University of Colorado System
Online learning strategic planning

TEAM update

July 16th, 2020

Objectives

Phase 1 outcomes and Phase 2 approach

►Review Phase 1 outcomes and decisions

►Discuss Phase 2 goal and structure

►Review timeline and decision-points for senior leadership team

Additional information: Decision-points detail

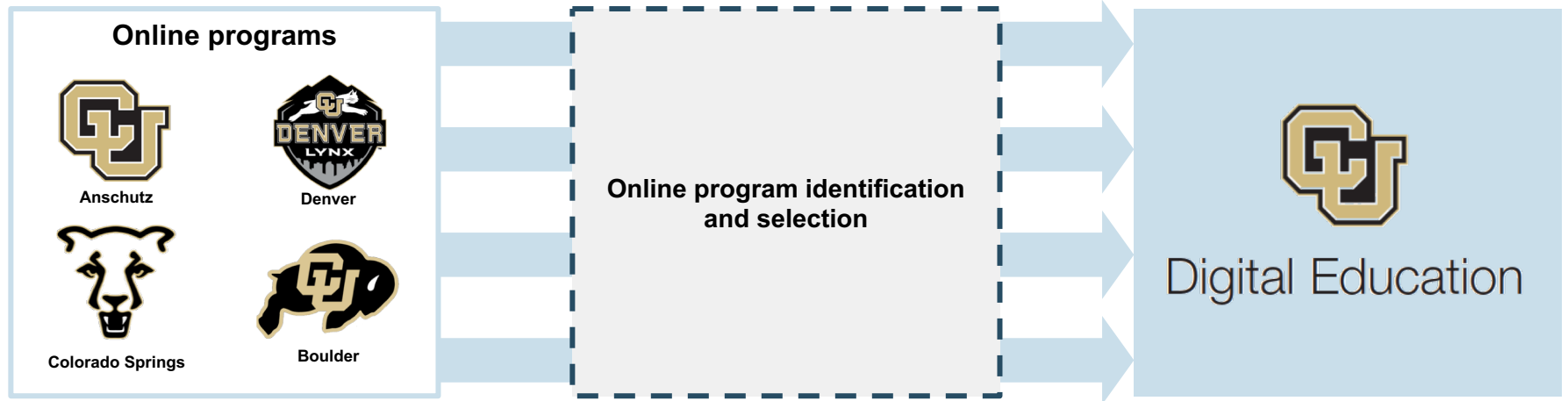►Review current progress toward initial recommendations

Agenda

- ► **Phase 1 outcomes and Phase 2 approach**
- ► Additional materials: Decision-points detail

System and campus leadership adopted an internal build approach to growing online learning

Selected approach: Growth though internal build

Online programs

Anschutz   Denver

Colorado Springs   Boulder

Online program identification and selection

Digital Education

Campuses develop and own online programs	Interested programs are identified for portfolio inclusion	ODE provides robust support services
► Online programs are developed and owned by campuses, leveraging academic unit interest and faculty expertise and capacity ► Online programs targeting new enrollments among the adult learner population have the potential to be supported by ODE	► ODE will work collaboratively with campuses to identify programs aligned to CU Online portfolio objectives ► Faculty interest and market demand are critical considerations in program identification	► Programs indicating interest and identified for portfolio inclusion receive centrally provided online learning services, including marketing, student engagement and success, instructional design supports

In Phase 2, we are developing the key recommendations needed to operationalize this approach and meet CU's ambitious online learning growth goals

Anschutz   **Boulder**   **Colorado Springs**   **Denver**

Our charge

Develop a set of feasible recommendations tailored to the realities at CU with respect to the processes, structures, and resources needed to reach an ambitious goal of serving 20k online students annually

CU Online program portfolio	Operating model	Financial model

Marketing and communications strategy	Technology roadmap

The Accelerator Committee will lead targeted working groups in developing a set of key recommendations to guide CU's online learning strategy

CU leadership

Key system and campus leadership: President Kennedy and Chancellors
Feedback, decision-making guidance, and recommendation approval

