

# CHLOE 5

THE PIVOT TO REMOTE TEACHING  
IN SPRING 2020 AND ITS IMPACT

## CHLOE 5: THE PIVOT TO REMOTE TEACHING IN SPRING 2020 AND ITS IMPACT

THE CHANGING LANDSCAPE OF ONLINE EDUCATION, 2020

*Quality Matters & Eduventures Survey of Chief Online Officers*

### Co-Directors:

**Ron Legon, Ph.D.**

*Senior Advisor for Knowledge Initiatives,  
Executive Director Emeritus, Quality Matters*

**Richard Garrett**

*Eduventures Chief Research Officer, ACT | NRCCUA*

### Contributing Editors:

**Eric E. Fredericksen, Ed.D.**

*Associate Vice President for Online Learning and  
Associate Professor, University of Rochester*

**Bethany Simunich, Ph.D.**

*Director of Research and Innovation,  
Quality Matters*



**encoura**  
Eduventures  
Research



## TABLE OF CONTENTS

Executive Summary.....	5
The CHLOE 5 Sample.....	6
The Pivot to Remote Teaching in Spring 2020 and Its Impact .....	8
How Higher Education Pivoted from Classroom to Remote Teaching .....	8
Measuring the Success of the Remote Teaching Pivot.....	14
Long-Term Impact of the Remote Teaching Pivot on Online learning .....	20
What Happens in Fall 2020? .....	24
Closer Looks .....	26
A Closer Look: Technology Choices during the Pivot to Remote Teaching .....	26
A Closer Look: Online Program Managers and the Pivot to Remote Teaching .....	30
A Closer Look: Online Experience and Degree of Success in the Pivot .....	33
A Closer Look: How Big a Difference Did Prior Online Capacity Make in the Pivot?.....	33
A Closer Look: Reflections of a COO .....	35
Acknowledgements .....	37



**LIST OF FIGURES** *All figures represent data from the CHLOE 5 Survey.*

1. Most Common Approach to Moving Courses to Remote Teaching..... 12

2. Additional Resources to Support the Pivot to Remote Teaching..... 13

3. Investments to Facilitate the Pivot to Remote Teaching..... 13

4. Was the Pivot to Remote Teaching Successful at Your Institution? ..... 14

5. How Manageable Was the Pivot to Remote Teaching at Your Institution? ..... 15

6. Quality Improvements Planned for Fall 2020 Remote Courses ..... 17

7. Faculty Preparation: Established Online Courses v. Remote Courses in Spring 2020 ..... 17

8. Student Engagement: Online Study v. Remote Study in Spring 2020..... 18

9. Preparation of Students for Remote Study v. Online Student Preparation ..... 19

10. Campus Faculty Attitudes toward Online Learning after Pivot to Remote Teaching..... 20

11. Campus Student Attitudes toward Online Learning after Pivot to Remote Learning..... 21

12. Post-Pivot Student Interest in Online Learning ..... 22

13. The LMS- not Zoom- was the Workhorse of Remote Teaching ..... 26

14. Schools with Online Experience Employed a Wider Toolkit to Manage the Pivot ..... 28

15. Schools Beginning to Standardize; Majority Already in the Cloud ..... 30

16. Remote Instruction Arrangements Were Managed In-House ..... 31

17. OPMs Are Valuable, But So Is Internal Capacity..... 31

18. Remote Pivot Experience Has Persuaded Few Non-Users to Switch..... 32



**LIST OF TABLES** *All tables represent data from the CHLOE 5 Survey.*

1. Comparison of the Fourth and Fifth CHLOE Samples ..... 7

2. Average Number of Face-to-Face Courses and Sections ..... 8

3. Most Common Challenges to Executing the Pivot to Remote Teaching..... 9

4. Percentage of Faculty with No Prior Online Teaching Experience..... 9

5. Average Number of Instructional Design Staff..... 10

6. Percentage of Students with No Prior Online Course Experience ..... 10

7. Plans for Instruction in Fall 2020 ..... 24

8. Plans to Offer Remote Courses in Fall 2020 ..... 25

9. Level of Difficulty to Pivot and Degree of Success in Spring 2020 ..... 33

**SUGGESTED CITATION**

Garrett, R., Legon, R., Fredericksen, E. E., & Simunich, B. (2020). *CHLOE 5: The Pivot to Remote Teaching in Spring 2020 and Its Impact*, The Changing Landscape of Online Education, 2020. Retrieved from the Quality Matters website:

[qualitymatters.org/qa-resources/resource-center/articles-resources/CHLOE-project](https://qualitymatters.org/qa-resources/resource-center/articles-resources/CHLOE-project)

# CHLOE 5: The Pivot to Remote Teaching in Spring 2020 and Its Impact

## *The Changing Landscape of Online Education, 2020*

### EXECUTIVE SUMMARY

CHLOE 5 surveyed 308 chief online officers in May 2020. The breakdown of institution types is similar to previous CHLOE surveys, with private nonprofits proportionately overrepresented and for-profits underrepresented. Two-year institutions were also somewhat underrepresented, compared to previous CHLOE surveys. Allowing for these differences, the CHLOE 5 sample is a reasonable representation of U.S. higher education.

The abrupt end of in-person instruction across U.S. higher education in March 2020 led to its replacement at most institutions by remote teaching over one or several weeks in order to enable students to complete the spring term. The average institution needed to move more than 500 courses. This pivot most profoundly affected the 50% of faculty, 51% of undergraduate students, and 27% of graduate students at U.S. institutions who had never taught or experienced a fully online course. The burden of converting courses fell mostly on the faculty who had been teaching these courses in person with some or little guidance from their institution or academic unit.

With instructional design staffs averaging three full-time equivalents (FTE), there was no time to implement fully online course design during this pivot. Some additional resources were provided by 69% of reporting institutions. These resources helped to offset the cost of technology acquisition (25%), faculty training (21%), and student computing needs for equipment and internet connectivity (21%). Little was spent on student accessibility needs.

Most COOs (78%) judged the pivot to have been completely or largely successful in achieving its primary goal of allowing students to complete the academic term. Only 21% expressed reservations, and less than 1% described the effort as unsuccessful. 36% described the steps to carry out the pivot as “smooth and straightforward,” while 44% considered them “somewhat difficult” and 20% as “very challenging.”

Dissatisfaction with the resulting remote courses was evident from the list of improvements COOs would like to see if it proves necessary to continue offering them in fall 2020. The majority of respondents contrasted characteristics of the preparation of students and faculty, and the level of engagement of students in the remote courses, unfavorably when comparing those same elements to fully online learning. Their top targets for improvement of remote teaching are faculty training and professional development, standardization on common technology tools, increased faculty-student interaction, enhanced student orientation, and



introduction of quality standards. If remote teaching continues into the fall, 35% of COOs are planning to implement these improvements incrementally, 18% are planning for the gradual conversion of remote courses to fully online courses, and 17% expect to substitute fully online courses. Only 2% would continue offering remote courses as they are.

Most COOs were optimistic regarding the longer-term effects of the remote teaching pivot on attitudes toward online learning. They judged the impact on campus-based faculty as modestly favorable to neutral and on campus-based students as mostly neutral (50%), with 20-25% favorable vs. unfavorable balancing each other. Asked to project the impact on demand for online learning in the near future, 64% predicted increased demand by undergraduates, another 28% said it was unaffected by the pivot, and only 8% having less interest. Graduate student plans were similarly regarded, with 57% increased demand, 37% unaffected, and only 5% with decreased interest as a result of the pivot.

Focused treatment of several related issues made the following points, which are elaborated in this report:

- Technology improvements during the pivot to remote teaching were most widely focused on use of the Learning Management System (LMS), followed at a considerable distance by increased use of video tools.
- Online program managers (OPMs) were not used to meeting the demands of the pivot, but many OPM users plan to expand their OPM engagements to cover remote learning needs for the future. Non-users of OPMs express little interest in exploring this option, based on the pivot experience.
- Institutions heavily invested in online learning had an easier time responding to the pandemic shut-down and pivot to remote teaching.
- Comparison of the pivot experience of institutions with extensive pre-pandemic online programs to those without this experience and infrastructure draws out the implications of more widespread faculty and student familiarity with online learning and larger instructional design (ID) staffs for a successful pivot.
- Also included is a personal reflection on the pandemic's impact on one institution, and higher education in general by Eric Fredricksen, Associate Vice President for Online Learning at the University of Rochester.

## THE CHLOE 5 SAMPLE

The CHLOE study is in its fifth year, but the latest survey is unique in various respects.

First, CHLOE 5 is defined by the COVID-19 pandemic, which in spring 2020 harried almost all colleges and universities into remote learning. While many schools declined to refer to this pivot as “online learning,” citing a gap between hastily prepared remote instruction and carefully designed online classes, technologies associated with online learning, such as the LMS and video conferencing, made the pivot possible. Nomenclature aside, the pandemic has thrust online learning into the limelight, raising numerous questions about the relative success of remote instruction, fall plans, and longer-term implications for online learning generally. The CHLOE team decided to devote our fifth survey to these topics.

Second, given pandemic pressure, the CHLOE 5 survey was designed to be considerably shorter than prior CHLOE surveys. Chief Online Officers, CHLOE's constituency, are working hard preparing for the fall semester, necessitating a survey that was simple to complete. Third, to speed up reporting, the fifth CHLOE survey was in the field for less time than prior surveys.

All these factors impacted the CHLOE 5 sample. In May 2020, the CHLOE 5 survey elicited responses from Chief Online Officers at 308 U.S. colleges and universities. Under the circumstances, this was an excellent response, in terms of the total and the diversity of schools represented. Nonetheless the sample is somewhat smaller than the CHLOE 4 sample of 366 schools.

**Table 1. Comparison of the Fourth and Fifth CHLOE Samples**

Year	Public 2Y	Public 4Y	Private 4Y	For-Profit	TOTAL
CHLOE 4	99	135	123	8	366*
%	27%	37%	34%	2%	100%
CHLOE 5	65	109	124	9	308*
%	21%	35%	40%	3%	100%

*\*Both surveys also received one response from a private 2-year school, included in the totals.*

Despite a smaller CHLOE 5 sample, the distribution by institutional type was similar to that of CHLOE 4. The main differences were somewhat lower representation from community colleges and somewhat higher from four-year privates.

How does the CHLOE 5 sample compare to U.S. higher education as a whole? In institutional terms, CHLOE 5 is a good match for community colleges, which made up 22% of colleges and universities in 2018, the most recent year available. In terms of enrollment, overall and online (both 28%), community colleges are somewhat underrepresented.

Public four-year institutions are overrepresented in the CHLOE 5 sample- 35% vs. 17% of all schools - but somewhat underrepresented when it comes to enrollment. Public four-year schools accounted for about 45% of total and online students in 2018.

Private four-year schools are well-represented institutionally (36% of institutions) but over-represented when it comes to enrollment (21% and 18% of total and online enrollment respectively).

For-profit schools are most under-represented in the CHLOE 5 sample, a perennial challenge for CHLOE. For-profits made up 22% of schools in 2018, if only 5% of total enrollment. However, for-profits are particularly active online, accounting for 10% of online enrollment and 19% of fully online program students.

Contact lists of chief online officers curated by the CHLOE team, as well as lists purchased from specialist sources and contacts obtained from requests to complete the survey, are used to build CHLOE samples.

How does the CHLOE 5 sample break down when it comes to online enrollment? As in years past, the CHLOE team divided schools into three categories: those with more than 7,500 fully or partly online students, those with between 1,000 and 7,500 and those with fewer than 1,000:

- Large (>7,500)= 12% of the CHLOE 5 sample (4% of all schools)
- Mid-Sized (1,000-7,500)= 48% of the CHLOE 5 sample (28% of all schools)
- Small (<1,000)= 39% of the CHLOE 5 sample (68% of all schools)

Not surprisingly, all CHLOE surveys over-sample schools with greater online learning activity. However, it is also true that CHLOE 5, like previous surveys, captures a wide range of institutions in terms of online enrollment scale, from the largest to the smallest.

In summary, CHLOE 5 is a representative sample of schools active in online learning, spanning public two-year, public four-year and private four-year schools. For-profit schools are under-represented.



## THE PIVOT TO REMOTE TEACHING IN SPRING 2020 AND ITS IMPACT

### How Higher Education Pivoted from Classroom to Remote Teaching

In the CHLOE 5 sample of 308 institutions, 22% pivoted to remote study in the first half of March, and 72% did so in the second half of March (Q1.1). Only six institutions had done so by the end of February, and five did not pivot until April. One fully online institution carried on as usual.

The decision to end face-to-face instruction—in the middle of a term for most institutions—and enable students to complete their courses remotely online was, in general, made swiftly at the executive level on the advice of health authorities. Most often—68% of the time—one institutional officer was placed in charge of the effort (Q 2.2). In 33% of institutions, the individual assigned this role was the provost or chief academic officer (Q 2.2a). The second officer most frequently assigned this responsibility (13%) was the chief online officer. Beyond these, different assistant and associate vice presidents, deans, etc., took on the role in various institutions. Many COOs describe a team approach as the core of their planning and implementation.

The magnitude of the task is evident from data CHLOE 5 collected on the number of affected courses and course sections (Table 2).

**Table 2. Average Number of Face-to-Face Courses and Sections**

Estimated Number of Face-to-Face Courses and Sections – Pre Pandemic	Sample	Community College	Regional Public	Regional Private	Enterprise	R1
Unique face-to-face courses on campus	560	299	914	625	2060	2199
Total face-to-face course sections on campus	1001	632	1551	782	4340	4225

The typical institution had a week or two to convert over 500 courses to remote instruction, and that number rose to more than 900 at the typical regional public university and over 2,000 at enterprise institutions and research universities. Accounting for multiple sections of courses, which, in many cases, had their own instructors, syllabi, readings and activities, nearly doubles the number of courses to be converted.

Beyond the sheer magnitude of the task, other challenges were immediately apparent to those who had to make this shift happen. CHLOE 5 asked chief online officers to indicate the most serious problems that needed to be overcome. Their aggregate responses (Table 3), indicated that their greatest challenges were a lack of preparedness, on the part of faculty, students, and the institution itself.

