

Academic Growth Plan:  
**Strategies for Designing Scalable Programs**

May 2013

## TODAY'S SCHEDULE

### **Strategies for Designing Scalable Programs**

10:00 – 10.30am, DEC Studio 217

The morning will focus on the strategies for scaling programs and will explore related frameworks and curricular strategies. We will invite colleagues from enrollment management, institutional research, the business office, advising, and the registrar to examine various approaches to curriculum design that reduce bottle necks, maximize resource allocations and facilities, create flexibility, and streamline completion.

### **Workshop: How do we apply strategies for scaling to our current and future programs?**

10.30 am – 12.00 charrette, 12.00 – 12.30 report out and lunch.

A workshop will explore these ideas in the context of our current programs and as a way to frame new programs and those in development.

## Strategies informed by conversations with:

Business Office

Enrollment Management

Institutional Research

Learning & Advising

Managers of Academic Operations

Provost's Office

Registrar

Educational Advisory Board, "Smart Growth"

Creating a framework for designing new programs and growing existing programs to over 100 students.

# AVOID

Excessive sequencing

Pre-requisites

# FOCUS on

Outcomes-based education

Scale-based pedagogy

New classroom models

Modularity

Flexibility

Cost-effectiveness

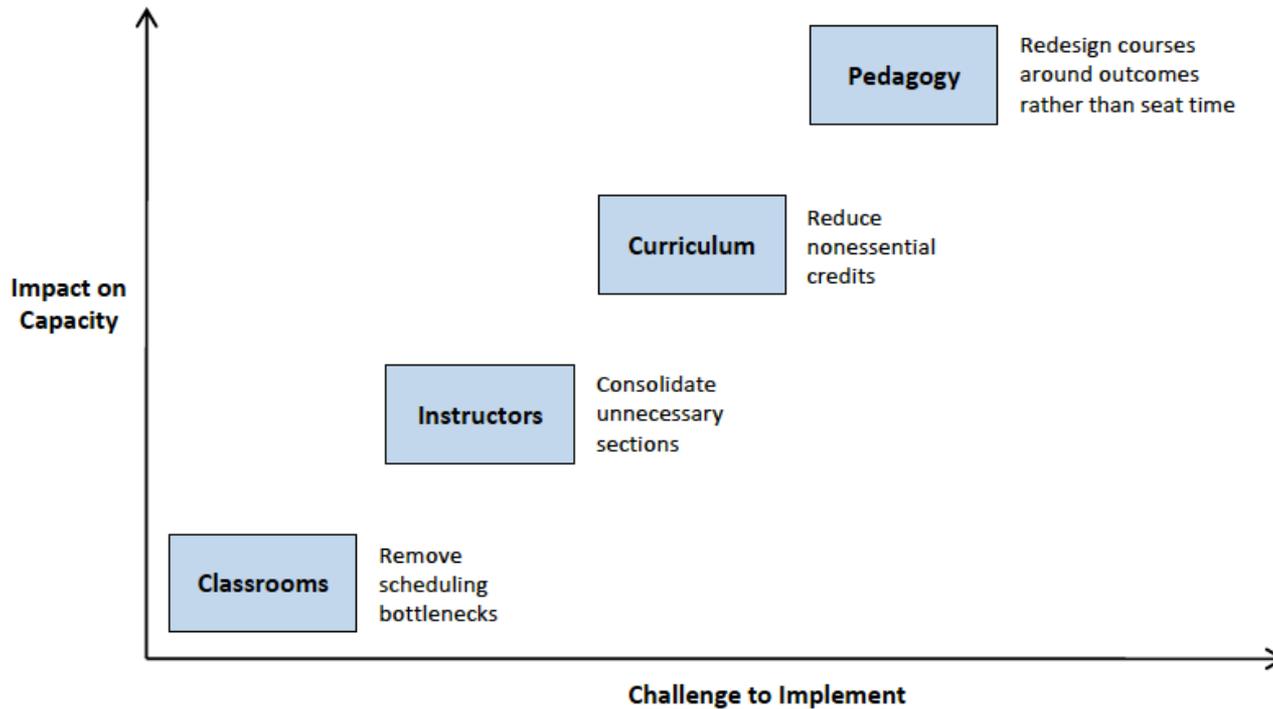
Online options

Reduction of barriers to entry

How do we differentiate while still creating frameworks and flexibility for students to complete the requirements?

