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Research



Quality & Borderless Higher Education

Trends and Reflections

CHEA Conference

January 28, 2020

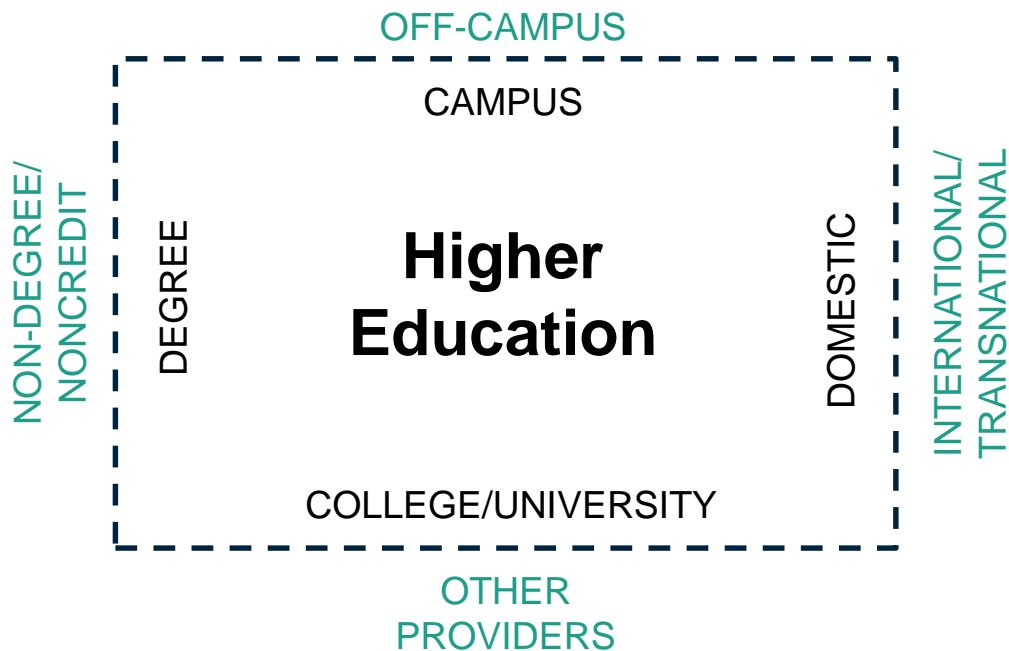
Richard Garrett

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Former Director- The Observatory on Borderless Higher Education

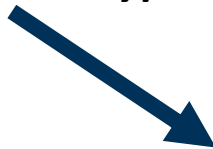


What is borderless higher education?



Researching Borderless Higher Education...

