

**Phase I Report and Recommendations
from the Enrollment Growth Task Force**

NDNU Strategic Plan 2015-2018
March 1, 2016

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PART I

Overview

Context: NDNU Strategic Plan 2015-18

During the 2014-15 academic year, the Institutional Strategy Steering Commission with membership and inputs from faculty, staff, and the Board of Trustees, drafted the NDNU Strategic Plan 2015-2018. The plan was approved by the Board of Trustees in June 2015 with implementation to begin immediately. The planning process, and the Strategic Plan itself, was focused around key conditions set forth in a widely read report on higher education published by the University of Denver, citing the urgent need for Differentiation, Value Proposition, Flexibility, and Strong Balance Sheet. The report warned that institutions unable to grapple with these challenges “will be compromised – targets for consolidation or closure.” (page 27). The Strategic Plan reflects NDNU’s “hopeful orientation” for the University around three core initiatives: 1) Supporting Student Success; 2) Sustaining Institutional and Fiscal Health; and 3) Pursuing New Models.

Strategic Initiative II Sustaining Institutional and Fiscal Health included three tactical objectives, of which two objectives relate to growing enrollment.

- Tactical objective 2.1 suggests that NDNU “[i]nvest in new academic programs that are a good fit the students served and that generate net enrollment growth;”
- Tactical objective 2.2 calls for “[expanding] current program offerings at off-site locations.”

While NDNU has experienced several years of enrollment growth, recent changes in the economy and other external factors including the flattening of high school graduates, the re-emergence of the UC/CSU system for transfer students, and increased competition of options for working adults have created challenges that need to be addressed with both short and long term strategies. Moreover, it has become clear that even enrollment of 2000 students, only 850 of which are full-time students, creates significant financial exposure. The lack of budget margin makes the University susceptible to the smallest variation in enrollment and tuition revenue. In addition, the emphasis on the delivery of traditional “bricks and mortar” based programs for the adult and graduate populations reduces competitiveness with other programs with more innovative delivery mechanisms. In the spirit of cautious optimism, NDNU’s administration has established a long-term target of eclipsing 3000 students (headcount) in order to create economies of scale. The Strategic Plan recognizes that NDNU’s current campus infrastructure will be unable to sustain such growth, and therefore recommends that the bulk of growth occur in programs that are considered “off-site.”

It must be stated that there is not unanimous agreement that NDNU must continue to grow. And, some members of the community do not believe that adding new programs is the way to achieve growth. That being said, budget projections for the next few fiscal years that assume status quo suggest that NDNU will face difficulty producing enough revenue to cover costs. There is simply no way to fund the necessary marketing expenditures and staffing support needed from revenue earned from our current academic offerings alone. Therefore, some enrollment growth through new program development is necessary and should be expected. This report will attempt to reconcile *in small ways* the inherent

tensions in a resource-constrained environment. But it is likely we will be unable to address to any one party's complete satisfaction the challenges of resource allocation and prioritization that impact our work.

In order to transition from the planning to the implementation stage, each tactical objective was designated to be led (generally) by a member of the senior administration. Tactical objective 2.1 was assigned to the Provost Paul Ewald and tactical objective 2.2 was assigned to Vice President for Enrollment Management Jason Murray. Given the overlapping nature of the two tactical objectives, it was agreed to charge one body with the examining these questions in a comprehensive and thorough manner. To that end, the Provost and the Vice President for Enrollment Management with the assistance of Faculty Senate and the Deans from each of the schools convened The Enrollment Growth Task Force in Fall 2015. Membership was comprised of faculty from each school with an attempt to ensure representation from the various subpopulations of students (undergraduate, evening, and graduate, primarily). Given the sense of urgency around many of these questions, the Task Force was charged first with examining tactical objective 2.2 in the fall semester, ie, to identify current programs that could be offered in different formats in order to maximize market share and tuition revenue. While the Strategic Plan references the term "off-site," for the purpose of this report and recommendations the Task Force examined various formats, including online, hybrid, low residency, and off-site. The Enrollment Growth Task Force will take up the question of which entirely new programs NDNU should explore adding when we reconvene in spring 2016. Those recommendations will come in our Phase II report, expected by early summer 2016.

Task Force Process

The Task Force met numerous times over the course of the Fall 2015 semester for the purpose of conducting "deep dives" into the areas of online, hybrid, low residency, and off-site programs. When possible, other in-house experts were invited to attend Task Force meetings to share their perspectives on the issues. For example, Merle Mason, Executive Director of the Office of Information Technology, discussed campus information technology resources; Jordan Holtzman, Director of Graduate Programs for the School of Business and Management, shared his expertise in managing online programs; and Therese Madden, Program Director for the Human Services Program, discussed her work in running off-site programs at Mission College and Cañada College. In addition, the Task Force facilitated open conversations at the Schools' meetings to solicit input, then followed up the conversation with a faculty survey conducted at the next School meeting. A summary of the survey results is described in Appendix One at the end of this document. At the end of the fall semester, the Task Force hosted a focus group with a small group of faculty from across campus in order to facilitate interdisciplinary conversations. We have presented the collected input from these strategies, as well as conversations with other members of the community, in this report.

We have organized the Phase I report and recommendations to first review institutional infrastructure needs such as a learning management system, staffing, training, and systems, as well as foundational strategies to support and incentivize faculty who test new pedagogical approaches and new programmatic models. The second half of the report will review market opportunities in each of the areas of online, hybrid, low-residency, and off-site programs. While the University is actively engaged in strategic planning related to the new Tracy campus, this phase of the Task Force report will not contemplate future

growth in Tracy. Parallel to our work, NDNU engaged with an outside consulting firm to conduct a full market feasibility study to inform planning for the Tracy campus.

Fiscal Reality

The Task Force recommendations represent policy changes that will support fundamental improvements in the delivery of instruction. All of the recommendations will yield higher enrollment numbers and greater benefits to students more quickly if matched with additional investment. In the absence of additional funding, however, the Task Force recommendations bring NDNU into a strong position in the current educational landscape and will help ensure that we are leveraging all available resources to help enrollment growth and students' success.

Overview of Recommendations

This report, the product of the NDNU Enrollment Growth Task Force, contains recommendations aimed at growing enrollment while recognizing the space limitations on campus. The 18 recommendations contained herein are more than just discrete suggestions. Taken together, these recommendations would strengthen enrollment outcomes and realign our resources with what matters most: our students. The Task Force's recommendations are aimed at increasing the number of students from all demographic and socioeconomic subgroups who seek a degree. This report presents a vision for our university, focused on what is needed to grow our enrollment while acknowledging the varied educational goals of a changing market.

Implementation

In each case, the recommendations will require that in-depth, discrete, and specific implementation strategies be developed in consultation with the appropriate practitioners and stakeholders. Implementation of these recommendations will take time, and it is the intent of the Enrollment Growth Task Force that all involved parties work together to address the practical matters associated with the eventual success of the recommendations. A summary timeline of recommendations, including an assigned responsible party, will be drafted as a supplement to this report.

