

The Online Learning Revolution (or is it an Evolution?): Great Challenges...and Greater Opportunities

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A Prediction...

- ‘Our primary hypothesis is that the dominant university model--a broad-based teaching and research institution, supported by a large asset base and a large, predominantly in-house back office—will prove unviable in all but a few cases over the next 10-15 years’

Prediction For/By...

- For Australia by Ernst and Young in a report entitled ‘University of the Future...A Thousand Year Old Industry on the Cusp of Profound Change’
- The Australian System of Higher Education looks a lot like...the U.S. Model...so a fair question— why wouldn’t this play out in the U.S. as well? I think it will!
- ‘Exciting times are ahead- and challenges too.’

Five Trends Driving Change...

- Democratization of Knowledge and Access
- Contestability of Markets and Funding
- Digital Technologies
- Global Mobility
- Integration with Industry

Online Learning in the Headlines

Just in the last few months...

- ‘Reinventing College’
- ‘College May Never Be The Same’
- ‘Free, Online and Ivy League’
- ‘MOOC Madness’ and ‘MOOC Mania’
- ‘School’s Out, Forever’

...and on and on

So Why the Recent Hype?

- MOOCs...Massive Open Online Courses have stoked the hysteria and debate
 - Serving huge numbers of students
 - Free
 - Activity by ‘prestigious’ institutions.
- Can this ‘Model’ Transform Higher Education?
- The Real Backdrop
 - Increasing costs of higher education
 - Our graduation track record
 - Value Proposition

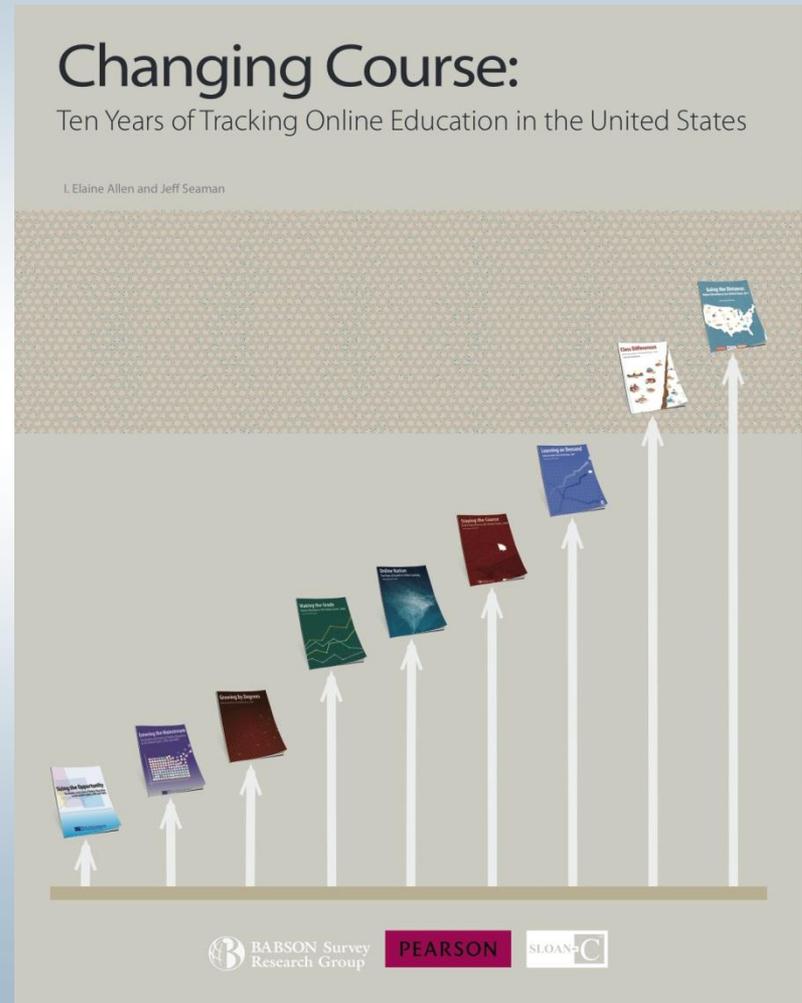
Online Learning Revolution? More an Evolution!

