Villanova University
Faculty Forum
Sponsored by Faculty Congress
Distance Education and eLearning
March 12th, 2013
1. Introduction & Chronology of Events
2. Strategic Drivers: External & Internal – Challenges, Opportunities, & Risks
3. Alignment to the University Strategic Plan
4. Higher Education Trends
5. Villanova eLearning Programs
6. eLearning Models Overview
7. eLearning Task Force Recommendations
8. Villanova “eLearning” Brand
9. Management and Coordination – Center for eLearning
10. Action Plan
11. Questions & Answers
eLearning: Introduction

• Inform and receive feedback from the faculty about the status of eLearning at Villanova and communicate eLearning as an University Strategic Initiative
  • Provide Background and Rationale
  • Discuss Action Plans
• Address questions
• Faculty feedback
Internal to Establish a Strategy:

- **The Middle States report:**
  
  “Given the success of distance learning, the University as a whole, rather than the individual colleges, should assume responsibility for examining distance learning in relation to the mission and strategic direction of the University.” p. 26.

- **Board of Trustees & President’s Inquiry**

- **Office of VPAA:**
  
  
  - eLearning Summit held January 25th, 2013
eLearning - Challenges

- Reliance on (and vulnerability to) Enrollments and Tuition. The need to change (increase) student base to fund strategic initiatives
- Changing Demographics: numbers of traditional-age, college-ready students is set to shrink in the next decade
- Sudden scale and acceptance of online education
- Accountability for Student Success: e.g., cost of higher ed., sustainability of tuition increases, declining career placement.
eLearning – Opportunities

• Value Added: Opportunity to augment reputation and brand image
• Expand Access
  • Allow high performing students to accelerate their education
  • Provide undergraduate and graduate degree programs to working professionals and others unable to attend classes on-campus
  • Attractive option for degree completion
• Expand geographic reach & increase diversity
• Increase enrollments & revenue to support strategic initiatives
• Enhance efficiency of course delivery
• New pedagogical approaches
• Enhance the student experience
eLearning - Risks

• Reputation & brand
• Cannibalize current programs
• Faculty constraints (load, support, incentives)
• Administrative Support capacity
• Infrastructure Support capacity
• Costs
• “Time to market”
• Compliance and Accreditation
eLearning – Strategic Considerations

Villanova Strategic Considerations

- **Enhance Reputation**
  - Extend reach and access
  - Relevant media opportunity
  - Enhance enrollment diversity

- **Affordability**
  - Opportunity to develop a more cost effective delivery system
  - A different tuition pricing model

- **Faculty Development Opportunity**
  - Enhance faculty use of technology
  - Enhance faulty support structure

- **Technology**
  - Integration
  - Leverage or duplicate capabilities
  - Platform considerations

- **Financial**
  - Additional revenue opportunity
  - Financial model revision

- **Advancement**
  - Significant increase in graduate/alumni population
  - Mid career grads, established wealth
• The pervasive aspects of eLearning requires Villanova to be conscious of its strategic implications as it pertains to undergraduate, graduate and lifelong learners.

• Simplistically we could treat online learning as a further evolution of the educational delivery model.

• An opportunity to relate eLearning as a strategic initiative that touches all five strategic imperatives.
Strategic Imperative I – Academic Distinction

• While this imperative is largely focused on undergraduate education eLearning will extend into this area and affect the way we deliver traditional courses (e.g., Blackboard) and require us to maintain/enhance academic quality.

• It is not Villanova’s intent to commoditize undergraduate education or to deliver its full time undergraduate programs to traditional age students entirely online.
Strategic Imperative II – A Diverse Intellectual Climate

- Online programming will need to be mindful of recruiting appropriately qualified and diverse student population.
- Mass programming (MOOCs) is not the desired intent. We will need to use advanced technology in our efforts to offer personalized recruiting.
- Financial Aid will be an important consideration (an issue for all our programs today).
Strategic Imperative III – Faculty Scholarship & Graduate Programs

• Develop online programs in the graduate areas that are focused on offering distinctive and differentiated programming aligned to the university’s strengths and mission.