Conclusion

The Enrollment Growth Task Force recommendations present NDNU with an opportunity for transformative change that will refocus our enrollment efforts to enable a greater number of students to join the NDNU community and succeed in their personal and professional goals. NDNU has a long and proud history. This plan for growth will help us be even more effective in achieving our mission of opening doors and engaging minds.

PART II

Recommendations of the Enrollment Growth Task Force

Section One: Developing an Institutional Infrastructure for Growth

NDNU has a rather limited paradigm to respond to the rapid changes happening in higher education, particularly when it comes to disruptive technologies that push course delivery beyond the physical classroom. We are challenged with a significant need for enrollment growth (with a long-term goal of 3000 students) while having limited on-campus resources. The bulk of this growth will therefore occur in ways that minimize the strain on campus infrastructure: off-site, online or hybrid, and low-residency. We need to develop the institution's capacity for online teaching and learning to support online courses, hybrid courses, and online programs. We need to create structures and resources that are flexible and adaptable to many different course types and responsive to faculty needs.

While the opportunity for change is great, so are the barriers. There is a wide range of interest and experience with online teaching resources at NDNU. The most significant barrier to growth in this area is infrastructure to support development and delivery of online courses. For the purpose of this report, infrastructure relates to technology infrastructure (hardware, software), institutional expertise in online course structure and pedagogy, as well as administrative structures to allow for focus and prioritization in developing online courses. The Task Force wants to be clear that we believe these approaches must be bottom-up and must emerge from the faculty in order to be sustainable.

Learning Management Systems (LMS)

NDNU currently uses the Jenzabar EX Enterprise Resource Planning (ERP) System for institutional data (including Admissions, Business Office, and Registrar's Office), as well as the Jenzabar Internet Campus Solution (JICS) web portal for faculty and students (online registration and payments, posting of grades, etc.). JICS includes a separately licensed learning management system called LMS that is fully integrated (classes and rosters automatically-populated). While LMS is a robust e-learning system, it has neither the large base of users, nor the array of tools and features found in Moodle (the learning management system used by SBM). Many institutions that use Jenzabar EX and JICS web portal, choose not to license the Jenzabar LMS, and many of these instead use the Moodle.

There are numerous platforms available that serve a robust LMS function. In fact, for the past decade the School of Business (SBM) has been using what has been the most widely-used LMS platform, Moodle. Moodle is open-source and is externally hosted by Remote Learner, both creating benefits for the institution by limiting technical expertise required to maintain the system, reducing cost, and allowing for "bells and whistles" to be added over time. NDNU's online partner Wiley operates a proprietary, "enhanced" version of Moodle called Engage for the fully online degree programs. Both Moodle and Engage offer a great deal of flexibility for different methods of content delivery and interaction between faculty and students as well as among students. The task force clarified that while Wiley has first right of refusal to partner on any new fully online degree programs, individual online or hybrid courses are ours to

design and develop independently. In the past Wiley has offered a fee-for-service arrangement for hosting and developing courses.

Merle Mason, Director of OIT, suggested to the task force that it would be easier for OIT to facilitate a single system, instead of maintaining both Jenzabar and Moodle. He advised that moving entirely to Moodle would require a workaround for the campus attendance reporting process that is currently managed through Jenzabar. He also advised that expanding online and hybrid course offerings would increase demand for technical support from OIT. Additionally, the hardware needs to support this expansion have not yet been determined. Merle indicated it will be challenging for OIT to support an expanded Moodle as well as Jenzabar. A key decision is to continue forward with both Moodle and Jenzabar, or to consider a single system that can meet all our academic and record-keeping needs - some of the most widely adopted systems include Canvas, Blackboard, Brightspace, as well as market newcomer iTunesU. The task force noted that these inclusive systems are often stronger in one area and have limited functionality in the other. Those that started as online learning environments (such as Moodle), often lack elegance in the record-keeping side. Those that started as record-keeping, often lack elegance in the learning environment (e.g., Jenzabar).

Recommendation 1.1: The task force recommends that NDNU re-evaluate LMS platforms and that serious consideration be given to adopting Moodle campus-wide as our sole LMS for online learning. Faculty who teach in the School of Business indicate that Moodle is an excellent LMS for this purpose, with sufficient features and flexibility. While we recommend an evaluation of the most widely-used LMS platforms, we also acknowledge that our history with Moodle suggests keeping the platform is the likely path.

Building a Community of Practice for Online Instruction

The majority of faculty members who deliver courses in hybrid or online formats are in the School of Business. Through their online degree programs (in association with Wiley, formerly Deltak), they have access to an instructional designer who assists with adapting course content into an online format, and recommends best practices for online teaching pedagogy. There are no resources on campus to support instructional design or pedagogy development for teaching online (other than the kindness of those who are already teaching in this environment).

Recommendation 1.2: Identify funding to create a Faculty Fellows Program, based on the Sr. Dorothy Stang Faculty Fellows Program model, to ensure the ongoing development of a community of practice.

Recommendation 1.3: Establish the NDNU Center for Innovative Instruction that would provide professional development and training for faculty to incorporate technology into their teaching in order to effectively engage NDNU students in any setting. We recommend identifying corporate, foundation, or government grant funding to accelerate this project.

Consistency is needed to ensure a high-quality student experience in online learning as well as to provide instructional design and appropriate professional development services, while flexibility is needed to

adapt to specific content areas. We can work toward consistency with in-house instructional designers that work with faculty to create and use institutional standards for our online courses. Providing professional development for faculty members who wish to move courses online or hybrid is essential. From setting realistic expectations (online faculty spend hours and hours typing throughout the week!) to designing effective feedback mechanisms, building a community of practice will help new faculty members adapt to new expectations when teaching online.

Recommendation 1.4: We recommend that faculty who are experienced in teaching online host an online course “Open House” to demonstrate online formats and pedagogy to faculty with less experience teaching online.

The question of how online programs and courses fit with NDNU’s reputation for personalized attention has come up periodically during the strategic planning process as well as during task force discussions with faculty. Interestingly, NDNU faculty members currently teaching online say their interactions with students are quite meaningful and in-depth, contrary to the perception of online courses as “impersonal” or “distant”. By building a community of practice with the Online Faculty Fellows Program, techniques for developing and sustaining community in online courses will be an important part of the professional development for faculty. As more courses move to online, hybrid, or low-residency models, it will be important for faculty to implement approaches to build and sustain community in new ways. Again, with some programs already using these models, there are campus experts who can share their experiences and recommendations.

With such a big shift in how faculty members deliver their courses, and everyone using the same tool (Moodle), there is a significant need for professional development, in-house instructional designers, and consistent approach to using the online tools. NDNU will need to invest in staffing to support these efforts by hiring an instructional designer(s) and providing ongoing mentoring and professional development to support faculty members’ efforts. Initial efforts could be supported with a help desk type approach to troubleshooting and basic training for faculty, but as use expands more resources will be needed. A Center for Innovative Instruction could host workshops in areas as wide-ranging as risk management in an online environment, advancements in online pedagogy, using high-impact practices in teaching, and offer training on specific instructional tools.

