Implementing Comprehensive Online Programs that Improve Student and Institutional Outcomes in Higher Education

## Introduction: State of Online Learning Market

Online learning continues to provide unprecedented, flexible opportunities for individuals to pursue their higher education goals. More than 7.1 million students are taking at least one online course, according to the 2013 Babson Survey Research Group's annual Survey of Online Learning. According to the survey, 66 percent of chief academic leaders say that online learning is critical to their long-term strategy.[1]

The need for increased access to post-secondary education and flexible course and degree options for adult and other non-traditional students has greatly contributed to the growth in online learning. Thirty-eight percent of those enrolled in colleges and universities are over the age of 25, and 25 percent of those students are over 30, according to the National Center for Education Statistics.[2]
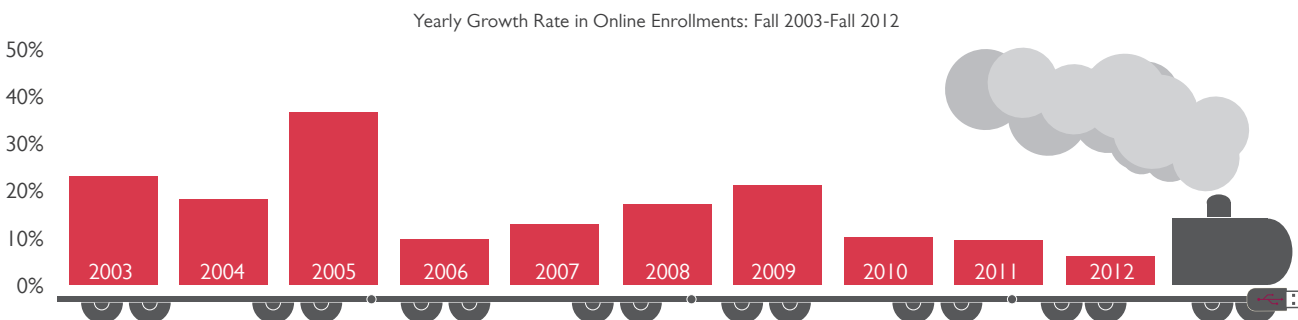
Perhaps the most important reason institutions continue to create new online courses is the strong student learning outcomes they are seeing in online courses and programs. Seventy-four percent of academic leaders rate the learning outcomes in online education as the same as or superior to those in face-to-face courses, according to the Babson Survey.

THE STATE OF ONLINE LEARNING IN HIGHER EDUCATION.

Online enrollments have surpassed 7.1 million and now account for 33% of total higher education enrollments (21.3 million).

Online Enrollments as Part of Total Enrollments - Fall 2012

7.1 MILLION ONLINE ENROLLMENTS

Total Enrollments - 21.3 million

= 1 million enrollments   Online enrollments
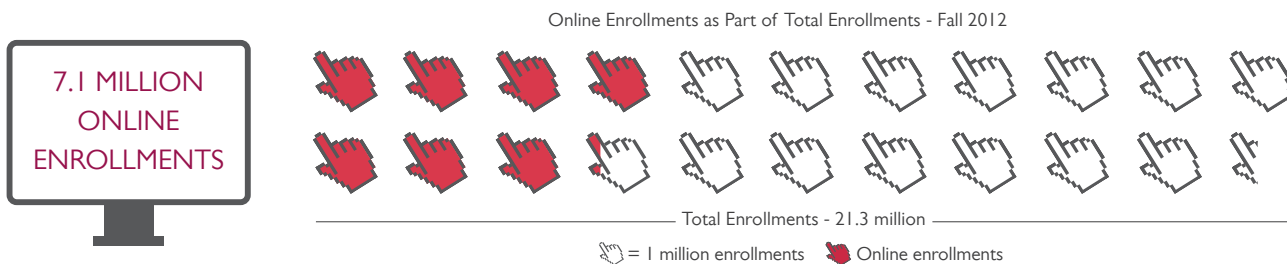
Growth of online enrollments slowed to 6.1% in 2012. However, this number still represents over 400,000 additional students taking at least one online course this year.

