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# International Conference on Innovation in Basic - Higher Education

September 8-11, 2022

İstanbul, Türkiye (Republic of Turkey)

[Abstract Submission](#)

[Conference Website](#)

A background image showing several white dice with mathematical symbols like plus, minus, multiplication, and division signs. A semi-transparent blue box is overlaid on the dice, containing the main title text.

# Transforming Access, Equity & Outcomes for Learners

## **National Laboratory for Education Transformation "NLET"**

At NLET, extraordinary people work together to build coherence and technology enhanced solutions across education, training, personal learning, and employment. Focused on the individual learner, we transform institutions and organizations towards equitable student access and success and well-paying, in-demand jobs.

## ***Vision***

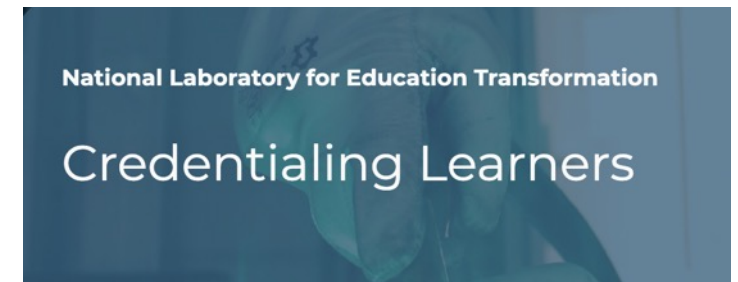
NLET's Vision: To achieve technological and cultural parity to ensure the education and career goals of highly diverse learners.

## ***Mission***

NLET's Mission: To develop and support student-centric learning and career outcomes toward improving lives.

## ***Technology Incubator***

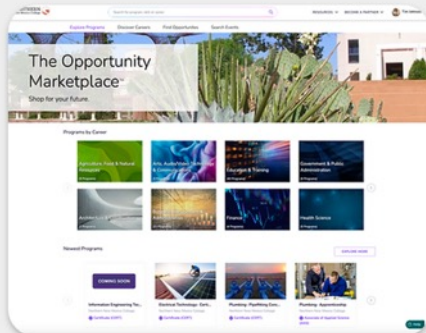
NLET incubates and socializes new student-centric, cloud-enabled education solutions, available on the open Web.



## How GoEducate Connects the Dots

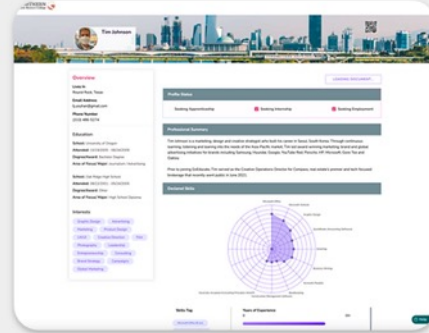
Learners and Job Seekers are Connected with  
Education and Workforce Opportunities  
Profiles to Programs to Placement

### Education Partner Portal White-Labeled



Education providers, community colleges and universities can create a white-labeled Opportunity Portal, quickly ingest entire course catalogs and sequence career pathways that are connected to careers and job opportunities.

### Opportunity Seeker Profile Skills-based, Marketable & Life-Long



Learners and job seekers can create FREE profiles, showcasing experience, education and skills. GoEducate's AI-powered connection engine matches and serves job opportunities directly to user profiles based on skills-matching percentage via our common skills language.

