Online Learning Conversation Research™

July 02, 2013
Statement of Purpose

- Understand the most relevant factors (keywords, phrases, ideas and concepts) mentioned by the target segments in conversations about Online Learning (excluding MOOCs)
- Understand the target sentiments towards Online Learning with focus on the following
  - Positive: What are people saying they like about Online Learning?
  - Negative: What are people saying they don’t like about Online Learning?
  - Neutral/Mixed: What are those areas where people appear to be ambivalent or equivocal – that is, they are undecided?
- Target segments:
  - Corporate executives and employees
  - Corporate talent management and human resources types
  - School administration
  - Current students (people who are currently engaged in an online course)
- Geography focus: Global (language: English)
- Time period: 12 months
# Research Methodology

## Data Capture
- Customized “crawl” search for relevant conversations using proprietary Social Mapping™ technology
- Random selection from universe of conversations
- Search not limited to specific places/sites – aggregation dependent on where the conversations are occurring

## Data Organization
- Post Rank™ technique for identifying the most relevant discussions that have the biggest impact in online space
- The impact of every posted comment is calculated using the algorithm that involves about three dozen rules
- Conversations organized in the order of importance to make sure that the high impact conversations are taken into consideration and analyzed

## Data Analysis
- Theme Identification Engine™: Key themes bubble up in the information collected from online space
- Vibe Sensor™: Vibe trends are identified for the conversations
- Profiling and Association: The demographic profile of the consumers is identified using Consumer Mapping™ technology. Sophisticated research methodologies are extensively employed to derive quantifiable insights out of this rich pool of processed data
## Media Coverage

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<tr>
<td><img src="inline" alt="YouTube" /> <img src="inline" alt="LinkedIn" /> <img src="inline" alt="Facebook" /> <img src="inline" alt="Twitter" /></td>
<td>• Private profiles</td>
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<td>• All social networks</td>
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<td>• All open profiles</td>
<td>contact details etc.</td>
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<td>• Consumers &lt;13 years (legal regulation)</td>
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Vibe Sensor

- The social map for Online Learning is 23% positive
- Current Students have the highest positive disposition (+53%)
- Corporate executives/employees and Talent Management/HR have a higher negative skew with +7% and +9% net vibe respectively
- School Administration mirrors the overall category disposition
- 7500 conversations over last one year were analyzed to garner the insights
Characteristics of Online Learning

- Virtual experience, Quality and Convenience are the three most discussed characteristics of Online Learning.
- Convenience is generating the maximum positive vibe for Online Learning.
- Virtual Experience and Quality are the top concern areas.

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Key Conversation Themes

- In-person engagement: 26%
- Value on resume: 21%
- The next big thing: 16%
- Job-Course-family balance: 14%
- Student's commitment: 14%
- Rigor: 10%
- Code of conduct: 9%
- Profit-driven: 8%
- Price-Value equation: 7%
- Affordability: 7%
- Faculty: 6%
- Format preference: 5%
- Geographical scalability: 5%
- Schedule: 5%
- Self-paced: 4%
- No commute: 4%
- Reflects self-discipline: 4%

In-person engagement and Value on resume are the two most important conversation themes around Online Learning.
Online Learning is considered as the next big thing in the education sector – the growing conversation around the concept is causing skeptics to give it a try.

The flexibility of Online Learning that helps individuals manage job and family is considered as a big advantage.

The lack of in-person engagement that induces collaborative learning with faculty and among students is seen as the biggest disadvantage of Online Learning.

There are mixed opinions around the value of online degrees/certifications on the resume.
Characteristics by Consumer Segment

Corporate executives & employees

- Virtual experience
- Impact on education system
- Quality
- Convenience
- Student performance & retention
- Cost
- Employment prospects

Corporate talent management & HR

- Employment prospects
- Virtual experience
- Quality
- Convenience
- Impact on education system
- HR effectiveness

Legend:
- Green: Positive
- Yellow: Neutral
- Blue: Mixed
- Red: Negative

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Characteristics by Consumer Segment

**Current students**
- Convenience
- Quality
- Virtual experience
- Employment prospects
- Cost
- Impact on education system
- Student performance & retention
- Logistics

**School administration**
- Virtual experience
- Impact on education system
- Quality
- Convenience
- Student performance & retention
- Employment prospects
- Cost

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Key Conversation Themes by Consumer Segment

**Corporate executives & employees**
- In-person engagement: 29%
- Student's commitment: 17%
- Value on resume: 17%
- The next big thing: 17%
- Profit-driven: 12%
- Price-Value equation: 10%
- Job-Course-Family balance: 10%
- Affordability: 9%

**Corporate talent management & HR**
- Value on resume: 61%
- Code of conduct: 12%
- Rigor: 12%
- Reflects self-discipline: 12%
- In-person engagement: 12%
- Job-Course-Family balance: 11%

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Key Conversation Themes by Consumer Segment

**Current students**

- Job-Course-Family Balance: 23%
- Value on resume: 20%
- In-person engagement: 17%
- Rigor: 15%
- Format Preference: 12%
- Self-paced: 10%

**School administration**

- In-person engagement: 35%
- The next big thing: 23%
- Student's commitment: 15%
- Value on resume: 12%
- Profit-driven: 11%
- Job-Course-Family balance: 11%
- Code of conduct: 10%
- Rigor: 9%
- Faculty: 9%
Accelerators by Consumer Segment

**Corporate executives & employees**
- The next big thing: 13%
- Student's commitment: 10%
- Job-Course-Family balance: 10%
- In-person engagement: 8%
- Price-Value equation: 7%
- Affordability: 7%
- Value on resume: 7%

**Corporate talent management & HR**
- Value on resume: 27%
  - Job-Course-Family Balance: 11%
  - Rigor: 10%
  - Reflects self-discipline: 10%
Accelerators by Consumer Segment

**Current students**
- Job-Course-Family balance: 23%
- Rigor: 13%
- Value on resume: 12%
- Self-paced: 10%
- In-person engagement: 10%
- Format preference: 10%

**School administration**
- The next big thing: 20%
- In-person engagement: 14%
- Job-Course-Family balance: 11%
- Rigor: 7%
- Value on resume: 6%
Detractors by Consumer Segment

Corporate executives & employees

- In-person engagement: 20%
- Profit-driven: 11%
- Value on resume: 9%
- Student's commitment: 7%

Corporate talent management & HR

- Value on resume: 29%
- In-person engagement: 12%
- Code of conduct: 11%
Detractors by Consumer Segment

**Current students**
- Value on resume: 7%
- In-person engagement: 5%

**School administration**
- In-person engagement: 20%
- Profit-driven: 10%
- Student's commitment: 7%
- Code of conduct: 6%
- Value on resume: 5%
- Faculty: 4%
Factors that govern the choice of an online course

- Reputation/Recognition: 79%
- Cost: 33%
- Quality: 19%
- Values: 12%
- Convenience: 6%

- Institution’s reputation and course recognition is the most important criteria for choosing an Online Learning program
Deal Makers & Deal Breakers

- Institution’s reputation and course recognition – good and bad – is the biggest deal maker and deal breaker for an online course respectively
- Cost is also an important consideration which impacts the decision in both directions
Key Takeaways

• The social map for Online Learning is **23% positive**

**Characteristics of Online Learning**

• Virtual experience, Quality and Convenience are the three most discussed characteristics
  • Convenience is generating the maximum positive vibe for Online Learning
  • Virtual Experience and Quality are the top concern areas

**Accelerators & Detractors**

• Online Learning is considered as the next big thing in the education sector – the growing conversations around the concept is causing skeptics to give it a try
• The flexibility of Online Learning that helps individuals manage job and family is also considered as a big advantage
• The lack of in-person engagement that induces collaborative learning with the faculty as well as amongst students is seen as the biggest disadvantage of Online Learning
  • There are mixed opinions around the value of online degrees/certification on the resume

**Factors that govern the choice of an online program**

• Institution’s reputation & course recognition and Cost are the two most important considerations that impact the decision in both directions
• Quality of the course – primarily accessed by the faculty and rigor of the program – is also an important deal maker for online programs
  • Undesirable value system of institution that is primarily driven by commercialization (for-profit institutions) is also a deal breaker
### Key Takeaways

<table>
<thead>
<tr>
<th>Corporate executives and employees</th>
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<tbody>
<tr>
<td>• Corporate executives/employees have the most negative disposition towards Online Learning with a net vibe of +7%</td>
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<tr>
<td>• Virtual experience is the most important characteristic of Online Learning with lack of in-person engagement being the biggest detractor</td>
</tr>
<tr>
<td>• The growing conversations around Online Learning and its prospect of being the next big thing in the field of education is the most important accelerator for them</td>
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<table>
<thead>
<tr>
<th>Corporate talent management and HR</th>
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</thead>
<tbody>
<tr>
<td>• Corporate talent management and HR have a high negative disposition towards Online Learning with a net vibe of +9%</td>
</tr>
<tr>
<td>• Employment prospects is the most discussed characteristic for them</td>
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<tr>
<td>• The segment has mixed opinion around the value of Online Learning/Certifications on resume</td>
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<tr>
<td>• Flexibility of online courses that help individuals manage job and family is an important accelerator for them</td>
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<tr>
<td>• They also support Online Learning because of their perception of online courses being at least as rigorous as traditional ones</td>
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<tr>
<td>• The nature of online course also suggests that the students had a lot of self-discipline and drive to succeed – which in turn plays as an advantage</td>
</tr>
<tr>
<td>• Lack of in-person engagement is the biggest detractor for this segment</td>
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</tbody>
</table>
Key Takeaways

**Current Students**

- Current students have the highest positive disposition with a net vibe of +53%
- Convenience and Quality are the two most important characteristics for current students
- The ability of being able to manage the course along with work and family is the biggest accelerator for students
- The inferior value on resume and lack of in-person engagement are the biggest disadvantages

**School administration**

- School administration mirrors the overall category disposition with a net vibe of +20%
- Virtual experience and Impact on education system are the two most important characteristics of Online Learning
- The perception of Online Learning being the next big thing that will revolutionize education sector is the biggest accelerator for school administrators that is making them counter their skepticism and inertia and accept the inevitable change
- The lack of in-person engagement is considered as the biggest disadvantage