**Table 3. Most Common Challenges to Executing the Pivot to Remote Teaching**

The Challenges	% reporting	308 Responses
Low level of preparedness of campus-based faculty	75%	230
Underprepared students	62%	190
Lack of sufficient instructional design support	43%	131
Lack of resources to quickly train campus-based faculty	35%	109
Online infrastructure limitations	31%	95
Lack of centralized coordination of the effort	29%	90
None of the above	11%	34

Faculty preparedness, in addition to being the most frequently cited challenge (75%), was also ranked as *the* most challenging issue by 69% of the chief online officers. The challenge was to prepare all faculty members who had not previously taught online classes by giving them a primer on the basic elements of good online instruction and familiarizing them with available tools, then charging them with converting their courses to remote instruction in a matter of days. In general, the number of faculty members that needed such preparation and training averaged 50% of the institution's entire faculty (Table 4).

**Table 4. Percentage of Faculty with No Prior Online Teaching Experience**

Trimmed Average Percentage of Faculty Without Online Teaching Experience	Sample	Community College	Regional Public	Regional Private	Enterprise	R-1
Full Time Faculty	50%	35%	44%	51%	51%	66%
Part-Time Faculty	48%	43%	39%	47%	46%	57%
Tenured Faculty	54%	37%	47%	56%	55%	78%
Non-Tenured Faculty	48%	38%	39%	49%	44%	62%

Making the faculty challenge even more difficult was the need to overcome mixed feelings over the forced nature of the pivot and entrenched attitudes of many campus-based faculty skeptical or openly opposed to online learning. Faculty members who regarded online learning as inferior were suddenly told there was no alternative to converting their courses to Internet-based remote instruction to aid their stranded students, and that they had to do so in a matter of one or two weeks.

The first two rows of Table 5 below, indicate the instructional design staff available to assist in the conversion of courses and apply best design practices at the institution. Training a large contingent of faculty with little or no online teaching experience, many of whom were reluctant and philosophically opposed, especially with the meager numbers of instructional design staff, seems unlikely to have led to good course design or improved faculty attitudes toward online learning.

**Table 5. Average Number of Instructional Design Staff**

Instructional Designers on Staff – Pre- and Post the Pivot to Remote Instruction	Sample	Community College	Regional Public	Regional Private	Enterprise	R-1
Full-time Instructional Designers – Dec. 2019	3	1	3	5	9	11
Full-time Instructional Designers – June 2020	3	1	4	5	10	12
Part-time Instructional Designers – Dec. 2019	0	0	0	1	1	1
Part-time Instructional Designers – June 2020	1	0	1	1	1	2

As noted in earlier CHLOE reports, the low numbers of ID staff at most institutions may be insufficient even to provide support for the creation of a small number of new online courses each year, much less to curate the expanding online course inventory. Unsurprisingly, they were overwhelmed by the unprecedented task of converting hundreds or thousands of courses at an institution (e.g., 1:500 at community colleges). Few, if any, course conversions received more than a cursory glance from ID staff during conversion week. As one respondent noted, “With two instructional designers leading the professional development and training efforts, there is little time for actual ID work in specific courses.”

The alternative for IDs was to provide general group advice to faculty faced with converting their courses. Hence, the wide embrace of new terminology, referring to converted courses as “remote courses” rather than “online courses.”

While it is unrealistic to expect institutions to be staffed on a permanent basis for wholesale conversion of their curriculum in weeks or days, the pandemic may have persuaded many institutions that some augmentation of their ID staff would be prudent. Table 5 indicates some movement in this has occurred, with some sectors of institutions adding an average of one FTE in the immediate aftermath of the pivot. Other sectors may follow, but the low staffing levels of instructional design positions is an ongoing challenge that remains to be adequately addressed.

Campus student readiness for remote learning was also a widespread challenge. As established in CHLOE 4, only 30% of institutions require orientation of students planning to take online classes, and many others do not have even an optional formal introduction to online study. In late February or early March 2020, however, all campus-based institutions suddenly faced the need to prepare all their face-to-face students for online or remote learning. For most institutions, approximately half their students had never taken a single online course—an amount that would have overwhelmed the capabilities of a student orientation program, even where one existed (Table 6).

**Table 6. Percentage of Students with No Prior Online Course Experience**

Percentage of Students with No Online Course Experience Pre-Pandemic	Sample	Community College	Regional Public	Regional Private	Enterprise	R-1
Undergraduate	51%	46%	45%	45%	39%	44%
Graduate	27%	DNA	28%	28%	34%	49%

How did the majority of schools, who, in the past, left new online students to their own devices, deal with the need to prepare their on-ground students for remote instruction, especially considering that these students had not chosen to enroll in remote courses? The necessity of the pivot could be communicated

to students to gain their cooperation and understanding, but, in many cases, they were then thrust into remote courses without the guidance and skills they needed to succeed. With the time allotted, the task at hand, and without the orientation resources at-the-ready, many did not even try. Even for students that might have been helped by such measures, student preparation alone could not overcome all the remote instruction barriers students experienced, such as lack of adequate technology or Internet connections, not to mention the distractions of COVID-19-related illnesses, job loss, travel restrictions, etc., that disrupted student lives just when they were being asked to focus on a new way of learning.

About 50% of institutions in the survey created a pass/fail option for the term, which lessened the consequences of poor performance in a pandemic context, but hardly addressed the issue of students' mastering course content and the online medium. As one respondent put it, "Underprepared students" doesn't exactly capture how I'd characterize the challenge—more like "students who didn't sign up for online courses and were asked to engage with them, often in far from ideal circumstances." And so, preparing students better to succeed in remote courses remains a challenge to be fully addressed if a remote fall term becomes a reality.

Regarding the infrastructure challenges, resources were often expended in the early days of the pivot to acquire or upgrade software, make campus networks more robust, and purchase equipment, as described below. The cost of providing students and, though less frequently, faculty, with laptops and Internet access also ranked high among institutional expenditures to meet the demands of the pivot.

Nearly 30% of COOs also expressed the view that a lack of centralized coordinated leadership was a major challenge. Coming from officers who are usually responsible for coordinating the efforts and initiatives of different academic units and support units that contribute to the success of online learning, lack of leadership and centralized coordination is a serious concern. The CHLOE reports have documented the growth of the COO position and its influence on coordination, but the presence of this challenge in the pandemic crisis indicates that many institutions still have a distance to go in achieving the goal in an emergency. The problem appears to have been marginally worse at regional public universities, which have been identified in previous CHLOE surveys as more decentralized than other sectors.

Finally, a challenge that we had not considered as such emerged with force in the comments on this question—time—a resource that could not be extended or replenished. One such comment was:

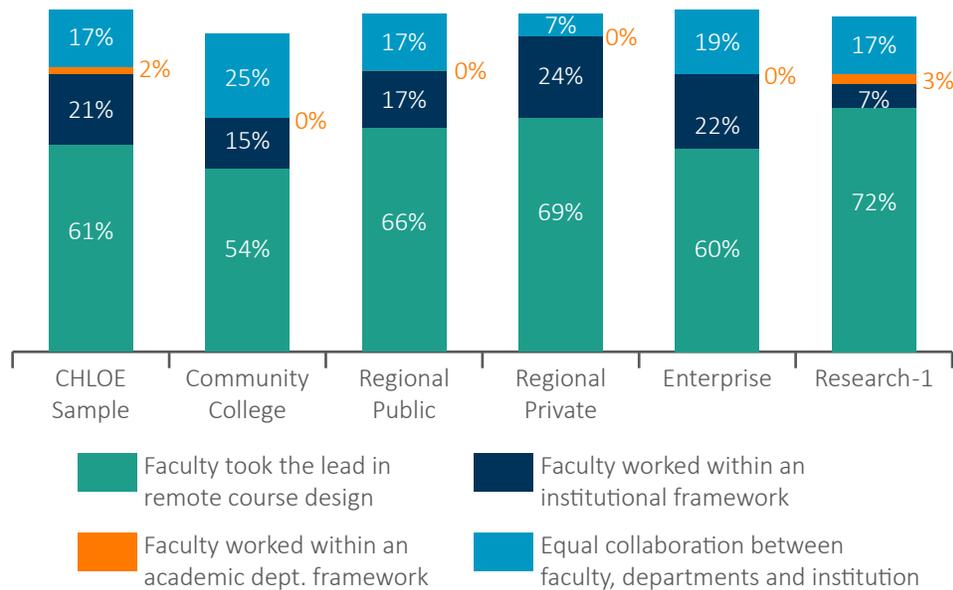
"The short timeline made it all quite stressful for faculty."

The compelling time pressure to accomplish the pivot quickly so that the spring term could be completed at or close to its original end date and thus not interfere with summer terms, summer jobs, internships, etc., cast a shadow over the entire effort.

In the event, time pressure may have been more of an ally of the pivot than an enemy, forcing decisions and compromises that might have taken much longer to work out otherwise. The result was that the pivot accomplished its main goal—allowing students to complete the spring term—and was widely regarded as a success, as we shall see.

The main activity during the remote pivot was creating or expanding the presence of formerly face-to-face courses on the institutional learning management system and loading the course shell with lessons and links to video lectures and other internet-based materials. Faculty lectures were broadcast and/or recorded for synchronous and asynchronous access by students using a variety of video tools. CHLOE 5 asked about the most common process for converting courses to remote teaching—whether the main responsibility for accomplishing these tasks rested with the faculty member functioning independently, the academic department using templates and other guidance for faculty, or the institution setting a framework within which faculty carried out the actual creation and transfer of content (Figure 1).

**Figure 1. Most Common Approach to Moving Courses to Remote Teaching**

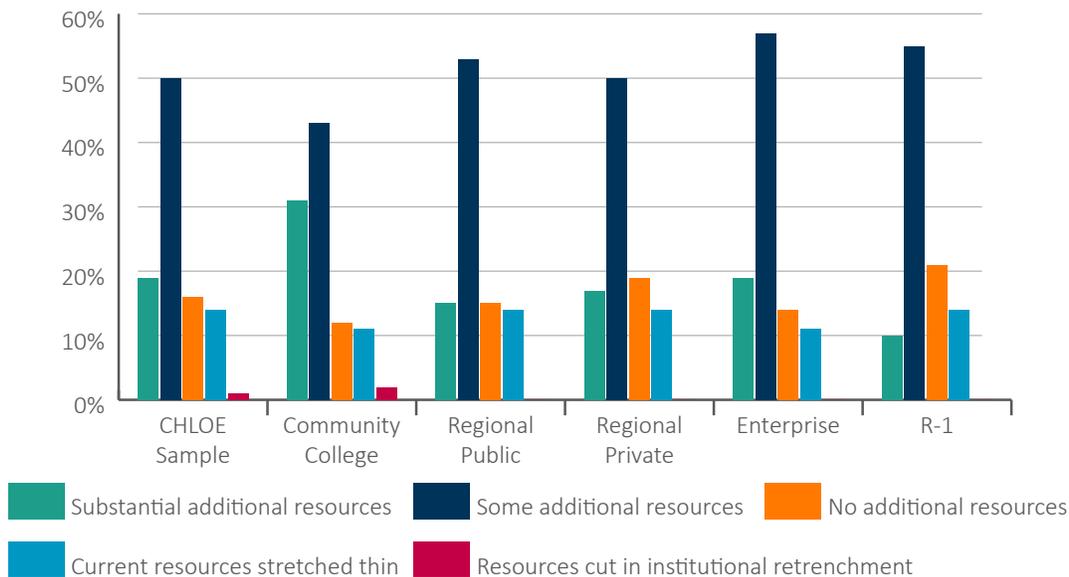


With half the faculty involved in this process, many strategies must have been employed, but, overall, individual faculty members were responsible for converting their own in-progress face-to-face courses with a modest level of support. In the majority of cases (the 61% indicated in green on the figure) they worked within an infrastructure provided by the institution but made most choices independently, as they would in their in-person classes. In 21% of cases, institutions were more proactive in providing templates, design support, etc. In 17% of institutions, faculty, departments, and the institution each contributed substantially to the course conversion process. In a very few cases, institutions tasked academic departments to establish a common approach that faculty members worked within. Variation by institution type, as indicated in the figure above, was within a fairly narrow range. Community colleges were most often prescriptive about remote design issues, and regional private and research institutions allowed faculty the most latitude.

Nineteen percent of institutions allocated substantial additional resources to accomplish the pivot to remote teaching (Figure 2). This figure was as high as 31% of community colleges, which generally struggle financially, and as low as 10% of research universities. However, these figures need to be judged against the level of support provided for critical units and activities prior to the pivot. As indicated in chief online officer comments, better-funded programs might not have needed much additional support or judged the level of new support to be only a marginal improvement.