Technology to Support Online Learning

Effective online instruction combines various approaches to relaying information and confirming outcomes, including audio, video, exercises, discussion boards, and group facilitation. NDNU does not currently have an institutional system for lecture capture or video recording that will be necessary to transition to hybrid and online course delivery. With current technology, it may be possible to produce sufficient quality video without the space and expense required to build a formal recording studio. The School of Education and Leadership (SEL) is experimenting with Swivl, a remote-control, table-top robot lecture capture system that allows integration of video and slides. This uses iOS and Android devices to record video and a cloud-based service for editing and distribution.

There are other screen capture approaches such as Camtasia or Explain Everything which are used widely in higher ed (as well as K-12). These types of services usually require institutional subscriptions and work with the computer technology available on campus (or instructors' personal devices). These approaches offer much-needed flexibility, especially in terms of logistics. It would also be possible to build a community of practice if everyone is using the same platform - training and support can be streamlined. Many of these technologies use cloud-based storage (included with the fee), so additional on-campus servers may not be needed.

Recommendation 1.5: NDNU should evaluate the cost and benefits of an institutional license to screen capture technology to support the transition to online course delivery. The Task Force would like to note that there are free resources for screen capture technology that provide adequate capabilities, though some institutions that are heavily committed to the online market have fully equipped recording studio spaces for faculty to record short lectures as online content.

Invest in Faculty for Course Development

As our resident faculty experts advise - and all of the scholarship related to online instruction describes - teaching online is an entirely different animal than teaching in a traditional classroom setting. Teaching online is not as simple as reproducing the classroom experience to be mediated online. Effective online instruction requires training in online teaching pedagogy, teaching tools, and course design. Currently, expertise in online and hybrid learning is primarily maintained in the School of Business and Management and there is little infrastructure or training around sharing best practices outside this small group. However, there are likely courses currently offered in traditional formats across all disciplines that are good candidates for online or hybrid instruction. NDNU should encourage all academic departments to identify these courses and to execute a strategy to expand online course offerings.

In order to build capacity in the area of online instruction, the Task Force must also point out that some incentive structure or workload allowance may be necessary to develop traditional courses for an online or hybrid environment. Mentorship, training, and support of faculty who experiment with new approaches to teaching need to be part of the system. There will be some investment required, but an investment in training and course development will provide a deeper bench of faculty who are able to teach online, ensuring future growth for the institution and individual programs. It is also important to note that many faculty enjoy teaching online, and enjoy the flexibility and ability to work remotely that comes with teaching in an online environment. There are institutional benefits from this investment as well: online courses expand access to new markets, or provide needed flexibility to our students who juggle many commitments, and ensure that the university can operationalize any continuity of instruction plans if an emergency occurs that disrupts business operations.

Recommendation 1.6: The Task Force recommends that a standardized and transparent process is created for granting units, course reduction, or additional compensation for faculty preparing an online/hybrid course for the first time.

Increase Hybrid/Online Course Offerings among GE and Prerequisite Courses

As NDNU develops a broader community of users, it would be wise to focus on course development and launching of courses that will allow students to meet General Education and prerequisite course requirements. As we have already discovered with the initial launch of off-site programs at Mission College, Canada College, in Tracy, as well as our online programs, the availability of prerequisite courses for the MBA and prerequisite and general education courses for the undergraduate programs has created some barriers to enrollment for students. A similar challenge exists on the main Belmont campus. Being able to offer a series of online courses that are available to and required by a broad subpopulation of NDNU students would increase convenience, reduce barriers to enrollment, reduce unnecessary stop-outs, and speed up time to degree. Careful selection of course offerings could reduce duplicative course offerings throughout the year and ensure robust enrollments for courses when offered. A specific focus on adding individual online courses to our online portfolio will have the added benefit of building the “community of practice” mentioned earlier in this report, allowing faculty the option of testing the waters of online instruction without committing to launching an entire program online.

Recommendation 1.7: Based on responses from members of the community and our own discussion and research, the Task Force recommends the dean of each school work with chairs/program directors and the faculty to begin developing online courses in a range of GE and pre-requisite offerings. The Task Force would like to emphasize that we believe strongly that this recommendation needs to be implemented immediately, otherwise all future growth in online program development will not be possible.

To assess need and interest in developing online courses, members of the Task Force conducted informal conversations at school meetings during the fall 2015 semester. During a second school meeting, the Task Force conducted a survey to gather specific thoughts and ideas. The survey was also shared with staff advisors and members of the admissions team. Two questions specifically addressed this issue: “What courses (for GE or major) do you recommend students take elsewhere (not at NDNU)?”; and “What courses do students have a hard time scheduling in your program, either because they are full or not offered frequently enough?” While this is not intended to be an exhaustive list, the task force recommends that the following courses be evaluated for appropriateness for online instruction:

- General Psychology
- Developmental Psychology
- Abnormal Psychology
- World History I & II
- Intro Philosophy
- Ethics
- Lower Division Religious Studies
- Intro Sociology
- Intro Political Science
- Foundations of Business
- Intro to Financial Accounting
- Managerial Accounting
- Building Business Values

- Microeconomics
- Macroeconomics
- Business Statistics
- Statistics/Research Methods
- Community-Based Research and Statistical Analysis
- College Algebra

Expand Online Services

As NDNU grows enrollments online and off-site, we must also find ways to make services available to students online. Currently, the registration process for students is cumbersome and requires significant human intervention. Our partners at Wiley have indicated to us that our current processes are not scalable and will make it challenging for NDNU to grow enrollments. In order to provide quality customer service and increase convenience for students, NDNU must work through some of process challenges that will impede growth. Some of this work is already underway as part of the Strategic Plan initiative related to “Aligning and streamlining students services for all populations.” The Student Services Task Force has been charged with advancing the work of streamlining student services, including the adoption of online services that allow students to take care of all of their NDNU business online. Given the work of the Student Services Task Force, we did not take up this question in any great detail, though we believe this is an important enough tactic to include in our report and recommendations.

Recommendation 1.8: Support the work of the Student Services Task Force in their efforts to align and streamline student services for all students.

Section Two: Launching Existing Programs in New Formats and at New Locations

In our work to identify new program opportunities, the Task Force started with the assumption that launching currently existing programs in new formats and in new locations seemed a logical first step. The nature of this work lends itself to more accelerated timelines and more immediate term impacts to the budget. The Task Force contemplated new formats (fully online, hybrid, low-residency) and locations (community college sites, corporate/employer sites, additional satellite locations), none of which should be perceived as mutually exclusive, and most of which can be considered as supplements rather than replacements to our current offerings. To undertake this work, the Task Force reviewed each format for its applicability to NDNU's current academic program portfolio, conducted surveys and focus groups with faculty to assess interest and willingness to adopt these strategies, and reviewed market demand information, including a summary of local and national competitors in each space.