• Extend Villanova’s geographic outreach to a larger audience with truly unique programs.

• Online programs will likely be regional offerings; however several programs can potentially be truly national in nature and capitalize on a strong and unique residential programs, e.g., HRD, MPA, Sustainable Engineering, Masters in Business Analytics, Sport Laws programming.

• Make a concerted effort to develop additional truly interdisciplinary efforts.
Strategic Imperative IV – The Villanova Story

• Develop a marketing campaign centered around Villanova’s formal and coordinated expansion into online/eLearning as an opportunity to extend our reach, provide relevant media opportunities based on strategic drivers such as distinctive programming, addressing affordability, etc.

• Marketing must be coordinated centrally as opposed to tactical program launches.

• Foundation for Success – online programming allows Villanova to continue to reach a broader array of potential alumni and adult learners by offering a platform for lifelong learning and additional credentialing in a variety of disciplines not currently available via on campus programming.
Alignment to the University’s Strategic Plan

Strategic Imperative V – Securing Our Future

• Online graduates could potentially make up 20% of Villanova’s alumni base within 10 years.
• Explore different techniques to cultivate the new pool of alumni.
• Since many of these graduates are early to mid-career employees who may have a greater giving potential, coupled with a strong desire to “give back” to the University (strong identification with Villanova).
Value Proposition Alignment

- eLearning planning to date has focused on alignment to the university value proposition “Villanova Promise”.
- The eLearning Brand must include each of the stated components of the value proposition:
  - Academic Excellence – our best programs and faculty must be engaged
  - Strong Community – it is the stated intent to cultivate the online students and alumni as part of the community
  - Service to Others – opportunities to be involved
  - Personal Attention – from admission process through the student lifecycle
  - Foundation for Success – encouraging life long learners
### eLearning – Higher Education Trends

- The distinction between online and on campus will diminish
- Technology tools are changing the way students prefer to engage in learning
- New competitors, academic and non-academic will challenge the traditional university
- The push for accelerated learning strategies will grow as a mechanism to reduce cost
- Increased student expectations for convenience, shorter terms, faculty use of technology, etc.
- There are a number of high profile online initiatives/programs already launched.....

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<th>Penn State</th>
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<th>Cal State</th>
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<td>Georgetown</td>
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eLearning – Student Demand

• More than 6.7 million students are now taking at least one course online
• Nearly a third of higher education now take at least one course online (32%), up from 10% in 2003
• 77% of respondents said online outcomes were the same or superior to those for in-person instruction, up from 57% in 2003
• Nearly 70% of academic leaders said online learning was critical to their long-term growth strategy
• 66% of online students attend not-for-profit institutions
• Although a majority of online students attend a degree program, the certificate market accounts for 20%
• Most online students enroll in institutions within 100 miles of their home
• Most online students want compressed terms of study, affordable tuition, and institutions with a strong reputation
Villanova has been offering online courses and programs since the late 1990’s
Villanova generates approximately $17.5mm in tuition from online programs
For academic years 2009 through 2012 Villanova averaged > 9,000 student per year using course materials online
During the same period Villanova averaged 468 faculty members providing some element(s) of their course online
During the same period Villanova delivered 823 online course (over 50% of the content)
*Differentiate courses vs. programs & undergraduate vs. graduate
eLearning – Villanova Programs

**Arts & Sciences**
- Masters Human Resources Development
- Master of Public Administration

**College of Engineering**
- MS – Civil, Electrical, Mechanical, Sustainable, Water Resource & Environmental Engineering

**Nursing**
- PhD Nursing Education
- Doctor of Nursing Practice
- BSN* (degree completion/adult learners)
- Nursing CE

**VSB**
- Master of Science in Church Management
- Masters in Accountancy

**Continuing Studies**
**Potential/Planned Program Enrollment Projections**

- Nursing just launched
- Part Time Studies Planned - 1 undergraduate degree (2 majors)
- Other programs are being planned or considered