While the key advantage of Online Learning are Convenience and Flexibility, Virtual experience and Quality are the core concerns. The In-person engagement of Classroom Learning is considered as the biggest missing element of the Online Learning model. Therefore in the near-term a “Hybrid” model would be a optimal solution to capture the best of both worlds.
Online Learning Accelerators & Detractors: Deep Dive
45% of all conversation had some mention of virtual experience

Key themes of words that were used while having conversations about virtual experience

Virtual experience
Virtual experience

- Overall: 48% Positive, 31% Negative
- Corporate executives and employees: 47% Positive, 32% Negative
- Corporate talent management and HR: 41% Positive, 37% Negative
- Current students: 39% Positive, 40% Negative
- School administration: 45% Positive, 32% Negative

48% of all conversation among school administration had some mention of virtual experience.
Virtual experience

Sentiment split of all conversations related to virtual experience

Key themes when having conversation about virtual experience and their respective sentiments

- In-person engagement: -34% Positive, 21% Negative
- Format preference: -2% Positive, 9% Negative
- Reflects self-discipline: -1% Positive, 7% Negative
- People skills: -6% Positive, 2% Negative
- Networking: -5% Positive, 1% Negative
- Practical training: -3% Positive, 1% Negative

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Virtual experience (Corporate executives and employees)

**Verbatim Insights**

**In-person engagement**

**Collaboration (vs. Isolation)**
- They can be at least as good as f2f classes because all students communicate with all other students and the teacher in a way they cannot F2F. [Overall]
- I can deal quite well in virtual collaboration, learned a lot in UoL, and can use that quite well as my team is working in 5 continents. So the interaction in online MBA is different, but not better or worse. [Master’s - Business Administration]
- And most students find the experience an unrewarding, lonely, isolating slog. [Overall]
- Furthermore it fails to consider the richness of classroom interaction and relationships with other students and how important those can be to learning....Online courses isolate students from each other and limit learning relationships to the two dimensions on the screen. [Overall]
- I think they need face time with each other. That’s part of what college is. You meet people, you form study groups, you immerse yourself in the norms of the upper middle class. [Overall]

**Technology**
- We all seem to communicate just fine these days with smartphones, via email, text, video chat/skype etc. Why can’t this form of communication be applied to education? [Overall]
- The technology to deliver an effective learning experience that includes online mentoring, online assignments, and assigning grades online to learners already exists. [Overall]

**Others**
- Faculty routinely report after their first experience of teaching hybrid or online that they know their students *better* than in a f2f course. [Overall]
- That second tier will continue to require a great deal of human interaction and laying-on of professorial hands. [Overall]
Verbatim Insights
Virtual experience (Corporate executives and employees)

People skills
• As someone with real MBA from a real business school, about 90% of my classes consisted of group projects. And since 90% of managing people is working in a team, you just don’t get that experience from an online school. [Master’s - Business Administration]
• The important skill of teamwork is lacking in online courses. [Overall]

Format preference
• And there are many students for which the current model of attending classes doesn’t work. [Overall]
• I find it easier to learn in the online environment and, in that sense, the courses are easier. [Overall]
• I like being taught in the classroom. It would be nice if it weren’t so expensive. It would be a lonely world if we stayed at home and did everything through the computer. [Overall]

Networking
• As I’ve always said, it's not about the courses, it's the network. [Master’s - Business Administration]
• So, assuming that you won’t enjoy the benefits of a top tier school in terms of networking and job placement, consider what this online MBA program will offer you in terms of professional development [Master’s - Business Administration]

Reflects self-discipline
• Students offered well-designed online prep courses to facilitate their transition to Online Learning choices have been shown to have better records in terms of persistence to degree completion. [Overall]
• Knowing that an employee was able to complete a graduate and/or terminal degree online tells management this employee is a self-starter and able to complete long-term, complex projects on behalf of the organization. [Overall]

Practical training
• Science is best learned with hands-on labs. Online courses offer no real substitute for science lab courses [Overall]
Verbatim Insights
Virtual experience (Corporate talent management and HR)

In-person engagement

**Collaboration (vs. Isolation)**
- Frankly staring at a computer screen is NOT even close to being in the classroom and actively engaging with the instructor or other students. The teacher cannot see the student and tell - by their expression - if they are bored or engaged, grasping the concept or floundering. [Overall]
- As a true researcher you will agree that real worth and value of a research lies in its support and agreement from independent and external entities. [Doctor's - Business Administration]

**Others**
- They were well designed, but they lacked the human touch that people are used to. [Overall]

Reflects self-discipline

- It takes enormous strength, commitment and time to take a degree in that way. It's not an easy thing to do and that shows a focus that is admirable, and that could count as much if not more than the qualification itself. [Overall]
- I have hired employees who had earned both traditional college degrees and online degrees... online degree holders are self-starters who are better at prioritizing tasks. They are also better problem solvers who think outside of the box. Traditional students, on the other hand, usually wait for instruction before working. [Overall]
- Completing a degree at a B&M institution shows a certain dedication that anything from an online college simply doesn’t. [Overall]

People skills

- A lot of the face-to-face skills we look for, such as project work, team building, self-learning and self-development tend to be developed just as quickly if not more quickly by those people who are already in a work environment. [Overall]
- The one thing they may have had more of an opportunity for is the teamwork aspect because it is a big part of the full-time gram, That's a critical experience and skill set that we look for. [Master's - Business Administration]
## Verbatim Insights

### In-person engagement

**Collaboration (vs. Isolation)**
- Online Learning environment would provide a greater degree of social interaction. Not only are you able to establish relationships with students & professors in class, but also have a very active Facebook & LinkedIn community. [Master’s – Museum Studies]
- ...professor interacts with the students, who are required to interact with one another several times a week. [Bachelor’s - Linguistics]

### Others
- In my experience I had more contact with professors in one on one support then I did when I attended a community college and conventional university in Virginia. [Overall]
- I find them less appealing than in-classroom courses...The biggest problem with the courses is that it is all reading, even the "lecture." And though there is online discussion, that seems forced, just an assignment to produce because it is graded. [Overall]

### Format preference
- Online works well with my independent learning style. [Overall]
- As I weigh getting an MBA I look at online but think I would prefer the evening or weekend MBA programs - that's more my learning style. [Master’s - Business Administration]

### Networking
- In Online Program, you get to share diversified experience from intellectuals who have been at the helm and most interesting part is the critique which you could make based on your individual perceptions supported by research. [Master’s - Business Administration]
- An online school probably won’t have very good connections in your local job market. You may be competing for jobs with graduates of local B&M programs. [Master’s - Business Administration]

### People skills
- It teaches you how to communicate with the professors and interact in a professional/educational environment through web-based databases. I have not had any problems or bad experiences with online education. [Bachelor’s]
Verbatim Insights
Virtual experience (School administration)

In-person engagement

**Collaboration (vs. Isolation)**
- To do this, it will include an online mentoring program, MBA in Action roundtable discussions, and a monthly Sunday evening discussion with business and policy leaders and professors, as well as a required four-day residency class on the schools D.C. campus, all of which will give the program a strong community feel. [Master’s - Business Administration]
- I can state without doubt that I got to know my students better, and more personally, than in F2F lecture halls and classrooms....With these course enrollments, we functioned as small, interactive human communities. [Overall]
- We believe that the on-campus experience is integral to these journeys. [Master’s - Business Administration]
- Courses are taught in class. But more importantly, research is done hand in hand with faculty advisors. It is not well suited for an on-line delivery vehicle. [Doctor’s – Business Administration]

**Technology**
- Great discussion. In addition to methods mentioned above I also have "other ways of knowing" my online students - random phone calls to discuss their work; tasks that are quite practical in application to demonstrate their knowledge and skills (some videoing of them completing these tasks), knowing the student through developing a working relationship with them. [Overall]
- That software program seamlessly integrates social media, making it possible to create online communities that are course specific. Blogs, tweets, podcasts, webcasts, online chats, discussion boards, and virtual study jams are all part of the online mix. Success in an online course often depends on how connected a student feels to his instructor and fellow students. [Overall]

**Others**
- We are exploring this option very closely at the Community College level and for one thing the idea that the online students has little interaction with the teacher is not the case in a well designed online course.. [Overall]
- I couldn't imagine teaching an introductory course in my discipline as a purely online class. Hybrid is the way to go. Students need face-to-face contact. [Overall]
<table>
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<tr>
<td>• <em>For them, Online Learning is a natural part of who they are, They are much more used to dividing their time and prioritizing. They just understand how to multitask better than the freshmen of my generation.</em> [Overall]</td>
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<td>• <em>Assignments were not interesting, compared to class projects, learning exercises, etc.</em> [Bachelor's- Arts]</td>
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<th>Reflects self-discipline</th>
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<tr>
<td>• <em>We often say that our students work harder than most because, as adult learners balancing work and family responsibilities, they are forced to be independent and self-motivated in order to achieve their goals.</em> [Overall]</td>
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<tr>
<td>• <em>Online classes are &quot;incredibly dynamic&quot; and have the potential to hold students more accountable than face-to-face classes. &quot;You can't hide,&quot; she said. &quot;Everyone participates &quot; everyone has to be fully engaged in the work.&quot;</em>[Overall]</td>
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<tr>
<th>Networking</th>
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<tbody>
<tr>
<td>• <em>If you want to be competitive for positions at those sorts of institutions, go to the best full time residential program that will admit you and do your best to make good connections in your field while you’re there.</em> [Doctor’s - Arts]</td>
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<tr>
<td>• <em>Relationships with mentors and the discussions between college students that occur outside of class are incredibly valuable, but absent in this view of the future</em> [Overall]</td>
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<th>People skills</th>
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<tr>
<td>• <em>Carefully designed courses help students actively work out problems, and give them skills to apply throughout their lives.</em> [Overall]</td>
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<tr>
<td>• <em>In-class discussions are much better because you learn a lot more about other people</em> [Bachelor’s - Arts]</td>
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<tr>
<td>• <em>Many times the only way to get hands on experience is to go to a more non traditional school. I know I have students that would learn more real world technology from Capella and other institutions like them than they are learning here.</em> [Overall]</td>
<td></td>
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<tr>
<td>• <em>Seriously, though - does anyone actually think that such subjects as cooking, acting, television production, rifle shooting, singing, or debate can be taught effectively this way?</em> [Overall]</td>
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</tr>
</tbody>
</table>
Quality

