Online and blended learning enrolments in Australian higher education

Quality Assurance of Online Learning Forum

Dr Lin Martin
TEQSA Commissioner
27 November 2018
Nature of online enrolment data

• Collected at the student level (not course or unit of study)
• Data element in Department of Education student statistics collection – mode of attendance

• Three possible values:
  • **Labels**  **Surrogates for**
    • internal  face to face
    • flexible  blended
    • external  fully online

• Collection does not give a true picture of online enrolments

• Given the increased emphasis on IT enabled learning, should the nature of the collection be changed?
Growth in sector EFTSL by mode of attendance

Indexed growth in sector EFTSL by mode of attendance, 2012-2016

- Online: 1.7% of all 2016 EFTSL (18,180)
- Blended: 12.2% of all 2016 EFTSL (128,026)
- Face to face: 86% of all 2016 EFTSL (900,052)
Which type of provider enrolls the greatest percentage of online students?

Percentage of online EFTSL by type of provider, 2012-2016

- For profit
- Not for Profit
- TAFEs
- Universities
Which fields of education attract the most online enrolments?

Distribution of online EFTSL by field of education, 2012-16
Is this a different pattern from blended enrolments?

Distribution of blended EFTSL by field of education, 2012-16
Levels of study of online and blended EFTSL

Online EFTSL by AQF level, 2012-2016

Blended EFTSL by AQF level, 2012-2016
Are online students mainly onshore?

Proportions of onshore and offshore EFTSL by type of provider and mode of attendance, 2016

For profit

Not-for-profit

TAFE

Universities

Online Blended Face to face Online Blended Face to face Online Blended Face to face Online Blended Face to face

Offshore Onshore

Are online students mainly onshore?
Student satisfaction scores by mode of attendance

QILT median satisfaction level by mode of attendance, 2012-2017

- Online
- Blended
- Face to face
Is attrition worse for online students?

Average adjusted attrition rates by mode of attendance, 2012-2016

<table>
<thead>
<tr>
<th>Year</th>
<th>Online</th>
<th>Face to face</th>
<th>Blended</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Online**
- **Face to face**
- **Blended**
Confirmations and surprises

Confirmations

• Large relative growth in online and blended study in last five years
• Most online enrolments are in bachelor degree courses, followed by Masters by coursework
• Online students have higher attrition rates than other groups

Surprises

• Society and Culture one of the largest fields for online study
• Several fields of study have large numbers of online students
• Not for profit providers enrol greatest proportion of online enrolments
• Converging levels of student satisfaction by mode of attendance over time
• Blended enrolments have lower attrition rates than internal students
TEQSA
Third Annual TEQSA Conference
Innovation, Excellence, Diversity
28–30 November 2018
Melbourne
teqsa.gov.au