From Data to Action:
Using Insights from the CHLOE Report to Improve Institutional Strategy

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Session Objectives

- Explain the audience, topics, and context that the CHLOE Report addresses.

- Describe how insights from senior online leaders can help provide discussion topics and actionable strategies for online initiatives.

- Leverage CHLOE data for institutional benchmarking, goal setting, strategic planning, etc., for online learning.

The CHLOE Report

Historical Background

Background

- Created to fill a research gap: how is online being carried out at US HEIs?
- Institutional data; perspective of Chief Online Learning Officer (COLO)
- First CHLOE survey was distributed in 2016; first report released in 2017.
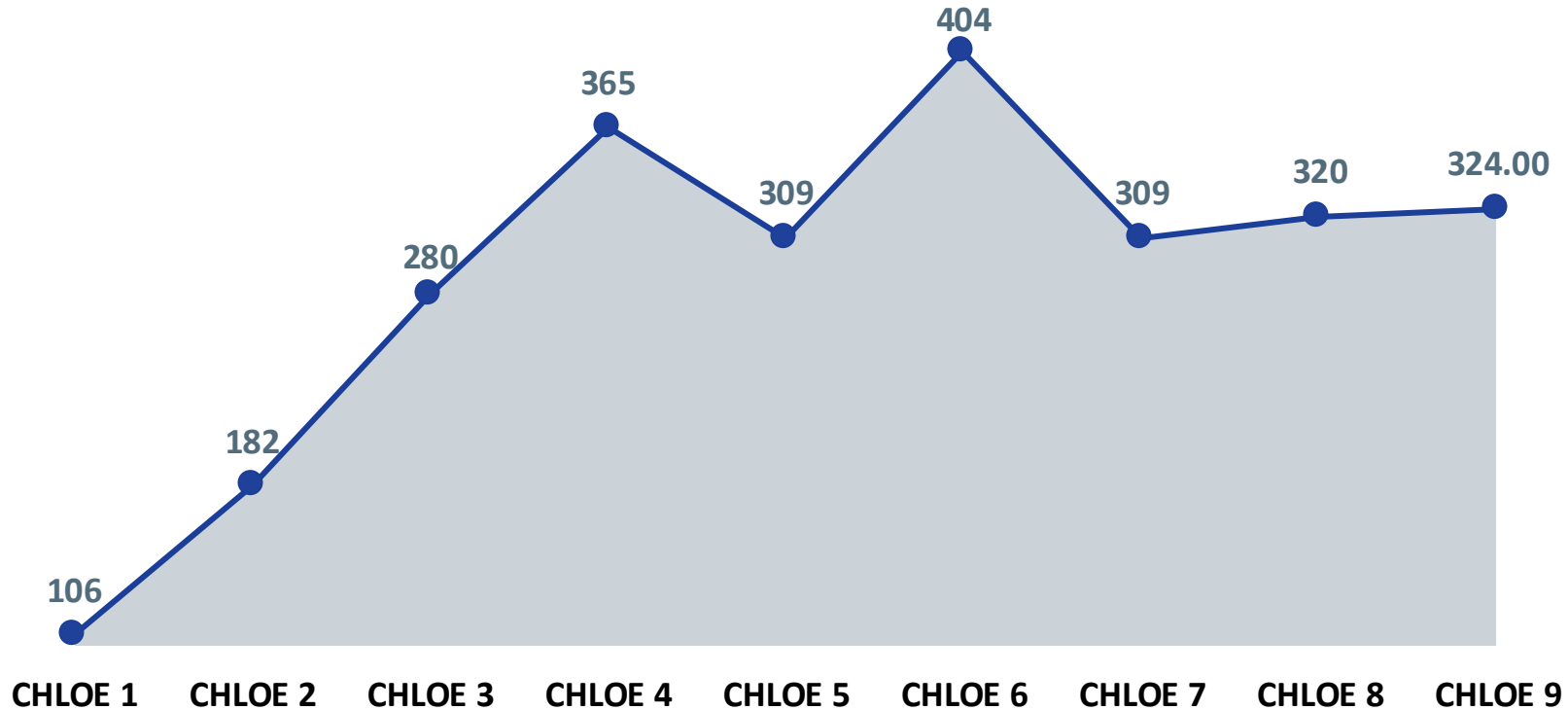- Partnership between QM and Eduventures; Educause joined in 2024
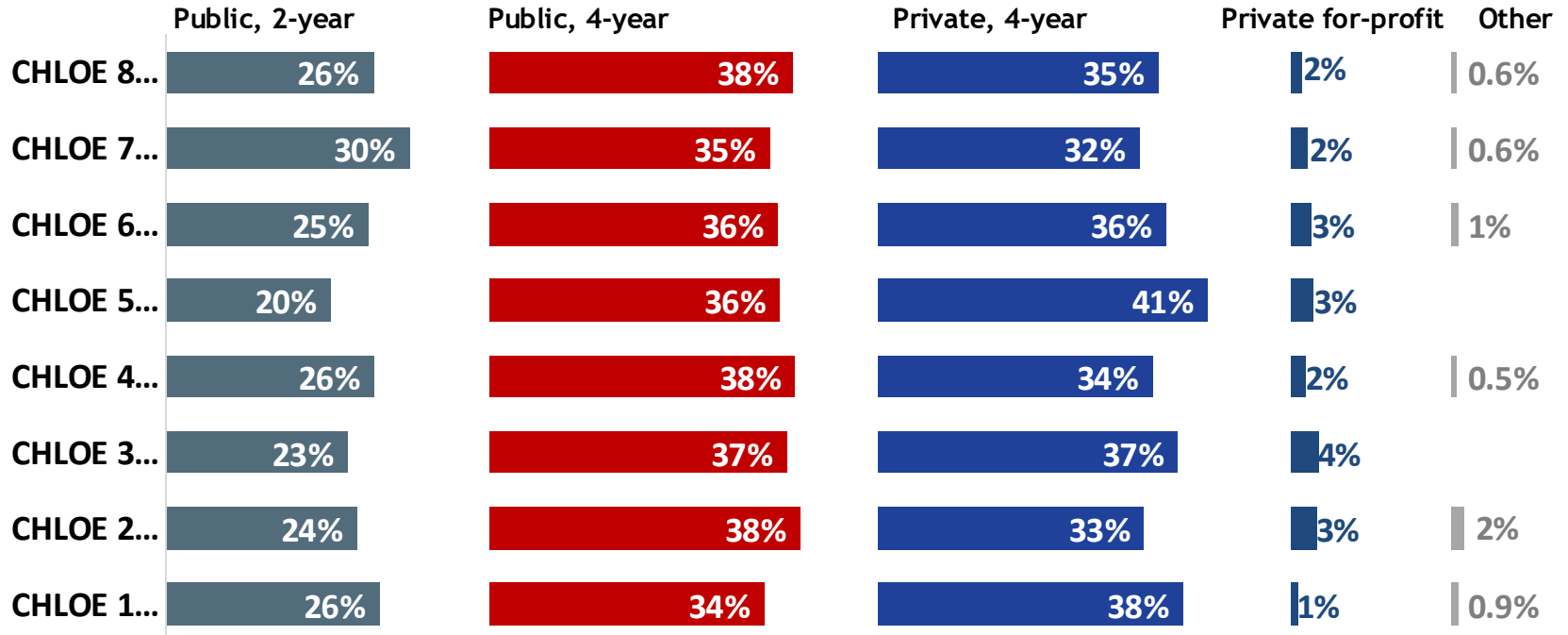
CHLOE Topical Areas

- Curriculum/Enrollment

- Quality Assurance/Outcomes Accountability

- Organization/Management

- Teaching and Learning: Teaching/Learning tools, Modality, Faculty support, Student support

- Funding/Cost/Pricing

- Centralization/OPMs

- Future Plans/Topics

THE CHANGING LANDSCAPE
CHLOE
of ONLINE EDUCATION

Historical Respondents

CHLOE 1	CHLOE 2	CHLOE 3	CHLOE 4	CHLOE 5	CHLOE 6	CHLOE 7	CHLOE 8	CHLOE 9
106	182	280	365	309	404	309	320	324.00

Respondent Sectors

	Public, 2-year	Public, 4-year	Private, 4-year	Private for-profit	Other
CHLOE 8...	26%	38%	35%	2%	0.6%
CHLOE 7...	30%	35%	32%	2%	0.6%
CHLOE 6...	25%	36%	36%	3%	1%
CHLOE 5...	20%	36%	41%	3%	
CHLOE 4...	26%	38%	34%	2%	0.5%
CHLOE 3...	23%	37%	37%	4%	
CHLOE 2...	24%	38%	33%	3%	2%
CHLOE 1...	26%	34%	38%	1%	0.9%

