

SCCE's
Higher Education Compliance Conference
June 4, 2013

*"Ethics in the Age of Online Education
&
MOOCs"*

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AboutEdu

www.twitter.com/MOOCsNews

February 7, 2013, Silicon Valley Business Journal -
<http://www.bizjournals.com/sanjose/news/2013/02/07/disruption-guru-christensen-why.html?page=all>

"Disruption guru HBS Prof. Christensen: Why Apple, Tesla, VCs, academia may die":

- "Online learning brings to higher education this technological core, and people who are very complacent are in deep trouble...Disruption is accelerating"

- "15 years from now more than half of the Universities will be in bankruptcy, including the State schools"

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Agenda

- I. Introductions
- II. Today's Higher Ed Environment
- III. Ethical issues in Public-Private Partnership models for Online Education
- IV. Ethics & MOOCs
- V. CECOs Role – Online Education & MOOCs

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AboutEdu

I. Introductions

- www.AboutEdu.org
 - History & Mission
- www.OnlineCommunityColleges.org
- www.MOOCs.co

- Updated & Relevant Ethics Education & Compliance VS.
Increased Future Regulation of Online Education

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II. Higher Ed Environment: Online Education is here to Grow

- 32% of higher education students now take at least one course online; up from 11.7% in 2003
- Only 2.6 percent of higher education institutions currently have a MOOC (Massive Open Online Course), another 9.4 percent report MOOCs are in the planning stages
- 77% of academic leaders rate the learning outcomes in online education as the same or superior to those in face-to-face.
- 69.1% of Chief Academic Leaders say that online learning is critical to their long-term strategy.

Source: Babson Survey Research Group and the College Board responses from over 2,800 academic leaders: "Changing Course: Ten Years of Tracking Online Education in the United States" report: (http://sloanconsortium.org/publications/survey/changing_course_2012)

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II. Higher Ed Environment: Less Funding

- 87% of the respondents to the pre-conference survey believe that public universities will undergo major structural changes in the future
- 90% of respondents to the pre-conference survey believe that state funding for higher education will continue to decline.
 - 85% believe that federal funding for higher education will decrease in the future.
 - 75% believe that public support for higher education is destined to decline as costs increase.
- 13% believe that public universities were well prepared to market their online programs effectively.

Source: <http://www.futureofstateuniversities.com/conference-survey/> - Dallas, TX 2011

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II. Higher Ed Environment: Increased Competition

- Last fall, enrollment fell at 46% of the 383 private colleges
- Private U.S. colleges, worried they could be pricing themselves out of the market after years of relentless tuition increases, are offering record financial assistance to keep classrooms full..average "tuition discount rate"..hit an all-time high of 45% last fall
- Four-year public colleges and universities had smallest tuition & fees increase since 2000-01 according to the College Board.
- "It's a buyer's market" for all but the most select private colleges and flagship public universities

Source: May 6, 2013, The Wall Street Journal
<http://online.wsj.com/article/SB10001424127887324582004578461450531723268.html>

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II. Higher Ed Environment: Lessons from Our Recent Past

- March 11, 2011_– US Senate HELP Hearing – President, Higher Learning Commission

"We got behind the curve when two things came together:

- the entry of large private equity firms into higher education, and
- the emergence of distance education We did not have the policy framework to deal with it adequately"
- "...It grew this enormous superstructure of online education....
- "We had not seen before, so we didn't have the tools to predict or control! "

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II. Lessons from Recent Past: Increase Media & Public Scrutiny

1. For-Profits vs. Non-Profits vs. Government vs. Wall Street

- <http://www.pbs.org/wgbh/pages/frontline/collegeinc/>
- http://www.washingtonpost.com/business/the-trials-of-kaplan-higher-ed-and-the-education-of-the-washington-post-co/2011/03/20/AFsGuUAD_story.html
- <http://www.usatodayeducate.com/staging/index.php/blog/non-profit-vs-for-profit-no-contest>

2. Aggressive Recruiting Practices –

- <http://abcnews.go.com/TheLaw/profit-education-abc-news-undercover-investigate-recruiters-university/story?id=1141137>

