

The Short- and Long-term Impact of COVID-19 on Higher Education

APRIL 20, 2020

Number and percentage distribution of students enrolled at Title IV institutions in distance learning courses:

	2016	% of 2016 Total	2017	% of 2017 Total	% Change, 2016-17	2018	% of 2018 Total	% Change, 2017-18
All students*	20,230,012		20,138,477		-0.5%	20,008,434		-0.6%
Enrolled exclusively in distance education courses	2,980,184	14.7%	3,104,913	15.4%	4.2%	3,259,560	16.3%	5.0%
Enrolled in some distance education courses	3,330,529	16.5%	3,552,651	17.6%	6.7%	3,677,689	18.4%	3.5%
Enrolled in no distance education courses	13,919,299	68.8%	13,480,913	66.9%	-3.1%	13,071,185	65.3%	-3.0%

*Includes undergraduate and graduate students at U.S. colleges and universities: two- or four-year; public; private nonprofit; or private for-profit.

Distance Education Definition:¹ Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously

In fall 2018:

- 66.1% of students at public institutions and 69.7% of students at private, nonprofit institutions were not enrolled in any distance education courses
- 30.7% of all graduate-level students were enrolled exclusively in distance education courses
- 50.4% of students who were enrolled exclusively in distance education courses attended private, for-profit schools

Distance Education Source: [U.S. Department of Education, National Center for Education Statistics, IPEDS](#)

¹ NCES National Center for Education Statistics. (n.d.) *IPEDS 2019-20 Data Collection System Glossary*. Retrieved from: <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>

Cost of Online Education

A survey of university administrators found that online education has some higher costs associated with education delivery compared to on-campus learning. According to respondents:²

- 67.3% reported higher costs due to increased technology and software use
- 74.7% reported higher institutional design of courses compared with on-campus courses

General Higher Education Expenses

Higher education expenditures have increased from 2009 to 2017.

Total public institutions expenditures expenses have increased by 32.08%. Specifically:

- Research has increased by 15.77%
- Instruction costs have increased by 25.5%
- Student services by 35.34%
- Academic support by 36.46%

Source link: https://nces.ed.gov/programs/digest/d18/tables/dt18_334.10.asp

Total private institution expenditures have increased by 35.91%. Specifically:

- Research has increased by 29.3%
- Instruction costs have increased by 30.66%
- Student services by 46.83%
- Academic support by 24.80%

Source link: https://nces.ed.gov/programs/digest/d18/tables/dt18_334.30.asp

COVID-19 Resources for Higher Education

Department of Education and the CARES Act: Higher Education Emergency Relief Fund

<https://www2.ed.gov/about/offices/list/ope/caresact.html>

"The CARES Act provides several different methods for distributing roughly \$14 billion in funds to institutions of higher education. The most significant portion of that funding allocation provides that \$12.56 billion will be distributed to institutions using a formula based on student enrollment. Of the amount allocated to each institution under this formula, at least 50 percent must be reserved to provide students with emergency financial aid grants to help cover expenses related to the disruption of campus operations due to coronavirus." [Letter from Secretary of Education Betsy DeVos](#)

CDC Interim Guidance for Administrators of U.S. Institutions of Higher Education:

<https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-ihe-response.html>

This interim guidance is intended for administrators of public and private institutions of higher education (IHE). IHEs include a diverse set of American colleges and universities: two- or four-year; public; private nonprofit; or private for-

² Poulin, R. & Straut, T. (2017). *WCET Distance Education Price and Cost Report*. Retrieved from: https://wcet.wiche.edu/sites/default/files/Price-and-Cost-Report-2017_0.pdf

profit; and comprehensive, research-focused or special mission. IHE administrators (e.g., presidents, deans, provosts) are individuals who make policies and procedures, set educational aims and standards, and direct programming of institutions of higher education.

Using Edtech to Address Healthcare Staffing Needs

Nursing Shortage

The American Association of Colleges of Nursing forecasts that the U.S. registered nurse (RN) workforce will need an additional 203,700 RNs each year through 2026.³

The gap in the number of nurses needed to fill vacancies cannot be supplied exclusively by hiring new graduates; therefore, bringing experienced nurses who left the workforce back into practice is a viable option to bridge this gap. Currently in the United States, 30% of RNs are not working in nursing.⁴

To address this problem, UNC has a strategy to return nurses to the bedside and provides a refresher course online. Learn more: <http://nurserefresher.web.unc.edu>

Assessing Virtual Care

The aim of this study was to explore the trends in confirmed COVID-19 cases in North Carolina, and to understand patterns in virtual visits related to symptoms of COVID-19. Learn more: <https://publichealth.jmir.org/2020/2/e18811>

COVID-19 Resources for Nurses

- AACN – Coronavirus Disease (COVID-19) Resources for Nurse Educators: <https://www.aacnnursing.org/News-Information/COVID-19>
- National League for Nursing simulation resources for COVID-19: <http://www.nln.org/coronavirus-resource-center>

³ American Association of Colleges of Nursing. (2019). *Nursing Shortage*. Retrieved from: <https://www.aacnnursing.org/News-Information/Fact-Sheets/Nursing-Shortage>

⁴ Carnevale, A.P., Smith, N. & Gulish, A. (2015). Nursing: Supply and Demand through 2020. *Georgetown University Center on Education and the Workforce*. Retrieved from: <https://eric.ed.gov/?id=ED558171>