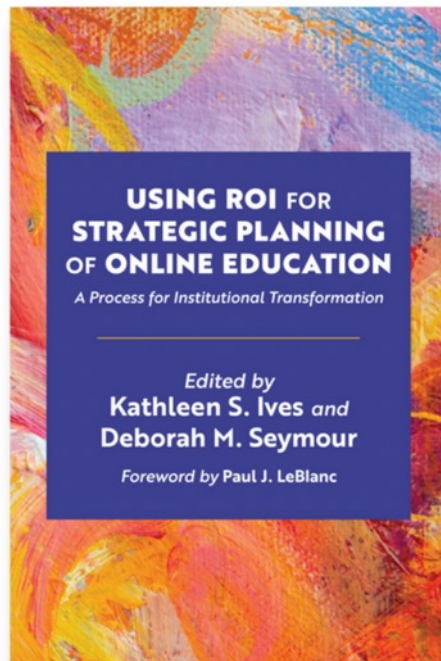


*For all individuals to have equal access to high-value education and training connected to careers and employment leading to equitable economic mobility - linking people, educators and employers.*

## *“Multiple Configurations for Higher Education as a Result of the Covid Era”*

- Covid-related shocks led to remote learning and administration
- Higher education organization and processes permanently disrupted
- Pandemic intersected with a global push for diversity, inclusion and equity
- The result, multiple configurations of education, training and flexibility
- Disruptions led to pressure for education to connect to employment outcomes
- *New organizational methodologies* and *responsive technologies* are needed

NEW MODELS FOR TRANSFORMING HIGHER EDUCATION



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USING ROI FOR STRATEGIC  
PLANNING OF ONLINE EDUCATION

A Process for Institutional Transformation

Edited by Kathleen S. Ives and Deborah M. Seymour  
Foreword by Paul J. LeBlanc

Published in association with UPCEA

While higher education has rarely employed ROI methodology—focusing more on balancing its revenue streams, such as federal, state, and local appropriations, tuition, and endowments with its costs—the rapid growth of online education and the history of how it has evolved, with its potential for institutional transformation and as a major source of revenue, as well as its need for substantial and long-term investment, makes the use of ROI an imperative. This book both demonstrates how ROI is a critical tool for strategic planning and outlines the process for determining ROI.

**Return on Investment**, ROI, presents a unique (if uncommon today) lens. This volume lays out the landscape of ROI considerations quite effectively.

In the financial world, ROI is straightforward. In online higher ed, ROI begins with financial as well as student outcome metrics such as retention, and employment. It then extends into less tangible areas of impact such as *improving the lives of students*, improving accessibility, and the development of human capital.

Barry Sugarman, Vice President, Curriculum Design and Learning Solutions, UMGC Ventures

Chapter: *“ROI in the Wake of a Natural Disaster or Pandemic”* —Gordon Freedman

As a result of Covid, the world of education, training and access to education has changed not into **one new thing**, or back to the old, but into a *variety of modes of education*.

The connection between education and equal access has led to deeper **demands** for linking to employment outcomes, something many higher education institutions do not track. *ROI becomes important in valuing education and training.*

I4

ROI IN THE WAKE OF  
A NATURAL DISASTER  
OR PANDEMIC

*Gordon Freedman*

The move of mainstream higher education to online learning and remote operations during COVID-19 was wholly unanticipated. It will require years to fully comprehend the significance of having to accomplish this move so quickly. This chapter argues that some of the COVID-19-induced changes in higher education will be permanent and that they have historical precedent for this permanence. Moreover, in terms of their effects on possible models of the return on investment (ROI) frameworks for both online higher education institutions and their students, these changes are the best outcome for higher education.

### *What Past Global Pandemics Teach Us*

COVID-19 was not the first pandemic that higher education experienced, and it will not be the last. There appears to be a pattern of how pandemics affect higher education.

History paints a picture of the redefinition of higher education and a boon for science, finance, technology and the arts as among past gains for institutions post-pandemic. While these examples go far back in time, they are nonetheless instructive.



