What's Up at WICHE?
An Update on ICE

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Pat Shea, Director, WICHE ICE
May 18, 2010
Today’s presentation

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

Teaches an online or distance course

Establishes ICE seat price according to Exchange category and receives payment

Offers extra “seats” or full courses through WICHE ICE

Reports grade through WICHE ICE to home institution

Teaching Institution
How ICE works

Selects courses and reserves seats through WICHE ICE

Creates a shadow course in catalog

Registers students, collects tuition/fees, records grades and maintains transcript

Sends $$ to WICHE to pay Teaching Institution
Seat Exchange

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

- Includes all course/institution fees
- EI informs student of extra materials fees (e.g., books) prior to registration
- EI 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

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

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

Level of Study of Online Students - Fall 2008

- Undergraduate
- Graduate
- Other

ICE in Context: Trends in Online Learning

**Impact of the Economic Downturn on the Demand for Courses and Programs - Fall 2009**

- Existing face-to-face courses and programs
- New face-to-face courses or programs
- Existing online courses and programs
- New online courses or programs

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ICE in Context: Enrollment Projections--Non Traditional Students

Student Enrollment in 18 to 22, 22 to 29, and 30-Plus Age Groups

- 18-22: 7% Growth 2008-16
- 22-29: 20% Growth 2008-16
- 30+: 14% Growth 2008-16

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

<table>
<thead>
<tr>
<th>State</th>
<th>grades 9-12</th>
<th>grades K-8</th>
<th>grades 9-12</th>
<th>grades K-8</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska</td>
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<td>At least two statewide online schools and some district online programs</td>
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<td>Arizona</td>
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<td>Fourteen online charter schools and district programs through 2008-09 offering full-time and supplemental options, cap now lifted and growth anticipated</td>
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<tr>
<td>California</td>
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<td>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</td>
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<td>Colorado</td>
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<td>Small state virtual school (Colorado Online Learning); several online charter schools and growing number of district programs</td>
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<td>Hawaii</td>
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<td>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</td>
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<tr>
<td>Idaho</td>
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<td>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</td>
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<td>Montana</td>
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<td>New state virtual school, Montana Virtual Academy, will be in operation in 2010, supplemental district programs and an online learning consortium</td>
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<tr>
<td>Nevada</td>
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<td>Online charter schools and district online programs including Clark County Virtual High School</td>
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<tr>
<td>New Mexico</td>
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<td>State virtual school, IDEAL-NM; some school district online programs</td>
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<td>North Dakota</td>
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<td>North Dakota Center for Distance Education is the small state virtual school</td>
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<tr>
<td>Oregon</td>
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<td>Oregon Virtual School District is state-led initiative; several district programs and statewide online charter schools but growth of online charters is restricted</td>
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<tr>
<td>South Dakota</td>
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<td>South Dakota Virtual High School is state virtual school</td>
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<tr>
<td>Utah</td>
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<td>UT Electronic High School is state virtual school, BYU offers online correspondence courses</td>
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<tr>
<td>Washington</td>
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<td>Many district programs, often operated by national providers, serving students statewide, no charter school law</td>
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<tr>
<td>Wyoming</td>
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<td>Wyoming Switchboard Network (WSN) coordinates distance learning among districts; two district programs and three statewide full-time online charters have received WSN approval</td>
</tr>
</tbody>
</table>

Education’s Future: Collaboration

ICE Collaborative Initiatives

- Native American Studies
- Sustainable Energy
- Health IT Courses and Certificate
- Rural and Frontier Clinical Social Work Certificate
- U.S. and Colorado Depts. of Labor: Health, IT, Energy and Transportation
- Foreign Languages
- Public Health
- Math and Science Courses for Secondary Teachers

Business
The Challenges: Budget Chaos

- 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 |
|-----------------------------------------------|---------------|-----------------|----------------|----------------|----------------|
|                                               | Doctoral/Research | Master’s         | Baccalaureate  | Associate’s    | Specialized    |
| Agree                                         | 20.0%           | 20.2%           | 11.1%          | 44.4%          | 26.7%          |
| Neutral                                       | 57.9%           | 66.2%           | 55.6%          | 43.9%          | 55.9%          |
| Disagree                                      | 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. 
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!

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