The Future Has Arrived

Blackboard Institute

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Agenda

Blackboard Institute

- **A Quick Blackboard Overview**
- **Introducing the Blackboard Institute**
- **Global Higher Education Competition**
- **Standardization & Accreditation**
- **K20 Overview**
- **Blackboard 9.1**
- **Summary**

Blackboard Update: 4 Product Groups

Blackboard learn

Engaging and assessing learners at all levels

Blackboard transact

Making their daily lives more convenient and secure

Blackboard connect

Keeping them informed and aware

Blackboard mobile

Enrich the experience through devices they love

Blackboard Update: Global Presence

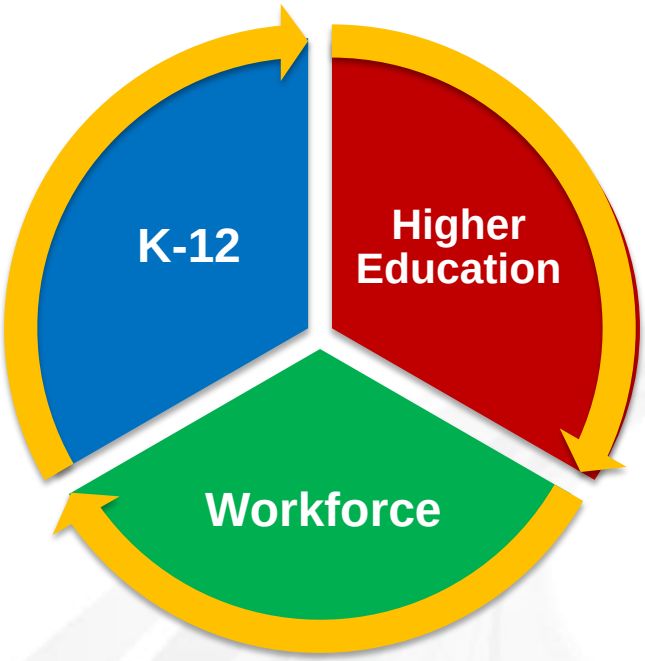
Blackboard Update: Managed Hosting

- 99.7% uptime guarantee
- 6 Datacenters
- 2,000+ servers
- Over 1 Petabyte enterprise file storage

Blackboard Update: Mobile

Blackboard mobile™

Blackboard Update: K20 & Workforce



- School Districts and Community Colleges
- Universities Provide Prep Courses to K-12
- Higher Ed Provides Remedial Courses
- 2yr Colleges Offer Dual Enrollment
- Regional Consortia Deliver K-20 Access
- State-Funded Virtual Schools
- State Level K-20 Programs

Why K-20 Progression?

Blackboard Institute

www.BlackboardInstitute.com

About | K-20 Progression Project | Online Programs Project | News | Leadership | FAQs

About the Blackboard Institute

The Blackboard Institute, launched as an independent organization within the education company, seeks to help leaders at all levels improve student progression. The Institute is focused on leveraging Blackboard's education experience and the broader network of education's leaders across the globe to partner in driving the future of education. The Institute will undertake research on issues that Blackboard's proximity to education practice at 5,500 education institutions worldwide can help better understand and advance.

The Institute is initially focused on:

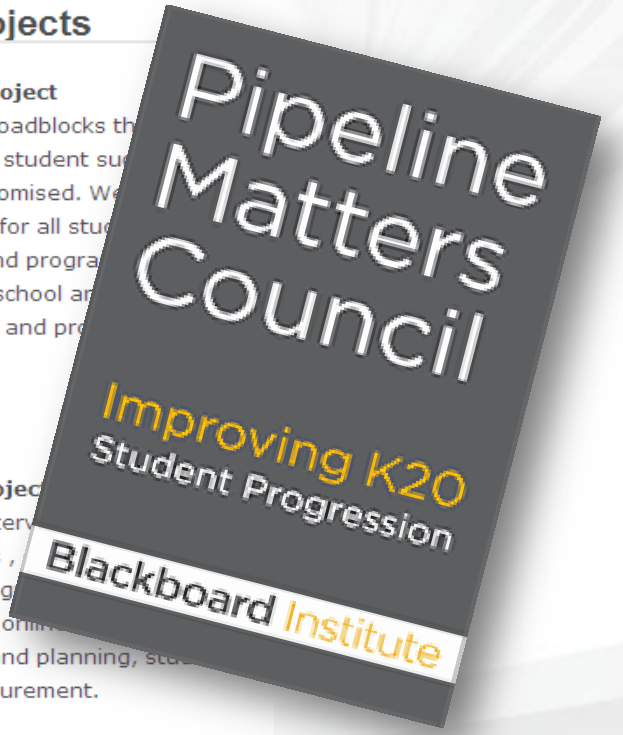
- Support the growing evolution of online education as a core part of modern education institutions and systems
- Help create successful education progression models from school through college that remove physical and institutional barriers to learners obtaining degrees and diplomas
- Study and better understand student learning needs and arrive at a deeper sense of what will allow students to take a higher degree of responsibility and ownership of their learning