The Majority of CHLOE Participants Have Been or are Currently QM Members

	CHLOE 1...	CHLOE 2...	CHLOE 3...	CHLOE 4...	CHLOE 5...	CHLOE 6...	CHLOE 7...	CHLOE 8...
Red	14%	22%	27%	25%	32%	29%	28%	27%
Blue	86%	78%	73%	75%	68%	71%	72%	73%
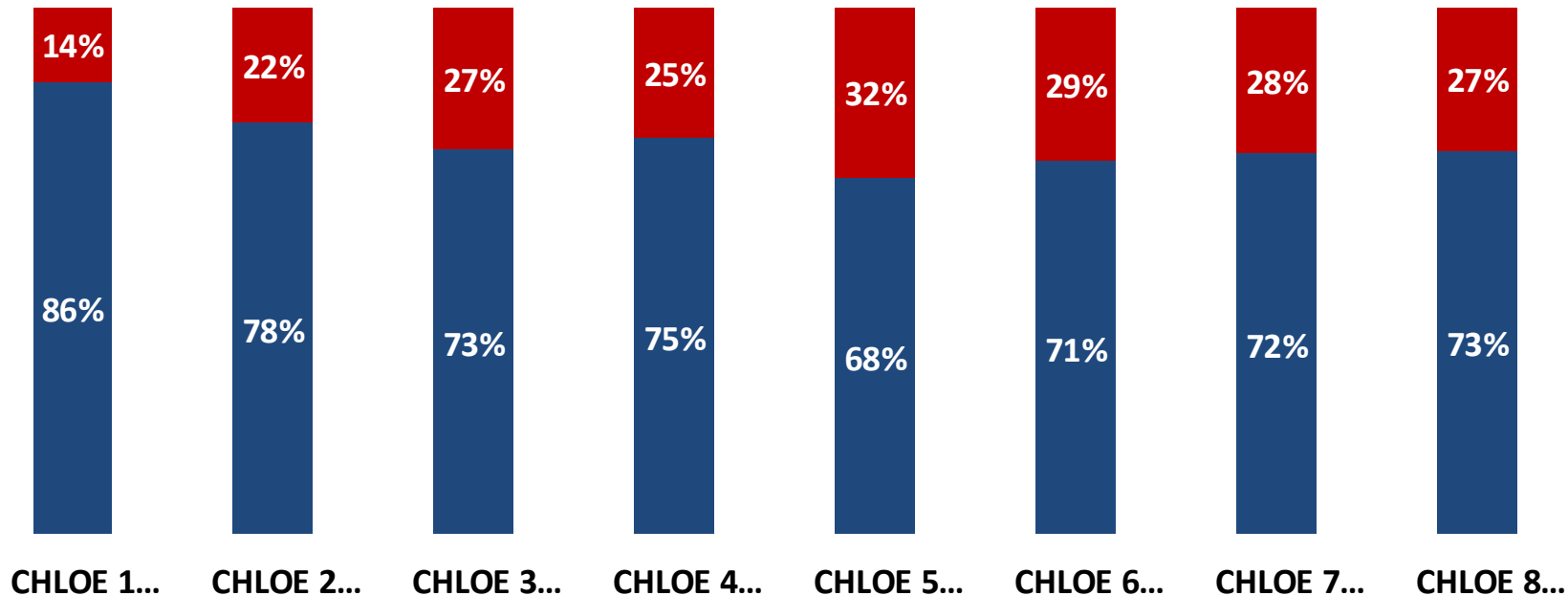
86% of CHLOE 8 respondents identified as a mid to upper-level staff position

Executive Hierarchy

- President, Chancellor, Provost — 3%
- VP, AVP, Officer, Dean — 53%
- Ex Dir, Director, Manager — 33%
- Coordinator, Specialist, ID — 5%
- Other/Unknown — 6%
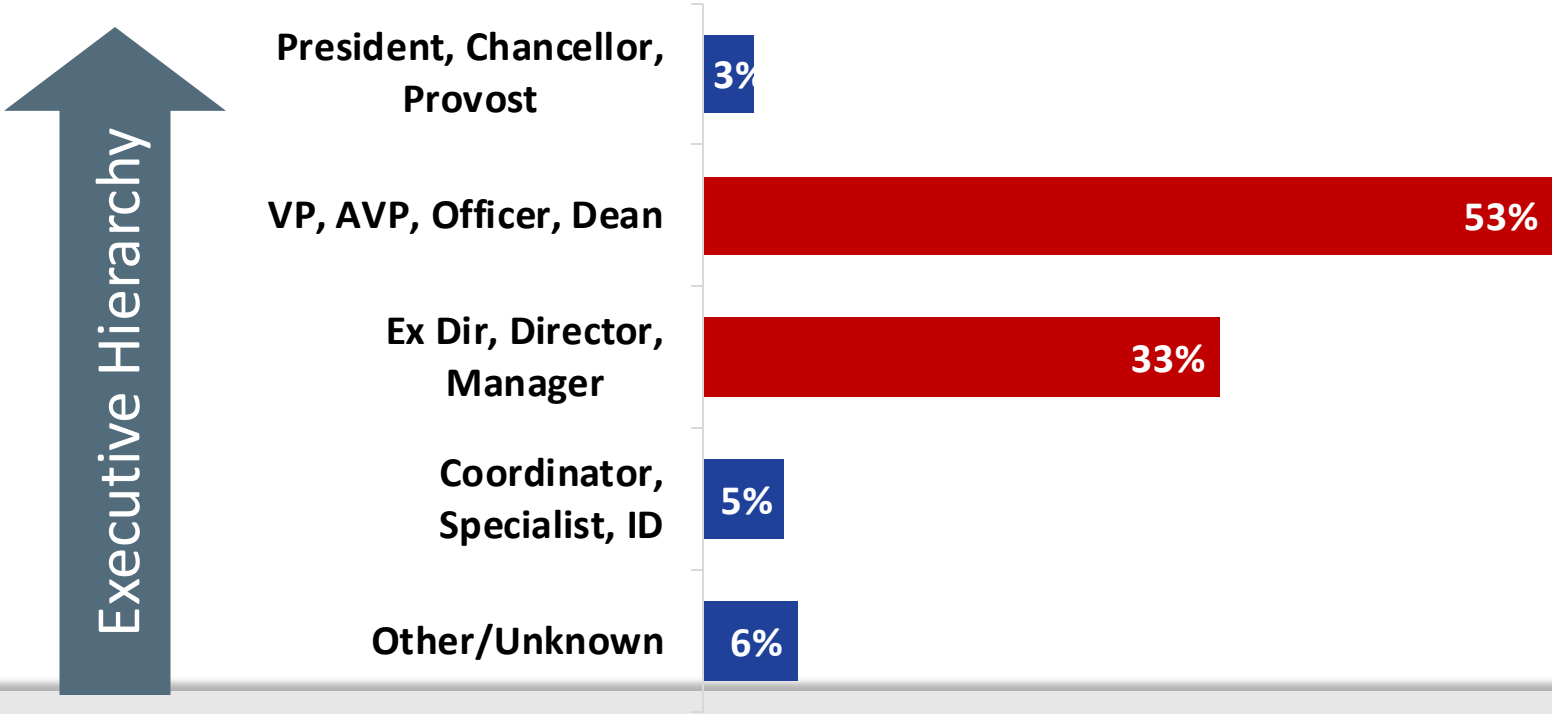
Who is the senior-most online learning leader at your institution?

Do they have a seat at the "strategy table"?

Students Showed Greatly Increased Interest in Online Learning in Fall 2021 (Sample = 278)

■ Trad Undergraduates   ■ Adult Undergraduates   ■ Graduate

	Much Lower (>20%)	A bit lower (10-20%)	About the same	A bit higher (10-20%)	Much higher (>20%)
Trad Undergraduates	0%	4%	18%	35%	41%
Adult Undergraduates	0.4%	4%	19%	34%	38%
Graduate	1%	3%	16%	30%	51%
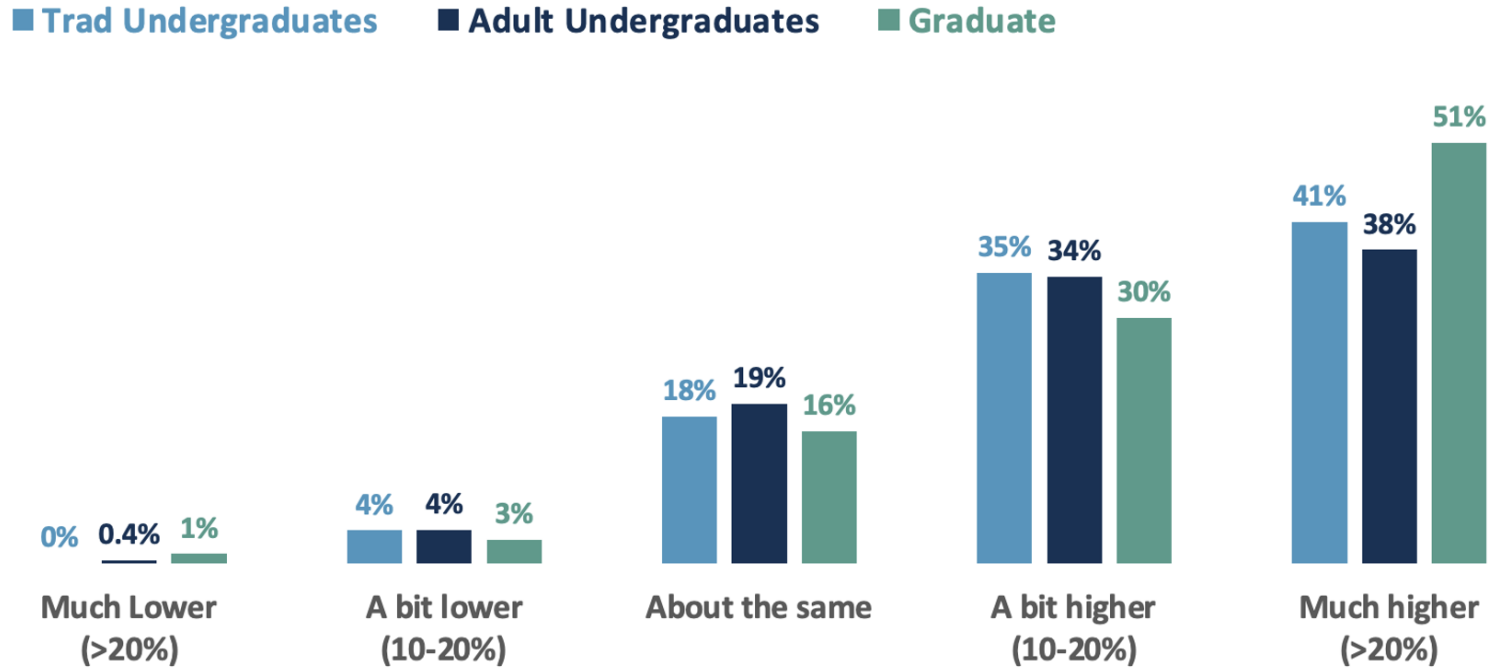
Increased Interest Continued in 2022 (Sample = 257)