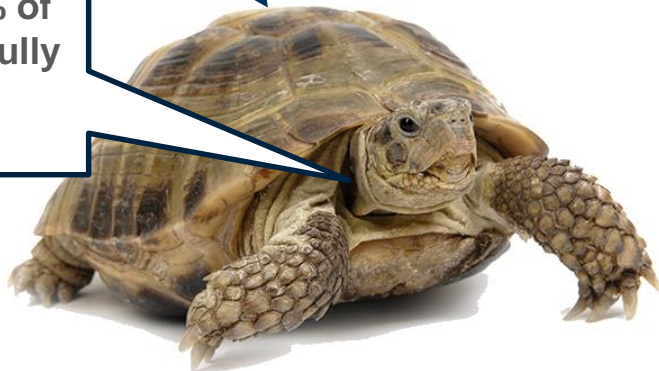
Innovation/Hype



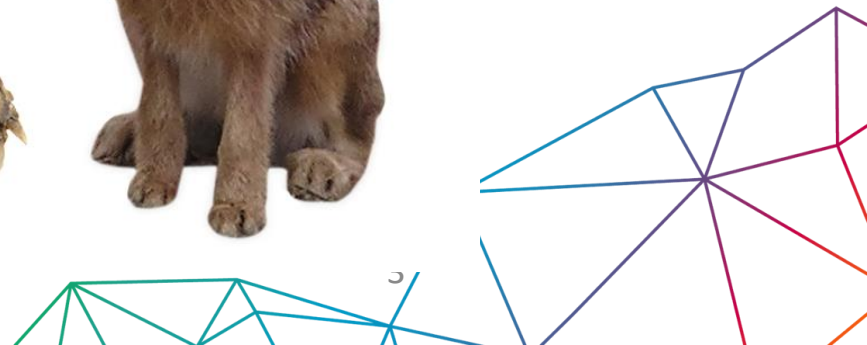
Statistics/Insight



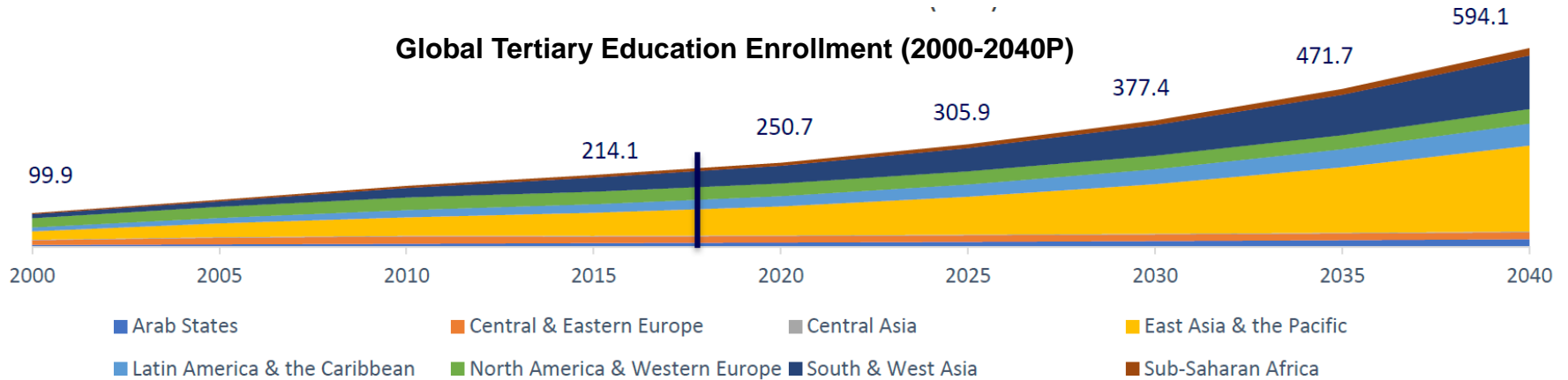
In 2017, 15% of undergrads and 30% of grad students were fully online.



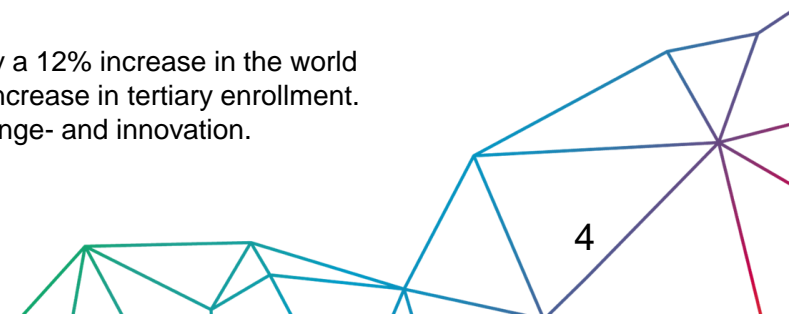
Online will radically improve access, lower costs and boost outcomes....



Just Getting Started- bricks accommodated bulk of c.120m increase in tertiary enrollment globally between 2000 and today. Can bricks handle another 350m+ increase by 2040?

