

Online Education

An Introduction for Enrollment Managers

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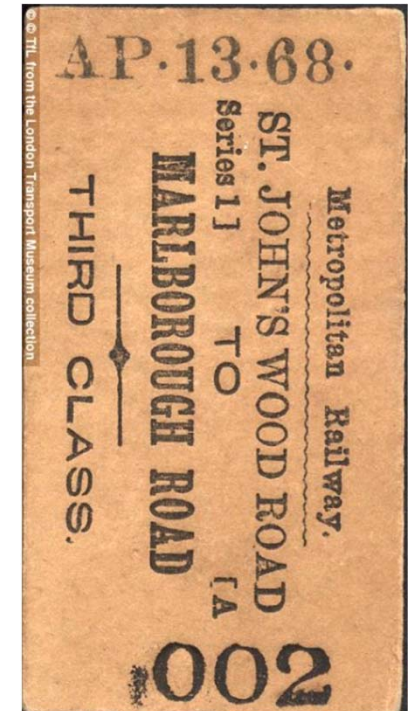
Dr. Einstein was once traveling from Princeton on a train when the conductor came down the aisle, punching the tickets of every passenger. When he came to Einstein, Einstein reached in his vest pocket. He couldn't find his ticket, so he reached in his trouser pockets. It wasn't there, so he looked in his briefcase but couldn't find it. Then he looked in the seat beside him. He still couldn't find it.

The conductor said, "Dr. Einstein, I know who you are. We all know who you are. I'm sure you bought a ticket. Don't worry about it."

Einstein nodded appreciatively. The conductor continued down the aisle punching tickets. As he was ready to move to the next car, he turned around and saw the great physicist down on his hands and knees looking under his seat for his ticket.

The conductor rushed back and said, "Dr. Einstein, Dr. Einstein, don't worry, I know who you are. No problem. You don't need a ticket. I'm sure you bought one."

Einstein looked at him and said, "Young man, I too, know who I am.
What I don't know is where I'm going."