<table>
<thead>
<tr>
<th>Enrollments and Projections</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
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<tbody>
<tr>
<td>Projections for HRD</td>
<td>709</td>
<td>723</td>
<td>738</td>
<td>745</td>
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<tr>
<td>Projections for MPA</td>
<td>258</td>
<td>372</td>
<td>423</td>
<td>540</td>
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<tr>
<td>Projections for RN/BSN</td>
<td>292</td>
<td>542</td>
<td>792</td>
<td>1042</td>
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<tr>
<td>Projections for Media &amp; Technology</td>
<td>124</td>
<td>373</td>
<td>629</td>
<td>891</td>
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<tr>
<td>Evaluating Potential Enrollment</td>
<td>TBD</td>
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<td>Total Projected Enrollments</td>
<td>1383</td>
<td>2010</td>
<td>2582</td>
<td>3218</td>
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• What is the definition of eLearning?

• Background and evolution of Educational Delivery Models

• Evolution of MOOCs
eLearning Delivery Models

• **Ad Hoc Online** – faculty initiated, ad hoc use of online tools to deliver course content and/or programs
• **Fully Online Programs** – based on “master course” concept developed and delivered consistently
• **School as a Service** – partnering or outsourcing externally for content, curriculum, student services, etc. to assist in delivering the “master course” concept
• **Blended & Hybrid (Inverted or Flipped Classroom)** – combination of face to face and online course delivered in a structured manner. Flipped model moves traditional lecture and content dissemination online, using face to face time for practice and application of learning (differentiated learning)
• **MOOCs (Massive Open Online Courses)** – educational technology is used to replicate the classroom experience online and at scale
## Delivery Model Timeline

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<th>Late 90’s</th>
<th>2000</th>
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<td><strong>Ad Hoc</strong> (Online Courses and Programs)</td>
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<td><strong>Fully Online Programs</strong></td>
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<td>(Examples: University of Phoenix, Rio Salado, Colorado Community College Online)</td>
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<td><strong>School as-a-Service</strong></td>
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<td><strong>Competency-Based Education</strong></td>
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<td><strong>Stanford, xMOOC</strong></td>
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eLearning – Vendor Options

- 2U former 2Tor (UNC, Georgetown) – instructional design & online/LMS technology
- Academic Partnerships – support services and marketing
- Bisk – portfolio of services, proprietary LMS
- Deltak – Moodle based LMS platform
- Embanet Compass/Pearson – end to end LMS- Bb, Moodle, Sakai - UMass
- Learning Studios – Oracle iLearn + Sakai
- Hobson+Blackboard (Presidio) – marketing, recruiting, LMS, student svcs
- Collegebound
### Framework for an Online Program Support Model

<table>
<thead>
<tr>
<th>Program Development</th>
<th>Faculty &amp; Courses</th>
<th>Marketing</th>
<th>Student Lifecycle</th>
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<tr>
<td>Opportunity Analysis</td>
<td>Online Learning Platform</td>
<td>Market Research &amp; Analysis</td>
<td>Recruitment</td>
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<td>Strategy, Vision &amp; Goals</td>
<td>Faculty Development</td>
<td>Marketing Strategy</td>
<td>Enrollment</td>
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<td>Business &amp; Financial Models</td>
<td>Course Development</td>
<td>Positioning &amp; Messaging</td>
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<td>Partnership &amp; Business Dev</td>
<td>Content Services</td>
<td>Campaign Design</td>
<td>Registration &amp; Orientation</td>
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<td>Financial Transacting</td>
<td>Systems Integration</td>
<td>Campaign Creation</td>
<td>Advising &amp; Mentoring</td>
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<td>Project &amp; Contractor Mgt.</td>
<td>Program Delivery</td>
<td>Direct Response &amp; Media</td>
<td>Retention</td>
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<td>Measurement</td>
<td>Instruction</td>
<td>CRM</td>
<td>Placement &amp; Career Services</td>
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<td>Process Improvement</td>
<td>Academic &amp; User Support</td>
<td>Tracking &amp; Reporting</td>
<td>Alumni Engagement</td>
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Selecting a Vendor Partner – Due Diligence Process:

• Identify a partner to fulfill our plans and depending on what Villanova chooses as a strategy, what our strengths (core competencies/need to own) are will dictate what we choose to outsource or augment
• Employ a disciplined selection/due diligence process
• Account for all considerations (strategic and tactical/operational)
- Evolution of MOOCs
- Who are the Major Players?
- Strategic Considerations
### MOOCs

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<th>2008</th>
<th>2009</th>
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<td><strong>Connectivist branch MOOC</strong> (Siemens, Downes, Cormie, et al.)</td>
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<td>CCK08</td>
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<td><strong>Stanford branch of MOOC (xMOOC)</strong></td>
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<td>CS221</td>
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<td><strong>MIT OpenCourseWare</strong> (starting in 2002)</td>
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<td><strong>edX (Harvard and MIT)</strong></td>
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eLearning - MOOCs

- **Udacity** – Stanford’s Thurn MOOC oriented to Comp Sci and related fields, contracts directly with faculty

- **edX** (MIT/Harvard founders, Cal Berkley) – MOOC, free courses 500,000 visitors to the portal, Texas, Wellesley and Georgetown are joining.

- **Coursera** (Stanford, Michigan, UPenn, UVA +) – MOOC revenue sharing model with colleges

- **Canvas** – Instructure (LMS vendor) hosted

- **Coursesites** – Blackboard (LMS) hosted
LMS Market Share (Institutions & Online Programs)

- Many institutions, including traditional higher ed
- A consortium of the U. Michigan, Indiana U., MIT, Stanford and uPortal.
- Curtin U. 1999
- George Washington 1998
- Cornell’s early application called CourseInfo
- Virginia C. U. 1997
- U. British Columbia 1997
- U. Guelfph 1999
- 1996
- Pearson acquires eCollege
- eCollege becomes Pearson LearningStudio
- 2003
- Consortium*
- 2004
- Community Source
- 2008
- Company-run Open Source
- 2010
- MOOC platforms, e.g. Coursera, Udacity
- MOOC platforms, e.g. MITx
- Homegrown Systems
- canvas
- Sakai
- Moodle
- Blackboard
- Bb Learn RS1
- The thickness of the line represents market share.
MOOCs Position Paper Framework:

• Are MOOCs truly revolutionary? – other than scale are they really changing how we teach and how students learn?
• Learning Outcomes - are students really learning from what could seem merely a very, very large lecture hall?
• Is the pedagogical approach as it exists today viable for all disciplines and learning methods?
• MOOCs offer great lecturers, but misses social dimensions to the MOOC experience, good graphics, shorter segments of learning for better grasp, and so on, but we are left with huge questions.
• Would MOOCs be massive if they were not free? What do we conclude from the very low completion rate?
• Sustainable model – truly free or are we seeing adaptations using the MOOC vendors/technology platforms being offered differently?
• Student Retention – what is the impact of low retention rates?
MOOCs – Villanova Position Paper

MOOCs Position Paper Framework:

• What can be gained from the MOOC models? (process, technology, marketing, alliances, etc.)
• How does the MOOCs model match up with VU desired goals/strategy?
• Value proposition or what differentiates VU, academic quality, personal service, community, platform for lifelong learning, etc.
• Can we directly compete with other universities (with more resources – human and financial - to devote) in this space?
• Faculty receptivity?
• What are our more direct competitors doing?
• Where is the MOOC technology going?
eLearning Task Force
Distance Learning Task Force

Recommendations

• Establish a Villanova eLearning Brand
• Establish a Center/Office for eLearning to coordinate and support the management of the eLearning initiative