[[www.scmp.com/comment/opinion/article/3081596/will-coronavirus-pandemic-transform-university-sector-black-death](http://www.scmp.com/comment/opinion/article/3081596/will-coronavirus-pandemic-transform-university-sector-black-death)]

[Cantoni, Davide and Noam Yuchtman. “Medieval Universities, Legal Institutions, and the Commercial Revolution.” *The Quarterly Journal of Economics*, 2014, 129 (2): 823–887]

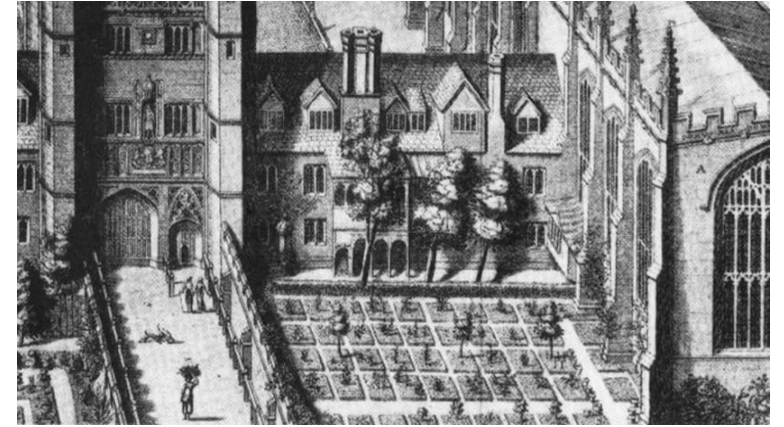
[Anna Montgomery Campbell. *The Black Death and Men of Learning* (Columbia University Press, 1931)]



### ***Past Pandemic Affects on Scholarship***

At the beginning of 1665, when Isaac Newton was twenty-three years old, he returned to his native village for a period of two years to escape the plague that had closed Cambridge University.

He later wrote that those years were his most fruitful and creative, and recalls, in particular, that in 1666 he developed the integral calculus, experimentally verified the composite nature of light, and refined his gravitational theory...



### **Newton's Quarters, Cambridge**

[*The Annus Mirabilis of Sir Isaac Newton, 1666–1966*. Ed. Robert Palter (Cambridge, MA, and London: MIT Press, 1971). Quote: <https://mitpress.mit.edu/books/annus-mirabilis-sir-isaac-newton>]

### ***The Pandemic Bounce***

The devastating impact of the bubonic plague cleared the ground for new people and **new ideas** to emerge. Concern for society and the role of the individual led to *Humanistic* ideas.

After the unsettling events of the 14th and 15th centuries, people looked to the past for guidance in making a new future. The classics were read once more, profound political and religious movements emerged, most notably seminars as part of education in the Protestant Reformation.



### **Return to the Classics, Early Sciences**

<https://educationalrenaissance.com/2019/02/01/renaissance-education-looking-to-the-past-to-chart-a-course-for-education-today/>

## Chapter: “ROI in the Wake of a Natural Disaster or Pandemic” —Gordon Freedman

- ROI / Institutional Finance
- ROI / Institutional Purpose & Programing
- ROI / Student Value
  - *Technology, Equity & Records*

I4

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### ROI IN THE WAKE OF A NATURAL DISASTER OR PANDEMIC

*Gordon Freedman*

The move of mainstream higher education to online learning and remote operations during COVID-19 was wholly unanticipated. It will require years to fully comprehend the significance of having to accomplish this move so quickly. This chapter argues that some of the COVID-19-induced changes in higher education will be permanent and that they have historical precedent for this permanence. Moreover, in terms of their effects on possible models of the return on investment (ROI) frameworks for both online higher education institutions and their students, these changes are the best outcome for higher education.

**Purpose, Finance** and **Value** contain trends that largely, and separately, played roles as COVID-19 descended on the world. The pressure the pandemic put on higher education underlined the importance *of three separate ROI trends* that became highly intertwined for remote operation of campuses as all aspects of the education and administration went online.



**Return on Purpose**



**Return on Finance**



**Return on Value**

**PURPOSE:** Students, employers, and governments, clearly desire higher education to be **responsive** to *student career goals* and employer needs and to help build vibrant regional economies that are capable of sustained growth. This pits full-degree education programs against education programming focused on gaining and **sustaining employment**, including skills-based training, and an awareness and participation in regional economies and national industries.

