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Research

## **The CHLOE 3 Report (2019)** *Behind the Numbers - Webinar*

Richard Garrett | Eduventures Chief Research Officer | ACT | NRCCUA

Ron Legon | Executive Director Emeritus | Quality Matters

# Logistics



- Yes! We will be sending a recorded version of this webinar and the slides out to you so you can share with your teams!
- Questions will be taken at the end of the webinar
  - To ask a question, just type it into the Q&A section of the ReadyTalk console
  - If we don't get to all of the questions, we'll follow-up afterwards via email

# CHLOE 3

BEHIND THE NUMBERS

## CHLOE 3 Co-Directors

### Ron Legon, CHLOE Co-Director

Executive Director Emeritus

Quality Matters

[rlegon@qualitymatters.org](mailto:rlegon@qualitymatters.org)

### Richard Garrett, CHLOE Co-Director

Chief Research Officer

Eduventures and NRCCUA

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# The Focus of Today's Webinar

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## 1. The CHLOE Sample

## 2. Course Design & Pedagogy

## 3. Contrasting Online Learning Models

## 4. New Topics in the CHLOE 4 Survey



# The CHLOE Sample Is Growing

Table 1. Three Years of CHLOE

Year	Public 2Y	Public 4Y	Private 4Y	For-Profit	TOTAL
CHLOE	34	30	40	0	104
CHLOE 2	55	61	59	7	182
CHLOE 3	76	91	98	11	280*
% Increase CHLOE 2 vs. CHLOE 3	38%	49%	66%	57%	54%

*\*The CHLOE 3 sample also included four private nonprofit two-year schools.*

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1. The CHLOE Sample

2. **Course Design & Pedagogy**

3. Contrasting Online Learning Models

4. New Topics in the CHLOE 4 Survey

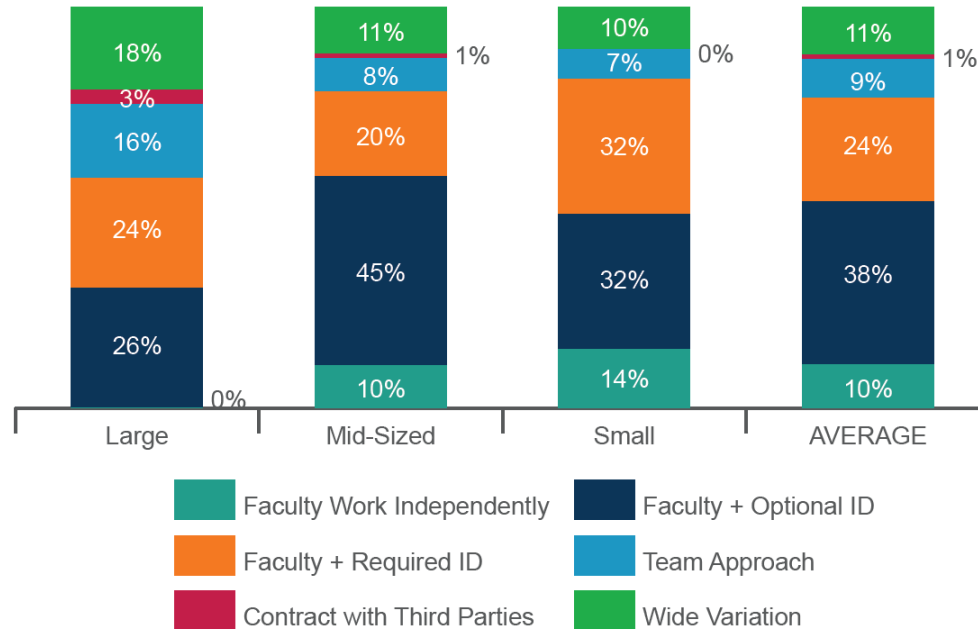


# How Online Courses Are Built



Figure 8. Systematization, Teams Drive Online Enrollment Scale?

