PARTNERING WITH THE PRIVATE SECTOR TO INCREASE GRADUATE ENROLLMENTS IN A SCHOOL OF INTERNATIONAL AFFAIRS: A GAP ANALYSIS

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Case Study Questions

What are the knowledge, motivational, and organizational barriers keeping faculty program directors from creating online concentrations?

What are the knowledge, motivation, and organizational solutions to those barriers?

Methods and Data Analysis

A mixed methods study:
- Surveys–12 Program Directors
- Interviews–12 Program Directors
- Document Analysis

Significance & Findings: Validated Causes

| KNOWLEDGE | ◆ Lack of factual, conceptual, procedural, and metacognitive knowledge about online course development |
| MOTIVATION | ◆ Lack of cost and utility value associated with online course development |
| ORGANIZATION | ◆ Lack of stakeholder involvement in strategic enrollment planning  
◆ Misalignment of resources and strategic enrollment goals  
◆ Vague performance goals |

Recommended Solutions

◆ Develop peer mentorship program with faculty who have successfully developed online courses in partnership with 2U.
◆ Involve stakeholders in strategic enrollment management planning and link online learning to School’s mission and purpose.
◆ Align resources with strategic enrollment goals.
◆ Create new product and business model innovations.

Areas for Future Research

◆ Growing strategic importance of online learning in graduate education and how to engage faculty in course development.
◆ How blended learning and earning models could reduce the cost of graduate education and increase access.

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Key Literature

Gap analysis framework (Clark & Estes, 2008)
Taxonomy for learning, teaching & assessing (Anderson, & Kratwohl, 2001)
Higher education in the digital age (Bowen, 2013)
Unrelenting innovation: how to build a culture for market dominance (Tellis, 2013)
Educational transformation through online learning: to be or not to be (Picciano & Allen, 2010)