Research Projects

K-20 Progression Project
Without addressing roadblocks th
the learning process, student su
continue to be compromised. W
increase accessibility for all stu
supporting policies and progra
the journey through school ar
education as efficient and pr
possible.

Learn More >

Online Programs Projec
Following in-depth interv
education institutions ,
performing online prog
outline key drivers of on
– including strategy and planning, st
experience and measurement.



The Institute Research 2009

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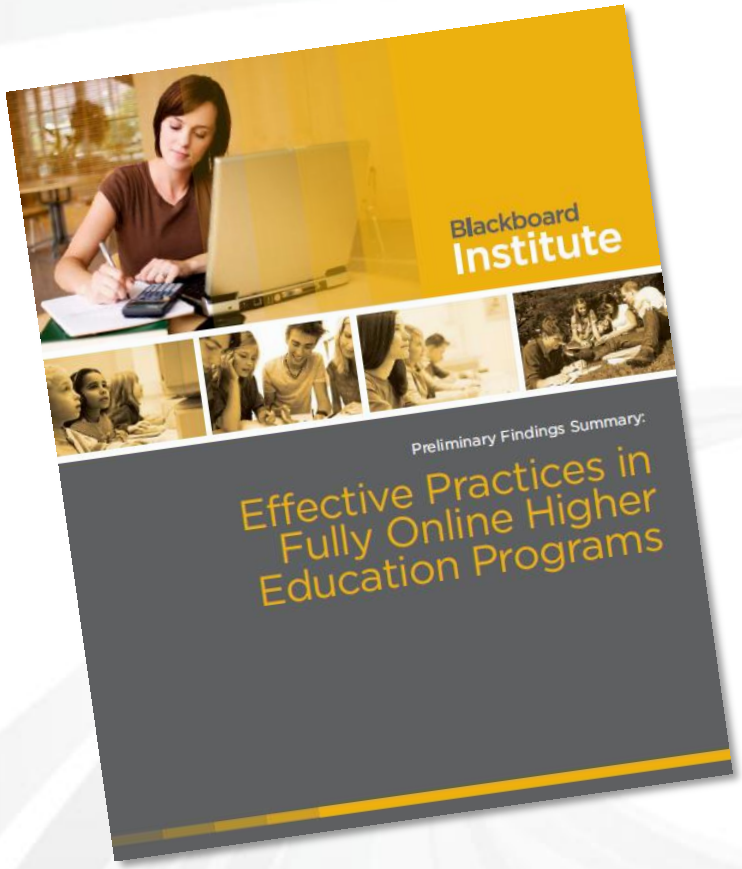

Online Providers Interviewed

- Baker College Online
- Brigham Young University
- Drexel eLearning
- Embry-Riddle
- University of Southern California
- University of Texas Telecampus
- Central Texas College
- Ivy Tech College
- Kentucky Community and Technical College System

UK Executive Forum March 2010

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Cross National Meeting (US, UK, NL, BE)

- Competition
- Online
- Models

Attendance in Small Working Groups

- U.S. For-Profit (Capella.edu)
- UK Public with For-Profit Partner (U Liverpool / Laureate)
- Dutch Institutions (Part of SURF Network)

The Institute Research 2010

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Effective Practices in Student Services *(All Segments)*

- Common pitfalls
- Effective practices
- Spotlight commonalities between K-12 and HE

Effective Practices in Dual Enrollment *(Grades 11-14)*

- At-risk students
- Cost/benefit
- Online dual enrollment

IVY TECH COMMUNITY COLLEGE

CreatingSuccess NC Community Colleges Hope • Opportunity • Jobs

KCTCS

A Summary of Trends

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Competition

Quality

Progression

Outcomes

Variables of Change Matrix

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Competition	**Quality**
Differentiation Partnerships	**Standards** Pathways
K-20 Individualization	**Assessment** Competence
Progression	**Outcomes**

“Competition Quadrant”

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Competition

Differentiation
Partnerships

Quality

Standards
Pathways

K-20
Individualization

Assessment
Competence

Progression

Outcomes

"Competition" Regions

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Globalization has changed the competitive landscape around the world. The freer movement of capital, people, and services has altered the longstanding nature of higher education.

