

# ICE

## What's Up at WICHE? An Update on ICE

Jere Mock, Vice President, WICHE

Pat Shea, Director, WICHE ICE

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WICHE INTERNET COURSE EXCHANGE



# Today's presentation



- What is ICE & how does it work
- Trends in online learning
- The new collaborative education marketplace
- Challenges
- Opportunities
- Costs



# WICHE ICE—What is it?



The WICHE Internet Course Exchange is a robust administrative tool designed to support collaboration among institutions offering online courses. Through ICE, participating institutions expand their students' access to high quality online courses and programs taught by other member institutions.

# About ICE



## Members are:

- Two-year and four-year institutions, systems & consortia
- Public and private institutions/systems
- Providers of online learning
- Located in the WICHE states and beyond



# WICHE ICE Members



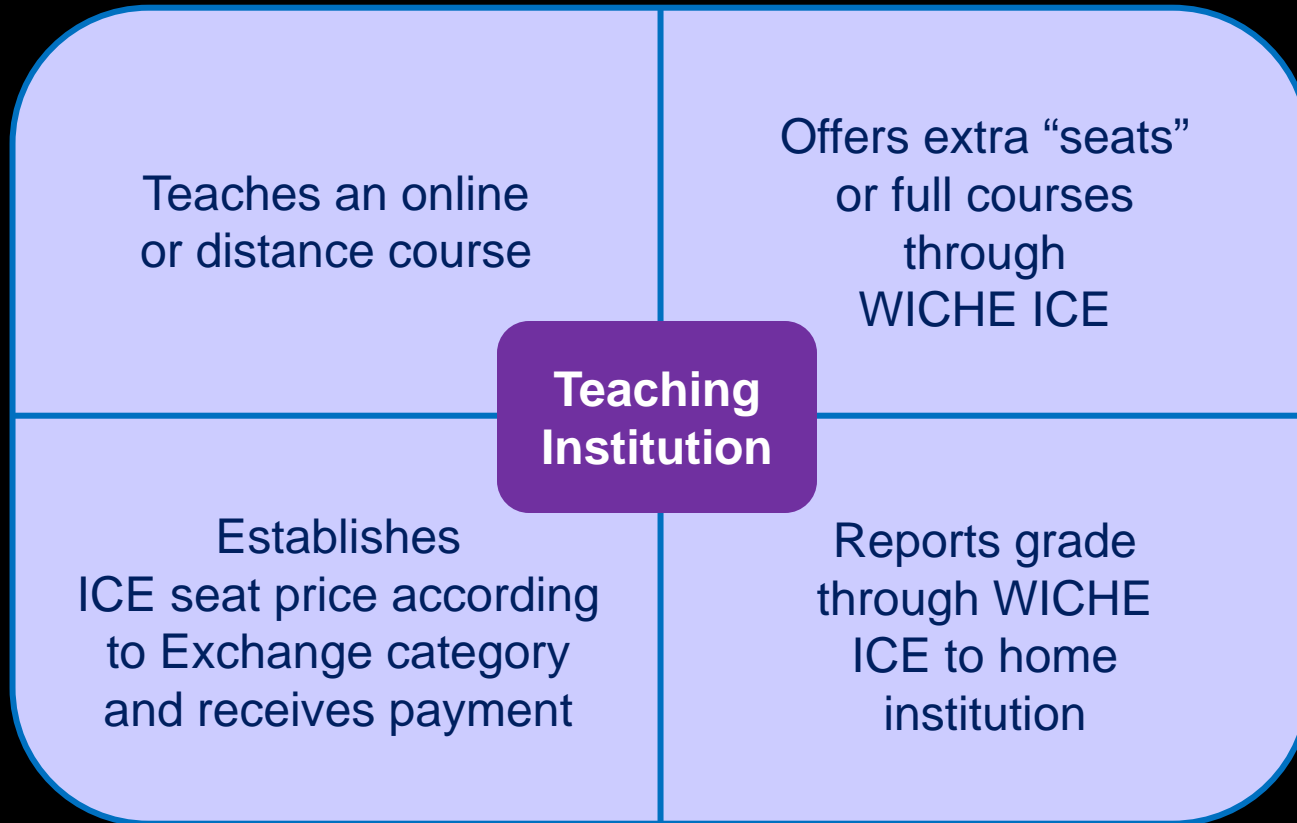
## ● Institutions

- Adams State College (CO)
- Bismarck State College (ND)
- Boise State University (ID)
- Lewis-Clark State College (ID)
- Montana State University  
Bozeman
- Regis University
- University of Alaska Anchorage
- University of Alaska Fairbanks
- University of Colorado-Denver
- University of Wyoming