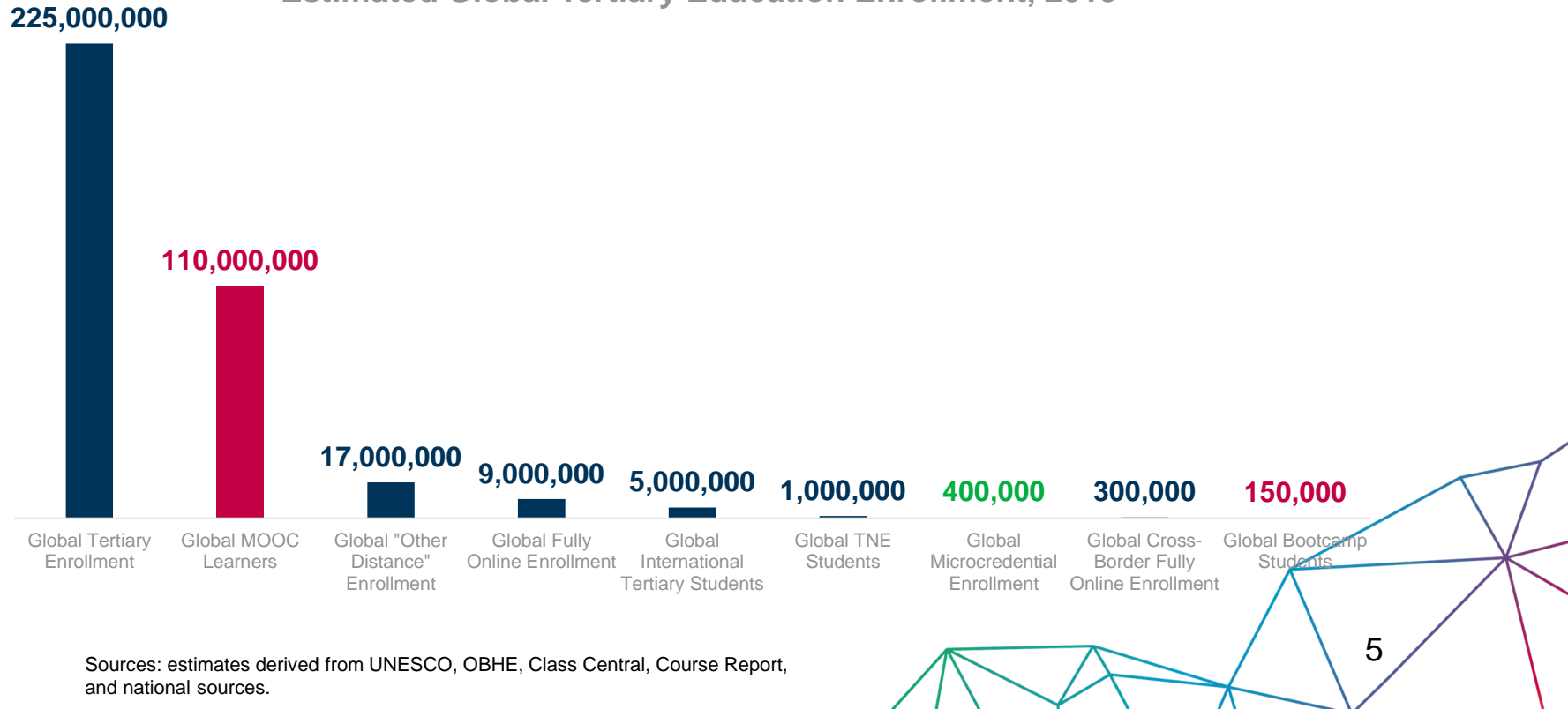


Population Not Key Driver. There is projected to be only a 12% increase in the world population aged 18-23 (by 2040), but a 164% projected increase in tertiary enrollment. Tertiary growth driven by wealth and socio-economic change- and innovation.



Starting Point. Bricks-and-mortar still king, but evidence of innovative scale at the margins

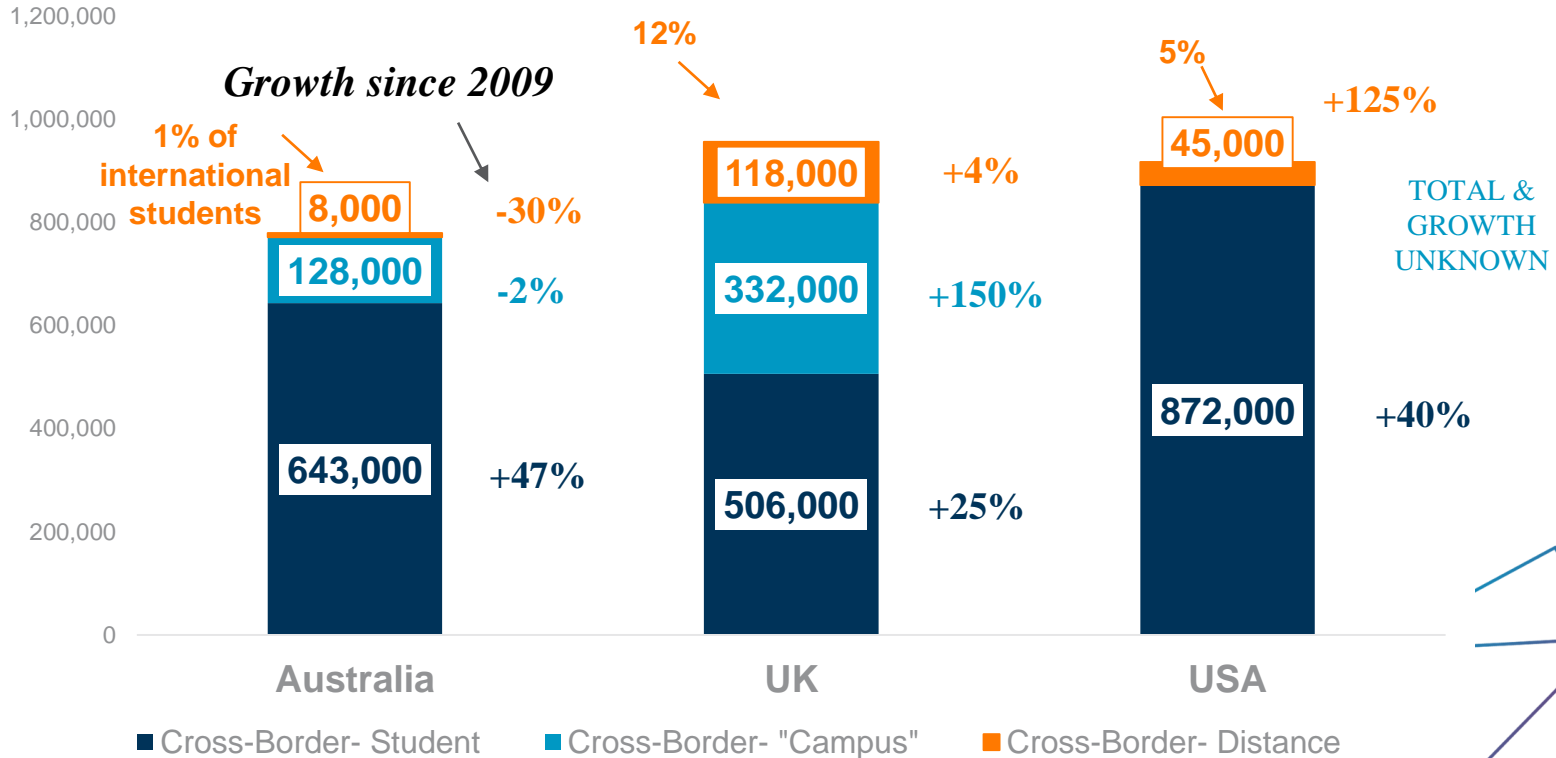
Estimated Global Tertiary Education Enrollment, 2019