Accelerator Committee

Co-chairs: Scot Chadwick, Sheana Bull
Overall project management and working group output feedback and refinement; opportunities for authentic campus and faculty engagement; framework and processes for strategic portfolio development and management; initial portfolio recommendations
- ► Gary Colbert (Denver)
- ► Harper Johnson (CU System)
- ► Kelli Klebe (UCCS)
- ► Maja Krakowiak (UCCS, Faculty Assembly Representative)
- ► Lindsay Massey (ODE)
- ► Pat O'Rourke (Boulder)
- ► Todd Saliman (CU System)

Working groups

Finance (Chair: Todd Saliman)
Working group: Campus-central unit flow of fund; metrics of financial viability; pricing oversight
- ► Tobin Bliss (Denver)
- ► Terri Carrothers (AMC)
- ► Ryan Davis (AMC)
- ► Todd Haggerty (Denver)
- ► Carla Ho-a (Boulder)
- ► Maja Krakowiak (UCCS)
- ► Chuck Litchfield (UCCS)
- ► Chad Maturano (System)
- ► Nora Sandoval (System)
- ► Suzanne Scott (UCCS)
- ► Jennifer Sobanet (Denver)
- ► Katrina Spencer (Boulder)
- ► Alice Wheet (ODE)

Pricing subcommittee (Chairs: Jacqui Gatlin, Jen St. Peter)
Pricing analysis and opportunity assessment
- ► Matt Artley (Boulder)
- ► Gabriel Castano (Denver)
- ► Paul Goslin (UCCS)
- ► Robert McDonald (Boulder)
- ► Madeline Sembrat (AMC)
- ► Linh-Thong Lo (AMC)

Academics (Chair: Sheana Bull)
Faculty supports and incentives; quality management structure / tools; faculty feedback in portfolio development
- ► Laura Borgelt (Anschutz)
- ► Karen Gebhardt (Boulder)
- ► Roger Martinez-Davila (UCCS)
- ► CU Denver TBD

Online services (Chair: Scot Chadwick)

Working group: Portfolio of shared services for selected and non-selected programs; central unit and campus service levels
- ► Dave Anderson (UCCS)
- ► Robert McDonald (Boulder)

Centralized services subcommittee: Campus capabilities assessment and future state solutioning
- ► Tracy Barber (UCCS)
- ► Kevin MacLennan (Boulder)
- ► Sam Moreno (Anschutz, ODE)
- ► Rana Tarkenton (Denver)

MarCom (Chair: Ken McConnellogue)
Digital marketing strategy, branding, communication plan
- ► Courtney Borton (ODE)
- ► Elizabeth Collins (System)
- ► Kathy Green (AMC)
- ► Karen Klimczak (Denver)
- ► Jon Leslie (Boulder)
- ► Chris Valentine (UCCS)

IT (Chair: Harper Johnson)
Tech enablement and alignment to IT transformation roadmap
- ► Jason Hunter (CU System)
- ► Dan Jones (Boulder)
- ► Scott Munson (CU System)
- ► Russ Poole (Denver)
- ► Marin Stanek (Boulder)
- ► Greg Williams (UCCS)

EY-Parthenon

Conduct and support the underlying analyses to inform working group and committee recommendations
- ► Kasia Lundy and Haven Ladd, Principals
- ► Chen Liu, Project leader
- ► Team: Lia Bonamassa, Catalina Ramirez-Saenz

Preliminary draft for discussion

Phase 2 efforts, ending October 2020, will seek to answer key questions regarding the academic, operating, and financial model to enable online learning growth at CU

Overall initiative timeline

| April-July | August | September | October ★ |

Ongoing committee and working group activities
Gather data and input to create analyses; draft and iterate on initial recommendations

Senior leadership recommendation review
Review and provide feedback on recommendations; provide decision-making guidance; vet and approve updated recommendations

Campus engagement
Initial recommendations shared with faculty for feedback through a variety of methods (e.g., open comment periods, town halls)

To enable initiative success in Fall 2021 and beyond, this effort will confirm the Fall 2021 program portfolio and provide full set of operational recommendations, vetted by campuses and approved by campus and system leadership by October 2020

The senior leadership team will provide feedback and serve as the the decision-makers on key recommendations to be presented to the campuses in the fall

