Strategic Enrollment Planning Sub-Committee Report
The Online Experience

Introduction

Strategic Enrollment Planning (SEP) is a process for establishing new or existing programs, including online programs. Online programs are aligned with the College's mission to provide affordable and accessible education. Through the power of technology, rural students have access to the same opportunities as their suburban or urban peers. Similarly, students with full-time jobs and family obligations benefit from the flexibility of online classes (Jonkers, 2016). According to a recent report examining trends and patterns of online enrollment in the U.S, online enrollment is on the rise. The authors report that 30 percent of all students in higher education are taking at least one online course and predict enrollments will continue to climb (Ascione, 2017). Therefore, online learning is a key part of the College's strategic enrollment plan.

Studies have shown that there is a shortfall in the core professional and soft skills identified by employers for available positions when compared to the reported skills of the current pool (Metro Atlanta Chamber). Overall, in Georgia, the highest demand occupations and technical skill sets are among business, healthcare, and technology (Metro Atlanta Chamber). Therefore, expanding the College's online programs in the areas of business and healthcare is aligned with employers' needs in this region.

Committee Charge and Membership

The committee was composed of members from across campus.

CHAIR:

Dr. Lisa McNeal, Director of eLearning and Assistant Professor

COMMITTEE MEMBERS:

Mr. Tyler Bagwell, Assistant Professor, Arts and Humanities
Mr. Bill Garlen, Interim Director of Camden Center
Ms. Cindy Atwood, Assistant Professor, Business and Public Management
Ms. Christy Lynn Wilson, Director of Marketing and Public Relations

Ms. Alexis Bell, Career and Student Employment Counselor
Mr. Chad Mangrum, D2L-Banner Integration Specialist, eLearning Department
Mr. Alan Ours (Research), Chief Information Officer

The Online Experience Subcommittee was charged with supporting efforts to achieve enrollment growth by recommending enhancements to the online student experience and developing associated enrollment strategies.

The committee members thought about students, classes, and programs from a broad perspective. Most importantly, the committee discussed programs that could be targeted for growth. Their thinking has been guided by Jim Collins' *Good to Great* concept. What are some small changes the College could make to achieve great results and grow our online programs?

Identifying high success, low investment opportunities that fit within our college's strategic plan and would ultimately translate to more students attending and graduating from CCGA. The specific charge that was given to the group was as follows:

Identify programs for which a modest investment by CCGA will result in a high return on investment, producing increased enrollments and graduates who are in demand in the region. Specifically, consider programs that contribute to meeting the following goals:

- Maintain or increase the quality of applicants who enroll, in terms of SAT, GPA, etc.
- Increase the ability of graduates to obtain meaningful employment, especially in Georgia.
- Focus on programs that will have immediate impact on these goals.
- The Key Performance Indicator is 2 percent growth per year.

Snapshot of Online Learning at CCGA

The College's growth in the area of online learning has increased tremendously within the last three years. In an effort to accommodate our diverse student learners, online education has become a popular, accessible learning platform. The number of

instructors and students enrolled in online courses has grown over the last three academic years.

	Hybrid	Web	F2F	Total
Total Sections				
2015-2016	17	144	1103	1264
2016-2017	45	248	1094	1387
2017-2018	90	282	1109	1481
Total Distinct Instructors				
2015-2016	10	53	195	208
2016-2017	20	78	203	228
2017-2018	38	86	188	225
Total Enrollment				
2015-2016	409	3165	21739	25313
2016-2017	920	5291	21269	27480
2017-2018	1640	5815	20682	28137

CCGA offers five fully online degrees

- Bachelor of Applied Science in Workforce Management and Leadership
- Bachelor of Science in Public Management
- Bachelor of Arts with a Major in French Language and Literature
- Bachelor of Arts with a Major in Spanish Language and Literature
- Bachelor of Science in Nursing (RN to BSN)

Points of Pride
- Access to faculty. Most online classes are taught by full-time, tenure track instructors who are available to meet students face to face.

- Access for students. Online students have access to the same academic resources (tutoring, supplemental instructional, technical support) as face-to-face students.

- Faculty have access to high quality tools such as Turnitin and Respondus to ensure academic integrity.

- Summer term enrollment. More online classes than face to face classes are offered in the summer. The abundance of online classes gives added flexibility to both faculty and students.

Constraints
- Any student, even ones who are not likely to succeed online, are allowed to register for online classes.

- Large class sizes (35 for 1200 level classes) places an extra burden on faculty.

- Faculty have high teaching loads (4 or 5 classes a semester) and are not given release time to develop online classes.

Process:

Step One: Request for Proposals
Representatives from different departments and schools were asked to work with faculty in proposing ideas for new or enhanced programs. Proposals could include additional

support for the expansion of existing programs, modifying programs, or creating new programs. Proposals should have the following characteristics:

- Requires modest investment, at most, to develop
- Demonstrates potential to be efficient and productive in terms of enrollments, graduation rates and cost for delivery.
- Results in graduates with good satisfaction (quality) scores, established through course evaluations and surveys given during the capstone course
- Provides ease of credit transferability from other accredited institutions into the program
- Has potential for growth, as demonstrated through reliable sources, e.g., labor force data, census data, and enrollment data.

