Critical Crossroads: Online Learning as a Bridge to…

A Presentation to Vermont Legislators
by
The New England Board of Higher Education

February 13, 2013
New England at a Glance

New England is home to 260 non-profit postsecondary institutions…

• Contribute an estimated $100 billion annually in overall impact
  (Source: Unpublished NEASC estimates for AY2009-10)

• Employ over 200,000 people—almost 230,000 when including medical staff as of Fall 2011

• Enrolled 967,322 students in Fall 2010

• Grant over 200,000 degrees annually

Source: IPEDS, unless indicated otherwise
Colleges and Universities by Carnegie Classification

Source: NEBHE.
About NEBHE

• Interstate agency, chartered by New England Governors in 1955

• Mission: Expand educational opportunities and resources

• Key areas:
  • Cost savings & affordability
  • College readiness & success
  • Policy leadership on key issues related to education & economy
  • Strengthening higher education’s link to local and regional economic development
About NEBHE

• Regional Student Program “Tuition Break”

• Issue-oriented Conferences & Annual Excellence Awards

• Professional & Curriculum Development in STEM fields

• The New England Journal of Higher Education (formerly Connection)

• Policy & Research Reports, including “Trends & Indicators”

• Master Property Insurance Cost-saving Collaborative
Critical Crossroads

• Difficult recovery from 2008 recession
• Continued decline of public support for higher education
• Pressure on all institutional revenue streams has led Moody’s to downgrade its outlook for U.S. higher education to negative
• Clear national mandate to radically expand the number of citizens with postsecondary credentials
  • Projected increase in demand for individuals with postsecondary credentials, suggesting that in New England, 64% of jobs will require some postsecondary education by 2018; of these jobs, 72% or 3.7 million jobs will require a postsecondary degree.
    (Georgetown Center on Education and the Workforce)
Higher Education Policy Issues

- NEBHE Policy Issue Survey Fall 2012 sent to regional postsecondary institutions, state agencies, legislators and think tanks.

- Key areas of interest:
  - Affordability
  - College Readiness
  - College Completion
Higher Education Policy Issues

Other areas of interest?
In Vermont...

- Vermont has some of the highest public in-state tuition and mandatory fee rates in the region.

- Published tuition and fee rates represent some of the highest shares of median household income at both 2- and 4-year institutions.

- Vermont provided the most state grant dollars per state resident in New England (NASSGAP 2010-11 Annual Survey).
In Vermont…

- In 2010-11, Vermont had the lowest state appropriations per FTE.
- Between FY11 and FY13, state appropriations in Vermont have declined overall, as they have in a majority of states.

<table>
<thead>
<tr>
<th>State</th>
<th>FY11 State Appropriations per FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT</td>
<td>$8,176</td>
</tr>
<tr>
<td>US</td>
<td>$6,290</td>
</tr>
<tr>
<td>ME</td>
<td>$6,155</td>
</tr>
<tr>
<td>MA</td>
<td>$5,599</td>
</tr>
<tr>
<td>RI</td>
<td>$4,674</td>
</tr>
<tr>
<td>NH</td>
<td>$2,646</td>
</tr>
<tr>
<td>VT</td>
<td>$2,599</td>
</tr>
</tbody>
</table>

Source: SHEEO SHEF Report, 2011; Grapevine Survey, FY2012-13
Policy and Practice

• Institutional funding models
• Student financing models
• Content delivery
  • When (high school, college, summer)
  • Where (work-based learning, co-op, practicum sites)
  • How (online, technology-enabled, face-to-face)
Policy and Practice

• Institutional funding models

• Student financing models

• Content delivery

  • When (high school, college, summer)

  • Where (work-based learning, co-op, practicum sites)

  • How (online, technology-enabled, face-to-face)
Policy and Practice

- Institutional funding models
- Student financing models
- Content delivery
  - When (high school, college, summer)
  - Where (work-based learning, co-op, practicum sites)
  - How (online, technology-enabled, face-to-face)
    - Lowering student and institutional cost
    - Increasing access
Online Education

• Almost 1 in 3 students take at least one online course.

• Online enrollment is still growing, even though this year was the first year overall higher education enrollment dipped.

