DIGITAL LEARNING INITIATIVE

Wednesday, May 23, 2018

James Garner Ptaszynski, Ph.D.
Vice President, Digital Learning
Our Innovator’s Dilemma
Evolutionary vs Transformative Change
AUG. 6, 1997: APPLE RESCUED — BY MICROSOFT

1997: Microsoft rescues one-time and future nemesis Apple with a $150 million investment that breathes new life into a struggling Silicon Alley.

In a remarkable feat of relations, co-founder Steve Jobs got Microsoft's voting shares — and an agreement to support Office for the Mac. Dropbox a long-running lawsuit, copied the look and feel of the Mac, and make Internet Explorer the default in computers — but not the only one.

When was the first iPhone released?

June 29, 2007

On January 9, 2007 Steve Jobs announced the iPhone at the Macworld conference. The first iPhone was released on June 29, 2007.
Evolutionary vs Transformative Change
Why Do This? – Possible Goals

1. Revenue growth
2. Reduce costs
3. Growth in digital learning (partial or full)
4. Increase in student success (graduation rate)
5. Reach underserved populations (rural, military, out-of-state)
6. Employer\county economic needs
7. Growth in traditional students (digital is a pipeline)
8. Future proof system against new environment\competitors
9. Create reputation of system as leading edge
Possible Outcomes

• **Disruption\Change**
  - Impact on teaching & learning process
  - Administrative process
  - Funding models
  - Culture & Climate of institutions
  - Anxiety within faculty & staff

• **Efficiency**
  - Master (common) courses
  - Shared services (instructional designers, IT)

• **Effectiveness**
  - Student success
  - Course\program redesign
  - Born digital
Possible Investments

- **Specialized faculty**
  - Course design faculty (Knowledgeable but $$$)
  - Teaching faculty (Expert instructors and less $)
- **Specialized staff**
  - Instructional designers
  - Technology support
  - Advisors\mentors
- **Best-of-breed IT infrastructure**
- **Program\course selection** – meeting needs of employers and counties
- **Program\course development** – Born Digital
- **Centralized vs decentralized control**
IS THERE A OPPORTUNITY FOR THE UNC SYSTEM?
Some Observations by Tyton Partners

- The growth in “online” in recent years is as much about the opportunity in blended as it is in 100% online programs; institutions must consider a coordinated approach to digital learning in order to ensure maximum access, flexibility and efficiency
  - Relative to select peer institutions, UNC has seen limited growth in online
  - UNC’s relatively decentralized approach to offering online programs may limit the campus’ ability to increase access and flexibility for students

- The adult learner population represents a significant opportunity; however, serving this population requires specialized competencies and offerings
  - UNC is under-weight in serving this population
  - Corporate / employer partnerships and alternative credentials are critical

- There are a number of institutions that have achieved significant scale serving adult learner populations that may offer interesting case studies and examples

UNC’s online growth options span opportunities to better serve its existing market with partner / build scenarios as well as opportunities to serve new learners and markets through buy scenarios
Institutional Comparisons

Undergrad Degree / Certificate-Seeking Enrollment Growth (2012-2016)

- Exclusively online
- Some online
- No online

A national exclusively online program strategy can be accomplished via build or partner

Blended is critical for serving regional students

Multi-institution systems’ success is driven by funding model, governance and structure

Sources: IPEDS 2012-2016; Tyton Partners analysis
Institutional Comparisons
UNC has an opportunity to attract more adult learners

Undergraduate Enrollment by Age (2016)

ASU
Arizona State University

Southern New Hampshire University

University of Central Florida (UCF)

University System of Maryland

UMASS

Penn State

UNC System

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<th>Age Range</th>
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<th>ASU</th>
<th>SNHU</th>
<th>UCF</th>
<th>USSM</th>
<th>Penn State</th>
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<td>FT/PT Split</td>
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<td>88%/12%</td>
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Sources: IPEDS 2016; Tyton Partners analysis
Note: Penn State System’s age breakdown is from 2015 data as it is latest reported in IPEDs
MAJOR COMPETITIVE FORCES

- Traditional Universities
- Corporations Enter the Market
- The 800 lbs. Gorilla
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LOCATION OF STUDENTS ENROLLED EXCLUSIVELY IN DISTANCE EDUCATION COURSES 2015

The majority of “exclusively distance” students live in the same state as their institution.