Yearly Growth Rate in Online Enrollments: Fall 2003-Fall 2012

Year	Growth Rate
2003	~23%
2004	~18%
2005	~37%
2006	~10%
2007	~13%
2008	~17%
2009	~21%
2010	~10%
2011	~10%
2012	~6%

1. Babson Survey Research Group's "Grade Change: Tracking Online Education in the United States, 2013" survey report: http://sloanconsortium.org/publications/survey/grade-change-2013.   2. National Center for Education Statistics: http://nces.ed.gov/

GROWING DEMAND FOR EFFECTIVE ONLINE LEARNING SERVICES

As online learning continues to grow in adoption and acceptance, new models are emerging. From MOOCs to self-paced learning and competency-based education, institutions are leveraging new technologies and new delivery models to meet the changing needs of students. At the same time, the higher education online learning market is becoming increasingly competitive.

In order to provide quality online programs that stand out from the crowd, institutions need to ensure that key program elements are in place; however, the task of creating and maintaining successful online learning programs can be daunting. To meet the growing demand for flexible higher education, institutions are investing in comprehensive online learning services. These services, including market research, course and curriculum design and development, effective marketing and recruitment strategies, and student retention and support services, which cultivate a personalized experience, are designed to increase student satisfaction and success in this growing population of remote learners.

This white paper shares specific best practice examples, observations, and outcomes from six leading institutions, gathered through their experience creating and managing several online programs that have given thousands of students the opportunity to achieve their higher education goals.

## IMPORTANCE OF CULTIVATING BEST PRACTICES IN ONLINE PROGRAM MANAGEMENT

In a competitive market that is projected to grow exponentially, best practices in online program management are more important now than they ever have been. According to a 2012 study by Eduventures, 35 percent of all master's degree students are taking at least 80 percent of their courses online, a jump of nearly 16 percent in just one year.

As a result, institutions are striving to find new and creative ways to reach the right target audiences for their programs, support and keep students engaged throughout their enrollment, and help learners complete their goals. There are a number of specialized areas that play an important role in successful programs. For example, choosing the right programs to take online, improving overall traffic in order to improve lead conversion rates, providing prospective students access to faculty and course/program experience through webinars, and restructuring courses to improve student engagement and performance are all critical to a program's success. Overarching components within online program management can be categorized as follows:
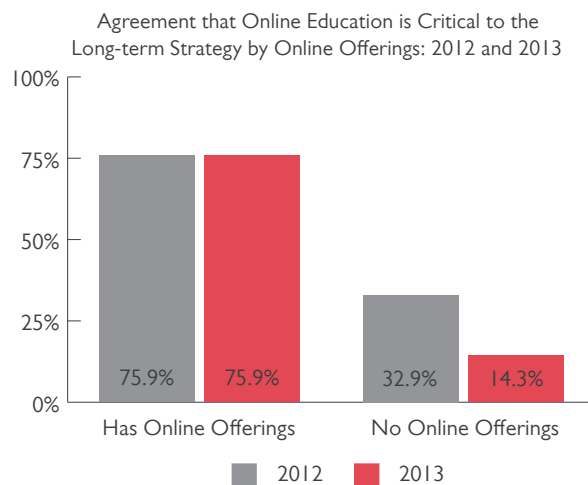
- Market Research and Institution/Program Readiness
- Marketing
- Recruitment
- Student Retention and Support Services
- Course and Curriculum Design and Development

IS ONLINE EDUCATION CRITICAL TO THE LONG-TERM STRATEGY OF INSTITUTIONS?

66% of CAOs agree that online education is critical to the long-term strategy of their institution, a 4.6% decrease from 2012.
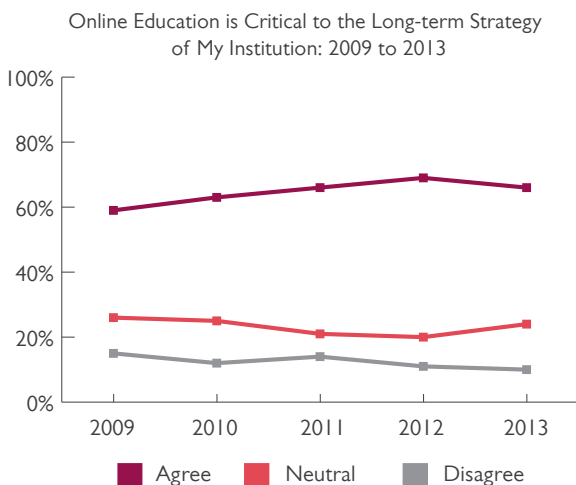
The decrease in agreement of online being critical was only seen in institutions that do not currently have online offerings.

