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2012**

» EXPLORING A NEW PUZZLE

Ivy Tech, Online Learning and the Ideal Organization

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Ivy Tech Community College

Founded in **1963**.

Singly accredited in **1995**.

- In **2005**, identified as Indiana's statewide community college system of **14** geographic regions with regional administration and community-based boards.
- System administration and **14** state trustees.
- Educate approximately **200,000** students annually, making Ivy Tech the largest singly accredited community college in the US.



History of Online Education at Ivy Tech

1995: First Online Internet Course (noncredit) was offered at the Evansville Region.

1997: Terre Haute offered the first NCA Accredited Online Programs in the US for two year colleges to **223** students.

2007: Established a single statewide learning management platform.

2010/11: Ivy Tech had **79,123** unduplicated online students and 14 regions offer courses.



Ivy Tech Programs

Accounting

Business Administration

Computer Information Systems

Criminal Justice

Early Childhood Education

General Studies

Human Services

Information Security

Library Technical Assistant

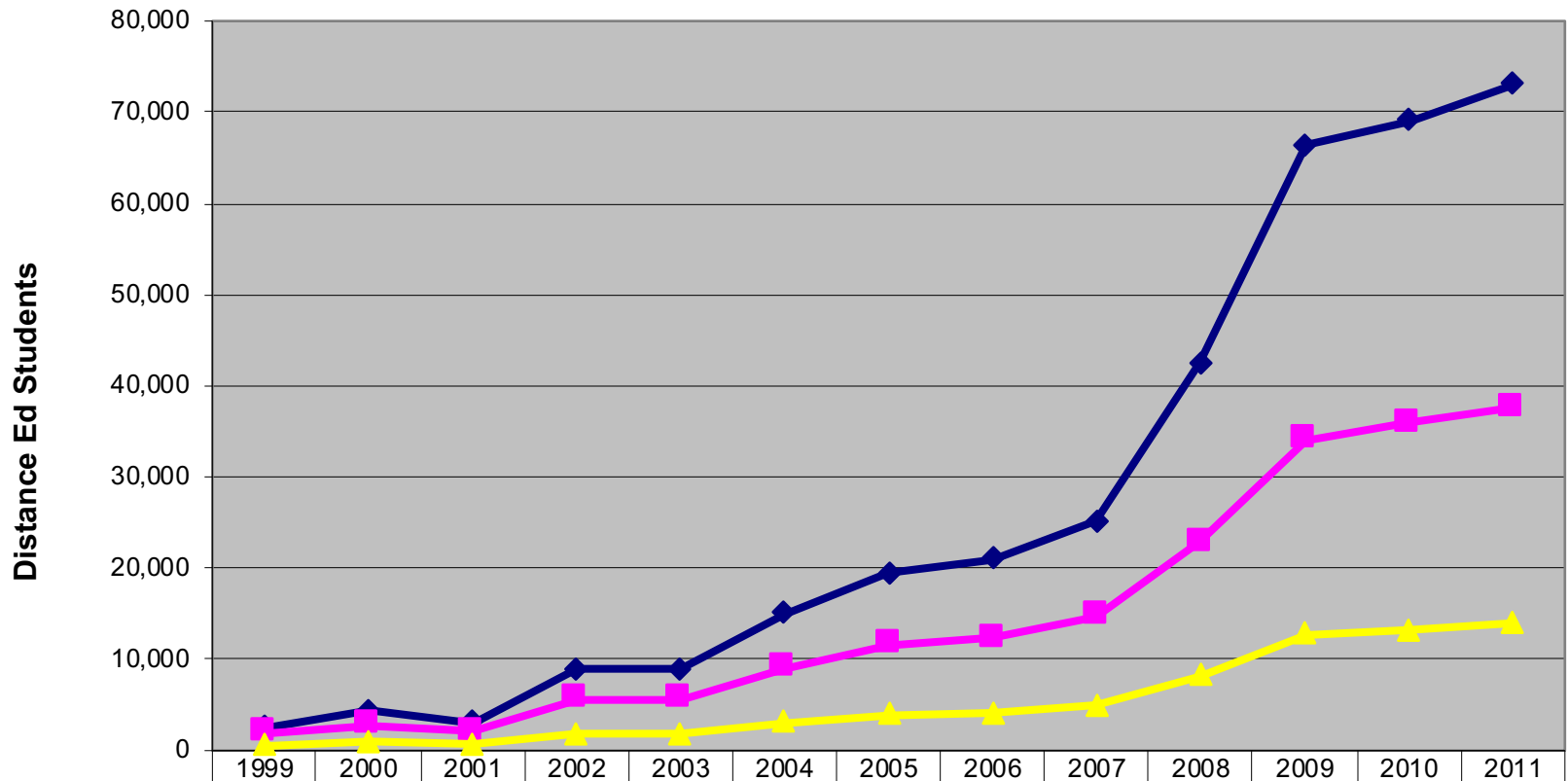
Paralegal Studies

Manufacturing, Production & Operations

Office Administration



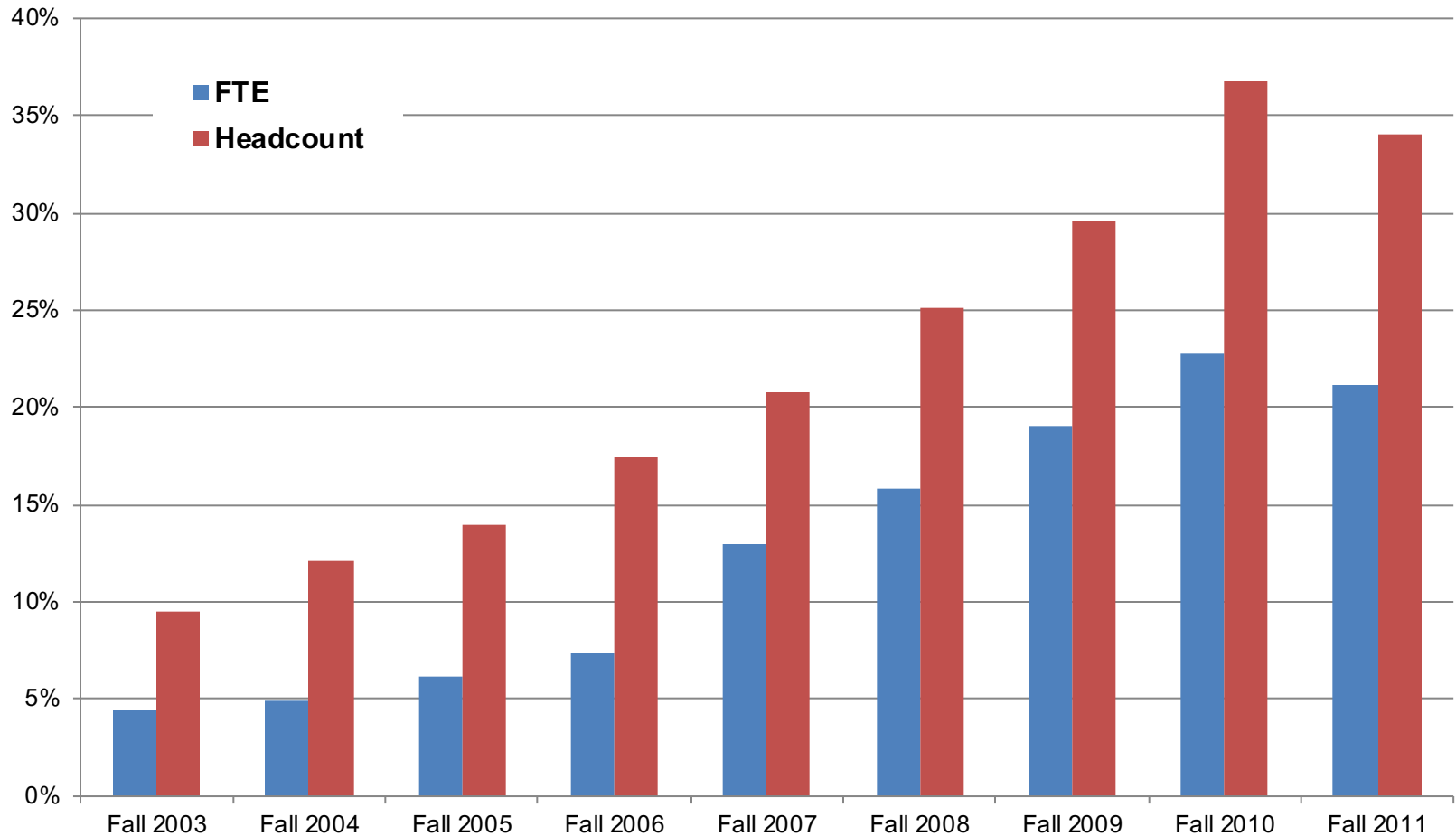
Ivy Tech Internet Enrollment Trend 1999 - 2011



| | | | | | | | | | | | | | |
|-------------------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|--------|--------|--------|
| ◆ Seat Count | 2,465 | 4,357 | 3,048 | 8,852 | 8,865 | 14,988 | 19,464 | 20,972 | 25,097 | 42,451 | 66,309 | 69,046 | 72,983 |
| ■ Unique Enrolled | 1,865 | 2,790 | 2,097 | 5,562 | 5,568 | 9,058 | 11,542 | 12,263 | 14,658 | 22,901 | 34,108 | 35,881 | 37,602 |
| ▲ FTE | 487 | 868 | 612 | 1,777 | 1,779 | 2,999 | 3,883 | 4,112 | 4,932 | 8,175 | 12,718 | 13,215 | 13,979 |

Fall Enrollment Terms

Internet Enrollment as a Percent of College Enrollment



Distance Education Headcount Growth as a Percent of College Headcount

Rationale for Change to a New Model

1. **Reduce redundant offerings** and leverage investments in online learning infrastructure
2. **Expand** into new markets and grow to 200k online enrollments by 2020 (Credit and CC)
3. **Serve Indiana residents** wherever they may be – whether in-state, out-of-state or abroad

