

Council for Higher Education Accreditation  
2010 Annual Conference, Washington, D.C., 1/26/10

## *The Future of For-Profit Education*



Three Areas to  
Consider: Technology,  
Capacity, Policy

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# Technology

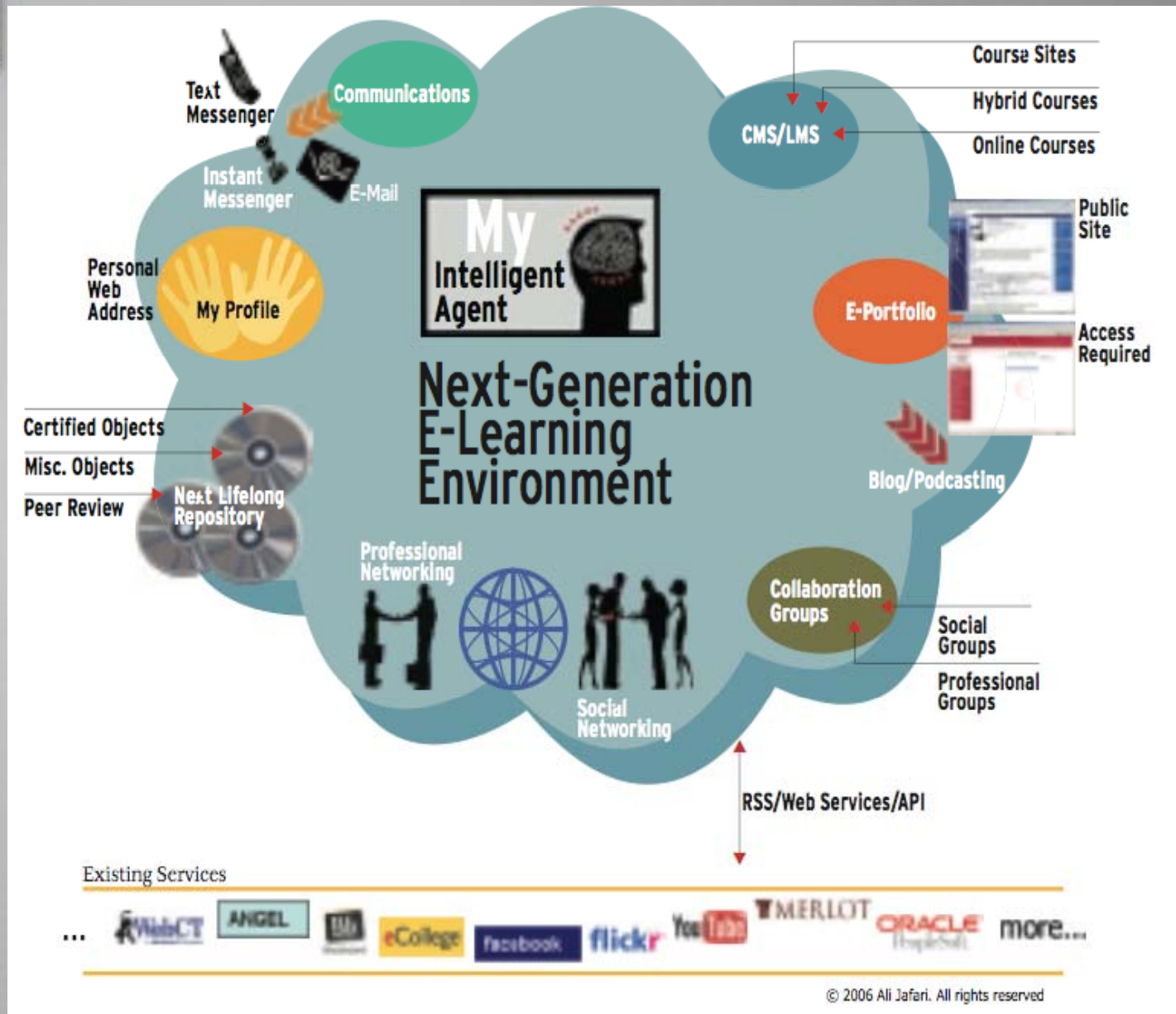
**To drive Access, Success and Affordability, new uses of technology are being piloted:**

**These innovations will improve the quality and effectiveness of the teaching and learning process for a wider range of students than is possible today, at a lower cost when made scalable, and with better retention and completion rates. How?**