- Overall: 36% Positive, 64% Negative
- Corporate executives and employees: 29% Positive, 71% Negative
- Corporate talent management and HR: 29% Positive, 71% Negative
- Current students: 43% Positive, 57% Negative
- School administration: 38% Positive, 62% Negative

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Quality

- Rigor: 22% Positive
- Code of conduct: 10% Positive
- Faculty: 11% Positive
- Curriculum: 6% Positive
- Strategic focus: 2% Positive
- Admission criteria: 1% Positive
- Resources: 3% Positive

Overall quality: 36%
Verbatim Insights

Quality (Corporate executives and employees)

**Code of conduct**

**Attendance Verification**
- I don’t think we will ever totally prevent cheating, online or in person. Even in person, how do I know a student’s homework and paper are his/her own? [Overall]
- Cheating is rampant and in the way most online classes are currently taught it is impossible to prevent. Online classes are a great way to disseminate information, but to use them to award some sort of credit will be a source of abuse. [Overall]

**Grading**
- Finally, the assessment of students' work, if done well, is substantially more effective than the traditional 'two exams and a term paper' in f2f courses. [Overall]
- Instructors keep students enrolled in courses and pass them (eventually) even if they don’t deserve to finish the course, since their livelihood depends on head count. [Overall]

**Rigor**
- But don’t be fooled into thinking that this is a quick or easy process. You can expect this degree to take AT LEAST 3 years and more likely closer to 5 years. [Doctor’s- Business Administration]
- I did a Masters Degree in Instructional Technology online. It was more work than classes in a classroom. It worked well, but the classes were small and the work load was heavy [Master’s - Engineering]
- Also disappointed that my friend (doing an online MBA) has only 9 subjects to complete instead of our 16. To me that just devalues MBAs in general. [Master’s – Business Administration]

**Faculty**
- The value is that thousands of people with an interest in a topic can take courses by top instructors [Overall]
- Online courses are often taught by adjunct faculty (I speak from several years of experience) who are poorly paid with no benefits and who have no education in instructional technology, or in creating successful online courses. "Expert" online instructors are more rare than "expert" classroom instructors. [Overall]
Verbatim Insights
Quality(Corporate executives and employees)

Strategic Focus
• I have yet to see a poorly designed course for an online class. I think a major issue is if the classes are solely online, there is more of a need to provide access to your input if you’re the instructor. [Overall]
• But money seekers made online a despicable event and a kind of education. They never spent enough money to develop online courses. Results graduates could not find jobs. [Overall]

Curriculum
• Today, it is quite an established fact that DE course contents are better prepared and more easily comprehensible. [Overall]

Admission Criteria
• Keep admissions standards tough, offer a good product, and I don’t see how reputation suffers when plenty of other reputable schools are already doing it. [Overall]
• Since the combined probability of getting into MIT (low), and, once there, the probability of passing an equivalent course (high) is much higher than being able to sign up for the on-line course (everyone can do that) and actually completing it (virtually no one), selling these courses as a viable alternative to attending MIT is specious. [Overall]

Overall
• Online models are excellent for aggregating and passing on high-quality information, which is one important function of education. [Overall]
• Instructors teaching online have to bend over backward to keep undisciplined students engaged, often compromising course quality and standards to do so. [Overall]
Verbatim Insights
Quality (Corporate talent management and HR)

**Code of conduct**

**Attendance verification**
- As an employer, I take any on-line degree with a grain of salt. I do not accept that they can prevent massive cheating... The high tech solutions for preventing cheating are easy for students to beat. [Overall]
- How do you know somebody else didn't do that person's homework or take their tests? [Overall]
- Online degrees are not well accepted because the student may have easily cheated by hiring an impostor to take the courses. as a result, any online program is considered somewhat bogus, even if from a legit school. [Overall]

**Rigor**
- Its a much more accepted way of learning. Ten years ago it was met with skepticism and was maybe seen as cut and paste degree but now its seen as having much more academic rigors behind it. [Overall]
- Online Learning is every bit as challenging as traditional [learning], sometimes more demanding. [Overall]
- Wouldn't consider an applicant with an online degree -- even if he had everything he was seeking...students get only a fraction of the learning experience online. [Overall]

**Curriculum**
- Online education also gives employees more flexibility to choose their area of study. For instance, Lockheed Martin engineers in Florida complete the hard-to-find masters in optics degree through Arizona State University online. [Overall]
- (senior vice president of human resources at HCA Healthcare, which operates hundreds of hospitals nationwide, likes having a say in what students learn so he can be sure the employees he hires will have the skills his company needs) There's no question that having an input in the curriculum makes a difference [Overall]
- Companies sometimes request a specific series of courses to meet their training needs. [Overall]
Verbatim Insights
Quality (Current students)

Rigor
- I say "hard earned" because it was. Sure, my time was not spent inside a classroom listening to lectures and watching PowerPoint presentations, but that's what makes the process that much more challenging. [Bachelor’s - Engineering]
- I am taking the same classes, with the same professors, as the students on campus. Only the method of delivery is different. I do not see why that would be looked seen as less reputable. [Master’s- Business Management]
- I love Online Learning because I am able to move at a faster pace and focus on what interests me the most but I can honestly say I felt it was easier than the traditional classes. [Bachelor’s]

Faculty
- The online courses are cheaper than traditional ones, and the teaching staff are responsible and provide valuable comments for my assignments. [Overall]
- The professor was awesome, she had worked for Pixar and I was amazed at the level of experience she had. [Bachelor’s - Arts]
- Almost all of the professors I had were great and I learned a lot. I would recommend this program [Master’s – Museum Studies]
- The teacher is more of a classroom supervisor. Needless to say, I won’t be returning to them for my degree. [Overall]

Code of conduct
Attendance Verification
- It seems a bit unreasonable, considering that I have to show two forms of ID and get my photo taken when I was taking tests at proctored testing centers (meaning, a person is observing me taking the test). [Master’s - Science]
- There are some pros and cons in the online educational situation, for the validity aspect…. I think the real problem is in the cheating and accreditation aspects-if it's a 'legitimate' school, it will be accredited, or at least working on it. [Overall]

Grading
- We made "wiki pages" where the professor was able to see how much effort everyone was actually putting in. [Overall]
- Because of this, I felt they graded much more leniently due to time constraints. [Bachelor’s]
Verbatim Insights

Quality (Current students)

**Curriculum**
- First I have a friend who attended as an undergraduate there and had good things to say about the school. Second, the curriculum looks good for the actual DBA program. [Doctor’s – Business Administration]
- Also another problem with an online school is how will they teach you about your local state legal system. Each state has difference, some are vastly different. It would be better to go to a local community college, college or university in the state you will reside in and learn. [Bachelor’s - Law]

**Resources**
- There are 3 to 5 video sessions per week. The reading material augments the lectures. [Overall]
- These online classes are great resources for learners, researchers everywhere. [Overall]
- If the material is something complex it helps to have it captured on video or audio that you can watch or listen to again and again. [Overall]

**Admission criteria**
- Does online education necessarily have to mean open enrollment? I don't think it has to... [Overall]
- The so-so of Full Sail, they seem to admit (as I'm sure most for-profits do) almost anyone willing to pay. [Bachelor’s - Arts]

**Overall**
- There's nothing wrong with online schools; in many cases the online education they provide will be markedly better than B&M schools who also provide online classes. [Overall]
- I just want the best education at an easy pace, allowing me to balance my work and life. [Master’s – Business Administration]
- I personally love my classes from APU and find them to be of the same or better quality than a traditional campus. [Overall]
Verbatim Insights
Quality (School administration)

Code of conduct

Attendance verification
• Great to read this thread confirming my view. From my past experience cheating was rife in traditional assessment and ignored by teachers in many cases. I wonder if the spotlight on authenticity in online assessment shines a little too brightly. [Overall]
• One question -- how will students be assessed to see if they qualify to take the test? Who will register the students? What about the high school student who enters college and needs remedial work? [Overall]

Grading
• Plus, they have a minimum of three assignments per week that are graded very strictly. If you get an "A" in an online course, you can bet you worked your ass off to get it...no "teacher's pets" or "doing the minimum" there! [Overall]
• In many cases, it's the same exam (as B&M)...the same requirements for team-based exercises. [Master’s – Business Administration]

Rigor
• We make clear to our students that we're giving the same degree as the students receive in our other MBA programs, We have the same standards. [Master’s – Business Administration]
• I worked much harder preparing for and carrying out the potentially 24/7 experience of networked teaching. Students sweated more, too (some chagrined; others delighted). [Overall]
• Whatever the perceived benefits of worldwide access, we must be very careful that the online substitute for the traditional classroom does not turn real learning for the student into a convenient illusion. [Overall]
• I, however, still hold to my belief that online education is no where near in depth and in quality to face-to-face learning... [Overall]

Faculty
• The online courses are cheaper than traditional, and the teaching staff are responsible and provide valuable comments for [Overall]
• Faculty does not even read any article books about life and education. You expect them to read about education technology. Therefore they are against it [Overall]
Verbatim Insights
Quality (School administration)

Curriculum

• Different educational formats work best for different kinds of learners this program is best for working professionals who can learn within a rigorous, structured program, but more-so on their own time...The elements that make our MBA degree programs so successful will still be in place with this program, but the key difference will be the level of flexibility. [Master’s – Business Administration]

• We believe that we offer a high level of education on the fundamentals, though of course, as a national program, we are unable to focus on specific state and local rules. [Bachelor's ]

Admission criteria

• I tell our students, 'We require you to qualify at the same level as our on-campus students...Applicants have to take the GMAT, have at least two years of relevant work experience, have reputable undergraduate GPAs, and strong recommendation letters. In fact, I am proud to say that our online MBA students are as good as MBA students in our residential programs. [Master’s – Business Administration]

• Online college classes are a sham. The industry is all about profit through inducing unqualified students to go to college. [Overall]

• I just finished teaching "executive" MBA's and was disappointed with most students' first written assignment. [Master’s – Business Administration]

Overall

• Replacing the "professoriate" with standardized lectures given on-line by academic stars at a few well-known institutions is likely to lead not to elite quality for all, but to intellectual homogenization and standardization, sort of the cultural-scientific equivalent of McDonalds. [Overall]
Convenience