Our work here is fueled by three primary assumptions:

- First, the demand for programs with flexible formats and alternative delivery methods is increasing, and NDNU - an institution long committed to delivering on the promise of convenience for a working professional - should pay close attention to these shifts in market forces.
- Second, NDNU must grow enrollments through strategic investment in new or newly-imagined academic programs.
- Third, our limited campus infrastructure and the city-imposed enrollment cap are barriers to growth. These three assumptions point to an expanded portfolio of low-residency, hybrid, online, and off-site programs.

Assessment of Demand

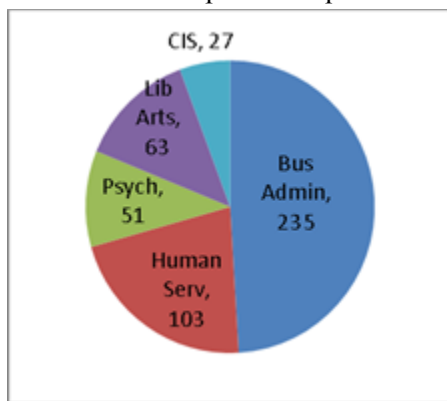
As part of our work, the Task Force examined a number of guiding documents. As the foundation to our work, we were guided primarily by the NDNU Academic Plan which established four clusters of prioritized programs: Natural Sciences, Business, Psychology, and Education. These areas of prioritization reflect NDNU's historic strengths in addition to being areas of high demand and high growth. While the Academic Plan has not been updated in several years, the Task Force relied on its charge as a starting point.

The Task Force also reviewed the latest Noel Levitz Academic Demand Study (2012) for its assessment of overall program demand and NDNU's share of the market. Each of NDNU's programs was placed on a matrix of high to low demand and high to low market share; for example, programs representing high demand and high market share are those programs that can serve as institutional enrollment drivers. High demand programs at NDNU include: Business Administration, Liberal Studies, Psychology, Biology (now Biological Sciences) for undergraduate programs; as well as Credentials, MBA, Education, School Administration, Special Education, and MPA for graduate programs. The Demand Study also provided an overview of the most popular degree programs to be offered online for both undergraduate and graduate degrees. Based on the Noel Levitz report, the following programs represent popular online undergraduate programs and are not currently offered online by NDNU: accounting, liberal arts, criminal justice, and

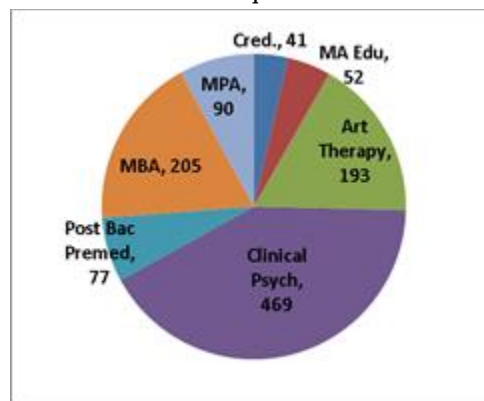
psychology. The following graduate programs are among the most popular online programs and are not currently offered online by NDNU: education, educational administration, psychology, and criminal justice.

While general market conditions are important to understand, it is also critical to understand NDNU's own position in that market. To that end, the Task Force evaluated our own ability to generate inquiries for our bachelor's completion and graduate programs. Admittedly these figures are relative, but interpreted among other data can serve as a proxy for NDNU's perceived market position. Higher inquiry generating programs also suggest good places to invest for future growth. The two charts here summarize inquiry generation for calendar year 2015 for bachelor's completion programs and graduate programs. Undeclared inquiries and graduate programs producing less than 40 inquiries have been removed.

Bachelor's Completion inquiries 2015



Graduate inquiries 2015



The charts above confirm other data suggesting that programs in the business, psychology, education, and natural science clusters are indeed areas of potential enrollment growth for the institution.

Low-Residency and Hybrid Programs

Many institutions that lack infrastructure or buy-in to launch fully online programs can move incrementally into a less traditional program format while building capacity and buy-in. Lower-risk options include low-residency and hybrid courses or programs. It is important to note that there is no absolute set definition of low-residency or hybrid course or program, though WSCUC has established a threshold requiring any degree program with more than 50% of its content delivered online to go through the Substantive Change approval process. Otherwise, faculty and program directors can structure courses and/or programs around best practices based on content and pedagogy.

A "low-residency" (or limited residency) program is an efficient and flexible course option at the bachelor, master, or doctoral level. Indeed, NDNU's own PhD program in Art Therapy uses the low-residency format to bring together cohorts of doctoral students for intensive weekends and summer sessions. A style of education that typically involves a condensed learning format (i.e., one or several weekends; one intensive week, etc.), low residency options are characterized by brief, condensed, intensive on-campus meetings or site-specific residencies, at times with ongoing instruction mediated via distance education technology. In many programs, the line between "low-residency" and "hybrid"

instruction are blurred. However, for the purpose of this report and recommendations, it is important to note that the low residency format need not involve or include significant online instruction. Rather, they are distinctive in offering classes in a condensed time frame.

Low-residency courses are particularly attractive options for NDNU because of space and course scheduling limitations, as such courses are typically held over the weekend or during the summer. Additionally, this option is an attractive one because it uses significantly fewer resources than online instruction, because it requires little to no specialized training for faculty or special equipment. An added benefit is the opportunity to expand our faculty hiring base to those who are not bound by the geographic restriction of commuting to our Belmont campus on a regular basis. qualified faculty who are willing to work flexible, non-traditional, evening, and weekend hours, and who will maintain an irregular schedule. In addition, one influential pragmatic issue is the limited number of available weekend intensive times within a degree program, in any given semester, which can limit how many intensives may be taught within one program without overlapping courses. There are many well-known low-residency programs. which can vary widely from an Executive MBA to a Master of Fine Arts in Creative Writing. Examples of low-residency Bachelor's degree programs include: Sustainability and Environmental Studies, Education, and Human Development. Examples of low-residency Master's degree programs include: Theology, Health Sciences, Education, Arts Administration, Spiritual Guidance, and Liberal Studies. Low-residency Doctoral degree programs include: Leadership and Change; Sustainability Education; Studio Art; Community Psychology; Mythological Studies. Many California institutions offer low-residency programs, including Pacifica Graduate Institute (Santa Barbara) which offers multiple MS, PhD and PsyD degrees in psychology fields through low-residency and hybrid programs. In addition, Dominican University offers the MFA in Creative Writing and MA in Conflict Resolution in a low-residency format; Mills College offers a new MFA in Translation degree; and St Mary's offers a low-residency doctorate in educational leadership.