## Primary or Dominant Online Course Development Approach



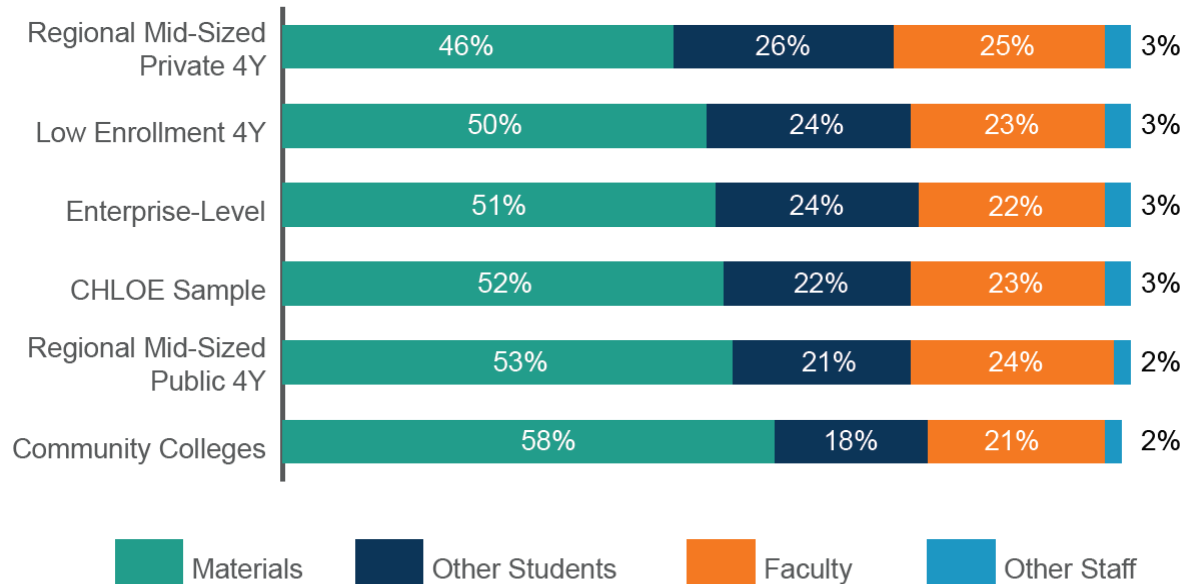


# The Typical Online Student Experience



Figure 10. Online Students Interact Most with Materials

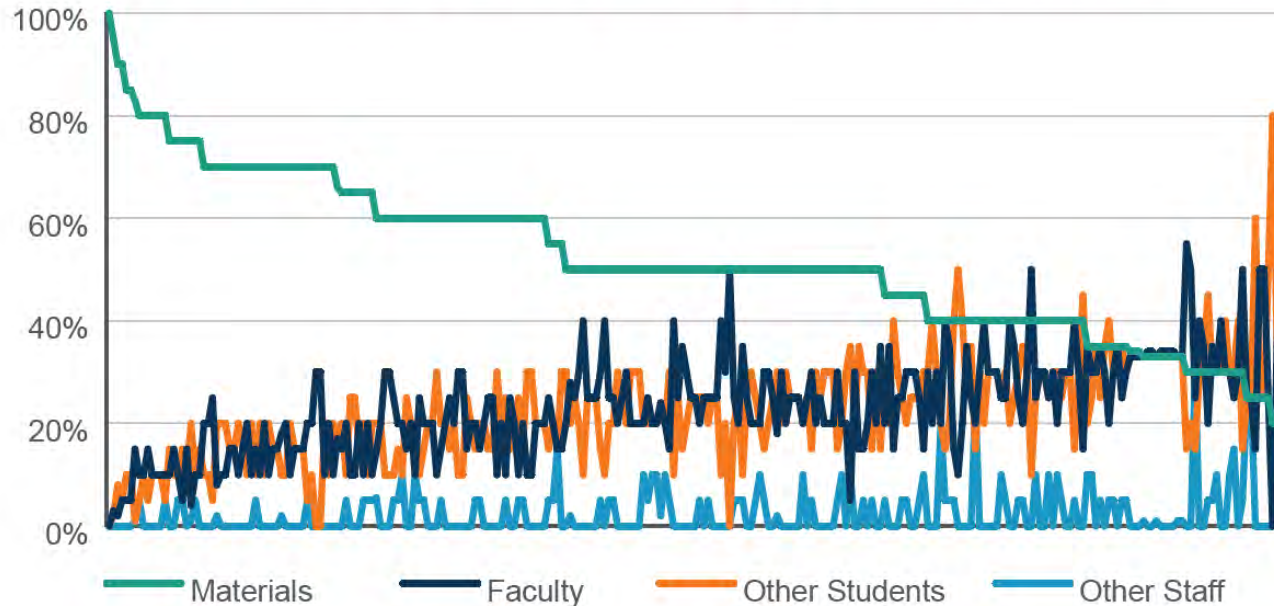
In a typical online course offered by your institution, approximately what proportion of student engagement in the course falls into each of the following categories?



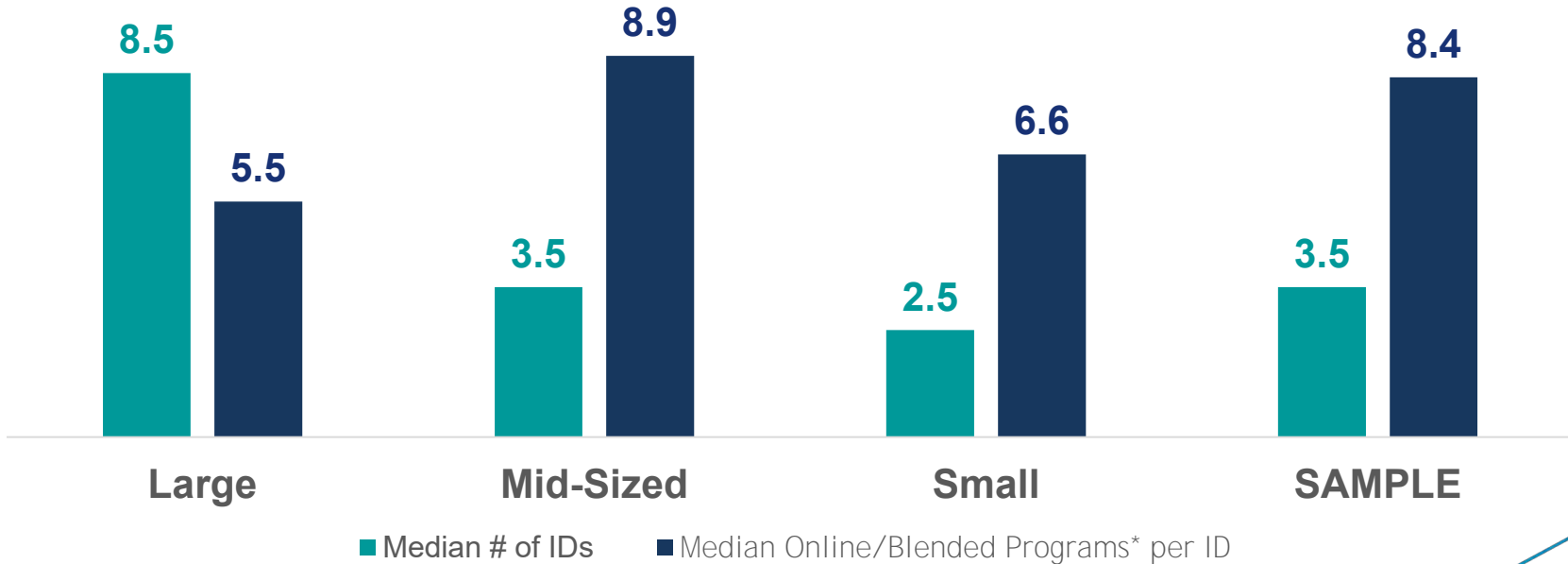
# Online Student Experience Possibilities...