- credits
- easy
- job
- ability
- possible
- adult
- family
- travel
- life
- structured
- balance
- fit
- current
- service
- residency
- alternative
- convenience
- support
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- travel
- life
- structured
- balance
- fit
- current
- service
- residency
- alternative
- convenience
- support
- excellent
- career
- residential
- knowledge
- transfer
- commits
- option
- allows
- choose

31%
Convenience

- Overall: 86%
- Corporate executives and employees: 88%
- Corporate talent management and HR: 90%
- Current students: 92%
- School administration: 94%
- Positive: 96%
- Neutral: 98%
- Mixed: 100%

31% 25% 21% 48% 29%
Convenience

- Job-Course-Family balance: 43%
- Schedule: 15%
- Self-paced: 14%
- No commute: 13%
- Transfer credits to B&M: 5%
- Time commitment (teachers): -2%
Verbatim Insights
Convenience (Corporate executives and employees)

**Job-Class-Family balance**
- *I have run the study in parallel with my job, confirming to my counterpart that I can work very dedicated and with high level of energy.* [Master’s - Business Administration]
- *What attracted me to the program was the ability to finish my degree online easily & efficiently. I'm a single parent with a full-time job & many responsibilities so UOP was a good fit.* [Bachelor's - Nursing]

**Schedule**
- *While sitting in a classroom for all of this would have been impossible for me due to work and family requirements, I was able to complete my education by dedicating the hours required as they fit into MY schedule and life.* [Overall]
- *I was able to jump ahead/catch up based on my schedule.* [Overall]

**No commute**
- *As the article suggests, for these highly motivated, the ability to take a top course at home is quite valuable.* [Overall]
- *I like being able to take the classes from home.* [Overall]

**Self-paced**
- *No brick and mortar environment, can equal the sheer, unadulterated joy of mastering a topic on your own schedule - something an online, self-paced course allows.* [Overall]
- *Online courses also could be taken during summers to reduce workload in the fall and winter semesters. That might help students who have trouble carrying a full course load.* [Overall]

**Enrollment**
- *I have not taken the GRE and cannot due to my deployment.* [Master’s - Science]
- *Why not give it a try admission requirements can sometimes be negotiated (e.g., conditional admission status). Moreover, state universities in Texas are very military/veteran friendly.* [Master’s - Business Administration]
Verbatim Insights
Convenience (Corporate talent management and HR)

Job-Class-Family balance

- Most distance learning candidates I've come across have done their degree while they've been caring for others or balancing that with work. [Overall]
- By delivering a flexible means of education that is needed in today's business world, online education is gaining increasing acceptance...Working professionals, particularly working parents, need flexibility to further education. [Overall]
- These people use online programs while they are working because they don't have luxury to go back to school full time, so they finish up their bachelor's and meet that requirement this way. [Bachelor's - Nursing]
- These are designed to help the working people of the world who can't leave their job and sit through all the liberal arts credits and everything else they need. [Master's - Business Administration]

Transfer credits to B&M

- These courses, if part of the university's regular curriculum, can count toward a degree. At Northcentral University, for example, employees who are enrolled in professional recertification courses receive graduate credits toward a master's degree in education. [Overall]
- I earned about half of my last 60 hours of credits through online courses. They were taken through an actual school with an actual campus. [Overall]
- A college near me recently announced that they will accept NO online course for transfer credits, and they will only accept a maximum of 6 semester hours of blended class credits towards a bachelors degree. [Overall]

Schedule

- Online education allows employees to attend class at lunchtime during the day or in the evening after the kids are in bed. [Overall]
- Online education appeals to employees who otherwise could not pursue higher education due to time or geographic constraints. [Overall]
Job-Class-Family balance

- As an online student, I am able to work full-time and carry a full-time course load. You can also afford to be picky about your program of study. [Bachelor’s - Business Administration]
- I liked making my salary, I liked living where I live and I didn’t want to take on a huge debt load,” Forester said. “I am very happy in my current career, and I didn’t want to give that up. It’s just not me. [Master’s - Business Administration]

No commute

- To take courses at the local U. costs both in inconvenience of scheduling, transportation....Those requirements wind up as being unreasonable. [Overall]
- Online education worked for me simply because I did not have to physically be in a class room. [Bachelor’s - Business Administration]
- I was delighted to find an on line course offered through a community college in another city that I especially wanted to take. I could study at my own pace in my old clothes and leave my car in the driveway. [Overall]

Self-paced

- I just want the best education at an easy pace, allowing me to balance my work and life. [Master’s - Business Administration]
- WGU has a self paced program that some might find easy... or hard :) [Master’s - Business Administration]

Transfer credits to B&M

- Allowing for someone to reach ABD status online, and then completing a dissertation, perhaps at another school. [Doctor’s - Arts]
- About half of the credits I took when I completed my degree were on line, half were in classroom. [Overall]

Schedule

- I have taken online master’s degree classes for several years now and have loved them. They allow you to review the material at your leisure whenever you want and as often as you want. [Overall]
- As an online student, I am able to work full-time and carry a full-time course load. You can also afford to be picky about your program of study. [Bachelor’s - Business Administration]
Verbatim Insights
Convenience (School administration)

Job-Class-Family balance
• The school has offered an online MBA in health care for the last eight years but wanted to expand its offerings to reach more millennial’s and working students who want to study online. [Master’s - Business Administration]
• Offering our program in an online format opens it up to a new segment of students. We pride ourselves on meeting the needs of highly-qualified students at all stages of their careers... [Master’s - Business Administration]

Schedule
• This is a relatively new area and teachers are still learning, but the intent to achieve excellence in this area and to provide a service to students that need, for many reasons, to have access to a more flexible educational schedule. [Overall]
• Different educational formats work best for different kinds of learners this program is best for working professionals who can learn but more-so on their own time...The elements that make our MBA degree programs so successful will still be in place with this program, but the key difference will be the level of flexibility. [Master’s - Business Administration]

No commute
• The students love it. They save on gas etc. do not have to leave their home. [Overall]
• Why should students have to trudge through the snow, find parking, etc. to hear lectures, when they can do that at home when it suits their schedules best? [Overall]

Time commitments (Teachers)
• Once they spent the time setting up the online curriculum and materials, they realized they were free to spend more time with students interacting in the forums and contributing in class discussions. [Overall]
• Online courses are terrifically time-consuming - two to three hours a day (with 20-25 students in a class, more if there are more), seven days a week, plus preparation time (and online courses require a great deal more preparation time than lecturing does), plus exams, plus administrative chores. [Overall]
Verbatim Insights
Convenience (School administration)

Self-paced

- I believe that Online Learning has the potential to revolutionize higher education. Students will be able to learn at their own pace and problems as simple as finding a place to park on campus will be eliminated. [Overall]
- The online actually facilitates the education process the student can re-read/re-listen to the lecture until they really understand the information. [Master’s - Business Administration]
- And tightly structured programs that do not offer students the ability to chart their own paths but are laser focused on preparing students for a career will often be beneficial both for mitigating costs and improving student outcomes for those historically poorly served by college. [Overall]

Duration

- Online education is the nationally franchised chain restaurant serving standardized food in an impersonal setting -- OK for a quick meal, in a pinch, but a poor substitute for what it is replacing. [Overall]
- The investment of time and opportunity cost for a full time PhD is brutal...online PhD comes as a possible solution... [Doctor's]
- I am not going to mention names but I have taken online courses at some accredited schools that completed in two days and invested 6 hrs and got 3 credits for each of them. So yes, there are some easy online degrees out there. [Master’s - Business Administration]

Transfer credits to B&M

- There are some traditional colleges who accept a few of these free online courses for credit, but then you have to pay the traditional college. [Overall]
- In addition, credit hours taken online particularly at a community college are often less expensive. It therefore makes good financial sense for a student to take core courses online at a community college and then transfer those credits to a four year institution. [Overall]
Impact on education system
Impact on education system

- Overall: 29% Positive, 32% Neutral, 12% Mixed, 46% Negative
- Corporate executives and employees: 29% Positive, 32% Neutral, 12% Mixed, 46% Negative
- Corporate talent management and HR: 29% Positive, 32% Neutral, 12% Mixed, 46% Negative
- Current students: 29% Positive, 32% Neutral, 12% Mixed, 46% Negative
- School administration: 29% Positive, 32% Neutral, 12% Mixed, 46% Negative

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Impact on education system

- The next big thing: 46% positive, 1% neutral, 5% mixed, 26% negative
- Profit-driven: 1% positive, 1% neutral, 26% mixed, 0% negative
- Social reform: 8% positive, 0% neutral, 3% mixed, 1% negative
- Proven: 3% positive, 0% neutral, 1% mixed, 3% negative
- Role of teachers: 1% positive, 0% neutral, 2% mixed, 1% negative

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## Verbatim Insights

### Impact on education system (Corporate executives and employees)

**The next big thing**

- I know there will always be heavy scrutiny about learning the basic sciences through distant learning but there is obviously an educational paradigm shift across all disciplines. [Overall]
- When RCA had its first picture over a telephone from Chicago to NYC there was buzz about using it for education. That time has arrived with these new models of learning and the universality of computers... or nearly universal. [Overall]
- Technology will simply change the game and global pressures for talent will demand it....I clearly stated that education will be disrupted, and I believe it will occur over the next 5-10 years in a meaningful way. ..[Overall]
- In the rush to embrace all things new, and to forsake protocols steeped in meaningful and well-proven tradition, we are embarking on a journey to intellectual suicide. [Overall]
- Yes, there is a place for online instruction, maybe for upper level blogging seminars with highly motivated students, but the idea of a mass movement of education online was just a pipe dream from the beginning. [Overall]

**Profit-driven**

### Comoditization

- Often, people assume that students are like products in a factory. To improve the product, you apply mass production automated factory techniques (ex. Online Learning) to get the best product for the lowest cost. [Overall]
- Nowadays, education has been so commoditized that legitimate schools can truly be said to "sell" their instruction. [Overall]

**Others**

- There is a bit of a rush to embrace online teaching as a low-cost alternative to adequately funding higher education. [Overall]