But a surprising 42% are studying at out-of-state institutions.
## NC Students Attending Online Institutions Out-of-State

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<tr>
<th>Institution</th>
<th>State</th>
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<td>Liberty University</td>
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<td>University of Phoenix</td>
<td>AZ</td>
<td>5,256</td>
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<tr>
<td>Grand Canyon University</td>
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<td>Penn Foster College</td>
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<td>Kaplan University</td>
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<td>Capella University</td>
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<td>Southern New Hampshire University</td>
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<td>Columbia Southern University</td>
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Total Enrolled: 40,575
How Liberty University Built a Billion-Dollar Empire Online

With a hard sell to prospective students and huge amounts in taxpayer funding, Jerry Falwell Jr. transformed the evangelical institution into a behemoth.

By ALEC MACGILLIVRAY/PROPUBLICA APRIL 17, 2018

Online Kingdom Come

Liberty U. became an unexpected model for the future of higher education.
Billion-Dollar Blessings

How Jerry Falwell Jr. transformed Liberty University, one of the religious right’s most powerful institutions, into a wildly lucrative online empire.

By 2016, Liberty’s net assets had crossed the $1.6 billion mark, up more than tenfold from a decade earlier. Thanks to its low spending on instruction, its net income was an astonishing $215 million on nearly $1 billion in revenue, according to its tax filing — making it one of the most lucrative nonprofits in the country, based simply on the difference between its operating revenue and expenses, in a league with some of the largest nonprofit hospital systems.
Online Programs: Net Cost or Revenue Generator?

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<td>28%</td>
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<td>Small</td>
<td>17%</td>
<td>33%</td>
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Lessons Learned From a $75 Million Failed Experiment

Closure of Texas System's innovation arm shows that ed-tech start-ups need similar things — including business models and faculty buy-in — whether Silicon Valley or a university fund them.

By Doug Lederman // February 21, 2018

Starting in 2011, the Texas system invested nearly $100 million in the institute ($23 million remains unspent) to try to drive digital technologies into the approaches its campuses use to reach, educate and graduate students. Over five years, the institute helped several UT campuses launch distinctive new academic programs and developed three core pieces of technology that, among other things, deliver online learning and students' transcript information via the blockchain. But its total revenue over the five years: $1 million, The Texas Tribune reported.
"Before you establish an organization, you have to be very clear about its goals," said this official. "It cannot be these broad fuzzy things, like 'drive innovation through change' or 'drive student success.'"

Understanding how and why Texas’ Institute for Transformational Learning failed -- and even some of its fans acknowledge its failure -- is important. Because whether the institute itself was a good idea, most colleges and universities will need to experiment, in ways big and small, to thrive going forward.
CORPORATIONS

Limited Goals – For Now
Battle Royale
Blinded by Assumptions

Value Proposition
• Features
• Security
• Privacy
• FERPA
• Legal

Marque Clients
• Medical Schools
• Law Schools
• Business & Industry

Value Proposition
• Free
• Internet-based
• New - NYPE
Value Proposition
• Accreditation
• Federal Financial Aid
• Degrees
• Diplomas
• Credibility

Value Proposition
• Direct links to job market
• No or low cost
• Available now
• Internet-based
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FAQs

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“If you see Amazon take a strong step into this space, then it’s recognition of ‘lifelong learning’ and career-centric up-skilling,” said Tory Patterson, co-founder and managing partner of Owl Ventures, an education tech fund in San Francisco.

Key people in the initiative include general manager James Urquhart, who joined Amazon last April and soon began advertising job postings for people who could help build a “learning platform.”

Amid speculation, Amazon continues to inch its way in

A job opening for a solution architect that appeared in December hinted how things could play out. “This is an opportunity for an experienced technologist to be on the ground floor of building a learning platform that will enable hundreds of thousands of businesses in 190 countries around the world to transform and scale their learning initiatives,” Amazon wrote.