Legend: Increased Interest | Same level of Interest | Less Interest
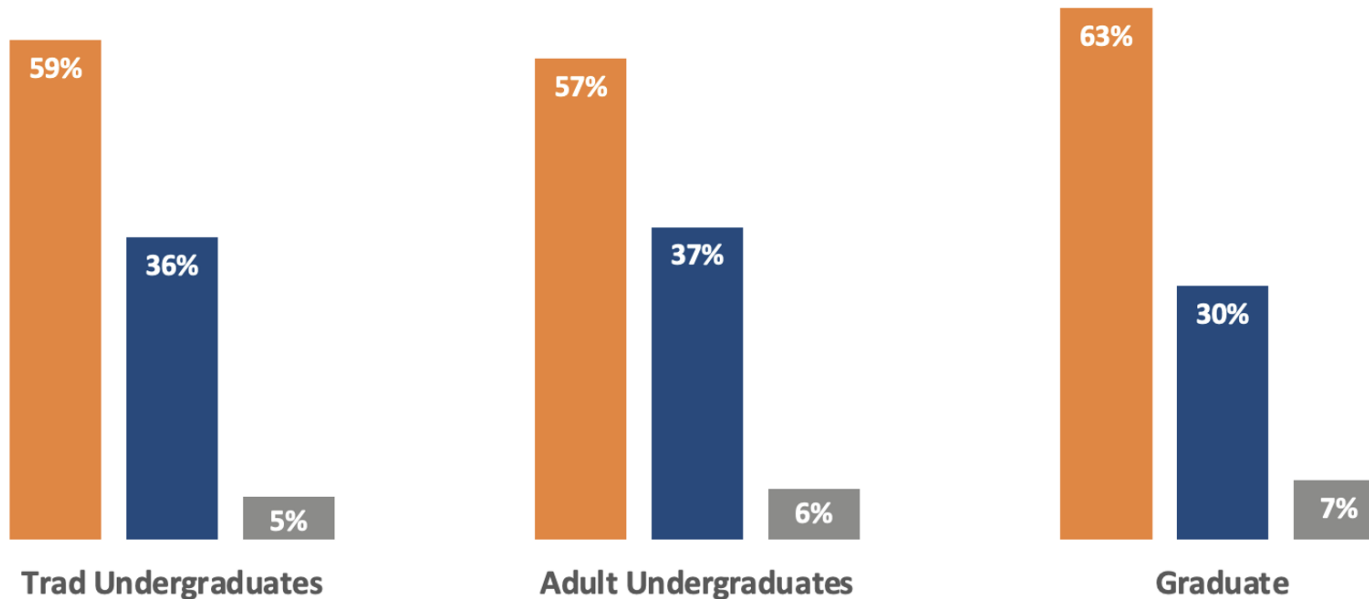
Trad Undergraduates: 59% Increased Interest, 36% Same level of Interest, 5% Less Interest

Adult Undergraduates: 57% Increased Interest, 37% Same level of Interest, 6% Less Interest

Graduate: 63% Increased Interest, 30% Same level of Interest, 7% Less Interest
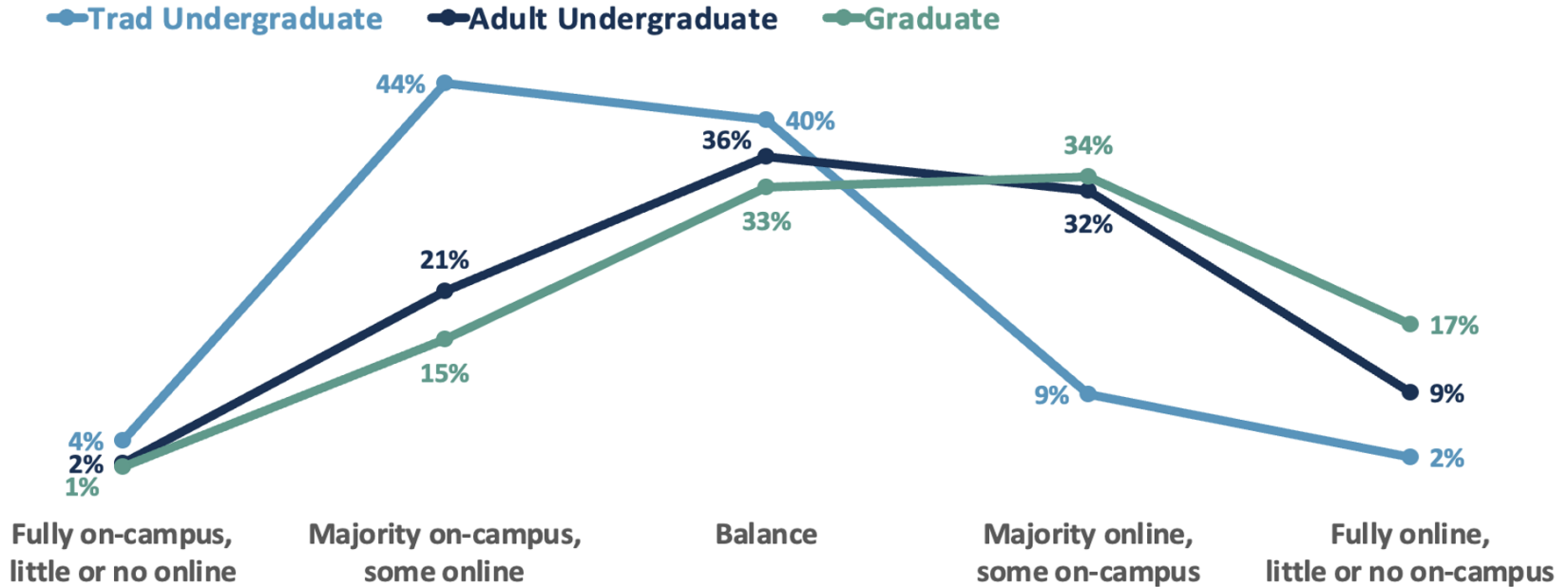
New or Equivalent Online Courses named Top Way to Meet Demand in 2022 (Sample = 276)

	1st Priority	2nd Priority	3rd Priority
Fully online equivalents of existing F2F courses	41%	24%	11%
New fully-online courses with no F2F equivalent	15%	21%	15%
HyFlex versions of existing F2F and/or fully online courses	13%	21%	23%
Additional classroom-based (F2F) courses	11%	7%	14%
Hybrid equivalents of existing F2F courses	5%	23%	20%
New hybrid courses with no F2F equivalent	2%	2%	9%