3. Disregard for debt burden on student/family:

- http://articles.sun-sentinel.com/2011-02-10/news/fl-for-profit-attorney-general-compla20110209_1-university-and-kaplan-university-complaints-financial-aid

4. Completion Rates/Lack of Career Placement Investment/Resources:

- <http://www.nytimes.com/2011/03/11/education/11college.html?partner=rss&emc=rss>

II. Lessons From Recent Past: Increased Regulations

- May 9, 2011 - SunSentinel.com- Oversight of for-profit colleges needs overhaul. Audit finds oversight of for-profit colleges lacking.
- May 3, 2011 – Huffington Post Business - Top prosecutors in 10 states have convened a joint investigation into potential violations of consumer protection laws by for-profit colleges.
- May 2, 2011 – NYT.com – U.S. to join Suit against For-Profit Chain.
- April 28, 2011 – Bloomberg.com - Senator Durbin and Rep. Danny Davis - “If you don’t self-regulate, then we’re going to find a way to regulate you...That’s the bottom line.”
- March 31, 2011 - Bloomberg.com - Greater Accrediting Agencies Oversight of Online Higher Education (For-Profit & Non-Profit)
- March 2, 2011 - InsideHigherEd.com - Greater Defense Department Oversight of Institutions receiving Tuition Assistance Program Funds (For-profit and Non-Profits)

Outsourcing of Online Education

III. Ethics &

Private-Public Online Education Partnerships

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III. Ethics & Private-Public Online Education Partnerships: Why now?

- Decreasing Budgets & Revenue Sources
- Decreasing Public Support
- Increased Competition
- Strategic Importance of Online Education
- “Turn-Key” attractiveness of Private-Public Online Education Partnerships
 - Funding
 - Content Development
 - Student Acquisition
 - Student Services
 - Retention
 - Career Services
 - International Partnerships

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III. Ethics & Private-Public Online Education Partnerships:
The Pitch & The Questions

- Minimal Upfront Investment/Cost by Universities
- Long Term Revenue Share Models – “In the Long Term....”
- Transfer of “Financial Risk” to Private Partner – “Risk Transfer?”
- Promised Land = Short-Term attractive returns to University Partners
- “Outsourcing” of Online Education – Who, What & Where?
- Ethics & Compensation/Financial Incentive Structures/Regulations
- Oversight

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III. Ethics & Private-Public Online Education Partnerships

Who's on first
what's on second
I don't know is on third

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Ethics & Online Education Private-Public Partnerships:
Roles & Responsibilities

Program Development

- Funding
- Market Research
- Course Development
- Content Conversion
- Course Platform
- Language Translation
- International Partnerships
- Faculty Training

Student Acquisition

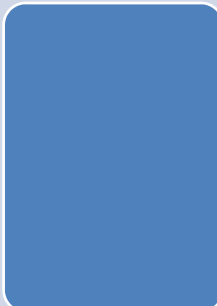


Student Support Services



Ethics & Online Education Private-Public Partnerships:
Roles & Responsibilities

Program Development



Student Acquisition

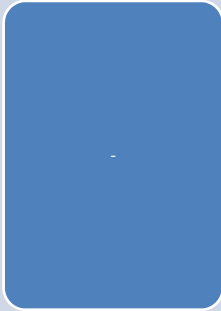
- Funding
- Marketing/Advertising
- Direct Response
- Social Media
- SEO
- Pay-Per-Click
- Email
- Enrollment Advisor(EA)
- EA Personal Student Relationship

Student Support Services



Ethics & Online Education Private-Public Partnerships:
Roles & Responsibilities

Program Development



Student Acquisition



Student Support Services

- Online Orientation
- Online Resources/Library
- Technical Support
- Help Desk

- Retention
- Career Services

- Compliance

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Ethics & Online Education Private-Public Partnerships:
Roles & Responsibilities

Program Development

- Funding
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Student Support Services

- Online Orientation
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- Technical Support
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- Retention
- Career Services