Online Education is Critical to the Long-term Strategy of My Institution: 2009 to 2013

Agreement that Online Education is Critical to the Long-term Strategy by Online Offerings: 2012 and 2013

1. Babson Survey Research Group's "Grade Change: Tracking Online Education in the United States, 2013" survey report: http://sloanconsortium.org/publications/survey/grade-change-2013.

Market Research and Program/Institution Readiness Assessment

When developing online programs, it is important to conduct high-level market research to determine program viability, reduce risk and deliver predictable results. In addition, effective program marketplace viability research provides the institution with an understanding of how much demand exists at a national and regional level, via the competitive set, and key areas of differentiation, to enhance opportunities for long-term growth.

> "Our collaborative partnership with Pearson Embanet has helped us to better differentiate our online MBA programs, as well as communicate the overall benefits and return on investment for students. We have seen a steady uptick in enrollments, and this is partly attributed to the valuable contributions of the Pearson Embanet team."
>
> — Cheryl Oliver
> Assistant Dean for Online and Graduate Programs
> for the College of Business,
> Washington State University

SPOTLIGHT ON: WASHINGTON STATE UNIVERSITY'S IMPROVED DIFFERENTIATION FOR ONLINE MBA AND EMBA PROGRAMS

WASHINGTON STATE UNIVERSITY
COLLEGE OF BUSINESS

Washington State University (WSU) is the third largest institution of higher learning in the state of Washington. Ranked very highly in *U.S. News & World Report*, the university has outstanding programs in the areas of communications, business administration and research, and prides itself on its use of clean technology.

Washington State University began its partnership with Pearson Embanet in April 2010, with the launch of its new EMBA program and the re-launch of its existing online MBA program. Since then, the Pearson Embanet team has been instrumental in helping WSU effectively differentiate these two programs in the market. The Pearson Embanet team helped WSU to identify the right audience for each degree program, depending on the candidates' levels of experience and motivation. The Pearson Embanet team also worked with WSU to examine both programs closely, including each course and its learning outcomes, to ensure that there was clear differentiation for each audience. The Pearson Embanet team helped WSU communicate the benefits of each program to prospective students more effectively.

Highlighted Outcomes:

- WSU is pleased with the overall quality of the students the institution has admitted to its online MBA programs. The university is also pleased with its retention rates.

- During the Fall 2013 term, WSU increased its enrollment by 23 percent over Fall 2012. In addition, WSU is currently on track to secure a 50 percent increase in enrollments in Spring 2014 over Spring 2013.

- Overall, students' level of satisfaction with WSU's online MBA programs has been high, thanks in part to the efforts of the Pearson Embanet team. WSU saw 100 percent retention rates for new students from the Summer to Fall 2013.

- In January 2013, *U.S. News & World Report* ranked WSU's online MBA program #1 in its Online Business Program Rankings.

Marketing

An effective and diversified marketing campaign ensures that an institution's brand integrity is preserved while providing maximum exposure and creating and sustaining quality lead generation. The right messaging generates inquiries from more qualified prospective students, leading to more successful enrollments. For many online programs in today's highly competitive environment, the following are important areas of focus:

- Program/Brand Differentiation
- Search Marketing Excellence
- Media Planning and Optimization
- Web Conversion
- Database Marketing
- Marketing Collaboration with faculty, students, alumni, and key institutional stakeholders

The overall number of online programs is increasing rapidly, which means institutions are operating in a highly competitive environment. Now more than ever, all aspects of digital and traditional marketing must be explored and optimized to reach the right students in a number of ways. Specific attention to practices that enhance each institution's ability to make its programs known to prospective students is critical. Following are examples of how institutions have employed and continue to refine these tactics to expand the reach of their online programs.

SPOTLIGHT ON: ABILENE CHRISTIAN UNIVERSITY'S LEAD GENERATION STRATEGY

Abilene Christian University (ACU) is a private, Christian college located two hours west of Dallas, TX. ACU's online graduate programs offer students the flexibility and versatility they need to balance family, work and educational commitments successfully. The institution offers online graduate degrees in conflict resolution management, organizational management, education, and more.