Figure 11. Online Students and Types of Interaction

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



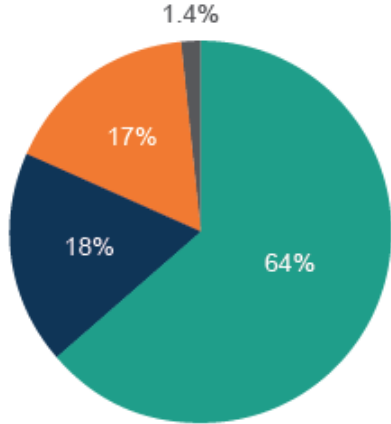
# How Many Instructional Designers are Enough?



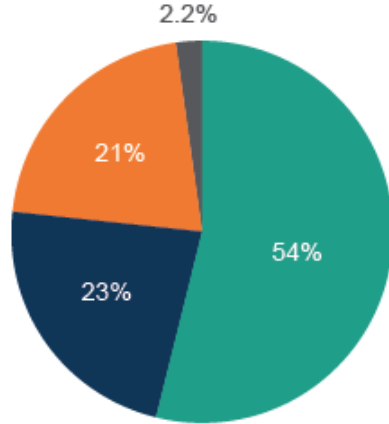
\*Count of online/blended associate, bachelor's and master's programs only. Many schools also offer online/blended certificate and doctoral programs, never mind programs generally not considered online/blended.

# Online Course Design Shapes the Student Experience

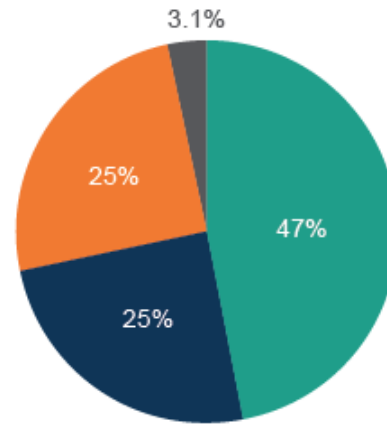
Dominant Online Course Development Approach  
Faculty Work Independently



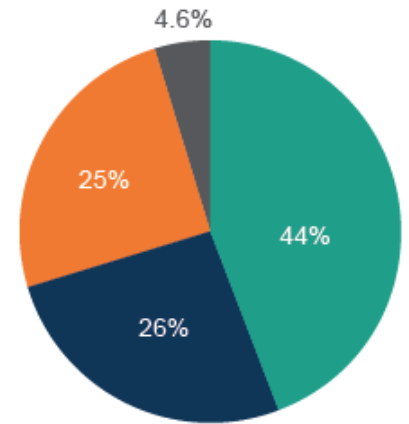
Dominant Online Course Development Approach  
Faculty + Optional ID



Dominant Online Course Development Approach  
Faculty + Required ID



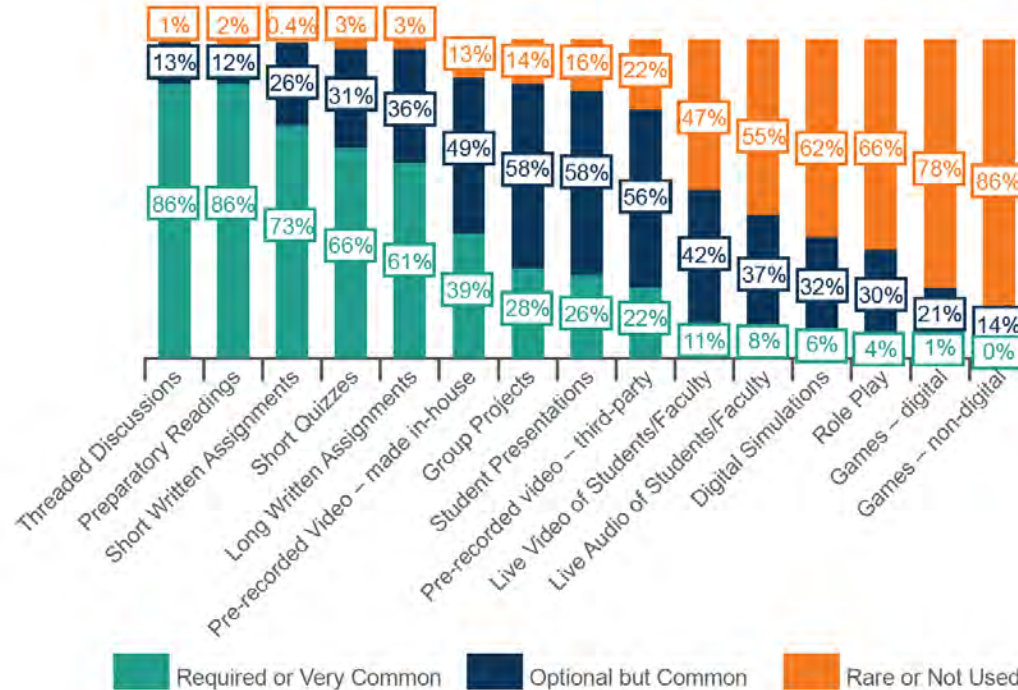
Dominant Online Course Development Approach  
Team-Based