The UK is now competing with Chinese, Australian and Singaporean institutions for students. Global skills can come from a variety of new nations as well as the traditional suppliers.

"Competition" UK, US

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UK Institutions Concerned with Losing Students to Asian Institutions

- Traditional student numbers from Asia dropping
- UK relies on their education which is 4th largest "export"
- UK using online and other methods to reach the students
  - University of Liverpool (online & campus-based)
  - University of Nottingham (Multiple Campuses)

US Institutions concerned, not enough U.S. students go to college

- International students desired for "globalizing" U.S. students
- U.S. students encouraged to study outside the U.S.
- U.S. worried about too little science, engineering, math majors
- Major U.S. government investment in college going and STEM

"Competition" Liverpool, UK

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UNIVERSITY OF LIVERPOOL

The University of Liverpool has three ways for students to attend: on campus in Liverpool, online through Laureate, or on campuses in China. Liverpool has the largest Chinese population in Europe and a unique method of managing the global competition.

“Quality Quadrand”

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Competition

Differentiation
Partnerships

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Outcomes

“Quality” www.OECD.org

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assessment

learning outcomes

higher education

diversity

OECD

improvement

"Quality" U.S.

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U.S. Commission: ISSUE PAPER

Assuring Quality in Higher Education:

Key Issues and Questions for Changing Accreditation in the United States

A NATIONAL DIALOGUE: The Secretary of Education's Commission on the Future of Higher Education

http://www2.ed.gov/about/bdscomm/list/hiedfuture/reports/schray.pdf

Assuring Performance. How can the accreditation system be held more accountable for assuring performance, including student-learning outcomes?

Open Standards and Processes. How can accreditation standards and processes be changed to be more open to and supportive of innovation and diversity in higher education including new types of educational institutions.

Consistency and Transparency. How can accreditation standards and processes be made more consistent to support greater transparency and greater opportunities for credit transfer?

Temple University

- Public Research University
- 34,000+ Students
- Philadelphia, Pennsylvania

Challenge: General Education Curriculum Review

Blackboard Solution: Assessment Surveys

Temple used the survey tool to assess the effectiveness of 50 optional texts used in one of their general education courses from both the student and faculty perspective. Based on the responses, individual professors made changes to their text selections.

"Blackboard Learn for Outcomes Assessment has the same look and feel that our faculty have been using for a long time. It allows you to both manage and do assessment. In the same place where we can track learning goals, we can create a survey or a rubric."

- Jodi Laufgraben, Associate Vice Provost

Blackboard

TEMPLE UNIVERSITY®

“Progression Quadrant”

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Competition

Differentiation
Partnerships

Quality

Standards
Pathways

K-20
Individualization

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"Progression" K-20 Pipeline

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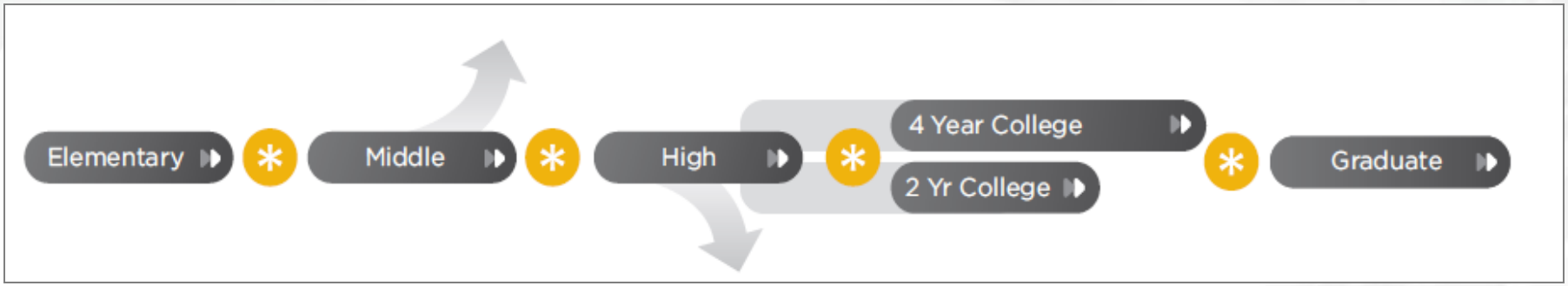

Traditional "pipeline" model no longer paints an accurate picture of education possibilities.