ACU partnered with Pearson Embanet in 2008 to expand its online offerings, focusing on recruitment, marketing, and retention. The Embanet team approached administrators at ACU in 2012 with a plan to increase lead generation by converting online traffic at an increased rate. To accomplish this goal, the Pearson Embanet team recommended the use of targeted landing pages, as opposed to redirecting leads to a comprehensive site.

The marketing team at Pearson Embanet sought to learn the most efficient way of routing leads and hoped to take a less commercial approach. Pearson Embanet researched and tested two linking strategies. In test one, they used microsites that were unchanged and monitored the results. In test two, they used the new strategy of linking to independent landing pages targeted to diverse audiences. They then presented the data and the results to the ACU team. Unquestionably, the results showed that the independent landing page strategy was the optimal way to link web assets. ACU agreed to test the program with a 60-day trial to determine if the individualized landing pages would be a success. The goal was to increase enrollment numbers by 13 to 16 percent within this timeframe.

Highlighted Outcomes:

- In 2013, ACU met its enrollment projections, and there has been a 16 percent increase in its online student population in several programs.

- The ACU program has recently seen significant gains in quality lead percentage, and this has led to the ability to secure more applicants for Spring 1 and 2 of 2013. The implementation of the web-linking strategy and the improvement in applicant volume played a large part in the university's ability to help 55 students begin their studies in Spring 2013.

> "The clearest benefit to us is that enrollment for some of our programs is at an all-time high. The partnership between Pearson Embanet and ACU has continued to flourish because of the approach the team has taken with regards to the web-linking strategy. We trust the Pearson Embanet team and rely on them because of their proven results. The data and results illustrate their expertise and know-how."
>
> — Corey Patterson
> Director of Graduate Program Development and Managing Director for Online Programs, Abilene Christian University

**THE GEORGE
WASHINGTON
UNIVERSITY**

WASHINGTON, DC

The George Washington University (GW) is the largest institution of higher education in the District of Columbia. The institution has more than 20,000 students—from all 50 states, the District and more than 130 countries—studying a rich range of disciplines, including creative writing, forensic science, computer engineering, public health, public policy, law, international affairs, and medicine.

George Washington University is one of a small number of colleges that offer a graduate degree in paralegal studies. The Online Master of Paralegal Studies program, which has approximately 200 enrolled students, prepares its graduates to lead the profession by entering at a higher level and advancing within the field. While many paralegal education programs offer vocational training and certificates, GW's program takes a rigorous, scholarly approach to paralegal education, with the goal of raising the paralegal profile and expanding the boundaries of the profession.

GW wanted to improve the overall structure of its webinars to engage prospective students at a higher level and better retain current students. In 2012, Pearson Embanet's marketing experts worked with GW to develop and host informative, career-focused webinars.

Highlighted Outcomes:

- GW is pleased with the results of the career-focused webinars, which are the result of a successful, collaborative effort with Pearson Embanet. The webinars, which target prospective and current students, discuss various career paths and illustrate how the master's program prepares its graduates to follow these paths.

- The Pearson Embanet marketing team has also enlisted experts from highly respected industry associations, such as the National Federation of Paralegal Associations, to participate in these webinars.

- **Example of webinar results:** In March 2013, the professional development webinar drew 40 attendees, representing 55 percent of registrants. The webinar produced at least four new students.

Student Recruitment

The recruitment process for online programs involves many elements, most of which are time and labor-intensive. Targeted and branded marketing campaigns must be created and implemented to generate highly qualified prospective students.

When selecting enrollment advisors, it is important to ensure that they have a solid understanding of the institution's environment, so that they may communicate effectively with prospective students.

Knowing how a prospect prefers to be contacted, both initially and then later, during the follow-up communication process, is one example of an important piece of information that advisors need. Staying engaged with prospects and answering questions every step of the way is critical. Ultimately, the goal is to connect institutions with the right students—those who will remain committed to the successful completion of their programs.

**NORWICH
UNIVERSITY™**

1819

Norwich University is the first and oldest private military college in the nation and is one of six federal service academies. Norwich University and Pearson Embanet began their relationship in 1997, with a focus on technical services, and added additional services in 2004. Norwich found that as it launched more programs and the online learning market became more competitive, the university needed to utilize the type of dedicated services that Pearson Embanet could offer.