Meeting	Topic	Decision-point
July 16	**Operating model**	► For programs within the portfolio, what are the services to be provided by ODE? By campuses?
August 6	**Program portfolio**	► What is the process by which programs will be identified for the CU Online portfolio for Fall 2021? ► How will issues of potential program duplication be assessed and resolved?
	Operating model	► What services will be available for programs outside the portfolio?
	Financial model	► Will programs in the CU Online portfolio be considered "main campus" or "auxiliary"? ► What will be the pricing strategy and in/out of state rate?
September 3	**Program portfolio**	► What is the process by which programs will be identified for the CU Online portfolio beyond Fall 2021?
	Financial model	► What is the flow of funds between ODE and campuses for programs within the portfolio? ► What are the financial viability metrics for assessing program sustainability?
	MarCom strategy	► How can authentic faculty engagement be facilitated? ► How can faculty input and feedback be recognized and incorporated, as relevant?
October 1	**MarCom strategy**	► What is a comprehensive and cohesive brand and marketing to support and grow online learning at CU?
	Technology roadmap	► What are the technology solutions, platforms, and capabilities required to support high-quality online program design and delivery? ► What data tracking and integrations are required to effectively track and support students throughout their CU experience?

Student-facing services will require collaboration between ODE and campuses; centralized services subcommittee efforts are underway to understand campus capabilities
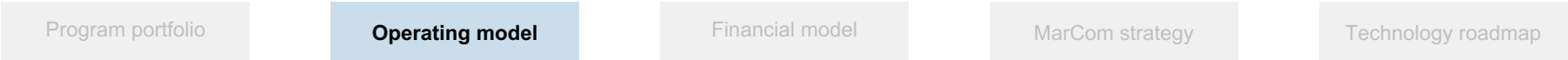
| Program portfolio | **Operating model** | Financial model | MarCom strategy | Technology roadmap |

Initial recommendation: Distribution of services, by provider and category of service

Service provided by: ■ ODE ■ Campus

Marketing
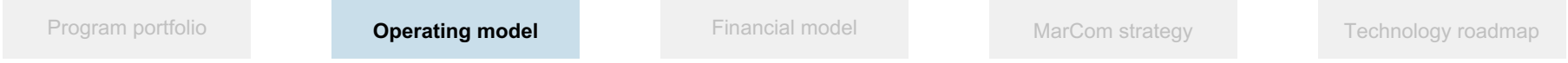
Function	Distribution
Brand development	ODE / Campus
Marketing strategy planning and development	ODE / Campus
Creative content development	ODE / Campus
Digital strategy	ODE
Web strategy	ODE
Direct to consumer strategy execution	ODE

Student success

Function	Distribution
New student onboarding	ODE / Campus
Student engagement and success coaching	ODE / Campus
Academic advising	ODE / Campus
Career services	ODE / Campus
Other supports	ODE / Campus

Enrollment navigation

Function	Distribution
Lead qualification	ODE
Enrollment coaching	ODE
Lead management and data tracking	ODE
Admissions	ODE / Campus
Transfer credit evaluation (TCE)	ODE / Campus
Financial aid	ODE / Campus
Bursar	Campus
Registrar	Campus

Supports for faculty and staff can be delivered locally, but may include centrally managed efforts

| Program portfolio | **Operating model** | Financial model | MarCom strategy | Technology roadmap |

Initial recommendation: Distribution of services, by provider and category of service

Service provided by: ■ ODE ■ Campus

Instructional design and delivery

Function	Distribution
Quality management processes	ODE / Campus
Quality metrics	ODE / Campus
Professional development	ODE / Campus
Program design	ODE / Campus
Content development	Campus
Course design and development	ODE / Campus
Course production	ODE / Campus
Instructional delivery	Campus

Technology

Function	Distribution
24-hour help desk	ODE / Campus
Student lifecycle and engagement management (e.g., CRM)	ODE / Campus
Admissions (e.g., Slate, SIS)	ODE / Campus
Enrollment and registration (e.g., SIS, identity provisioning)	Campus
Finance and payments (e.g., payment processing, financial aid processing)	Campus
Student success tools (e.g., CRM, early alert systems, career services portals)	ODE / Campus
Campus-selected instructional tools	Campus
ODE-provided instructional tools	ODE / Campus

Support and enablement

Function	Distribution
Market research and program area identification	ODE
Comprehensive program discovery and consultation	ODE / Campus
Project management	ODE / Campus
Program planning	ODE / Campus

Agenda

► Phase 1 outcomes and Phase 2 approach

► **Additional materials: Decision-points detail**

Due to required lead time for marketing and program development, a distinct process for determining the Fall 2021 portfolio will be necessary

| Program portfolio | Operating model | Financial model | MarCom strategy | Technology roadmap |

How will programs will be identified for the CU Online portfolio?