- Growth in all sectors
- Increasing demand by students, both on and off-campus
 - Convenience
 - Fits different learning styles
- New generation of tech-savvy students who
 - Are at ease with technology use
 - Have learned using technology
 - Are active and not passive learners
 - Are in a hurry...

Online Learning is Really Not New

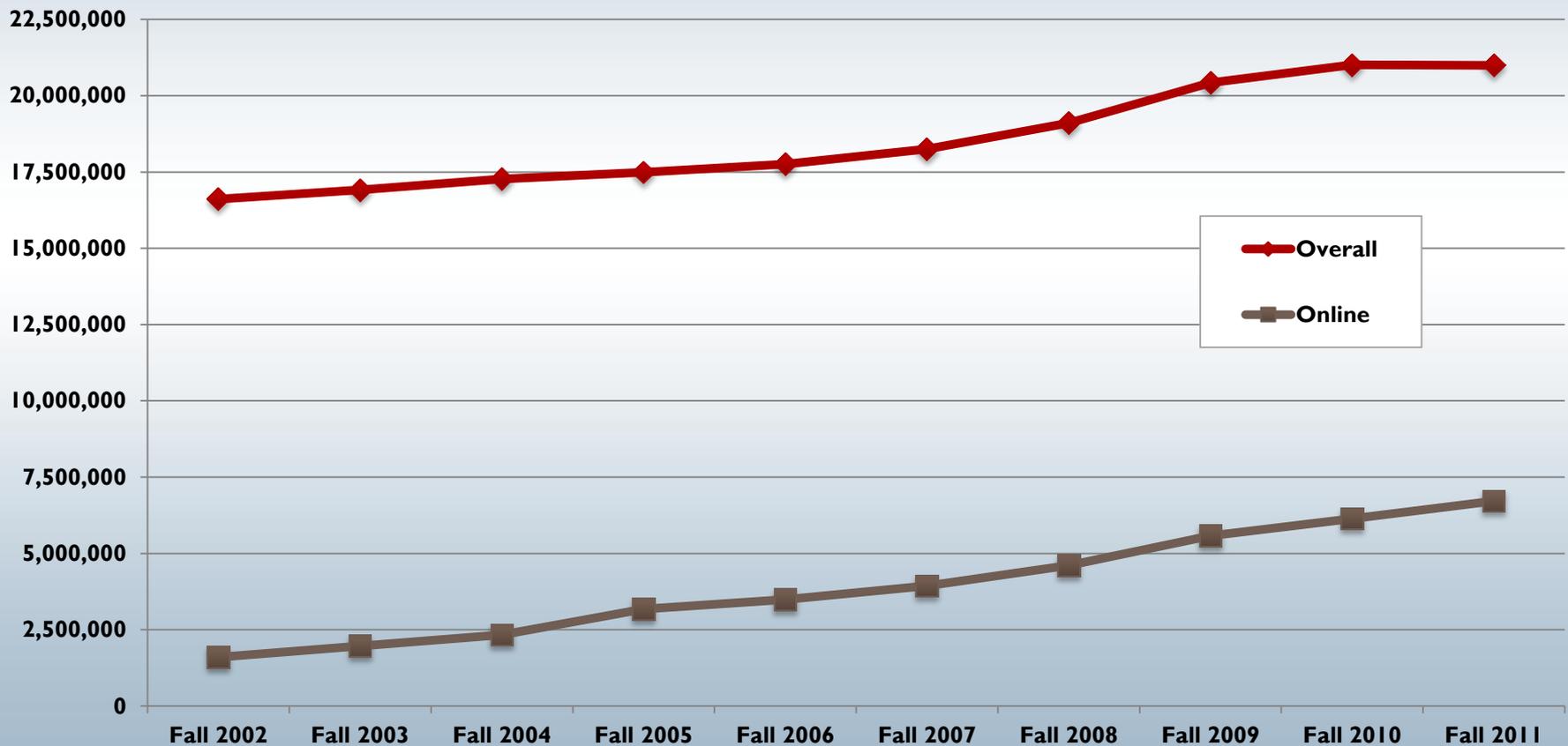
Changing Course: Ten Years Of Tracking Online Education in the United States

