

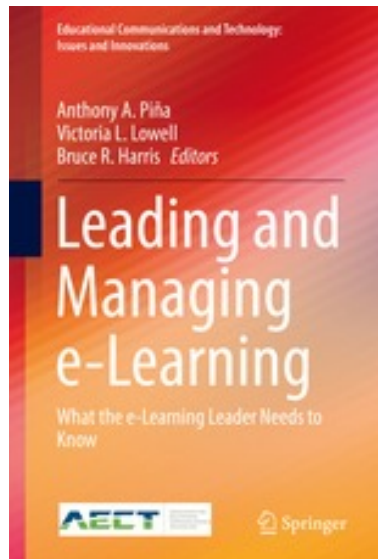
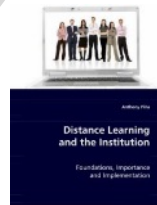
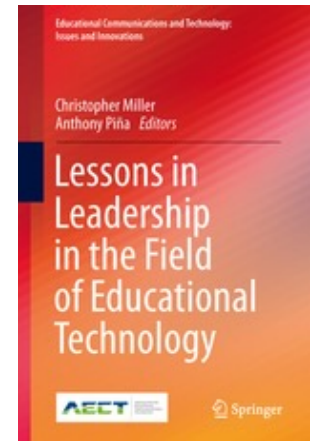
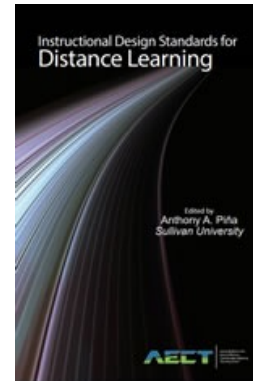
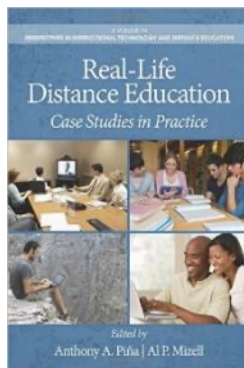


# Avoiding Common Errors in Leading Online Education

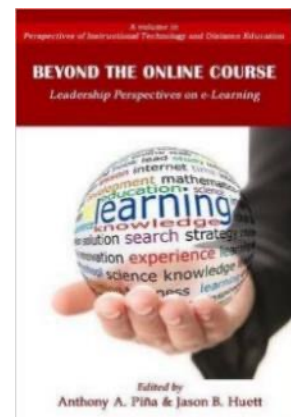
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Anthony A. Piña, Ed.D.  
Chief Online Learning Officer  
Illinois State University





Who am I?





**ST. JOHN VIANNEY  
COLLEGE SEMINARY  
& GRADUATE SCHOOL**

Who am I?



Error #1:

Doing online for the wrong reason



## 3 primary reasons for online

Can select only one primary reason:

- Increase enrollment and revenue
- Increase options and decrease barriers for existing students
- Educate new students outside traditional geographic boundaries

## 3 primary reasons for online

Can select only one primary reason:

- ~~Increase enrollment and revenue~~

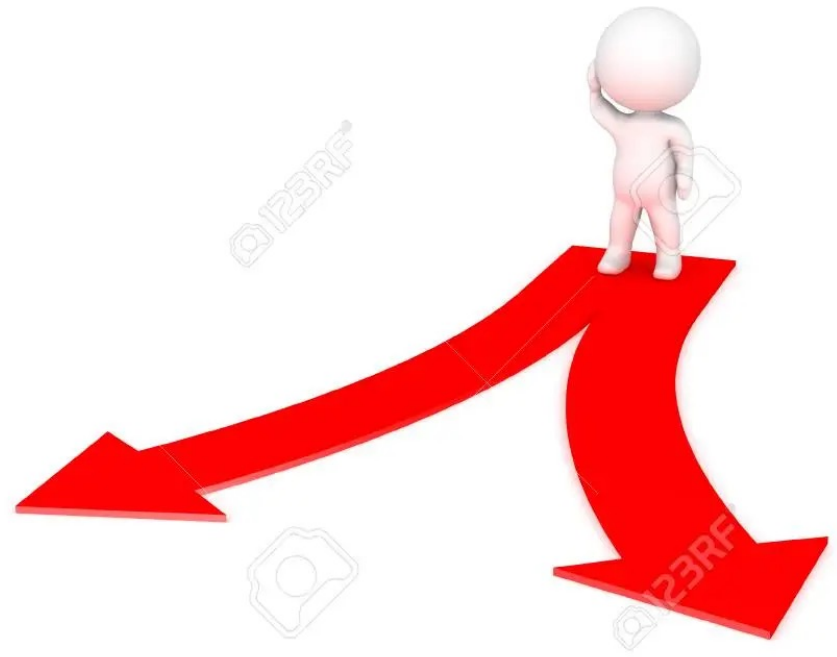
**Wrong Answer!**

- Increase options and decrease barriers for existing students
- Educate new students outside traditional geographic boundaries