**Become a premier provider of
Community College distance
education**



Project Charter for Blackboard Strategic Consulting

1. Assess **current organization and funding model** for online learning
2. Develop **desired organization model** for online learning
3. Create **financial forecast and analysis** for desired online learning organization
4. Provide program **phasing and implementation recommendations**

Engagement Themes

1. **Markets vs. Regions**

Shift thinking, take advantage of single accreditation, reach beyond historical boundaries, and address the needs of all students

2. **Programs vs. Courses**

Incent new enrollments, enable new learning pathways, tap expertise, and create online programs that span multiple markets and needs

3. **Unify Online Learning**

Consolidate responsibility, create efficiency through scale, build capacity, optimize service delivery, improve instructor readiness, and build identity



Current Approach to Online Learning: Course-Centric and Regionally-Driven

Institutional Strategy

Financial Apparatus

Technology Services

Operational Capabilities

Online Offerings



Proposed Approach: Program-Centric and System-Driven

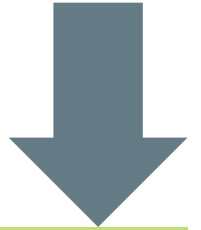
Institutional Strategy

Online Offerings

Operational Capabilities

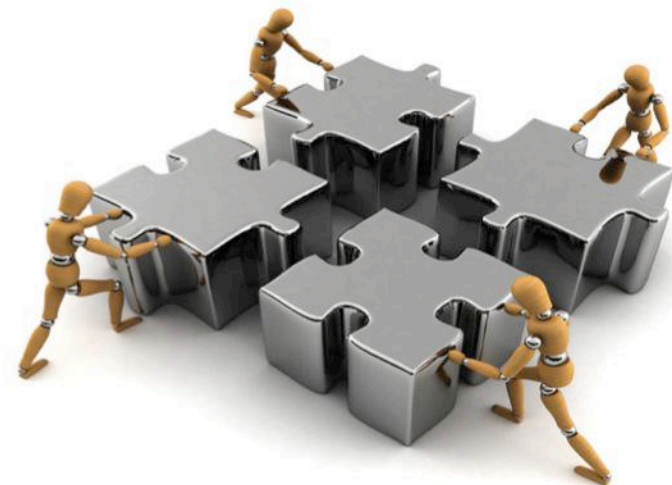
Technology Services

Financial Apparatus



Emergent Vision for Online Learning

1. **Create shared offerings** that span Ivy Tech
2. **Foster partnerships** to take best advantage of Ivy Tech's strengths across markets
3. **Promote nimbleness** by creating programs that can be offered across all of Ivy Tech
4. **Strengthen ties** among online students, regional campuses, markets and Ivy Tech
5. **Excel in support** of fully online learners and faculty



Student Model for Ivy Tech Online

To shift to a **program-centric approach** and act on the **emergent vision**, Ivy Tech needed a clear student model that addressed three types of students:

1. Geographically **Distant** Online Students
2. Geographically **Proximate** Online Students
3. Combination of Both **Proximate & Distant**