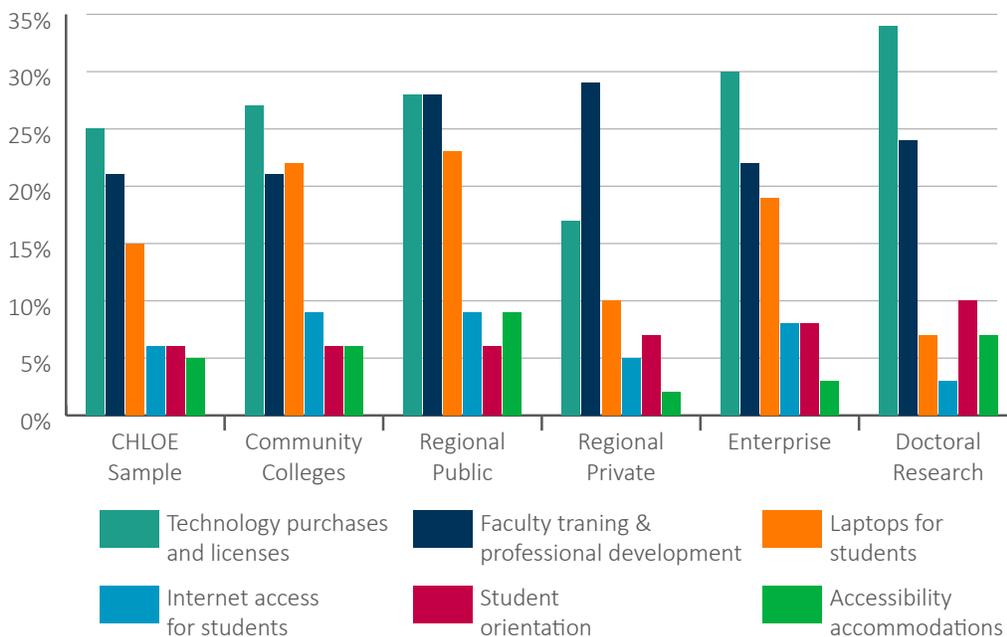
**Figure 2. Additional Resources to Support the Pivot to Remote Teaching**



Combining those schools that report receiving substantial new resources and others indicating they received more modest additional support, we can say that roughly 69% of institutions received *some* new resources. It is worthy of note that this occurred at a time when many institutions were retrenching in other areas in anticipation of major budget shortfalls in the current and following fiscal years. Most of the remaining 31% had to make do with pre-pandemic resources, and about half of this group acknowledged that their resources were stretched thin to meet these added responsibilities. Only 1% reported having to reduce expenses during the pivot, based on campus-wide retrenchment.

CHLOE 5 asked COOs where any additional resources were spent to have the greatest impact on the pivot to remote teaching (Figure 3).

**Figure 3. Investments to Facilitate the Pivot to Remote Teaching**



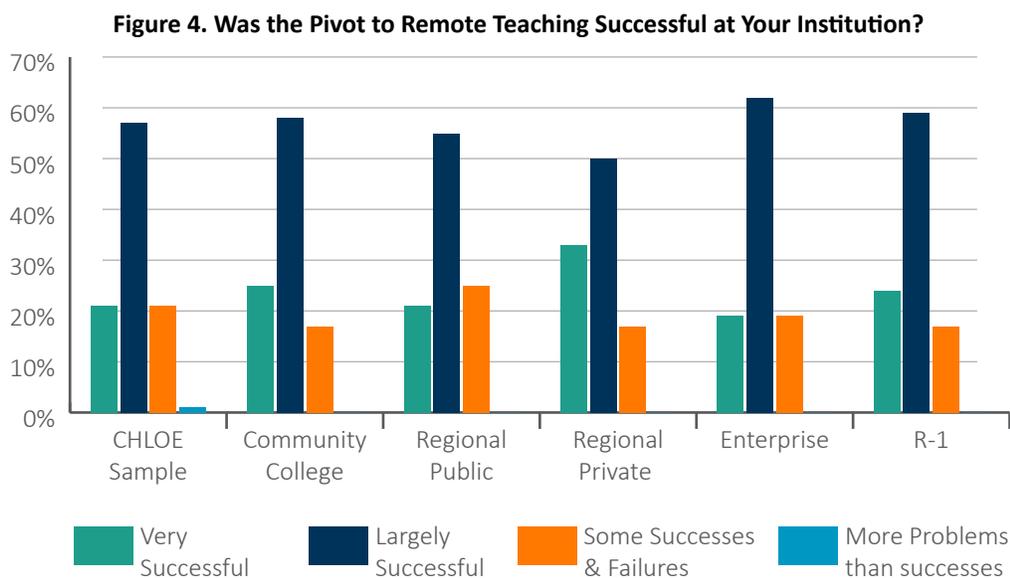
Acquisition of new technology was the most common area for significant additional expense during the pivot, followed next by faculty training, then by the purchase or rental of laptops and Internet access for students and, in some cases, for faculty. Investments in expanding student orientation and handling the increased demand for accessibility accommodations were noted by considerably fewer institutions but still frequently enough to make this short list of institutional investments.

It is tempting to read the descending percentages per issue as a ranked list of priorities during the pandemic. However, since two-thirds of institutions incurred few, if any, additional expenditures and managed the pivot tasks without additional investment, such a conclusion is too facile. It also became clear from COO comments that the term “significant expense” was interpreted differently, depending on the financial condition of the institution. What was a major expense for a struggling institution, for example, might be a marginal expense for a well-funded one. That said, the institutions with the highest online enrollment (our Enterprise category) and well-funded Research-1 universities show the highest percentage of additional expense, representing an even larger gap in dollar terms when comparing these sectors to others less well funded.

A further caution in interpreting the chief online officers’ characterization of the financial impact is that many of them may not have fully understood the financial implications of the pivot response. This issue was addressed in the CHLOE 4 Report in which a majority of COOs acknowledged their limited understanding of online and institutional finances. It is also understandable if the full financial implications of the pivot were not clear in May 2020 when the CHLOE 5 data was collected. Keeping these limitations in mind, COOs by and large agreed that their institutions had accomplished the pivot primarily with the resources in hand. Some acknowledged that this entailed shifting priorities and putting in long hours to absorb additional tasks.

### Measuring the Success of the Remote Teaching Pivot

Looking back from the vantage point of May 2020, when their institutions were wrapping up their first series of remote courses, most chief online officers judge their institution’s pivot to remote education as “very successful” or “largely successful” (Figure 4).



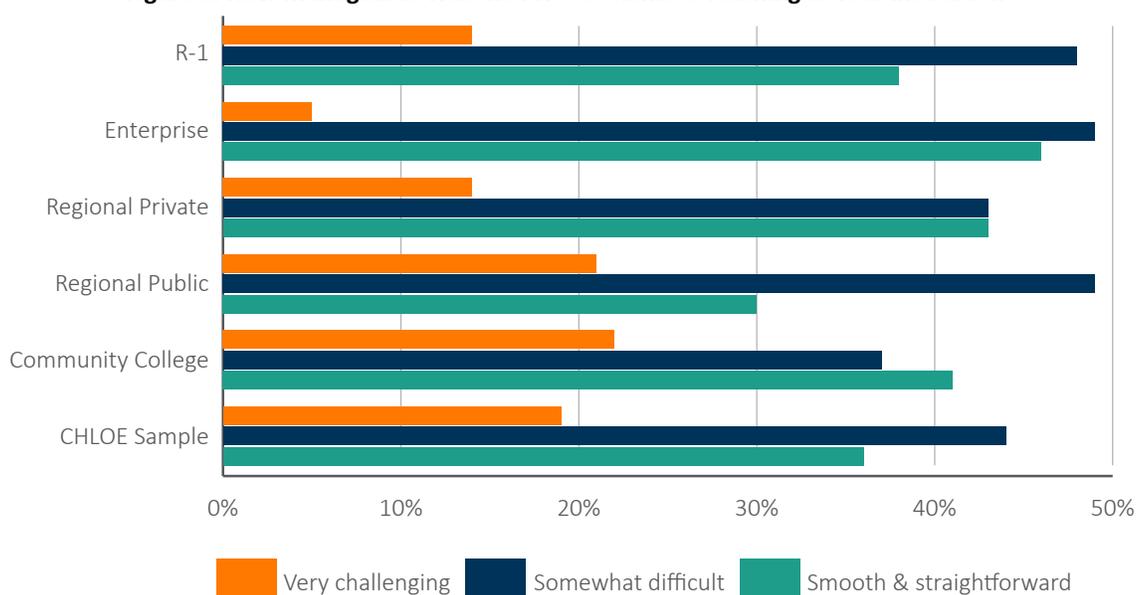
More specifically, 21% of responding institutions judged the pivot to be “very successful,” and 57% considered it “largely successful.” Combining the positive responses, more than three quarters (78%) of chief online officers believe the pivot was a success at their institution. Considered by sector, these

success rates varied little, ranging from 76% to 83%. Those COOs reporting a mixed picture of successes or failures also varied little among the sectors examined, ranging from 17% to 25% — and was highest at regional public institutions. Less than 1% of COOs reported more problems than successes.

This assessment may seem at odds with some opinion articles and, perhaps, some surveys reported in the popular and academic press. However, the context and perspective are important. COOs seemed focused on the main goal of the pivot, which was to enable students to complete the spring term under externally imposed social distancing rules designed to slow the spread of the pandemic. Their emphatic conclusion that the pivot was a success as measured against this goal is hard to dispute. The job got done on time, and the great majority of students were able to complete the term at nearly every institution. Yet, as we will go on to discuss, it did not cloud their judgment that the resulting courses left much to be desired.

Further, some of the satisfaction expressed in response to the success question and associated comments must also be seen in light of the challenges that nearly every institution faced. The survey asked COOs how manageable or difficult it was to steer the pivot toward success, ranging from “smooth and straightforward” through “somewhat difficult” to “very challenging” (Figure 5).

**Figure 5. How Manageable Was the Pivot to Remote Teaching at Your Institution?**



While only 19% of chief online officers described the task as “very challenging,” nearly half rated it as “somewhat difficult.” Similar results came from widely different sectors. On average, about 60% of institutions in each sector chose these first two descriptors. Enterprise institutions led others in considering the pivot “smooth and straightforward,” but their results are not too different from the other sectors. So, we can add a nuance to the COO conclusion that the pivot was a success—it was a success in the face of considerable challenges.

Here are some of the many comments from CHLOE 5 that show the range of reactions on the success of pivot:

“98% of faculty were already using the LMS for all their courses both online and on-campus. So we only had 2 faculty [members] that needed to start from the beginning of learning how to teach online and all the different aspects involved with this.”

“Being a small private institution with financial constraints, the college did a remarkable job of pivoting to remote learning considering our many challenges.”

“Individual instructors took the pivot to remote instruction as very challenging. Others took it in stride. It was not at all smooth, when viewed by the increase of contacts with my team- over a 200% increase from a year ago for March, and 300% for April. Still, the majority of courses made the pivot.”

“Faculty jumped on using Zoom for live sessions as if they were on campus. They had no plan and the university wasn’t prepared to support them. Students didn’t have access to technology, textbooks, or internet access. It was a struggle for many who may have went off the grid and didn’t pass. Some lost parents, some lost jobs, some lost homes...many instructors carried on like nothing bad was happening. Students were docked points for not attending live lectures via Zoom, for not turning on webcams, [faculty] weren’t cognizant of the struggles of their students or how to help them.”

“Faculty who are doing a poor job are simply keeping their heads down and not sharing what is happening.”

“Shifting every course within a two-week period was a monumental task.”

“We feel we rose to this challenge, and our student surveys are supporting this belief. Over 700 instructors attended training within 2 weeks.”

“It was very challenging but we were pleased with the ability to actually accomplish it with a reasonable level of success.”

“Given this was an emergency situation, I would say very successful. If this is how it rolls in Fall and we don’t make improvements I would not rank our success as high.”

“Most faculty adapted well to remote instruction and have found some lasting benefit to the tools and techniques. Others were in denial that our closure would be extended and initially planned to simply wait for F2F to return.”

“We have never dealt with anything as challenging as this.”

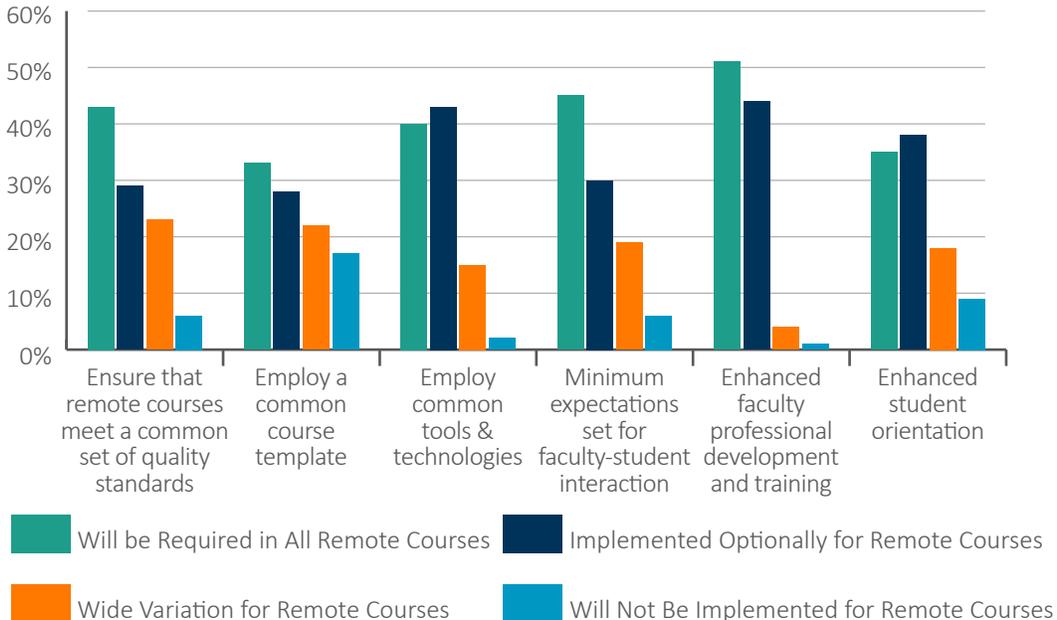
“We were actually surprised at how smooth things did go, but there was a lot of discussion, collaboration between departments and faculty.”

“While the move to remote delivery is proving very challenging, it is also driving rapid improvement in a way that our normal processes cannot.”

Digging deeper, when the survey queried planned reforms and improvements, if remote learning were to be extended into fall 2020, there was no lack of ideas as to how remote courses could be improved with more time and resources available (Figure 6). The targeted reforms implicitly identify shortcomings in the spring 2020 remote courses.