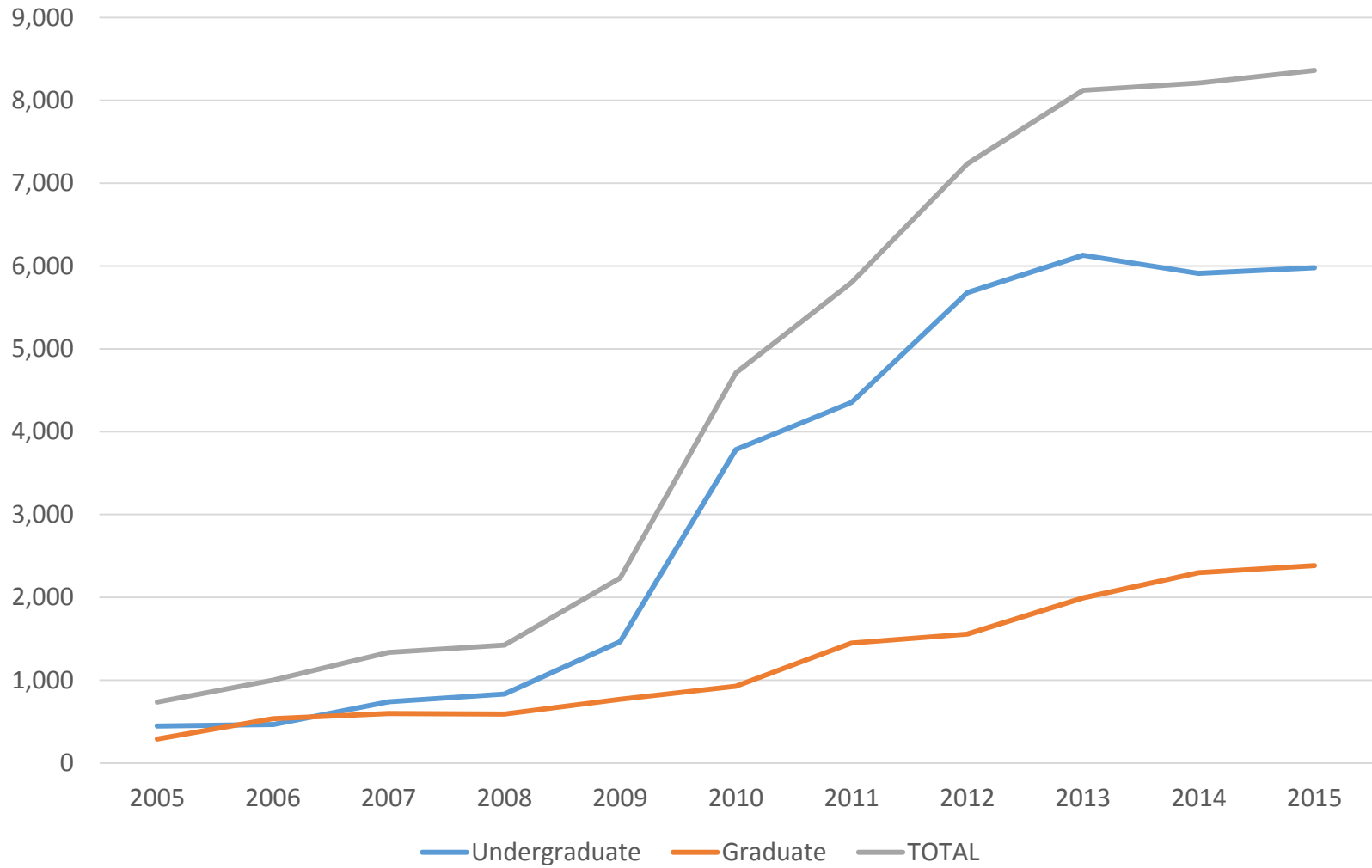


About OHIO

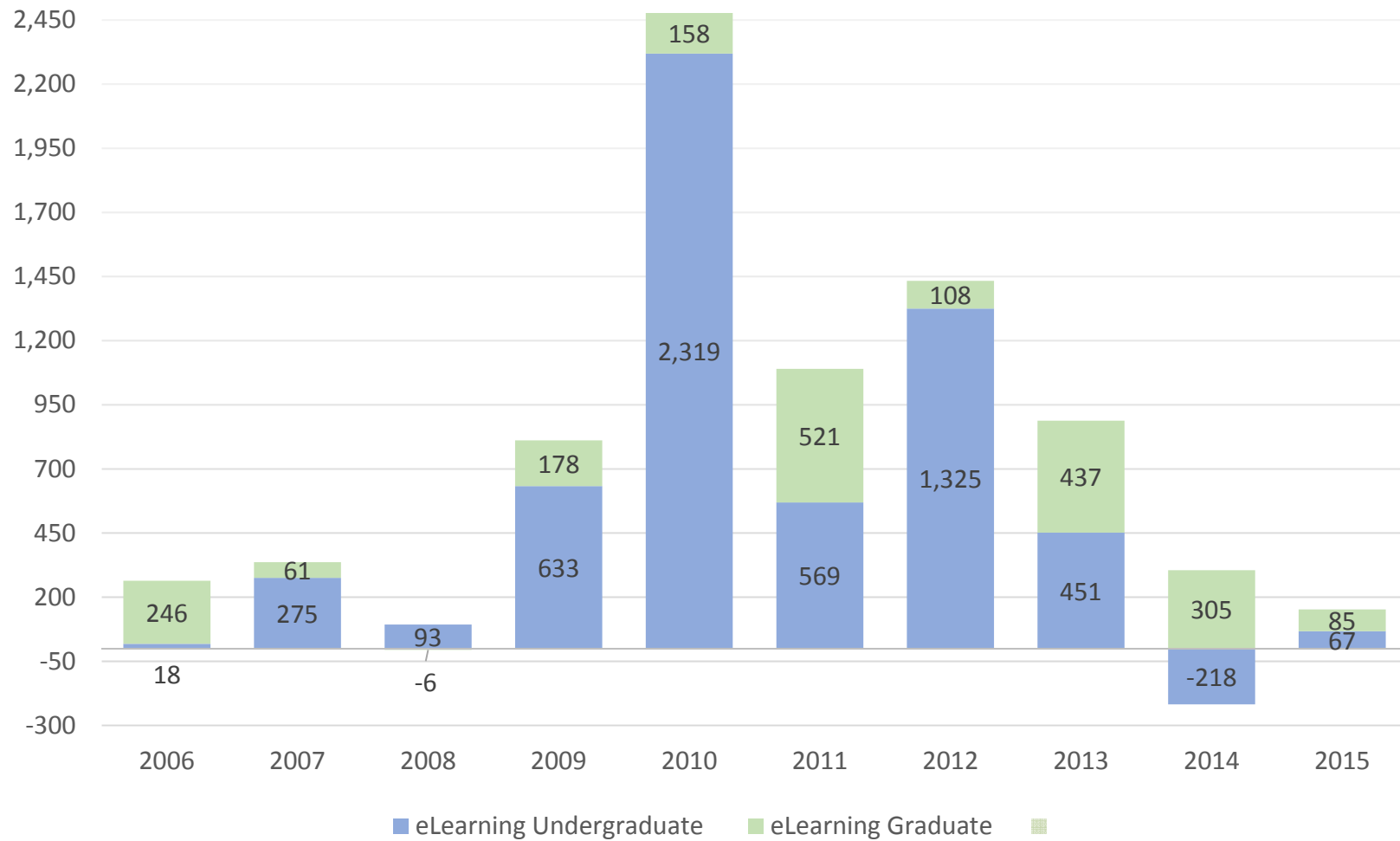
- 4 year public institution in Southeast Ohio- founded in 1804
- First institution in the Northwest Territory, first in Ohio and first University chartered through an act of congress (1787).
- Carnegie Classification as a Research University with High Research Activity
- Approximately 40,000 students –
 - 21,500+ students at our main Athens, Ohio Campus
 - 8,500 fully dedicated online eLearning
 - 10,000 students at 5 regional campuses.
- Very traditional with 8,000+ students in our residence halls, but significantly growing online e-learning presence (approximately and expanded medical and health campuses in Columbus and Cleveland).
- Strategic Enrollment Management Plan 2010-2016 (SEMP), working on new one ☺....



