

Welcome to today's **University Business** web seminar

The Changing Landscape for Continuing Education



Alexander Arthur
Snr. V.P. Sales &
Marketing
Orbund LLC



Paul Rutledge
Dir. Business
Development
Orbund LLC

Thank you for joining us!
The web seminar will start promptly at 2:00 ET.

The Changing Landscape for Continuing Education

Thank you for joining us!
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For technical support:

Use the Chat panel at the right of your screen. Select the name of our event Host, Steven Blackburn, and type your message.



No computer speakers? Prefer to listen privately?

Dial the phone number and access code posted in the Chat window.

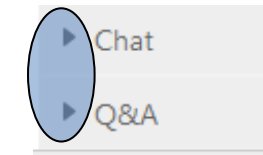
To submit a question to our panel:

Use the Q&A panel at the right of your screen. Send your question to All Panelists, the default option.

A screenshot of a Q&A form. It has a label "Ask:" followed by a text input field containing "All Panelists" and a small square button to the right.

Don't see a panel?

Click the "expand panel" triangle in front of the panel name.



Need to access the presentation at a later time?

Everyone will receive an email with links to the slides and the archive recording later today.

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This web seminar is sponsored by:



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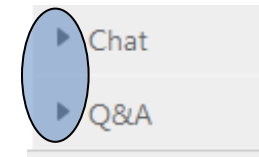
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“Q&A” for panelist questions

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Changing Landscape for Continuing Education

with

Alexander Arthur and Paul Rutledge

Orbund LLC



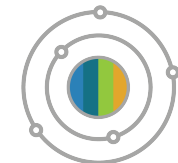
Presenters



Alexander Arthur – V.P. Sales & Marketing



Paul Rutledge – Director Business Development







Introduction

Student demographics are changing. The demand for higher education must evolve to meet the need. COVID has hastened the embracement of “IDL” – Interactive Distance Learning. Postsecondary education must evolve to embrace PCO- Professional, Continuing and Online education.

We will discuss:

- The Demographics of the current postsecondary students
- How Continuing Education is being impacted
- How technology needs to support this aspect of the new education model

				
	Baby boomer 1940–59	Gen X 1960–79	Gen Y (millennial) 1980–94	Gen Z 1995–2010
Context	<ul style="list-style-type: none"> • Postwar • Dictatorship and repression 	<ul style="list-style-type: none"> • Political transition • Capitalism and meritocracy dominate 	<ul style="list-style-type: none"> • Globalization • Economic stability • Emergence of internet 	<ul style="list-style-type: none"> • Mobility and multiple realities • Social networks • Digital natives

Who are they?

Born 1981-2000, Millennials are the most diverse generation we have had to teach.

Traditional teaching and student services "do not apply."

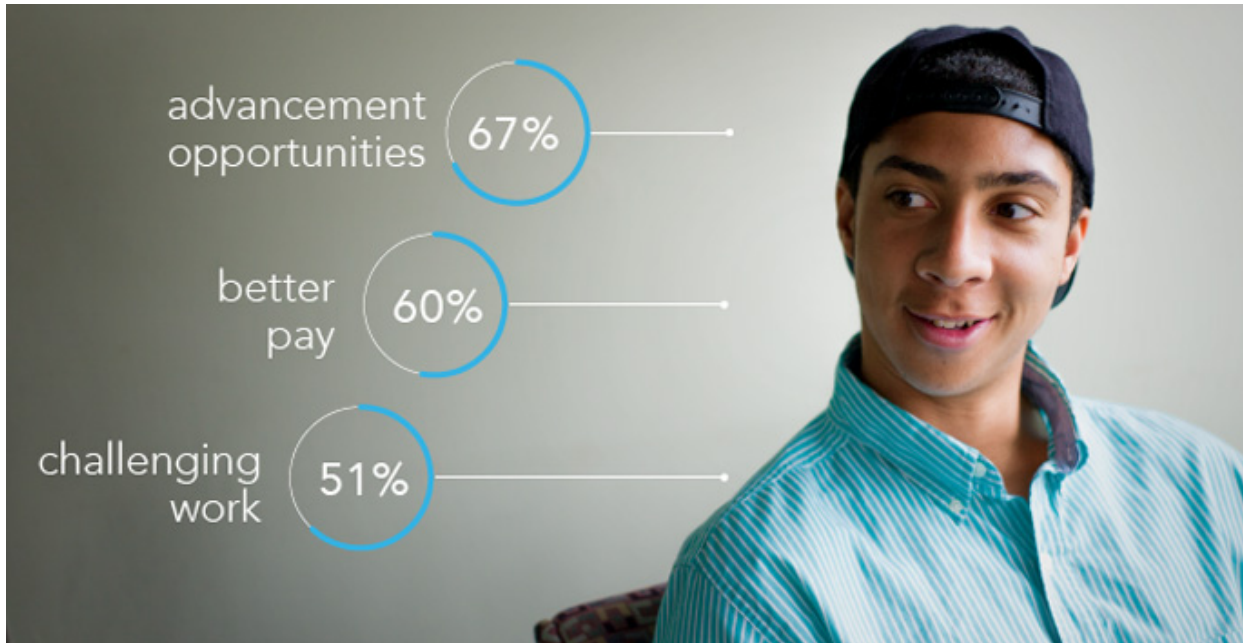
The last wave is college-age.