Key questions	Timeline	
	OAC review	**TEAM review**
What is the process by which programs will be identified for the CU Online portfolio **for Fall 2021**?	July 28	August 6
How will issues of potential program duplication be assessed and resolved?	July 28	August 6
What is the process by which programs will be identified for the CU Online portfolio **beyond Fall 2021**?	August 25	September 3

Both campuses and ODE will own specific service provision; this distribution will be recommended by the online services working group

| Program portfolio | **Operating model** | Financial model | MarCom strategy | Technology roadmap |

What are the services to be provided by ODE? By campuses?

Key questions	Timeline	
	OAC review	TEAM review
For programs within the portfolio, what are the services to be provided by ODE? By campuses?	June 14	July 16
What services might be available for programs outside the portfolio?	July 28	August 6

The finance working group is charged with determining a payment mechanism that supports sustainable program delivery and scale

| Program portfolio | Operating model | **Financial model** | MarCom strategy | Technology roadmap |

What is the flow of funds between ODE and campuses for programs within the portfolio? How can this support program financial viability?

Key questions	Timeline	
	OAC review	**TEAM review**
What is the flow of funds between ODE and campuses for programs within the portfolio?	August 11	September 6
What are the financial viability metrics for assessing program sustainability?	August 25	September 6
What potential pricing adjustment opportunities can CU consider? Should these fully online programs be housed within main campus or auxiliary?	July 28	August 6

A comprehensive digital marketing strategy must be developed to maximize marketing investment; campus and faculty engagement is critical to success

Program portfolio	Operating model	Financial model	**MarCom strategy**	Technology roadmap

Internal: How can authentic faculty engagement be facilitated?
External: What is a comprehensive and cohesive brand and marketing to support and grow online learning at CU?

Key questions	Timeline	
	OAC review	**TEAM review**
How will the Academic Working Group be supported to enable channels for authentic faculty engagement and feedback? How can faculty input and feedback be recognized and incorporated, as relevant?	August 25	September 6
What is a comprehensive and cohesive brand and marketing to support and grow online learning at CU?	September 8	October 1

The IT operations working group will seek to align online learning needs to the overall TIP roadmap; UIS has proven to be a strong partner in this work

| Program portfolio | Operating model | Financial model | MarCom strategy | **Technology roadmap** |

What are the technology solutions, platforms, and capabilities required to support high-quality online program design and delivery?

Key questions	Timeline	
	OAC review	**TEAM review**
What are the technology solutions, platforms, and capabilities required to support high-quality online program design and delivery?	September 8	October 1
What data tracking and integrations are required to effectively track and support students throughout their CU experience?	September 8	October 1

Fall/Spring Campaign Update

Campus Updates

▶ **UCCS**
- MBA
- BA Communication
- RN-BS Nursing

▶ **CU Anschutz**
- RN-BS Nursing

▶ **CU Boulder**
- MS Supply Chain
- MS Business Analytics
- MS Aerospace
- CS Post-Bacc

▶ **CU Denver**
- MBA
- MS Marketing
- MSIS
- MS Accounting

Appendix

This phase of work seeks to build off the key decisions made in Phase 1 to operationalize the vision for online learning at CU (1/2)

Key phase 1 outcomes and decisions

CU is investing in online learning with an ambitious goal of serving 20k students annually in 5 years. This effort will seek to maintain and support campus autonomy and innovation while optimizing for efficiencies and building on CU capabilities to do so

Areas for Phase 2 recommendation development

Phase 2 will provide recommendations regarding the frameworks, systems, and procedures to operationalize this vision and ensure authentic faculty and campus engagement throughout

Program portfolio development

► All campuses should be represented in the CU online program portfolio; online programs should continue to be owned and developed by campuses and faculty

► Market factors and internal factors must be considered in program identification and selection

► A diverse, differentiated portfolio must minimize duplication

► Programs within the portfolio must align to leading industry leading practices

► Campuses will coordinate with the central unit to identify high-potential programs for investment to meet market demand