**Social reform**

- Increasing accessibility by reducing costs should be a major goal of educational institutions... [Overall]
- This country was built by many who came here as steerage ...Providing knowledge has, throughout human history, opened doors and knocked down class walls This inevitable transition will do the same. [Overall]
Verbatim Insights
Impact on education system (Corporate talent management and HR)

The next big thing
• We know that more and more colleges are offering courses online -- and I think online education is upping its game. I believe we'll see more online degrees in the future. [Bachelor's]
• It (online education) has come a long way in the last few years...Technology has made so many things possible and has improved online delivery... [Doctors]
• It's never going to replace the classroom completely...But, over time, classroom training will decrease and this area will increase. [Overall]

Profit-driven
• I have some clients who don’t bring in anyone from an online university. They think they’re paper mills. [Overall]
• The scam nature is very high for virtually all of these places. Their goal is to get people enrolled, have the "students" get loans, send the loan money to the school, and ta-da, profit. [Overall]

Proven
• Right now, we're trying to look for trends in terms of what types of training are most effective. [Overall]
• After a year and a half on the job, I still haven't cracked that one, I'm pushing for our managers to start tracking the decline in support requests we get, ROI for me means, are my accounting and financial people less randomized? [Overall]
Verbatim Insights
Impact on education system (Current students)

The next big thing
- Speaking as a PhD student, who is 68 years old, we all need to get over it. All education will be, in some sense, online in 10 years. [Doctors]
- But now, I really think online is going to keep growing. It's going to stay around and keep getting bigger. [Master’s - Business Administration]
- I'm pretty sure that brick and mortars are going to price themselves out of the market, eventually. I would say that people doing online education nowadays are just at the front of the bell curve. We're "early adopters". [Master’s - Science]
- Things WILL change. We just have to wait for the old guard to either die off or retire and go away. Online Learning is here to stay. That's not going to change. [Overall]

Profit-driven
Commoditization
- St. Thomas argued that it was immoral for sellers to raise their prices simply because buyers were in pressing need of a product. I suspect much of the dramatic rise in cost of higher ed. is simply because they (the suppliers) can. [Overall]
- Penn State will call you the second you request info by mail and try to collect the first payment before you've even had a chance to review the program information. Most of these online 'schools' don't specialize in education. They specialize in sales. [Overall]
- Since degree mills "sell" a product (as opposed to providing an education), does St. Thomas 's argument apply to the mills? [Overall]

Others
- It’s a shame that the online MBAs are so much more expensive than brick-and-mortar versions. Most schools apparently see them as profit centers. [Master’s - Business Administration]
- A lot of my friends work in Academia and they cautioned me about any on-line, for-profit schools. [Bachelor’s - Arts]
## Online Learning Conversation Research

### Verbatim Insights

**Impact on education system (School administration)**

<table>
<thead>
<tr>
<th>The next big thing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>The availability of quality online degrees will serve to further raise the level of discussion, expertise, and professionalism in the field, which is always a great thing!</em> [Master’s - Museum Studies]</td>
</tr>
<tr>
<td>• <em>The IT structure is the norm rather than the new to most GenY and GenXers, and going forward, the Gen Zs education heavily integrates online education.</em> [Master’s - Business Administration]</td>
</tr>
<tr>
<td>• <em>I repeatedly hear about the &quot;new generation&quot; of students and how &quot;different&quot; they are. Are they really fundamentally different from previous generations of students who have sought science or math degrees?</em> [Overall]</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Profit-driven</th>
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<tbody>
<tr>
<td><strong>Commoditization</strong></td>
</tr>
<tr>
<td>• <em>Online college classes are a sham. The industry is all about profit through inducing unqualified students to go to college. In other words everyone needs a college degree and is entitled to one. As a society we might as well give out degrees when one reaches 21 years old.</em> [Overall]</td>
</tr>
<tr>
<td>• <em>The rise of Internet classes as evidence of the creeping privatization of higher education, in which money and popularity, rather than scholarly importance, drives academic decisions...I don't think the physical campus is going to disappear anytime soon, but I do think the pressure (to teach online classes) is getting greater, and a lot of it is based on economics.</em> [Overall]</td>
</tr>
<tr>
<td>• <em>Businesses that masquerade as schools, they sign up unqualified students and ply them with federally backed student loans. Their online programs are an effective lure to sign up even more students who have no chance of succeeding.</em> [Overall]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>It's a money maker for the schools and a phase out for the teachers at student expense.</em> [Overall]</td>
</tr>
<tr>
<td>• <em>The thing I would be interested in knowing is the degree to which they are simply pushing these things out in order to generate dollars or whether there's some real innovation in there.</em> [Overall]</td>
</tr>
</tbody>
</table>
Verbatim Insights
Impact on education system (School administration)

Social reform
• For many first-generation and minority students, an Online Learning environment helps make higher education possible. Online institutions provide opportunities for students from all walks of life to get an education, advance their careers, and make an impact in their professions and communities. [Overall]
• The online education programs could be helpful in increasing the access to education, as also to make it more affordable for the millions unable to move to colleges due to financial constraints, yet it would be a poor substitute for the face-to-face experience of real college life. [Overall]
• For many, the choice is not between the traditional classroom and online courses, but between online courses and no education at all. If a small number of those students are able to gain an education and earn a degree, then online education has succeeded in reaching students who would otherwise have been deprived of an education.[Overall]

Proven
• I'm not arguing that we should not do rigorous research, it's just that the research reflects the evaluation methods used on-campus. If there is no "hard evidence" for online ed, then the same holds true throughout the campus. [Overall]
• With all due respect to Kelly Lack there haven't been "thousands of studies" on the effectiveness or costs of Online Learning. The basis for the current initiatives have not been based on the few rigorous studies that have been done. [Overall]
• How effective has Online Learning been in improving (or at least maintaining) learning outcomes achieved by various populations of students in various settings? Unfortunately, no one really knows the answer to either that question... [Overall]

Role of teachers
• I think what is becoming obsolete is the traditional academic model, not instructors or schools. [Overall]
• And while the six-digit Ivy League professors get even more money, the rest of us will be either sacked or reduced to doing the hard work or actually grading the material of said students for pennies on the dollar. [Overall]
Employment prospects

discriminate impressive
tenure executive
Propects respected academia
hire
resume
recognize
diploma
prefer
identical
prospects
policies
office
qualified
recognition
networking
candidates
qualifications
clients
transcripts
confidence
profit
successful
value
security
worry
promotion
worth
route
career
experienced
Employment prospects

- Overall: 63% Positive, 20% Neutral, 20% Mixed, 7% Negative
- Corporate executives and employees: 63% Positive, 20% Neutral, 20% Mixed, 7% Negative
- Corporate talent management and HR: 63% Positive, 20% Neutral, 20% Mixed, 7% Negative
- Current students: 63% Positive, 20% Neutral, 20% Mixed, 7% Negative
- School administration: 63% Positive, 20% Neutral, 20% Mixed, 7% Negative
Employment prospects

- Value on resume: 44% positive, 41% negative
- Continuous learning: 8% positive, 8% negative

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Verbatim Insights

Employment prospects (Corporate executives and employees)

**Value on resume**

- I picked the right education and qualifications, and the 'stamp'...mode of study was never a hindrance then :)[Overall]
- There is no difference in the degree being earned online and being earned in class. [Master’s - Business Administration]
- Is there any job demand for Mass online educated people. With a competitive job market like the one we are experiencing I think the idea can not be successful as is expected. [Overall]

**Continuous learning**

- As someone who is passionate about learning and advancing in my career have these free classes will only allow more growth without further economic burden. [Overall]
- Otherwise, people want to enhance their credential in professional workforce as well as personal enrichment. [Doctor’s]

Employment prospects (Corporate talent management and HR)

**Value on resume**

- For me as a recruiter and for my clients, it really depends more on the school than the online [delivery]. [Master’s - Business Administration]
- Traditional degrees still carry more perceived value....That is likely to change as the online trend continues. [Overall]
- I will not hire anyone with an online degree. [Overall]
- I used to be on hiring committees and all the resumes with on line degree were thrown out. The members of the committee had PhD’s and masters and they were not to let on line degrees be comparable to a real degree. [Overall]
## Verbatim Insights

### Employment prospects (Current students)

#### Value on resume
- I think gaining my degree from a 'true' college that offers online courses in addition to regular ground courses helps in my employer seeing this as a 'true' degree. [Overall]
- I basically need the PhD for career advancement. The university i currently teach in (Manila) is not overly picky when it comes to the types of accreditations and whatnots a university has as an option for advanced studies. [Doctor’s – Media & Communication]
- But doing your degree from a B&M school is generally a "safer" choice in terms of employer perception, since some people will still have an unfair bias against online schools. [Overall]
- Because there are still some HR recruiters who balk at an online degree. [Overall]

#### Continuous learning
- I feel like I have the right skills sets for anything that is thrown at me. [Master’s - Business Administration, Science]
- At the end of it, I had a completed first draft of a play. I'm not looking for a degree or accreditation, but for the knowledge, skills, and the product of writing regularly with strong feedback from the instructor. I don’t think it would be a replacement for the college experience, but could be good for someone looking to refresh knowledge or get an extra boost in a regular class. [Overall]

### Employment prospects (School administration)

#### Value on resume
- If you are already working in any company and for growth, if you feel that you need to consider a course through distance learning, MBA is your options. [Master’s - Business Administration]
- Many online graduates tell us of subsequent success in their careers, including significant promotions. [Overall]
- Pardon the cynicism... As a teacher, I know how to educate students, but will there be an economy that compensates these educated students. I can make 'em smart and able, will the jobs (in America) allow them to raise a family? [Overall]
- Most universities do not recognize on-line Ph.D., severely limiting a Ph.D. students job prospects. [Doctor’s – Business Administration]
Student performance & retention
Student performance & retention

- Overall: 18% positive, 21% neutral, 8% mixed, 22% negative
- Corporate executives and employees: 18% positive, 21% neutral, 8% mixed, 22% negative
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- School administration: 18% positive, 21% neutral, 8% mixed, 22% negative
Student performance & retention

- Student's commitment: -32% (negative), 39% (positive)
- School/Course driven: -4% (negative), 11% (positive)
- Expectations from the course: -3% (negative), 4% (positive)
Verbatim Insights

Student performance & retention (Corporate executives and employees)