Now, they are adult learners.

They forever changed education.



What are they?



"It is a riddle, wrapped in a mystery, inside an enigma."

Millennials openly admit to self-contradictions.

75

Percent
of U.S.
workforce
by 2020

44

Percent
planning to
complete
a college
degree

1

Trillion dollars
in student
loan debt



Source: Education Initiative (2019)

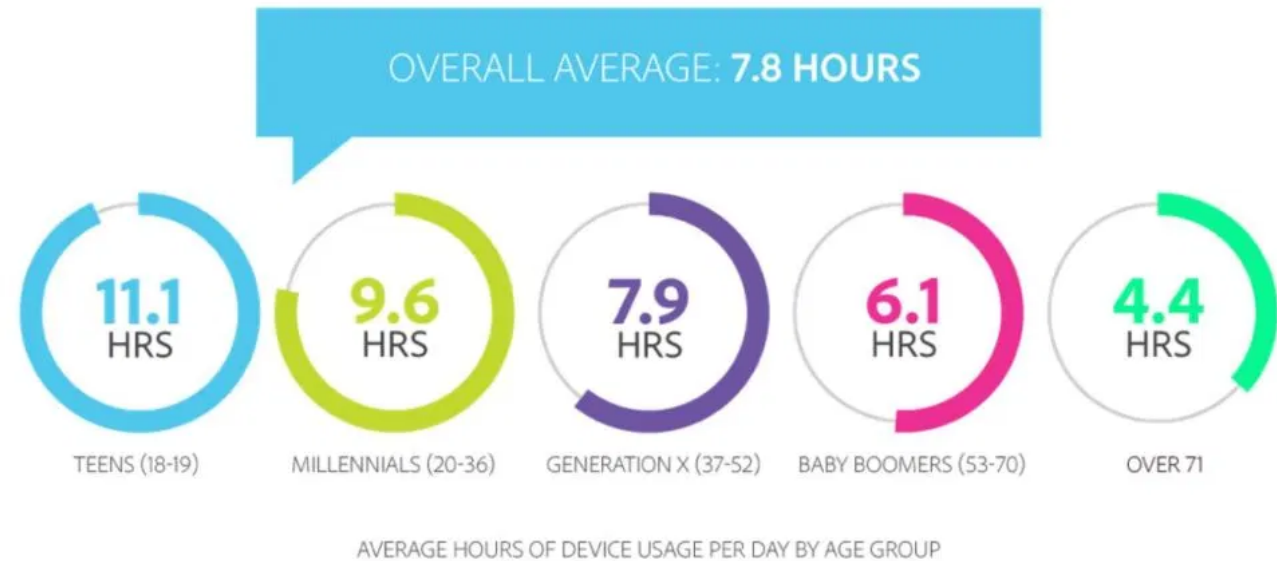
Game-changers

1. Computers are not technology.
2. Doing is better than knowing.
3. Learn by losing, like a video game.
4. Don't waste my time.
5. Multitasking is the norm.



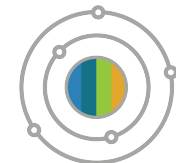
New normal





- Convenience, 24/7
- Teaching how vs. what
- Self-paced
- What's needed, when needed



What's next?