Online Student Experience

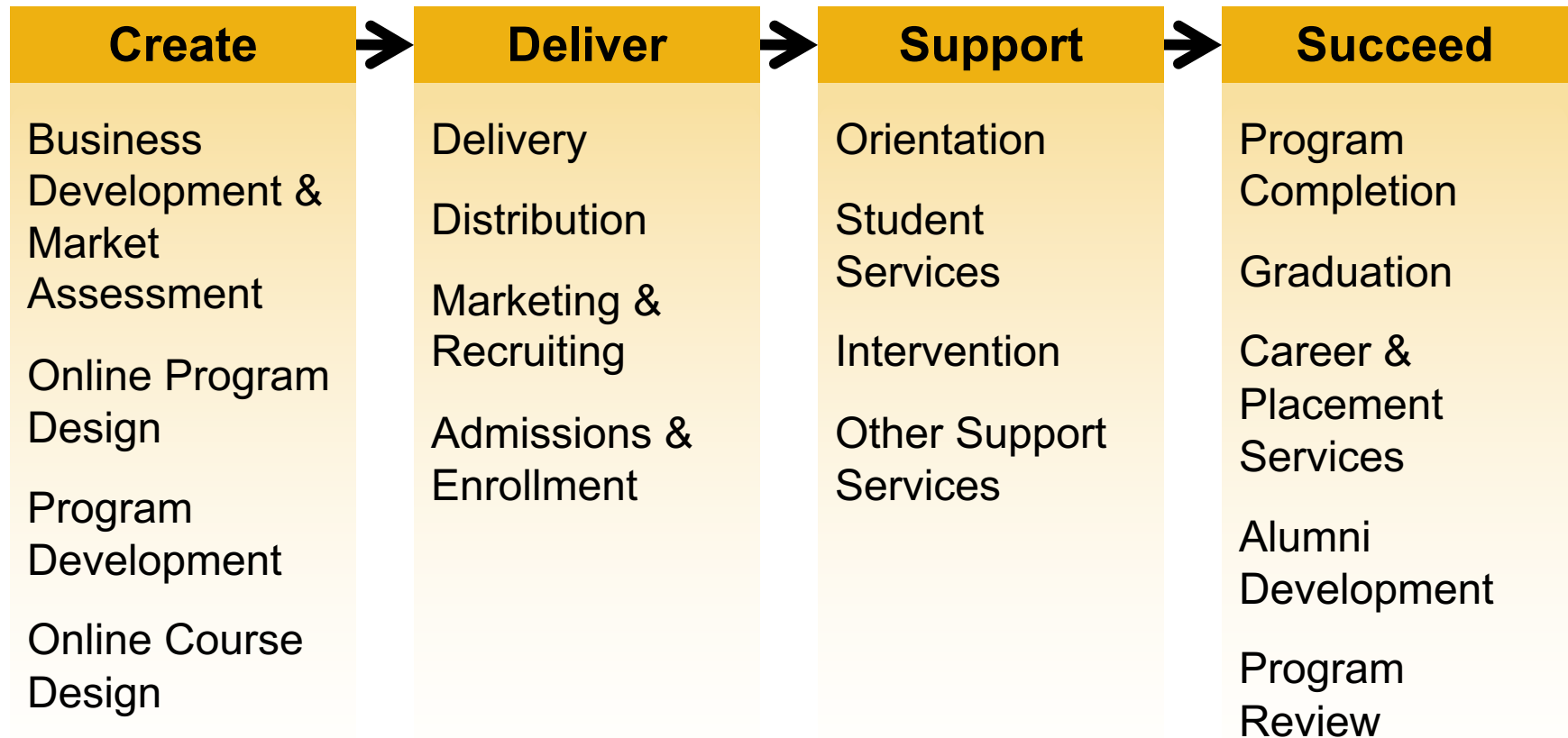
The **student model** provided a nexus for articulating the online student experience:

- **Create** a sense of belonging within the online student
- **Expand** communication with and collaboration among online students
- **Increase** institutional responsiveness to the unique needs of online students
- **Leverage** the regional network to provide Indiana online students a sense of place

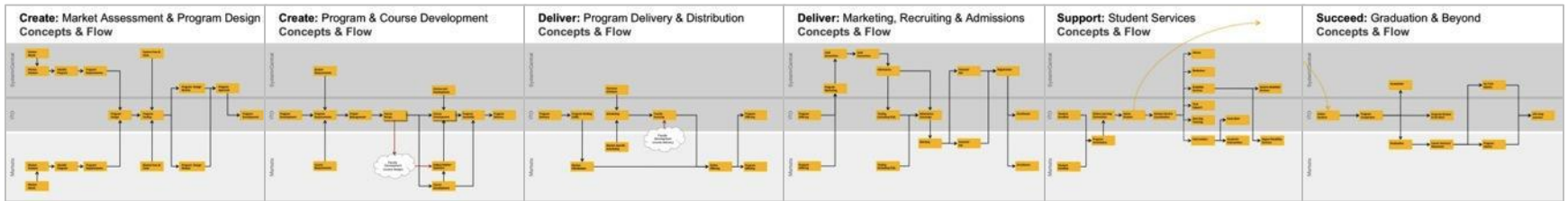
Connection promotes retention



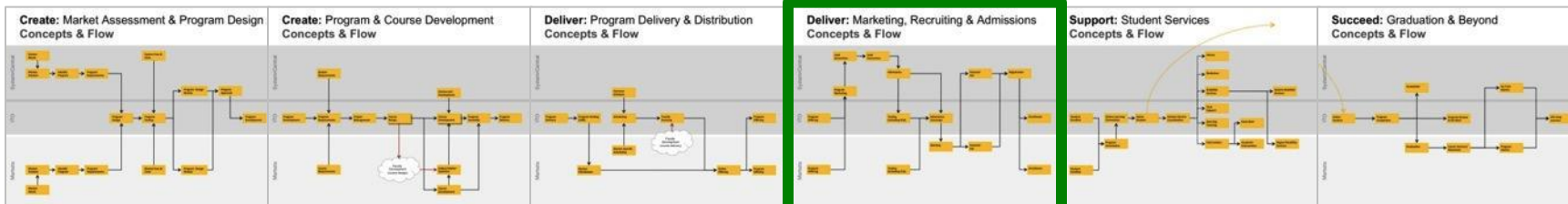
Proposed Online Program Lifecycle for Ivy Tech



