Lessons Learned

Scaling Online Learning at Indiana’s Community College
Contents of This Template

Here’s what you’ll find in this Slidesgo template:

1. A slide structure based on a marketing plan, which you can easily adapt to your needs. For more info on how to edit the template, please visit Slidesgo School or read our FAQs.
2. An assortment of illustrations and pictures that are suitable for use in the presentation can be found in the two alternative resources slides.
3. A thanks slide, which you must keep so that proper credits for our design are given.
4. A resources slide, where you’ll find links to all the elements used in the template.
5. Instructions for use.
6. Final slides with:
   - The fonts and colors used in the template.
   - A selection of illustrations. You can also customize and animate them as you wish with the online editor. Visit Stories by Freepik to find more.
   - More infographic resources, whose size and color can be edited.
   - Sets of customizable icons of the following themes: general, business, avatar, creative process, education, help & support, medical, nature, performing arts, SEO & marketing, and teamwork.

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Get in touch

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01

Who is Ivy Tech?
We are **Ivy Tech**, Indiana’s Community College. We serve the people of our state through accessible and affordable world-class education and adaptive learning. We empower our students to achieve their career and transfer aspirations.
What Sets Us Apart?

Single SIS & CRM
Ivy Tech students & faculty are able to access all courses, systems, and tools across the College.

Single accreditation
Ivy Tech has a single OPEID number and is recognized as a singly accredited institution by the Higher Learning Commission.

> 50% state funded
Ivy Tech receives a major single appropriation from the state & has no local taxing authority.
What were the driving forces behind this change?
## Size & Scope

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</table>
Who is Ivy Tech?

Success Rates
Online versus Face to Face

Source: NewT
NewT defines class success rate as earning a grade of A,B,C or S (or SA, SB, or SC).
Scheduling Model

Optimize the number of sections offered by scheduling from a central unit. Eliminate oversupply of course sections. Eliminate direct labor costs.
Vision, Mission, and Objectives

**Vision**
Maximize student outcomes in online programs and courses at Ivy Tech while increasing operational efficiencies.

**Mission**
Ivy Tech Community College strives to provide high quality, accessible online programs and courses that allow all students to achieve desired educational outcomes.

**Goal 1**
Ensuring student outcomes on par with other delivery methods while eliminating the current 10% gap

**Goal 2**
Developing a comprehensive and student-centric online learning experience

**Goal 3**
Becoming expert in developing and supporting faculty to instruct online

**Goal 4**
Ensuring development and delivery of high quality online programs and courses aligned with community and employer needs

**Goal 4**
Realizing operational efficiencies resulting in a minimum cost savings of $4M to be reinvested in faculty, academics, and online support
03
Good ideas are hard to do
Why we chose the hardest possible way(s) to implement this change.
Our Origin Story

- **Aug 2008**: Center for Instructional Technology Stratred
- **July 2012**: Online Centralization Recommended & Declined
- **Dec 2016**: Reorganization Interview Theme
- **July 2017**: Scheduling Simplex

- **Jan - Jul 2018**: Distance Ed Hub Process
- **Aug 18 - Sept 19**: IvyOnline Reorganization
- **Aug 19 - May 20**: Alpha Implementation
- **Aug 2021**: Full Implementation (Delivery)
- **Aug 2022**: Full Implementation (Redesign)
Wave System

Wave 1

Campuses will identify, and whenever possible, be allotted course sections based on faculty full-time contract need. IvyOnline leadership will work with campus VCAAs to assess need.
- FT faculty limited to 50%
- Must complete OTI and have FFF on file
- Must meet minimum score on FFF
- No adjuncts

Wave 2

The remaining course sections, up to approximately 80% of the forecasted total number, will be assigned statewide by IvyOnline based on scores from the faculty feedback form.
- Adjuncts limited to 50% total contact hours
- FT faculty limited to 1 overload in this wave
- Must complete OTI and have FFF on file and meet minimum score

Wave 3

The remaining course sections will be assigned by IvyOnline based on the faculty feedback form scores to adjuncts and full-time faculty as enrollment allows.
- Adjuncts up to maximum contact hours
- FT faculty up to maximum allowed overload
- Must complete OTI and have FFF on file and meet minimum score
Moving IvyOnline to 8-weeks