As Millennials become the instructors and administrators, who are they recruiting and teaching?



				
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Context	<ul style="list-style-type: none"> • Postwar • Dictatorship and repression 	<ul style="list-style-type: none"> • Political transition • Capitalism and meritocracy dominate 	<ul style="list-style-type: none"> • Globalization • Economic stability • Emergence of internet 	<ul style="list-style-type: none"> • Mobility and multiple realities • Social networks • Digital natives
Behavior	<ul style="list-style-type: none"> • Idealism • Revolutionary • Collectivist 	<ul style="list-style-type: none"> • Materialistic • Competitive • Individualistic 	<ul style="list-style-type: none"> • Globalist • Questioning • Oriented to self 	<ul style="list-style-type: none"> • Undefined ID • “Communaholic” • “Dialoguer” • Realistic
Consumption	<ul style="list-style-type: none"> • Ideology • Vinyl and movies 	<ul style="list-style-type: none"> • Status • Brands and cars • Luxury articles 	<ul style="list-style-type: none"> • Experience • Festivals and travel • Flagships 	<ul style="list-style-type: none"> • Uniqueness • Unlimited • Ethical

McKinsey&Company

'Undefined ID'
"Don't define yourself
in only one way"



Expressing
individual **truth**

'Communaholic'
"Be radically
inclusive"



Connecting through
different **truths**

'Dialoguer'
"Have fewer confrontations
and more dialogue"



Understanding
different **truths**

Realistic
"Live life
pragmatically"



Unveiling the **truth**
behind all things

Truth seekers

The search for truths is at the heart of Generation Z.

Why wouldn't we include everyone?

How come we consume so much?

What is the point of putting me in a box or category?

72%

of high schoolers
want to start a
business someday



61%

would rather be
entrepreneurs than
employees after college

OF 13 TO 21-YEAR-OLDS



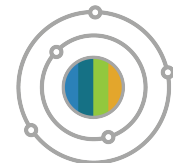
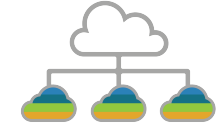
22%
make money
online

16%
work for
themselves

9%
work
full-time

The road behind, the road ahead

We are doing better than some might think. The job ahead is technology-dependent.



JIT Learning



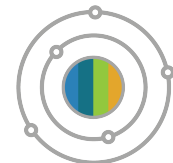
“We’re going to move towards an outcomes-focused, learning-based curriculum, rather than a system that bases itself on credits accumulated or time spent in the classroom.”

“In the past, people wanted time to pursue learning that led to degrees; now, people look to higher education for just-in-time learning.”

“Within the next several years, the number of people seeking just-in-time learning will overshadow those going to college for traditional degrees.”

Arthur Levine | President, Woodrow Wilson Foundation

Higher Ed as a Business interview 8/27/2018



Re-Imagining

Divisions should look to adapt their business processes to new tools and systems rather than trying to customize systems to fit their existing business processes, which are often outdated and should be more flexible.

Nicole Westrick
Associate Vice Provost, Temple University

The EvoLLLution, 11/30/16



Key areas for technology

Open APIs

- Easier integration
- Cost-efficiency
- Security

Mobile devices in teaching and learning

- Live interactive classrooms
- Collaborative (more than poll-taking)