► Framework for assessing internal program readiness, including program structural characteristics and academic unit alignment

► Criteria for assessing degree of program duplication across campuses

► Pathways for addressing program duplication

Online services and supports

► Centralized service provision is the most effective way to achieve CU's ambitious online learning growth goals, though campuses will continue to own specific functions

► An internal online services unit will offer the flexibility, speed to market, and customization CU requires to for high-quality online program management

► ODE, previously serving Denver and Anschutz, will take on this system-wide role

► ODE will leverage its current capabilities to support all campuses, augmenting specific functions with external providers, as needed

► Specific distribution of services to be provided by the central unit versus campus

► Level of service customization available to campuses / programs (i.e., options for tiers of service)

► Service levels for central unit supports

► Functions to be outsourced in the short- and medium-term

► Options for supporting non-selected programs

► Pathways for ensuring continuity of service for programs that are currently being supported by ODE

Preliminary draft for discussion

This phase of work seeks to build off the key decisions made in Phase 1 to operationalize the vision for online learning at CU (2/2)

Key phase 1 outcomes and decisions	**Areas for Phase 2 recommendation development**
CU is investing in online learning with an ambitious goal of serving 20k students annually in 5 years. This effort will seek to maintain and support campus autonomy and innovation while optimizing for efficiencies and building on CU capabilities to do so	Phase 2 will provide recommendations regarding the frameworks, systems, and procedures to operationalize this vision and ensure authentic faculty and campus engagement throughout

Pricing and financial flow

- ► Programs receiving central support will direct a portion of funds to the central unit for services provided (e.g., revenue share)
- ► Portfolio programs must be scalable and financially viable in the long-term

- ► Threshold for scalability and financial viability
- ► Detailed flow of funds between campuses and the central unit (e.g., revenue share determination)
- ► Pricing strategy

Support and enablement

- ► Faculty and campus voice are critical in online strategy development
- ► The IT infrastructure supporting online learning must be aligned to the technology transformation roadmap
- ► Portfolio programs, designed and maintained by campuses, will be accessible through a single market-facing portal (CU Online)
- ► Digital marketing and website infrastructure must be optimized to minimize internal competition and maximize ROI on marketing spend

- ► Faculty and campus engagement plan, including a communication plan and process for soliciting and incorporating feedback
- ► Technology implementation plan and timeline
- ► Digital marketing strategy, including web strategy and paid search
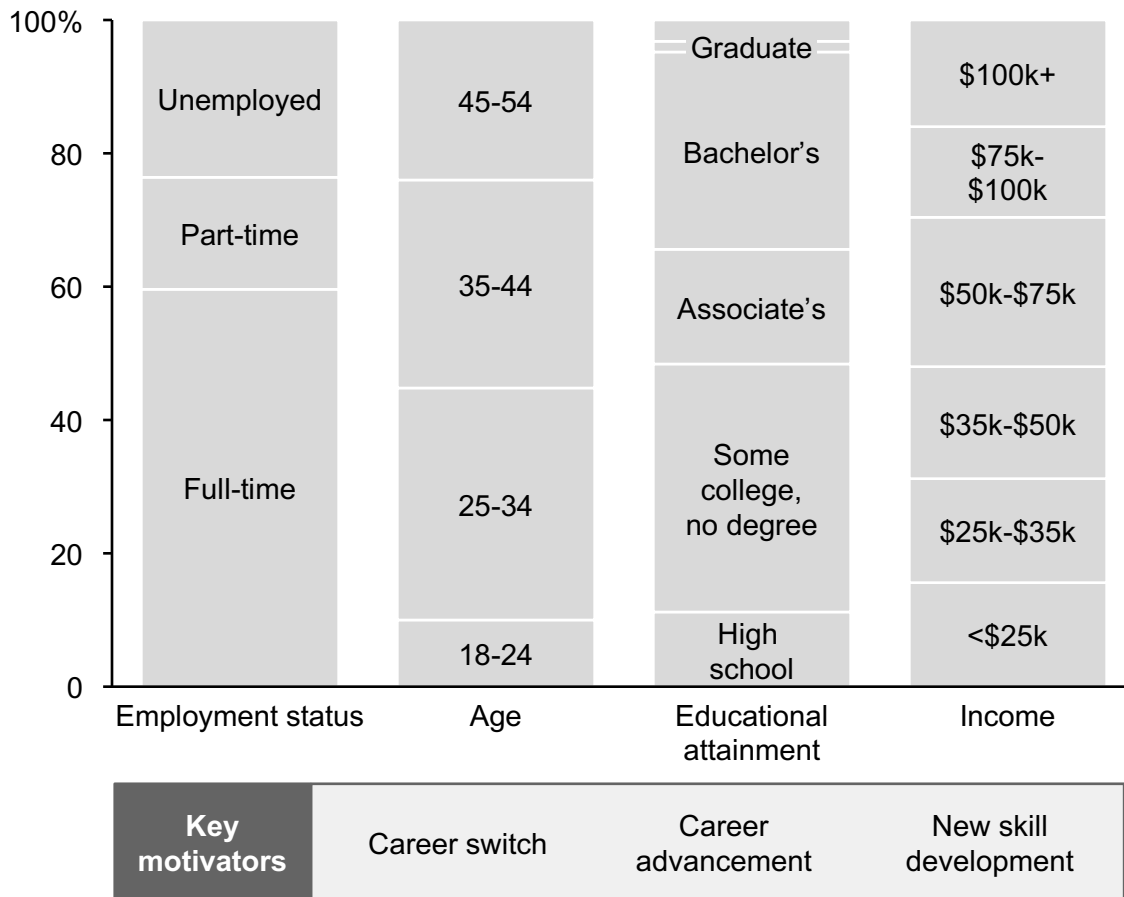- ► Go-to-market branding strategy