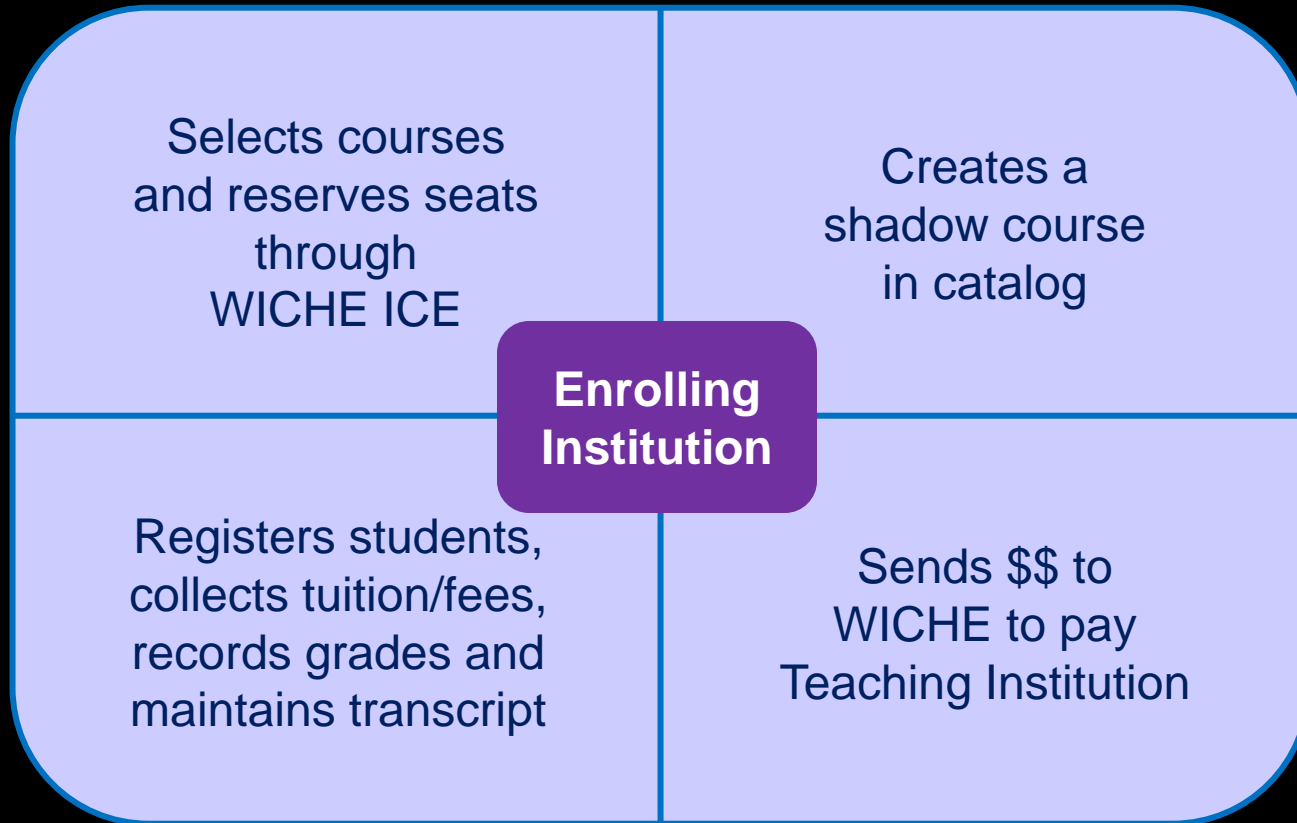
## ● Consortia

- Arizona Universities  
Network
- Montana University System
- North Dakota University  
System Online
- South Dakota System of  
Higher Education

# How ICE works



# How ICE works



# Seat Exchange



- Uses Common Wholesale Prices
  - Set annually by Steering Board
    - Undergraduate \$150
    - Graduate \$200



- « Includes all course/institution fees «
- El informs student of extra materials fees (e.g. books) prior to registration
- « El charges student same retail price as other online courses

# Course Exchange



- Uses Negotiated Wholesale Prices
  - Wholesale price set by participating EI(s) and TI(s)
  - Contract spells out maximum & minimum seats
  - EI guarantees payment for minimum seats
    - « Includes all course/institution fees
    - « EI informs student of extra materials fees (*ex: books*) prior to registration
    - « EI charges student same retail price as its other online courses (*encouraged*)



# Program Exchange



- Uses Common Retail Prices

- « Set annually by program partners (*includes all course/institution fees*)
- « EI must inform student of extra materials fees (*ex: books*) prior to reg.