Open educational resources

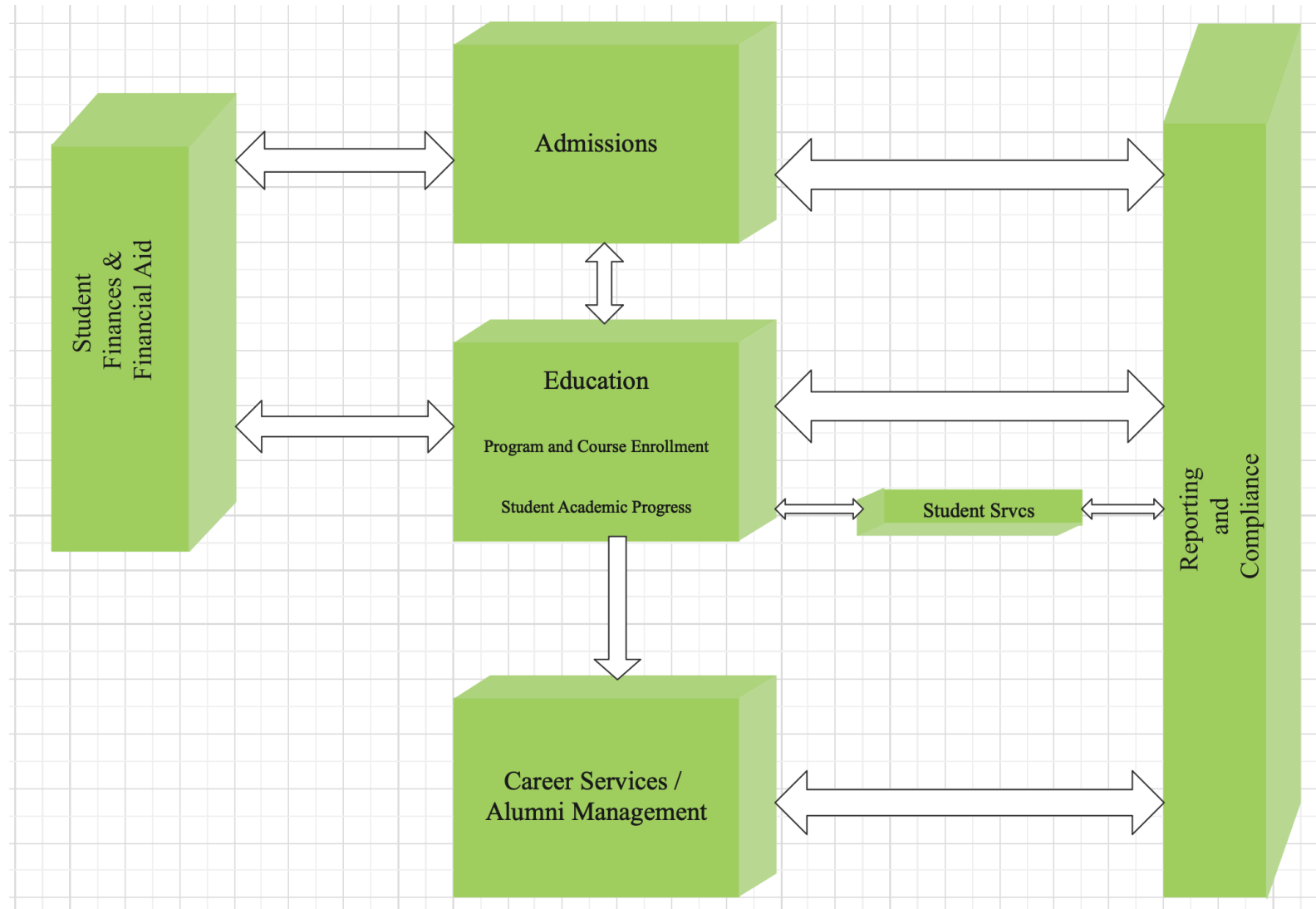
- Portability of credits
- Lower cost texts
- Access advanced or interdepartmental tools