# Pedagogical Practices

Figure 14. Traditional or Innovative?

Which of the following teaching and learning techniques and activities play a role in online and/or blended courses and programs at your institution?



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1. The CHLOE Sample

2. Course Design & Pedagogy

**3. Contrasting Online Learning Models**

4. New Topics in the CHLOE 4 Survey



# Institutional Models of Online Learning

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Patterns emerging from 3 years of CHLOE data capture different institutional experiences with online learning.



# Why models?

- Even imperfect models focus attention on the conditions, values, and goals leading to specific practices, policies and strategies.
- Reveal alternative approaches to online learning
- Enable institutions to benchmark their practices, policies, and strategies *within* the mode the most closely fit
- Delineate alternate pathways and futures
- Provide a basis to consider moving toward a different or aspirational model





# Five Online Learning Institutional Types

## Community College

2-year public institutions with less than 7,500 fully and partly online students

## 4Y Low Enrollment

4-year public and private institutions with fewer than 1,000 fully and partly online students

## Regional 4Y Public

4-year non-flagship public institutions with between 1,000 and 7,500 fully and partly online students

## Regional 4Y Private

4-year private, nonprofit institutions with between 1,000 and 7,500 fully and partly online students

## Enterprise 2Y & 4Y

2 & 4-year public, private nonprofit, and for-profit institutions with more than 7,500 fully and partly online students