Offering Online Versions of Campus Courses and Degrees Remain Priority in 2023
(Sample = 304)
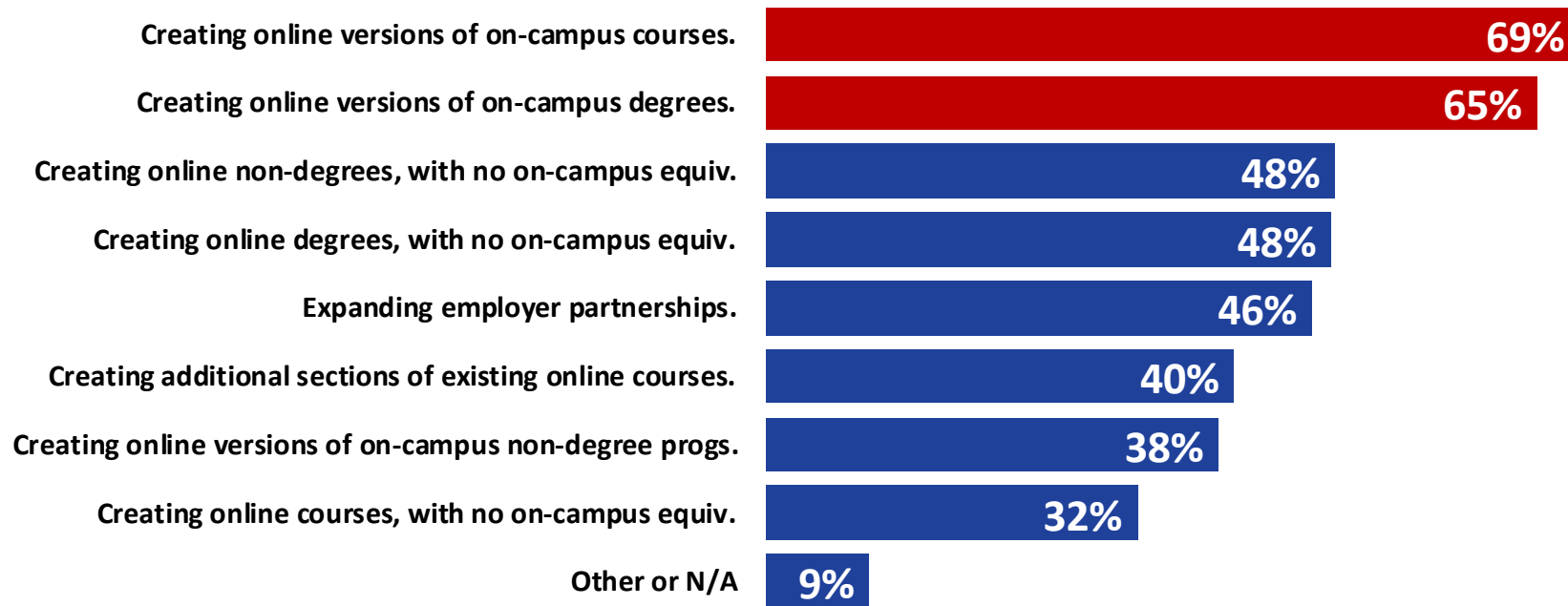
Category	Percentage
Creating online versions of on-campus courses.	69%
Creating online versions of on-campus degrees.	65%
Creating online non-degrees, with no on-campus equiv.	48%
Creating online degrees, with no on-campus equiv.	48%
Expanding employer partnerships.	46%
Creating additional sections of existing online courses.	40%
Creating online versions of on-campus non-degree progs.	38%
Creating online courses, with no on-campus equiv.	32%
Other or N/A	9%

Schools Report 2021 – 2022 Enrollment Shifts
Traditional Age Undergraduates, Less than 25 Years
n=264

| Sharp Decline -10% + | Decline -4%-9% | Flat +/-3% | Growth 4% - 9% | Strong Growth 10% + |

Fully-Online Programs
- 2%
- 9%
- 42%
- 32%
- 15%

Blended/Hybrid Programs
- 3%
- 10%
- 59%
- 25%
- 5%

On-Campus Programs
- 5%
- 20%
- 54%
- 16%
- 6%
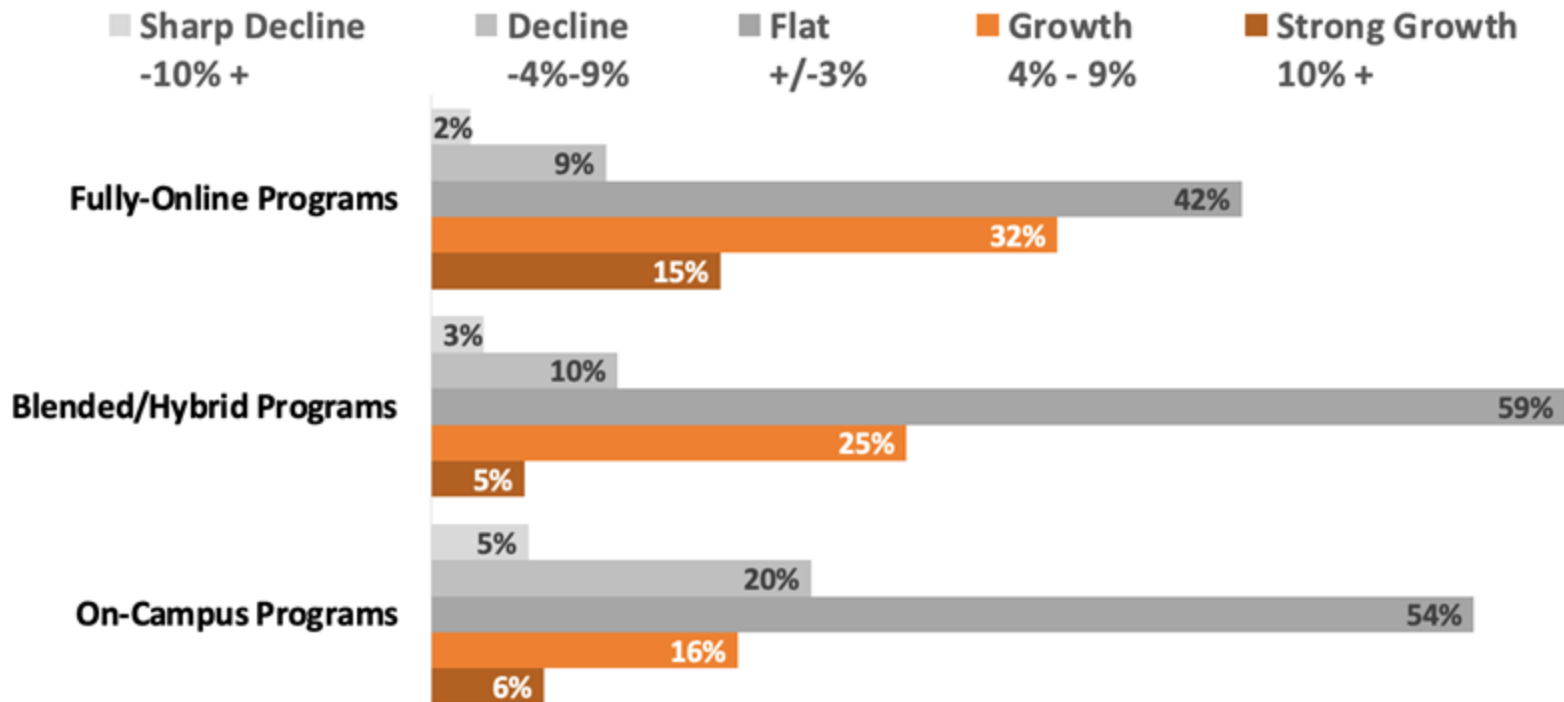
Schools Report 2021 – 2022 Enrollment Shifts
Graduate Students
n=189
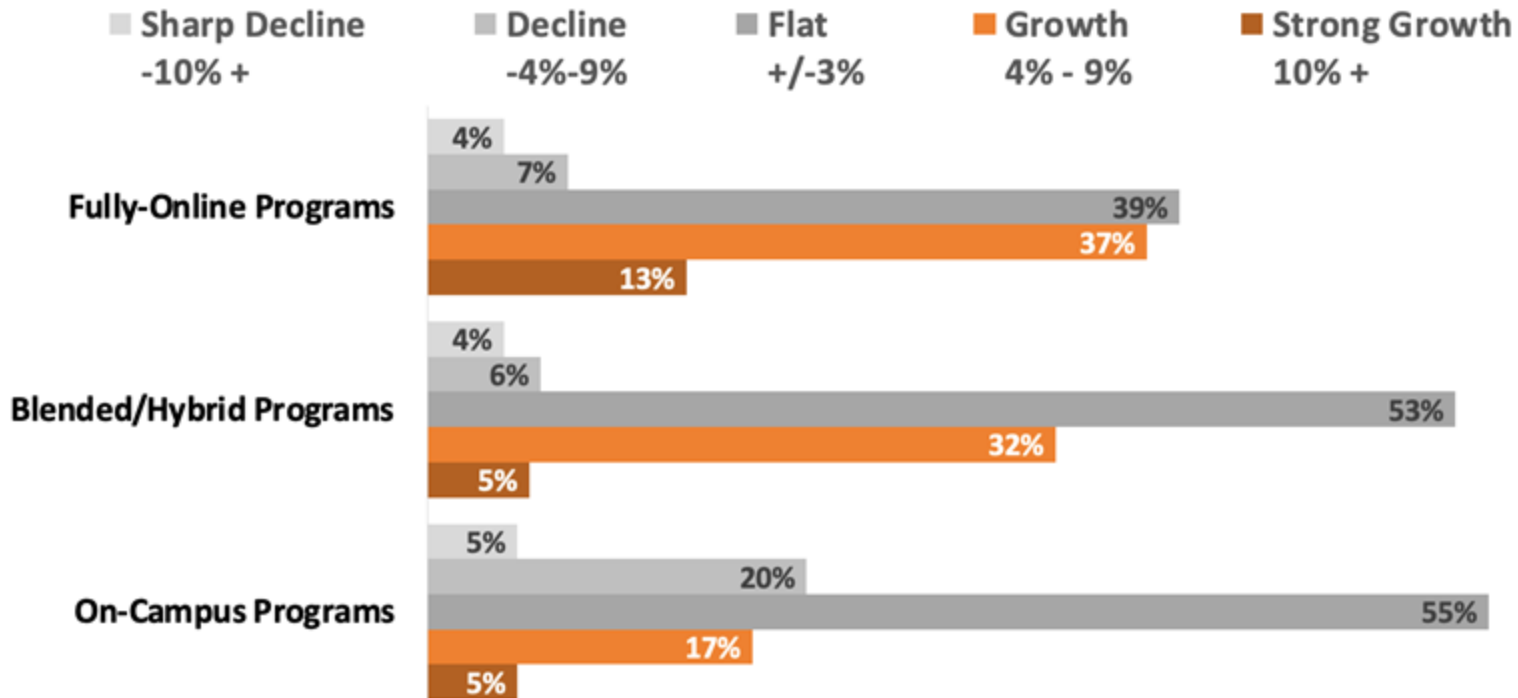
Legend:
- Sharp Decline -10% +
- Decline -4%-9%
- Flat +/-3%
- Growth 4% - 9%
- Strong Growth 10% +