A

### Return on Purpose

“Purpose ROI” examines various program offerings for their value to what learners and employers value. The purpose and mission of programs and their place in economy and society need to be evaluated as separable offerings have differential in value.

**FINANCE:** It is clear from many indicators the financing of higher education in its traditional form is not sustainable for all institutions or affordable for all students, especially in the U.S. The rise of operating costs, the addition of new services, limited additional revenue sources and U.S. student debt loads combined with the nature of the changing labor market are *not adequate to maintain large and small institutions* in the historical model of top-down administration.

**B**

### Return on Finance

“Financial ROI” is best understood but rarely practiced with a clear sense of what values programs return to the operating budgets and how to offset expensive investments in high value low return offerings that can be offset with other high-demand offerings.

**VALUE:** Students have *voted with their feet and hands* towards online or remote education. Online education is producing results that are becoming more affordable, more focused on employment outcomes and less reliant on large, expensive-to-operate campuses. Learners live their daily lives with current Internet and apps. Students need to have a central position of control over their education via more modern *student-facing education technologies* and *access to academic and occupational options*.

C

### Return on Value

The students, learners or earners are often left out of the ROI equation and end up with high dropout rates whereas working the ROI per student, per program can begin to build a student-focused ROI model to help retain students through offering programs with high value.

We are in a period of rapid technological change, but our social institutions change *much less rapidly than does technology*.

This makes it **critical** that institutions consider *all aspects of an innovation* so that they can more **effectively adapt** as technology evolves.

Gary E. Miller, Executive Director Emeritus of the Penn State World Campus

<https://styluspub.presswarehouse.com/browse/book/9781642673258/Using-ROI-for-Strategic-Planning-of-Online-Education>

Web / App  
Individual Account  
Controlled by Owner

1

Full Cloud Solution  
Active APIs  
Not Controlled by Campus

2

Job Market Ready  
Automatic Job Posts  
Link Campus & Employers

3



2 Open Web & Apps

1  
Individuals  
On the Web  
& Using Apps  
Daily, Hourly

**CORE CAMPUS  
& ONLINE  
TECHNOLOGIES**

*Learning Management  
Customer Management  
Registrar Systems  
Online Courses  
Course Catalogs*

*Many Separate Campus  
Tools & Applications*

3  
Hiring &  
Jobs Boards  
HR  
Departments

Web / App  
Individual Account  
Controlled by Owner 1

Full Cloud Solution  
Active APIs  
Not Controlled by Campus 2

Job Market Ready  
Automatic Job Posts  
Link Campus & Employers 3



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- 2 Cloud/Web/Mobile
- 3 100% Real-Time Jobs



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Filters:

Award Type

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Duration

Select Duration



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Certificate (CERT)



Vocational Nursing - Dual Cre...  
Odessa College

Certificate (CERT)



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Associate of Applied Science  
(AAS)



Radiologic Technology  
Odessa College

Associate of Applied Science  
(AAS)



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Certificate (CERT)



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Associate of Applied Science  
(AAS)



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(AAS)

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1 Full Learner Record

2 Cloud/Web/App

3 100% Real-Time Jobs



The screenshot shows the GreenLight website homepage. At the top, there is a navigation bar with the GreenLight logo and links for Home, About, GL for Education, GL for Employers, Wellness Solutions, Partnerships, and Media. A 'Schedule A Meeting' button is located in the top right corner. The main content area features a green background with a world map and network lines. The text reads: 'We are GreenLight', 'A Leading Provider of Blockchain Records on Demand', and a 'Request Information' button. Below this, there are five circular icons representing different statistics: 2 Million Digital Lockers Assigned, 2,500+ Colleges Receiving Records, 150,000+ Student Transcripts Shared, 500+ Employers Seeking Talent, and 5,000+ Scholarships Available.