Increase  
enrollment  
and  
revenue

- Focus on ~~quality~~ **rapid** course and program development
- Focus on ~~retaining~~ **recruiting** students
- Focus on enhancing ~~curriculum, teaching and student services~~ **marketing and enrollment**
- Why this often fails
  - Ashford University

Error #2:  
Lack of  
commitment to  
the other  
choices





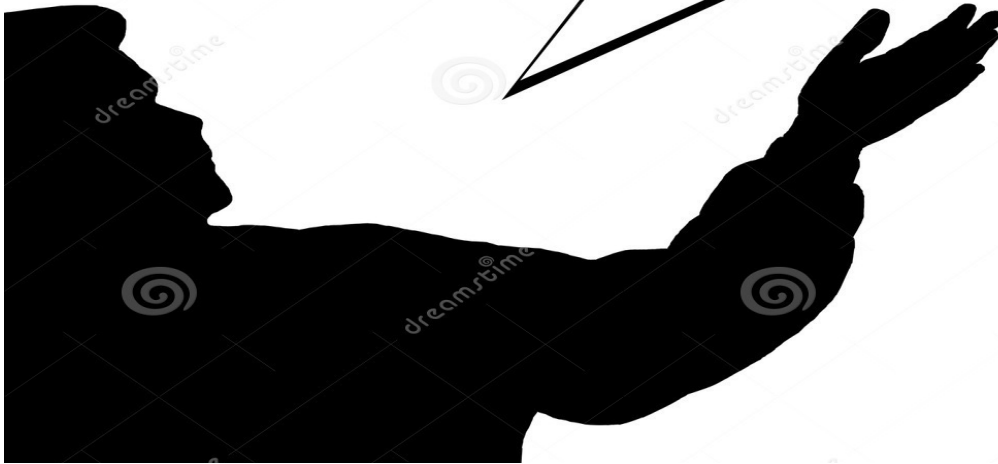


## Primary reason for online

- Increase options & decrease barriers for existing students
  - Hybrid programs w/online courses
  - Existing infrastructure and student services
- Educating new students outside traditional boundaries
  - Fully online programs
  - **Invest in infrastructure and student services unique to online learners**

## Error #3: It's all about online courses

Tony, just have the faculty create  
a bunch of online courses  
—it's just that simple!



# Beyond online courses

- Leaders and researchers often get this wrong
- What happens outside the online course influences online student retention and attrition
- Too often, online students are 2<sup>nd</sup> class citizens

Error #4: We  
can just add  
online to a  
decentralized  
structure



# Decentralized structure

- Online ed organizationally marginalized or buried
  - Position and authority of Chief Online Learning Officer
- Not scalable
- Redundant/insufficient resources
- Inconsistent quality
- Staff isolation
- Promotes inequities (haves and have nots)



Error #5 We  
can use our  
existing policies  
and procedures



# Policies and procedures

- Developed for on-campus students and faculty
- Can provide barriers for online learners
- “Runaround” promotes attrition

## Error #6

Equating course design with teaching

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**Online  
course  
development**

**≠**



**Online  
teaching**

# Course design and teaching are not the same

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Faculty increasingly teach courses designed by others



Course development and teaching are different activities that require different skills



Evaluating online course design is not evaluating online teaching

Error #7:  
Expecting  
faculty to  
be experts  
in online  
ed





Not fair to  
expect  
faculty to be  
experts in:

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Instructional design for online learning

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Online instructional strategies

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Unique needs of online learners

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Web accessibility

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Title IV/state/federal regulations

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Accreditation requirements for online

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Multimedia design and production

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HTML and LMS configuration

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What can  
leaders do to  
avoid/mitigate  
these errors?