Online Student Enrollments

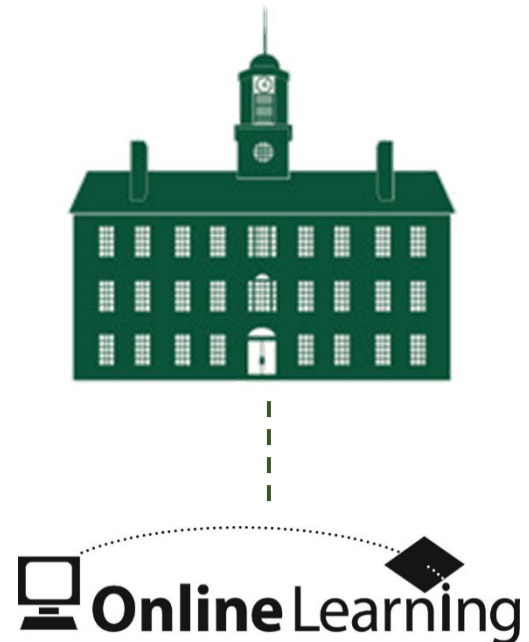


Online Student Enrollments Annual Student Growth – Fall Terms



Round 1:

Build up an organization outside core of institution, but under University brand, to “prove the concept” of online delivery.



2007

- Vice Provost position created from former executive of our Regional Campus System
- Lifelong and Distance Learning in existence but at a limited focus – desire is to provide a broader role for outreach

Concept: Use internal executive with mandate to build unit outside current central core of institution to break log jam;

Pros: “**Prove the Concept**”; Allowed for ease of ramping up or down-sizing staff if needed

Cons: Outside of the core so resource needs start to trump growth- begin talking to outside companies to build capacity



 Online Learning 

2008

- Outreach with 6 community colleges begins with intentional desire to grow first outreach non-print based program
- BTAS online recruiting begins
- HSP Dean and Vice Provost sign with partner to develop the RN-2-BSN program
- Begin to hire temp staff for application processing, marketing, etc.
- Begin to hire CPM (regional recruitment) staff

Pros: “Prove the Concept”; Found low-hanging fruit, in a program that we had competency for.

Cons: Desire for a quick launch, knowledge of our lack of infrastructure (and more importantly – working relationships) with everything from student enrollment, marketing, course development and student success combined with the need for funding caused us to sign a very long-term, tuition-sharing contract with a vendor that may not have been in our best interest in the long run.



2009

- Continued to add community college partners and create new agreements across State
- Kick off RN-2-BSN in Spring 2009 with 21 students
- Enrollment interest grows considerably in program, continue to staff up with temps

Pros: This was the first our “uh, oh” moment. Started to capitalize on pent-up demand and being first in state and region to take advantage of a vendor-based approach.

Cons: “Uh, Oh”. Beginning of growth pains (cracks in the system) starting to manifest. Quickly started to see demand grow and had to put all resources into RN-2-BSN. Also created much tension as they creation of duplicative services pushing into existing central operations was starting to become an issue.

Ohio University RN To BSN Online

RNs play a vital role in healthcare. However, BSNs can make more money and have more career options.



By capitalizing on their existing knowledge and degree, RNs can maximize their potential as a BSN. An [Ohio University RN to BSN online](#) program can be ideal for this group.

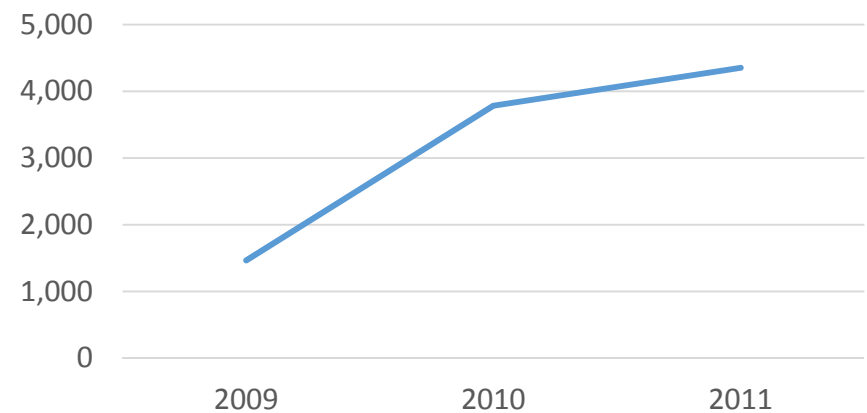


2010

- Community college partners (CCP) added
- CCP added to RN-2-BSN
- Over 2,000 in RN-2-BSN program
- Hiring freeze at OU
- PeopleSoft implementation
- Vice Provost Retires— “concept proven”
- Regional Campus Executive Dean takes on new role with additional title of Vice Provost for eLearning

Pros: First attempt to start to start to bring the operation in house. Desire was more about trying to find cost savings and alignment with recruitment operations at community colleges.