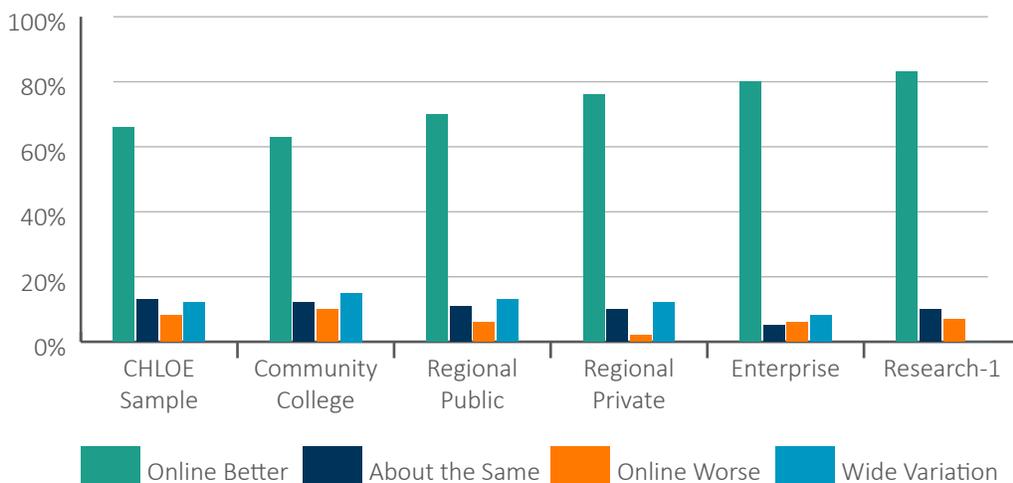
**Figure 6. Quality Improvements Planned for Fall 2020 Remote Courses**



Heading the list of needed enhancements is faculty professional development and training for remote instruction, with 51% of institutions planning to require this for every remote course in the future. The almost universal concern on this issue is further underlined by the additional 44% of institutions that will make such training available optionally, either because resources are limited or out of a regard for a tradition of faculty autonomy in teaching matters. Clearly, COOs are signaling that faculty development was inadequate during the pivot.

This concern is corroborated by a question that asked chief online officers to compare faculty training for the remote pivot to the typical level of training for faculty to develop and teach fully online courses (Figure 7).

**Figure 7. Faculty Preparation: Established Online Courses v. Remote Courses in Spring 2020**





Overall, 65% of chief online officers rate faculty preparation as better for online courses. About 12% consider them equally well prepared, and 8% say faculty members were better prepared for remote courses. COOs at regional private universities, enterprise-level institutions, and R-1s were the least satisfied with the preparation of faculty for the pivot.

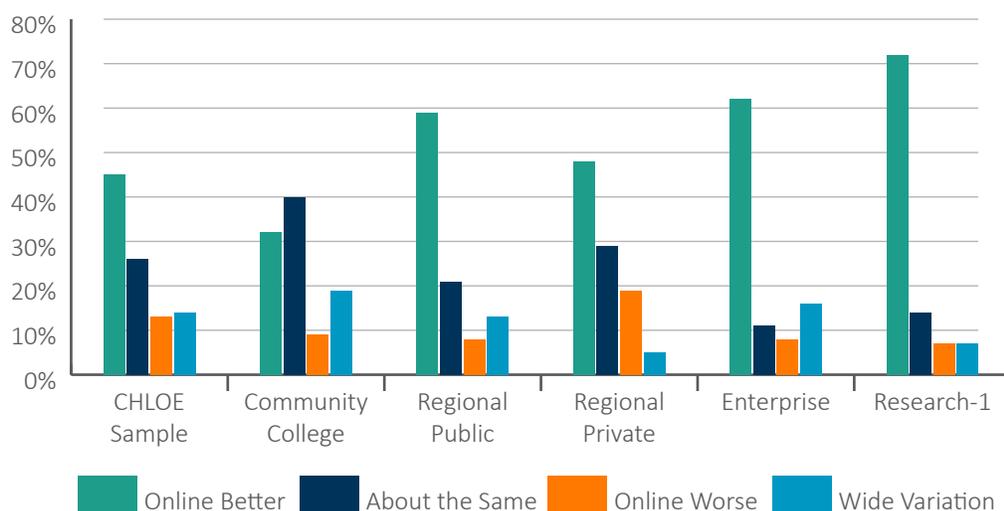
Returning to the quality improvements (Figure 6), issues following closely behind faculty development are

- Minimum requirements for faculty-student interaction
- Standardization on tools and technologies
- Enhanced student orientation
- Expectations that remote courses meet a common set of quality standards
- Use of a common course template

Each of the bulleted reforms deserves a comment in terms of dissatisfaction with the initial set of remote courses and the infrastructure supporting them. On this list of sought improvements, only the imposition of a template that all remote courses should follow seemed a step too far for a substantial minority of COOs. Most who did not support it were likely concerned about impinging too much on the faculty prerogative to make decisions about content, organization, and pedagogy.

Faculty-student interaction, which has become a gold standard in fully developed online courses, was not baked into many remote courses during the pandemic, though, of course, there were exceptions. Earlier CHLOE reports have found that when faculty members design their own courses *without* instructional design input, the resulting courses are paradoxically light in direct faculty-student and student-student interaction, and, instead, are heavily weighted toward student engagement with course materials. So it should be no surprise that little attention to faculty-student and student-student interaction characterized many remote courses. Concerns about making future remote courses more engaging and less passive are evidently on the minds of many COOs, as reflected in their comparison of remote courses to fully online courses in the area of student engagement (Figure 8).

**Figure 8. Student Engagement: Online Study v. Remote Study in Spring 2020**



The student experience was also the focus on our question regarding student engagement, where COOs were asked to compare the level of engagement for online students versus those who began the term as campus-based but ended as remote. The majority of COOs in each 4-year sector considered their regular online students as more engaged than students who were obliged to pivot to remote learning in the

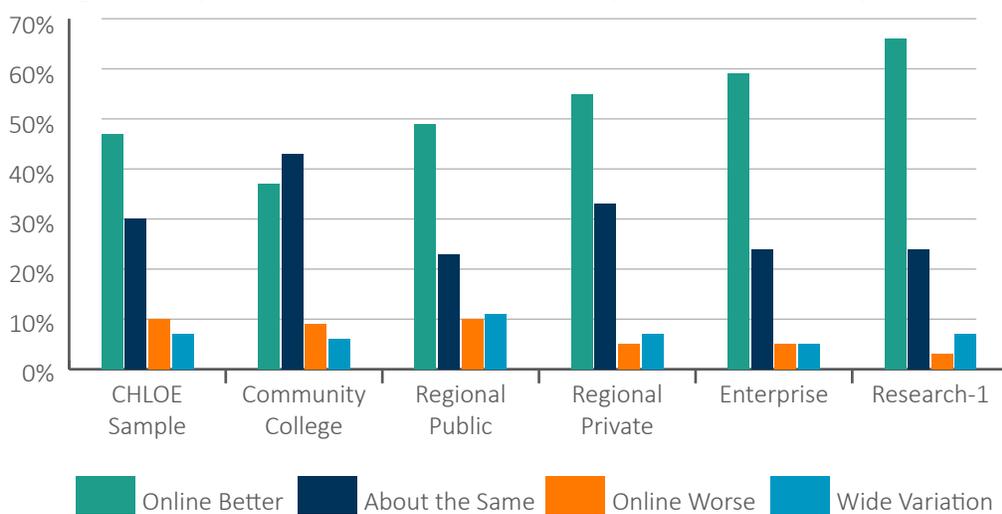
middle of the spring term, ranging from 48% in regional privates to 72% in research institutions. Twenty-six percent thought that the engagement level was the about the same, and 13% considered remote students as more engaged.

As with the survey results on student orientation, the meaning of this favorable assessment of student engagement in remote courses by a minority of COOs in our survey could either indicate previously held reservations about the sufficiency of engagement strategies in the institution's online offerings or that efforts to engage remote students were quite effective. The fact that these students had initially encountered their instructors and fellow students in a face-to-face setting may have influenced their adjustment to remote learning. In the community college responses, dissatisfaction with engagement in their online courses may well account for their judgment (40%) that remote courses were relatively equivalent.

Standardization of tools and technologies has long been a basic principle in well-structured and scalable online programs. The chief benefits are more efficient technical support for faculty and students and familiarity with tools and procedures, as students (and faculty members) move from course to course, enabling them to "hit the ground running." We begin to see that the unifying goal behind these reforms of remote courses is to move them in the direction of fully online courses.

The same may be said of the support for better student orientation and establishment of a set of quality standards that remote courses must meet. The quality of student orientation for remote instruction versus fully online learning was specifically queried (Figure 9).

**Figure 9. Preparation of Students for Remote Study v. Online Student Preparation**



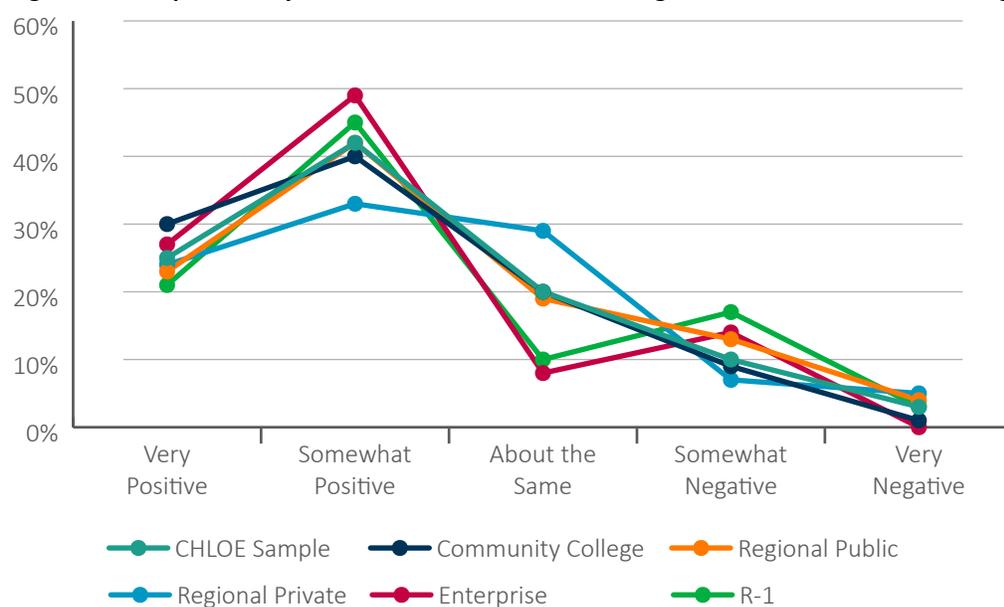
Forty-seven percent of chief online officers say students were more effectively oriented toward online study, but about 30% said preparation was equivalent for online and remote learning. Only 10% thought remote study orientation was superior. This is difficult to interpret without having asked COOs' opinion of the scope and effectiveness of their online orientation process. (CHLOE 4 found that only 30% of institutions require prior or concurrent online orientation of all students planning to take online courses. Orientation was optional or absent in most of the remaining 70%.) The response by COOs in CHLOE 5 could indicate dissatisfaction with the existing student online orientation, a lack of preparation in general for online students at the institution, or a remarkably effective orientation provided to remote students last spring.

## Long-Term Impact of the Remote Teaching Pivot on Online Learning

CHLOE 5 provides some insight into the attitudes of faculty and students affected by the pivot to remote instruction toward online learning. Filtered through the perceptions of chief online officers, a more positive picture of their on-campus faculty colleagues and students emerges than has been evident in press reports. These impressions conveyed by COOs may be mostly based on anecdotal evidence—conversations with others in their communities and deliberative bodies—occasionally supplemented by local surveys. COOs also revealed that nearly half of their institutions are currently studying affected students and faculty, presumably with the hopes of gathering institution-specific data on the effects and outcomes of the quick pivot to remote instruction.

Despite much public commentary about negative reactions by faculty who were forced to complete spring courses through remote teaching, more chief online officers judge that faculty attitudes toward online learning were actually positive than those who judged them to be negative at their institutions (Figure 10).

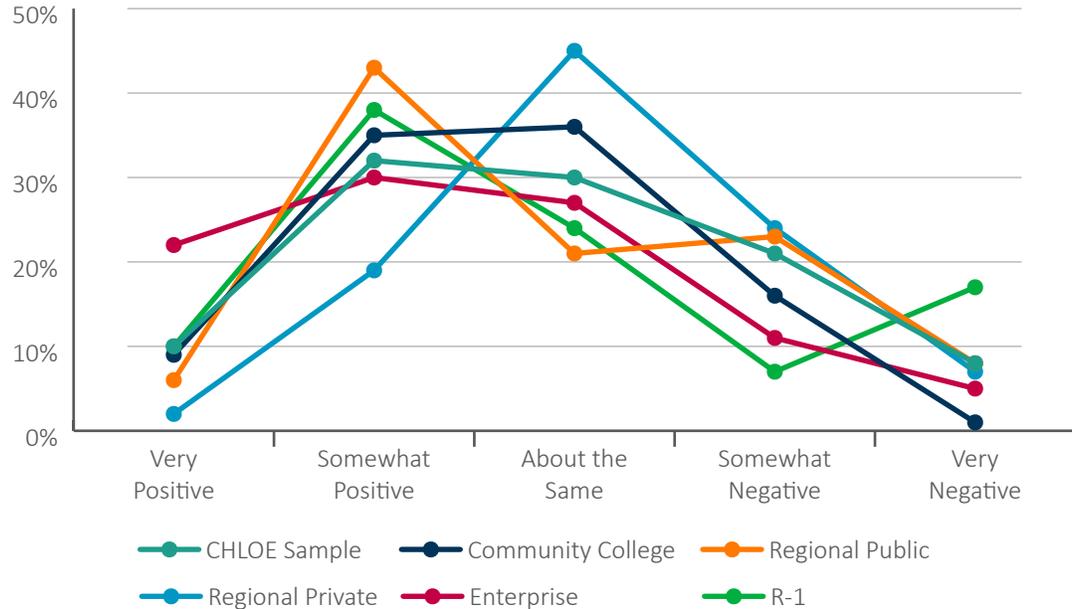
**Figure 10. Campus Faculty Attitudes toward Online Learning after Pivot to Remote Teaching**



Twenty-five percent of COOs judged the campus-based faculty's attitude toward online learning as very positive after going through the remote pivot, and 42% thought faculty were somewhat positive. Thirty percent did not think faculty attitudes were affected by the remote experience, and only about 11% had developed more of a negative view. The positive tilt is most pronounced in enterprise level institutions and least in regional private institutions, but the general pattern, including community colleges, is consistent across sectors. The majority of COOs conclude that, despite the defects of remote courses, online learning gained adherents at their institutions during the pandemic.