- Revenue Split of Retail Price

- « TI (70%) EI (15%) WICHE (15%)



# Benefits for Students



- Convenience & flexibility of online delivery
- Access to wider range of courses and programs and faculty expertise
- Seamless access to financial aid, advising, and credit transfer at home institution
- Overcome barriers to enrollment - geographical, financial and scheduling
- Improved degree completion and retention



# Benefits for Faculty



- Teach a broader range of students
- Collaborate with faculty at other institutions
- Teach more courses in area of expertise
- Produce better educated students by advising them on best courses



# Benefits for Institutions



- Expand course & program offerings
- Expedite students' time to degree
- Achieve cost efficiencies
- Facilitate academic planning
- Share faculty in hard to staff disciplines
- Keep low growth programs financially viable
- Review courses before students take them



# ICE in Context: Trends in Online Learning

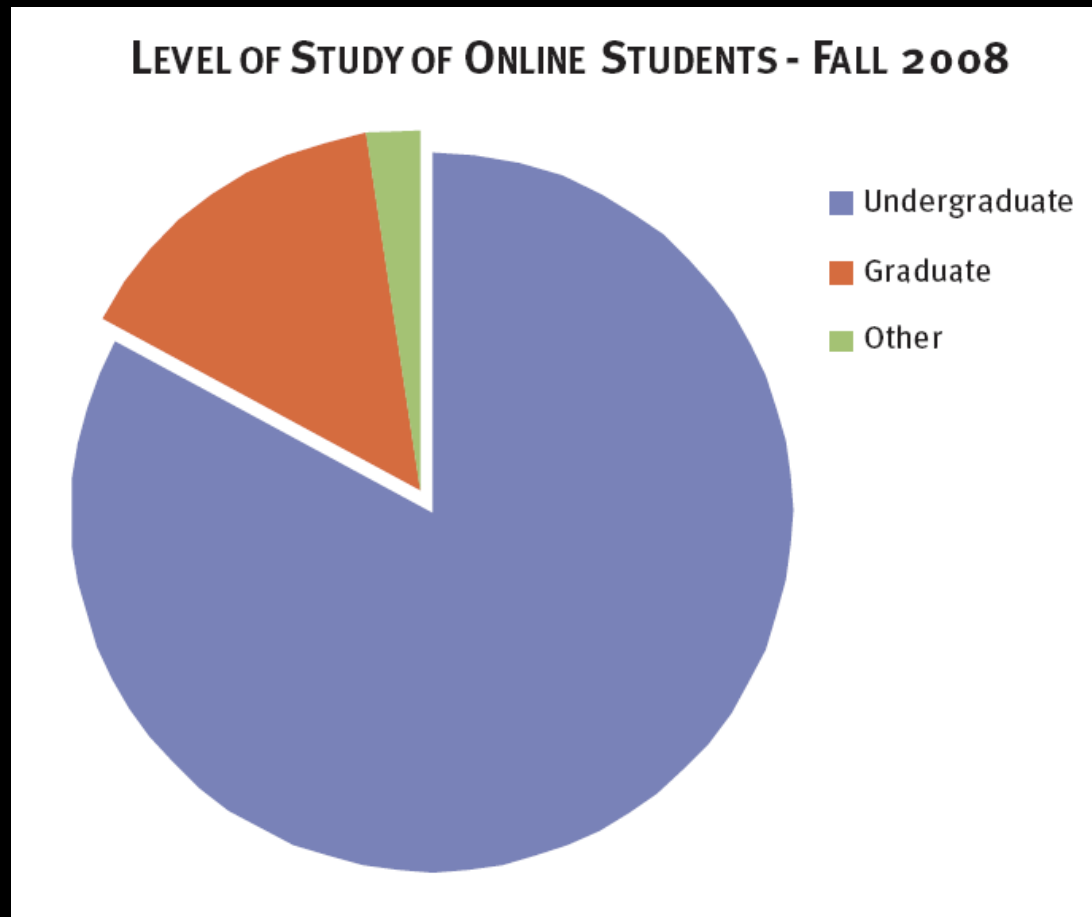


## TOTAL AND ONLINE ENROLLMENT IN DEGREE-GRANTING POSTSECONDARY INSTITUTIONS – FALL 2002 THROUGH FALL 2008

	Total Enrollment	Annual Growth Rate Total Enrollment	Students Taking at Least One Online Course	Annual Growth Rate Online Enrollment	Online Enrollment as a Percent of Total Enrollment
Fall 2002	16,611,710	NA	1,602,970	NA	9.6%
Fall 2003	16,911,481	1.8%	1,971,397	23.0%	11.7%
Fall 2004	17,272,043	2.1%	2,329,783	18.2%	13.5%
Fall 2005	17,487,481	1.2%	3,180,050	36.5%	18.2%
Fall 2006	17,758,872	1.6%	3,488,381	9.7%	19.6%
Fall 2007	17,975,830	1.2%	3,938,111	12.9%	21.9%
Fall 2008	18,199,920	1.2%	4,606,353	16.9%	25.3%

Allen, I.E. and Seaman, J., Learning on Demand: Online Education in the United States, 2009.  
[http://www.sloanconsortium.org/publications/survey/learning\\_on\\_demand\\_sr2010](http://www.sloanconsortium.org/publications/survey/learning_on_demand_sr2010), Needham, MA: Sloan-C, 2010.