"Progression" K-20 Cycle

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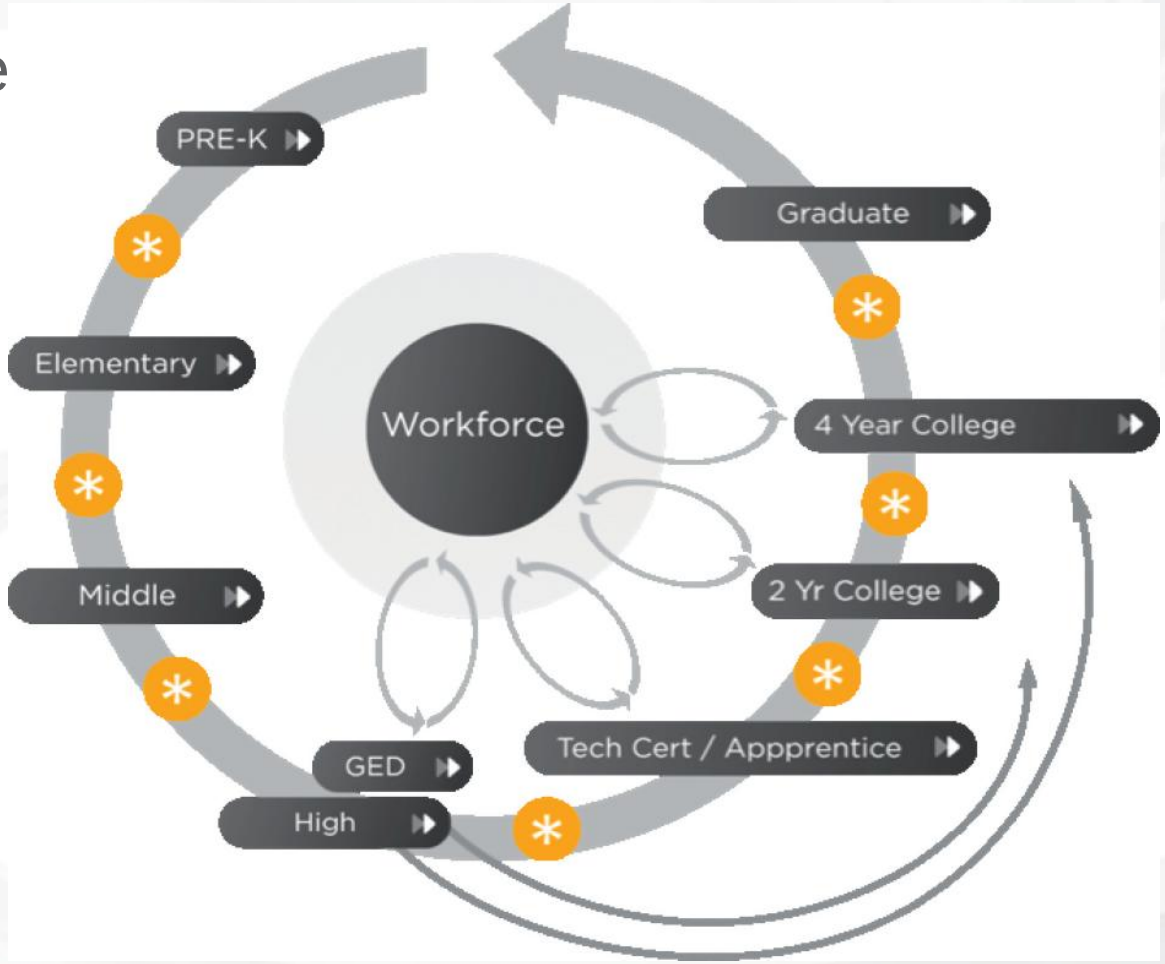
Rather, there is a cycle with many on and off "ramps" depending on the learner and the circumstances.