Preliminary draft for discussion

Deliverables and timeline

Owner	Initial recommendation	May	June	July	August	September
Online Accelerator Committee	CU Online portfolio framework	███	███	███	███	███
	Options for resolving selection issues		███	███	███	
	Fall 2021 program portfolio			███	███	███
Academic	Program factors in program alignment	███	███	███		
	Role of faculty in resolving duplication		███	███		
	Program supports in addressing duplication				███	
	Quality management structures			███	███	
	Faculty supports and incentives			███	███	
	Campus engagement	███	███	███	███	███
Online services	Portfolio of services provided by ODE	███	███			
	Service bundles for programs within portfolio		███	███		
	Program alignment criteria for portfolio		███	███	███	███
	Portfolio of services provided by campuses			███	███	███
	Services for programs outside portfolio				███	███
	Service level agreements				███	███
	Path to scale central services				███	███
Finance	Program-based financial analysis	███	███			
	Flow of funds		███	███		
	Program financial viability metrics			███	███	
	Strategic pricing framework	███				
	Pricing recommendations	███	███	███		
	Price adjustment options		███	███		
MarCom	Communication plan	███				
	Internal updates: Participants	███	███	███	███	███
	Internal updates: CU community		███	███	███	███
	Internal updates: CU leadership		███	███	███	███
	External updates		███	███	███	███
	Branding strategy	███	███	███	███	███
	Digital marketing strategy	███	███	███	███	███
IT operations	Online and IT effort alignment	███	███			
	IT needs to support online growth		███	███	███	███

CU's online programs will primarily target adult learners with a unique set of needs

Prospective online learners* are often **working adults**
with **some college credit but often no degree**
for whom **cost is an important factor** in their decision-making

Employment status	Age	Educational attainment	Income
Unemployed	45-54	Graduate	$100k+
Part-time	35-44	Bachelor's	$75k-$100k
Full-time	25-34	Associate's	$50k-$75k
		Some college, no degree	$35k-$50k
	18-24	High school	$25k-$35k
			<$25k

Key motivators	Career switch	Career advancement	New skill development

High-quality online programs
must be tailored to the
unique needs of the adult learner

► **Flexible:** Able to be completed within the constraints of a working adult's schedule. Many students work full-time while completing an online program part-time.