Another option, hybrid or blended coursework, aims to offer the best of both worlds: the flexibility of Internet learning with the face-to-face interaction of the college campus (Boston Globe). In addition to the teaching and learning potential provided by hybrid courses, such instruction also helps to extend NDNU's reach among non-traditional students, increasing access and opportunity, one of the Hallmarks of NDNU. The Task Force identified another advantage of hybrid programs for an institution like NDNU which has built its reputation as a smaller school where students receive personalized attention: a hybrid strategy would allow us to move further into the online space while preserving the very thing about our identity that privileges in-person instruction. As part of our work, the Task Force "visited" an active online course taught by Task Force member Roger Goodson. It was quite evident from the highly personalized and detailed interactions between faculty and students (and between students and students) that online education need not be impersonal or disconnected. To be clear, the Task Force firmly believes that an online or hybrid strategy in no way undermines our brand identity. Indeed, with the right training to help faculty develop cohesive, collaborative, personal learning experiences, hybrid programs can serve as a middle ground between serving the real market-driven needs of a busy working student population and the constraints of the university infrastructure.

NDNU offers a variation of the low-residency model in its intensive bachelor's degree completion programs in Human Services, Business Administration, and Liberal Arts. These programs follow an

accelerated format, meeting once per week over seven weeks allowing students to complete two courses over the course of a regular semester by focusing on one course at a time. “Seat time” is 28 hours with additional out of classroom assignments, compared to 45 hours for a traditional semester-length course. This format was conceived in the 1980s and has been a popular option for working adults pursuing bachelor’s degrees. With the emergence of online instruction the market for programs for working adults has shifted, placing convenience, time to degree, and value at the forefront of students’ minds. While our programs provide some convenience, the seven week format provides no alternatives for students with varying work schedules or work or family commitments (more than one absence results in a failing grade). Students still need to travel to the Belmont, Canada, or Mission campuses once per week, and the programs are designed to be strictly upper-division. Over recent years, enrollment in NDNU’s bachelor’s completion programs has declined.

Recommendation 2.1: The Task Force recommends that the deans and program directors of our current bachelor’s completion programs evaluate each program for the potential addition of or change in format to meet student needs (hybrid, or online).

Recommendation 2.2: Enrollment Management and Academic Affairs should partner to conduct a survey of prospective students to determine market feasibility. The Task Force has not determined what the appropriate or best format would be, we only recommend that an evaluation process begin at the earliest possible date.

As we previously discussed with individual online course offerings providing an avenue toward building capacity for fully online programs, individual low residency courses can also create momentum for developing low-residency degree programs. Low-residency courses already being offered at NDNU include weekend courses within the Clinical Psychology Department as well as Community-Based Learning courses for undergraduate students. These courses are popular, frequently requested by students, and remain well attended. Low residency courses work well with a Friday, Saturday, and/or Sunday schedule. Fewer classes are taught at these times, and therefore classrooms are more available. This makes the low-residency option a particularly convenient, practical, and cost effective alternative.

Recommendation 2.3: The Task Force recommends increasing low-residency and hybrid degree programs as well as increasing low-residency and hybrid courses in existing degree programs. In particular, the master’s degree programs in English, Clinical Psychology, and Art Therapy Psychology seem logical for a low-residency or hybrid format. Appropriateness and fit should be evaluated by each Program under the leadership of the dean and in consultation with Enrollment Management. Offerings in Business and Education are also likely targets, including a Project-Based MBA and off-site cohort programs in Educational Administration.

Online Programs

NDNU’s history with online programs has been mixed. In 2011, the institution launched three fully online graduate degree programs in partnership with Deltak (now Wiley), an online program vendor: Master of Public Administration, Master of Science in Systems Management, and Master of Science in Computer & Information Systems. While the Master of Public Administration program has achieved sufficient

enrollment, the Master of Science programs in Systems Management and Computer & Information Systems did not achieve sufficient enrollment and were cancelled after the first year. The Master of Public Administration program has not achieved the success we were originally projecting, but continues to enroll new students. In Fall 2015, NDNU launched an additional online program, the Master of Business Administration degree. The first MBA cohort produced 12 enrollments, while the second cohort (enrolled in Spring 2016) produced 12 enrollments. After just two semesters, the online MBA program comprises nearly 50% of all NDNU online enrollments.

What have we learned from the first wave of online program launches? Briefly, and not surprisingly, programs that provide broad-based and highly recognized value such as the MBA or niche programs that fit within the institution's perceived strengths, tend to perform better for regional institutions like NDNU. It is likely that the MSCIS and MSSM programs did not succeed due to a mismatch between the institution and market's perception of the institution. Of course, we must also recognize that the technology sector was itself experience dramatic change during the time of the program launch. The industry was (and still is) moving to a certification culture in which shorter-term, skills-based certificates are perceived as a higher return on investment than formal higher education.

Despite the varying levels of success with our online programming, it is clear that NDNU must continue to expand its portfolio of online programs. Industry-wide, online enrollments continue to grow, albeit at a slower pace this year; online enrollments increased 3.7% this year compared with previous cycles, according to the most recent report of the Online Learning Consortium. Private, not-for-profit institutions experienced the largest increases, mitigated somewhat by declines in online enrollments at for-profit institutions. Increased regulatory pressure has impacted the for-profit education industry, creating an opportunity for institutions like NDNU. The field of higher education is changing at a rapid pace and there is growing market pressure to deliver programs online. At the same time, we must realize that, given these dynamics, other non-profit institutions will look to expand their portfolios as well, thereby increasing competition for a relatively stable number of prospective students.

In reviewing the landscape of online education, most institutions follow three pathways to establish or grow their online portfolio: 1) launch programs with broad appeal, 2) launch flagship or niche programs that exemplify the mission and values of the institution, or 3) launch programs that are of regional or population-specific value. A review of online programs offered by NDNU's regional competitors as well as those offered by the largest providers of online programs reveals some not-surprising patterns (see Addendum 1 and Addendum 2). Among local competitors, the bulk of online programs are clustered in the areas of business, education, and health care. Among the largest online providers, the bulk of online programs are clustered in the areas of business, health care, criminal justice, and education. The study *Online College Students 2013: Comprehensive Data on Demands and Preferences* reports that of students pursuing graduate degrees online, 39% are enrolled in business programs, 16% are enrolled in social science programs, 13% are enrolled in STEM programs, 12% are enrolled in education programs, and 10% are enrolled in health-related professions programs. For graduate students enrolling in online programs, the most popular majors are business administration, information technology, accounting, finance, education, healthcare administration, education/leadership. According to the same study, of students pursuing undergraduate degrees online, 36% are enrolled in business programs, 17% are enrolled in social science programs, 16% are enrolled in STEM programs, 14% are enrolled in health-related

professions programs, and 11% are enrolled in humanities or liberal arts programs. For undergraduate students enrolled in online programs, the most popular majors are business administration, accounting, information technology, criminal justice, finance, psychology, graphic design, healthcare administration, nursing, and computer science.

