Helping Higher Education Leaders Understand IT: Resources For Presidents and Senior Executives

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Today’s Session

Program purpose

Topics

Putting the ideas into practice
Poll Question – multiple choice

- Rate your institution’s president on his or her understanding of technology as a strategic differentiator.
  - 4 – Deep understanding
  - 3 – Above average understanding
  - 2 – Could be stronger
  - 1 – Significant gap in understanding
The IT Foundations Program

Help senior higher education leaders: presidents, provosts, trustees, and deans . . .

. . . understand the strategic role that information technology plays in higher education.
Efficiency and Performance
- Increase Institutional Cost-Effectiveness
- Expand Affordable Access to Learning
- Reduce Time to Degree

Learning Outcomes and College Completion
- Foster Effective Learning

Research and Innovation
- Facilitate New Forms of Discovery
- Enable Research Collaboration and Communities
Pilot of Executive Briefs

- **Foundations** provides strategic framework
- **Key Questions** uses data to stimulate discussion
- Four topics
  - Online learning
  - Personal pathways
  - Administrative systems
  - Cybersecurity

[www.educause.edu/executive-briefs](http://www.educause.edu/executive-briefs)
Workshop Pilots

- Current modules
  - Activities
  - Readings
  - Discussion guide
  - Pre-session questionnaire
  - Evaluation
Program Goals

- **Raise awareness and understanding of IT**
  - Inform institutional strategic planning and risk management
  - Surface issues directly with non-IT senior leaders to pave the way for campus conversations

- **Support EDUCAUSE members by:**
  - Establishing a common vocabulary and understanding of IT’s strategic role
  - Providing resources members can use at their institutions to communicate with key stakeholders
Poll Question – multiple choice

Which campus leaders are you trying to influence toward more significant understanding and investment in technology? (Select the top three in list to follow.)
Topics

- Online learning
- Student success: Personalized pathways
- Administrative systems
- Information security
Online Learning: Where Digital Living and Education Meet

Foundations

Key Questions
Foundations: Potential Impacts

- A broader range of students can be served
- Increased flexibility, efficiency
- Better use of resources
- Ability to achieve greater scale
- Engages faculty in refining practice and the scholarship of teaching and learning
Approaches

- Blended courses
- Flipping the classroom
- Remote instrumentation
- Adaptive learning environments
- Games
- Simulations
- MOOCs
Example: Feedback to Instructor

Open Learning Initiative

- Lens on instructional effectiveness
- Identify students who need intervention
- Data collected for feedback and analytics
- Information can be available in real-time
Online Courses by Carnegie Class

Number of courses offered online

- 68% of institutions say online learning is of major interest for the institution
- 82% of institutions offer at least several online courses
- 53% offer a significant number of courses online

2013 ECAR Study on E-Learning, Bichsel.
Value of Online Courses

Students value online experiences

- Students believe online experiences are valuable
- Applies to college and work

![Bar chart showing the percentage of students who believe online courses help achieve academic outcomes, prepare for future educational plans, and prepare for the workplace, with data from 2012 and 2013.

2013 ECAR Study on E-Learning, Bichsel.
Growth of Learning Technologies

Projections for technology growth 2013 - 2017

- Hybrid and fully online courses will increase
- Mobile apps will significantly increase

2014 Top Ten Strategic IT Technologies, Grajek.
Planning uses

- Data allows comparison of more or less effective practices
- Monitor progress
Key Questions

- Is online learning a priority for your institution?
- Will online learning be more (or less) important to your institution in the next three years?
- Which digital technologies are most appropriate for your goals, and what are others doing?
Institutional Context Questions

- How does your institution define “online learning”?
- Does your institution have a strong, common vision for online learning?
- What are the strengths and weaknesses of the current vision?
- Will online learning be more important to your institution (or less) in the next 3 years?
- Does your institutional vision for online learning include various modes like MOOCs?
Summary for Online Learning

- Broaden and clarify the definition of online learning
  - It is more than a digital replica of F2F
  - Definitions are often hazy
  - Online does not imply lack of F2F
- Data from online activities feeds analytics systems
- Institutions need a digital presence in a digital world
Questions
Administrative Systems: Balancing Cost and Value

Foundations

Key Questions
Foundations: Strategic Importance

- Improve the operation of the university as a business: improve services and reduce the cost of service delivery
- Analytics and business intelligence
- Business process re-engineering
- De-duplication of services
- Cloud services
Example: Document Management

- Loyola University Chicago
- Problem: Proliferation of systems
- Redesigned document processes
- 74% process improvement
- 3.7 FTE savings
Customization Conundrum

Customization

- Customization more common in older systems
- Desire to move away from customization with newer implementations

EDUCAUSE 2013 Core Data Survey.
Business practices

Practices most needed for administrative transformation were reported effective in less than 25% of institutions:

- Continuous improvement
- Data-driven decision making
- Business process optimization

2013 ECAR Study on Assessing Your Fiscal Bandwidth, Dahlstrom.
Projected future trends
More applications will move to the cloud in the future

- Cloud-based e-mail for faculty and staff: 39%
- Cloud-based video streaming solutions: 31%
- Cloud-based office productivity suites: 25%
- Cloud-based administrative enterprise applications: 20%
- Cloud-based security solutions: 5%

In place in 2013
2015 (projection)
2016–2017 (projection)

2014 Top Ten Strategic IT Technologies, Grajek.
Implementing Analytics

Analytics

- Business intelligence dashboards are being adopted
- By 2016-17 half of institutions will have administrative analytics; only 16% do today

2014 Top Ten Strategic IT Technologies, Grajek.
Institutional Context Questions

- Has the cost of running the institution been a point of discussion for the board?
- If yes, has the cost of administrative systems been considered?
- Is there strategic value to a discussion of administrative systems for your institution?
Administrative Systems Summary

- Institutions can reach beyond operational efficiency; administrative systems can add value through analytics and BI
- To improve cost effectiveness, institutions must confront customization
- Business process reengineering can improve cost effectiveness but BPR requires transformational practices that few report are in place
- Changing administrative systems will require a broad institutional commitment
Poll Question – short answer

What other IT topics do you think senior leaders need to understand at your institution?

Current topics: Online learning; Student success/personalized pathways; Administrative systems; Information security
Putting the ideas into practice
Initial Feedback

- AASCU presidents felt material would be valuable; planned to share it more broadly after the workshop.
- Many of their questions were around “what should I do”:
  - They want to know what questions to ask
  - When to jump in and when to wait
- Some indicate they can’t communicate with their CIO.
Upcoming Workshops

- CIC and NACUBO Chief Academic Officer and Chief Financial Officer Institute
- Achieving the Dream
Poll Question – multiple choice

What next steps should we take with this program and material?
(Select all that apply in list to follow.)
Executive Briefs

Foundations of Online Learning: Where Digital Living and Education Meet

JUNE 2014

AN EDUCAUSE EXECUTIVE BRIEF

Key Questions for Online Learning: Where Digital Living and Education Meet

AUGUST 2014

Eighty-five percent of institutions view e-learning as a strategic priority, and 81% see it as an investment. Fewer institutions are translating those views into specific actions (Figure 1).

In the past year, almost half (47%) of undergraduate students have taken at least one fully online course, and one in three faculty (33%) have taught an online course. However, students vastly prefer courses with some online components (62%) to completely online courses (38%). There is no single model for determining the proportion of courses that should be taught online, how e-learning services should be managed, or whether MOOCs should be considered. Academic leaders need to consider both their mission and their market.

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