# ICE in Context: Trends in Online Learning

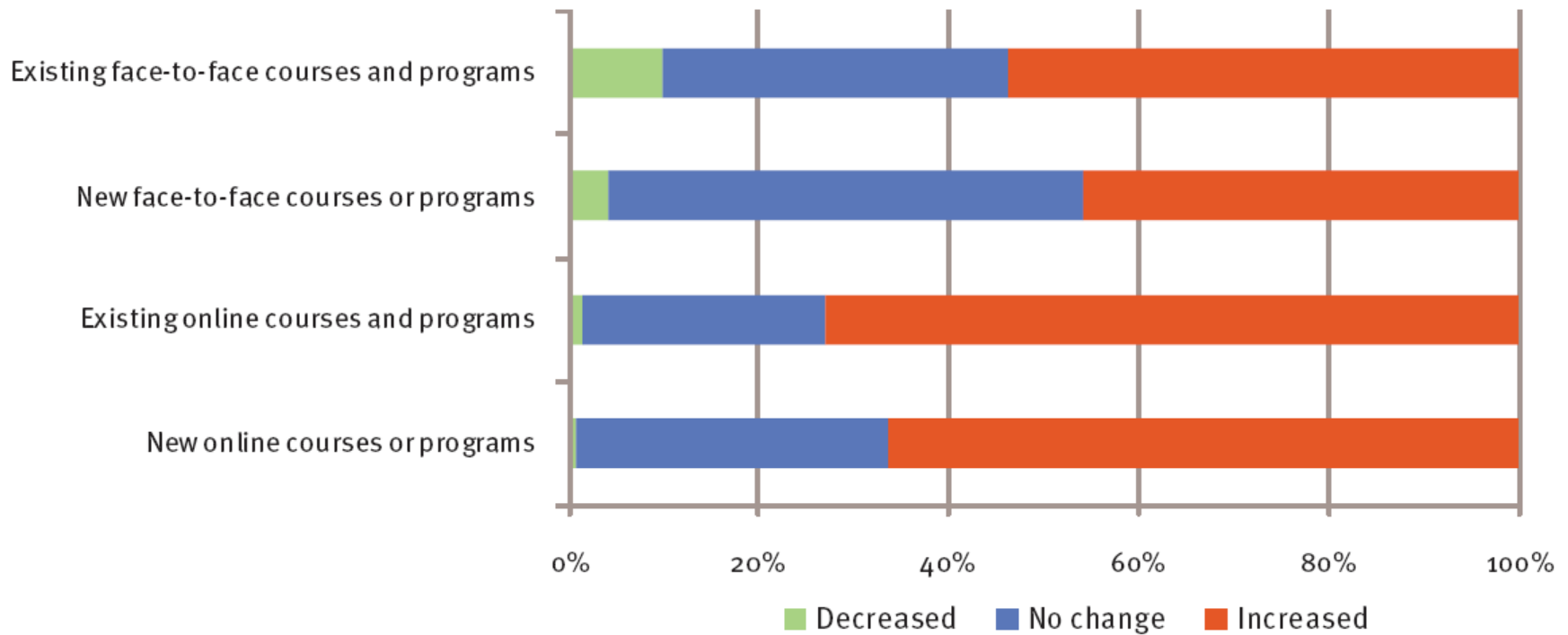


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# ICE in Context: Trends in Online Learning



