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## HLC and the Changing Higher Education Ecosystem

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### Substantive Change

- Revised application forms posted Sept 2022
  - Eliminate old forms or weblinks
- Significant changes to the New Program application coming Fall 2023
  - Increased emphasis on anticipated student outcomes, evidence of market demand, etc.

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### Changes in Program Content

- 25% threshold for programs
- 50% threshold for certificates
- NOTE: The same screening form is used for both credentials

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### Change of Modality

- Still awaiting clarification from USDE
- For institutions approved for “distance education courses and programs,” should be able to submit a spreadsheet listing all of the distance education programs
- Filing details will be posted in Leaflet once clarification received

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### Prison/Carceral Education

- Awaiting final rules from USDE and HLC procedures will likely need to change
  - Anticipate increased scrutiny of facilities and curriculum
  - Potentially effective July 1, 2023
- 2<sup>nd</sup> Chance Pell experimental institutions will be operating under different regulations

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### Trends Report

2022  
TRENDS

[https://download.hlcommission.org/HLCTrends\\_INF.pdf](https://download.hlcommission.org/HLCTrends_INF.pdf)

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### Looking Beyond the Rearview Mirror

- Higher education is at a multi-lane crossroad with dramatic changes needed to meet the needs of students, the economy, and many stakeholders
- Time to be flexible, nimble, expedient, and responsive
- Innovative institutions will survive and thrive

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### Equity and Access for All Learners

- Entire sectors of society are left on the sidelines due to cost, location, programs, and the marginalization of certain populations
- Underserved students may be targeted with misinformation adding substantial debt with diminished returns on investment
- Many institutions have made improvements but additional effort needs to continue

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### Broken Models, New Opportunities

- Institutions need to consider moving from isolation to collaboration
- In a knowledge economy, new models will emerge and there may be a rush to solutions that are not well-defined or proven
- Partnerships can be helpful if attention is taken to form strong relationships

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### Changing Demographics

- Decline in the traditional 18- to 22-year-old student continues, along with international students
- Diversification of populations includes older and working students
- MSIs are on the rise
- Support services and infinity organizations are needed to support the shifting population of learners

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### Teaching and Learning

- Pivot to online learning brought rapid growth of online learning across all institutions
- Faculty are no longer the sole source of information dissemination
- Competency-based education is growing
- Transfer remains a national challenge and the public is demanding updated policies across the higher education ecosystem

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### Growth of Online Program Management Partnerships (OPMs)

- Contractual arrangements can be successful, but some may have complicated arrangements and tuition-sharing obligations
- Significant growth of outsourcing of part (or complete) academic programs
- Partnerships may increase capacity for institutions
- Concern about conversions from for-profit to not-for-profit entities

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### **New Credential Landscape**

- Increased competition among providers
- Exponential rise of micro-credentials
- Non-degree programs and certificates are growing
- Employers often encourage credentials that are short-term and provide immediate returns
- Apprenticeships are gaining increased support
- Many institutions are embedding certificates as stackable pathways to the degree

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### **Financial Pressures and Enrollment**

- Financial stress growing
- Increase in mergers, acquisitions and affiliations
- State and local funding is fluctuating
- Tuition-driven institutions will need to expand sources of revenue, and tuition discounting is on the rise
- Alternative providers and short-term credential programs will cause a shift to the financial models of higher education

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### **Public Perceptions About Higher Education**

- Value of higher education is being challenged
- Questions increasing regarding the return on investment
- Lack of measurable metrics to demonstrate success
- Many institutions lack resources to support extensive data analytics

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### **Political Polarization and the Impact on Academia**

- The role of the CEO is increasingly difficult
- Threats to academic freedom and speech are mounting
- Becoming difficult for governance systems to support shared voices
- Local and state elected officials are reaching into governance and decision-making
- Civic learning and engagement is critically important

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### **Buyer Beware, Consumer Protection Demands**

- Expectations for increased transparency
- Many students are not well informed about financial literacy or the obligations of federal financial aid and private loans
- Leaders should anticipate increased efforts to legislate potentially prescriptive outcomes as a means of measuring student success as well as the quality of the institution

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### **Post-Pandemic Mental Health**

- Large increase in mental health services for students and staff
- Cost of services can be prohibitive to many colleges and universities
- Research and collaboration suffered during the pandemic
- Despite all of the challenges during the pandemic, higher education demonstrated remarkable resilience

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### **Human Resources and the Work “Place”**

- High number of individuals left employment
- Working parents faced ~2 years of multi-tasking
- Remote work environments became sophisticated
- Students are excited to be back in a classroom, but also expect flexibility and options
- The workplace environment will continue to evolve

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### **Accreditation and Quality Assurance**

- Accreditors continued to advocate on behalf of institutions and students
- The Triad (states, the federal government, and accreditors) increased collaboration
- Federal regulations changed to allow competition among accreditors
- Accreditors face increased pressure for quantifiable metrics to measure outcomes at member institutions

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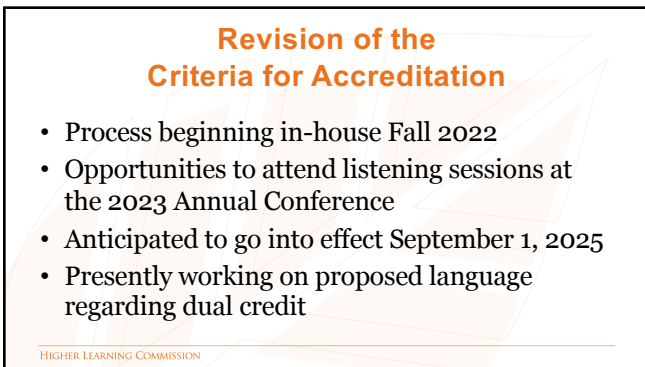
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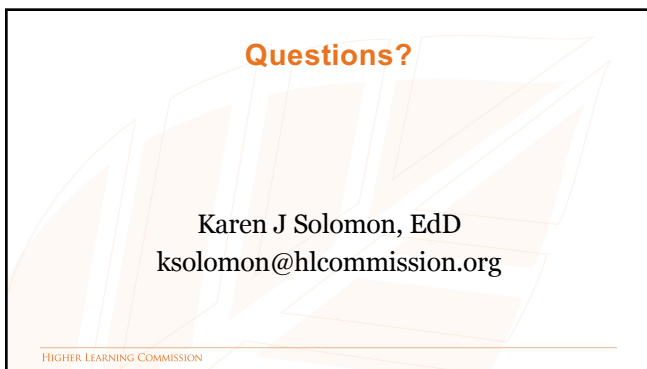
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