The move suggests Amazon Web Services sees ready-to-use services, rather than raw computing and storage resources for roll-your-own application development, as vehicles for maintaining the rapid growth of its cloud and keeping its lead ahead of the likes of Google and

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50m 9s  Beginner  Feb 16, 2018  Views 1,370

Internal Interviewing with Lida Citroen
Learn how to position yourself for a new role at your current company and prepare for the process of internal interviewing.
47m 48s  Appropriate for all  Feb 15, 2018  Views 2,487

Excel: PivotTables for Beginners with Dave Ludwig
Get a short and simple beginner's guide to Excel PivotTables. Follow along and learn how to create a basic PivotTable to analyze and present spreadsheet data.
23m 52s  Beginner  Feb 15, 2018  Views 7,198

Management Tips Weekly with Todd Dewett
Get two new management tips every week and learn to improve communication, increase motivation, deal with conflict, and build better relationships.
6h 55m  Appropriate for all  Feb 14, 2018  Views 2,599,480

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ENGL 130 990 - Introduction to Fiction Writing

Sophomores only. A course in reading and writing fiction. Close study of a wide range of short stories; emphasis on technical problems. Class criticism and discussion of student exercises and stories. Students may not receive credit for both ENGL 130 and ENGL 132H.

Faculty
RICHARD KRAWIEC
rkrawiec@email.unc.edu

Course is full
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Hours: 3
CRN: 10630
Start: 08/21/18
End: 12/14/18
Last Date to Register: 08/27/18 (subject to change)
Delivery: Web
Meeting Pattern:
Pre-requisites: None Listed
Co-requisites: None Listed
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An introduction to various forms of modern fiction and poetry, with opportunities for the creation of original poetry and fiction. Prerequisite: ENGL 110 and 120

**Faculty**
- Brenda Hammack  
  - bhammack@uncfsu.edu
- English

**CRN:** 6611  
**Start:** 08/22/18  
**End:** 12/10/18  
**Last Date to Register:** 08/28/18 (subject to change)

**Delivery:** Web

**Meeting Pattern:**
- ENGL 110 OR ENGL 110 AND ENGL 120 OR ENGL 120

**Pre-requisites:**
- None Listed

**Will Transfer As:** Log in to View

**Seats Available:** 22

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22 lessons totaling 34+ hours of video from James covering everything from starting your outline to getting published.

CLASS WORKBOOK
Each video lesson is paired with notes, reading materials, and assignments to make sure you get the most out of your class.

OFFICE HOURS
Submit your rough drafts and assignments for feedback from other students taking the class (and possibly James himself!).

Students give MasterClass an average rating of 4.7 out of 5 stars.
Introduction
Your instructor, James Patterson—currently the best-selling author in the world—lets you know what he has planned for your class and what you’ll need to learn to start writing your own best-sellers.

Passion + Habit
Getting into the proper mindset is an essential first step to writing a best-seller. This lesson explores James’s secrets for staying focused, productive, and motivated.

Raw Ideas
How do you recognize a great idea? How do you figure out if it’s worthy of your effort? James spells out the techniques he uses to generate his ideas and then separate the good ones from the less compelling ones.

Plot
With the right plot, your reader won’t be able to stop turning the pages. In this lesson, James measures out his unique approach to developing plot lines that keep readers wanting more.

Research
For James, conducting in-depth research not only makes his writing better, it also boosts his credibility with his readers. Find out when and how James conducts his research and how he incorporates it into his writing in a thoughtful way.

Outlines: Part 1
James’s secret weapon is a comprehensive outline. Learn how he sets himself up for a fast and successful first draft. No matter what, don’t skip this lesson!

Outlines: Part 2
James has never shown the outline for his best-seller Honeymoon to anyone (not even his publisher) until now. Follow along with the outline provided in your Class Workbooks as James further explains his process.

Writer’s Block
Even when you’ve written as many books as James has (76 best-sellers and counting), there’s still nothing scarier than staring at the blank page. Here’s how to conquer those fears.