Fully-Online Programs
- Sharp Decline: 4%
- Decline: 7%
- Flat: 39%
- Growth: 37%
- Strong Growth: 13%

Blended/Hybrid Programs
- Sharp Decline: 4%
- Decline: 6%
- Flat: 53%
- Growth: 32%
- Strong Growth: 5%

On-Campus Programs
- Sharp Decline: 5%
- Decline: 20%
- Flat: 55%
- Growth: 17%
- Strong Growth: 5%

New Online Programs are Top Way to Meet Demand
(Sample = 264)
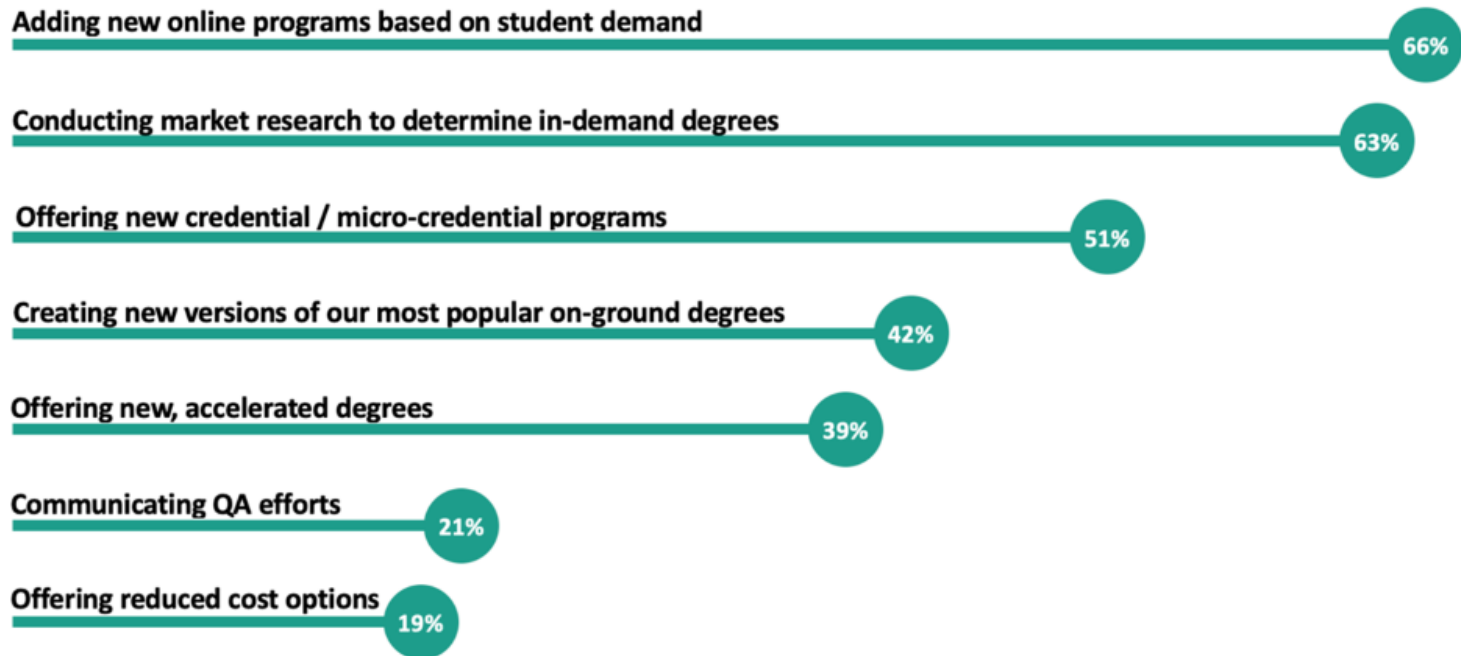
Adding new online programs based on student demand	66%
Conducting market research to determine in-demand degrees	63%
Offering new credential / micro-credential programs	51%
Creating new versions of our most popular on-ground degrees	42%
Offering new, accelerated degrees	39%
Communicating QA efforts	21%
Offering reduced cost options	19%

Online Marketplace Focus and Differentiators
(Sample = 302)

Category	Percentage
Recruiting students within our geographical area	63%
Recruiting nontraditional learners	60%
Offering a wide variety of modality options	51%
Promoting the quality of our online education	45%
Recruiting students outside our geographical area	43%
Offering/expanding non-traditional progs. or credentials	39%
Promoting online quality for specific degree programs	35%
Promoting our support for online learners	32%
Offering cutting-edge curricula	24%
Recruiting students internationally	21%
Other or N/A	13%

THE CHANGING LANDSCAPE

Are you still experiencing online demand?

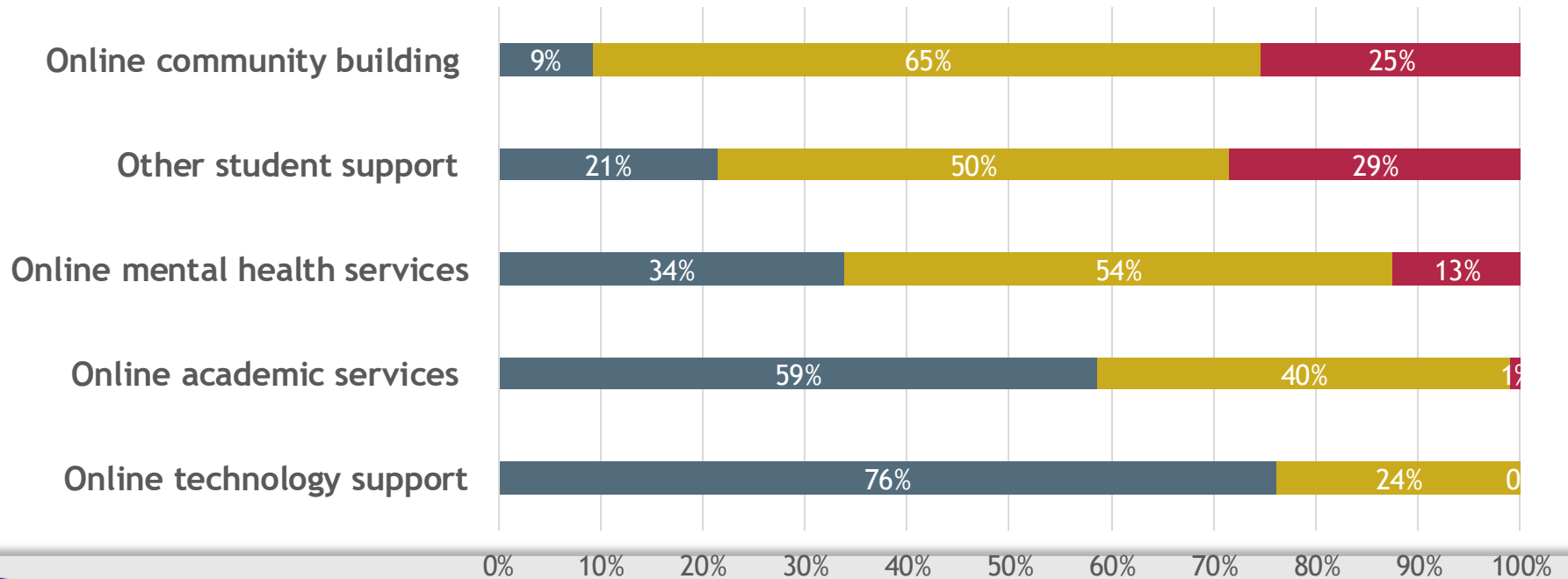How are you meeting demand in today's competitive marketplace?

Future Preparedness

Student and Faculty Support

Several Online Learner Support Services are Underdeveloped

Fully Developed| Needs Further Development| Not Currently Offered| *n=278*

Service	Fully Developed	Needs Further Development	Not Currently Offered
Online community building	9%	65%	25%
Other student support	21%	50%	29%
Online mental health services	34%	54%	13%
Online academic services	59%	40%	1%
Online technology support	76%	24%	0