[www.glcredentials.com](http://www.glcredentials.com)

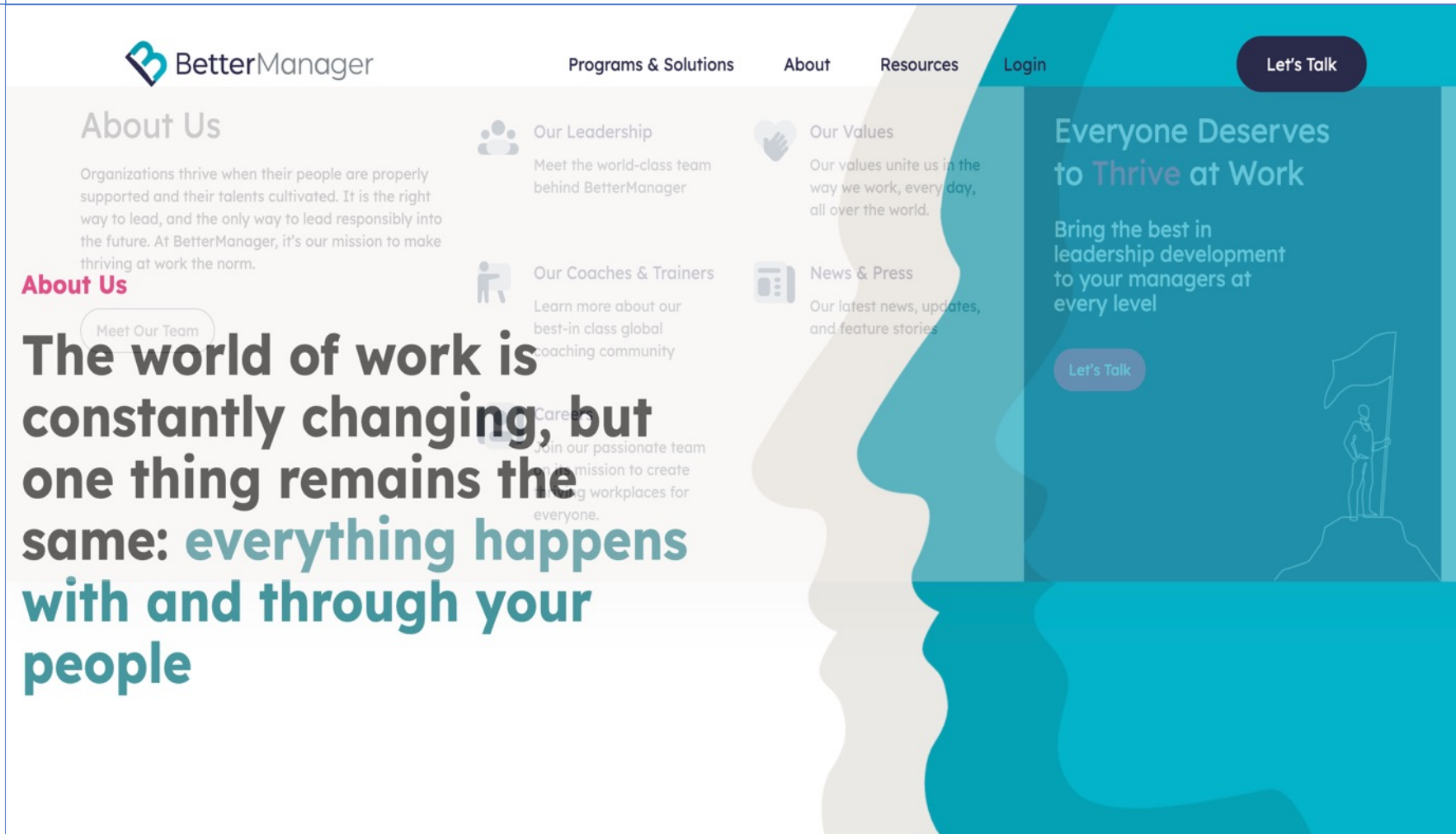
- 1 Full Learner Record
- 2 Cloud/Web/App
- 3 Not Available