Pipeline Matters Council

Improving K20 Student Progression

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“K-20” New Mexico

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1. **One System K-20**
2. **Student / Teacher Portals**
3. **Shared Services**
4. **Pre-School through College**
5. **Workforce**

“Outcomes Quadrant”

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Competition

Differentiation
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Quality

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"Outcomes" OECD

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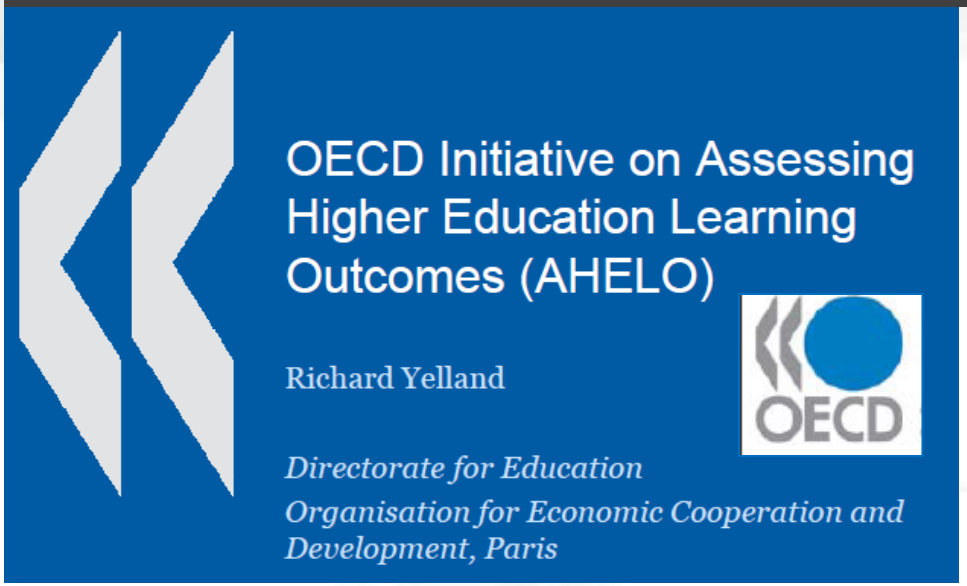

www.OECD.org/edu/ahelo

1. **Growth**
2. **Internationalization**
3. **Diversification of provision**
4. **New governance arrangements**
5. **New funding arrangements**
6. **Internationalization**

East Mississippi Community College

- Public Community College
- 4,000+ Students
- Scooba, Mississippi

Challenge: Strategic Planning

Building the annual strategic plan requires complex coordination of many stakeholders and manual workflows are cumbersome and time consuming.

Blackboard Solution: Assessment

EMCC uses Blackboard Learn for Outcomes Assessment to simplify their strategic planning process. Each department submits their plans in Blackboard and establishes their alignment to the strategic objectives.

"All departments can simply log into Blackboard to define their outcomes, objectives and methods of assessment, essentially opening the loop. They can also access it from year to year without having to dig around to look for previous years. They can repurpose them for future planning."

- Andrea Mayfield, Dean of Distance Learning

Blackboard

"Outcomes"