Upon partnering with Pearson Embanet, Norwich made it a priority to conduct regular, rigorous training sessions with the enrollment advisors. Norwich also took the extra step of having Pearson Embanet advisors and marketing staff enroll in one of the university's master's degree programs, so those staff members could get a taste of the classroom experience, understand the culture, and know the program from the inside out. In this way, the enrollment advisors and marketing staff became completely immersed in the online student experience at Norwich University, resulting in a more effective approach to nurturing and cultivating Norwich leads.

> "The Pearson Embanet team continues to bring highly qualified students into the Norwich programs, resulting in strong graduation and retention rates. The Pearson Embanet team helps our students feel connected to a real place, which has over 200 years of academic excellence."
>
> — Debra Wick
> Associate Dean of Administration within the College of Graduate and Continuing Studies,
> Norwich University

SPOTLIGHT ON: WASHINGTON STATE UNIVERSITY'S *U.S. NEWS & WORLD REPORT* RANKINGS

Rankings from well-known and highly respected media outlets, such as *U.S. News & World Report*, help institutions differentiate their degree offerings in a highly saturated online learning marketplace. These rankings serve as a very compelling recruitment tool to help attract the best students to an institution's online degree offerings.

Pearson Embanet's marketing experts have helped WSU to secure a *U.S. News & World Report* #1 Ranking for the online MBA and online EMBA programs.

> "The *U.S. News & World Report* rankings increase WSU's ability to remain extremely selective within the competitive marketplace and provide us with the ability to attract the brightest, most promising students. We attribute these rankings in part to the efforts demonstrated to us by the Pearson Embanet team."
>
> **— Cheryl Oliver**
> Assistant Dean for Online and Graduate Programs for the College of Business, Washington State University

SPOTLIGHT ON: THE UNIVERSITY OF CINCINNATI'S BEST PRACTICES FOR RECRUITING THE RIGHT STUDENTS FOR ITS ONLINE MASTER'S IN FOUNDATIONS OF BEHAVIOR ANALYSIS PROGRAM

Founded in 1819, the University of Cincinnati (UC) offers students a balance of educational excellence and real-world experience. UC is a public research university with an enrollment of more than 42,000 students.

The university knew that a market existed for people who aspire to become board certified behavioral analysts. However, its biggest recruitment challenge was getting the word out that UC offers the best program for these students.

UC turned to Pearson Embanet's team of talented enrollment advisors to help recruit the ideal students for its Online Master's in Foundations of Behavior Analysis program.

As part of **UC's** recruitment efforts, the Pearson Embanet team highlighted UC's nationally approved, high-quality curriculum, with faculty who have the outstanding credentials to teach this type of program. Pearson Embanet's enrollment advisors have admitted a steady flow of students into the program and have consistently met or exceeded targets set for enrollments.

> "Pearson Embanet's recruitment best practices and expertise have been instrumental in helping us to zero in on the unique benefits of our program and promote them effectively, in order to reach the best students."
>
> **— Janet Graden**
> Professor and Director, School of Human Services, University of Cincinnati

Student Retention and Support Services

Student retention is one of the most important success metrics for a sustainable online program. Effective retention begins with targeted marketing and recruiting efforts that represent an institution's program with depth and authenticity. Students must receive personalized attention from recruiting and retention services through the completion of their program. Fully online programs require a disciplined approach to student communication and a thorough understanding of the drivers of student persistence. Understanding and proactively addressing "at-risk" factors is one of the most critical aspects of successful student retention. Timely and meaningful communication is vital. New students benefit from more communication during the first one to three courses, so understanding and communicating proactively about the unique challenges they face in the first course can make a significant difference. For mature students, anticipating the challenges of a particular course can improve student outcomes.

SPOTLIGHT ON: CHAMPLAIN COLLEGE'S STUDENT ENGAGEMENT

Founded in 1878, Champlain College is a small, private college overlooking Lake Champlain and Burlington, Vermont, with additional campuses in Montreal, Quebec and Dublin, Ireland. Ranked among *The Princeton Review's* "378 Best Colleges: 2014 Edition" and named the Top "Up-and-Comer" College in *U.S. News & World Report's* "2014 Best Colleges," Champlain offers more than 30 undergraduate degrees, including 12 online continuing undergraduate degrees, a number of professional certificates in business, technology, and health care, and eight online graduate programs.

For its Online Master of Science in Law program, Champlain College needed to ensure a highly engaged student population. The Pearson Embanet student services team works diligently to establish direct, ongoing communication between students and program coordinators via telephone and email. This ensures that the student remains engaged from enrollment through graduation.