The screenshot shows the YOU app search interface. At the top left is the YOU logo and a search bar with the text "Find a new app, or a service". To the right of the search bar is a "SIGN UP" button and a user profile icon. Below the search bar is a navigation menu with categories: Discover, News, Code, Reviews, Recipes, Education, Facts, How-to, Video, Social Media, Places, Sports, Shopping, Finance, Web3 Jobs, and General. The main content area features a large blue banner with the text "Over 150 apps and counting... Rate apps to make your search better." and a link to "Learn how to unlock superpowers". Below the banner are two instructional cards: "Step 1: Like or dislike apps" and "Step 2: Search one and done". At the bottom, there is a section titled "Get started with Popular Apps" displaying a grid of app icons and names, including Bon Appétit, Computation, Crypto, PCMag, Reddit, Twitter, Wikipedia, YouTube, and YouWrite.

[www.you.com](http://www.you.com)

- 1 Not Available
- 2 100% Cloud/Web
- 3 Not Available



The screenshot shows the BetterManager website homepage. At the top left is the BetterManager logo. The navigation menu includes "Programs & Solutions", "About", "Resources", "Login", and a "Let's Talk" button. The main content area features a large headline: "The world of work is constantly changing, but one thing remains the same: everything happens with and through your people". To the right of the headline are several sections: "Our Leadership" (Meet the world-class team behind BetterManager), "Our Values" (Our values unite us in the way we work, every day, all over the world.), "Our Coaches & Trainers" (Learn more about our best-in class global coaching community), and "News & Press" (Our latest news, updates, and feature stories). A large blue banner on the right side of the page reads "Everyone Deserves to Thrive at Work" and "Bring the best in leadership development to your managers at every level". Below this banner is a "Let's Talk" button and an illustration of a person standing on a rock holding a flag.

[www.bettermanager.co](http://www.bettermanager.co)

- 1 Coming Soon
- 2 Cloud/Web/App
- 3 Not Available

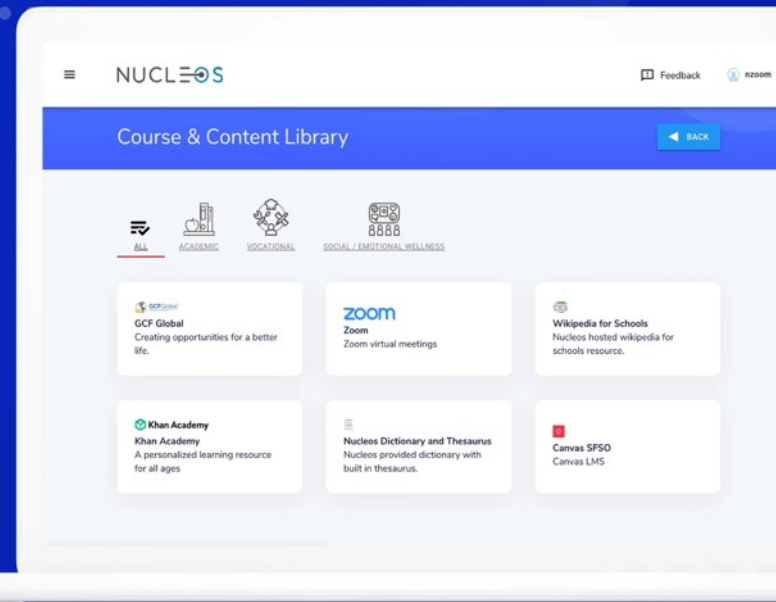


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1 Full Learner Record

2 Cloud/Web/App

3 Coming Soon

## Conclusions:

- Pandemics Change Education
- ROI Methods Can Help Institutions
- Multiple Options: Academic & Career
- Ed Tech Needs to Move to the Open Web
- Learner Account Apps are the Future

## Thank You

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