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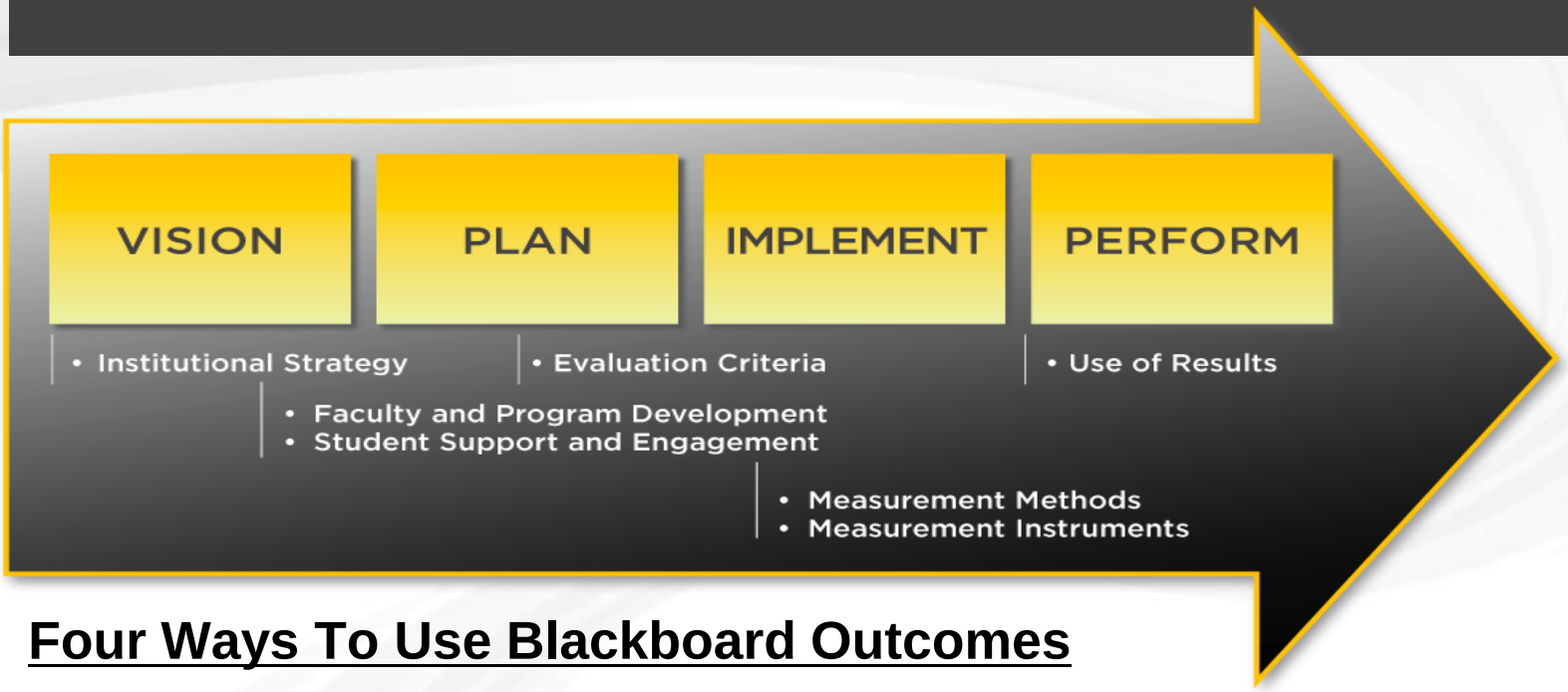

Four Ways To Use Blackboard Outcomes

1) Entering Program Goals
2) Improvement Project Templates
3) Assessment Tools
4) Activity Reports/Monitoring

“Outcomes”

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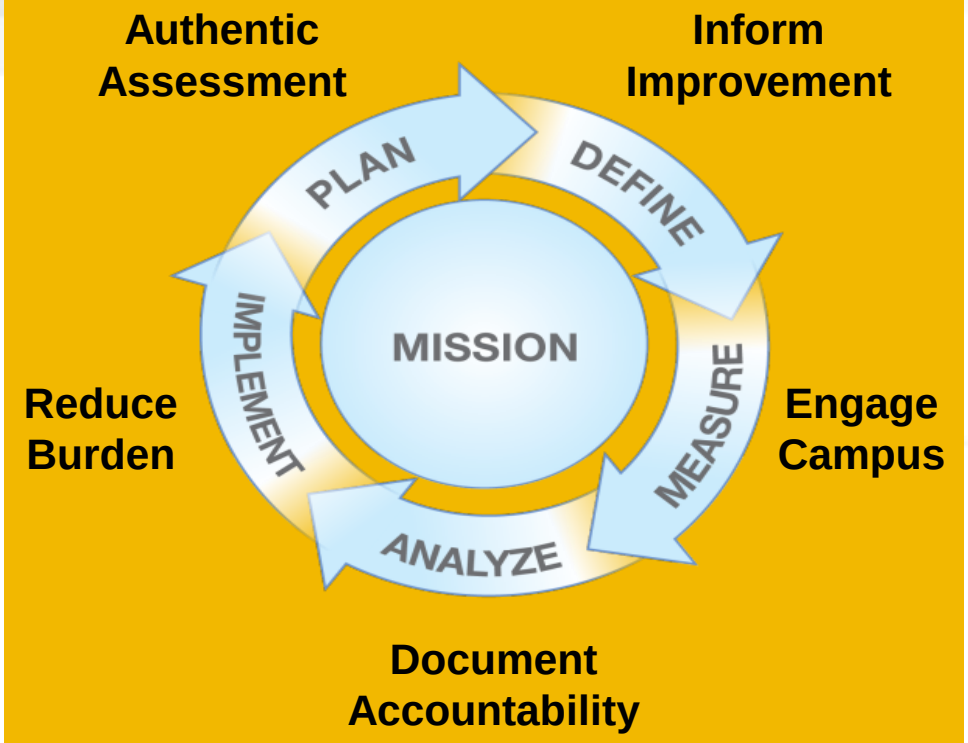


