - ID or Team Support Required: 69%
  - ID Support Absent or Optional: 44%

- **Some Interaction**
  - ID or Team Support Required: 25%
  - ID Support Absent or Optional: 42%

- **Little or No Interaction**
  - ID or Team Support Required: 6%
  - ID Support Absent or Optional: 14%
Instructional Designers’ Impact on Technical & Pedagogical Consistency

- Little Technical Variation: 46% Required, 24% Optional or No Instructional Design Support
- Some Technical Variation: 35% Required, 47% Optional or No Instructional Design Support
- Wide Technical Variation: 19% Required, 29% Optional or No Instructional Design Support
- Little Pedagogic Diversity: 21% Required, 7% Optional or No Instructional Design Support
- Some Pedagogic Diversity: 33% Required, 38% Optional or No Instructional Design Support
- Major Pedagogic Diversity: 46% Required, 55% Optional or No Instructional Design Support
How Are Online Students Performing vs. On-Ground?

<table>
<thead>
<tr>
<th></th>
<th>Online Better</th>
<th>Online Same</th>
<th>Online Worse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Colleges</td>
<td>3%</td>
<td>40%</td>
<td>56%</td>
</tr>
<tr>
<td>4Y Low Enrollment</td>
<td>24%</td>
<td>60%</td>
<td>17%</td>
</tr>
<tr>
<td>Regional Public 4Y</td>
<td>13%</td>
<td>6%</td>
<td>81%</td>
</tr>
<tr>
<td>Regional Private 4Y</td>
<td>25%</td>
<td>31%</td>
<td>44%</td>
</tr>
<tr>
<td>Enterprise 2Y and 4Y</td>
<td>11%</td>
<td>16%</td>
<td>74%</td>
</tr>
</tbody>
</table>