• In 2012, almost 70% of chief academic leaders said online learning is critical to their institution’s long-term strategy—a significant increase from less than 50% in 2002.

Source: Babson Survey Research Group, Changing Course 2013
Online in New England

- More than 1 in 3 New England institutions offer distance learning options

<table>
<thead>
<tr>
<th>Institutional Offerings</th>
<th>Partnerships with third-parties</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Online Courses &amp; Degrees</strong></td>
<td><strong>Charter Oak State College</strong></td>
</tr>
<tr>
<td></td>
<td><strong>UMass Online</strong></td>
</tr>
<tr>
<td></td>
<td><strong>University of Maine at Presque Isle</strong></td>
</tr>
<tr>
<td><strong>Technology Enabled Courses &amp; Degrees</strong></td>
<td><strong>Straighterline</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Coursera, edX, Udacity through ACE credit</strong></td>
</tr>
<tr>
<td></td>
<td><strong>2Tor</strong></td>
</tr>
<tr>
<td></td>
<td><strong>University of New Hampshire through lecture capture software on-site</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NEBHE Developmental Math Demonstration Project</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Bunker Hill Community College</strong></td>
</tr>
</tbody>
</table>
Massive Open Online Courses (MOOCs)

- Providers include Coursera, edX and Udacity

- Other institutions have started offering their own MOOCs (and LOOCs, Little Open Online Courses)
  - Ex. Bill & Melinda Gates support for institutions to develop introductory and remedial-level courses in third-party partnerships

<table>
<thead>
<tr>
<th>Platform</th>
<th>Number of Partner Institutions</th>
<th>Number of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursera</td>
<td>32</td>
<td>222</td>
</tr>
<tr>
<td>edX</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Udacity</td>
<td>1</td>
<td>20</td>
</tr>
</tbody>
</table>
Massive Open Online Courses (MOOCs)

• Only a small segment of higher education institutions are experimenting with MOOCs (3% offer MOOCs and 9% are planning them).

• Concerns include:
  • Often times lower retention rates in online coursework
  • A need for greater self-efficacy among students taking online courses
  • The perception of how online coursework might be perceived by employers

Source: Babson Survey Research Group, Changing Course 2013
Online Learning as a Bridge…

Key questions for evaluating online learning (& MOOCs) opportunities:

- Target student body?
- Institutional/system goals?

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Potentially lower institutional costs and/or scale services to more students</td>
<td>• Potentially more time needed for course development</td>
</tr>
<tr>
<td>• Potentially greater student access and course-taking options</td>
<td>• Need for up-to-date technology</td>
</tr>
<tr>
<td>• May assist students in exploring new fields of study/institutions</td>
<td>• May not be appropriate for all students</td>
</tr>
</tbody>
</table>
Possible Areas of Work Moving Forward

• Convene a task force or committee to evaluate current and potential online education opportunities in Vermont

• Consider the State Authorization Reciprocity Agreement currently being drafted in the context of current state statue

• Are there ways NEBHE can assist in your work?
Questions & Comments

Monnica Chan, mchan@nebhe.org
Student Debt In Vermont

- In 2011, Vermont was among the top ten high-debt states.
- Average debt among graduating members of the Class of 2011 came in at $28,273; the 4th highest in New England, behind NH, RI, and CT.
- It is estimated that in Vermont, 63% of the Class of 2011 graduated with debt.

<table>
<thead>
<tr>
<th>State</th>
<th>% with Debt, Class of 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT</td>
<td>64%</td>
</tr>
<tr>
<td>ME</td>
<td>71%</td>
</tr>
<tr>
<td>MA</td>
<td>65%</td>
</tr>
<tr>
<td>NH</td>
<td>75%</td>
</tr>
<tr>
<td>RI</td>
<td>69%</td>
</tr>
<tr>
<td>VT</td>
<td>63%</td>
</tr>
</tbody>
</table>

Source: Project on Student Debt
Notes on Babson Survey Research Group Findings

• Findings represent 62.3% of the total institutions surveyed (2,820 or 4,527); institutions included in the analysis represent 83.3% of all higher education enrollments.

• Findings on plans to incorporate MOOCs into an institution’s course offerings varied according to whether or not the institution already offered online degree programs, online courses, or no online offerings.

Source: Babson Survey Research Group, Changing Course 2013