Sources: estimates derived from UNESCO, OBHE, Class Central, Course Report, and national sources.

Borderless by Type: online wins the bronze?

International Tertiary Students- by Delivery Mode (2018)



Source: analysis of data from DET, HESA, UUK, IIE, IPEDS. US figures exclude OPT. Australian figures include TAFE.

Right Direction? Less focus on online enrollment, latest tech; more on learning design and new credentials

Advantages

- Learning design
- Low cost
- Experiential, blended
- Cohort
- Education-Work
- General and specific Skills
- Quality at scale



Risks

(varies by initiative)

- Boutique
- Too “vocational”
- Too flexible, self-paced
- Mostly degree-holders enroll
- Adds cost and time
- Just a pathway to “real” higher education

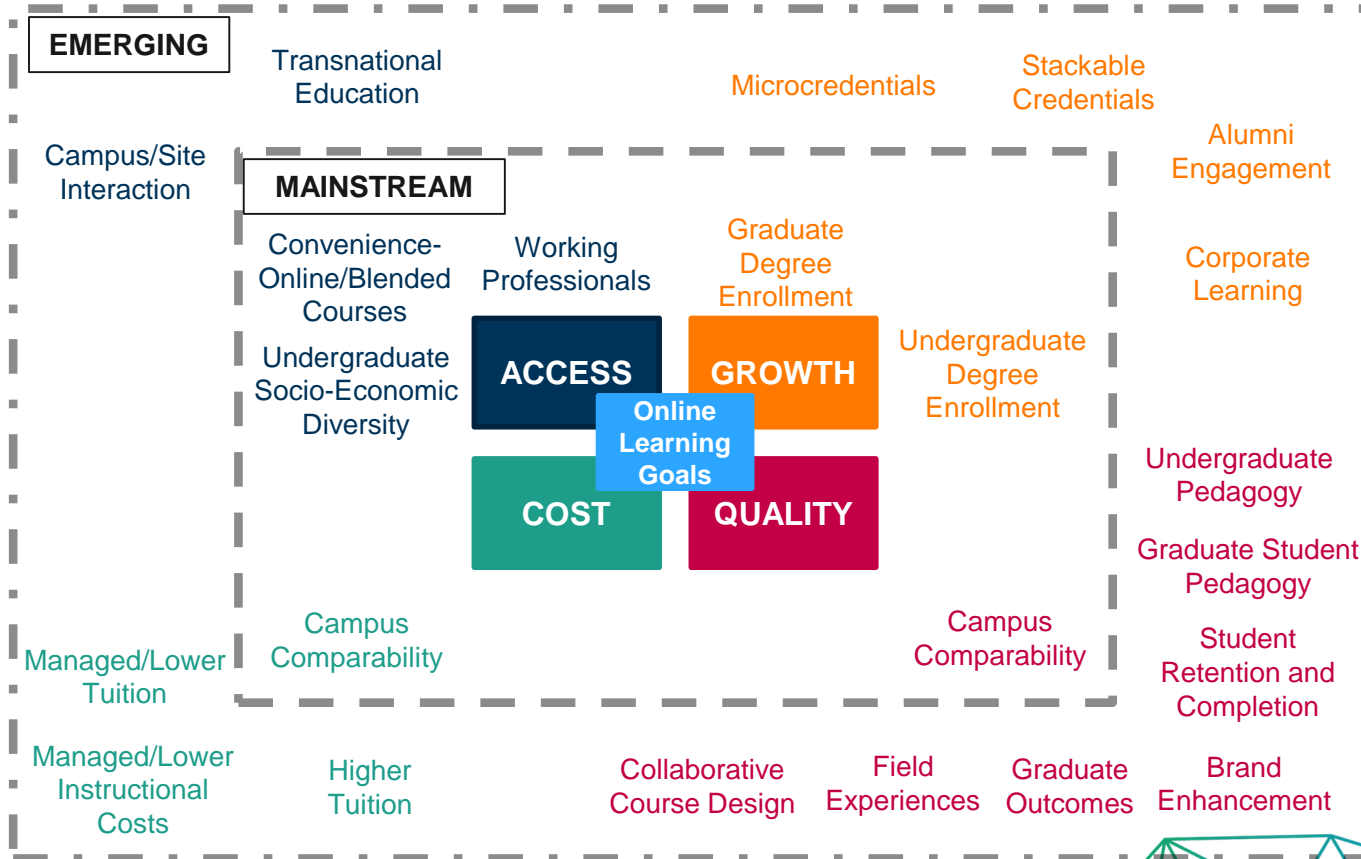
Higher Education Innovation and Quality: What is the goal?