Proposed Online Program Lifecycle in stages and process flows



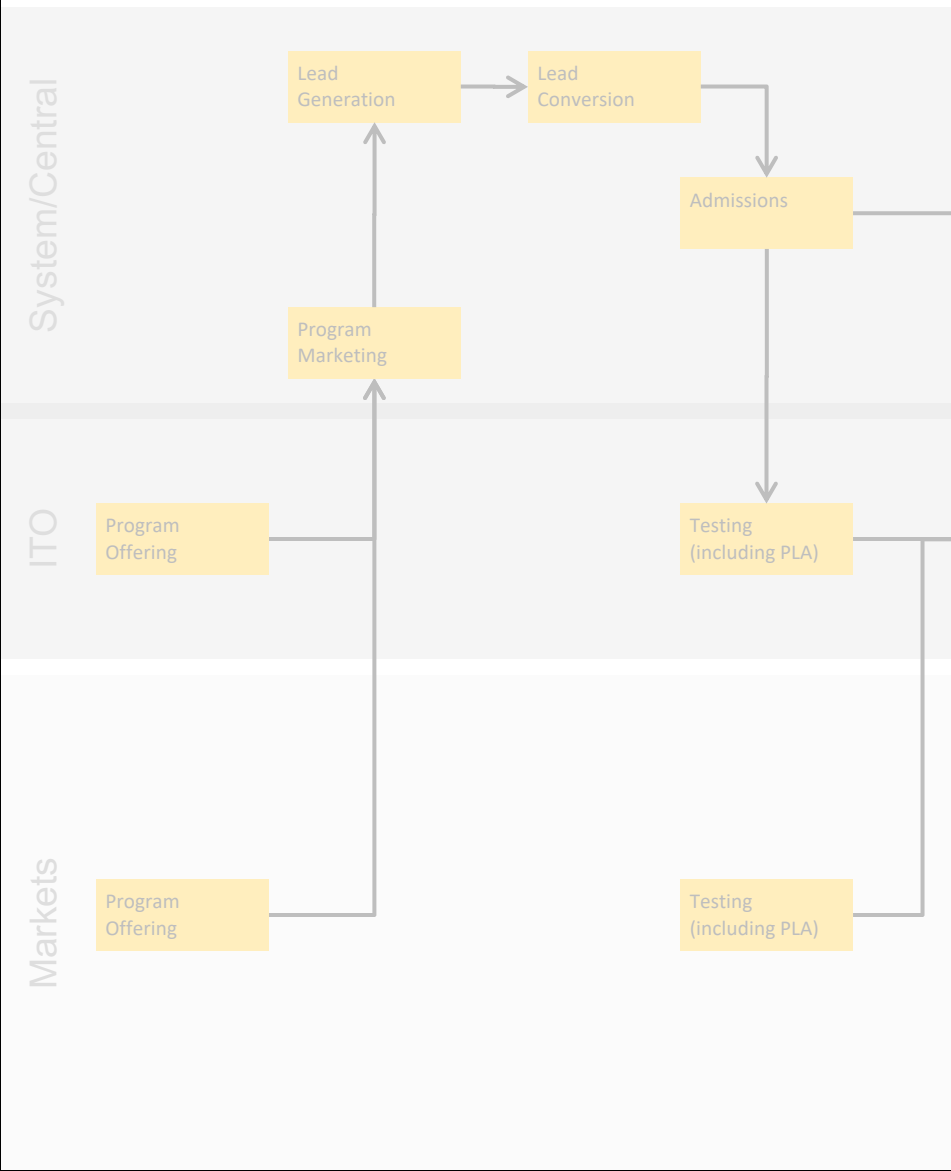
Proposed Online Program Lifecycle in stages and process flows



Deliver: Marketing, Recruiting & Admissions

Deliver: Marketing, Recruiting & Admissions Recommendations

EXAMPLE



In this area, **recommendations** focused on four points that included

- **Recognizing** needs of,
- **Simplifying** interactions with,
- **Centralizing** key processes for, and
- **Adapting** specific processes to the online learners within the new online student model for Ivy Tech.