1. Student Outcomes
2. Program Outcomes
3. Institutional Outcomes
4. Improvement
5. Quality
6. Progression

Blackboard Update: 9.1

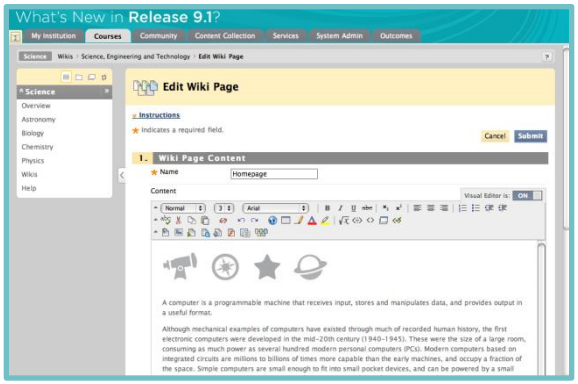
Beta Client Video

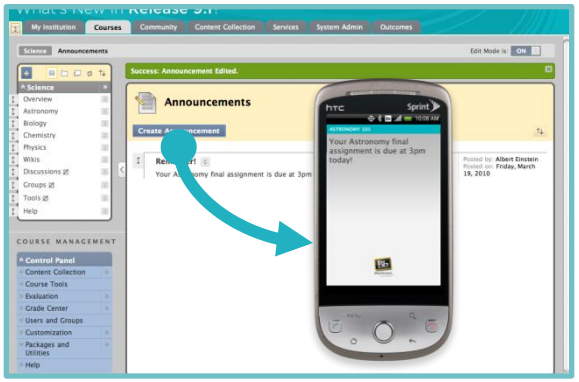
Quality is More Than Just Bug Counts.

To respond effectively
Blackboard is committed to…

- ✓ Fixing the issues quickly
- ✓ Fixing the issues that matter most to our clients quickly
- ✓ Shaping the product roadmap based on client input
- ✓ Effectively communicating
- ✓ Supporting change
- ✓ Being prepared

Fostering Student Engagement





Promote Active and Social Learning

Wikis, Blogs & Journals

Integrate Media and Engaging Content

Mashups: YouTube, Flickr, SlideShare

Keep Students Connected

Blackboard Connect Integration & Mobile Learn

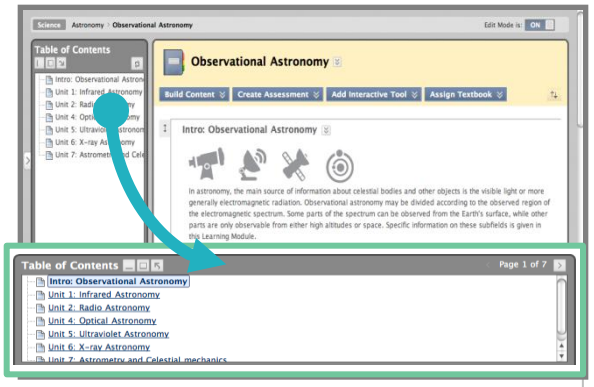
Accessible, Learner Centric Approach in Release 9.1

Blackboard learn

Supporting Educator Efficiency

Grade Center Enhancements

- Customize Views
- Grade in Context



Learning Modules

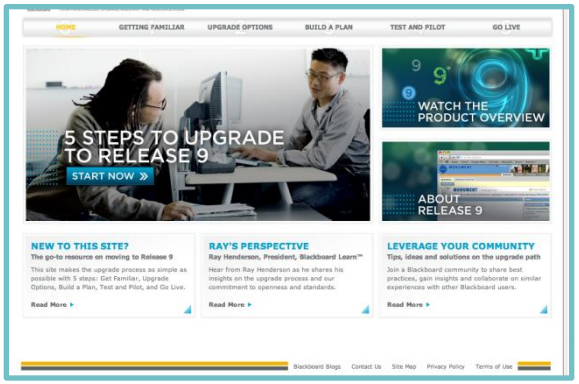
- Intuitive Online Structure

Other Capabilities

- ✓ Blog, Journal & Wiki inline grading
- ✓ Smart View Favorites, Filters, Grade-by-Question & Anonymous Grading
- ✓ Course Files
- ✓ Assessment Manager
- ✓ Blackboard Connect
- ✓ Drag-and-drop, thumbnails and basic search