Creating Characters
From Alex Cross to Michael Bennett, James has mastered the art of creating complex and memorable characters. Here to villain, learn how to make your character stay with your reader well beyond the last page.

First Lines
Grab your reader’s attention quickly and make them hold on for dear life. James shares his tips for getting your reader hooked from the very first line.

Writing Dialogue
Dialogue should always push the story forward. Listen to James explain a few common dialogue pitfalls and easy ways to avoid them.

Building A Chapter
James is well known for his numerous short and snappy chapters. Learn how he propels the reader through the book outline as his roadmap.

Writing Suspense
The secret to suspense is...

Ending The Book
We’ve all read great books with terrible endings. Of the infinite possible endings, learn how James chooses the right one.

Editing
James is liberal with a red pen; his editing is key to keeping the reader engaged. Learn how to trim the fat with our in-depth editing assignment.

Working With A Co-Author
When does James decide to use a co-author and is it a true collaboration? In this lesson, we meet two of his most trusted authors who share their process for making a collaboration truly successful.

Getting Published
Author of 76 best-sellers and holder of the Guinness World Record for the first person to sell over 1 million eBooks, knows a thing or two about getting published. In this lesson he shares what he’s learned.

Book Titles And Covers
Readers do judge books by their covers. What should they think about yours?

Marketing The Patterson Way
Before publishing his first book, James was an executive at a top ad agency in New York. Find out what James learned about time in advertising and how he used it to change the book marketing game.

Hollywood
What happens when Hollywood takes an interest in your story? Sit back and listen as James shares the best and worst from his time on the set.

Personal Story
Every master begins as a student. James shares his long, winding path to becoming the world’s best-selling author.

Closing
You’ve been given the tools to help write your next book. Now what?
Mr. Patterson is not only a great writer, but a natural teacher as well. His style is casual, uncomplicated and straightforward. Highly recommended.

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Armin van Buuren  
David Mamet  
Garry Kasparov  
Herbie Hancock  
Judy Blume  
Reba McEntire  
Serena Williams  
Steve Martin  
Wolfgang Puck  

CONTINUE
CHINA

The Master Plan
Buying Education Technology Companies
International Students
Buying Collages and Accreditation
US Commerce Secretary calls China 2025 plan “Frightening”

China's plan to transform itself into the global technology nexus is a "frightening" one that puts American intellectual property at risk, US Commerce Secretary Wilbur Ross said Tuesday.

"It's a huge, huge problem," Ross told a gathering of fabric industry executives about the repeated theft of technology. "And it's not going away."

He said Beijing's development plan -- Made in China 2025 -- maps out the country's strategy to dominate "every hot industry" from space to telecommunications to robotics to electric cars.
Higher Education Plans

Project 211

Project 211 is the Chinese government’s new endeavor aimed at strengthening about 100 institutions of higher education and key disciplinary areas as a national priority for the 21st century. There are 112 universities in the project 211.

Project 985

Project 985 is a constructive project for founding world-class universities in the 21st century conducted by the government of the People’s Republic of China. On May 4, 1998, President Jiang Zemin declared that China must have a number of first-rate universities of international advanced level so Project 985 was launched. In the initial phase, 9 universities were included in the project. The second phase, launched in 2004, expanded the program until it has now reached 39 universities.

In 2003 China supported 1,552 institutions of higher learning (colleges and universities) and their 725,000 professors and 11 million students (see List of universities in China). There are over 100 National Key Universities, including Peking University and Tsinghua University. Chinese spending has grown by 20% per year since 1999, now reaching over $100bn, and as many as 1.5 million science and engineering students graduated from Chinese universities in 2006. China published 184,080 papers as of 2008.\[5\]
China to develop 42 world-class universities

Chinese authorities on Thursday released a selected list of universities and colleges, which will participate in the country’s construction plan of world-class universities and first-class disciplines.

The plan, also known as the “Double-First Class” initiative, aims to ultimately build a number of world class universities and disciplines by the end of 2050, in an effort to make China an international higher education power. The project will run on a five-year cycle, while around 100 disciplines will be supported, including those that are related to national security and vital interests, as well as emerging and interdisciplinary subjects.