According to chief online officers, the attitudes of their campus-based students who were required to complete their spring courses remotely at most institutions were either moderately positive (32%) or uninfluenced (30%), and 21% were somewhat negative regarding online education as a whole, with many fewer COOs reporting student attitudes toward online learning at the extremes — either very positive or very negative (Figure 11).

**Figure 11. Campus Student Attitudes toward Online Learning after Pivot to Remote Learning**



It should not be surprising that regional private universities, whose brand depends most on attracting students interested in small classes and close contact with faculty, reported the most negative student reactions to the pivot and toward online education. By and large, their students have chosen—and are paying a premium for—small face-to-face classes that stand in sharp contrast to the conditions of remote learning during the pandemic.

In the comments, the faculty and student attitude questions brought out more critical COO viewpoints than the mildly positive ones that predominated in the polling results. Here are a range of COO comments on the reactions of their faculty colleagues and students:

“Most faculty and students view the substitution of online courses for classroom courses to be a necessary evil, not some sort of epiphany on how great online learning is.”

“Our students miss being on campus. Even though the shift to remote learning has gone relatively smoothly, many students have commented that they do not like it and want to return to classes on campus. If anything, this shift has confirmed to many students that they made the right choice in avoiding online degrees.”

“Students are traumatized by the overall experience of the pandemic and at times equate that with online learning.”

“Faculty who are going through training for summer remote courses are more positive about online. The training has been fairly well regarded. Students are upset with the low quality of the remote courses offered in spring.”

“Campus-based faculty and students now confuse remote, emergency courses with online QM-certified courses that are taught by certified instructors. The pandemic may set attitudes regarding online courses back by years.”

“I believe that both faculty and students understood this was really remote learning, not purposefully designed and developed online courses.”

“I do know some on-campus faculty realized the potential now of including an online component. Some students who may have been fearful of online instruction may have come to realize it isn’t as bad as perceived.”

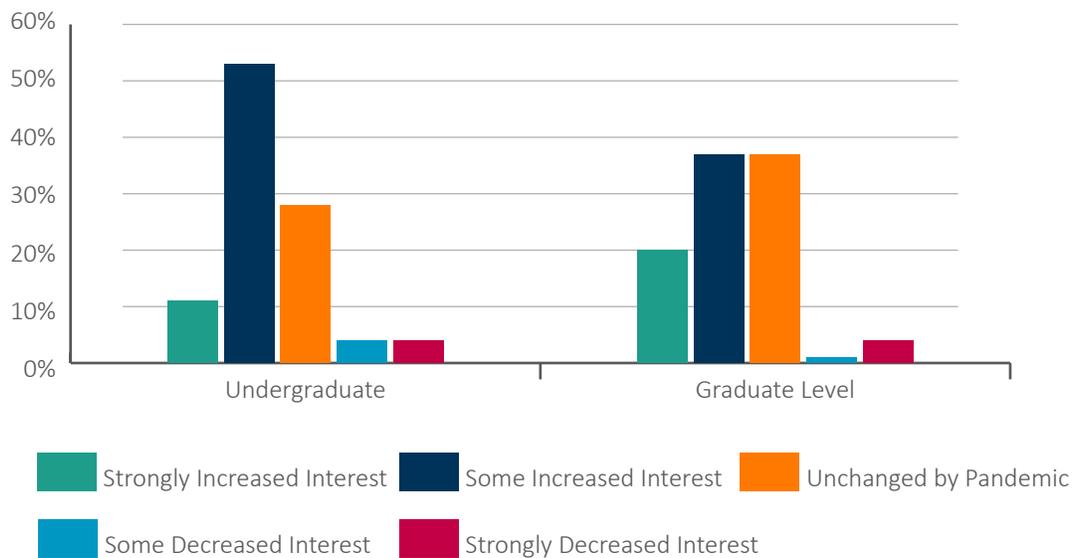
“Some students reported discovering a love for online learning. Others did not. The same is true of our faculty.”

“Programs that fought against going online are now more positive to the possibilities.”

Putting these opinions in the wider context of the polling results, it is apparent that the majority of chief online officers believe that, on balance, the reputation of fully online learning among previously non-participating faculty and students has not been damaged by the pivot experience and that exposure to less-than-ideal online remote courses may have actually broadened the potential audience for online learning in the future but also that there are strong opinions at either end of the spectrum.

COOs’ belief that favorable attitudes toward online learning are an outcome of the pivot would lead us to expect increasing demand for online study in the years following this emergency. CHLOE 5 asked this question, and COOs responded consistently with their overall views (Figure 12).

**Figure 12. Post-Pivot Student Interest in Online Learning**



The CHLOE 5 data indicate that 11% of responding online officers anticipate strongly increased interest in online learning at their institutions among face-to-face students who were affected by remote teaching during the pandemic, and another 53% expect modestly increased interest from this group. At the graduate level, where online programs are well-established in many fields, the comparable figures are 20% of COOs expecting strongly increased interest in online learning and another 37% predicting at least some increased interest. These may be students who found unanticipated success and/or an affinity for online study and tools during the remote pivot that increases the likelihood they would enroll in online classes or programs in the future.

At another 28% of schools, and at 37% of schools offering online graduate programs, COOs estimate that the level of interest in online learning and student attitudes toward online learning may not have been changed by the remote experience. Only 4% of COOs, however, expect that the remote pivot will lead to strongly decreased interest in online learning at the undergraduate and graduate levels at their institutions.

The overall impact of the pandemic response on online learning at the institution level was the final question in this series. The majority of COOs (53%) think it will have a lasting impact, and more than a third (38%) believe it will be transformative. Only 10% think the effects will last only as long as the pandemic itself and that their programs will quickly return to established patterns.

Comments in reaction to this question point to the direction long-term or transformative change might go. Generally speaking, COOs expressing this optimism look forward to structural change expanding the capacity to operate in multiple modes, as well as the flexibility to deal with future crises. Some COOs advocate offering parallel tracks of face-to-face, hybrid, and fully online program delivery or a mix of the three, allowing seamless transfer from one mode to another, sometimes referred to as HyFlex:

“The effect we have seen already in understanding of online pedagogy has been transformative. Faculty that would have never considered teaching online have now seen what is possible, and students have been exposed to the modality as well. This will impact the organization of traditional on-campus courses and also expand how often academic departments will consider offering online courses and programs.”

“It has reduced the barrier between my unit (running online and adult programs) and the rest of the university. It will increase faculty use of teaching technology. Great social capital for us, as we train the rest of the institution!”

“New delivery modalities will likely be offered into the future, e.g. “Live Online” (synchronous remote) and an increased number of blended courses (campus-based and online components).”

Some others worry more about the long-term damage caused by the economic disruption institutions are experiencing, resulting in retrenchment and restructuring. A few comments seem to capture both the optimism and pessimism at once:

“Significant disruption will occur, particularly in some key programmatic areas as well as new program areas.”

“With the growth and acceptance of online learning prior to the pandemic, institutions that were mostly face-to-face were beginning to realize that in order to survive, they needed to provide a more flexible and attractive product to keep students enrolled. Now that many students have experienced online learning (K-12+) they are more apt to accept or participate in online learning at their convenience, on their terms. Face to face institutions MUST adapt to survive.”

“Due to lowered enrollments, serious program reviews will need to be performed and some programs eliminated. Doing so will make for a healthier institution, but at what cost?”

Taken as a whole, the COO responses to the survey indicate optimism that the pivot will help to spread knowledge of online learning and increase demand. This may seem a non sequitur, given the near consensus of COOs that remote courses which faculty were obliged to teach and campus students were compelled to take were not up to the standard of courses purposefully designed for online. How could this experience be seen as leading to increased demand for online learning?

If we consider that about a third of undergraduates are currently taking all or part of their programs online and that the percentage is even higher at the master’s level and that online numbers continue to grow each year in the face of overall college enrollment declines, the trend toward increasing online enrollment has been in place for a number of years and is likely to continue at a modest level, *all else being equal*.

Now, however, many faculty members who were entirely committed to face-to-face instruction and would have resisted any pressure to teach online are being required to do so under the conditions imposed by the pandemic in the spring, continuing into this summer, and likely to affect fall 2020 as well. Many will not adjust happily and will welcome an eventual return to classroom-based teaching. However, some faculty members who would not have voluntarily explored online tools and methods are discovering pedagogical and practical reasons to look favorably on the prospect of online teaching in the future. Comments in the CHLOE 5 Survey indicate this reaction among a significant portion of the professorate.

Similarly, the majority of campus students, most of whom would *not* have chosen to study online, are being exposed to remote instruction—albeit, good, bad, or indifferent in quality—and while some students are reacting quite negatively, others are liking the experience, recognizing some of the advantages of greater control over their time, and the potential of online study to accelerate reaching their academic goals. Again, the CHLOE 5 results provide evidence that these various reactions are



occurring at institutions around the country and at all levels of higher education. For some students, the result may be to confirm a distaste for online learning, while, for other students, it may convince them of the efficacy of online learning, even though they would not otherwise have taken the first steps toward online learning. Altogether, these reactions would constitute a net gain for online learning.

In sum, online learning has had and will continue to have the opportunity to win over a portion of the faculty and student body that might have avoided online learning altogether in the past. These converts could represent a net gain for online learning in the coming years, reinforcing the growth trend that already exists.

The CHLOE 5 Survey and many other polls in recent months have documented a growing conviction among higher education leaders that their future may depend on being able to deliver their programs flexibly and in multiple modes. Vulnerability to COVID-19 is accelerating interest in the development of more diverse educational offerings and delivery options, which, in turn, may create new demand. With this perspective, the underlying optimism among chief online officers that is revealed in the CHLOE 5 Survey can be better understood.

### What Happens in Fall 2020?

We have explored the longer-term prospects for online learning that chief online officers see resulting from the pivot to remote instruction in spring 2020, but what do they predict for the immediate future? When asked what was being planned for summer and fall 2020, COOs' responses indicated the diverse strategies of their institutions. The overwhelming response for summer (85%) was to maintain remote instruction. Below is a breakdown of responses for fall 2020 (Table 7).

**Table 7. Plans for Instruction in Fall 2020**

(Multiple Responses Permitted)

Course/Program Delivery Strategy	Sample	Community College	Regional Public	Regional Private	Enterprise	R-1
Provide online, hybrid, and campus-based options	42%	36%	50%	43%	43%	62%
No decisions yet made	39%	38%	38%	32%	43%	34%
Return to campus-based instruction with social distancing safeguards	38%	36%	31%	47%	38%	45%
Continue temporary remote instruction	12%	11%	13%	11%	14%	14%
Delayed opening	6%	1%	13%	7%	5%	10%

The most common response for fall across the sample (42%) was preparing to offer courses in multiple modes, ranging from fully online to in-person and on-campus. With multiple answers permitted, 39% made clear that no final decisions about fall had yet been made by early-to-mid May 2020. An almost equivalent percentage (38%) expressed an intention to return to campus-based instruction *with social distancing safeguards*. Only 12% indicated plans to continue with remote instruction, and 6% thought their institution might delay the start of the fall term.

The overall impression from these responses, and even more so by the accompanying comments, is that institutions are preparing on multiple tracks for uncertain conditions in fall:

“Likely primarily online for fall with some on-campus options for the ‘impossible to convert’ or ‘very hard to convert’ courses.”

“We are planning fall 2020 to be implemented with social/physical distancing safeguards, but are ready to move totally online if the need arises.”

“No decision yet made- but all of the above, along with a calendar that includes starting a week earlier, finishing by Thanksgiving, and giving all exams online are under discussion.”

“On-campus classes for fall are expected to have plans for quickly transitioning to hybrid, smaller class sizes, lab-only, or completely remote. The goal is to be able to transition quickly and easily back to fully remote instruction if the pandemic worsens.”

“Since our fall starts the end of September, we are hoping for a more ‘normal’ opening, but are prepared to continue limiting on-campus to lab and clinical courses.”

“All summer and fall courses will likely be offered via hybrid/hyflex modality.”

“We have many things under consideration for fall but no decisions are made yet.”

“We are at the mercy of government decisions to reopen our county.”

When asked more specifically what improvements to remote courses would be implemented by fall 2020, chief online officers responded with plans ranging from ambitious to pragmatic (Table 8).

**Table 8. Plans to Offer Remote Courses in Fall 2020**

Plans for Fall 2020 Remote Courses	308 Responses
Incremental improvement for all remote instruction courses	35%
Gradual conversion of remote instruction courses to fully online learning	18%
Conversion of all remote instruction courses to fully online learning	17%
Focus on remote instruction courses where improvement is most needed	13%
Other plans. Please explain:	11%
Our priority is returning to in-person instruction as soon as feasible	4%
Current arrangements are working well enough	2%

Most institutions we surveyed are planning for multiple contingencies, including a return to face-to-face instruction, but only a tiny fraction (4%) appear to be putting *all* their eggs in that basket. Another 2% seem certain enough of a return to classroom teaching that they are not planning or investing in any improvements to their remote classes in the event that these are again called into service. But the great majority of COOs are preparing to roll out improved remote courses should events force their hand. The greatest percentage of schools (35%) are planning incremental improvement of remote courses. About half as many are planning to gradually evolve remote courses into fully online courses, and a similar proportion of institutions are ambitiously planning to convert *all* spring remote courses into fully online courses by fall. As one respondent put it, “In order to demonstrate our focus on quality online instruction we are removing the term ‘remote’ from any conversation about our online course offerings moving forward.”

Roughly 11% demurred from any of these choices and listed a variety of approaches and concerns, some indicating planning to offer parallel programs face-to-face, hybrid, and fully online. Others suggested a

blended approach that could shift in one direction or another depending on COVID-19 infection rates in the fall. Others lamented a lack of leadership and resources at their institutions or concern that decisions need to be made as precious time slips by.