I. Elaine Allen
Jeff Seaman



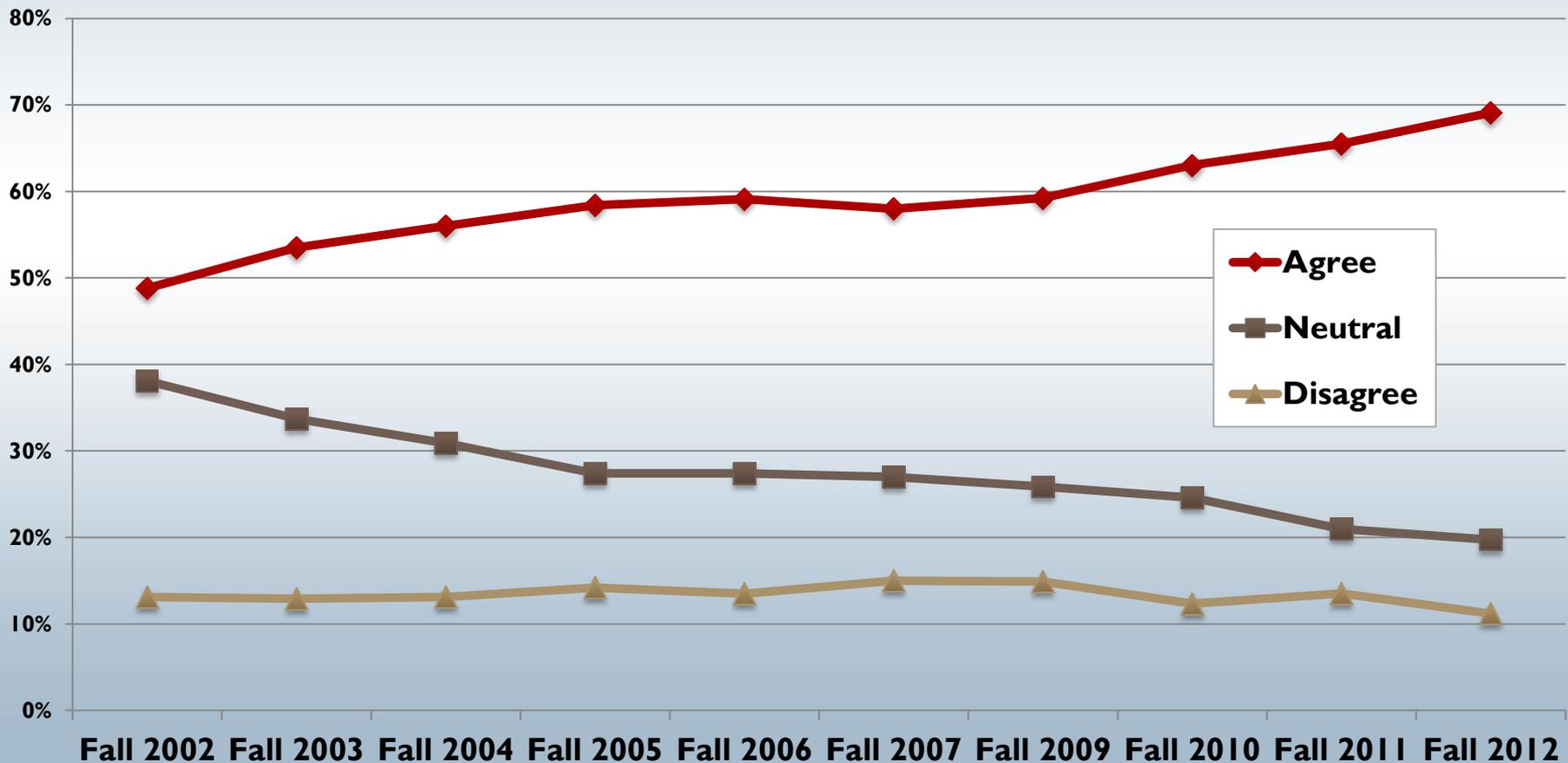
Online Growth Continues Unabated!