The Pearson Embanet student services team also works with Champlain College to develop a helpful welcome packet for new students, as well as a Student Resource Center which is integrated within the institution's Learning Management System (LMS).

Highlighted Outcomes:

- The Online Master of Science in Law is one of the only programs at Champlain with such dedicated resources for their students. Online students need a lot of interaction to be successful and feel engaged. Pearson Embanet's extensive resources have been instrumental in helping Champlain to keep their online students in the program, pursuing their goal of graduation.

> "We work collaboratively with Pearson Embanet to ensure that our students and instructors are in constant communication. If a student has a problem that may lead to failure in a course and delay program completion, we work together to find the best solution that works for all parties involved. We truly value the tremendous support provided by the Pearson Embanet team."
>
> — Jean Myers
> Program Director, Master of Science in Law, Champlain College

SPOTLIGHT ON: WASHINGTON STATE UNIVERSITY'S ONLINE STUDENT COMMUNITIES

Washington State University wanted to establish an online community where students could frequently correspond with their peers and improve their overall learning experience at WSU. The community would also serve as an efficient way in which the Pearson Embanet student services team could easily reach and communicate important information to students.

- WSU collaborated with Pearson Embanet to create online communities where students can work together outside the course environment. These collaborative online communities, built using LinkedIn and Facebook, have fostered a strong sense of unity.

Highlighted Outcomes:

- These communities connect the student services team to the students and enable the team to share pertinent information, deliver positive feedback, and provide a platform to announce student achievement and success.

- Pearson Embanet's efforts have contributed to a strong student retention rate, which exceeded 100 percent of its goal for Spring 2013.

> "Pearson Embanet's team has provided a high level of service to students. WSU and Embanet have seamlessly worked together and have established a cohesive relationship."
>
> **— Cheryl Oliver**
> **Assistant Dean for Online and Graduate Programs for the College of Business, Washington State University**

SPOTLIGHT ON: ABILENE CHRISTIAN UNIVERSITY'S IMPROVED PRACTICUM PROGRAM

At Abilene Christian University (ACU), a number of students had taken courses in the Master's of Conflict Resolution online graduate program but had not completed the program because they were unable to locate a practicum. The practicum is a key requirement for graduation. Finding the time to identify and complete a suitable practicum was a challenge for students, since many of them are working adults with many responsibilities. The director of the course recommended that ACU create a new position dedicated to helping students find practicum placement.

ACU worked with the Pearson Embanet team to create a new Practicum Coordinator position, with the goal of reducing the strain that finding a workable practicum had put on students. Pearson Embanet and ACU have collaborated on the creation of this new position. The Practicum Coordinator will be dedicated to helping students find roles that will benefit their careers and meet one of the last requirements for graduation. The new position will likely have a positive effect on the students' return on their investment.

Intended Outcomes:

The goal of this strategy is to work with ACU and its students to fulfill this requirement for graduation and increase graduation rates by 10 to 15 percent in two years. ACU administrators and Pearson Embanet are confident that the program will accomplish its goal.

Course and Curriculum Design and Development

An engaging and successful online learning environment includes a high-quality, rigorous curriculum and course content designed to improve learning outcomes. Creating successful courses in today's environment requires a commitment to ongoing development and specialized support, in order to ensure the following:

- The approach is customized by course and faculty.

- Social learning practices are designed into courses.

- Course activities are designed to help students achieve higher levels of cognition (specialized at the graduate level).

- Holistic review and revision of courses are done throughout the program.

SPOTLIGHT ON: GEORGE WASHINGTON UNIVERSITY'S COURSE DEVELOPMENT

THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, DC

George Washington University's paralegal graduates assume leadership positions throughout the profession at top-tier law firms, government agencies, corporations, and professional organizations. The goal at GW is to prepare graduates to lead the paralegal profession, which means their curriculum is rigorous and scholarly.

At one point, students were reporting frustration with the lack of interaction with their professors. The professors were highly engaged, but they worked in the background—designing and reviewing rubrics and curriculum, assessing student learning and adjusting courses based on those assessments, updating topical material, managing facilitators, and responding to escalated inquiries. The students didn't see that engagement because the results came to the students invisibly or filtered through their facilitators.