Cons: Subject to hiring freeze, start to hire significant temp staff



— Undergraduate

Round 2:

Begin to move operations to the center



2011

- PeopleSoft implementation
- RHE Executive Dean Retires; Begin to relook at overall approach and oversight
- Oversight by COB Dean
- Applications stacked to ceiling, unanswered phone calls -- too many to count
- Approach VP for Enrollment regarding a new centralized approach
- Provost approves a redesign with centralizing recruitment (CPM staff) and processing operations in Undergraduate Admissions; In addition- staff realignments to Student Financial Aid, The Registrar's and Bursar's Offices effective in 2012

Pros- Second attempt to start to bring the operation in-house. Still issues about new program development as focus is mostly still on support of one program, remaining challenges with marketing operations staying with eLearn office.

Cons- Admissions operations changes are substantial - need to move temp staff to permanent, costs, tie into CRM, ERP, phone systems, etc. as enrollment is approximately 4,500 by this point.



2012-13

- Vice Provost for eLearning and Strategic Partnerships position hired.
- Admissions takes over fully for application processing and student application support
- New Staff in Undergraduate Admissions trained, systems aligned, backlog caught up
- Expanded community college partnerships signed
- **Elimination of vendor contract**
- Vice Provost begins work with Deans and Provost on strategic planning

Pros: Senior position inside Provost office with direct connection to Academic Leadership; Work to eliminate contract and large revenue loss due to vendor.

Cons: Significant backlog with applications, student marketing and support not in place fully when contract eliminated. eLearn finance model still being developed as University moving to RCM. Marketing disconnect



Round 3:
“Put the work where the work is being done”

