Planning for a Disrupted Industry

The Adaptable Institution
Ed Klonoski
Charter Oak State College
My Background

- Composition and Rhetoric Faculty
- Computers and Composition
- Faculty Training
- Online courseware
- Director of Technology
- ED of Higher Education Consortium
- President of public, online College
- Proponent of Competency-based Learning

*Technology keeps changing everything*
What Does Disruption Mean?

- **Clayton Christensen**—*The Innovator’s Dilemma*
  
  *New or underserved markets*
  
  *Needs met by new providers and/or new processes*

- It’s been a process:
  - Distance Education: Learning is an activity not a location
  - Competency-based learning: Disaggregate Instruction from Assessment
  - *Coming soon*: Adaptable learning platforms providing individualized learning

- Higher Education’s ROI is being reassessed:
  - from a parent’s perspective
  - from an employer’s perspective
  - from an employee’s perspective
  - from accreditor/state/DC perspectives
Pressures

- Improve Outcomes
  - Measure student learning **progress** (real time interventions)
  - Measure students learning **outcomes** (outcomes of instruction)
  - Measure student learning **effects** (outcomes of a degree)

- Lower costs: Requires new business models (E.g OER)

- Create a new Supply Chain
  - We supply a product, but the production process takes time
  - Our product is purchased by employers, but they don’t define their needs (they refuse to buy through a sales contract)

- Create Mass Customization
  - Students choose learning modalities that meet their needs and wallet
  - Financial aid supports those choices

**SOLUTION:** Create networks of partners to support those choices
Distance Learning

• Asynchronous: anytime / anywhere
• Cohort Based collaborative
• Outcomes focused what do you know, and what can you do
• Tools N.B. on ground classes use these tools
  • Threaded discussions
    • Everyone participated
    • Multilog (as opposed to monolog)
    • Permanent record
  • Collaborative projects
  • Instructor and peer mentoring
  • 21st century workplace
## Distance Education Growth

<table>
<thead>
<tr>
<th></th>
<th>Total Enrollment</th>
<th>Annual Growth Rate Total Enrollment</th>
<th>Students Taking at Least One Online Course</th>
<th>Online Enrollment Increase over Previous Year</th>
<th>Annual Growth Rate Online Enrollment</th>
<th>Online Enrollment as a Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2002</td>
<td>16,611,710</td>
<td>NA</td>
<td>1,602,970</td>
<td>NA</td>
<td>NA</td>
<td>9.6%</td>
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<tr>
<td>Fall 2003</td>
<td>16,911,481</td>
<td>1.80%</td>
<td>1,971,397</td>
<td>368,427</td>
<td>23.0%</td>
<td>11.7%</td>
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<tr>
<td>Fall 2004</td>
<td>17,272,043</td>
<td>2.10%</td>
<td>2,329,783</td>
<td>358,386</td>
<td>18.2%</td>
<td>13.5%</td>
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<tr>
<td>Fall 2005</td>
<td>17,487,481</td>
<td>1.20%</td>
<td>3,180,050</td>
<td>850,267</td>
<td>36.5%</td>
<td>18.2%</td>
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<tr>
<td>Fall 2006</td>
<td>17,758,872</td>
<td>1.60%</td>
<td>3,488,381</td>
<td>308,331</td>
<td>9.7%</td>
<td>19.6%</td>
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<tr>
<td>Fall 2007</td>
<td>18,248,133</td>
<td>2.80%</td>
<td>3,938,111</td>
<td>449,730</td>
<td>12.9%</td>
<td>21.6%</td>
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<tr>
<td>Fall 2008</td>
<td>19,102,811</td>
<td>4.70%</td>
<td>4,606,353</td>
<td>668,242</td>
<td>16.9%</td>
<td>24.1%</td>
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<td>Fall 2009</td>
<td>20,427,711</td>
<td>6.90%</td>
<td>5,579,022</td>
<td>972,669</td>
<td>21.1%</td>
<td>27.3%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>21,016,126</td>
<td>2.90%</td>
<td>6,142,280</td>
<td>563,258</td>
<td>10.1%</td>
<td>29.2%</td>
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<tr>
<td>Fall 2011</td>
<td>20,994,113</td>
<td>-0.10%</td>
<td>6,714,792</td>
<td>572,512</td>
<td>9.3%</td>
<td>32.0%</td>
</tr>
</tbody>
</table>
Online Enrollment as a Percent of Total Enrollment
Fall 2002- Fall 2011
The New Traditional

21 million students in higher education today

- Students who are older than 24 65%
- 18-24 35%
- 18-24 and residential 15%

* Part time working adults are the new traditional students
- They are shopping for a degree
- They take courses from multiple institutions
- They expect service
- They care about convenience
- They shop for bargains based on speed to degree and total cost
Suggestions for The CT Plan

- Think Mass Customization
- Give students choices
  - Online courses
  - Competency-based credits (cheap)
  - Easy transfer (e.g. reverse transfer)
- Remove barriers
  - Missing required courses
  - Financial aid processing
  - Rigid start times
  - Residency requirements

- Connect Degrees to Jobs
  - Internships
  - Supply chain to business
  - Guaranteed Interviews
  - Portfolios
Leadership Principles

• Effective leadership involves the creative destruction of your current processes
• Collaborate rather than compete
• Focus on bottlenecks, barriers, and limits
• Lower costs, raise service levels, expand scale

_How?

• Disaggregate the task into its parts
  Do the parts at which you are excellent
  Identify those who perform the other parts well
  Assemble the best parts into a new, collaborative whole
Observations

- *Distance Education*: Learning is an activity not a location.

- *Analytics*: Use technology to fine tune a moment of learning intervention—real time advising.

- *Creative Destruction*: Technology changes the expected flow of processes.
  - Our students are skipping the inquiry stage probably because their searching and our website have dramatically improved.
Observations concluded

- Technology changes the potential outputs of education:
  - Electronic portfolios
  - Badges

- And the inputs of education:
  - Simulations/modeling
  - Peer-to-Peer learning

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