- Compliance

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IV. "Ethics & MOOCs"

IV. Ethics & MOOCs: Definitions

➤ MOOCs

➤ BOOCs

➤ SOOCs

➤ MOOLs

www.twitter.com/MOOCsNews: MOOCs & Degrees

May 14, 2013, CNBC, <http://www.cnbc.com/id/100737365>

“Georgia Tech Announces Massive Online(MOOC) Master's Degree in Computer Science”:

- The Georgia Institute of Technology College of Computing will offer the first professional Online Master of Science degree in computer science (OMS CS) that can be earned completely through the “massive online” (MOOC) format.
- For Free thru MOOCs on Udacity.com, or
- For a Degree and enhanced student support services for \$7,000
- Georgia Tech and Udacity also will develop a separate credential for those students who successfully complete courses but do not qualify for full graduate standing.

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www.twitter.com/MOOCsNews: MOOCs’ Key Players Growing

- May 14, 2013, The Wall Street Journal
<http://online.wsj.com/article/SB10001424127887324715704578483570761525766.html>

“Coursera Makes Case for MOOCs”:

- Received \$22 million in startup funding..
- Registered more than 3.5 million users for
- 370 MOOCs...
- 69 Partner Institutions to date....
- Verified certificate program has had over 10,000 people opting into this generating close to \$500,000 in a few months...
- Schools receive 15% of topline revenue, plus 20% of university-specific gross profits...
- Starting to see legislation, in California and Florida, a push to get at least some of the core courses recognized for credit

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www.twitter.com/MOOCsNews: Faculty Resistance to MOOCs

May 15, 2013, Bloomberg - <http://www.bloomberg.com/news/2013-05-15/harvard-for-free-meets-resistance-as-u-s-professors-see-threat.html>

“Harvard-for-Free Meets Resistance as U.S. Professors See Threat”:

- At Harvard, faculty members said at a meeting last week that the movement could damage higher education by leading institutions to cut face-to-face instruction. “We don’t want to be offering something that is misused,”

May 6, 2013 –Chronicle of Higher Education , <http://chronicle.com/article/Faculty-Backlash-Grows-Against/139049>

“Faculty Backlash Grows Against Online Partnerships” -In an open letter, faculty stated that they did not want to enable what they saw as... “two classes of universities will be created:

- One, well-funded colleges and universities in which privileged students get their own real professor;
- The other, financially stressed private and public universities in which students watch a bunch of videotaped lectures and interact, if indeed any interaction is available on their home campuses, with a professor that this model of education has turned into a glorified teaching assistant.”

IV. Ethics & MOOCs:

Who are the MOOCs’ students & Where are they coming from?

Coursera MOOC Students:

- 27.7 % US Students
- 8.8 % Students from India
- 5.1% from Brazil
- 4.4% from the United Kingdom
- 4.0% from Spain
- 3.6% from Canada
- 2.3% from Australia
- 2.2% from Russia
- 41.9% from the rest of the world

edX MOOC Students:

- 28 % US Students
- 13% Students from India

Highly Diversified Student Profiles:

- High School Students
- College Students
- Military
- Working Adults/Professionals
- Unemployed
- Retired

• Sample of Students/Groups:

- Pharmacist from Pakistan, Psychologist from Brazil, Graduate student from Canary Islands/Spain, High School Junior from Pasadena/CA,
- Study groups in Brazil, Bulgaria, India, Mexico, Russia, Boston, and others

IV. Ethics & MOOCs

- Intellectual Property
- “Implied” University Brand Use & Promise
- Faculty
- Conflicts of Commitment
- Conflicts of Interest
- Marketing
- Enrollment
- Revenue Share Models
- Student Expectations
- Student Support
- Student Data
- Student Online Interaction/Forums
- Certification
- Credit
- Student Verification
- Employers

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IV. Survey of Online Education Leaders: Ethics & MOOCs

An April 2013 survey of Online Higher Education Senior leaders ranging from system-wide Chancellors to Deans to Heads of Online Programs and others involved in MOOCs - produced the following observations over what they see as some of the most timely Ethical issues with MOOCs.