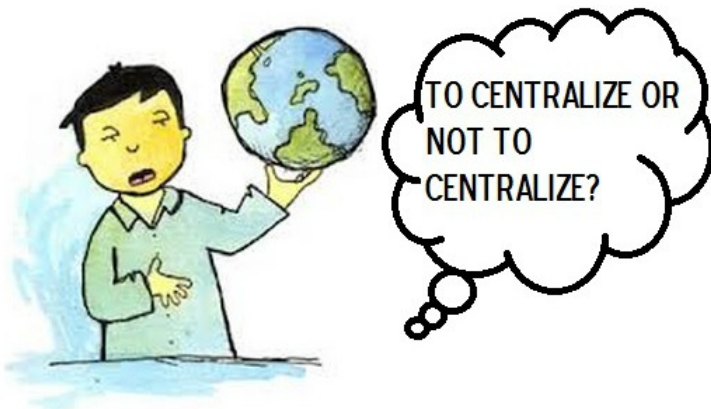


2013-15

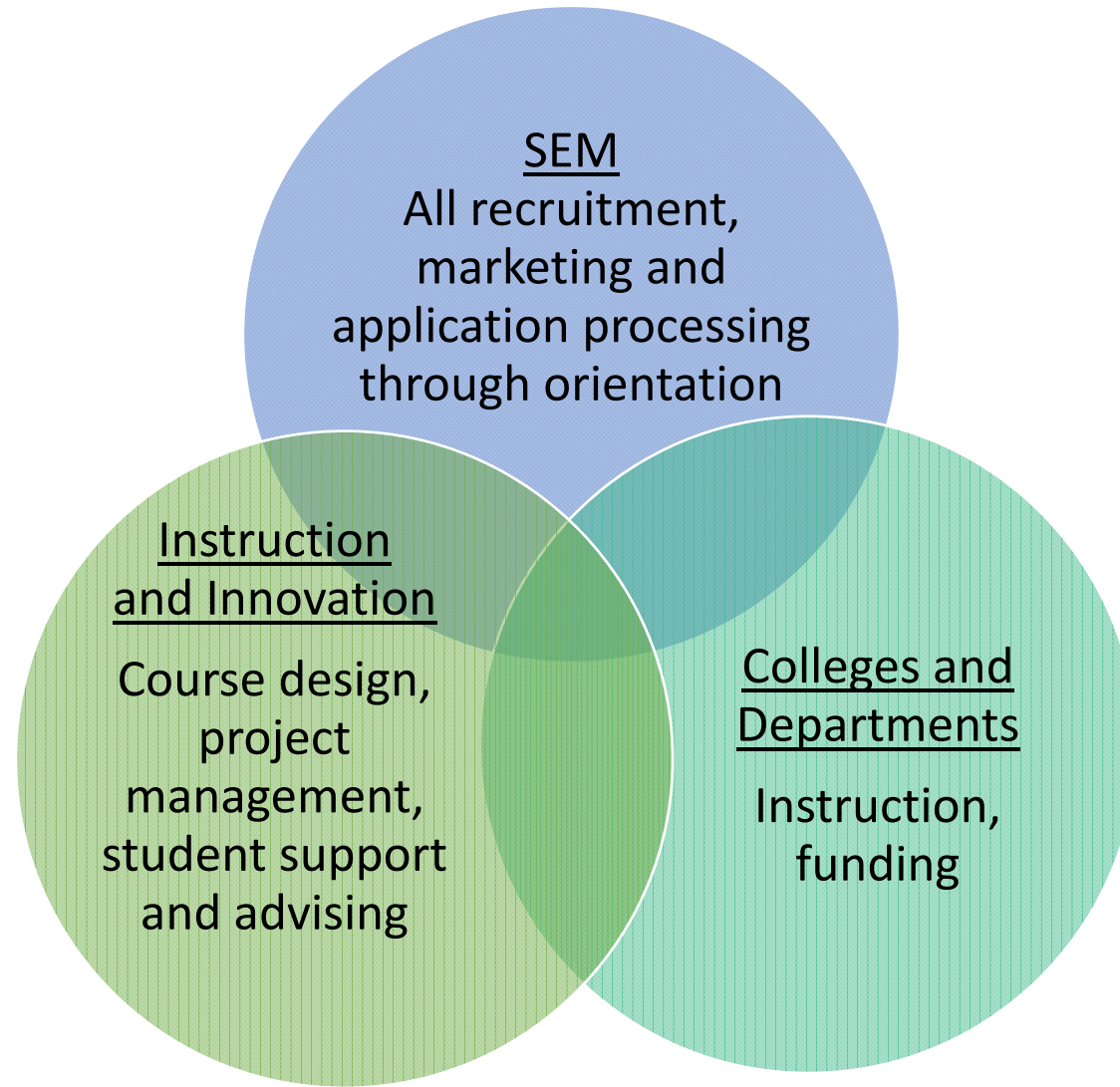
- VSVP – Instruction and Innovation hired; VP position eliminated
- All marketing and enrollment functions moved to SVP for Enrollment Management
- Deans share concerns with having to pay out ½ revenues to outside vendors
- Strategic Planning committee created- do this or not; How to handle with Responsibility Centered Management approach at institution

Pros: Aligning overall instructional innovation with eLearning; Clear decision to let eLearning be a modality and not an end in itself for select programs. Gives control and cost to academic departments fully in RCM.

Cons: Clear need to decide if we, as an institution want to really do this. Unclear as to overall cost structure needed



Round 3



2015-16+

- RFPs for online marketing
- Open position hiring for support and communications; positions filtered throughout Admissions org chart; not completely separate, re-task all websites
- eLearning “flip” in budget model to make it a cost center as apposed to a revenue source
- Need to set funding aside for unknowns (student support, student services, etc.)
- Role of online graduate programs being discussed



Future Students Parents/Families Alumni/Friends Current Students Faculty/Staff MyOHIO Portal Campus E-mail Regional Campuses eCampus

OHIO UNIVERSITY | UNDERGRADUATE ADMISSIONS

VISIT APPLY GIVE

ABOUT OHIO ACADEMICS ADMISSION LIFE AT OHIO ATHLETICS RESEARCH

OHIO UNIVERSITY > ADMISSIONS > ONLINE > ONLINE BACHELOR COMPLETION PROGRAMS

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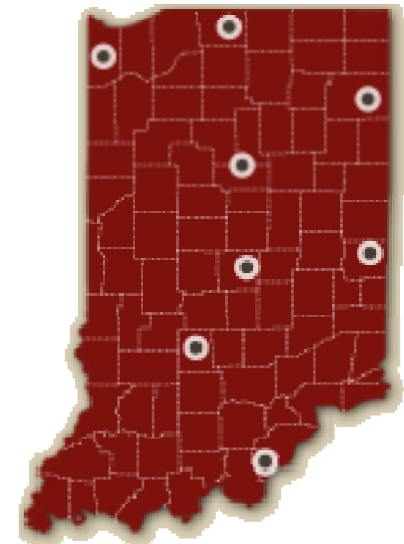
ONLINE - IMPORTANT DATES