Online Student Readiness Support is Lacking

Required of all students | Req'd of all students partially online | Req'd of all students 100% online| Optional | Not offered | *n=276*
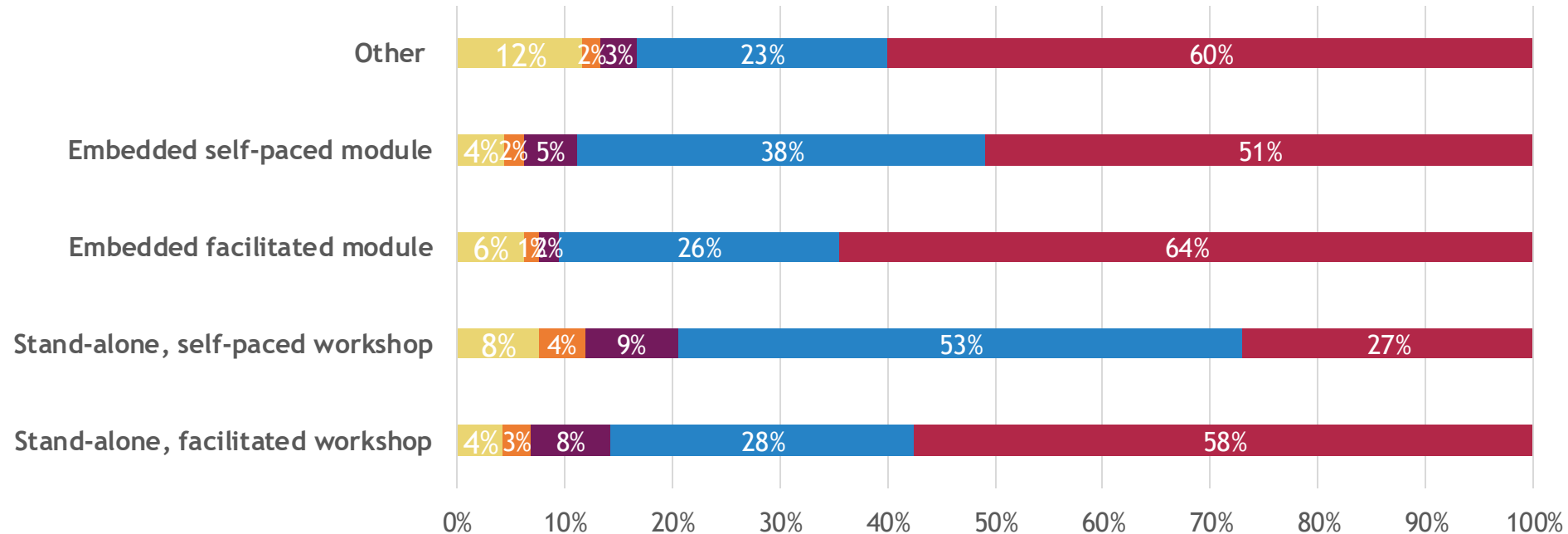
Category	Required of all students	Req'd partially online	Req'd 100% online	Optional	Not offered
Other	12%	2%	3%	23%	60%
Embedded self-paced module	4%	2%	5%	38%	51%
Embedded facilitated module	6%	1%	2%	26%	64%
Stand-alone, self-paced workshop	8%	4%	9%	53%	27%
Stand-alone, facilitated workshop	4%	3%	8%	28%	58%

Priorities for Faculty Development
MOST AREAS PRIORITIZED FOR ADD'L INVESTMENTS

Sample = 303
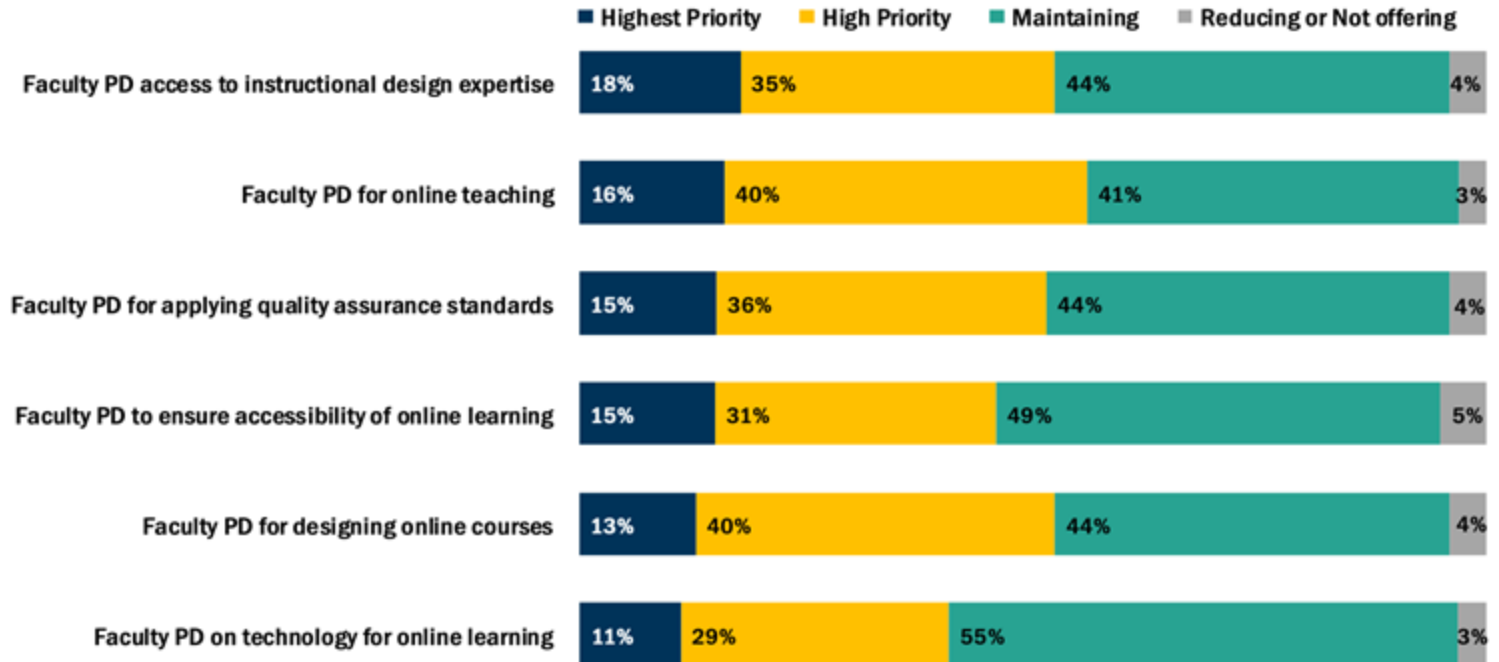
Legend: ■ Highest Priority ■ High Priority ■ Maintaining ■ Reducing or Not offering

Area	Highest Priority	High Priority	Maintaining	Reducing or Not offering
Faculty PD access to instructional design expertise	18%	35%	44%	4%
Faculty PD for online teaching	16%	40%	41%	3%
Faculty PD for applying quality assurance standards	15%	36%	44%	4%
Faculty PD to ensure accessibility of online learning	15%	31%	49%	5%
Faculty PD for designing online courses	13%	40%	44%	4%
Faculty PD on technology for online learning	11%	29%	55%	3%