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IV. Survey of Online Education Leaders: Ethics & MOOCs

- “Who has control originally, but more importantly how will that control change over time?”
- “What will be the sustainable business models for these MOOCs?”
- “MOOCs slide between fully open courses that provide absolutely no instructor presence and fully online courses with constant instructor attention and feedback. This middle ground has been very confusing to students”
- “The expectations of early enrollees in MOOCs range considerably about the value of the educational experience. There is no mechanism to set student expectations as to the level of instructor involvement, so MOOCs present an ethical issue at the very base of the educational offerings.”

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IV. Survey of Online Education Leaders: Ethics & MOOCs

- “Maintaining student privacy while still facilitating research into human learning and pedagogy”
- “Utilizing technology effectively in improving student outcomes and (to some extent) increasing efficiency, without having this turn into a wholesale movement (driven by politicians who can only think about costs) to put universities out of business.”
- “Important to be very clear on the benefits of this technology, aiming to clarify what it can and cannot do”

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IV. Survey of Online Education Leaders: Ethics & MOOCs

- “How is “MOOC” stardom fever impact faculty in general? Will MOOCs become part of faculty evaluation by administration and students?”
- “Faculty authors are spending some much time on MOOCs that they are neglecting their “regular duties” so conflict of commitment comes into play with students complaining or lack of involvement in regular classes and colleagues complaining of lack of committee work involvement”
- “How closely is student work authenticated,
- “How valid are the assessments, and
- “what form of “certification” is issued and
- “what does it mean and represent (or misrepresent) in terms of learning achievement.
- Both Conflict of Interest and Conflict of Commitment issues are huge and must be resolved from a variety of viewpoints.

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IV. Survey of Online Education Leaders: Ethics & MOOCs

- “In addition, the intellectual property issues must be dealt with in advance of faculty offering MOOCs. These issues have not yet been resolved.”
- “Some campuses (systems) are working on a model that is based on fair use models (The right to use copyrighted material when the benefit to society is greater than the harm to the owner)... That may become problematic.”
- “Some questions are not being asked at all...if a student can take a MOOC for less, why take the course at home...and who decides? Faculty, administration?”

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IV. Survey of Online Education Leaders: Ethics & MOOCs

- “I am personally concerned that we are not consistently asking “who is the audience”?
 - Where do our obligations fall?
 - Is it “our” job to “teach the world”?
 - Are we too close to selling snake oil by oversimplifying higher education? It is so much more than courses.
- “There are some faculty members who have become too creative. They have signed agreements with third party web publishers where they have put some of the content for their courses into websites that students have to pay to access. Faculty say it's just like a textbook. Students enroll in the class and pay tuition.”
- “What does our University's Brand imply to the MOOC student? How do we safeguard our global reputation when the audience is over 100,000+?”

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IV. MOOCs' World

Who's on first
what's on second
I don't know is on third

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IV. MOOCs' World

“Major Players in the MOOC Universe”

Chart showing the major players and their connections in the MOOC Universe.

Source: <http://chronicle.com/article/The-Major-Players-in-the-MOOC/138817/>

(Not for Reprinting/Copying)

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V. CECOs role - Online Education & MOOCs

- CECO's role in Online Education Partnerships & MOOCs = Critical
- CECO must be involved from design and development stage
- New “Updated/Relevant” Ethics Education & Compliance Systems need to be in place:
 - System-wide/Institutions
 - Private Partners – Online Education Partnerships
 - Third Party Vendors/Suppliers
 - MOOCs Providers
- CECOs will require significant new financial and online expertise/resources to prevent Online Education Private-Public Partnerships & MOOCs from becoming MOOLs

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V. CECOs role - Online Education & MOOCs

“That’s the difference between Compliance Professionals and the rest of the world.

Compliance professionals advise,
and if people don’t listen,
then compliance professionals
fix the problem.”

Roy Snell, Letter from the CEO,
Compliance & Ethics Professional
November/December 2012