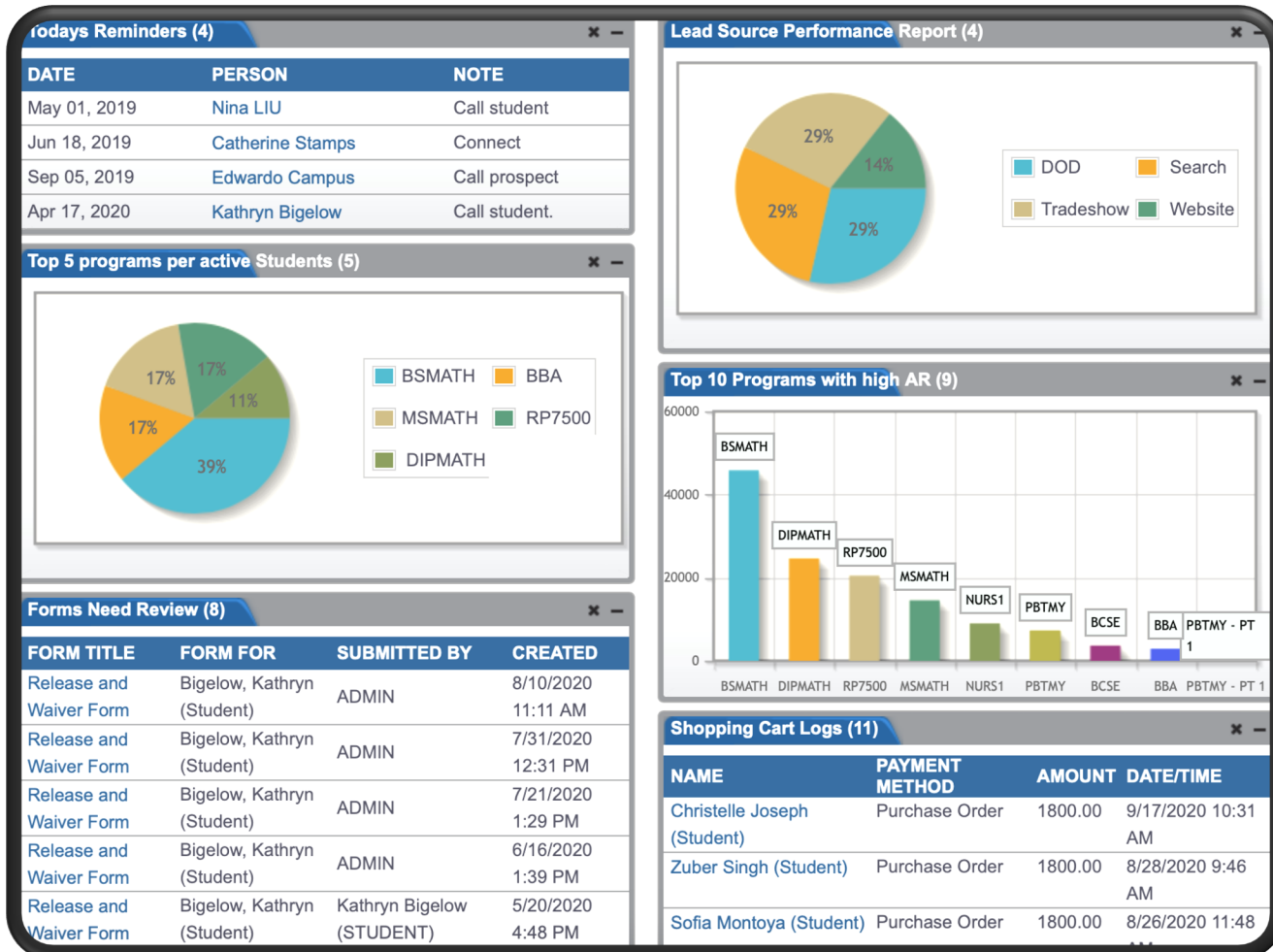
Analysis of student data

- Predict student success and engagement
- Proactive advising and planning

Source: "Higher Education Trends to Watch," EDUCAUSE (2019)

How does all this Flow?





Admissions

Marketing to a different prospect pool

Traditional onboarding process is more immediate


Short Course Registration Portal

Streamlines onboarding for
certain courses

Direct access to course materials

Automatic issuing of Certificate of
Completion

Portal can be incorporated into
website and other marketing sites



Orbund Demo Institute
7300 W 110th Street Suite 700, Overland Park, KS 66210

Campus: All ⌵
Department: All ⌵
Category: All ⌵

Filter *Type anything to find in list below*

BIOL 350 Principles of Genetics

[View Description](#)

Available Sessions	Location	Dates	Time	Instructor	Coordinator	Instructional Hours	Lab Hours	Clinical Hours	Lesson Duration	Seats Available	Tuition	Fees	Price
08012016_10 BIOL 350		Jan 1, 2016 - Oct 10, 2017		CHASTAIN, JESSICA		39.0	0.0	0.0	1.0	76	\$1800.00	\$0.00	\$1800.00

[Select Class](#)

COMS 130 Speaker-Audience Communication

[View Description](#)