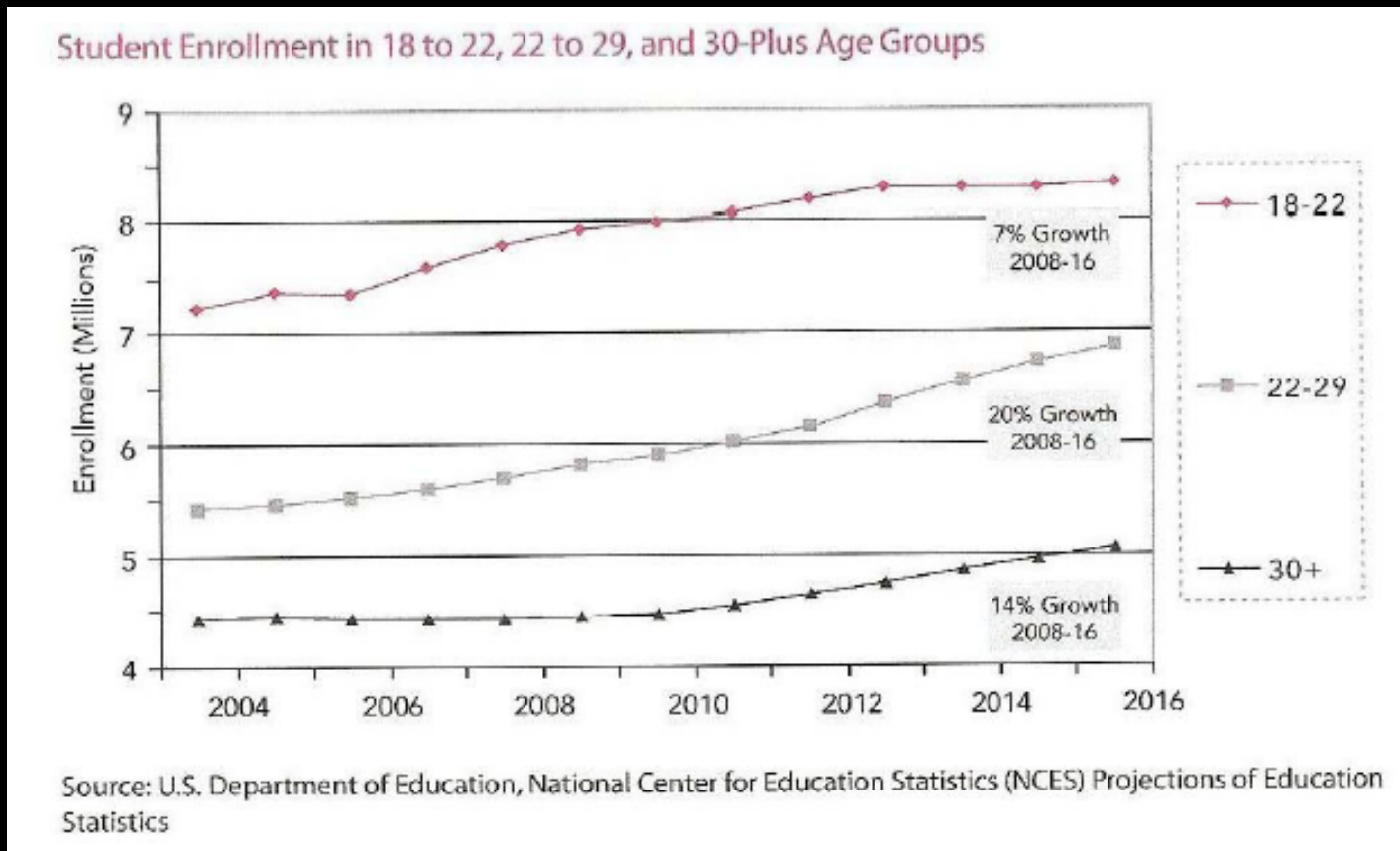
IMPACT OF THE ECONOMIC DOWNTURN ON THE DEMAND FOR COURSES AND PROGRAMS - FALL 2009



Allen, I.E. and Seaman, J., Learning on Demand; Online Education in the United States, 2009.

[http://www.sloanconsortium.org/publications/survey/learning\\_on\\_demand\\_sr2010](http://www.sloanconsortium.org/publications/survey/learning_on_demand_sr2010), Needham, MA: Sloan-C, 2010.

# ICE in Context: Enrollment Projections-- Non Traditional Students





State	SUPPLEMENTAL		FULL-TIME		Notes
	grades 9-12	grades K-8	grades 9-12	grades K-8	
Alaska	○	○	●	●	At least two statewide online schools and some district online programs
Arizona	◐	○	●	●	Fourteen online charter schools and district programs through 2008-09 offering full-time and supplemental options; cap now lifted and growth anticipated
California	○	◐	◐	◐	Many district programs and online charter schools, all limited to provide services only in their own area and contiguous counties, University of California College Prep is a state-led initiative
Colorado	◐	○	●	●	Small state virtual school (Colorado Online Learning); several online charter schools and growing number of district programs
Hawaii	◐	◐	◐	◐	Hawaii Virtual Learning Network's E-School is the state virtual school; Myron B. Thompson Academy is statewide full-time school; online charter opened in 2008
Idaho	◐	◐	●	●	Idaho Digital Learning Academy is the state virtual school and among the largest relative to size of state population; several online charters and district programs
Montana	○	○	○	○	New state virtual school, Montana Virtual Academy, will be in operation in 2010; supplemental district programs and an online learning consortium
Nevada	◐	○	●	●	Online charter schools and district online programs including Clark County Virtual High School
New Mexico	○	○	○	○	State virtual school, IDEAL-NM; some school district online programs
North Dakota	○	○	○	○	North Dakota Center for Distance Education is the small state virtual school
Oregon	◐	◐	◐	◐	Oregon Virtual School District is state-led initiative; several district programs and statewide online charter schools but growth of online charters is restricted
South Dakota	◐	◐	○	○	South Dakota Virtual High School is state virtual school
Utah	◐	○	◐	◐	UT Electronic High School is state virtual school, BYU offers online correspondence courses
Washington	◐	○	●	●	Many district programs, often operated by national providers, serving students statewide, no charter school law
Wyoming	○	○	●	●	Wyoming Switchboard Network (WSN) coordinates distance learning among districts; two district programs and three statewide full-time online charters have received WSN approval

● Available to all students    ◐ Available to most but not all    ○ Available to some but not most    ○ Not available