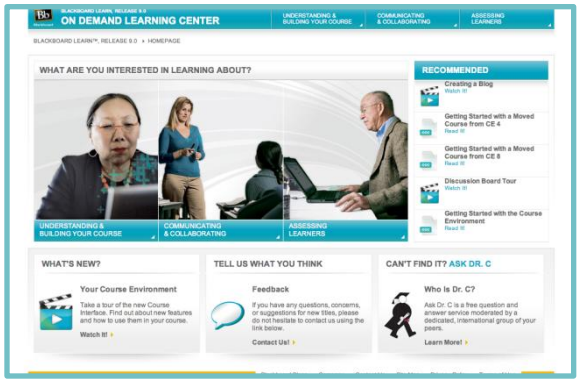
Educator Centric Approach and Improved Workflow in Release 9.1

Change Management Resources



Upgrade Center

•Personalized Upgrade Resource



On-Demand Learning Center

•Quick Tutorial Videos

Other Resources

- ✓ Communications Tool Kit
- ✓ Change Management Webinar Series
- ✓ Preview Accounts
- ✓ Upgrade Program Consulting
- ✓ Course Conversion

Providing resources to help manage change and minimize costs

Blackboard learn

Blackboard Update: 9.1

Client Presentations

28th April
14:35 - 15:15 | Concurrent Session 1 | Main Hall Room A - 2nd Floor
Topic: Business Continuity with eLearning
Speaker: Ong Choon Teck, Campus e-Learning Operations, Educational Technologist, Singapore, Polytechnic (Singapore)

16:35 - 17:15 | Concurrent Session 3 | Main Hall Room A - 2nd Floor
Topic: Forward Through A Rearview Mirror
Speaker: Dr. Joseph Cevetello, Director of Learning Environments, Technology-Enhanced Learning, Assistant Professor of Clinical Education, University of Southern California (U.S.A.)

29th April
11:50 - 12:30 | Concurrent Session 7 | Main Hall Room A - 2nd Floor
Topic: Assessment and Accreditation: Exceeding Expectations with a Strategic Use of Technology
Speaker: Dr. Stephanie Grace Schull,Assessment Coordinator, Temple University (U.S.A.)

Visit our booth!

“Summary”

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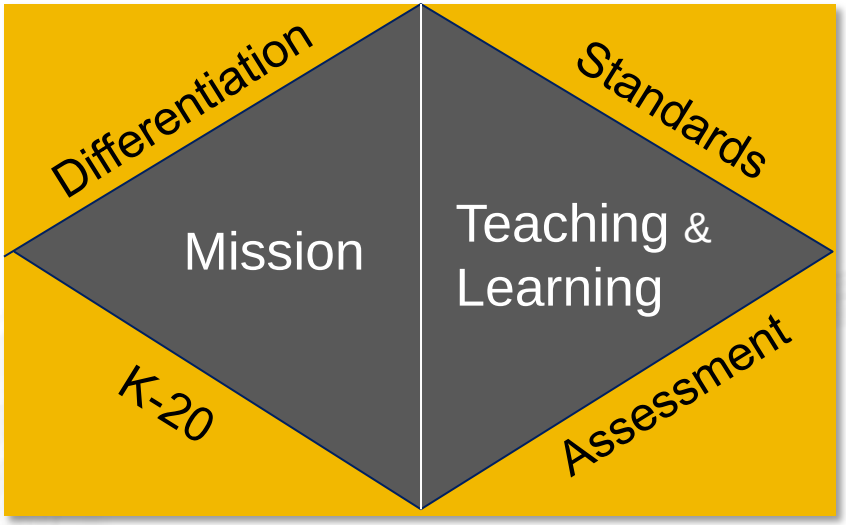
Competition

Quality



Progression

Outcomes

THANK YOU

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