Faculty Training Requirements for Online Teaching
Overall | Public, 2-year | Public, 4-year | Private, 4-year | *n=291*
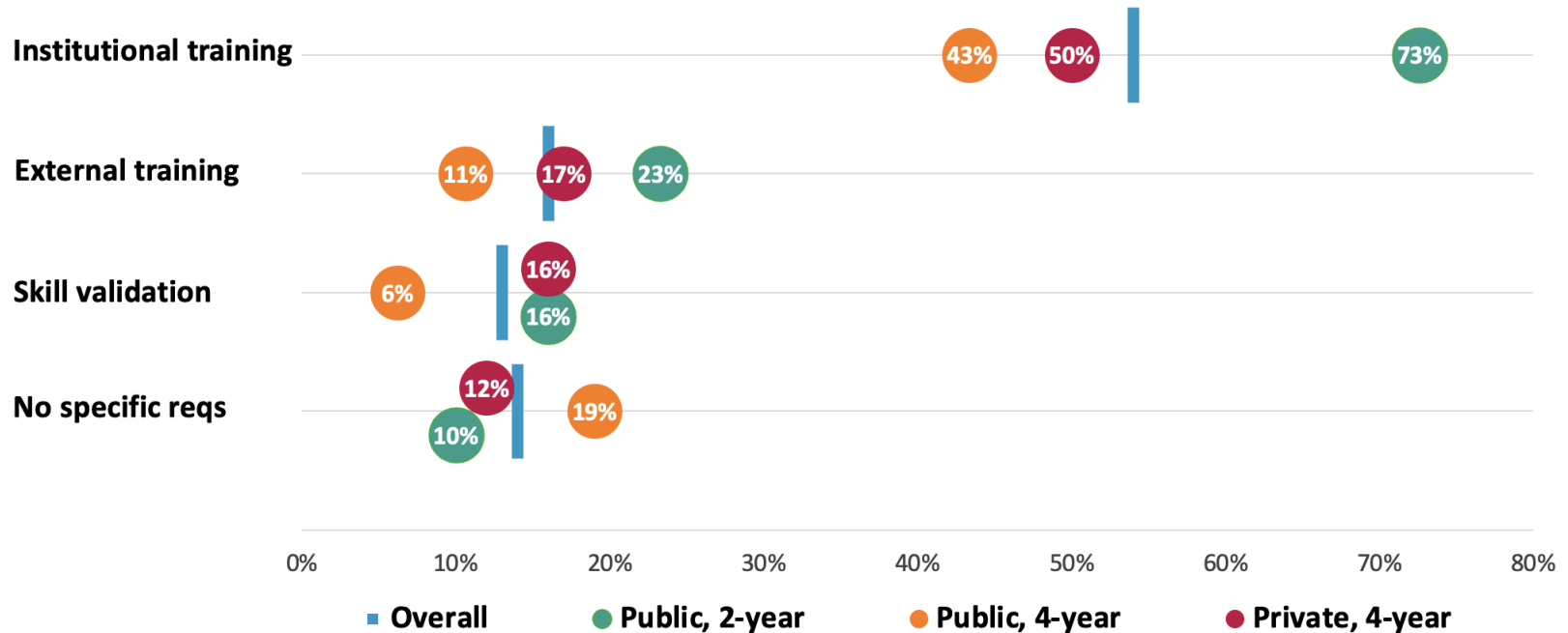
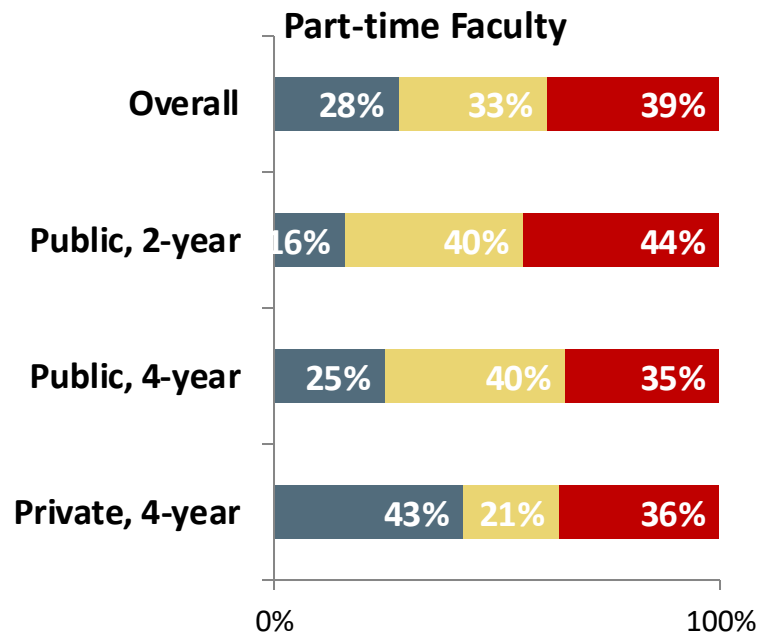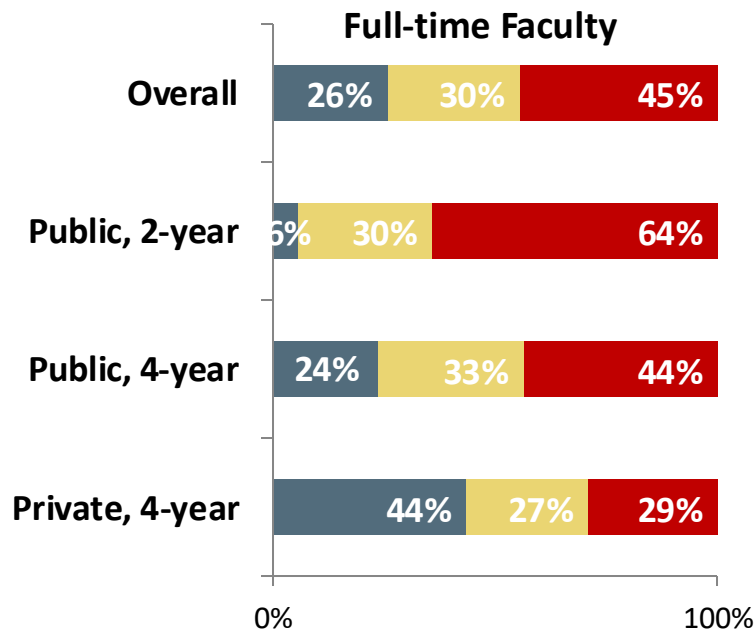**Institutional training** — Public, 4-year: 43% | Private, 4-year: 50% | Public, 2-year: 73%

External training — Public, 4-year: 11% | Private, 4-year: 17% | Public, 2-year: 23%

Skill validation — Public, 4-year: 6% | Private, 4-year: 16% | Public, 2-year: 16%

No specific reqs — Public, 2-year: 10% | Private, 4-year: 12% | Public, 4-year: 19%

Legend: ■ Overall | ● Public, 2-year | ● Public, 4-year | ● Private, 4-year

Proportion of Faculty Approved to Teach Online by Sector

Small Proportion <40% | Medium Proportion 40%-69% | Large Proportion >70% | *n=175*

Full-time Faculty

Sector	Small	Medium	Large
Overall	26%	30%	45%
Public, 2-year	6%	30%	64%
Public, 4-year	24%	33%	44%
Private, 4-year	44%	27%	29%

Part-time Faculty

Sector	Small	Medium	Large
Overall	28%	33%	39%
Public, 2-year	16%	40%	44%
Public, 4-year	25%	40%	35%
Private, 4-year	43%	21%	36%

0% — 100%

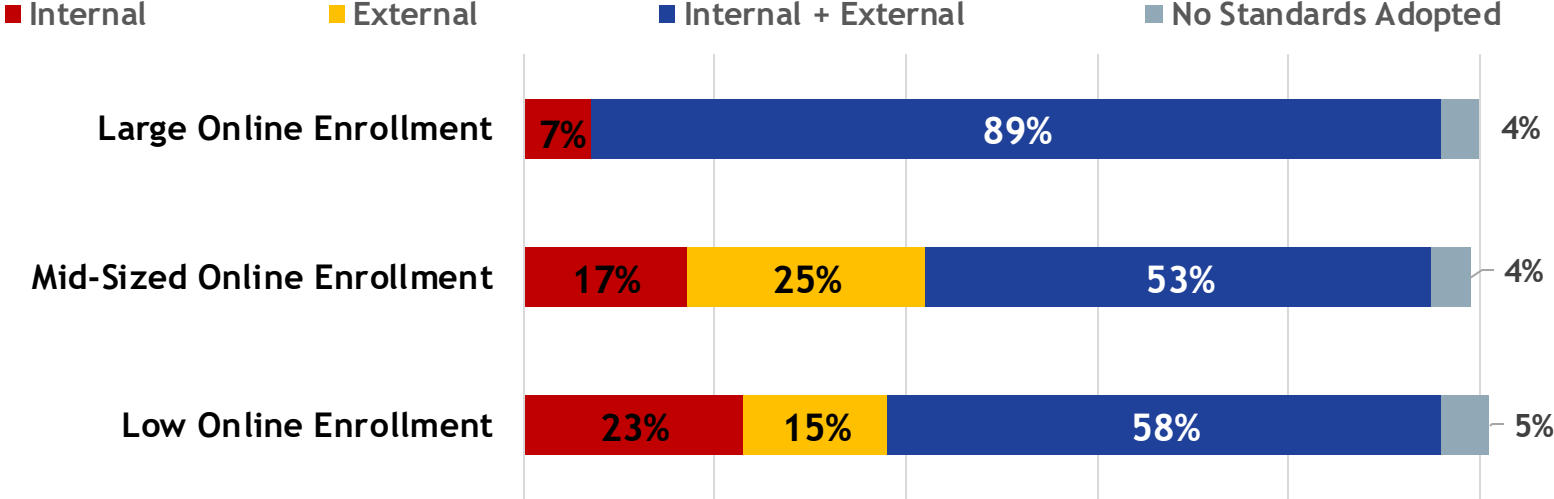How are you preparing to meet future demand?

Are you prepared for a future emergency?

Quality Assurance
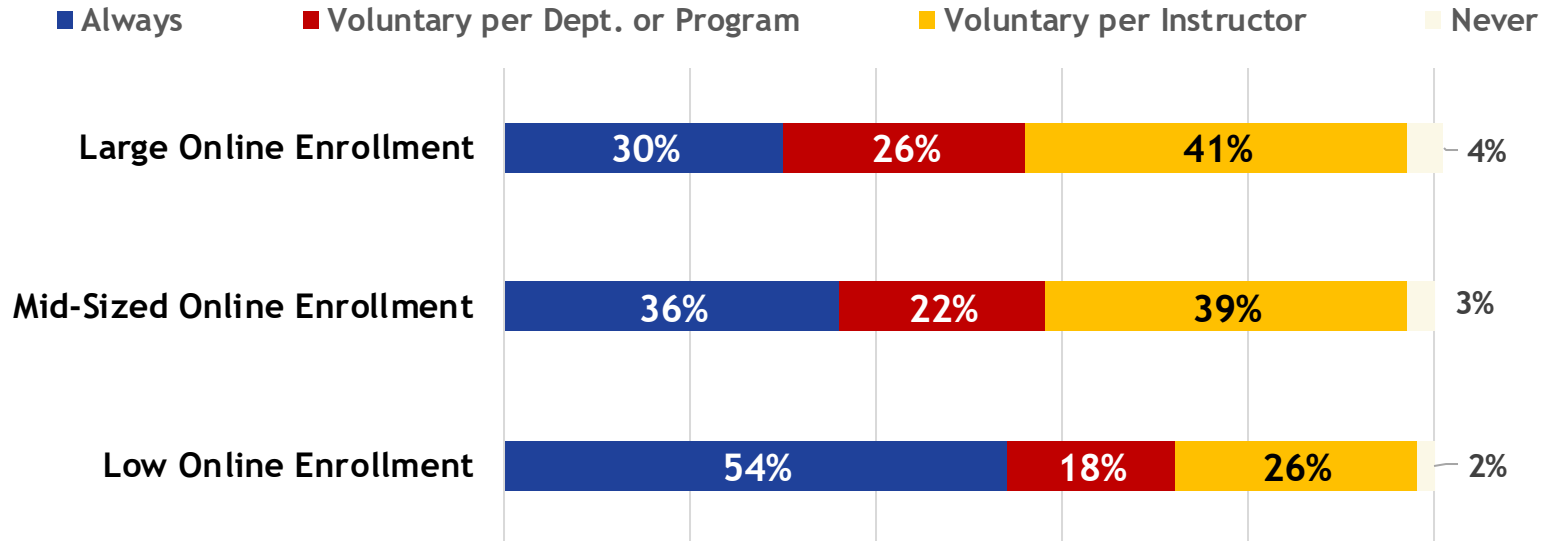
Most Institutions Use a Combo of QA Standards
(SAMPLE = 238)