Based on our initial review, potential growth in online graduate programs is fairly limited in the short term. NDNU's current offerings, not yet offered online, are subject to licensure requirements, contain Practicum experiences, or are low demand programs generally. As part of our work, the Task Force requested a list of online program recommendations from Wiley, our current online program partner. Among our current graduate programs, there were no obvious choices to relaunch online. The strongest recommendation was to develop a master's degree in accounting option through the School of Business and Management. School Counseling was a second suggestion, but this suggestion was made with a warning that as a stand-alone program it would likely struggle to meet enrollment targets. School Counseling would be a more viable option if it were to launch within a suite of education program offerings, though Wiley expressed reluctance to partner on education programs at this time.

It is important to clarify some of the details regarding NDNU's contract with online education vendor Wiley. The contract provides Wiley with the first right of refusal for any fully online program that NDNU may choose to launch within the contract period of seven years (2011-2018). This first right of refusal extends to undergraduate programs as well as graduate programs, though Wiley has been transparent since the beginning of our partnership that they are not particularly interested in the undergraduate online program market. Given our findings related to limited growth opportunities in online graduate programs, NDNU should evaluate our undergraduate programs for marketability in the online space.

Recommendation 2.4: To prepare for the likelihood that Wiley may not be interested in partnering with us on undergraduate online programs, NDNU should begin discussions with other online program service providers who can provide the needed services to launch efficiently and effectively. There are several additional vendors with solid reputations to consider, including eLearning Innovation, 2tor, EmbanetCompass, LearningHouse, Bisk, and Colloquy. The Task Force has not evaluated any of these options.

Based on national enrollment trends in online education, and NDNU's specific context as a private, regional institution located in Silicon Valley, the Task Force recommends that NDNU evaluate specific currently existing degree programs as prospects to launch online. **Recommendation 2.5: For undergraduate programs, we recommend beginning with the format of bachelor's completion for the following programs, with a primary focus on upper-division major coursework while simultaneously launching GE and prerequisite courses in online format to establish clear pathways and enhance convenience for a broader range of students.** The Task Force points out that online GE and prerequisite courses can be made available to the broader student population, potentially helping reduce stop-outs and time to degree for students across all populations.

- Psychology
- Computer Science
- Sociology: Community & Criminal Justice (however, we recommend specifically Criminal Justice)

- Business Administration
- Accounting

Recommendation 2.6: For graduate programs, we recommend exploring the following programs for reformatting and relaunching as online programs:

- Accounting (4+1 to MS Accounting/CPA)
- Special Education
- Education Administration

While we will review the question of what new programs might be developed in Part Two of our report, our early thinking suggests that the following new programs might be worth considering adding to our portfolio:

- Nursing RN to BSN
- MS in Healthcare Administration
- BA in Criminal Justice
- BS in Hospitality Management
- MS in Athletic Training
- MS in School Counseling (with PPS Credential)

Off-Site Programs

As mentioned earlier in this report, enrollment growth is constrained on the Belmont campus as we have reached capacity for the number of classrooms available in the days and evenings. Parking for students continues to be a challenge and a source of student dissatisfaction. Moreover, the City of Belmont has imposed an enrollment cap of 1500 FTEs that will limit significant growth. Job growth along the outer reaches of the greater Bay Area has increased student mobility and an increase in traffic has increased commute times. These changing dynamics support a strategy to offer classes closer to where potential students live and/or work or where they are already enrolled in a community college program.

It is important to keep in mind that launching programs in new geographic locations (especially outside of a 25-30 mile distance from the Belmont campus), creates challenges with name and brand recognition. Unlike larger competitors like UC Berkeley Extension that can expand more easily into new markets, NDNU must expect to invest upfront costs to develop brand recognition in order to be successful. Such a strategy takes considerable, time, effort, and marketing dollars. Despite these challenges, the right expansion strategy could generate considerable opportunities, particularly by opening up access to new markets outside our typical 20-30 mile market area.

The focus of this section of the report addresses off-site programs including bachelor's degree completion programs through community colleges, as well as graduate and undergraduate programs at off-site campuses and corporate/organization off-site locations. As part of our work, the Task Force reviewed what programs NDNU is currently offering at off-site locations, the competitive landscape of these

offerings, and opportunities that have been identified. Though the Task Force acknowledges that the Tracy Campus strategy is very clearly in play, that particular strategy is the subject of a separate Market Feasibility Study and will not be discussed in much detail in this report. The Task Force will incorporate any efforts related to Tracy after the Feasibility Study has been completed.

Current off-site programs:

The task force examined both current programs and new markets to create recommendations for growth.. We have looked at environmental scans including program demand, population demographics, competitive situation, possible locations for classes/program, as well as economic situation/incomes and ability to pay tuition in current and proposed locations.

We currently offer off-site bachelor degree programs through three locations; Canada College (BS in Business Administration, BA in Human Services, BA in Psychology), Mission College (BS in Human Services), and the Tracy Campus (BS Business Administration, Master's Business Administration). All are taught in the evening in an accelerated 7 week format with each class meeting for 4.25 hours, one night per week.

Location	City	Distance from Campus	Programs
Canada College	Redwood City, CA	7 miles	BS Business Admin, BS Human Services, BA Psychology
Mission College	Santa Clara, CA	20 miles	BS Human Services
Tracy Campus	Tracy, CA	60 miles	BS Business Admin, MBA

Since NDNU launched its first program at a community college location several years ago, many of our competitors have launched efforts of their own. Several other universities sponsor programs through Canada College's A2B Program, a few other institutions offer programs onsite at Mission College, while schools like Palo Alto University have deployed their undergraduate degrees at several regional community colleges. Other schools, like St Mary's College, teach programs at hotels or conference centers across the region. Still others, like USF, rent office space for self-contained branch campuses or satellite locations. See Appendix X for a summary of local competitors' off-site locations.

Community College Partnerships:

Our partner community colleges are driving a high volume of inquiry traffic for the professional studies and evening programs among students who are currently attending or have attended those colleges in the past. Whereas College of San Mateo used to drive the majority of inquiries, Cañada College is now the top transfer school with Mission College second for professional studies. Additionally, since the launch of

the Tracy Campus, we now see San Joaquin Delta and Las Positas in the top ten, which is helping grow Tracy Campus inquiries. The following chart outlines the community colleges that generate the most inquiries for NDNU's bachelor's completion programs.

2015 Inquiries thru All Stages – By Previous School			
Professional Studies	Number	Evening	Number
Canada College	27	Canada College	17
Mission College	20	College of San Mateo	11
College of San Mateo	18	Skyline College	8
Skyline College	16	Foothill College	5
San Joaquin Delta College	15	City College of San Francisco	4
De Anza College	12	De Anza College	4
University of Phoenix	10	San Jose State University	4
Chabot College	9	CSU East Bay	3
Foothill College	9	Evergreen Valley College	3
San Francisco State University	9	Generic International College	3
Las Positas College	7	Heald College	2
City College of San Francisco	6	Modesto Jr. College	2
Heald College	5	San Francisco State University	2
Modesto Jr. College	4	Berkeley City College	1
San Jose State University	4	Bethany University	1
West Valley College	4		

Recommendation 2.7: The Task Force recommends that NDNU leverage strong relationships with existing Community College partners to determine demand for additional degree program offerings, specifically Mission College.