Available Sessions	Location	Dates	Time	Instructor	Coordinator	Instructional Hours	Lab Hours	Clinical Hours	Lesson Duration	Seats Available	Tuition	Fees	Price
INDEPENDENT STUDY 1367.524.54289.5268		Mar 1, 2016 - Dec 31, 2018		CHEN, CHIN (Capentary) LOU		0.0	0.0	0.0	0.0	996	\$1800.00	\$0.00	\$1800.00

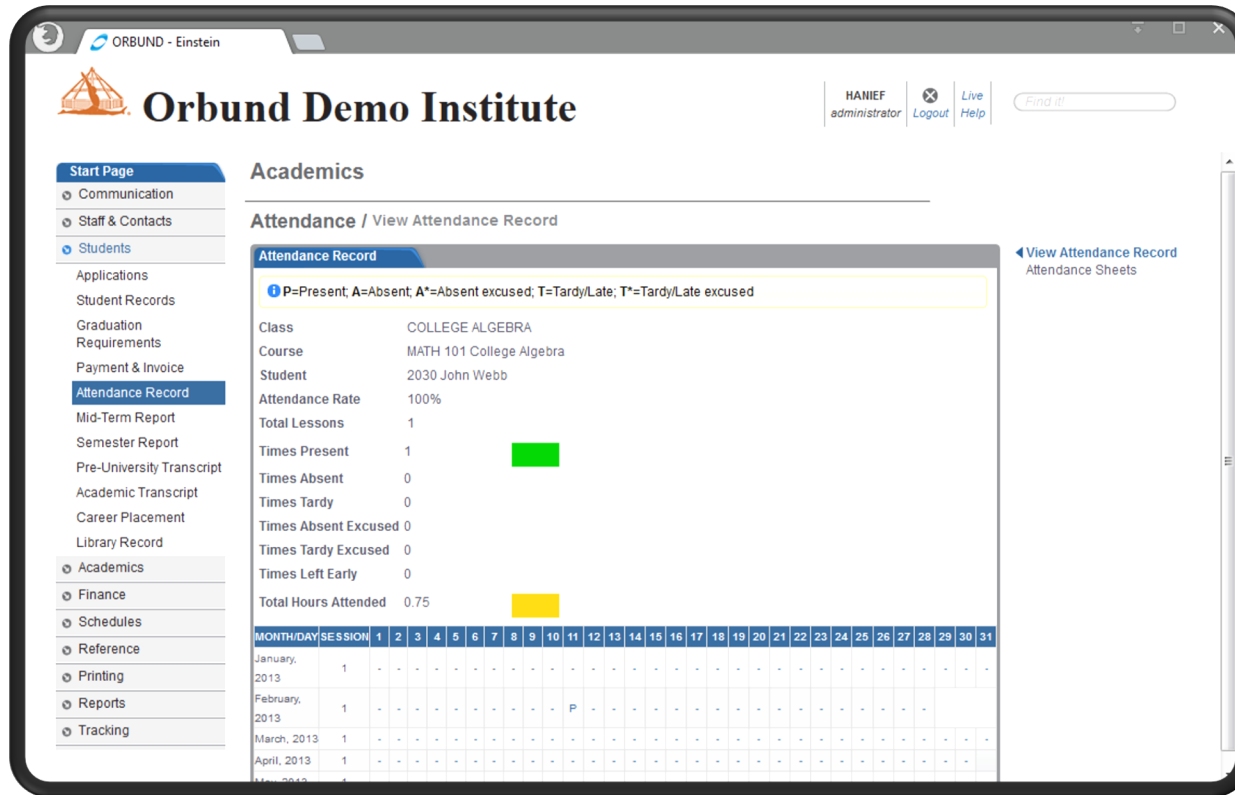
[Select Class](#)

Attendance

Post and view attendance records.

Click to pull reports.

Use workflows that auto-alert students, instructors, other staff when poor attendance presents a risk.



The screenshot shows the Orbund Demo Institute web application. The top navigation bar includes the Orbund logo, the text "ORBUND - Einstein", and user information for "HANIEF administrator" with links for "Logout" and "Live Help". A search bar is also present. The left sidebar contains a menu with categories like "Start Page", "Communication", "Staff & Contacts", "Students", "Applications", "Student Records", "Graduation Requirements", "Payment & Invoice", "Attendance Record" (highlighted), "Mid-Term Report", "Semester Report", "Pre-University Transcript", "Academic Transcript", "Career Placement", "Library Record", "Academics", "Finance", "Schedules", "Reference", "Printing", "Reports", and "Tracking".