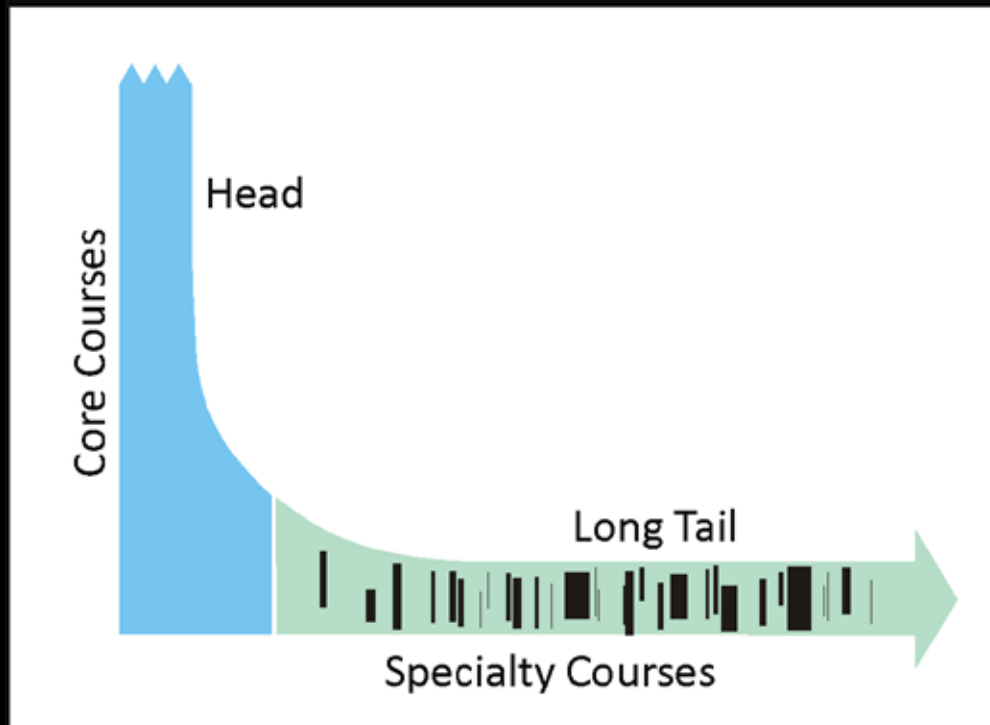
# ICE in Context: K-12 Online Learning in the WICHE States

Keeping Pace with K-12 Online Learning: A Review of State-Level Policy and Practice, 2009. Excerpt from Page10-11. International Association for K-12 Online Learning. <http://www.kpk12.com/downloads/KeepingPace09-natlsnpsht.pdf>