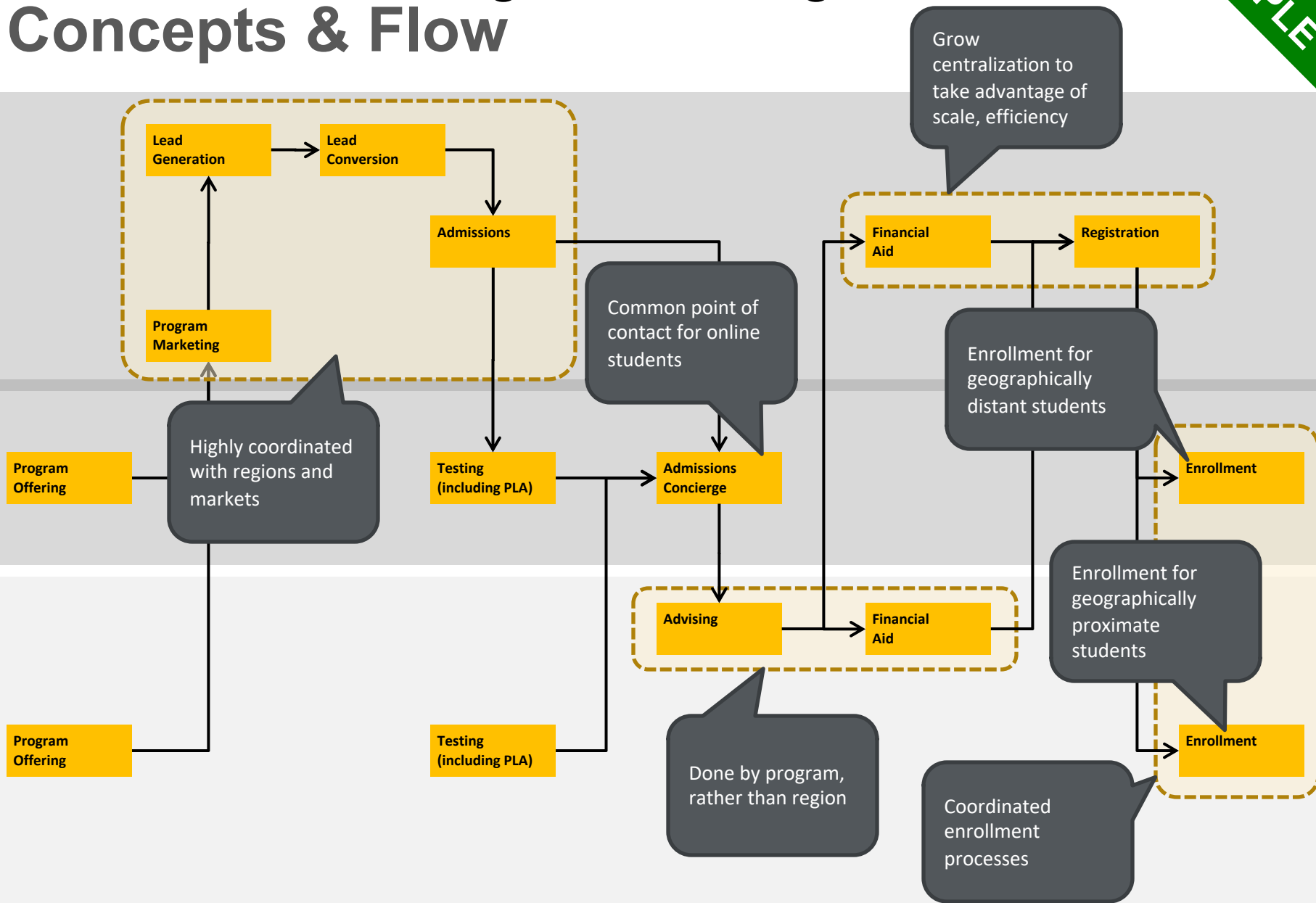
Deliver: Marketing, Recruiting & Admissions Concepts & Flow

EXAMPLE

System/Central

ITO

Markets



Deliver: Marketing, Recruiting & Admissions

Key Implementation Factors

System/Central

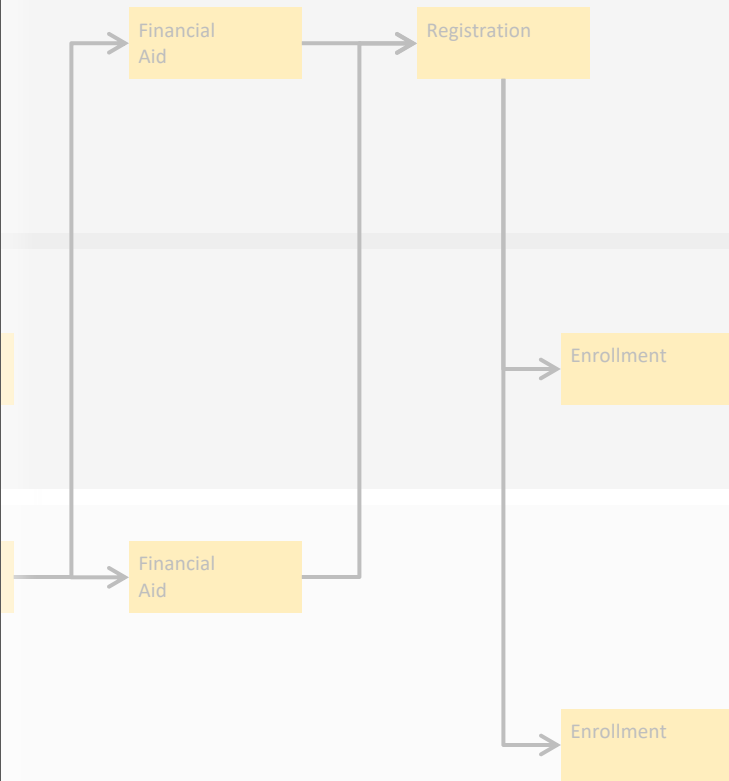
Key Implementation Factors largely focused on four areas:

- Capacity
- Consolidation
- Optimization
- Development

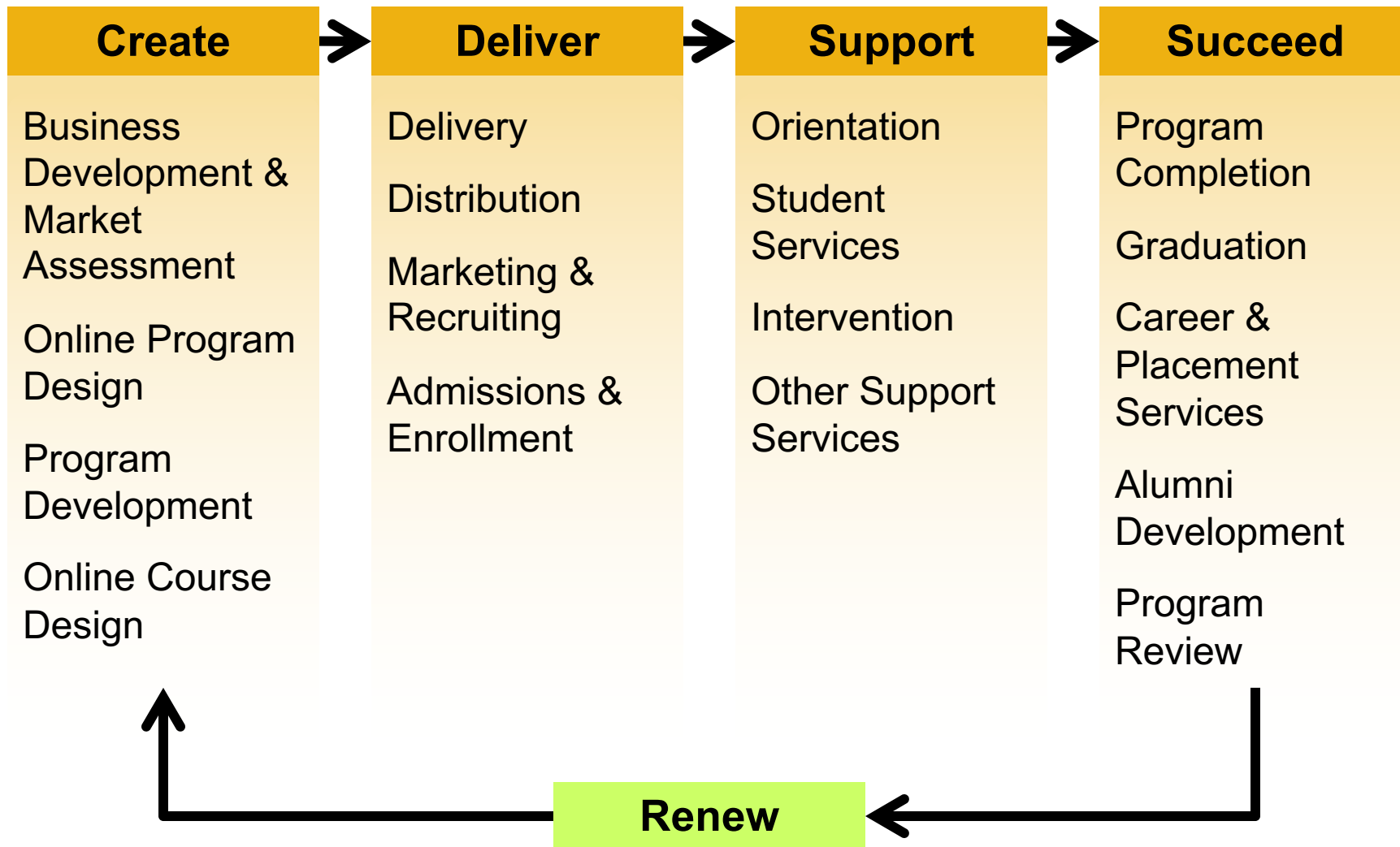
ITO

The design goal was to find a balance among centralized services and those that could best be served by local campuses that would be **appropriate** for Ivy Tech.

Markets



Proposed Online Program Lifecycle Recommendation



From Engagement Themes...

1. **Markets vs. Regions**

Shift thinking, take advantage of single accreditation, reach beyond historical boundaries, and address the needs of all students

2. **Programs vs. Courses**

Incent new enrollments, enable new learning pathways, tap expertise, and create online programs that span multiple markets and needs

3. **Unify Online Learning**

Consolidate responsibility, create efficiency through scale, build capacity, optimize service delivery, improve instructor readiness, and build identity



... to Action Plans

From Engagement Themes to Action Plans [1]

Markets vs. Regions

Shift thinking, take advantage of single accreditation, reach beyond historical boundaries, and address the needs of all students

- **Focus on new markets**, including Corporate College (non-credit market).
- **Develop a “Virtual Region”** for Corporate College offerings and other market opportunities.