Total and Online Enrollment in Degree-granting Postsecondary Institutions: Fall 2002 - Fall 2011



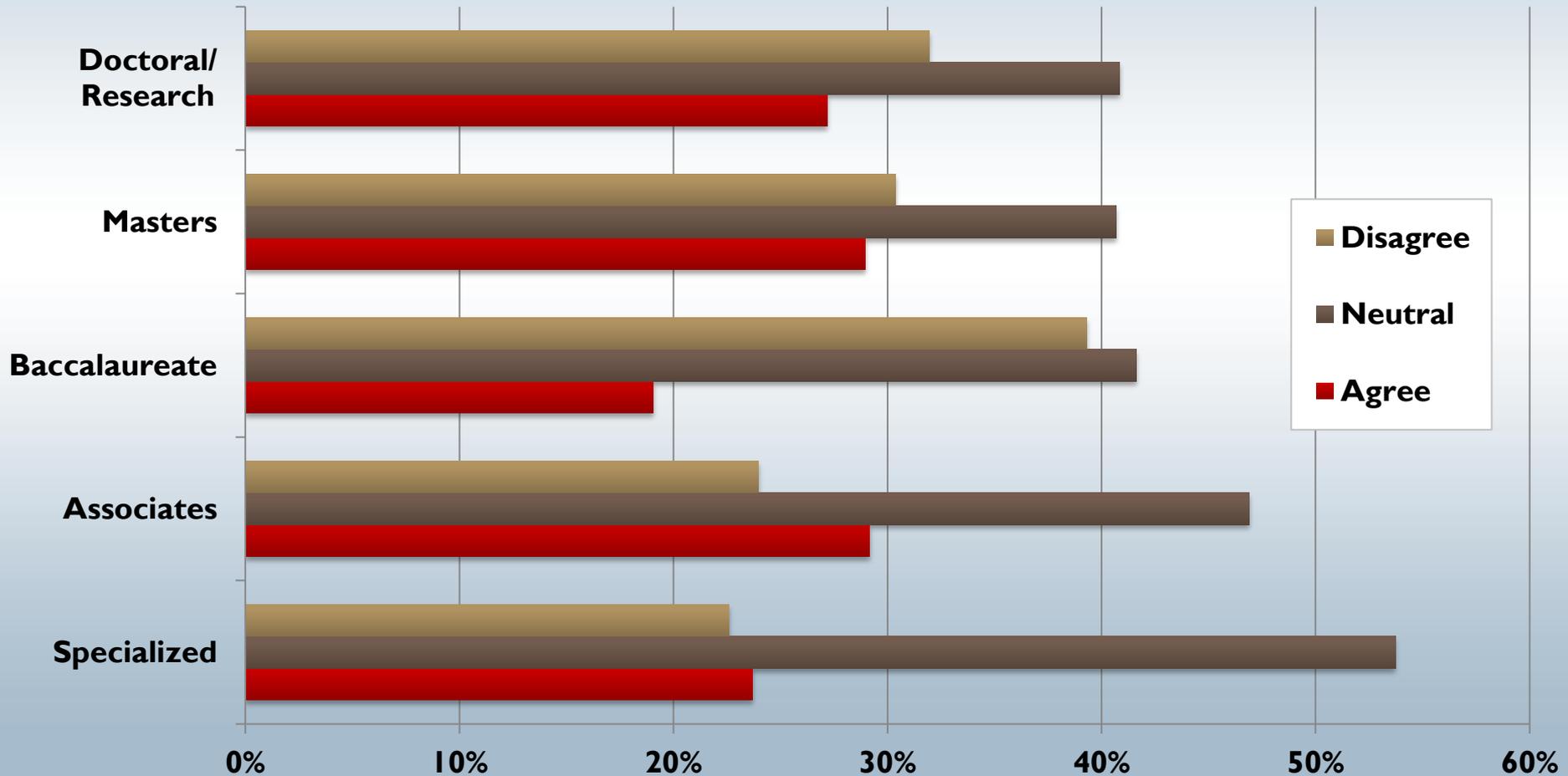
Is Online Critical to Your Strategy?