- **Smart systems**: Use of data-driven approaches supported by cognitive science methods will improve understanding and retention
- **Comprehensive systems**: Collaborative learning tools will enhance cognitive and affective learning and teaching experiences
- **Data-driven personalized systems**: Designed around the individual's characteristics to optimize learning as a fluid, continuous process
- **Internal & open content systems**: Will expand the curriculum beyond the immediacy of the class environment through new content models
- **Community of learners**: Will link local and non-local learning communities for support, expansion of knowledge base, and validation
- **Experimentation**: Constant improvement by the piloting of innovation and the analyzing of data captured continuously in real time



# The Pieces Are Already Falling In Place



# Capacity

## Goals

- For U.S. to be globally competitive and reverse its downward spiral, ambitious goals must be pursued:
  - Obama: By 2020 highest proportion of college graduates
  - Lumina: By 2025 Americans with degrees and credentials must be increased from 40% to 60%

## To Meet These Goals

- Increase degree/credential growth per year to  $\pm 150,000$  more graduates than the year before (i.e., 5% annual increase)
- As estimated by NCHEMS, a 37% increase in productivity per year is required

## Barriers to Reaching These Goals

- Capacity constraints
- The challenge of educating the at-risk new traditional students that already make up the majority of postsecondary learners



# Capacity constraints

## Capacity to educate at-risk, underserved new traditional students

- 47% of children under five are a “minority,” 25% Hispanic
- 44% of children under 18 are a minority, 22% Hispanic
- 34% of total population are a minority
  
- **Only 27% of today’s undergraduates are considered “traditional students.” Among the 73% of new traditional students:**
  - More than 40% attend 2-year community colleges
  - 40% are enrolled part-time
  - Almost 33% in college are over 24 years old
  - But the over 24-year olds make up 44% of these students

(Sources: National Center for Education Statistics (<http://nces.ed.gov/pubs2002/2002025.pdf>); U.S. Dept. of Education (<http://www.ed.gov/about/bdscomm/list/hiedfuture/reports/pre-pub-report.pdf>); Education Commission of the States (<http://www.communitycollegepolicy.org/html/Issues/access/pdf/ECSNationalReportComplete.pdf>); Employment and Training Administration (<https://www.policyarchive.org/bitstream/handle/10207/8662/Adultlearners.pdf?sequence=1>))

# Capacity Solutions

## Can conventional IHEs meet these challenges on their own?

- **Growth:** Between 1996-7 and 2006-7
  - Number of AA degrees conferred by for-profits grew 100% vs 22% for public institutions
  - Bachelor's degrees grew by 492% vs 26% by public institutions
- **Numbers:** By 2009, approximately 2.0 million students (+10% of all postsecondary students) attended proprietary institutions (by 2015, 4.0 million students are expected)
  - These institutions awarded
    - 42% of all less than 2-year certificates (those expected to be required by 45% of total jobs in next 10 years)
    - 16% of all AA degrees
    - 4.6% of all Bachelor's degrees
    - 8% of all Master's degrees

(Source: "For-Profit Colleges....," Chronicle of Higher Education, Nov. 8, 2009; Tom Snyder ([tom.snyder@ed.gov](mailto:tom.snyder@ed.gov)), Statistical Profile of For-Profit Postsecondary Institutions; U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Digest of Education Statistics, 2008)

# Policy

## **Do conventional IHEs want to do it on their own?**

- **Higher percentages of students at for-profit institutions are high-risk students:**
  - **Enrolled part-time and working full time**
  - **Delayed postsecondary enrollment after high school**
  - **Lack a regular high school diploma**
  - **Are financially independent and have dependents or are single parents**

## **To support President Obama's/Lumina's higher education goals, we need policies at the state and federal levels**

- **That promote access, productivity and effectiveness for **all** postsecondary education sectors**
- **That do not denigrate the very hard fought postsecondary degrees of a growing number of Americans**
- **That support (not merely require) a focus on outcomes, progression and completion**
- **That advance, rather than hinder affordability, access and success**
- **That rationalize data reporting systems at both the state and federal levels**

# Policy

**Without policies that promote success in the education of underserved populations, these laudable goals will never be reached and the nation will continue in its downward spiral**

- **Is it wise policy for public officials and traditional academics to denigrate and devalue the hard earned degrees of the hundreds of thousands of graduates from for-profit institutions?**
- **Are the U.S. Department of Education's policies that threaten to reduce the educational options available to the 70+% of underserved students the way to help make the U.S. more competitive?**
- **Is the current creeping nationalization of higher education—as evidenced by the Department's proposed demotion of and recent attacks on peer-based accrediting bodies—a policy framework that should be supported by CHEA?**

**Much is at stake today, beyond the future of the for-profit higher education sector...**





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