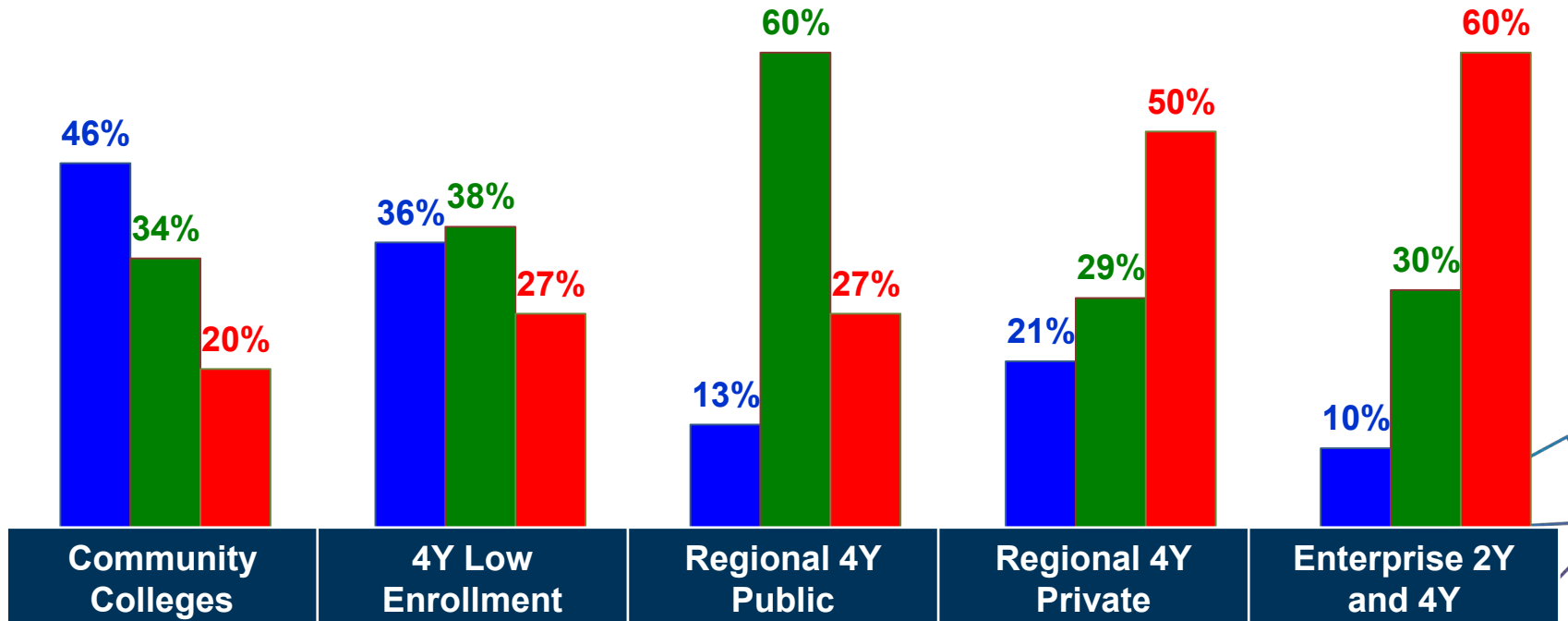


# What is Great Source of Online Competition by Model?

Local

Regional

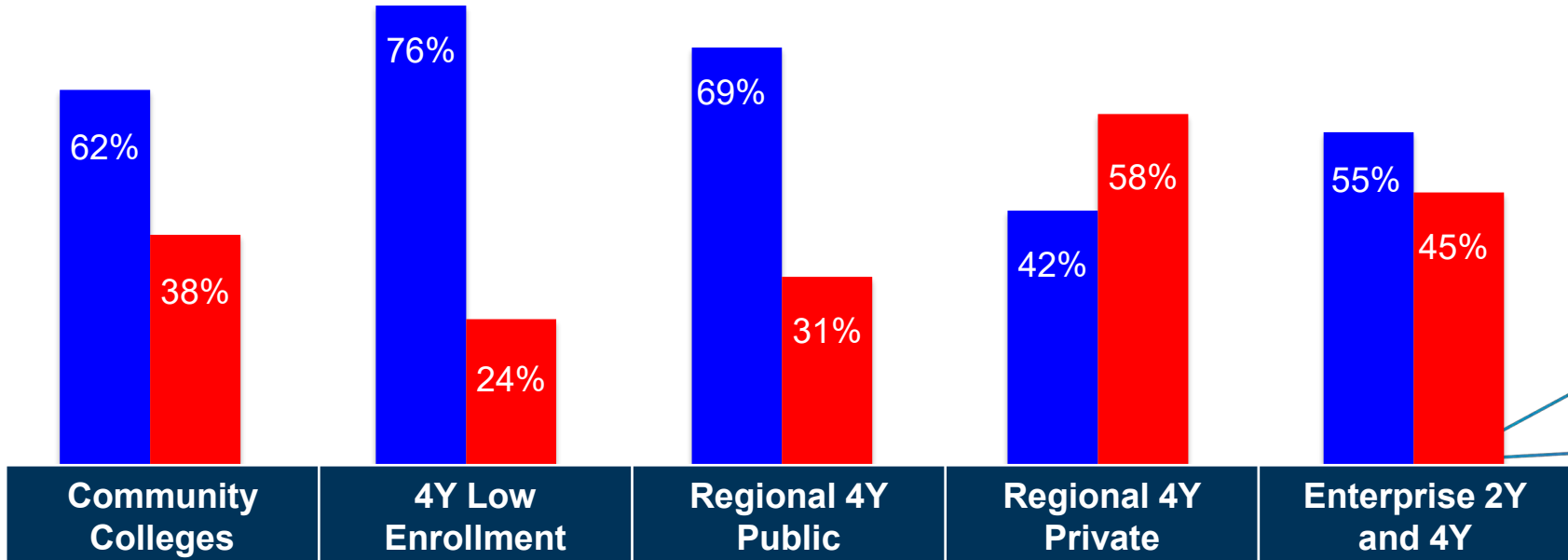
National



# Who Has the Highest Proportion of Fully Online Students?

Partly Online

Fully Online



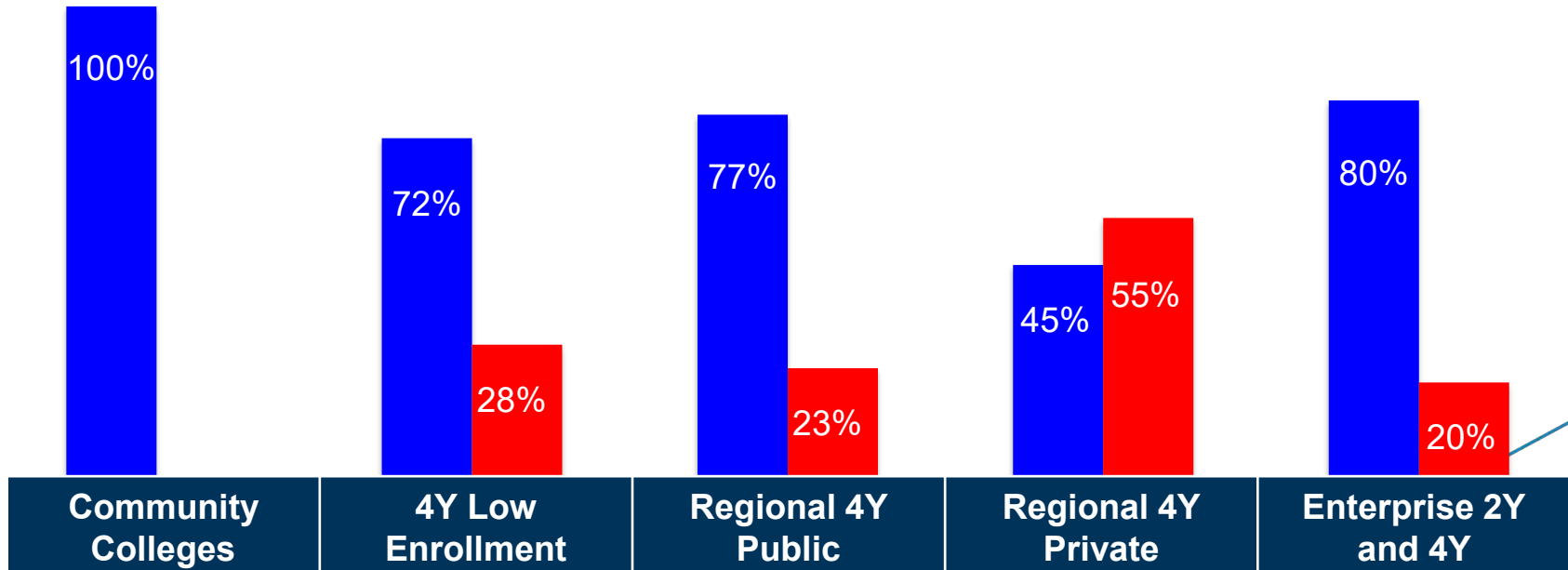
# Who Has the Highest Proportion of Online Grad Students?