As an example, members of Mission College staff have already expressed interest in Health Sciences and Liberal Studies and we are in active conversations about these opportunities. Enrollment Management, Deans, and Chairs/Program Directors should work collaboratively to explore these options. Faculty Directors for existing partnership programs should also be consulted, in order to build upon existing relationships. As these partnerships expand, special attention should be paid to maintaining clear communication and building common expectations for delivering courses on another campus. Additionally, we recommend that any plan to expand at community college locations consider addressing needs for office space, signage, and access to partner campus counseling and advising staff, facilitating the recruitment and retention of students and the productivity of faculty teaching at the site.

Given the focus of our bachelor's degree completion programs on the working professional, the Task Force found student demographic information from the California Community Colleges Chancellor's Office to be particularly helpful. Based on Fall 2014 student data, the following regional community colleges enrolled the highest percentage of students who were over 25 years old: City College of San Francisco (56%), Mission College (53%), Canada College (50%), San Jose City College (50%), West Valley College (45%), Foothill College (44%), Ohlone College (44%), and Chabot College (40%). These colleges serve a large non-traditional student base and are therefore logical campuses to consider for partnership programs.

Though neighboring institutions College of San Mateo and Skyline College serve a traditional student market (for both, just 35% of their students are over 25 years old), both campuses continue to be a top five transfer school for our working professional programs as well as our traditional day programs. Consistent inquiry generation from campuses within the San Mateo County Community College District suggest good opportunities for partnership. Skyline represents a particularly good opportunity due to the campus location in the northern part of the county which could draw both existing students from the college and students that live and work closer to San Francisco. However, initial conversations with Skyline suggest that classroom space is currently at a premium. According to contacts within the District, Skyline enrollments are growing dramatically and therefore could be a good opportunity for partnership in the coming years. There has been initial interest at City College of San Francisco to partner with NDNU's Human Services program, though there is some reluctance to pursue any partnerships with CCSF until their internal accreditation challenges are resolved.

Recommendation 2.8: The Task Force recommends that NDNU pursue new opportunities to offer high-demand Bachelor's Degree programs at our top transfer schools where we do not yet offer degree programs and those in geographically underserved areas, such as Skyline College, Foothill College, San Jose City College, or others. NDNU has established articulation agreements with multiple Community Colleges in this area, which will make it easier to launch degree completion programs.

Corporations and other organization locations

The number of companies with new facilities continues to grow in Silicon Valley and the Peninsula, bringing thousands of new employees and residents to the area every year. The convenience of taking classes on-site fits into a growing trend of employers offering more services to employees. Corporate partnerships offer opportunities for NDNU to engage with working professionals in a location that is convenient for them as students. NDNU has a history of offering programs in a variety of business settings including Franklin Templeton, NASA, and local schools.

NDNU is currently working with a local school district to offer credential and/or MA in Education programs on-site for their employees. This model is generating interest in the education community and could be replicated with other school districts in our area. The School of Business and Management is currently developing a proposal to engage with employees of PG&E to enroll in NDNU's MBA program. Additionally, in Fall 2015, NDNU established the Corporate Outreach Strategy Task Force (COST) to identify prospective partnerships among local employers which could identify new opportunities. Feedback from faculty suggest approaching large technology companies such as Oracle and Facebook, though the Task Force suggests NDNU would find better partners at smaller to mid-size companies with strong commitments to the local community. Large companies like Oracle and Facebook recruit nationally and therefore do not have a strong need for local production of talent.

Recommendation 2.9: The Task Force recommends that the Deans take up the question of possible corporate/community partnerships with their respective school advisory boards for vetting and development.

Remote campus (non-Community College or Organization location)

Other than our community college locations, NDNU's only remote campus is currently in Tracy. This campus was launched less than one year ago and continues to be a learning and evaluation platform for future remote campuses. NDNU has engaged Maguire Associates to conduct a Market Feasibility Study for expansion in Tracy, therefore the Task Force has not taken up the topic of opportunities at the Tracy Campus in this report. In contemplating possible expansion opportunities for the future, the Task Force noted that the south San Jose area, the Fairfield area, and the Foothill areas north of Sacramento are growing and could offer opportunities for growth in the future. The Task Force recommends moving with thoughtful deliberation should any of these areas be considered for expansion. Sufficient resources for marketing and outreach will need to be deployed and significant patience will need to be displayed in order to allow name recognition and momentum to build in an area outside NDNU's core market.

Recommendation 2.10: Though some future expansion possibilities exist, the Task Force does not recommend pursuing additional standalone campus locations at this time. We recommend that NDNU remain alert for such opportunities and be prepared to respond should opportunities align with motivation and need.

Conclusion

This Phase One Report and Recommendations represents the Enrollment Growth Task Force's best efforts to meet the charge of the NDNU Strategic Plan to expand enrollment. Throughout this report we offer recommendations that we believe have the potential to pursue growth in logical, incremental steps, building on successes and relationships. Launching currently existing programs in new locations and new formats is a logical first step. Investment in infrastructure, faculty development, and course design will be required to pursue growth in these areas successfully. By creating communities of practice, NDNU can make efficient use of in-house and newly invested resources for online and hybrid course development and delivery, as well as expanding our offerings at off-site locations. Through our work, through research and campus-wide conversations, it is clear that opportunities are plentiful. NDNU would do best to pursue these opportunities systematically and with an eye toward developing infrastructure and capacity with each step. We hope that future discussions will result in prioritization and implementation of the Task Force's recommendation in a manner that brings about lasting and positive growth in enrollment and ongoing financial viability at NDNU.

Appendix 1: Summary of Survey Results

Enrollment Growth Survey- Methodology and Results

A survey was developed and forwarded to staff, faculty and advisors at NDNU in November 2015, requesting feedback and recommendations for online, hybrid, low-residency and off-site programs and majors.

The survey was conducted on paper and online, with responses compiled with the following results. In addition to these formal survey responses, representatives from the Enrollment Growth Task Force attended consecutive faculty meetings for each of the Schools.

There were a total of 23 responses recorded through Survey Monkey.

For **Q2**, the programs in upper and lower case represent the undergraduate programs. All upper case are graduate programs.

The top majors recognized as the highest opportunity for growth for undergraduate were: *(results greater than 5)*
Accounting, Business Admin, CIS and Human Services.

The top programs recognized as the highest opportunity for growth for graduate and credential were: Business Admin (MBA), Public Administration, School Admin., Systems Management and Teaching Credentials.

Q1 What is your main role at NDNU? (1 no answer)

24 Total Respondents (13 faculty, 4 advisors, 6 staff, 1 not specified)

Q2 Which of NDNU's current academic programs offer opportunities for growth in each category?
Online = 100% online courses Hybrid = Less frequent course meetings including Low-residency = Less frequent course meetings in intensive or self-paced instruction Off-site = Off campus location (community college, Tracy, local corporations) Choose up to 5 majors from each column/category below.