There is little comfort to draw from these responses regarding what will actually happen in fall 2020. Many plans could be easily upended by looming budget deficits and the progress of an unpredictable disease. This uncertainty is causing problems for students and faculty members unsure whether to return to campus in the fall or—for entering students—whether to begin their college education on campus or make other arrangements and for faculty wondering where to focus their efforts. Only time will tell the full story.

## CLOSER LOOKS

### A Closer Look: Technology Choices during the Pivot to Remote Teaching

Everyone acknowledges that colleges and universities accomplished something amazing this past spring. Moving hundreds of thousands of courses and millions of campus students to remote instruction, at very short notice, was something nobody anticipated. But, which tools and technologies made this feat possible? Media coverage centered on the Zoom videoconferencing software but what was the real picture?

Figure 13 covers nine types of learning and support tools and technologies, indicating their significance across the CHLOE 5 sample. At some institutions, a certain type of solution was a “universal” feature of remote instruction, while not used at all at others. The pattern varied widely by tool and technology type.

**Figure 13. The LMS- not Zoom- was the Workhorse of Remote Teaching**

**During remote instruction, to what extent have your institution and instructors employed the following technologies and tools to support students who would normally attend campus?**

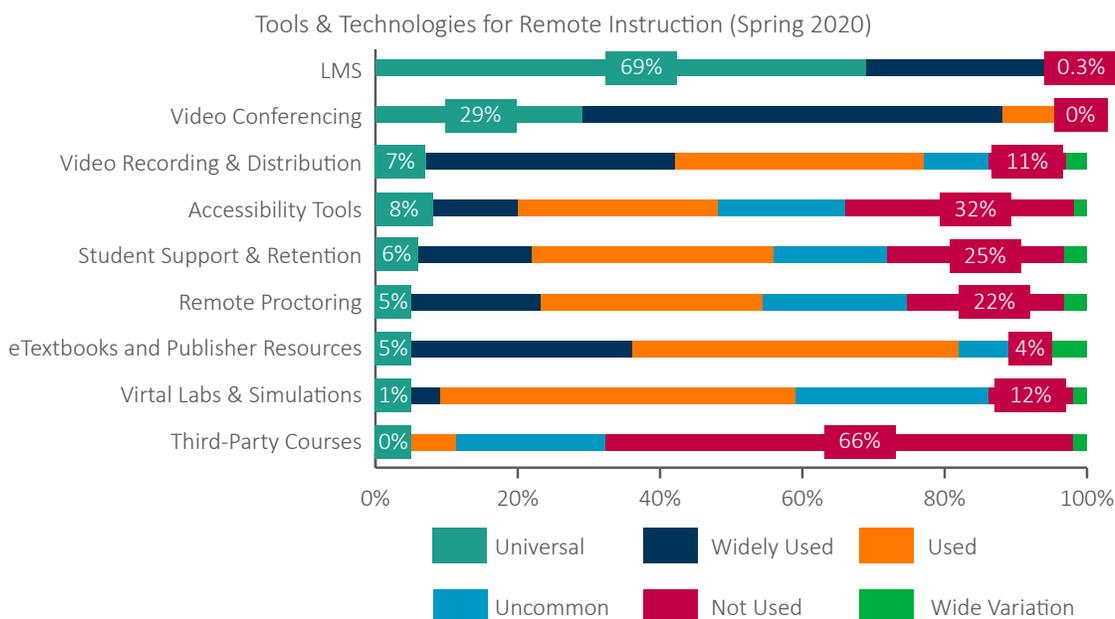


Figure 13 underlines that at the dawn of the pandemic, the only near-universal learning and support technology in U.S. higher education was the learning management system (LMS). Ninety-seven percent of



CHLOE 5 respondents said that an LMS was at least “widely used,” and 69% said all remote classes made use of one. No other tool or technology came close.

Much-discussed video-conferencing came a clear second. Nearly a third of schools said that such a tool was a feature of all remote classes, and another 59% said such functionality was widely used. It is notable that video conferencing was the only tool or technology that every CHLOE 5 respondent said their school had adopted to some extent. A handful of schools said they did not have an LMS, but every school pointed to use of video conferencing.

Beyond LMS and video conferencing, no other tool or technology garnered even a double digit “universal” adoption ratio. This is partly a matter of disciplinary range, encompassing a multitude of pedagogies, but also reflects the fragmented nature of instructional technology at most institutions. Certain solutions may be centrally supported but each department and each faculty member decides whether and how to use them. Other solutions may be supported by departments or even by individuals.

This reality made remote instruction easier and more difficult—easier because a heavy lift in short order could leverage the culture of bottom-up tool and technology choice but harder because the center could not rely on universal experience with specific tools and could only do so much to facilitate and support. Again, the LMS came closest to resolving this tension.

Community colleges were much less likely to name video conferencing as a universal feature of remote instruction—16% versus 33% for public and private four-year institutions. For R1 and comprehensive baccalaureate schools, the video conferencing universal ratio is higher still at 41%. At these schools, the tension between campus-based course conventions and asynchronous remote learning was most acute. Video conferencing held out the best hope for virtual replication of campus norms.

Very few schools fashioned a form of remote instruction defined by recorded video, discrete support and retention solutions, remote proctoring, accessibility tools, virtual labs and simulations, third-party textbooks, or third-party courses. In most cases, the majority of schools did deploy such tools and technologies but were driven by departmental or faculty preference, not institutional model.

Remote proctoring was another issue widely discussed in the media. Figure 13 suggests that many faculty and most schools found alternative ways to assess students. In the rush to remote, few schools mandated accessibility testing.

The highest “not used” ratio, by far, was third-party courses (66%). A number of major online course platforms, notably edX and Coursera, made many of their offerings available free to help schools during the pandemic. Both organizations reported big usage spikes. Of course, most of the courses on these platforms were developed by member universities, and the CHLOE 5 Survey did not distinguish between in-house use of such courses during remote instruction versus use of such a course from another institution. However, Figure 13 makes clear that almost no schools turned to third-party courses as a general solution, and very few made any use of such courses.

Any off-the-shelf solution to the remote instruction emergency was judged undesirable or impractical. Such third-party courses might have been very helpful in certain disciplines, such as business and computer science, the primary focus of host platforms to date. For many other courses across U.S. higher education, relevant third-party courses were much harder to find. By contrast, third-party textbooks and other sub-course resources were much more widely deployed, spanning numerous items and slotting into the culture of faculty-led instruction.

Four-year nonprofit schools were somewhat less likely than average to cite use of third-party courses, and community colleges somewhat more likely. Budgetary differences and divergent faculty identities likely explain the gap.

Did schools with more online learning experience rely on a different mix of tools and technologies during spring 2020? Figure 14 compares schools with 7,500+ online course and program students, undergraduate and graduate, in fall 2018 with schools with fewer such students. The former group constituted 37 schools in the CHLOE 5 sample.

**Figure 14. Schools with Online Experience Employed a Wider Toolkit to Manage the Pivot**

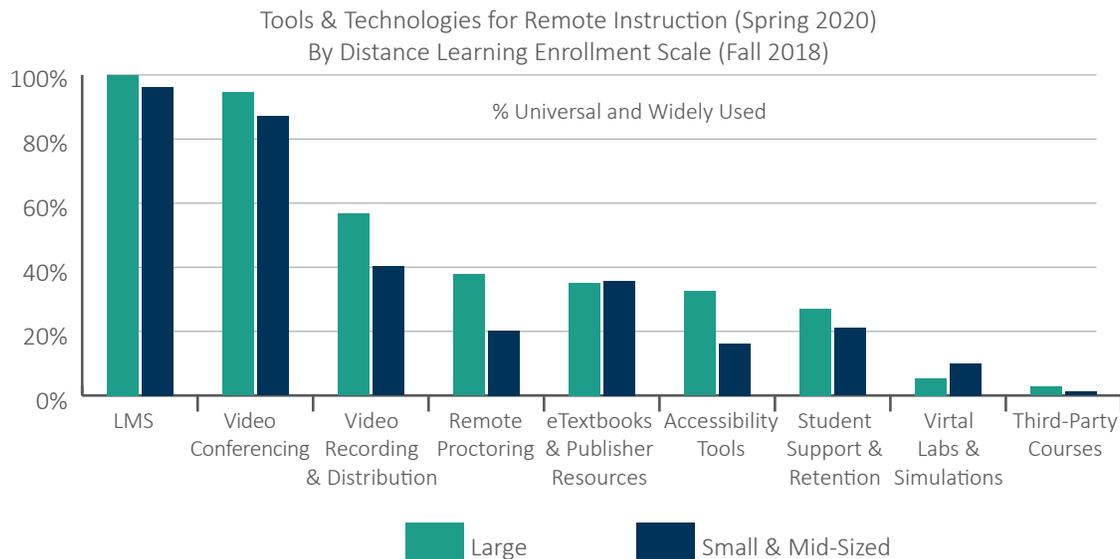


Figure 14 highlights where schools with significant online learning experience may have had an advantage going into the pandemic. Commonplace tools, the LMS, eTextbooks and the like show nearly identical levels of “universal” and “widely used” adoption by schools with plenty of online learning experience and those with less experience. But when it comes to video recording and distribution, remote proctoring, accessibility tools and student support solutions, and even video conferencing, schools with greater online experience have an obvious edge. These schools were far more likely to say that these tools and technologies were universally or widely used. In short, schools with significant prior experience with online learning had greater infrastructure available when the pandemic struck.

In one area — virtual labs and simulations — the pictures reverses. Few schools of any type reported widespread use of such tools, but institutions with fewer online students in 2018 were actually more likely to cite universal or wide use in 2020. This may reflect uneven simulation tool development and adoption pre-pandemic, hindered by coverage, cost and bandwidth constraints, giving online learning leaders a head start. Faced with an emergency, schools with less online learning experience may have been quicker to reach for virtual solutions, less encumbered by extant infrastructure.

Schools with greater online learning experience were more likely than their less experienced peers to have turned to third-party online courses. Very few in either group noted universal or wide use, but 46% of experienced schools mentioned at least some use, compared to only 32% of less experienced schools.

Which specific tools and technologies were deployed in the spring? The survey inquired about single and multiple supported solutions, and on-site versus cloud hosting.

The LMS breakdown comes as no surprise. In a space with almost 100% institutional adoption, Canvas is in the lead with Blackboard close behind. Together, these two systems had almost 70% of the CHLOE 5 sample. D2L’s Brightspace and Moodle were next and together account for almost 25% of the total. Sakai and a few “other” LMS solutions, notably Schoology, accounted for the remainder. Over 90% of CHLOE 5 schools said they support only one LMS.

In another area with near-universal adoption, Zoom dominated video conferencing, taking 60% share in the CHLOE 5 sample. “Other” solutions collectively accounted for another 19%, and another 13% were video conferencing tools built into an LMS. Microsoft Teams, the next most cited discrete tool, had the allegiance of only 7% of respondents. Zoom’s penetration is remarkable. Time will tell whether the fire of mass emergency remote instruction will strengthen or weaken its lead. Most schools have not yet settled on a single video conferencing solution: 70% support more than one.

“Other” was the most common response (44%) for video recording and distribution, with Kaltura and Panopto vying for second place at about 20% each. This type of technology had almost 90% adoption in Figure 13. TechSmith, Echo 360 and Sonic Foundry were reported to have about 10% market share between them, among schools with any relevant tool or solution. The “Other” category made reference to the video conferencing tools above, LMS capabilities, smartphones and webcams, and numerous specialized providers. Schools are currently split between supporting one and supporting multiple solutions, suggesting greater maturity than video conferencing, but less than the LMS.

“Other” was also preeminent on the virtual labs and simulations list, at 46%, but MyLabs, at 42% was close behind. At 12%, Labster was the only other significant player. “Other” consisted of publisher tools, specialized solutions and considerable variety and name uncertainty. Over 85% of CHLOE 5 schools reported at least some simulation tool adoption, even if it is piecemeal at most institutions. Market immaturity is evidenced by the fact that 74% of CHLOE 5 schools that reported some level of adoption of these solutions cited supporting more than one. Equally, variety of lab and simulation needs may inhibit scope for companies to dominate.

Similarly, there was little consensus on student support and retention tools, where about 75% of the sample cited some adoption. At 48%, “Other” was the most common response among schools with a solution. Starfish, owned by Hobsons, garnered 18% of respondents and Navigate, an EAB product, 16%. Blackboard Retention Center and Campus Labs each had about an 8% share. All manner of in-house services, tools and LMS plug-ins made up the “other” responses. Some schools simply referred to their advising and tutoring staff. For CHLOE 5 respondents with a discrete student support tool in place, about 60% say they support only one, and 40% more than one.

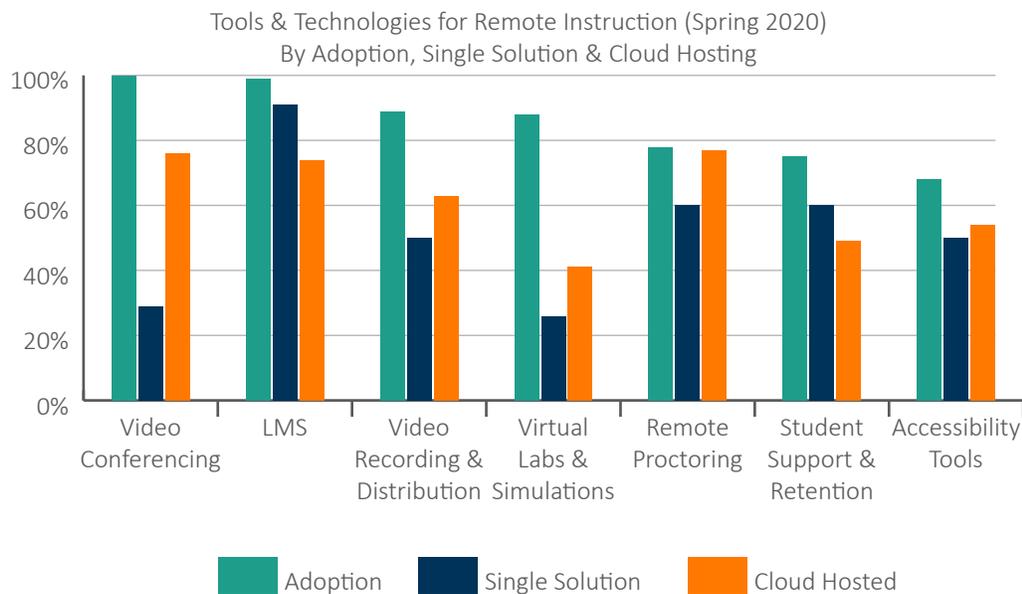
The remote proctoring market, in which 78% of CHLOE 5 schools have a stake, exhibits more evidence of consolidation, with about 80% of schools with any solution citing one of five. Respondus had a 40% share of the CHLOE 5 sample that reported use of such tools, followed by “other” at about 20%. ProctorU came in at a 13% share, Proctorio with 11%, Honorlock with 10%, and Examity with 7%. Reliance on LMS or video conferencing features was also mentioned. About 60% of schools with any remote proctoring solution support only one, and about 40% support more than one.