Student's commitment

Retention
• Same story: motivated students find a way, unmotivated students drop out or take a motivation break... [Overall]
• The bottom line is if a person is unmotivated in class he/she will be unmotivated on line to the same degree its just a whole lot cheaper for all on line. [Overall]
• Your educational philosophy seems to be "teach the ones who already know the material," and leave the rest to sink. Often the most vulnerable students are precisely the ones we need to reach and retain. Some of the best students are the most vulnerable, but they need a caring and motivated instructor who really loves the material to light their fire. [Overall]

Others
• A student who is unprepared for college is unprepared for online courses. That is not the fault of online courses. [Overall]
• Online instruction requires a level of discipline the great majority of participants is unlikely to possess. [Overall]

School/Course driven

Retention
• I believe a few of the factors that made this program a success are: 1. Tuition for the degree is the same whether you take it online or at the university, which discourages "casual" students. [Overall]
• There's the course that's just like anything else you’d take in college except it meets online. The second type of course is the worrisome one, and those have high dropout rates that people actually pay for. [Overall]

Expectations from the course

Retention
• I don’t think that’s the fault of the teaching medium, but a misunderstanding on the part of the student. [Overall]
• People think since they are paying a lot of money for an online education they shouldn’t be held accountable. At UOP you have to work hard...this is why the graduation rate is low because people are lazy and give up. [Bachelor's - Business Administration]
Verbatim Insights
Student performance & retention (Corporate talent management and HR)

**Student's commitment**

**Retention**
- Its advantageous to the company to support employees in online education because it draws more people to continue their degree, which can only benefit the company in the long run. [Overall]
- Because the method is self-paced and easily accessed, it lacks a sense of urgency. Students often "don't get around to it"; there is no classroom from which to be visibly absent; or students are interrupted by managers who see the training as less important than "real work." Little wonder that the online dropout rate is substantial—some say as high as 50 percent. [Overall]

**Others**
- Probing deeper I did found out that it has become a trend that students in those years of education typically skip school totally and prepare for their entrance exams and for their XII board exams simultaneously and they have been getting good ranks and good marks even after skipping regular school which was a must in our times of schooling. So if kids at that age can study freely and gain from the freedom, why do we consider full time colleges/some contact hours as the only means of quality education. [Overall]
- Because people think it's out there 24/7, some say, 'I'm going to get to it,' and they never schedule the time. It's something we constantly struggle with. [Overall]
- Our first generation of training classes was purely self-paced, page-turning, online classes, But we soon realized that just because the classes were there and available didn't mean our learners would gravitate to them and embrace them. [Overall]
Verbatim Insights
Student performance & retention (Current students)

Student's commitment
Retention
• The article’s comment says it all: (on-line courses) are inappropriate for struggling students who make up a significant portion of college enrollment. Perhaps, those are the folks who shouldn’t be in ‘college. Our society has a mistaken social mores. Undergrad education isn’t for everyone. The challenge for America is there aren’t many legitimately viable alternatives to ‘college’. [Overall]
• Of course, this is a graduate level course in linguistics....not for everyone. That said, I understand the class numbers have dropped from about 25 to something like 15 now. [Bachelor’s - Linguistics]

Others
• Why should people who succeed be discredited because of others who are not self-motivated? [Bachelor’s - Arts]
• If you mean reading, writing, and watching videos is what is done in an online class...this is what is done in the brick-n-mortar class as well. However, I have never watched videos in my online course, but way too many in the classroom. Yes, discussion within a classroom can be beneficial, but is not always useful to all students. [Doctor’s]
• You are correct about the need for strong motivation on the part of the students. The technical facilities for video and chat interfacing with instructors were available but were rarely used. Motivation always counts. [Overall]

School/Course driven
Others
• If good course design and faculty training is in place, then online, blended, and f2f will work. [Overall]
• In general the instructor poses two questions for debate, and the students have to respond the first half of the week and then respond to the classmates postings the second half of the week. This bare minimum is rare, because a give and take almost always takes place. [Master’s - Museum Studies]
# Verbatim Insights

## Student performance & retention (School administration)

### Student's commitment

**Retention**

- As evidence, we can look at student attrition and graduation rates at community colleges and see that the majority of these students do not do well in face-to-face courses either. [Overall]

- It has been shown that DE has a higher attrition rate, as does doctoral education, (both due to feelings of isolation), and social groups may help with providing the needed interaction (for some students). [Doctor's]

**Others**

- Online classes are "incredibly dynamic" and have the potential to hold students more accountable than face-to-face classes. You can't hide. Everyone participates everyone has to be fully engaged in the work. [Overall]

### School/Course driven

**Retention**

- With some 200 students in the system currently, we've only lost one student to academic reasons, and three to personal issues - that's less than 3 percent. We've not seen the much higher turnover... [Master's - Business Administration]

- *data about dropouts & stories about course fails adds to the existing skepticism about the efficacy of online pedagogy. [Overall]*

**Others**

- In my classes (both f2f and online), participation (includes discussions, groups, peer reviews, etc.) counts more than half of the course grade. "Forcing engagement" does work. [Overall]

### Expectations from the course

- Students who are fully cognizant of expectations their own and from faculty can rise to the level needed to be successful in this learning environment without the frustrations that sometimes come with myths. [Overall]

- Other adult learners expect it to be fun, fast, and friendly. This certainly is the message of the enticements from television, websites, print media, and the salespeople in response to inquiries. [Overall]
Cost

- Overall: 15%
- Corporate executives and employees: 20%
- Corporate talent management and HR: 8%
- Current students: 19%
- School administration: 11%

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Online Learning Conversation Research

Cost

- Price-Value equation: -13% (33%)
- Affordability: -7% (37%)
- Employer-funded: -1% (8%)

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Verbatim Insights
Cost (Corporate executives and employees)

**Price - Value equation**
- You neglected the prime motivator - cost of the traditional college, that includes much more the costs of bricks and mortar projects. and tarring all online universities with one brush is not discerning. [Overall]
- At least new generation onlines by elite universities at a small fee is much better than those old bad ones. [Overall]
- My opinion is that an online MBA is not worth it. One of my staff members wanted to use her tuition assistance money toward an online MBA. I strongly advised her to not waste her money and energy. [Master’s - Business Administration]
- Given that, my opinion is that there’s no way it’s worth the money [Master’s - Business Administration]

**Affordability**
- Online education should be studied for potential cost benefits needed against ever increasing higher education costs. [Overall]
- One of the reasons that online courses are so attractive (leaving aside for a moment their advantages to students far away from the school, and those seeking less costly education). [Overall]
- Online courses from foreign universities are prohibitive cost wise and Scholarships for such courses are not seen in the horizon right now. [Overall]
- I’m having a hard time finding anything that’s not crazy expensive. [Overall]

**Employer-funded**
- Likely just top performers the company has deemed worth investing in and are looking to groom for high level management. If an employer was going to pay your way to one of the top 10 b-schools in the country would you say no. [Master’s - Business Administration]
- I might get sponsored from my employer for 50% of tuition. [Master’s - Business Administration]
Verbatim Insights
Cost (Current students)

Price - Value equation

• Online degree programs cost less than campus-based degree programs as most of learning materials are in downloadable format and the credit hours required to complete an online degree program is comparatively less. [Overall]
• Not only that, students who enrolled in distance learning programs has lower expenditure as compared to others who study in the traditional face-to-face course. This is because, Online Learning students do not have to worry about commuting cost and getting meal plans on campus. [Overall]
• It's a shame that the online MBAs are so much more expensive than brick-and-mortar versions. Most schools apparently see them as profit centers. [Master’s - Business Administration]
• There's no way an online MBA is worth the money, even the $2k you’d pay out of pocket...Is there not a brick-and-mortar institution nearby that you can attend? [Master’s - Business Administration]

Affordability

• I am a full time working professional, self-paced and affordability are my priorities. [Bachelor’s - Business Administration]
• Could some one advice the university which is offering an MBA and which is accredited by DOE, very easy to pass and cheep and possible to complete it with in a year. [Master’s - Business Administration]
• Also, this type of programs are expensive if you are not an European citizen, be ready to pay more than 10K british pounds a year during six years to get this degree as an international student. [Doctor’s - Science]

Employer-funded

• My employer has agreed to cover my costs once I pass 8 competencies...so I am at little risk other than time in giving it a whirl...at these rates and with tuition reimbursement from my employer this should work out to a free regionally accredited MBA. [Master’s - Business Administration]
• I suppose if your at that level and seeking an advanced degree then 68K might not be a big deal...I'm sure there are plenty of employers who would foot the bill... [Doctor’s - Business Administration]
### Verbatim Insights

#### Cost (Corporate talent management and HR)

<table>
<thead>
<tr>
<th>Price - Value equation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lockheed Martin tuition reimbursement costs for online courses have been driven up in the past by surcharges such as technical fees. This is quickly changing thanks to increased competition among online providers and a growing emphasis on corporate-friendly practices such as tuition discounts. [Overall]</td>
</tr>
<tr>
<td>• It would take three years and more than $4 million in travel and lost productivity time to train all 600 people. And that didn't include the cost of the training itself. The online option, on the other hand, involved around $75,000 for hardware and special server software (plus an additional charge of $1,500 for 100 classroom seats) to create interactive, online classes delivered via the company's intranet. The $4 million we saved was just low-hanging fruit. [Overall]</td>
</tr>
<tr>
<td>• She has $153,000 in education debt that she has no intentions of paying back because these schools are incredibly expensive. [Master’s - Arts]</td>
</tr>
</tbody>
</table>

#### Cost (School administration)

<table>
<thead>
<tr>
<th>Price - Value equation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• In addition, credit hours taken online particularly at a community college are often less expensive. It therefore makes good financial sense for a student to take core courses online at a community college and then transfer those credits to a four year institution. [Overall]</td>
</tr>
<tr>
<td>• Why would you want to spend thousands of dollars for a degree for which you have no use? [Master’s - Business Administration]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Affordability</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Many state schools now have online programs so you can get low cost, accreditation...all at once [Master’s - Business Administration]</td>
</tr>
<tr>
<td>• The online education programs could be helpful in increasing the access to education, as also to make it more affordable for the millions unable to move to colleges due to financial constraints. [Overall]</td>
</tr>
<tr>
<td>• We in higher ed must be forthright in saying that providing high-quality, fully interactive degree programs online is costly and, at this point, cannot be free. [Overall]</td>
</tr>
</tbody>
</table>
Logistics