About Indiana University

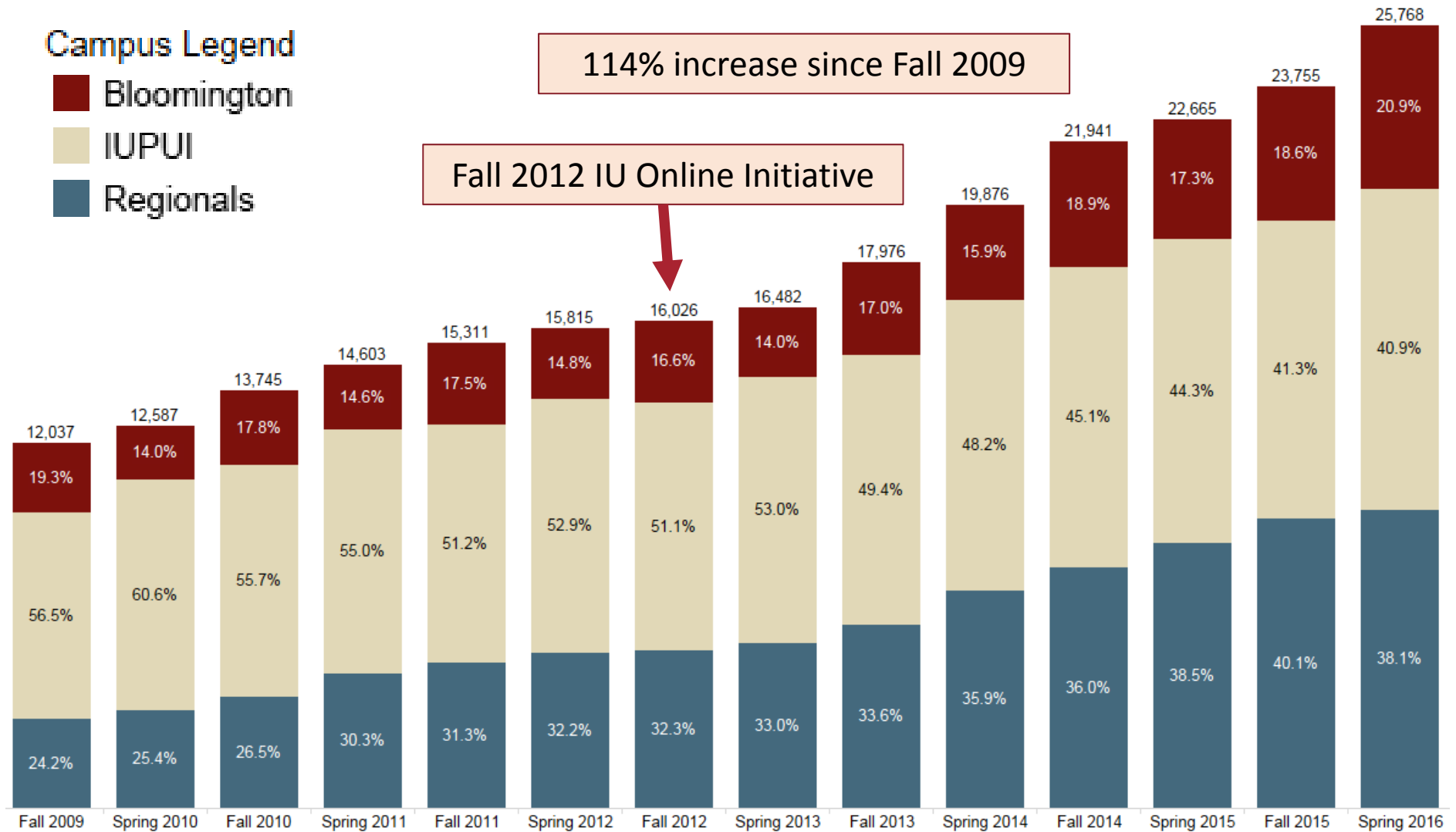
- Multi-campus university established in 1820 (Bicentennial is quickly approaching)
- 7 Indiana University-managed campuses plus an 8th joint campus with Purdue in Fort Wayne
 - IU Bloomington—Flagship campus
 - IUPUI—Urban research campus
 - 5 Regional campuses
 - IPFW—Joint campus with Purdue and managed by Purdue
- Approximately 100,000 students
- Each campus has its own administration, faculty leadership, and enrollment management offices, and each operates as an independent campus in many ways
- Online programs date back to the 90's or earlier
- Office of Online Education established in 2012 to coordinate and manage IU's online education endeavors



