


Driving Strategic Outcomes with E-Learning: Web CT, Your Roadmap to Success

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Abstract



Many institutions facing budget and human resource constraints must also support more students with high expectations for quality. Institutions worldwide are leveraging WebCT Campus Edition, the leading course management system, and WebCT Vista, the industry's premier academic enterprise system, to meet their challenges. Hear real-world examples of how institutions are incorporating innovative learning technologies, supporting diverse student populations, and addressing their unique goals with WebCT.

Note: This session is a software demonstration and no paper will be provided. The presenter has provided copies of his slides and these are included on the following pages





DRIVING STRATEGIC OUTCOMES WITH E-LEARNING

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Agenda

- Trends in the e-learning market
- Success stories
- Are you ready?

What we're seeing in the e-learning market...




Institutional Challenges

Maintain Institutional Reputation for Excellence

Meet Increasing Student Expectations


Provide Best Possible Tools for Academics



Expand Access and Outreach

Leverage Research Activities

Provide Integrated Environment for Staff






The Current State of E-Learning

According to Gartner Research:

- 73% of institutions have selected a standard CMS¹
- 38% of institutions have standardized on WebCT¹
- E-learning is used as a course supplement at 83% of institutions worldwide²
- Integration between the CMS and other campus systems is on the rise:
 - SIS integration at over 80% of institutions
 - Library-system integration at 26% of institutions³

¹Gartner Research Note DF-18-8100, "Higher Education Institutions Should Select a Standard CMS," 30 April 2003.
²Gartner Research Note COM-20-0839, "Supplement Beats Remote in Higher-Education E-Learning," 19 May 2003.
³Gartner Research Note COM-19-9149, "Integration Indicates Higher-Education E-Learning Commitment," 1 May 2003.





Predictions for the Future of E-Learning

Gartner Research predicts that by 2005:

- Academic technology services will supplant ERP as the next major new investment in higher education.¹
- More than 70% of students will be enrolled in courses that use e-learning¹
- Supplemental use of e-learning among faculty will rise from 28% to more than 50%¹
- The amount of digital material delivered per student will quadruple.¹
- Approximately 50% of e-learning spending will be directed towards best of breed pedagogical and content management tools²


¹Gartner Research Note COM 18-9597, "Higher Education IT Gets Academic," 10 December 2002.
²Gartner Research Note COM-20-0839, "Supplement Beats Remote in Higher-Education E-Learning," 19 May 2003.



Planning for the future...

- Develop academic technology plan based on ability of technology to deliver academic value grounded in institutional educational goals.*
- Introduce content management workflow policies*
- Seek out leading-edge institutions and consortia and begin to develop content sharing strategies to keep development and distribution costs down.*
- Institutions must plan for geometric, rather than arithmetic, growth in e-learning system capacity.*


*Higher Education IT Gets Academic, 12-02, Gartner Research



Value for Faculty

- Develop and deliver learning opportunities easily and efficiently
- Seamlessly incorporate best-of-breed tools into the learning environment
- Create a personalized and flexible environment to improve student learning
- Easily author, re-purpose, and continually improve online content


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Value for Students

- Easy access to critical learning resources
- Enhanced communication with academic staff and among each other
- Personalized learning environments to meet individual needs and learning preferences
- Improved academic performance and completion rates


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Value for IT Professionals

- Ability to provide a scalable and reliable environment for users
- Ability to ensure systems performance
- Efficient integration with existing campus infrastructure to reduce costs and promote growth


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Value for Senior Management

- Serve wider audiences
- Maintain/enhance institutional reputation
- Track, analyze and continuously improve the quality of academic offerings
- Open new revenue streams

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Leadership in e-learning is NOT defined by...

- Institution size, type or geography
- Technology alone
- Budget size



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Defining leadership in e-learning today

- Vision for the future
- Strategic plan connected to the mission
- Commitment to institutional change
- Sponsorship at all levels




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Virtual Learning Environments




Course Management

- Structure is module based, not institution based
- Limited content sharing
- Single branding option


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Key Characteristics of an Academic Enterprise System

- Single platform for staff of different functions and experience levels
- Student learning information and tracking
- Selective and controlled sharing of content
- Local ownership with shared administration
- True enterprise architecture for integration reliability and growth

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Success Stories Across the Spectrum



Marylhurst University

- Mission:
 - “Making innovative post-secondary education accessible to self-directed students of any age”
- Key Goals:
 - Create flexible learning opportunities
 - Reach out to new markets
 - Expand student enrollments
- Result:
 - **91% student retention rate** for online courses, 5 years running!