Online Education is Critical to the Long-term Strategy of my Institution – Fall 2002 to Fall 2012

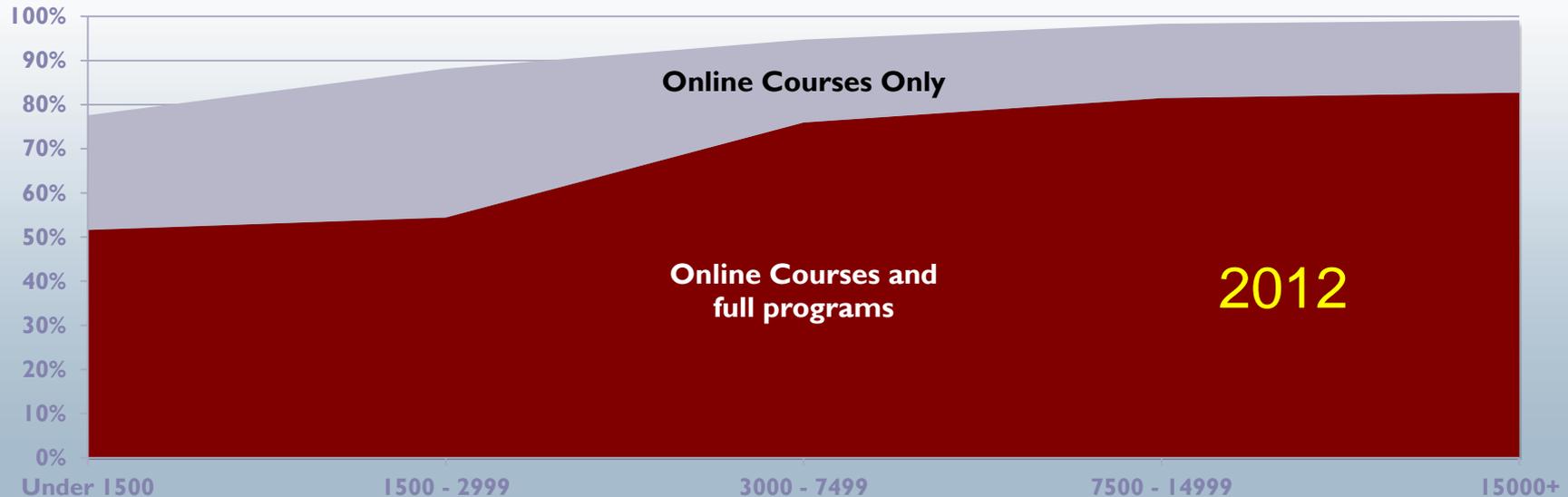
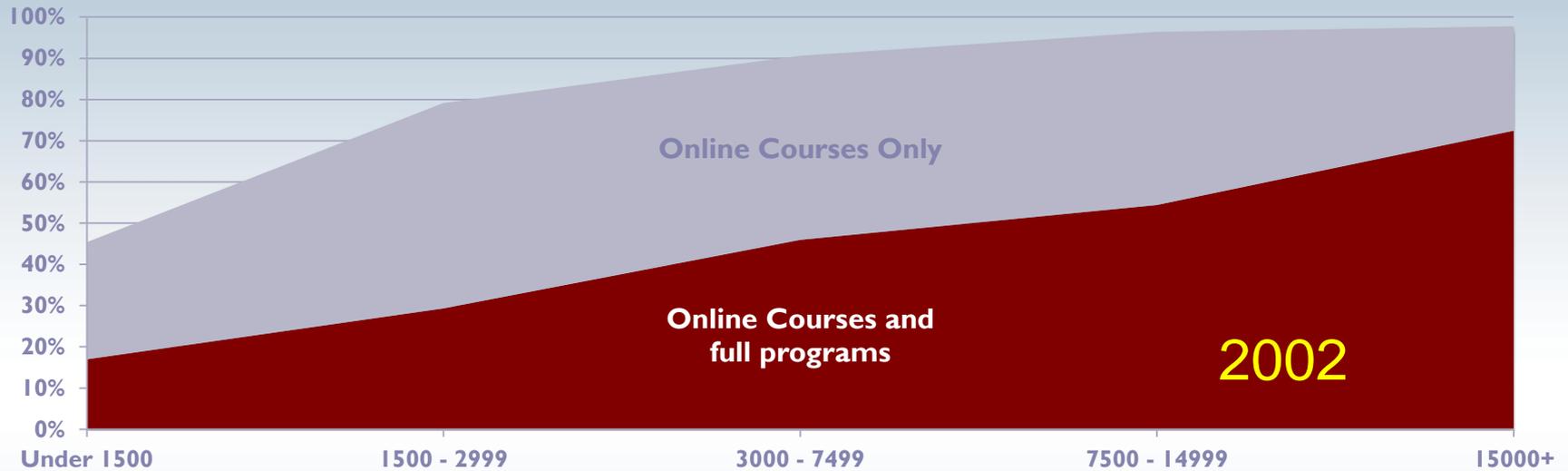