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Undergraduate

Graduate

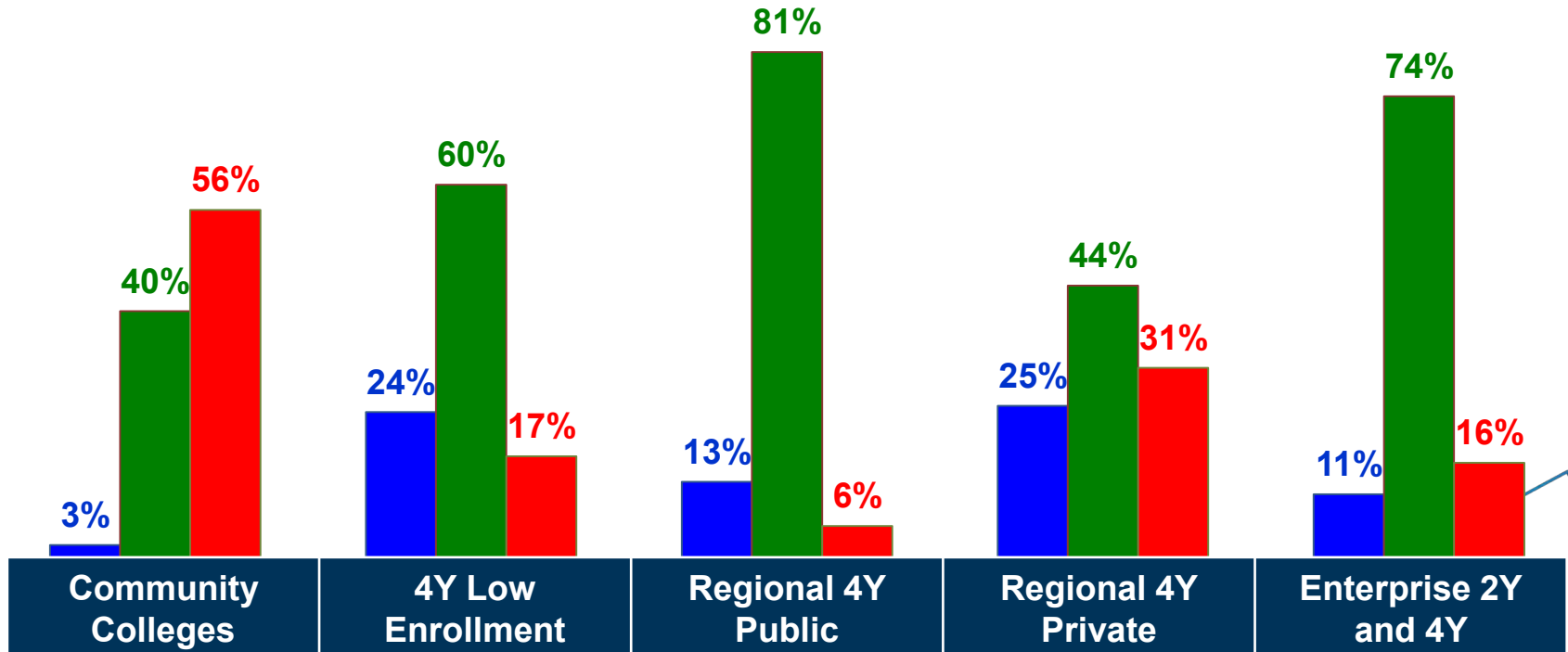


# How Are Online Students Performing vs. On-Ground?

Online Better