From Engagement Themes to Action Plans [2]

Programs vs. Courses

Incent new enrollments, enable new learning pathways, tap expertise, and create online programs that span multiple markets and needs

- **Conduct a market study** to identify and develop new online programs
- **Refine existing statewide program and course development process** that better utilizes Regional expertise, expedites development process, and maximizes efficiencies into a single point process



From Engagement Themes to Action Plans [3]

Unify Online Learning

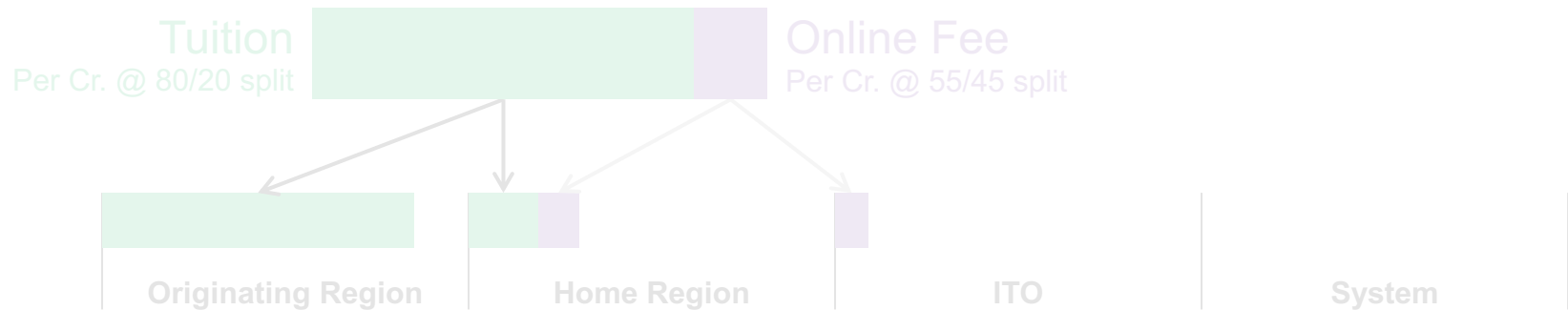
Consolidate responsibility, create efficiency through scale, build capacity, optimize service delivery, improve instructor readiness, and build identity

- **Update financial model** which better aligns revenue with needed services
- **Develop single point scheduling** to reduce redundant offerings and realize greater efficiencies

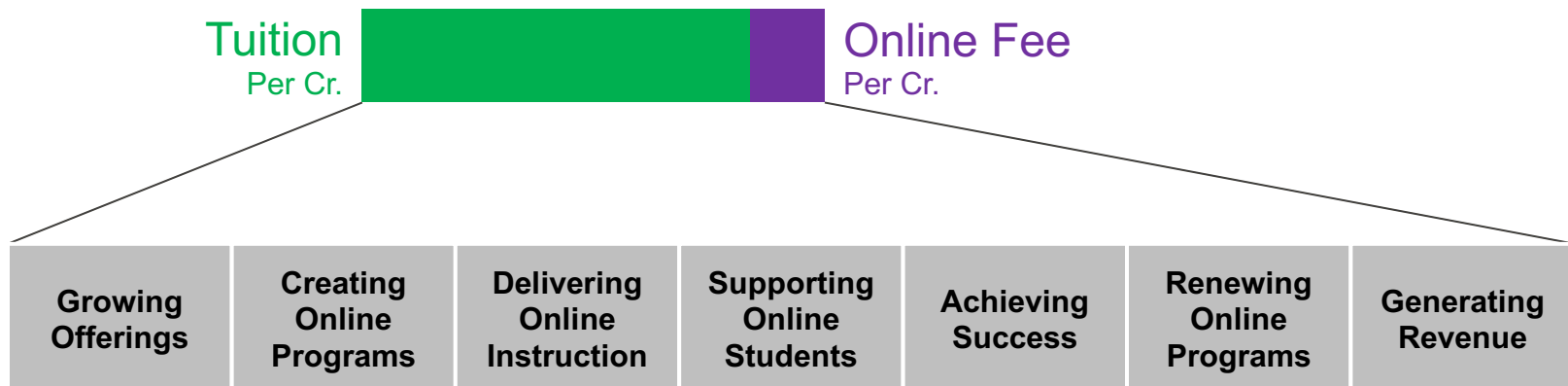


From Engagement Themes to Action Plans [3]

Original Financial Model



Recommended Approach



From Engagement Themes to Action Plans [3]

Unify Online Learning

Consolidate responsibility, create efficiency through scale, build capacity, optimize service delivery, improve instructor readiness, and build identity

- **Develop standards of delivery** through Regional Audit and Sloan Consortium's Scorecard for Administering Online Education Programs
- **Incorporate** the Smarter Measure Assessment Tool and an online orientation course



From Engagement Themes to Action Plans [3]

Unify Online Learning

Consolidate responsibility, create efficiency through scale, build capacity, optimize service delivery, improve instructor readiness, and build identity

- **Develop an improved process for logistics and communications** between origination and receive sites within College
- **Streamline communications pathways** between students and faculty to improve engagement in courses



From Engagement Themes to Action Plans [3]

Unify Online Learning

Consolidate responsibility, create efficiency through scale, build capacity, optimize service delivery, improve instructor readiness, and build identity

- **Matrix reporting structure** between Regional staff and Ivy Tech Online.
- **Provide expanded training opportunities** to faculty and require training after the initial certification for faculty to remain certified to teach online.



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