Transcend?

HIGHER EDUCATION
QUALITY NORMS

Meet?

EXAMPLE: Higher Education Online Learning Strategy Map



How to Read

In Eduventures view, in higher education there are **four types** of online learning goal: **Access, Cost, Growth, Quality**. Some strategies designed to meet these goals are mainstream (**inner box**), while most are still emerging (**outer box**). Each strategy is color-coded in line with its root goal, although many strategies span more than one goal.

How to Quality Assure Online Higher Education?

Perennial debate...

INPUTS & PROCESS

Strengths

- 1) Mission-driven
- 2) Peer-based
- 3) Qualitative
- 4) Adaptable, normalize

Challenges

- 1) Hard for outsiders to grasp
- 2) Neglect of outcomes
- 3) Too drawn out, surface
- 4) Insufficient transparency

OUTCOMES

Strengths

- 1) Quantitative
- 2) Regular, frequent
- 3) Notional common standards
- 4) Track change

Challenges

- 1) Gaming the system
- 2) Reductionism
- 3) Short-termism
- 4) Neglect of inputs, process

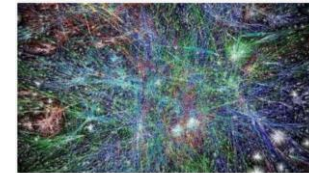
Quality Assurance Trends for Online Higher Education

INPUTS & PROCESS

Council of
Regional Accrediting Commissions



OUTCOMES



Decision Making in a Complex and Uncertain World
University of Groningen via FutureLearn
★★★★★ (33)



Quality & Online Higher Education: some conclusions in 2020 (U.S. and international)

- **Growing Number of Countries:** steady normalization of online under mainstream accreditation standards and procedures, beyond initial “substantive change”. **Remaining Countries:** online normalization limited but growing.
- **Voluntary Quality:** efforts like *Quality Matters* build online-specific good practice across the sector. Permanent role?
- **Geography:** online cuts across geographically-defined regulatory and quality arrangements (e.g. U.S. state authorization) and small-scale cross-border online.
- **Market:** strong non-traditional consumer support for online in the most mature higher education systems and most advanced economies; and strong consumer skepticism elsewhere (but gradually becoming more positive).
- **ROI: Access-** evidence that online does enable access from certain underrepresented groups; but also that the well-educated take most advantage of MOOCs and related programming.
- **ROI: Cost-** evidence that majority online higher education institutions can afford economies of scale and lower prices; but online programs at other types of institution tend to be costed imprecisely and priced conservatively.
- **ROI: Student Outcomes-** evidence that other things being equal, undergraduate fully online program completion rates are significantly worse than average.
- **KEY QUESTION:** how will online evolve in the next decade?

Thank you

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