Online Same

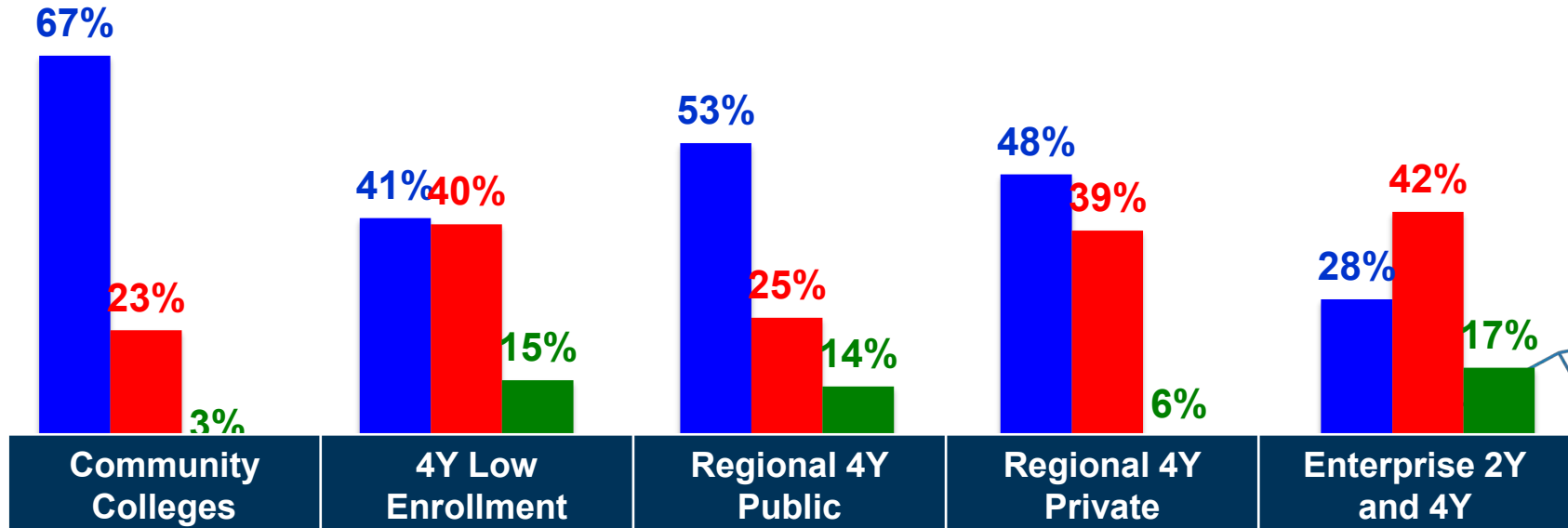
Online Worse



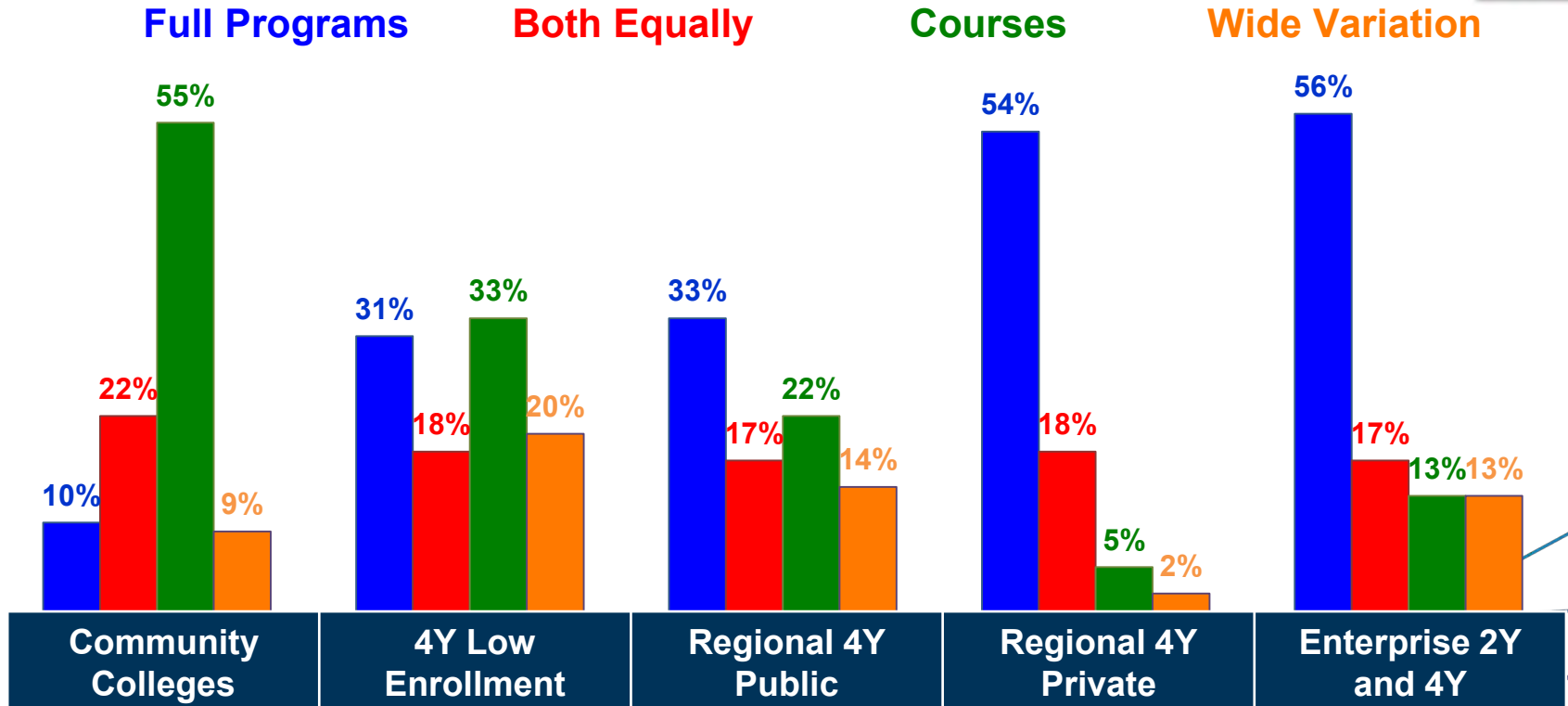
# Who Requires Instructional Design Support for Faculty?