Overall
- Positive: 95%
- Neutral: 5%
- Mixed: 0%
- Negative: 0%

Corporate executives and employees
- Positive: 95%
- Neutral: 0%
- Mixed: 0%
- Negative: 0%

Corporate talent management and HR
- Positive: 85%
- Neutral: 15%
- Mixed: 0%
- Negative: 0%

Current students
- Positive: 90%
- Neutral: 10%
- Mixed: 0%
- Negative: 0%

School administration
- Positive: 95%
- Neutral: 5%
- Mixed: 0%
- Negative: 0%
Logistics

Geographical scalability - 82%

Set-up requirements - (-8%) 6%
Verbatim Insights
Logistics (Corporate executives and employees)

Geographical scalability

Global scalability
- But as a lifelong learner who doesn’t have the geographic flexibility to attend a major university, I appreciate the access to world-class teachers that Online Learning provides. [Overall]
- We need to get past the idea of education being a short-term goal, and realize that online education will assist with life-long learning for a larger segment of the global population - no longer being controlled by monetary barriers to entry. [Overall]

Set-up requirements
- Coming to the barriers again, there is also technology available to enable a comprehensive learning experience even with sporadic internet access. [Overall]
- What do people do that have limited internet access, such as myself? Are there any decent schools out there that still do this? I live in a remote area....and have to travel to the library for internet usage. [Overall]
- The opinion so far I have found is in favor of study centers, not fully online due to many factors, like lack of exposure, non-availability of internet, lack of regular electricity. [Overall]

Logistics (Corporate talent management and HR)

Geographical scalability
- If the degree is not offered locally, then online is a way to get the degree you want. [Overall]
- Students could, however, obtain a master's of tax at that particular school while they are located in a completely different state. [Masters - Taxation/Accounting]
- Online education appeals to employees who otherwise could not pursue higher education due to geographic constraints. [Overall]
Online Learning Conversation Research

Verbatim Insights
Logistics (Current students)

Geographical scalability

Global scalability

• While it's easy to criticize the value or success of any given course, the importance of educational access to anyone around the world - at no charge - cannot be brushed off. [Overall]

• I chose online school not because it was easier, or because I needed someone to do it for me, but because I was in the flipping Army, getting mortared in Iraq (because someone wants to profiteer from conflict) and it wasn't a good idea to try to attend the local Baghdad University :D [Masters-Science]

• The interaction of the students with others throughout the world was very active with students from Russia, Greece, UK, Canada, African nations, South America, Europe, Australia, etc., all contributing. The students had Phd's, MS's, degrees from Cal Tech, and were as young as 12. [Overall]

Others

• I didn't know this existed before reading this article, but I've already signed up for two classes. It's the perfect experience for me as I'm landlocked into a rural area and cash-strapped. [Overall]

• I would like to pursue my doctoral studies online (since I am constantly traveling, and relocating as per the nature of my engineering profession). [Doctor's - Science]

Set-up requirements

• With this program, and I assume others, you do not need to have internet access 24/7, if that is a worry. As long as you can log in a couple days a week to stay on top of discussions and download readings ahead of time when you know you may be away from the internet or a computer, you will do just fine. [Masters-Museum Studies]

• Besides the limited access by Chrome, I don't think one needs to be a systems expert like Konstantin to operate in an Online Learning environment. [Overall]

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# Verbatim Insights

## Logistics (School administration)

### Geographical scalability

**Global scalability**

- Our students come from all over the U.S., Canada, Europe, the Middle East, and south Asia, and the diversity of their experiences and perspectives enrichts the course. [Overall]
- Millions of people around the world watch classes ranging from astronomy to cryptology and game theory [Overall]
- The Online Learning environment allows students to network with classmates and faculty from across the country and around the world [Overall]
- Just think how rejuvenating it will be for professors to reach and teach hundreds and even thousands of capable and motivated students from all around the world! [Overall]

### Others

- Online Learning can enable learning to happen in a variety of contexts, locations, and times; it allows for a transformation of curriculum and learning. [Overall]
- On-line education addresses (somewhat) the needs remote learners. It has its place. [Overall]

### Set-up requirements

- However, nothing beats the real time classroom interaction, live internships, in-depth content exploration, hands-on projects and behind the scenes professional site visits and connections that the more established museum studies programs offer. [Overall]
- There is clearly a system wide need for sophisticated, customizable platforms that can be made widely available, maintained, upgraded, and sustained in a cost-effective manner. Yet higher education has failed to find a convincing solution to this problem, and immediate prospects for a solution are uncertain at best. [Overall]
HR effectiveness
retention
attracted
workers
calibre
Turnover
hiring
formalize
respected
credibility
genius
candidates
job
HR effectiveness

- Overall: 90% positive, 10% negative
- Corporate executives and employees: 99% positive, 1% negative
- Corporate talent management and HR: 90% positive, 10% negative
- Current students: 90% positive, 10% negative
- School administration: 90% positive, 10% neutral

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HR effectiveness

- Workforce effectiveness: 82%
- Hiring and retention: 27%

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**Verbatim Insights**

**HR effectiveness (Corporate talent management and HR)**

**Workforce effectiveness**
- I have seen not just reputation of distance learning change but also the calibre of candidates and the perception of managers in the business. [Overall]
- Still, online classes have helped reduce the number of internal questions—randomization. ROI for me means, are my accounting and financial people less randomized. [Overall]
- Its advantageous to the company to support employees in online education because it draws more people to continue their degree, which can only benefit the company in the long run. [Overall]
- We are now, more or less, starting to treat online degrees as being one peg-below their traditional cousins. It would be bad business to pretend that online institutions are producing the same knowledge and skill base as brick-and-mortar universalities. [Overall]

**Hiring and retention**
- (Kling, an architecture and design firm based in Philadelphia, was motivated, in part, to formalize relationships with its online providers because its employees asked it to) By supporting employees interest in online education, not only that current workers are likely to stay with the firm but also that prospective employees will be attracted to the company. [Overall]
- L-3 has found its support for online education to be a powerful retention and hiring tool, Turnover at the company was below 3 percent last year. [Overall]
Online Learning Choice Deep Dive
Reputation/Recognition

- doubt
- recommend
- NA
- job
- probation
- recognized
- review
- recruiter
- recognized
- hiring
- placement
- recognized
- tier
- enrolled
- status
- brand
- known
- worthless
Reputation/Recognition

Accreditation
Value on resume
Brand name
Offline presence
Alumni reviews
Rankings/Awards
Transfer credits

0% 5% 10% 15% 20% 25% 30% 35% 40%

Positive Neutral Mixed Negative
### Verbatim Insights

#### Reputation/Recognition

| Accreditation | ...
|---------------|---
| • ...Arkansas State and University of Illinois -Springfield. Both are 100% online & NASPAA accredited. | [Master’s – Public Administration] |
| • I narrowed down the programs using the following criteria: AACSB Accredited. | [Master’s - Business Administration] |
| • U of P is not properly accredited anyway. Look for the WASC accreditation when in doubt. | [Overall] |
| • I wonder what this would mean for graduates of AU if accreditation is lost...I hope that would mean credit could still be transferred to other school systems...yikes. | [Overall] |

| Value on resume | ...
|-----------------|---
| • Just mentioning I’m a Masters (candidate) from AMU has given me some very serious cachet! | [Overall] |
| • I am confused choosing between the two colleges for an Exec MBA course..can you help me choose one of them...one which gives better job opportunities. | [Master’s - Business Administration] |
| • (Would you even put "University of Phoenix" on your resume?) If you do, I can promise you that no one at MY company would ever hire you. | [Overall] |

| Brand name | ...
|------------|---
| • I agree that U of Alabama is more well known so I will be going for that. | [Master’s - Science] |
| • At the end of the day, however, an online MBA from a school no one has heard of isn’t worth it. | [Master’s-Business Administration] |

| Offline presence | ...
|-----------------|---
| • There are also a lot of students that are taking online classes there (10,000+), which proves that their online programs are of high quality, but it is also backed by a real university with a main campus located in Columbia, Mo. | [Master’s-Business Administration] |
| • I am currently going to a mostly online college However it is a SUNY college, (State Univer. of NY) and at the end, I will have a SUNY degree. | [Overall] |
| • I also HATE the idea that it is a private institution with no brick and mortar location. | [Master’s - Accounting/Taxation] |
Verbatim Insights
Reputation/Recognition

Alumni reviews
- ...a friend who attended as an undergraduate there and had good things to say about the school. [Doctor’s-Business Administration]
- Auburn is my top choice for MBA, and what really put it there was a series of conversations I had with current students, distance MBA alumni, and a co-worker who completed the Physician MBA program. [Master’s-Business Administration]
- I’m very much interested in the Ohio University PMBA - I met a guy tonight who did his undergrad there and he loved it. Apparently the school is like the best thing since sliced bread (according to the excited alum I met). [Master’s-Business Administration]
- I’m not satisfied with UMUC’s reviews from students graduating from theirs. [Bachelor’s]

Rankings/Awards
- An MBA from a Big 10 school is a very strong credential. [Master’s-Business Administration]
- I’d choose Isenberg. Their full-time program took quite a jump in the USNWR rankings this year. [Master’s-Business Administration]
- East Carolina University has better reputation than FSU. It is ranked national tier 1 by US News. [Master’s-Business Administration]
- I don’t see USM name anywhere in US News Rankings. I believe its a 2nd tier university, versus, Mississippi State which is a Tier 1, US News Ranked University. [Doctor’s - Arts]

Transfer credits
- I checked. OSU requires a conferred masters degree but then allows you to apply those credits toward the PhD. [Doctor’s - Arts]
- University of Idaho, University of Arkansas and LSU all offer self paced distance options that would allow you to bust out a lot of credit for around $110/cr. you would have to transfer that somewhere like one of the Big 3 to complete the degree though. [Overall]
- Many AACSB schools won’t transfer non-AACSB business credit into their programs, allow non-AACSB masters students into their doctorate programs or hire non-AACSB professors to teach their courses. [Master’s-Business Administration]
Cost
outrageous
insanely
low
lesser
cheapest
reimburses
dollars
steal
justified
paid
amounts
priciest
covered
risk
foot
loans
aid
scholarships
ridiculous
lowest
pounds
Cost