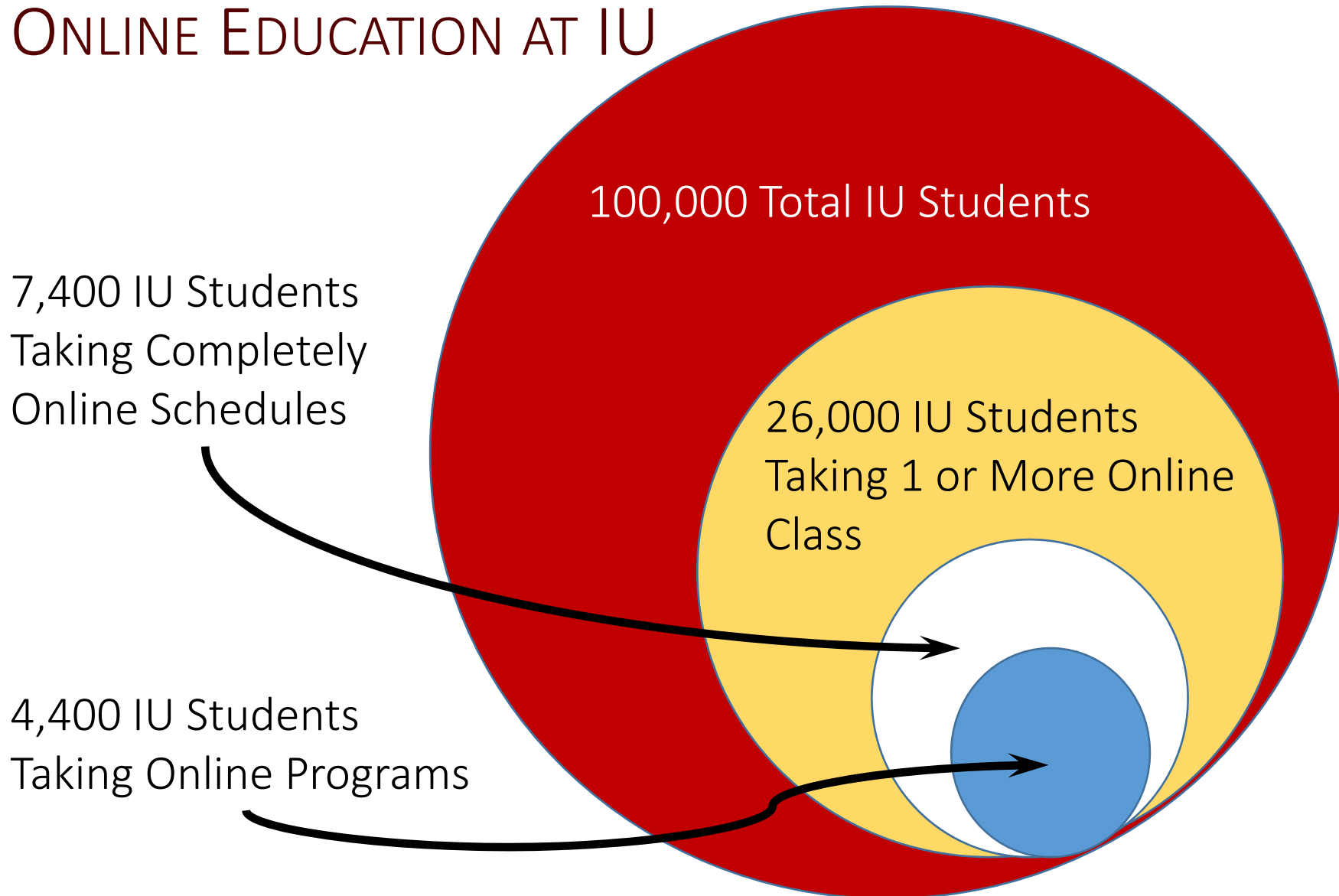
INDIANA UNIVERSITY
ONLINE



IU Students with at Least 1 Online Class



ONLINE EDUCATION AT IU



Online is critical to traditional on-campus student enrollments just as much as exclusively online programs.

POTENTIAL MODELS FOR MULTI-CAMPUS UNIVERSITIES OR UNIVERSITY SYSTEMS

Model 1: Creation of a separate “online campus” with its own courses, faculty, admissions, advising, billing, report

Model 2: Subcontract online education out to a 3rd party vender

Model 3: Allow every department/program/school/campus to pursue its own versions of online education

Model 4: Designate a single campus to implement online education for the entire university

Model 5: Integration of online education throughout the university as another means of providing the same quality degrees

The IU Model allows for comparisons between students who take varying amounts of online classes, and comparisons among similar classes taught using various methods of course delivery.

The Challenge

Capitalizing on the entrepreneurial spirit of decentralization while avoiding risk, leveraging efficiencies of scale, and building on the university brand.

The fundamental question was “How to bring 7 campuses into a collaborative model to . . . ?”

- Ensure compliance
- Reduce competition
- Coordinate enrollment management
- Share expertise
- Create efficiencies
- Leverage the IU brand
- Foster innovation

But first, we had to define online education to decide scope

2012 – University-Wide Definitions of Distance Education

- Online Program Plans
- Online/Distance Education Courses

2013 – Implementation, training, identification, coding, auditing

- Programs
 - 100%, 80-99% (ICHE), 50%-70% (HLC)
- Courses
 - Online, Live Video, Hybrids

These efforts allow us to evaluate student success:

- Students taking At Least 1 Online Class/No Online Classes/All Online Classes
- Students with Class Schedules that include All/Partial/No Online Classes
- Students in Online Programs