Are MOOCs Sustainable?

MOOCs Are a Sustainable Method for Offering Courses - 2012

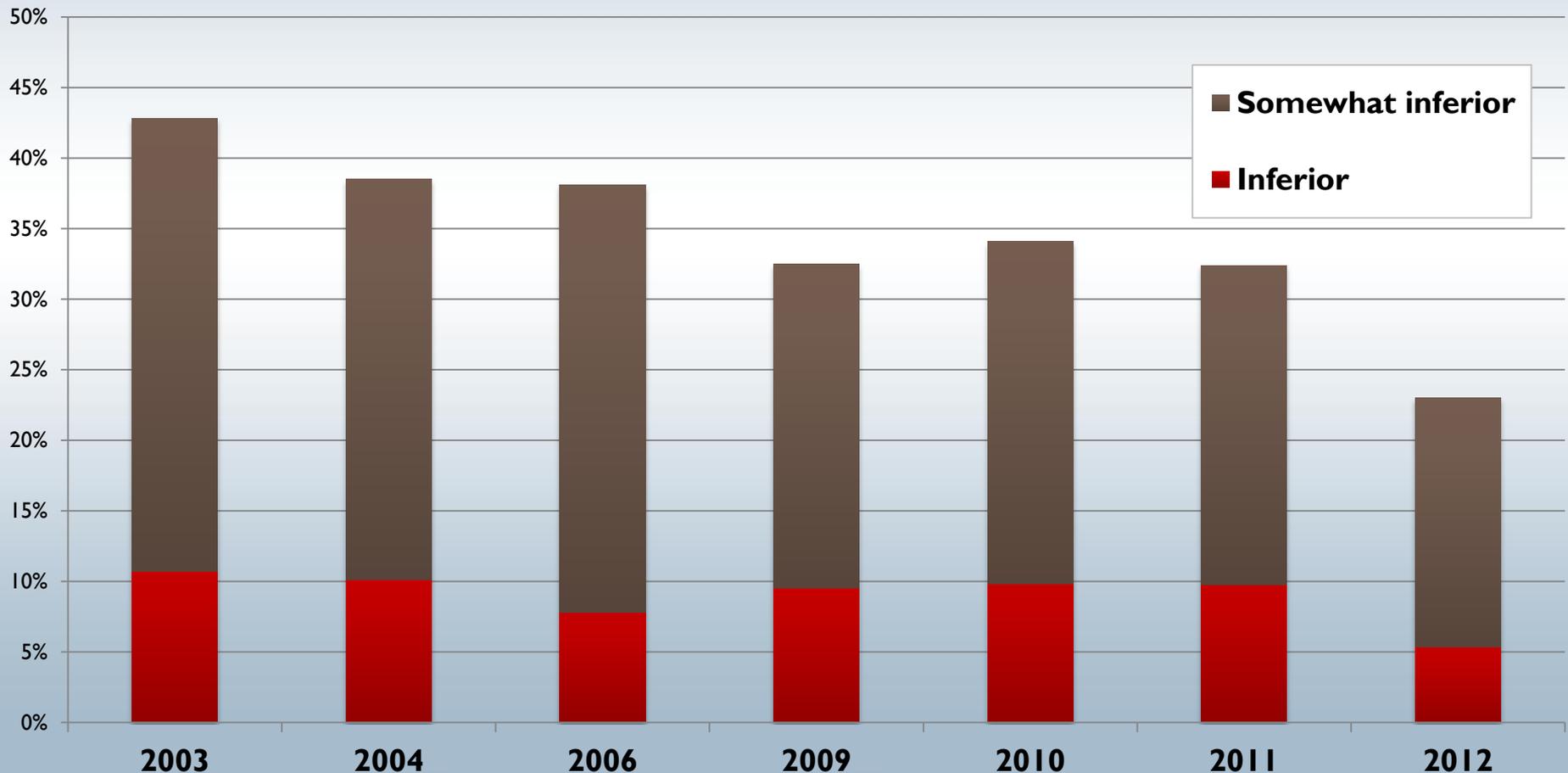


Increasing Number of Degree Programs



Concerns About Quality

Proportion Reporting Learning Outcomes in Online Education as Inferior Compared to Face-to-face: 2003 - 2012



Trustees Challenges

- High quality educational opportunities for citizens
 - Accessible educational opportunities for citizens
 - Workforce relevant educational opportunities
 - Cost effective educational opportunities
-
- Online strategies can help you address these challenge BUT it is not a panacea and demands a supportive policy environment and investments

National/State Policy Issues

Degree Attainment Challenge

- Given new national goals, U.S. competitiveness and degree “gap”...
- Given the percentage increases each state needs for national goals...
- Given the time it will take to reach these percentage increases with traditional-aged students...and
- Given the changing demographics...
- New **opportunities**, and increasing **pressures**, on online learning

Emerging Policy Issues

Accountability

- Greater pressure to produce graduates (or completers)
 - Our rates of completion are difficult to defend
 - 40 million working age adults with some college and no degree (adding nearly one million a year to that total)
 - Funding changes that focus on rewarding completion
 - Challenges from the for-profit sector likely to be applied to the non-profit sector
 - Online programming can reach and serve many

Emerging Policy Issues

Tuition/Pricing

- Every indication that tuition and fees will continue to rise
- Seeing some interesting tuition strategies in online learning
 - Increasing rates and fees for technology and “Convenience” fees for online learners
 - Revenue replacement for fees paid by on-campus students
 - “Market pricing”
 - Movement away from in-state/out-of-state tuition policy in the public sector?