According to the list jointly released by the Ministry of Education (MOE), the Ministry of Finance (MOF), and the National Development and Reform Commission (NDRC), 42 universities and colleges will be developed into world-class educational institutions, while 95 universities will focus on building their preponderant disciplines into first-rate ones.
<table>
<thead>
<tr>
<th>Rank</th>
<th>University</th>
<th>Country</th>
</tr>
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<tbody>
<tr>
<td>27</td>
<td>Peking University</td>
<td>China</td>
</tr>
<tr>
<td>30</td>
<td>Tsinghua University</td>
<td>China</td>
</tr>
<tr>
<td>44</td>
<td>Hong Kong University of Science and Technology</td>
<td>Hong Kong</td>
</tr>
<tr>
<td>56</td>
<td>University of North Carolina at Chapel Hill</td>
<td>United States</td>
</tr>
<tr>
<td>58</td>
<td>Chinese University of Hong Kong</td>
<td>Hong Kong</td>
</tr>
</tbody>
</table>
#34 University of North Carolina--Chapel Hill
United States Chapel Hill, NC

#64 Tsinghua University
China Beijing

#65 Peking University
China Beijing
The University of China at Illinois

The University of Illinois at Urbana-Champaign enrolled 37 undergraduates from China in 2000. Now it has close to 3,000. What are the implications of such a shift?

By Elizabeth Redden // January 7, 2015
Many Colleges See a Drop in International Students, Chronicle Survey Finds

By Karin Fischer | SEPTEMBER 06, 2017

Members of the international-office staff help students register during orientation for this term at Indiana U.-Purdue U. at Indianapolis. The campus had a small rise in overall international enrollments, although there was softening, particularly at the master’s level.
Websites Tracking America’s Failed Colleges Show That Struggles Are Nothing New

Buildings belonging to the former Bennett College, in Millbrook, N.Y., have stood empty since the institution closed, in 1978, after years of financial distress.
China: Competing from within

Chinese Companies Are Buying Up Cash-Strapped U.S. Colleges
bloomberg.com
Chinese companies are setting their sights on American colleges.
And they are buying technology companies

China’s NetDragon has gobbled up another education technology company. This time, it’s Edmodo, one of the largest online social communities of teachers and students in the world.

NetDragon Websoft, a publicly-traded company based in Fuzhou, China, has agreed to pay $137.5 million for Edmodo. That deal includes a modest cash outlay of approximately $15 million and a significant chunk of equity (about $122 million worth of shares in NetDragon’s education subsidiary.)

Edmodo was started in 2008 by a teacher and IT support person as a “Facebook-like” community aimed at connecting educators with students and with one another. Also like Facebook, Edmodo grew rapidly. Currently, the company, now based in San Mateo, Calif., claims more than 90 million registered users (both teachers and students) in 400,000 schools across 192 countries.
Reported Censorship at a Confucius Institute

A journalist at *Foreign Policy* wrote that a reference to her reporting experience in Taiwan was deleted from her biography when she gave a talk at Savannah State University’s Confucius Institute, one of more than 500 such centers worldwide funded by the Chinese government to teach language and culture. The journalist, Bethany Allen-Ebrahimian, wrote that she later learned the reference to Taiwan in her biography was deleted at the request of the institute’s co-director, Luo Qijuan, who argued that it challenged Chinese sovereignty and threatened to boycott the event if it was not removed. Neither Luo nor the university responded to *Foreign Policy*’s request for comment.

By Elizabeth Redden       // May 10, 2018
THREE MODELS
Equalizer

Pre-Sets for Rock – Jazz – Classical – Spoken Word and Custom Settings
Equalizer

Goals
- Revenue Growth
- Cost Reductions
- Growth of students
- Disruption/change
- Effectiveness
- Rural, Military
- Efficiency
- Reputation as leading edge

Outcomes

Investments
Three Models

- **Renewal From Within**
  - Incremental Change

- **Shared Services**
  - Evolutionary Transformational Change

- **18th University**
  - Transformational Change

Disruption

Change

Cost

Efficiency

Effectiveness
QUESTIONS?