01 High Contact Hours Removed
96 contact hours and above

02 Success Rates
Success rates of 8 week online consistently lower than 16 week online success rates

03 Academic Officer Approval
Vice Chancellors from all campuses approve

04 Special Applications
Review by IvyOnline Operations Team
Current Projects & Possible Future Iterations

**Geographic Matching**
Match students and faculty from like geographic areas/campuses

**OLC Scorecard**
Currently completing the OLC Scorecard to build a roadmap for needed improvements

**Right Size Adjunct Pay**
Right size adjunct faculty pay to the highest level for all campuses

**Success Factor Studies**
One study completed with English Comp. Will do other studies based on data and implement improvements
Partnerships that have made a difference

Collaborate, collaborate, collaborate

04
IvyOnline Advisory Council

Goal: Provide more stakeholder voice in decision making

Campus Leadership
- Chancellor, VCAA, VCSS, Dean

Faculty
- Campus Faculty (6), Statewide Faculty Council Rep, IvyOnline Adjunct Rep

Campus Staff
- Advisor, Registrar, Finance Director

Student
- SGA Presidents’ Council Rep

More details - https://link.ivytech.edu/io-iac
Legacy Project

Student Success
Use best practices to ensure students are successful from the beginning of their online experience

Co-curricular Activities
Engage online students through co-curricular involvement

Use Technology
Stronger Emphasis on technology to support active learning

Inclusive Environment
Create an inclusive online environment that recognizes students have varied learning styles, technology access, and abilities

Faculty Engagement
Encourage Increased faculty/student engagement
What are we measuring and why?

Measure what matters

What are we measuring and why?
Outcome Metrics - Fall 2020

Success Rate (A, B, or C)
- Not Improved: 24.2%
- Improved (Increased): 75.8%

Withdrawal Rate
- Not Improved: 30.8%
- Improved (Decreased): 69.2%
Efficiency Metrics

Section sizes for fall semester have increased steadily since Fall 2018, allowing us to serve more students with fewer sections while improving outcomes.
Financial Model – Instructional Cost

IvyOnline directly pays faculty who are teaching for IvyOnline.

- FT faculty teaching as part of Wave 1 have a percentage of their contract paid directly by IvyOnline based on the number of credits they are teaching for IvyOnline.
  - Example – Faculty member A is teaching 6 credits for IvyOnline in Wave 1. Her full-time faculty contract is 15 credits. IvyOnline would pay 40% of her total salary and benefits directly during the period she is teaching those 6 credits for IvyOnline. The campus would only pay 60% of this faculty member’s salary and benefits during this period.
- Adjunct and overload contracts are issued and paid directly by IvyOnline.
Financial Model – Chargeback

Essentially the campus pays for what their students use.

- The costs for Waves 1, 2, and 3 are accumulated along with overhead costs and then charged back to the campus based on the percentage of students that campus has taking IvyOnline courses.
  - Example - If students from Campus A accounted for 20% of the credit hours that IvyOnline delivered, Campus A would be responsible for 20% of the total cost of IvyOnline for that term.
Online Student Orientation

The activity is designed for first-time online students to be better equipped for successful in the online learning environment.

- The Online Learning Consortium (OLC) identifies a student orientation as a best practice for successful online programs
- Ivy Tech SGA Legacy Initiative also identified a need for an online orientation

Activity Overview

Activity objectives drafted & developed with input from advising, express enrollment, faculty, education technology coordinators, and admissions.

- 3-hour, self-paced activity delivered in IvyLearn
- Five modules covering IvyLearn, technology requirements, communication, assignments, & student supports
- Students are awarded a badge & are eligible for awards including gift cards & free tuition for a course

Timeline & Logistics

Piloted at the Lawrenceburg, Columbus, Richmond & South Bend/Elkhart campuses in preparation for the Spring 2021 Term

- Students automatically enrolled soon after registration.
- Educational Technology Staff & campus liaison listed as points of contact
- Feedback from students and campus stakeholders will inform next steps
- Multiple ways to communicate and encourage completion.
Pilot Results

1st 8 Weeks:
- 2,567 Enrolled
- 704 Completed
- 27%

2nd 8 Weeks:
- 739 Enrolled
- 392 Completed
- 53%
06

We’re not a campus

Continue to refine your identity against your vision, mission, and/or purpose