Emerging Policy Issues Quality

- Questions linger about the quality of e-learning experiences, yet...
- We have more data on online learning than on traditional classroom activities
 - When students engage
 - How often they engage
 - What they are actually doing
- Re-focusing attention on
 - Outcomes
 - Time-to-degree
 - Address the “seat-in-a-seat” model

Emerging Policy Issues

Policy “Potpourri”

- Outsourcing
- Requirements for traditional students to complete some portion of their program online
- New competitors in the marketplace
 - For-profits
 - International institutions
- Emergence (re-emergence) of state regulatory efforts for online programming across state lines
- Prior Learning Assessment
 - Outcomes-based degrees?
- Louisiana challenge...providing programming to meet anticipated demand in formats students want

Your Policy Actions Matter

- Be Intentional
 - Consider how online learning can promote your basic goals
 - Use finance policy to drive desired outcomes
 - Do not ignore issues around quality & accountability
 - Intentionally promote innovation
 - Do not undercut vitality of your existing infrastructure and institutions

Where Is This Going? (Implications for Traditional Colleges and Universities)

Trends That Are (or Will) Impacting the Higher Education 'Industry'

Trends...

- The distinction between online and on campus continues to diminish and will do so rapidly in the next few years—simply learning
- Technology ‘tools’ will be ubiquitous and more mobile and will change how students want to and will engage in learning
- Faculty acceptance and development will be a continuing challenge, in some measure as the professoriate is changed by online learning
- New competitors, both academic and non-academic, will provide increasing challenges for traditional institutions

Trends (continued)...

- Competency-based learning will gain great favor and the erosion away from 'seat time' measures will continue to grow
- Badging and other strategies and new assessment tools to measure student's knowledge will proliferate—many from outside academe
- Recognition of credit (transfer, prior learning assessment, MOOC credit) will become common (and problematic for many institutions)

Trends (continued)...

- Alternative programs to reduce the cost of higher education will emerge
- Time is expensive...and the push for accelerated learning strategies will grow as a mechanism for reducing the cost of attaining a degree
- Faculty roles will change...dramatically, fueled by the impact of MOOCs
 - How courses are offered
 - When they are offered
 - Size and scope of offerings

Trends (continued)...

- The policy construct in higher education will continue (and needs) to change
 - Recognizing new learning approaches
 - Increasing demands for accountability
 - Continuing focus on rewarding for degree completion
 - Changes in federal and state financial aid
 - Changes in accreditation
- Continuing shift to more work/skill-oriented degree programs that respond to workforce needs
- New and shorter pathways to degrees
- Graduate programming will continue to move towards practice and will be delivered online

Some Challenging Questions...

- Can we integrate into our campus-based experiences, emerging technologies and available tools that students want to use?
- Can we re-structure our time-based term models to allow students to move at their own pace through a program?
- Can we work with business and industry to ‘re-validate’ the credential and importance of the degree?
- Can we restore faith in our ‘industry’ among the public?

Our (Your) Greatest Challenge...

- To change the existing culture of our colleges and universities so that we can balance
 - the needs of the public
 - demands of our students
 - requirements of policymakers
 - interest of our faculty and local academic communities
 - Breaking the 'iron triangle' (quality, cost and access) which suggests that you can't increase quality and/or access without increasing cost.

State and Systems Must...

- Recognize changing environment
 - Online and/or blended
 - Competency-based options
 - Prior learning recognition
 - Cost
 - Reducing time and place restrictions
- Be flexible to adjust to future changes
- Be responsive to the needs of Louisianans
- Be and promote efficiency (collaboration and coordination)
- Focus on Quality

Embrace Change, but...

There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things. For the reformer has enemies in all those who profit by the old order, and only lukewarm defenders in all those who would profit by the new order, this lukewarmness arising partly from fear of their adversaries ... and partly from the incredulity of mankind, who do not truly believe in anything new until they have had actual experience of it.

– Niccolo Machiavelli

I Wish You Success As You Move
Forward...

Your Questions...and Maybe a Few
Answers (or at least opinions)...

Thank You!

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