2012

Compliance

University

Academic Program Development

2016

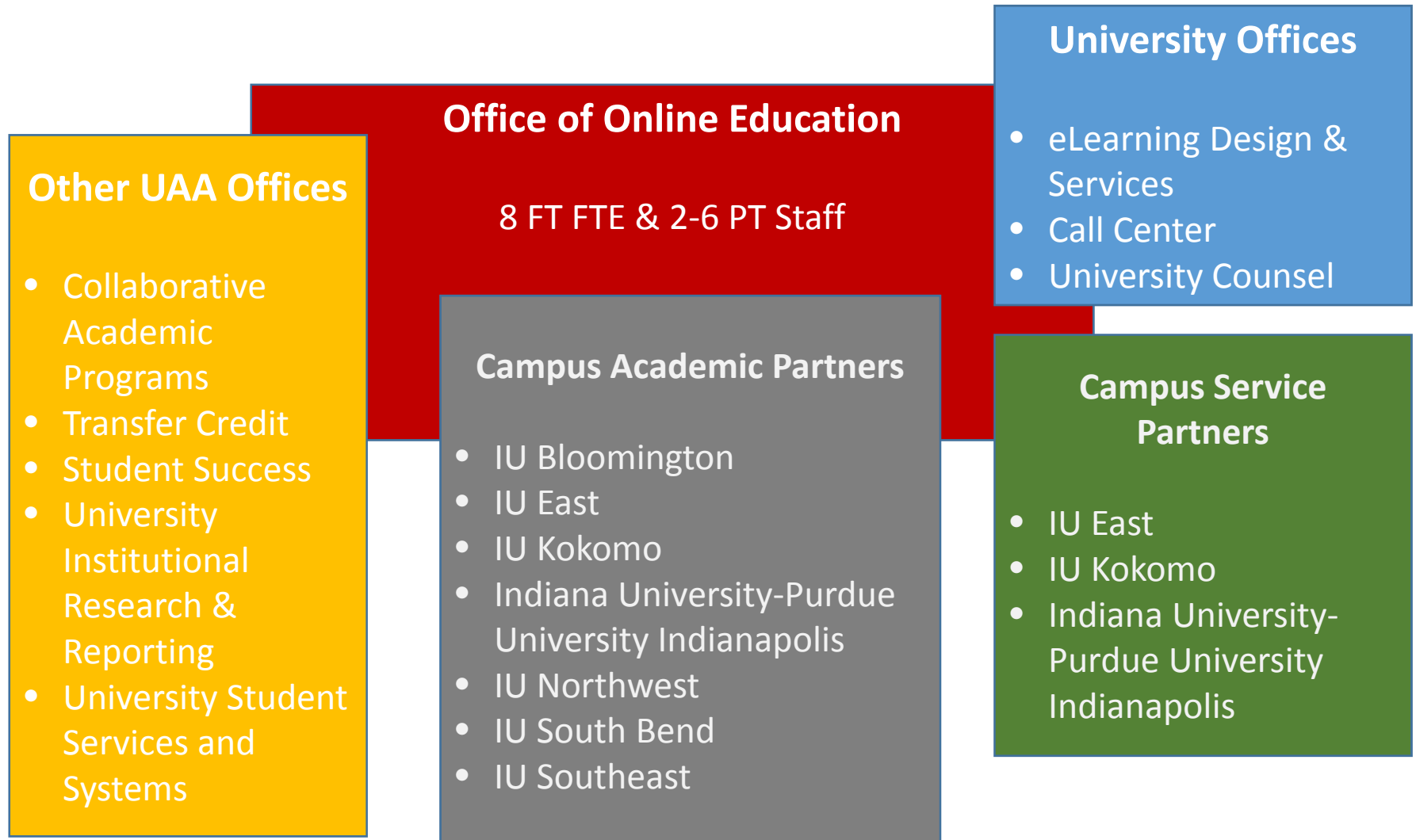
Marketing & Recruitment

Campuses

Seamless Student Services

1990's

AN ORGANIZATION BUILT ON RELATIONSHIPS (& FUNDING)



EACH PARTNERSHIP INVOLVES

- A complete negotiated Memorandum of Agreement (MOA)
- A budget
- A point person from the functional office
- A set of Key Performance Indicators

Benefits of Collaborative Model to Date

- Reduced risk of compliance violations
- Increased intercampus faculty collaboration
- Generates widespread “buy-in” to online education
- Integrates benefits to both on-campus and online students
- Decreased intercampus competition
- Revenue generation
 - Tuition remains with campuses
- Leveraging a single brand (IU Online) for the benefit of all campuses
- Retention of intellectual property
- Fosters innovation that can be beneficial to all students

Challenges to Date

- Collaboration takes time . . .
- . . . And energy
- Internal marketing and communications to generate support & understanding
- Policy & procedure discovery and resolution
- Technology adoption
- Defining appropriately scalable solutions
- No “rule book” for this type of collaboration . . . We have to write it as we go

Questions?

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