University of Central Florida

Mission:


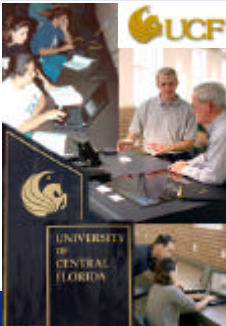
- Offer the best undergraduate education available in Florida


Goal:

- Ensure the application of technology to learning improves student performance

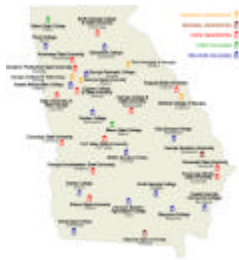
Result:

- Student grade ranges increased from **68.9 – 85.1** to **81.6 – 88.5**





University System of Georgia





Mission:

- Create an innovative model for resource sharing and usage across multiple institutions

USG – System-wide Results

- Expanded access to learning opportunities
- Increased the reach and quality of programs
- Enhanced accessibility for students of all abilities and learning styles
- Leveraged student performance data to enhance teaching and learning experience
- Improved campus to campus collaboration

Standardization at Purdue University




- **Strategic Challenge:**
 - Enhance educational experience for faculty and students
 - Sustain rapid growth
 - Create operational efficiencies
- **Operational Plan:**
 - Implement WebCT Vista as the standard e-learning system for 4 Purdue campuses
 - Centrally support 45,000 students with WebCT Vista



Standardization at Purdue University

IMPACT:

- Consolidate IT, training, and support resources with a central installation of WebCT Vista
- Leverage content across multiple campuses
- Preserve branding and maintain local academic control at each campus
- Develop innovative extensions to the WebCT platform based on faculty needs




Integration of Campus Systems

- 75% of WebCT customers have integrated or plan to integrate WebCT with other campus systems
 - 2003 WebCT Customer Survey
- 80% of institutions currently integrate (half real-time) with their SIS with real-time representing way of future
 - Gartner Research*
- 26% of institutions have integrated with library systems with rising demands for future
 - Gartner Research*

Opportunities:

- Streamline enrollment and grade-reporting
- Improve student services
- Maximize ROI for campus systems

*Gartner Research Note CCM-19-9149, "Integration Indicates Higher-Education E-Learning Commitment," 1 May 2003.





Integration at University of Ulster

Strategic Challenge:

- Meet the growing demand for remote access to campus systems
- Increase student usage of library resources

Operational Plan:



- Connect VLE (virtual learning environment) to the University's digital libraries
 - 4i Project: Integrated, Interoperable, Institutional Implementation
- Build off success of previous integration of WebCT with SIS and HR databases

Integration at University of Ulster

IMPACT:

- Allows remote students to conveniently access library resources
 - Effectively pre-authenticates WebCT users to Library systems and resources - users are "ready to go"
- Increases utilization of Library services and resources
- Reduces administrative and helpdesk workloads





Development of Online Degree Programs

- 80% of WebCT customers have at least some percentage of their WebCT courses as "fully online"
 - 2003 WebCT Customer Survey
- 36% of WebCT customers have fully online degree programs
 - 2003 WebCT Customer Survey
- In academic year '01-'02, more than 350,000 students were enrolled in fully online distance learning programs, a figure growing more than 40% annually
 - ECAR


Opportunities:

- Expand access to non-traditional students
- Create new revenue streams




Online Degree Programs at Tennessee Board of Regents

- **Strategic Challenge:**
 - Provide education to 78% of Tennessee's population without degrees
- **Operational Plan:**
 - Development of Regents Online Degree Program (RODP)
 - 5 online degree programs developed by 19 members of TBR




Online Degree Programs at Tennessee Board of Regents

- **IMPACT:**
 - 62% student retention rate
 - Share courses and best practices across system
 - Enrollment has nearly doubled each year
 - 5,500 enrollments in Spring 2003
 - Generate incremental revenues as a result of the RODP
 - \$7 million in academic year '02-'03



Enterprise e-Learning – Innovative Approaches


Single Institution	Efficiently scale your mission-critical implementation
ASP Model	Host your own and other institutions' implementations
Shared Services	Collaborate for mutual benefit
System-wide	Centrally support multiple installations



Are you ready?

Calls to action:

- Strategic planning
- Standardization
- Integration
- Development of online programs/degrees





The image shows a slide with a blue header and footer. The header contains a small grid of four images in the top-left corner. The main content area is white and features the WebCT logo, which consists of a stylized figure holding a book next to the text "WebCT". Below the logo is the website address "www.webct.com". The footer contains the number "31" on the left and a small WebCT logo on the right.