# How to avoid/mitigate errors

- Determine your primary reason for online ed
  - Make a realistic assessment of the commitment and ability to invest in that reason
- Align online ed with institution mission and vision
- Create a comprehensive strategic plan for online ed
  - Program/course development, teaching and institutional services
- Establish a representative advisory committee
  - Every area that touches an online learner

# How to avoid/mitigate errors

- Organize permanent, centralized staff
  - Chief Online Learning Officer with decision-making authority and direct access to Provost
  - Instructional designers
  - 24/7/365 support
- Provide full range of institutional academic and student services geared to the unique needs of online learners
- Conduct an analysis of institutional policies and procedures to make sure that they do not disadvantage online learners and faculty

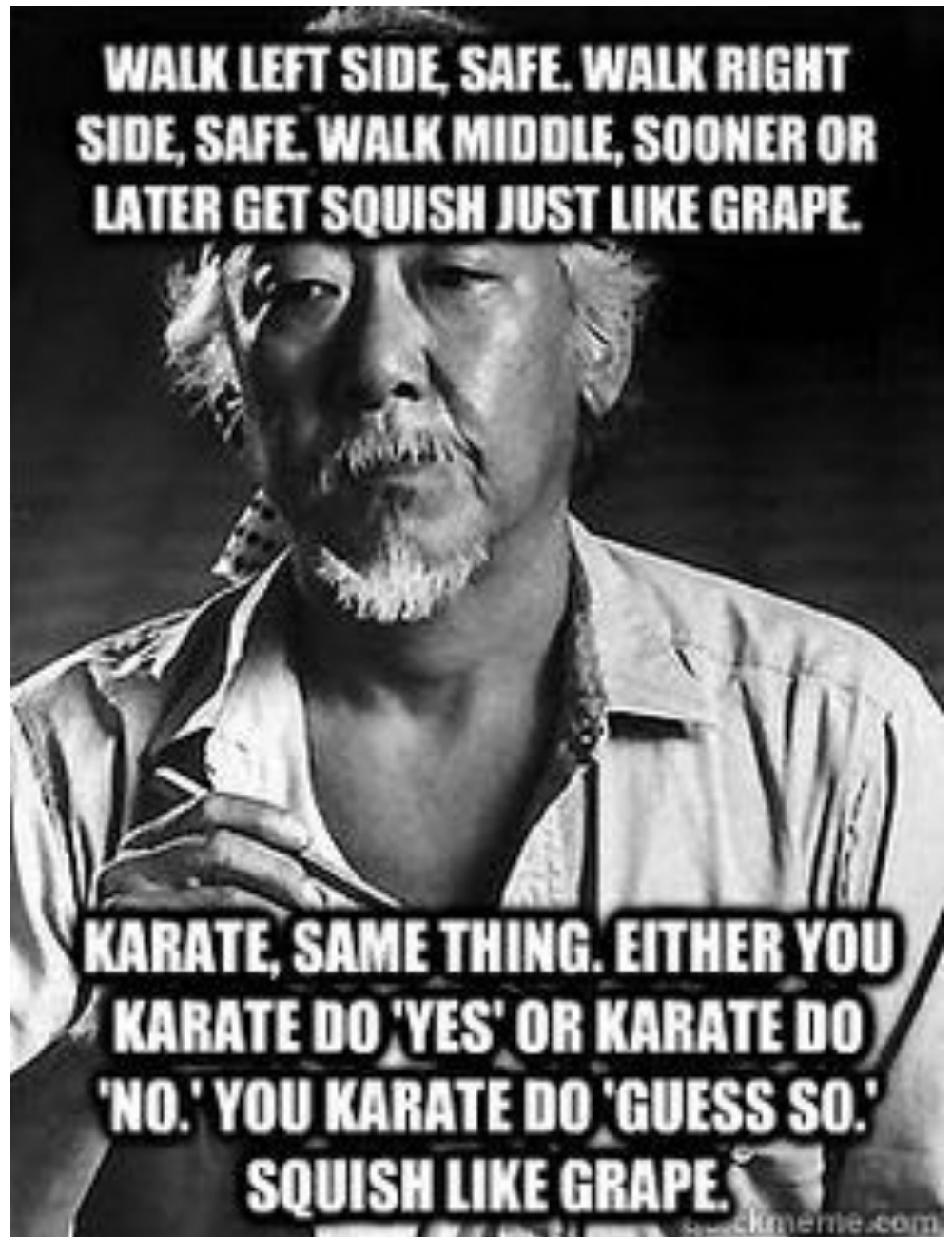
# How to avoid/mitigate errors

- Establish process for online program and course approval
- Establish minimum standards/criteria/expectations for online courses
- Use online master/template courses
- Determine shared intellectual property
- Provide separate training and assessment for online course development vs. online teaching