Remote and online accessibility tools, that about two-thirds of the CHLOE 5 sample say they had in place during spring 2020, boast few prominent providers. The most significant is Ally, purchased by Blackboard in 2016, with 36% of the sample with any solution. Numerous schools cited in-house processes, other LMS features, and inexpensive online tools as their accessibility evaluation measures. Many noted that arrangements are not standardized. The UDOIT tool, developed by University of Central Florida and funded in part by a Canvas grant, was mentioned by more than 10 schools. There is a 50/50 split between single and multiple supported accessibility solutions.

The CHLOE 5 Survey did not attempt to capture the variety of eTextbook or third-party course sources. Figure 15 summarizes the prevalence of single supported solutions and adds cloud-hosting ratios.

**Figure 15. Schools Beginning to Standardize; Majority Already in the Cloud**

**Please indicate whether your institution currently supports one or more than one solution, and whether solutions are hosted locally or in the cloud?**



Cloud hosting is the norm for most solution types. The lowest cloud ratio is for virtual labs and simulations, a reminder of the fragmented and often homegrown and experimental nature of such tools. But it is also clear that this technology segment is beginning to take off. Equally, no tool or technology type exhibits 100% cloud adoption: at least 20% of CHLOE 5 respondents using a certain solution host on-site. But, it is clear that cloud hosting is the future.

Figure 14 shows that most schools can point to some level of adoption of these tools, but Figure 15 distinguishes between universal adoption and more modest or localized use. Only the LMS has achieved sufficient maturity to command essentially 100% adoption, over 90% single solution and over 70% cloud hosting. Also, the LMS space is the only one considered to have two very large players. All other tool and technology types are still fighting for attention, individual firms are scrambling for market share from a low base, schools often support more than one solution, and cloud hosting is less common. Some of these markets have a dominant player, such as Zoom in video conferencing, but such leads have yet to stand the test of time.

### A Closer Look: Online Program Managers and the Pivot to Remote Teaching

Over the years, a growing number of schools have turned to third-party firms to help with aspects of online learning — most often marketing but also course design, development, logistics and student support. A type of firm dubbed “online program managers” (OPMs) bundles services on a revenue-share or a la carte basis.

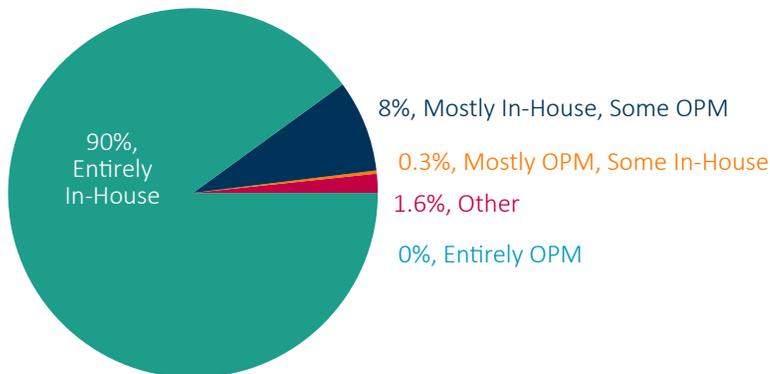
To what extent did OPMs help schools pivot to remote learning? Has the spring 2020 experience persuaded more schools to invest in their online learning capacity or contract with OPMs?

Figure 16 shows the breakdown between schools that relied heavily on an OPM, leaned on one for certain things, and those that relied solely on their own resources.



**Figure 16. Remote Instruction Arrangements Were Managed In-House**

Some colleges and universities, pre-pandemic, partnered with Online Program Management (OPM) companies to support program development, services and/or marketing. Which scenario best describes your institution’s efforts to convert to remote learning? Select one.



Sixteen percent of the sample—almost all four-year public and private institutions—said that, pre-pandemic, they worked with at least one OPM. However, very few CHLOE 5 respondents—under 10%—said that OPMs played a part in their remote instruction arrangements. Those that did almost invariably cited the OPM as a junior partner. Only one institution positioned an OPM as the lead player, and none of the institutions used an entirely outsourced approach. “Other” responses referred to coordinated support across state systems or investments in internal OPM-like units that worked with academic departments, underscoring that the remote pivot was largely an institutional matter.

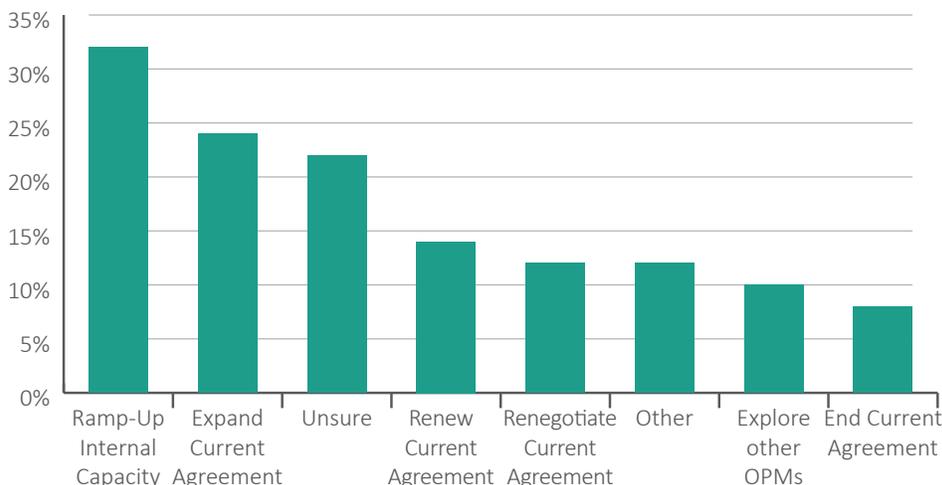
Whether down to timing, urgency, culture, capacity, or strategy, very few schools saw an OPM-centric solution as practical or desirable. Many OPM contracts are limited to graduate programs and adult learners, whereas traditional age undergraduates were the heavy lift for remote learning at most schools. Most online programs managed by OPMs are majority or entirely asynchronous, while live video conferencing was the headline for remote learning.

Prior online learning experience at the institution made no difference to OPM leverage, nor did perceived difficulty of the remote pivot or its perceived success.

Another question probed future interest in OPMs. This question was “select all that apply:”

**Figure 17. OPMs Are Valuable, But So Is Internal Capacity**

Schools with an OPM Contract Pre-Pandemic- Future Plans





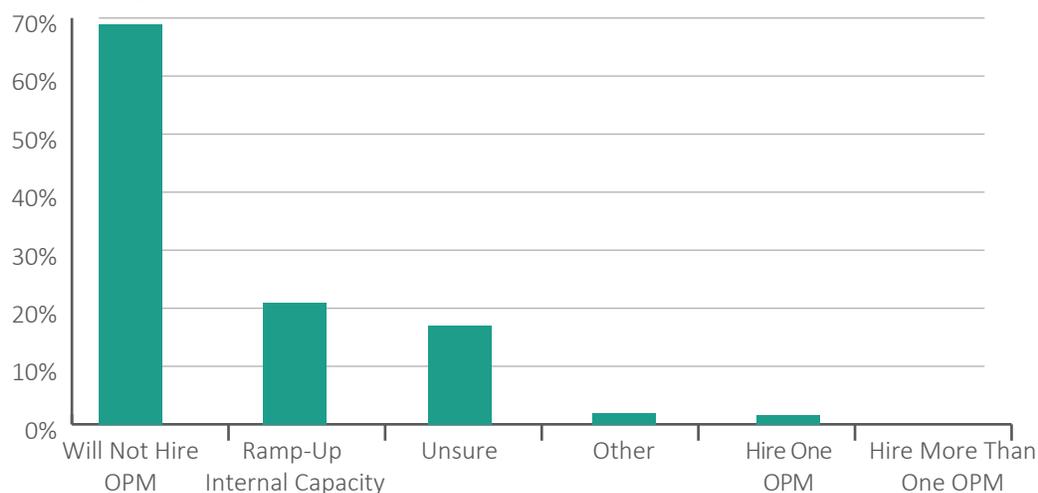
The sentiment among current OPM partner schools is quite positive. In the midst of the pandemic, only 8% plan to end their current agreement, while 10% expect to look at other OPM firms, 12% plan to renegotiate a contract, 14% anticipate contract renewal, and 24% want to expand a current agreement. Some schools plan to do two or more of these things. Most schools that work with OPMs want change, but this typically means an expanded or revised agreement not an exit.

At the same time, 22% are unsure of their next move, and the most common response is a plan to ramp up internal online learning capacity. Many of these schools want to invest in OPM relationships alongside in-house capacity. The former might focus on a few in-demand programs with regional or national potential, while in-house resources concentrate on locally oriented online programs as well as online and blended courses that complement campus ones. “Other” responses noted multiple OPM agreements, citing varying performance and plans.

What about the majority of schools with no OPM relationship at the outset of the pandemic? Does the future hold greater interest in OPMs or renewed independent resolve?

**Figure 18. Remote Pivot Experience Has Persuaded Few Non-Users to Switch**

**In the coming months, as your institution manages the longer-term impact of COVID-19, which of the following do you think will apply to your institution’s use of OPMs (select all that apply)**



For more than two-thirds of schools that entered the pandemic without an OPM partner, there are no plans to revise that position. These schools were far more likely to cite ramping-up internal capacity as the way forward. Fewer than 2% have already determined to hire one OPM, and none plan to hire more than one. But, 31% are at least open to the idea of an OPM. Seventeen percent say they are uncertain, and about 10% anticipate both increased internal capacity and an OPM partner.

Pre-pandemic OPM plans, system-level OPM decision-making and use of/desire for specific services (e.g., marketing, instructional design) rather than OPM bundles make up “other” responses. The few non-OPM schools that mentioned plans to reverse course all characterized their remote pivot as less than “very successful,” but the vast majority of dissatisfied schools did not see an OPM as a solution.

The coming months will reveal whether sustained pandemic-induced disruption into the fall and beyond will convince more schools to take another look at OPMs or the opposite: making all-around online learning capacity core business at a much wider range of schools than was the case at the dawn of 2020.

### A Closer Look: Online Experience and Degree of Success in the Pivot

Did prior online learning experience impact the relative difficulty that institutions experienced moving to emergency remote instruction and the perceived “success” of the move? Table 9 contrasts the relative self-reported difficulty schools had making the remote pivot with perceived overall success.

**Table 9. Level of Difficulty to Pivot and Degree of Success in Spring 2020**  
**More Likely “Smooth and Straightforward” than “Very Successful”**

Relative Difficulty/ Relative Success	Very Successful	Largely Successful	Some Successes, Some Failures OR More Problems than Successes
Smooth & Straightforward	14%	20%	2%
Somewhat Difficult	5%	28%	11%
Very Challenging	2%	9%	9%

Contrary to many media reports, 36% of CHLOE 5 schools said that the remote instruction pivot was “smooth and straightforward,” but at least a measure of difficulty was indeed the majority opinion. A bigger proportion, 44%, characterized the move as “somewhat difficult,” and 20% described it as “very challenging.”

More than a third may have found the experience smooth and straightforward, but less than half of that group also viewed the pivot as “very successful.” Most of the “smooth and straightforward” subgroup found it “largely successful,” and 2% were more negative. At the same time, a few schools who struggled with the pivot concluded that in the end it proved “very successful.”

Overall, schools were more positive about remote instruction logistics (36% said it was smooth and straightforward) than its outcomes (only 21% said it proved very successful). This may allude to a view of remote instruction as inherently sub-par, despite first-rate execution. Another possibility is that CHLOE 5 respondents may be giving high marks for centralized logistics under pressure but also recognize that local implementation and outcomes varied considerably.

Schools with greater online learning experience were more likely to be positive about both dimensions: 62% of institutions with more 7,500 fully or partially online students in 2018 said the remote pivot in 2020 was smooth and straightforward, compared to 36% of all schools. Among these schools with substantial online experience, 46% characterized the outcome as very successful, compared to only 21% of all schools. Even though many were quick to draw a line between remote instruction and true online learning, on average, experience with the latter appears to have bolstered the former.

### A Closer Look: How Big a Difference Did Prior Online Capacity Make in the Pivot?

As discussed earlier, the two biggest challenges reported by COOs in the emergency remote pivot were lack of faculty preparedness (75%) and lack of student preparedness (62%) (see Table 3). Faculty preparedness was of heightened importance due to the majority of institutions (61%) having faculty take the lead for migrating their courses to remote instruction. (This increased to 72% at R-1 institutions, who also reported the least-prepared faculty.) For faculty, that low-level of preparedness was related to the lack of prior online teaching experience and any exposure to professional development for online design and teaching – affecting above 50% for all categories of faculty at four-year institutions.