► **Supportive:** Provide proactive student support and outreach from enrollment through graduation

► **Practical:** Aligned to high-growth employment areas and provide useful, transferrable skills

► **Accessible:** Affordable for students from a range of income levels

*These additional students targeted by CU are envisioned to be **incremental** to existing on-campus enrollments*

Preliminary draft for discussion

This internal build approach would establish a fund flow model to distribute revenue between programs within the portfolio and ODE

Illustrative online learning revenue flow model for portfolio programs,
for discussion and development in Phase 2
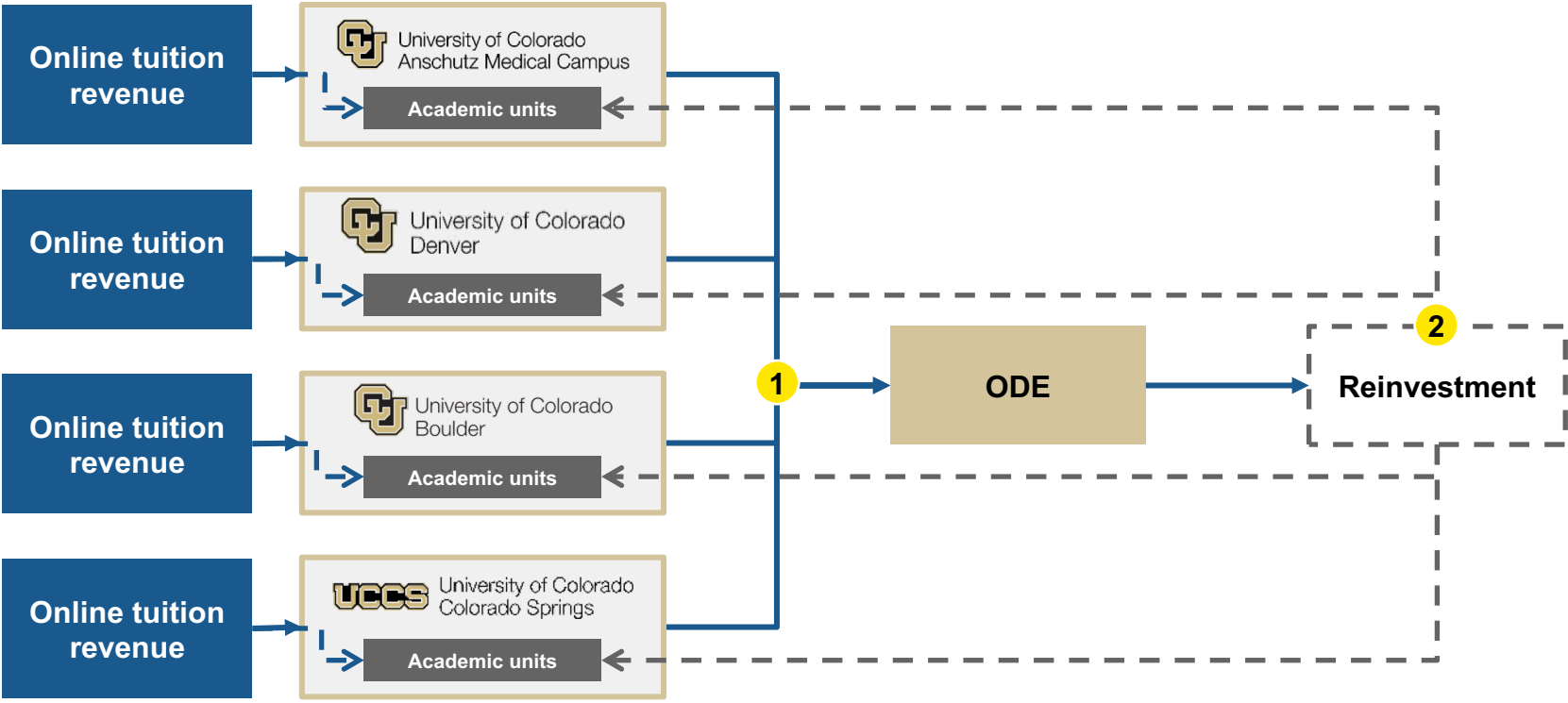
1 Revenue flow to central unit	**2** Reinvestment
► For programs within the portfolio, campuses receive all tuition and fee revenue ► Campuses pass on a percentage to ODE; the remainder is allocated according to campus budgetary processes	► Revenue received by ODE in excess of costs will be redistributed to campuses for investment in online learning or other strategic initiatives

$- \!\! ->$ Secondary flow of revenue $\longrightarrow$ Primary flow of revenue