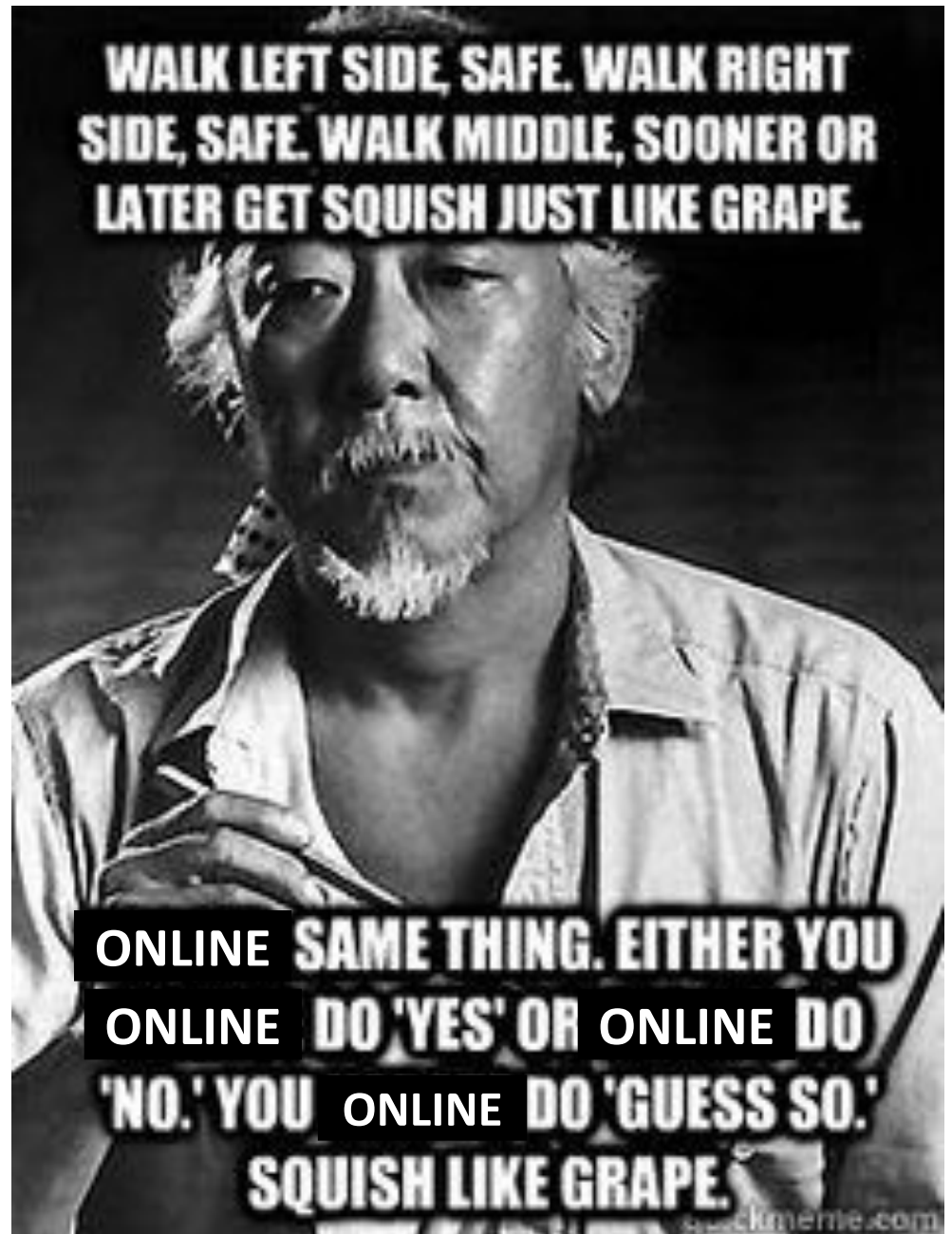
# Wisdom from Mr. Miyagi

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# Wisdom from Mr. Miyagi

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# Avoiding Common Errors in Leading Online Education

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