# Education's Future: Collaboration

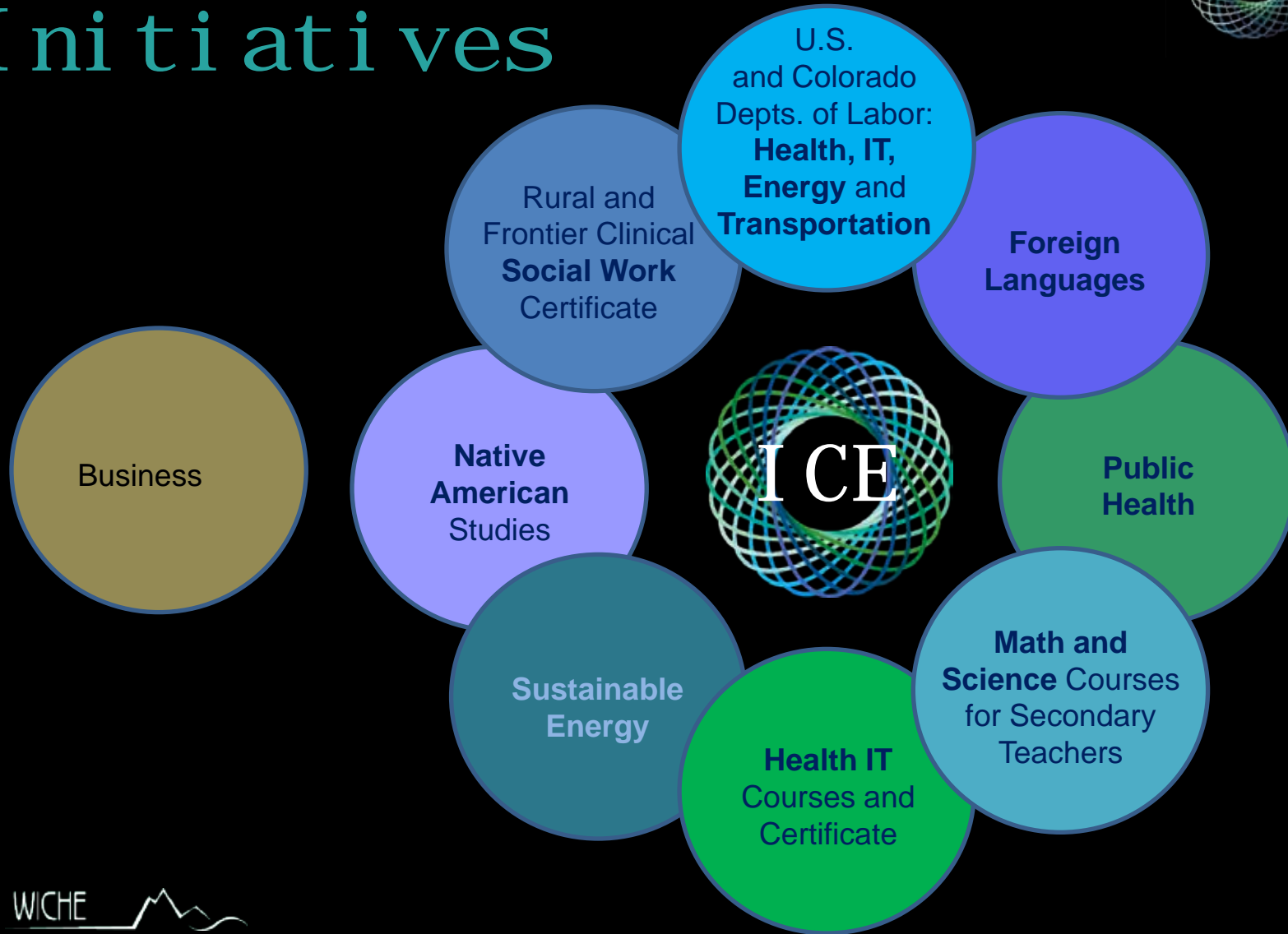


## The New Collaborative Education Marketplace



Adapted from *The Long Tail: Why the Future of Business is Selling Less of More*. Chris Anderson. Hyperion. 2006.

# ICE Collaborative Initiatives



# The Challenges: Budget Chaos



## Budget Cuts Take Toll on Education

Budget cuts have hit public colleges hard, even as the demand for a well-educated workforce soars. Posted August 19, 2009



- Institutional leaders consumed by budget
- Staff RIFs & furloughs
- Status quo vs. new
- Soaring student enrollments

# The Challenges: Faculty Acceptance of Online Learning

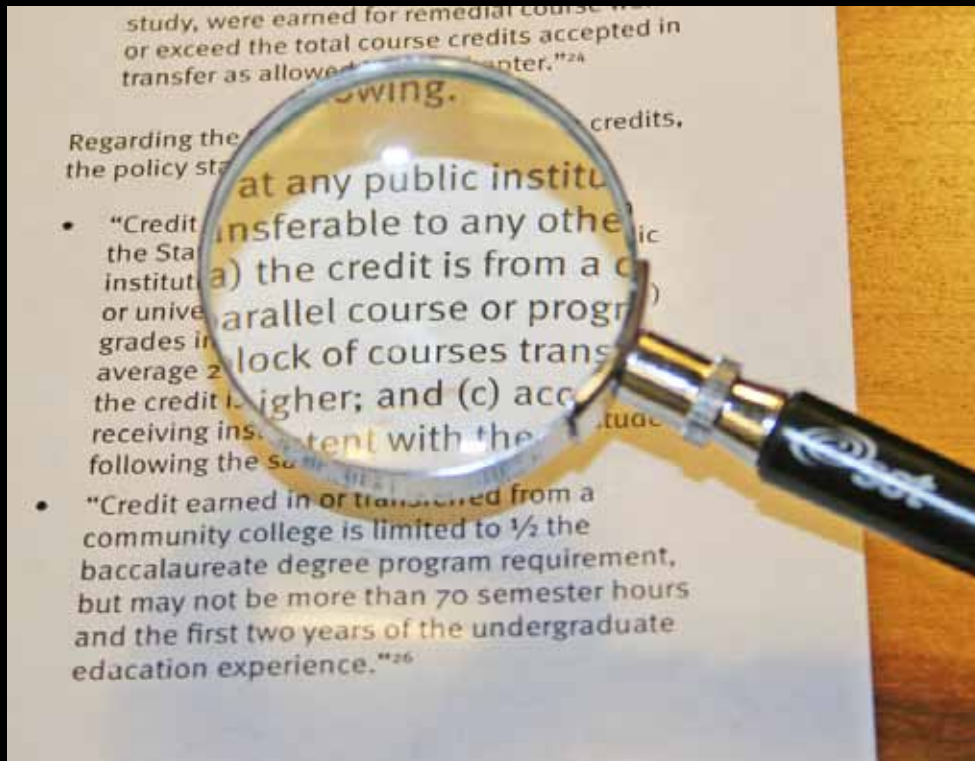


**FACULTY AT MY SCHOOL ACCEPT THE VALUE AND LEGITIMACY OF ONLINE EDUCATION - FALL 2009**

	<b>Doctoral/ Research</b>	<b>Master's</b>	<b>Baccalaureate</b>	<b>Associate's</b>	<b>Specialized</b>
<b>Agree</b>	20.0%	20.2%	11.1%	44.4%	26.7%
<b>Neutral</b>	57.9%	66.2%	55.6%	43.9%	55.9%
<b>Disagree</b>	22.0%	13.7%	33.3%	11.7%	17.4%

I.E. and Seaman, J., Learning on Demand; Online Education in the United States, 2009.  
[http://www.sloanconsortium.org/publications/survey/learning\\_on\\_demand\\_sr2010](http://www.sloanconsortium.org/publications/survey/learning_on_demand_sr2010), Needham, MA: Sloan-C, 2010

