Context and Commitment
• Throughout 48 year history of distributed learning (DL), programs were developed autonomously
• Minimal infrastructure, multiple delivery modalities and few quality standards
• Decision to grow number and size of online programs with commercial partner

Strategic Approach
• New vision for DL advanced by our President: accessible, flexible, affordable
• Vision embraced by our previous Provost:
  — leadership and focus
  — unified vision and blueprint
  — revised course approval process

Partner Solicitation and RFP
• Market specific graduate programs
• Extend USC brand
• Support the recruitment and application processes
• Instructional design for first year
• Retention services

Institutional Support
• Learning management system (Blackboard)
• Application process (Graduate School)
• Review and admission recommendations (academic unit of program)
• Registration, billing, ERP/vendor integration
• Instruction and student mentoring (academic unit)

Curriculum Model
• Carousel model for course sequencing
• Five eight-week sessions per year
• Fully asynchronous, online delivery
• Order of courses depends on cohort
Challenges

- Partner worked more with individual programs, less with Graduate School
- Vendor ID model not consistent with department visions
- Vendor expectations for expedited application reviews
- Enrollment growth challenged unit capacities

Challenges

- Identity: partner staff identified as USC staff
- Communication: differing information provided by partner staff and USC staff – created confusion for applicants/students

Challenges

- Multiple systems working in different model: individual programs, Graduate School, instructional design, technology support, Blackboard
- Managing placements and supervision for experiential learning; doctoral research for education

Competing Expectations

- Partner wants to minimize admission requirements and process
- Programs want time for full review of applications
- Partner wants to maximize enrollment
- Programs want to limit enrollment for quality assurance

Successes

- Modest to large growth in programs
- General increase in quality of distributed learning across campus
- Net growth in students supported by revenue distribution
- State authorization – South Carolina is now a SARA member, but recruitment still limited geographically

DL Growth Projections

- For AY 2016, DL enrollments at USC grew 18.5%.
- By comparison, the latest national annual DL growth rate was 3.9% (reported in 2016 for 2014).
- By AY 2018-2019, could double course enrollment relative to AY 2014-2015
Current Programs

• MPH in Health Promotion, Education, and Behavior
• Master of Health Information Technology
• Master of Science in Nursing – Nursing Administration
• Master of Education – Educational Administration; Teaching
• Doctor of Education – Curriculum & Instruction with two concentrations

Growth in Programs

Program Enrollments

Programs to Consider

• Master of Science in Sport and Entertainment Management
• Master of Library and Information Science
• Master of Public Health - Health Services Policy and Management

Next Steps

• Add additional programs for this model
• Increase recruitment yield for programs with smaller growth
• Expand instructional design support/Quality Matters evaluation to more courses and programs
• As of January 1, one associate provost charged to oversee/coordinate DL activities