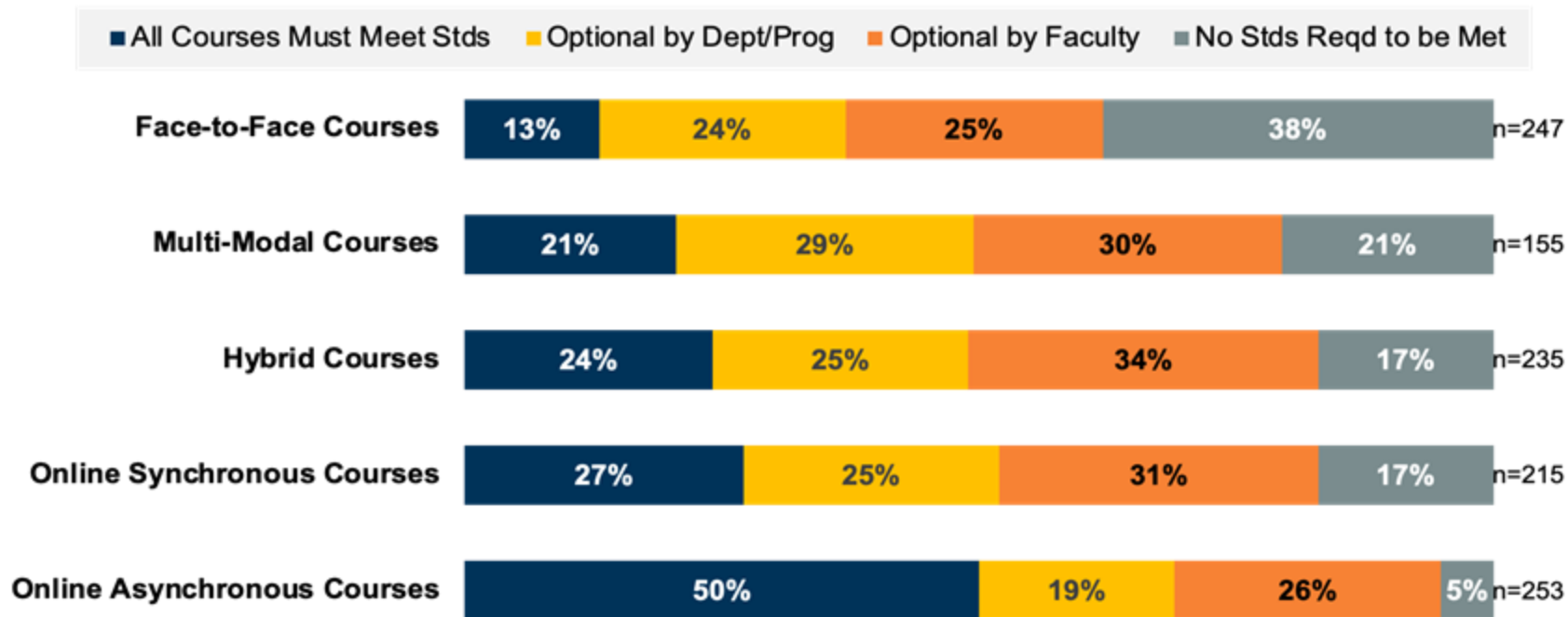## Source of Adopted QA Standards

■ Internal   ■ External   ■ Internal + External   ■ No Standards Adopted

Large Online Enrollment: 7% | 89% | 4%

Mid-Sized Online Enrollment: 17% | 25% | 53% | 4%

Low Online Enrollment: 23% | 15% | 58% | 5%

QA Evaluation Largely Voluntary (SAMPLE = 238)

Evaluating Courses using QA Stds

■ Always   ■ Voluntary per Dept. or Program   ■ Voluntary per Instructor   □ Never

Category	Always	Voluntary per Dept. or Program	Voluntary per Instructor	Never
Large Online Enrollment	30%	26%	41%	4%
Mid-Sized Online Enrollment	36%	22%	39%	3%
Low Online Enrollment	54%	18%	26%	2%

QA by Modality Questions "Assurance"

Legend: ■ All Courses Must Meet Stds ■ Optional by Dept/Prog ■ Optional by Faculty ■ No Stds Reqd to be Met

Course Modality	All Courses Must Meet Stds	Optional by Dept/Prog	Optional by Faculty	No Stds Reqd to be Met	n
Face-to-Face Courses	13%	24%	25%	38%	n=247
Multi-Modal Courses	21%	29%	30%	21%	n=155
Hybrid Courses	24%	25%	34%	17%	n=235
Online Synchronous Courses	27%	25%	31%	17%	n=215
Online Asynchronous Courses	50%	19%	26%	5%	n=253

Online Program Goals: QA Communication Still Lagging
(SAMPLE = 258)
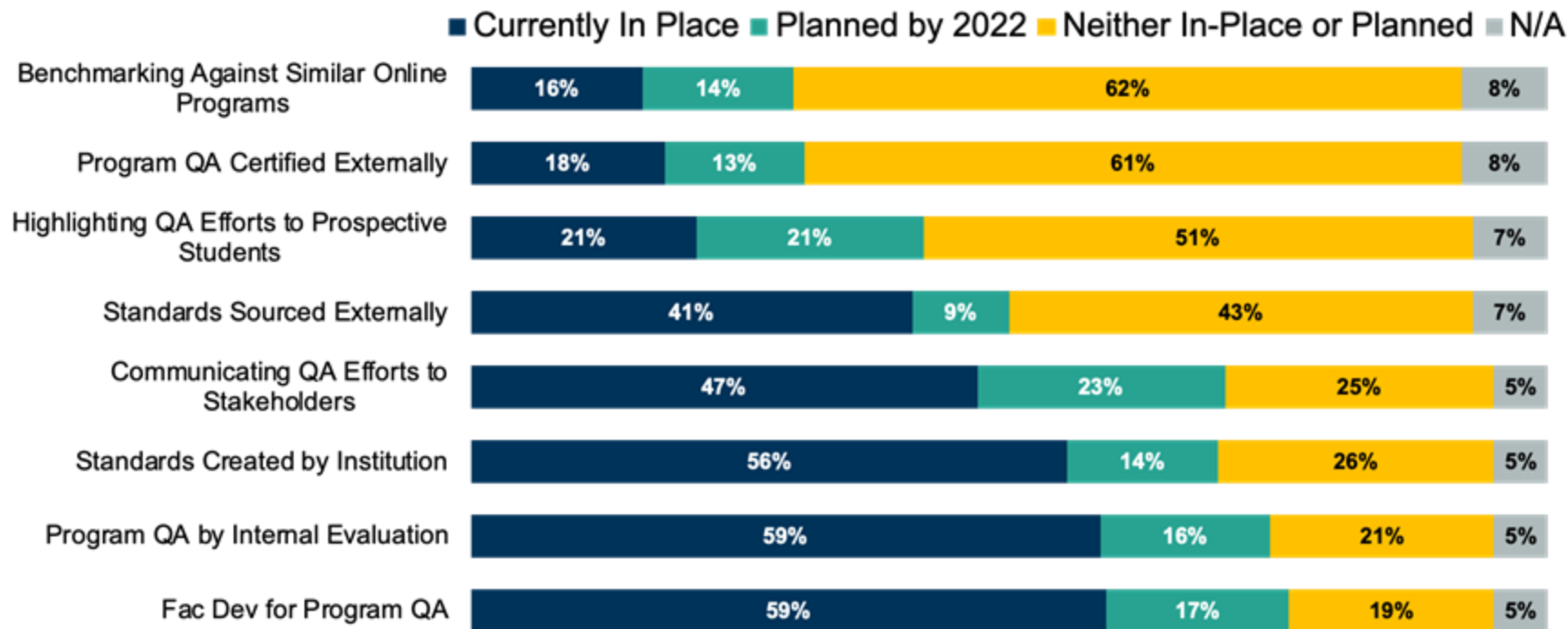
Legend: ■ Currently In Place ■ Planned by 2022 ■ Neither In-Place or Planned ■ N/A

Category	Currently In Place	Planned by 2022	Neither In-Place or Planned	N/A
Benchmarking Against Similar Online Programs	16%	14%	62%	8%
Program QA Certified Externally	18%	13%	61%	8%
Highlighting QA Efforts to Prospective Students	21%	21%	51%	7%
Standards Sourced Externally	41%	9%	43%	7%
Communicating QA Efforts to Stakeholders	47%	23%	25%	5%
Standards Created by Institution	56%	14%	26%	5%
Program QA by Internal Evaluation	59%	16%	21%	5%
Fac Dev for Program QA	59%	17%	19%	5%

Are you talking about QA with current students? Prospective students? Why or why not?

THANK YOU TO OUR CHIEF ONLINE LEARNING OFFICERS

CHLOE would not be possible without your feedback and support!

Sign up to receive the CHLOE Survey

https://bit.ly/CHLOE_list

Questions? Ideas to share?