Price-Value equation

Affordability

Fee assistance

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Cost

Price-Value equation
- *It sounds like an excellent, value-priced program!* [Doctor’s – Business Administration]
- At $250 a credit for classes all the way through the doctoral level, the degree programs are a steal. [Master’s – Business Administration]
- Online MBA degree from UoL is both fulfilling as well as transforming and given the recent accreditation by the worlds renowned body is worth every ounce of money invested into it. [Master’s – Business Administration]
- I have been looking for a position since I earning my Masters from UoP a year ago. I am at the same job I was before I started working on my BA. So...6 years of school and lots of debt....it is very frustrating. [Bachelor’s - Art]
- I seem to gather that the consensus among those of you who have trodden this MBA path already, is that RIT is not worth the price tag. [Master’s – Business Administration]

Affordability
- Depending on whether cost is an issue, start with the South African schools first, especially UNISA. [Doctor’s]
- AACSB online MBA programs ranked by less in tuition costs. [Master’s – Arts, Business Administration]
- I have looked at online PhD programs overseas, but the credible ones seem rather expensive, such as the University of Birmingham in UK, which offers an online PhD in modern history. [Doctor’s- Arts]

Fee assistance
- I forgot that you mentioned you get the discounted military rate at Liberty. If that’s the case, then the Liberty program is the more affordable option, even with the higher number of credits required to complete the degree. [Master’s – Business Administration]
- It has to be done online because of my work schedule, and of course the best tuition prices and/or financial aid. [Master’s – Arts]
- The third option has an additional problem: AU students would not be eligible for federal financial aid without recognized accreditation. [Overall]
Quality

disappointed
appetite
specialists
syllabi
specialise
academia
seminar
overcome
highest
reports
legitimate
sacrifice
papers
guidance
selective
gPA
rigor
poor
director
dynamic
suspicions
midterms
scholarly
quizzes
refined
solidify
joke
electives
vigorous
prestigious
mandatory
demanding
compromised

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Verbatim Insights

Quality

Faculty

- Finally, Ashford University has hired a new Dean and President from the Northeast in Maine. This man has years of academic experience and has a good reputation. [Bachelor’s - Business Administration]
- I’d rather learn on my own and gain feedback from experienced doctoral faculty as I progress. [Doctor’s - Business Administration]
- I have just completed my Master of Arts in Organizational Management with Specializations in Project Management and Human Resource Management and am very proud of and confident in the instructors/professors who have guided me on this path. [Master’s - Business Administration]
- The Award was made on the basis of Heriot-Watts innovation, teaching excellence and research as well as first-rate facilities. [Doctor’s - Accounting]
- The for-profit dumps jumped into the online market and made a joke out of it. Their insatiable appetite for wind-fall profits resulted in such poor online courses - both the faculty person and the content...[Overall]

Rigor

- I found the education top notch, because of all the time pressures, reading, 10 page reports and 2 to 3 page midterms, quizzes, tests. [Bachelor’s - Business Administration]
- I am in graduate school, a challenging rigorous curriculum, I was totally prepared, and I have UOP to partially thank. [Master’s]
- The Smith School is combining a state-of-the-art online platform with the academic rigor that makes it a leader. University-wide we are exploring how best to use technology-based learning, and this is an excellent model. [Master’s - Business Administration]
- I took two classes at Amberton last year. I was grossly disappointed at the lack of academic rigor(or any college-level rigor for that matter) [Master’s - Arts]
Online Learning Conversation Research

Verbatim Insights

Quality

**Curriculum**
- *I think it really comes down to which program you like the best and the cost.* [Master’s - Arts]
- *My recommendation is to look at the costs and also the courses offered. See which courses interests you and go from there!* [Master’s- Science]
- *Look at the coursework and the syllabi for each class. Are you going to learn what you want to learn? Is $2000 out of pocket worth it for what you're expecting to learn? If so, go right ahead.* [Master’s - Business Administration]

**Overall**
- *Ashford has a lot of good programs and a lot of potential for those who wish to pursue an online education.* [Master’s - Business Management]
- *Thanks for the information. I have been looking at the program... It is unbeatable program, I would compare this program would be in the same group with George Fox University’s DBA online.* [Doctor’s - Business Management]
- *Not sure about the quality of education either.* [Overall]

**Resources**
- *I would strongly suggest BPP courses as their materials are by far the best and their tutor support is great.* [Bachelor’s- Accounting]
- *They use good textbooks, professors provide good feedback, and they require a standard of academic performance which results (at least in my opinion) in a decent education.* [Overall]
- *The school also provides access to world class research libraries online.* [Master’s - Business Management, Doctor’s]
Values

- Profit-driven
- Commitment

0% 20% 40% 60% 80%

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Verbatim Insights

Values

Profit-driven

- WGU is no degree mill and they aren't there to make a profit off high enrollment. [Master’s - Business Administration]
- And as 26.2 points out, the school is non-profit, which is one thing that did make me feel better about them compared to other online MBA options. [Master’s - Business Administration]
- Never relinquish your right to question the integrity of an institution/corporation; where a clearly defined profit motive exists. [Overall]
- Education is one of those things that should not be run to generate profit. I have a problem with Phoenix at a visceral level especially since they are sucking up our tax dollars. [Overall]
- Ashford had the raw resources and talent to do much, much better than this. It's a shame organizations will ruin themselves to grasp at every last dollar. Worse, I'm seeing this trend outside education, as well. [Overall]
- I am extremely familiar with the "marketed"/"As Seen on TV" options I just mentioned, but have always shied away from that type of environment. [Doctor’s - Business Administration]

Commitment

- They are doing online education in a really student centered way. If you just wanted to learn business skills, WGU would get the job done for you. [Master’s - Business Administration]
- Ashford is still an amazing program. They are changing everything to take better care of their students. [Overall]
- Their commitment to seeing their students complete the program is what impresses me about their program. [Doctor’s - Business Administration]
- Therefore only those colleges and universities who have a true commitment to deliver excellent online instruction, who have faculty with a level of expertise to design and present quality online courses, and who have the financial resources to adequately cover the development (research), production and delivery costs should be in the marketplace of online education. [Overall]
Convenience

Bar chart showing the distribution of convenience across different categories:

- **Duration**
  - Positive (green)
  - Neutral (red)
  - Mixed (yellow)
  - Negative (black)

- **Enrollment**
  - Positive (green)
  - Neutral (red)
  - Mixed (yellow)
  - Negative (black)

The chart indicates that the majority of responses are positive, with a small percentage being negative.
## Verbatim Insights

### Convenience

**Duration**

- *It's AACSB, cheap, and only 30 hours.* [Master’s - Accounting/Taxation]
- *Speed….I like the idea of combining a graduate certificate along with the Masters….The other option would be an MBA at TAFT. Online Master of Business Administration (MBA) Programs ..There are only 9 classes worth of 4 credits each.* [Master’s - Arts]
- *I chose Liberty due to RA, cost (250.00 military), and the shortened course length.* [Master’s - Science]
- *I just recently discovered R.I.T's online EMBA. It looks like a really solid and decently ranked AACSB program, and is completed in 15 months.* [Master’s - Business Administration]
- *Looks pretty good, but 32 weeks makes it quite a stretch.* [Master’s - Business Administration]
- *Capella is a for-profit online only school and the program takes about 3 years to complete (I qualify under the 'career change' path and have to take 3 additional foundational classes for a total of 15 courses, taking 1 class at a time back to back the program is 3.75yrs, I was told by the adviser that most can finish in about 3yrs with some overlapping classes).* [Master’s - Business Administration]

**Enrollment**

- *I don't have any knowledge about this particular program but I was admitted to Bama's Educational Psychology and Management programs... The admissions process was pretty straight forward.* [Master’s – Arts, Business Administration]
- *I narrowed it down to these two program/school by putting into consideration that GMAT was not required.* [Master’s - Business Administration]
- *Business undergad is not required, and GMAT can be waived.* [Master’s - Business Administration]
- *However, there are two MAJOR hurdles for this. The first is that in order to be admitted you must have completed 50% of the clinical portion of another nursing program before, OR you must be a LPN/LVN paramedic (not just an EMT), Physician trained or licensed outside of the US, respiratory therapist, Physician or Physician Assistant (not medical assistant or nurses aid, or anything like that) licensed in the US, or a Midwife.* [Bachelor’s - Nursing]
Annexures
Annexure 1: Top Sources of Information

- We aggregated conversations from 7500 conversations from various sources. Following is the list of top sources:
  - Answers.yahoo.com
  - ChicagoTribune.com
  - Nytimes.com
  - Chronicle.com
  - Diverseeducation.com
  - Elearnmag.acm.org
  - Forbes.com
  - Bloomberg.com
  - Businessinsider.com
  - Cafepharma.com
  - Collegenet.com
  - Gijobs.com
  - Huffingtonpost.com
  - Linkedin.com
  - Abcnews.go.com
  - Ask.metafilter.com
  - Straightdope.com
  - Community.articulate.com
  - Quora.com
  - Udacity.com
  - Collegeconfidential.com
  - Braintrack.com
  - Businessweek.com
  - Cfo.com
  - Degreeinfo.com
  - Hreonline.com
  - Insidehighered.com
  - Onlinehighereducation.com
## Annexure 2: Conversation Split

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<td>Degreeinfo.com</td>
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<td>Linkedin.com</td>
<td>7</td>
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<td>Huffingtonpost.com</td>
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<td>Chronicle.com</td>
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<td>Straightdope.com</td>
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<tr>
<td>Ask.metafilter.com</td>
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<tr>
<td>Businessweek.com</td>
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<td>Collegeconfidential.com</td>
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<td>Insidehighered.com</td>
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<td>Diverseeducation.com</td>
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<td>Elearnmag.acm.org</td>
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<td>Collegenet.com</td>
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<tr>
<td>Community.articulate.com</td>
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<tr>
<td>Cafepharma.com</td>
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<tr>
<td>Abcnews.go.com</td>
<td>1</td>
</tr>
</tbody>
</table>

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15% conversations came from other sources combined
Thank You