■ Optional ID Support or None  
■ Wide Variation

■ Required ID or Team Support

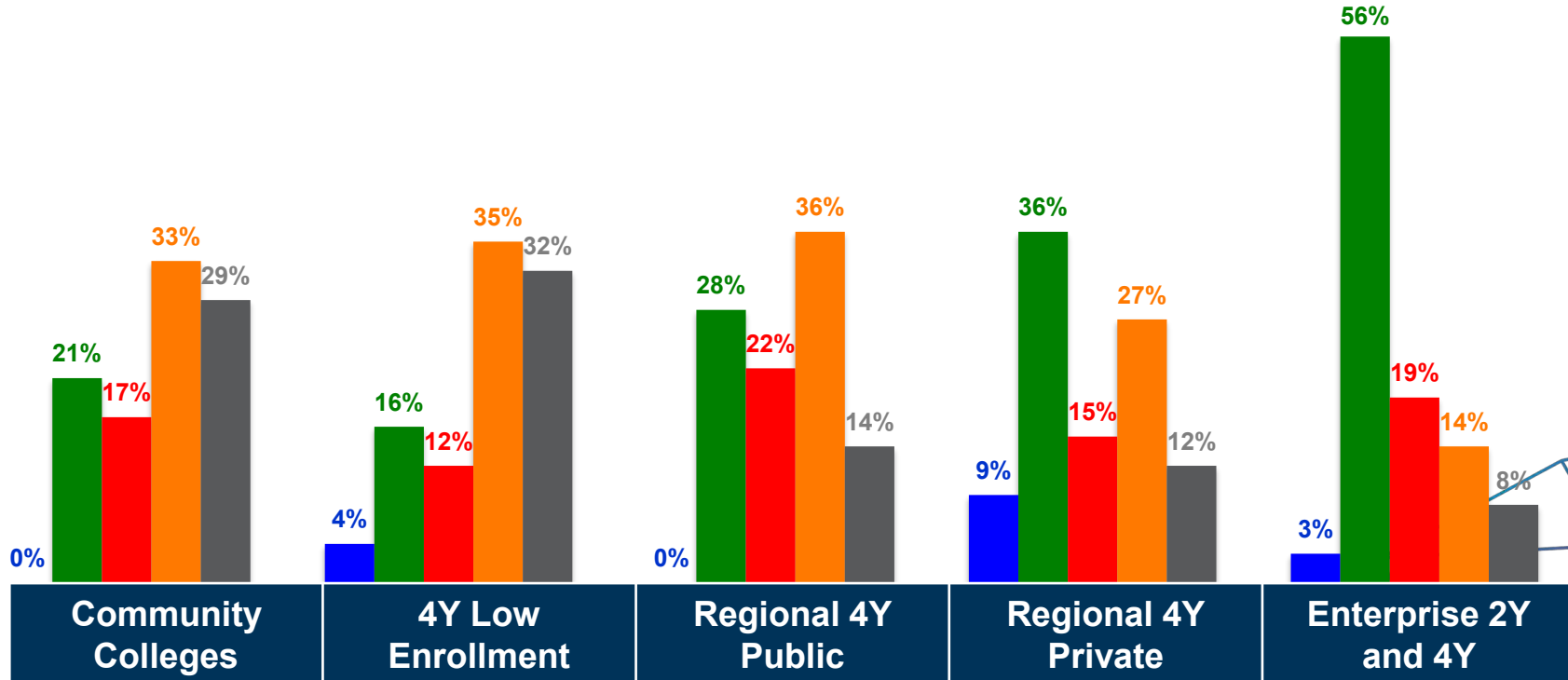


# More Emphasis on Online Courses or Full Online Programs?



# Who Is Investing in Alternative/Micro-Credentials?

Major Investment    Some Investment    Experimenting    Some Interest    No Interest





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QUALITY MATTERS  
**QM**

1. The CHLOE Sample
2. Course Design & Pedagogy
3. Contrasting Online Learning Models
4. **New Topics in the CHLOE 4 Survey**

# New and Expanded Topics in the CHLOE 4 Survey

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QUALITY MATTERS  
**QM**

- Pros and cons of centralized vs. distributed support functions
- Relationship between the COO and other senior administrators
- Preparing faculty to teach online
- Academic honesty, proctoring and student authentication practices
- Accessibility compliance
- Update findings on the use of online program managers (OPMs)
- Update findings on revenue generation and distribution processes

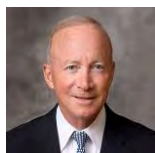
Contact [bburch@qualitymatters.org](mailto:bburch@qualitymatters.org) to participate.



# Eduventures Summit 2019

## HIGHER ED REMASTERED: THE GREAT DEBATE

- Fascinating, thought-provoking keynote speakers
- Scientifically-derived research findings from our team of Eduventures principal and quantitative analysts
- Panels and presentations covering industry-specific content, trends, ideas and thought leadership
- Networking with 500+ industry leaders



**Mitch Daniels**

*President, Purdue University*

Champion of affordability and student success at Purdue.



**Mitch Landrieu**

*Former Mayor, New Orleans, LA*

Created, among many things, an Office of Social Entrepreneurship to advance measurable and sustainable solutions to social problems.

The graphic features a dark blue background with a green banner at the top left that reads "ACT INSPIRE LEAD EDUVENTURES SUMMIT 2019 HIGHER ED REMASTERED" and "June 5-7, 2019 | Boston, MA". To the right is a portrait of Bill Belichick. Above the portrait is the text "Featured Speaker". A diagonal orange banner in the top right corner says "JUST ANNOUNCED!". Below the portrait is the text "Bill Belichick Head Coach of the New England Patriots, Six-Time Super Bowl Champions".



# Thank you for your attention!

*We welcome your questions and comments*

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