Task Force Participants

• Dr. Robert Stokes (Chair), Assistant Vice President for Part-Time and Continuing Studies
• Dr. Craig Wheeland, Associate Vice President for Academic Affairs and Professor of Public Administration
• Dr. Robert DeVos, Associate Vice President for Instructional Analysis and Professor of Mathematics & Statistics
• Dr. Al Ortega, Associate Vice President for Research and Graduate Programs and James R. Birle Professor of Energy Technology
• Dr. Steve Andriole, Professor of Management & Operations and Thomas G. Labrecque Chair of Business
• Dr. Robert Traver, Professor of Civil and Environmental Engineering
• Dr. John Immerwahr, Professor of Philosophy
• Dr. Marguerite Schlag, Assistant Dean and Director of Graduate Programs and Professor of Nursing
• Dr. Lesley Perry, Associate Dean and Professor of Nursing
• Mr. Steve Fugale, Vice President for Technology and Chief Information Officer
• Mr. Steve Merritt, Dean, Enrollment Management
• Rev. Kail Ellis, OSA, Vice President for Academic Affairs
eLearning Brand - Value Proposition

• Our eLearning Brand establishes our core value proposition to our students
• Our eLearning Brand distinguishes us from competing programs
• Different programs may appropriately take different tactics to deliver their programs
• To take full advantage of Villanova’s brand recognition, we must agree on common core values and principles for all programs
1. **RIGOR** of on-campus programs maintained in e-delivered off-campus programs
2. **HIGH TOUCH** high level of engagement regardless of approach taken
3. **PERSON CENTERED-VALUE CENTERED** with focus on the individual student
4. **INVolvEMENT OF FT FACULTY** as teachers and mentors, strong supervision of adjuncts
5. **COMMUNITY** of off-campus students should belong to the campus
6. **ETHICAL FOCUS**
Center/Office for eLearning
Responsibilities for the Center/Office:

• Develop an eLearning Strategy
• Encourage/Advocate the development of quality online programs
• Provide support for faculty who teach online courses
• Coordinate pedagogical opportunities with VITAL and CIT
• Provide planning & implementation support to new online programs (coordinate market research, best practices, capabilities and services/support)
• Ensure program consistency & quality
• Ensure academic, professional, and regulatory compliance
• Establish and manage/coordinate governance of online programs
• Manage and monitor financials, construct a financial model addressing total cost of ownership
Center/Office - Coordination of University Resources

- Marketing & Communication
- Colleges & Academic
- Student Services
- Advancement
- UNIT/CIT Technology
- Bursar/Finance

Center for eLearning
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<td>Partnership &amp; Business Dev</td>
<td>Content Services</td>
<td>Campaign Design</td>
<td>Registration &amp; Orientation</td>
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<td>Financial Transacting</td>
<td>Systems Integration</td>
<td>Campaign Creation</td>
<td>Advising &amp; Mentoring</td>
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<td>Project &amp; Contractor Mgt.</td>
<td>Program Delivery</td>
<td>Direct Response &amp; Media</td>
<td>Retention</td>
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<td>Measurement</td>
<td>Instruction</td>
<td>CRM</td>
<td>Placement &amp; Career Services</td>
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<td>Process Improvement</td>
<td>Academic &amp; User Support</td>
<td>Tracking &amp; Reporting</td>
<td>Alumni Engagement</td>
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Action Plan
eLearning Retreat Recommendations

1) Obtain Cabinet approval of eLearning as a strategic initiative ✓

2) Establish Center/Office for eLearning
   – Detail roles and responsibilities
     • Focus for establishing program framework and governance
     • Initiate vendor due diligence (negotiation and administration)
     • Focus for coordination of university eLearning programs
     • Resource for faculty

3) Working with Office of Communication Create a university eLearning Marketing Brand:
   – Develop a marketing & communication plan/campaign
   – Develop digital presence (web and social media)

4) Create Three Year Strategic Plan for eLearning Deployment
   – Colleges provide formal plan for enhancing existing and developing new programs
   – Use university strategic plan as checklist in developing plans
5) Create Task Force on eLearning in Undergraduate Programs
6) Commission a position paper/recommendation and/or task force to examine current status and Villanova’s opportunities in MOOCs
7) Implement process for vetting and selecting vendor partners for college programs
   – Leverage contracts with vendors by collective negotiation on behalf of all college programs
     • Requires that colleges work together, rather than separately
     • May be difficult to agree on a sole vendor/provider
8) Develop time line and process for ensuring that all programs adhere to core principles of Villanova eLearning brand
9) Create Master Plan for enhancing campus eLearning infrastructure for all types of eLearning usage