When institutions compared faculty preparation for online courses to faculty preparation for emergency remote instruction, responses indicated that online learning faculty development that was in place pre-pandemic, gave an advantage when using these tools to prepare remote teaching faculty. As one respondent said, “While the announcement was made with a centralized coordination, the actual work was up to each instructor. That made it very easy for some and impossible for others who have never taught online before.” The likelihood of the move to remote instruction being “smooth and straightforward” increased by a factor of 1.79 when “the quality of faculty preparation” was judged to be “about the same” for both online and remote courses (see Figure 7). In contrast, the likelihood of the move to remote instruction being “very challenging” increased by a factor of 2.49 when “the quality of faculty preparation” was described as “online courses worse,” perhaps indicating a partial or total lack of existing faculty preparation for online teaching and an institutional rush to create remote instruction-focused faculty development.

Lack of resources to train campus-based faculty ranked as the fourth most challenging factor for the remote pivot, cited by 35% of COOs. As one respondent reported, “While I feel that we did a fairly good job of managing the transition to fully distance instruction, I do believe that the process could have gone smoother if we already had a contingency plan in place, and all faculty and staff were better prepared.” Predictably, then, enhancing faculty training and preparation rose to the top priority moving forward, with 95% of respondents planning for required or optional enhanced faculty development for remote courses.

Likewise, pre-pandemic online learning support for students may have been a help as well. As reported, the majority of institutions do not have a required or optional online student orientation, and about half of all undergraduate students had no prior experience with taking an online course, both of which would have proved helpful to students during the move to remote instruction. Online orientations commonly include items such as: LMS tutorials and information, time management strategies, technology information and skills, connection to institutional academic and student support resources, as well as study skills, policies, and considerations specific to online learning. For institutions that had to hastily gather and disseminate this information during the remote pivot, however, this likely added difficulty to the institution’s move to remote learning.

In a manner similar to faculty preparation, the likelihood of the move to remote instruction being “very to largely successful” increased by a factor of 1.19 when the Quality of Student Orientation was “about the same” for both online and remote courses (see Figure 9). Similarly, the likelihood of the move to remote instruction being “very challenging” increased by a factor of 2.06 when the Quality of Student Orientation was “online courses worse,” indicating a similar story to the faculty experience—lack of these development and support resources at the institution may have made the emergency pivot more difficult, as some institutions had to create (or find) these resources in the midst of an institutional and international emergency, with resources already being maximally utilized. Looking forward, supporting remote students seems to rank high for the majority of institutions (73%), who reported they’ll require or provide an optional student orientation for remote courses (see Figure 6).

The emergency remote pivot may have, however, spurred some institutions to consider expanding their support services. As one respondent stated, “The pivot to remote instruction just set in even greater relief what we already generally knew, that we need a much more robust Teaching & Learning Center, staffed by at least one more Instructional Design Specialist, but also supported by a more strategically organized administrative structure with centralized oversight of the online enterprise.” As previously discussed, lack of instructional design support was cited as the third biggest challenge for the emergency remote pivot, with 43% of COOs reporting it as an issue. The move to remote instruction was more likely to be “very challenging” when there were seven or fewer IDs, though that number would certainly be mitigated by having other support resources in place for instructional design, such as online design training for faculty, and would also be impacted by the ID-to-course ratio.

Even with a small ID staff, instructional design was judged crucial to the pivot by many respondents, with one saying, “The Office of Teaching & Learning (two people) led the task of shifting the program to online. It was challenging to be the “instructional design” support for more than 50 faculty. The beginning was

12-hour workdays, 7 days/week to get everyone up and running.” Facing a severe time constraint and considering the large number of untrained faculty who needed support, instructional designers commonly turned to strategies that reached the greatest number of faculty, by holding office hours by appointment, creating self-paced training, holding instructional webinars, etc. As one respondent stated, “There was a need for training for groups of faculty members in terms of ‘how-to’ create certain course elements for online learning. We did, however, find that these faculty groups were quick to adapt and pick up the necessary skills to make the transition. The most significant time investment by our instructional designers was training and support (supporting exponentially more online faculty and students).”

The combination of the shortened time to design, the sheer number of courses, unprepared faculty, and the lack of ID assistance, predictably resulted in overall lower-quality courses designed to meet the needs of academic continuity. With instructors simply transferring face-to-face course materials and teaching methods online, most often the outcome did not approximate quality, effective online learning. “Students complained of having too much busy work,” said one respondent, while another reported that, “There have been complaints of content dumping with little concern of student ability or equity.”

Many institutions were intent on communicating the difference between online learning and last spring’s remote courses. “I believe that both faculty and students understood this was really remote learning, not purposefully designed and developed online courses,” said one respondent; “I made sure the campus faculty that had never taught online understood that the remote instruction they were providing bore little to no resemblance to online learning, so there was no confusion,” said another. Some, however, remain concerned that either faculty and/or students will confuse the two. Hence, the wide embrace of new terminology, referring to converted courses as “remote courses” rather than “online courses.”

More institutions may now realize that the effort required to develop quality online courses—creating accessible, digital content, organizing course components into a path for learning, rethinking student interaction, and using technology to enable effective teaching—are aspects of online courses that faculty must contend with alone, when ID or teaching/learning help is not available. Seventy-two percent of institutions reported that they will focus on remote courses meeting a common set of quality standards, with 43% requiring that they do so.

### A Closer Look: Reflections of a COO

As a member of the CHLOE research team, I am very grateful that our group was able to be so nimble and quickly adjust our study this year to explore the pivot to remote teaching due to the COVID-19 pandemic. As a fellow Chief Online Officer, I am also grateful for this research and this CHLOE report that captures the feedback and perceptions of my esteemed colleagues across the country. The survey yielded a number of key findings that resonated with my experience this past spring and those are shared below.

The timing of the pivot is notable. The transition for most institutions was made in a week or two. Many universities, like mine, added a week to spring break when students were already away from campus to provide extra time for faculty to prepare. It is important to contrast the abruptness of this change to emergency remote teaching with the longer term planning and design associated with real online teaching. The quick response of higher education to this situation is also an interesting contrast to some common historical perceptions that our institutions are slow or unable to react.

CHLOE 5 collected COO perceptions about whether the transition this past spring was successful. When considering the responses, it is essential to recognize what problem we were solving. Simply stated, it was “How do we help faculty and students complete the spring 2020 semester?”

Media coverage tended to blur the distinction between remote instruction and true online learning. I have highlighted the remarkable job that our talented and flexible faculty did to support our students to complete their spring studies. But the immediate and extremely steep on-ramp was not reflective of the more thoughtful and planned endeavors we normally employ with faculty development and support for “real” online learning. It often takes a semester or two to expose a faculty member to best practices in online teaching, the opportunity to reflect on the affordances and constraints of online learning, carefully



consider the systematic design of their instruction, focus on the vital role of interaction and building community to enhance learning outcomes, and guide processes and support to develop their courses. All of this could not happen in one or two weeks in March, so when we state that the transition was a success, we are not talking about a transition to online learning.

Another salient area of this study relates to leadership. Most COOs reported that the Provost or Chief Academic Officer was on point for this effort. While I would agree with that, it is probably more accurate to highlight a team approach that includes academic leadership at all levels. Other members of the Office of the Provost (including the Chief Online Officer or equivalent), Deans (and the administration of their schools), department chairs, support staff, and the faculty all pulled together. This relates to academics, but it might be good to note that many other teams at our institutions were engaged to effectively respond to the situation. Examples include teams focused on international students, residential life and dining, athletics, emergency operations, health and safety, and research to name a few. And, of course, we need a special shout out to the brave work undertaken by medical centers at institutions like mine.

When reflecting on the situation in the spring, we must acknowledge and appreciate that students faced tremendous difficulties beyond instruction. Many had to abruptly move away from campus. Many had to return to their home countries. Many were immediately placed in quarantine for a couple weeks without access to the internet. Many became sick or had the stress of dealing with family and friends who were sick. Many returned home to conditions that were not conducive to college studies. Even if the institutional approach and support were perfect, many students faced challenges which need to be understood as we assess the spring semester.

Looking forward, a balanced perspective seems appropriate. I am naturally an optimistic person and thinking about what all of this means for the future, I am encouraged. Many faculty and students had their eyes opened to the potential and possibility of some online activities and resources. But we can't dismiss some less than stellar experiences with remote teaching and learning that could tarnish perceptions of online learning. It will take a concerted effort on our part to highlight the difference, and raise our game in the fall and beyond.

Lastly, I would like to extend my appreciation to my colleagues across the country. I believe this has been a defining moment in the history of higher education and my peers have stepped up to help manage this crisis. Our organizations certainly were not sized and aligned to the work that was required. In addition, we must also remember that this was accomplished during a time when faculty and staff also abruptly shifted to working remotely-- a new prospect for most. I have worked from home during this time, and yet my family have seen even less of me. I am sure this is true for all my fellow COOs and friends, so thank you for your dedication and all that you have accomplished. — *Eric Fredericksen*



## ACKNOWLEDGEMENTS

The CHLOE Team wishes to express our sincere thanks to the sponsors of the CHLOE 5 (2020) Report – Platinum Sponsors iDesign and Archer Education. Their support is critical to the growth of the CHLOE surveys and dissemination of the CHLOE reports and webinars.

We also wish to express our gratitude and high regard for our contributing editors, Eric Fredericksen and Bethany Simunich, who have contributed their time, experience, and expertise to broadening the perspective and relevance of the survey and its interpretation.

This year we established a CHLOE Advisory Panel consisting of experienced senior online officers and leading researchers in the online learning space (listed below). Their input in the final stages of this report has been invaluable, and we look forward to working with the panel on future CHLOE surveys and reports.

The principal authors of the report once again wish to express their deep appreciation for the efforts of the staff of our respective organizations in support of this project. Chief among them are Mughees Khan, Cara Quackenbush, and David Scott from Eduventures Research and Barbra Burch, Kathleen Schassen, and Jim Snyder from Quality Matters. Their contributions have been essential to the success of what has become a year-round cycle of CHLOE-related activities.

Finally, we wish to express our sincere gratitude to all the chief online officers and other institutional staff who took the time to respond to our survey, especially during the intense days of the COVID-19 pandemic. Without their participation and insights, these reports would not be possible.

Richard Garrett, Eduventures Research

Ron Legon, Quality Matters

### The Members of the CHLOE Advisory Panel:

**Jill Buban, Ph.D.**, Vice President for Digital Strategy and Online Education, Fairfield University

**Connie Johnson, Ed.D.**, Chief Academic Officer and Provost, Colorado Technical University

**Andrea Jones-Davis**, Dean, JSUOnline, Jackson State University

**Chris LaBelle, Ph.D.**, Senior Director, Colorado State University Online, Colorado State University

**Arletha McSwain, Ph.D.**, HR Senior Training Specialist-Educational Technology, Title IX Coordinator, and Professor of Education, Bethune-Cookman University

**Tina Parscal, Ph.D.**, Associate Vice Chancellor for CCCOnline and Academic Affairs, Colorado Community College System

**Jeff Seaman, Ph.D.**, Director, Bay View Analytics

**Peter Shea, Ph.D.**, Associate Provost for Online Learning, SUNY – Albany

**Sasha Thackaberry, Ph.D.**, Vice Provost for Digital and Continuing Education, Louisiana State University

**Lori Williams, Ph.D.**, President/CEO, National Council for State Authorization Reciprocity Agreements

## Platinum Sponsor



We focus on **quality** in an ever-changing online learning landscape.

Our unique, fee for service iDesign approach helps colleges and universities harness the potential of emerging technologies to design courses and degrees that make an impact, whether they're fully online, flipped, adaptive, blended, or competency-based.

We measure success in superior faculty experiences, happy administrators, student outcomes, and growing enrollment.

Our exclusive partnership with Quality Matters enables our university partners to earn QM certification on their courses through a continuous improvement model that utilizes iDesign's white-glove concierge design support and QM's rigorous review process.

**"This work is about integrating continuous improvement directly into the instructional design process, enabling more institutions to scale online programs while promoting quality and accessibility."**

Dr. Deborah Adair,  
Executive Director of Quality Matters



[idesignedu.org](https://idesignedu.org)

## Platinum Sponsor

archer ›

# A BETTER WAY TO GROW YOUR ONLINE PROGRAMS

Recruitment for online programs is becoming more competitive and complex every day. At Archer, we help reach, enroll and retain students for established online programs, while you maintain control of program development and delivery. All with shorter, more flexible contracts and no hefty rev-share. If you're looking for new, innovative ways to grow, the search stops here.

**EVERYTHING YOU NEED TO  
GROW YOUR ONLINE PROGRAMS.  
NOTHING YOU DON'T.**



[hello@ArcherEdu.com](mailto:hello@ArcherEdu.com)

[ArcherEdu.com/CHLOE](https://ArcherEdu.com/CHLOE)



[Quality Matters \(QM\)](#) is the global organization leading quality assurance in online and innovative digital teaching and learning environments. It provides a scalable quality assurance system for online and blended learning used within and across organizations. When you see QM Certification Marks on courses or programs, it means they have met [QM Course Design Standards](#) or [QM Program Review Criteria](#) in a rigorous review process.

For more information, visit us at [qualitymatters.org](https://qualitymatters.org)

encoura<sup>™</sup>

Eduventures<sup>®</sup> Research



Eduventures<sup>®</sup> Research, which is ACT | NRCCUA's research division, provides primary research, analysis, and advisory services to support decision-making throughout the student life cycle. Building on 25 years of success in working with education leaders, Eduventures provides forward-looking and actionable research based on proprietary market data and advisory services that support both strategic and operational decision-making. Our recommendations and personalized support enable clients to understand the top traits of leaders in critical disciplines and evaluate the opportunities presented by new technologies.

Eduventures Research is available in Encoura Data Lab, a data science and analytics technology platform available exclusively to ACT | NRCCUA members.

More information on ACT | NRCCUA, Encoura, and Eduventures can be found at [encoura.org](https://encoura.org)

ACT<sup>®</sup> | NRCCUA

We believe that no student should miss a higher education or career opportunity because they lacked the resources or proper guidance to identify and achieve it. But without help, this unfortunate situation happens every day. At ACT | NRCCUA, our mission is to encourage and inspire lifelong learning and career success by providing data science and technology so every student and college can achieve their goals. With the right knowledge and information, students can find the right school, right major, and right career to achieve success. For more information, visit [encoura.org](https://encoura.org).