In addition, proposals could target one or more of the following goals within an existing program:
- Increase enrollment
- Increase student retention
- Decreases time to graduation

In short, we are looking for high success, low investment opportunities that fit within CCGA's strategic plan and ultimately translate to more students graduating from CCGA.

Step Two: Preliminary Ranking of Proposed Programs
Each member shared their ideas with members of the sub-committee. This process was unstructured in order to allow presenters to develop and refine their ideas and for other members to gain clarity. The ideas were collected and members were asked to rank the ideas using a Qualtrics survey. Many ideas were presented and discussed at subcommittee meetings and via email. The top five ideas are listed below.

- The online RN-BSN has growth potential for growth.
- The Bachelor of Science in Health Informatics, currently a blended program, could be considered for expansion into an online program.
- Explore the option of a Health Sciences degree with a Health Promotion concentration.
- Target the Bachelor of Science in Work Force Management for promotion and expansion.

- Explore the option for students to complete the Bachelor of Science in Interdisciplinary Studies online.

Step Three: Secondary Ranking of Proposed Programs

Due to time constraints and faculty teaching obligations, a secondary ranking was not conducted. The first draft of the secondary ranking appears below.

Table 1. Secondary ranking of strategic enrollment proposals by the Online Sub-Committee.

Idea	Description	Rank Order
Expand RN-BSN	Expand RN to BSN program. The online RN-BSN program has growth potential. The faculty have recently re-structured the program and completed curriculum revision. Health care is a growing field, and there is a demand for this program. The interim dean and the online program coordinator are in favor of growth and working diligently on marketing and recruiting. They are emphasizing the unique aspects of the program, such as service learning and active learning, as well as emphasizing the cost savings and how the program will prepare nurses for leadership positons and graduate school. The proposal is to expand the existing cohort by 2 percent.	1
Expand BS in Workforce Management	Target the Bachelor of Science in Work Force Management for promotion and expansion. This degree could appeal to working adults who desire a degree for career advancement. Would also foster good working relationships with the local business community. The proposal is to expand the existing cohort by 2 percent.	2
Expand BS in Health Informatics	Expand the BS in Health Informatics program gradually, with the goal of fully online delivery in three years. The Bachelor of Science in Health Informatics, currently a	3

	blended program, which includes face-to-face and online classes, should be considered for expansion into an online program. Many classes are already online, however, there is only one full-time and two part-time faculty members. The proposal is to expand the existing cohort by 2 percent students and add one full-time faculty member. This would help recruit additional students into the college and give struggling nursing or biology students an alternate path without adding time to graduation. Could decrease time to graduation.	
Create BS in Health Sciences	Create a Health Sciences degree with a concentration in Health Promotion that includes existing health sciences and wellness courses. This would help recruit additional students into the College and give struggling nursing or biology students an alternate path without adding time to graduation. Could decrease time to graduation.	4
Explore Interdisciplinary Studies	Explore the option for students to complete the Bachelor of Science in Interdisciplinary Studies online. The department is open to future conversations about adding online programs but is only in the initial exploration stages of making an online option for IDIS. This degree is the closest one the college has to a "general education" degree and sometimes serves as a catch-all degree for some transfer students. It could appeal to adult learners who are looking to complete a college degree. The online option for this degree would allow the targeted students to graduate in a more timely fashion. The degree is designed with maximum flexibility to encourage and allow graduation opportunities for students interested in tailoring a degree program to their particular needs, skills, and	5

	interests. This degree is beneficial to students with previous college credit in a variety of subjects and could decrease their time to graduation.	

Step Four: Evaluate Return on Investment

Return on investment (ROI) methodologies are rough estimates.

Table 2. Return on Investment

Name	Cost	Return on Investment (4 Years)		
		Enrollment	Retention	ROI
RN-BSN	$100,000/year (one professor)			
BS in Health Informatics	$100,000/year (one professor; one adjunct)		Unknown	Unknown
BS in Health Sciences	$250,000 (new program start-up costs, new faculty)		Unknown	Unknown
BS in Workforce Management	$100,000/year (one professor)		Unknown	Unknown
Interdisciplinary Studies	$100,000/year (one professor who also serves as a program coordinator to			

	review online courses)			

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Recommendations

Based on the prioritization results (Table 1), return on investment analysis (Table 2), and the Executive Enrollment Committee's criteria for prioritized KPIs (i.e., graduation, retention, progression, and enrollment), the committee recommends the following items.

1. Increase enrollment in RN-BSN program. Set goals after working with faculty and leadership in the nursing department.
2. Increase enrollment BS in Workforce Management. Set goals after working with faculty and leadership in the School of business.
3. Expand BS in Health Informatics delivery options. Set goals after working with faculty and leadership in the school of business.
4. Explore the option of creating a BS in Health Sciences by working with faculty and leadership in allied departments.
5. Explore the option for students to complete the Bachelor of Science in Interdisciplinary Studies online. Set goals after working with faculty and leadership in the humanities department and the School of Arts and Sciences.

References

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Jonkers, R. (2016). How Online Education Helps Underserved Students. DigitalList Magazine. 2016

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