The main content area is titled "Academics" and "Attendance / View Attendance Record". It displays an "Attendance Record" for a student named "2030 John Webb" in the "COLLEGE ALGEBRA" class. The record shows an attendance rate of 100% and a total of 1 lesson. A summary table lists various attendance metrics, all of which are zero except for "Times Present" which is 1. A calendar grid below the summary shows the student's attendance for January, February, and March 2013, with a green square indicating a present day in February.

MONTH/DAY	SESSION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
January, 2013	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
February, 2013	1	-	-	-	-	-	-	-	-	-	-	P	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
March, 2013	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
April, 2013	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Advising

Track graduation requirements per program.

Push news of progress to help with course selection, class enrollments, degree audits and overall course offerings.

Make the advisor's job more automated.

Enable her to focus on the individual student's engagement—rather than figuring out the specific path.

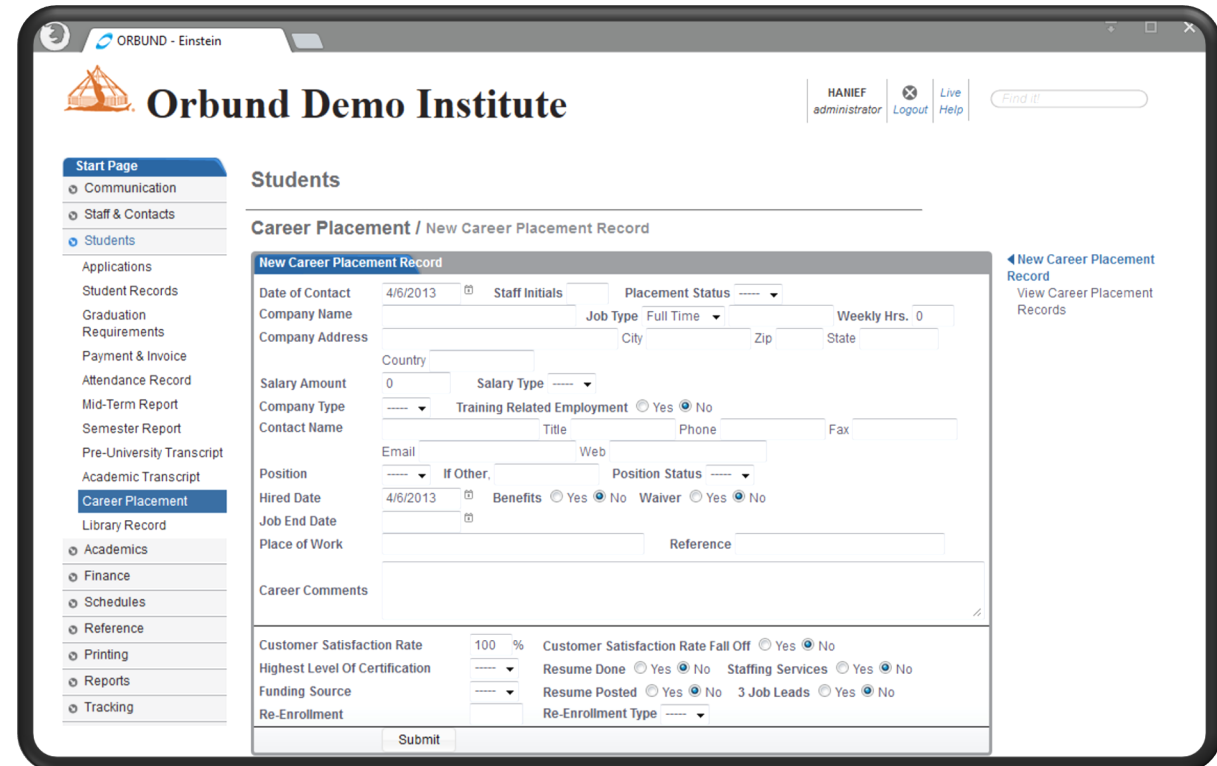
Student / Graduation Requirements			
Graduation Requirements			
Student ID	ST54289		
Student Name	Kathryn Bigelow		
Program	Bachelors in Mathematics		Print graduation requirements
GPA	3.26		
Credit Hours Required	83.0	Credit Hours Completed	50.0
General Courses - CONCENTRATION IN APPLIED MATHEMATICS AND RELATED FIELDS			
COURSE NUMBER	COURSE TITLE	COMPLETED	CREDITS
BIOL 350	Principles of Genetics	A	3.0
ECON 526	Introduction to Econometrics		
PHSX 313	General Physics III	A	3.0
Total Credits			6.0
Minimum Required			9.0
General Courses - CORE COURSES			
COURSE NUMBER	COURSE TITLE	COMPLETED	CREDITS
101 MATH	College Algebra	Enrolled	3.0
Total Credits			3.0
Minimum Required			30.0
General Courses - ELECTIVE COURSES			
COURSE NUMBER	COURSE TITLE	COMPLETED	CREDITS