Answers from Q2 incorporated in narrative and suggestions within the Report and Recommendation**Q3**

Why do you feel like these would be good choices?

Online 76.47% (13 Open-ended responses)

1. Contemporary trends
2. Would be a good fit for our working adults in the evening programs
3. Our infrastructure needs to be better for this, but it is a good opportunity. Any programs, really - I just picked a few that seemed to make sense, but most can be studied online independently.
4. Content that can be effectively delivered entirely online
5. Ed. Admin, School Admin, Public Admin, CIS
6. To my knowledge, we do not offer many if any solely online courses- we need to be more competitive
7. Business, History, English
8. Popular, meets a student need
9. These are the only areas where I have seen programs be successful

10. Growth opportunities
11. CIS- usually have long work hours and need flexibility. Other programs- high demand. Inquiries worldwide about our art program
12. We've seen increased enrollment in online and hybrid programs
13. Competition is strong; many working adults prefer online

Hybrid/Low-res 88.24% (12 responses – non duplicates from above)

1. Can do more with the faculty that we already have.
2. We could attract national attention - people would study at home, and then visit CA and campus once or twice a year, like some other programs.
3. Higher demand programs where curriculum could be modified to fit shift in seat time
4. Undergrad Business, Human Services, International Business, all SS and Psych
5. "Classroom" courses could be adapted to hybrid or online
6. Meets needs of on-ground students
7. Our Human Services students are so diverse in every conceivable way and so universally enthusiastic about our program. Growth in every capacity will help spread our message and mission.
8. Core competencies
9. Clinical Psychology is a long program with many requirements; hybridization of the program would interest graduate students
10. Students have expressed interest in online and hybrid programs
11. Many courses are content-heavy. This allows for more personal interaction and projects.
12. Pure online business thesis courses seem to have discouraging results. Hybrid might work better.

Off-site 82.35% (14 responses)

1. Good to branch out.
2. Would better fit the schedules of working adults in our evening programs
3. If we can form partnerships, this makes sense. Like Tracy, but perhaps with a better market for enrollment.
4. Obvious feeder locations, ie, community colleges, school districts, corporate
5. Human Services, Int. Bus, Public Admin, School Admin, Accounting
6. Due to limited space, we should look at expanding all of our programs off-site, at least part-time
7. Training (?) exhibitions, courses at other campuses with better facilities
8. Convenient, good if demand
9. Music, Theatre
10. As for kinesiology, computer science, and health care, Mission College has expressed interest...
11. Corporate sites offer customized education
12. Liberal Studies- make relationships with American school districts. Business programs- busy people, can form corporate relationships
13. Space, create cohorts
14. If NDNU provided resources and adequate advertising, credential programs could be off-site

Q4 At what corporate, community colleges or remote locations should NDNU explore adding programs?

1. Canada College (seems to be fading out), CCSF, Foothill
2. Close by and at campuses that already have infrastructure
3. Skyline College, CSM, City College
4. Foothill/DeAnza, Oracle, LinkedIn, various nonprofits or community agencies
5. Mission College, Skyline College, Foothill/DeAnza
6. Suggest checking out Foothill communities
7. CSM, more programs at Canada and Mission
8. Tracy, Canada
9. CSM, Canada, De Anza, Foothill, Ohlone
10. Some Health Science Courses may be /could be offered at local hospitals
11. Partner with local community colleges with student interest in Education, Healthcare, Public or Community Service
12. Mission, CCSF, Berkeley C.C.
13. Every company near NDNU (Belmont, Tracy)
14. Visa, Oracle, NASA, Ames, Genentech, Franklin Templeton
15. College of San Mateo, Oracle, Genentech
16. Canada, CSM, Skyline
17. Liberal .Studies blended at Ohlone and Foothill

Q5 Do you know anyone there who can serve as a point of contact and/or champion?

This has been recorded in a separate contacts list

Q6 What academic programs are in demand and should be added to NDNU's academic portfolio, either in traditional classroom- based format or other formats?

1. Modernize the CIS program! Our geographical location is ideal but current program lacks attractiveness or needed support
2. Occupational and physical therapy, advanced degrees; leadership master's degree; sustainable businesses- courses or degree
3. Engineering (various types); entrepreneurship (start-ups, tech company stuff)
4. Environmental Studies, Criminal Justice, Hospitality Management, something International perhaps International Relations with emphasis in Peace & Justice??
5. Need weekend workshops across all programs. Low-Res: Current topics; Refreshers, Clinical Psych, Business, etc.
6. MBA/MFA combo, Arts Admin
7. Health Sciences
8. HR-certificate as attention to HS/BS degree
9. Masters of Science in athletic training - CAATE accredited sports management (BS or MS?) consider articulation with KIN (3+2?)
10. MS in social work, MBA sustainability/ environmental * hybrid or low residency would work for either
11. Early Childhood
12. Without any resources? None

Q7 What courses (for GE or major) do you recommend students take elsewhere (not at NDNU)?

1. Introduction courses in HST, SOC, PHL, ART, BUS, PSY
2. any GEs they can; it saves them money
3. Prerequisites and G.E. courses that are not offered at NDNU in the evening.
4. I have no idea. Financially, it makes sense for students struggling to pay to take as many elsewhere as possible. Practically, it would make sense for students to take courses elsewhere for classes we don't have excellent resources for (like labs, materials, etc)
5. Stats, math in general, World History
6. Business Foundations (BUS 1000), Statistics, more classes
7. Math, English- especially freshman composition, art, culture and language

Q8 What courses do students have a hard time scheduling in your program, either because they are full or not offered frequently enough? (50% of respondents replied none or not aware)

1. Any lower division course work not offered in the evening.
2. Management Electives
3. Intensive GE, evening or single-day meeting courses
4. Psych, English, History, Philosophy, Math, Language
5. Business policy (undergraduate), business statistics
6. Sociology (full)

Q9 Are you interested in talking to us to explore how your program might be considered for the new formats or off-site locations?

These names were captured and invited to participate in a focus group.

Q10 Do you have additional suggestions for the Enrollment Growth Task Force?

These suggestions have been incorporated into the recommendations and report.

Recommended reading

Benefits of Hybrid Courses

- Dziuban, C., Hartman, J., & Moskal, P. (2004, March 30). [Blended learning](#). *EDUCAUSE Center for Applied Research Research Bulletin*.
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- Reasons, Saxon G., Valadares, Kevin, & Slavkin, Michael. (2005). [Questioning the hybrid model: Student outcomes in different course formats](#). *Journal of Asynchronous Learning*, 9(1), 83-94.
- Rovai, A.P., & Jordan, H.M. (2004). [Blended learning and sense of community: A comparative analysis with traditional and fully online graduate courses](#). *International Review of Research in Open and Distance Learning*.
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