# The Challenges: Quality Control vs. Competition

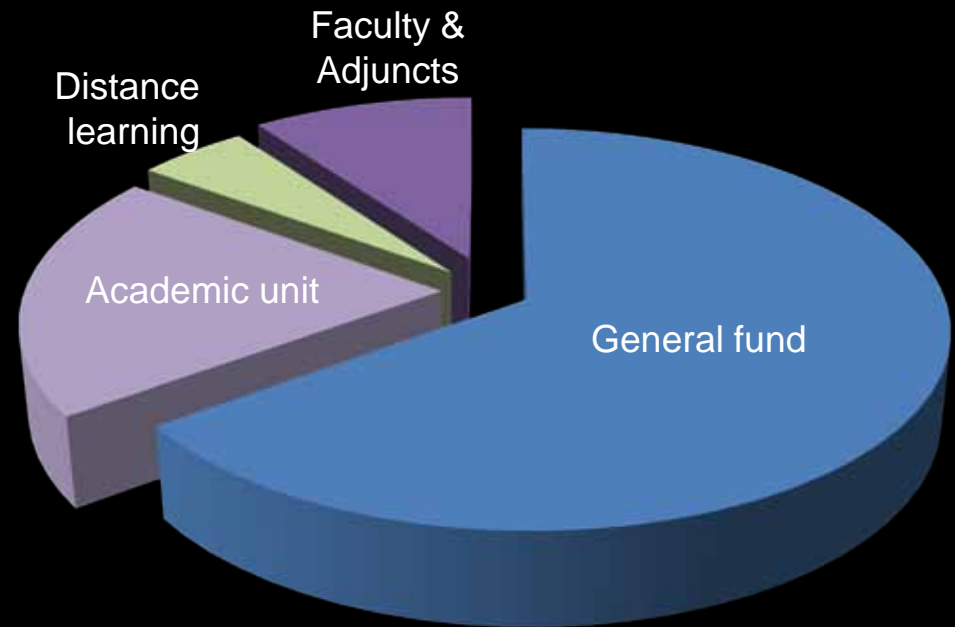


- Lack of trust: ours is great! – yours?
- Level of scrutiny for course – transfer vs. transcript
- Listing grade on transcript—brand
- Review of course by another faculty

# The Challenges: Internal Revenue Distribution



- Internal competition for tuition dollars
- Role of distance or continuing education
- Splitting the revenue
  - General fund (65%)
  - Academic unit (20%)
  - Distance learning (5%)
  - Faculty & Adjuncts (10%)



# The Opportunities: All-Star Faculties



- Access new and emerging student markets
- Increase the strength and presence of specialty or niche course and program offerings to stay viable
- Enhance institutional positioning through key faculty collaborations
- Access additional faculty resources as retirements grow

# The Opportunities: Quick Response to New Needs



- Health & Human Services:  
Health Information  
Technology Grants
- Emerging fields – sustainable  
energy
- Temporary workforce training  
needs



# The Opportunities: Cost Savings



- Save money/investments through shared revenue model
- Help students make wise academic choices and reduce their debt



# The Opportunities: Grant Funding for Regional Initiatives



- U.S. Health and Human Services: Health Information Technology Grants
- National Science Foundation
- Other Foundations

# Membership



## • Annual Dues

### • Institution Members—based on headcount

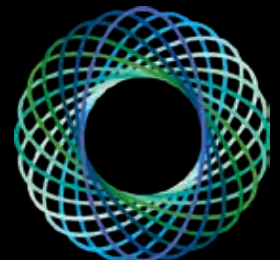
- 0-4,000 \$2,000
- 4,001-12,000 \$3,000
- 12,001+ \$4,000

• System Members \$2,500

• System Consortia (one interface) \$7,500

• System Consortia (multiple interfaces) \$5,000 + \$1,000  
per participating campus

• Degree Granting Virtual Campus \$7,500



# Special Promotions



## • Annual Dues Rebate

### • Institution Members—based on headcount

- 0-4,000 20 enrollments
- 4,001-12,000 30 enrollments
- 12,001+ 40 enrollments

### • System Members N/A

### • System Consortia (one interface) 75 enrollments

### • System Consortia (multiple interfaces) 50 enrollments + 10 per campus

### • Degree Granting Virtual Campus 75 enrollments

## • Annual Dues Discount—50% off if partner joins



# The Future



*“Online learning is growing at 20+% per year at Boise State University but it didn’t start out that way. It started as a trickle and ICE will grow in the same way.”*



Mark Wheeler, Dean of Extended Studies, Boise State University and Chair, WICHE ICE



Thank you!

Jere Mock  
Vice President  
WICHE

[jmock@wiche.edu](mailto:jmock@wiche.edu)

303.541. 0222

Pat Shea  
Director  
WICHE ICE

[pshea@wiche.edu](mailto:pshea@wiche.edu)

303-541-0302