Career Placement / Externship

Manage placement activity and employer-matching.

Track alumni career placement data.

Make reporting and accountability quicker, easier.



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36343

Hi <Firstname>, Do you have any questions about our school? Text TOUR for a visit or INFO for a personal chat! We'd love to connect with you.
- Rob, AZU

36343

Hi <Firstname>, Great to meet you. If you have any questions, just ask. Here's a link to begin enrollment. We'd love to have you! <PersonalURL>
- Rob, AZU

36343

Hi <Firstname>, Did you know our B-school graduates entry salary is 25% above other schools? Here's what our grads say.
<Video> - Rob, AZU

Keeping it real

Automate and personalize text messages.

Communicate in small steps as the relationship develops.

Show you are efficient, respect the student's time and always encouraging.

Text is So Yesterday!



36343

Hi <Firstname>, Do you have any questions about our school? Text TOUR for a visit or INFO for a personal chat! We'd love to connect with you.
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What about Voice?

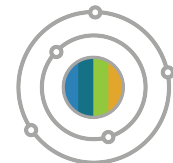
Does it matter how they get information?

Why force them to logon to a portal?

Can we leverage natural language systems?

Conclusion

Cultural shifts by Millennials and Gen Z are changing education. We've done a better job than we give ourselves credit. Going forward, we must prepare for an even more open, more mobile student experience.





Paul Rutledge
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Alexander Arthur
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Orbund

Q&A

Thank you!



The Changing Landscape for Continuing Education

Q&A



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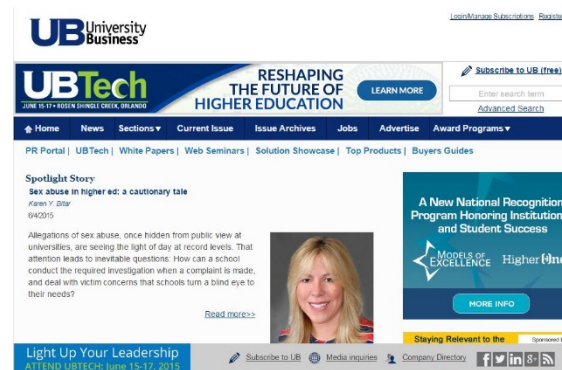


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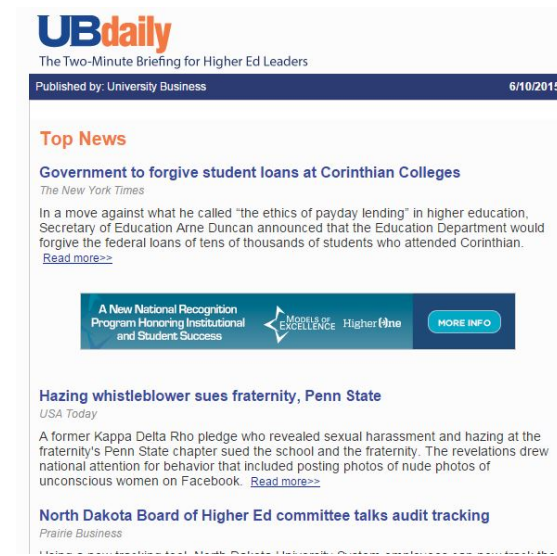
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<http://www.UniversityBusiness.com/Web-Seminars>

You will also receive an email later today with a link to the slides.