# Maximizing Instructional Capacity

*Four Levers to Increase Enrollment, Minimize Costs, and Maintain Quality*



Source: Education Advisory Board interviews and analysis.

# Moving Beyond the Current Constraints

- The limits of the current paradigm: scale-based pedagogy  
*Innovative new pedagogical approaches offer the possibility of rethinking instructional models with potentially disruptive impact on capacity limitations.*
- Rethinking the classroom.
  - *New classroom designs that blend lecture, discussion, and practical work in a single space.*
  - *Hybrid and fully online courses that reduce the number of physical class meetings, replacing them with online interaction.*
  - *Course redesigns that allow students to follow self-paced modules with the support of tutors.*
  - *Assessments that award credit for demonstrated competencies rather than seat time .*

## Moving Beyond the Current Constraints, continued.

- For-profits pioneering the most efficient (and controversial) techniques.

*For-profit universities have been the most likely to adopt radical approaches to maximizing instructional capacity and minimizing instructional costs.*

*While this extreme model is unattractive to most traditional colleges and universities, the for-profits do offer a laboratory for testing the impact of these approaches on costs, capacity, and quality of instruction.*

# Outcomes-based education

- Student-centered instead of class-centered
- Forces programs to consider what is really important rather than piling on content
- Create a range of experiences for students that integrate curricular and co-curricular
- Provide more flexible options & feed into intrinsic motivation through choice
- Integration of learning at scale is more permeable

“Institutions will only be threatened by MOOCs if your main mission is the delivery of content.” Daphne Kohler, Coursera

## Provide robust component to integrate transfer students and change of majors.

- Easy entry for transfer students
- Reduce prerequisites
- Curricular flexibility instead of sequenced requirements
- Facilitate January entry & summer offerings
- Provide online options to allow students to take courses at other times.
- Consolidate courses that have similar/same outcomes (example - first year/foundation courses; technology courses; survey courses)
- A common course with sections/recitation with focused study in a discipline

# Curricular Strategies

- Modular curricula with lean core – minimally sequential
- Modules are organized by outcomes – conceptually part of the core – but highly individualized.
- Prior learning experience – competency based models
- Minimizing class time-contact time – as students become more independent learners
- Reducing to 120 credit
- An absolute minimum of 15 credits of free electives
- Reduce specialized courses for majors
- String together sequences that can be used in more than one way (multi-modal); professional certificates, etc.

## Pedagogy

- Adopt instructional models that supply quality at scale
- Devote more time to interaction than content delivery
- Provide modular units (so students don't sit through an entire course if they only need one module)

## Program needs to be cost effective.

- Reduce personnel costs
- Efficient delivery of courses  
right-size course enrollments  
create more efficiencies in delivery
- Consider streamlining administration of program
- Reduce space facilities demands
- Consider how the program can utilize existing resources
- Make software available rather than computer labs
- Effective use of adjuncts  
coordination models for effective delivery of core courses  
tiering adjuncts (to have some adjuncts have more responsibility)
- Consider year-round programming and course offerings  
(integrating online)

## Academic Growth Plan can mean

- New program development.
- Expanding what we have.
- Curricular reform to streamline delivery of current programs.
- Sunsetting programs (in combination with new/growth).

## FRAMEWORK FOR WORKSHOP

1. In what ways would Philadelphia University have to change (generally and specifically) in order to support programs at scale?
2. Design a program or redesign an existing program that builds on existing resources and can scale to (at least) 100 students.
3. What are new approaches and examples of scale-based pedagogy?

## CONSIDERATIONS

- Where are the levers for substantive change?
- How do you get from here to there?
- How do you make the end state real?

## SCHEDULE

- |                  |                                          |
|------------------|------------------------------------------|
| 10.30 – 12.00pm: | Work in teams                            |
| 12.00 – 12.30pm: | Report out/sharing your findings (lunch) |