To ensure that the students' perception of faculty engagement concurred with the reality of it, GW instituted a policy regarding faculty practices, the centerpiece of which was posting weekly videos. The instructional designer created a widget on the course home page called "The Professor's Office" and linked it seamlessly to an online video sharing site. Professors are now required to record a three- to five-minute video every week and post it in the Professor's Office. The videos are casual, conversational, and short. To ensure that students know the videos are contemporaneous, they include references to the weather, holidays, and current events. To further ensure that students realize the professors are closely monitoring the course, they contain specific references to the week's work (e.g., comments on the discussion board, quizzes, or assignments).

GW also became concerned with the drop-out rate in its foundational prerequisite course, Legal Research and Writing. The course contained a lot of material to master in a short period of time, and the class was only seven weeks long. In addition, another seven-week course immediately preceded it in the semester. Students didn't have enough time to digest the information, practice it, perfect it, try it again, and move on to the next task while successfully making progress through each course level.

As part of the process of implementing best practices in online learning, Pearson Embanet recommends ways to improve pedagogy in an online environment. In this case, the GW team and Pearson Embanet identified and quantified the high drop-out rate and suggested reworking the schedule to allow more time for students to acquire the specialized knowledge in the course properly. The professors and instructional designers converted the two consecutive seven-week courses into two concurrent 14-week courses. The task required them to reconcile the two course schedules, so that the work would be evenly distributed.

Highlighted Outcomes:

- The new schedule that the Pearson Embanet team recommended resulted in increased retention rates. Drop-out rates dropped from 15 percent in the seven-week course to less than six percent in the 14-week course.

- GW worked with Pearson Embanet's instructional designers to develop multimedia components, which included weekly videos and podcasts featuring lead instructors offering insightful commentary on relevant course and program content, lectures, and assignments.

- Pearson Embanet instructional designers made it possible for lead instructors to record weekly videos, which helped to personalize the students' experiences and made the students feel more connected (as if they were actually with the instructor on campus). As a result of these improvements, student course evaluation survey scores increased significantly.

> The new schedule that the Pearson Embanet team recommended resulted in increased retention rates. Drop-out rates dropped from 15 percent in the seven-week course to less than six percent in the 14-week course.

SPOTLIGHT ON: CHAMPLAIN COLLEGE'S IMPROVED COURSE DEVELOPMENT AND INSTRUCTION

For Champlain College's Online Master of Science in Law program, the college needed to produce a more relevant curriculum with immediate application to the online learning environment. Essentially, the institution needed to help its faculty transition their delivery of courses from a face-to-face environment to an online format suitable for adult learners. Champlain also wanted to ensure a highly qualified faculty skilled at online delivery.

Pearson Embanet provided advice and consultation regarding best practices in online education crucial to the delivery of content to adult learners. Through the partnership, Pearson Embanet helped Champlain program administrators counsel faculty on how to maintain consistency in online course design. These practices make it easier for students to focus on learning course content.

Highlighted Outcomes:

- Pearson Embanet collaboratively conducts monthly faculty meetings which often include additional training regarding best practices in online instruction.

- Pearson Embanet also developed a Faculty Resource Center within the institution's Moodle LMS, in order to create an accessible support system where educators could quickly get the assistance they need.

Conclusion

As online learning continues to grow, institutions are facing higher demand for quality programs that improve students' academic success and help them achieve their professional goals. Maintaining high standards at the launch of a program and throughout ongoing management requires constant analysis and evaluation of every component.

As evidenced by the diverse examples outlined above, no two programs or institutions are alike. They require specialized attention to increase the likelihood of success. Some institutions realize that they may not have the internal resources to devote this level of attention to their programs.

The distinguished group of Academic Partners that have shared their insights and stories understand, for instance, the importance of having dedicated enrollment advisors and student support services that build strong relationships with students from the application process through the completion of their program. They also understand the importance of effective marketing strategies designed to reach the right students and increase enrollments, as well as the benefits of implementing continuous course and curriculum improvements to drive student achievement.

Successfully launching and operating an online program requires ongoing investment, experience, and specialized attention and skill. These best practices are examples of how that process can be developed and honed by working with an experienced partner in online program management. Having this level of invaluable support from a seasoned provider of proven, comprehensive online learning services truly enables institutions to focus on teaching and learning.

To learn how you can partner with Pearson to implement effective online programs that improve desired outcomes for learners, educators, and institutions, visit:

www.embanet.com

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