











Predictions 2026

Insights for Online & Professional Education

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INTRODUCTION

Navigating Transformation in Higher Education

Higher education stands at a defining moment. The forces reshaping our institutions—technological disruption, demographic change, economic pressure, and evolving learner expectations—are converging faster than ever. Agility, innovation, and clarity of purpose will determine who thrives in the years ahead.

The *UPCEA Predictions 2026 Report* brings together expert perspectives from across the association—leaders in research, policy, technology, and practice—who offer a forward-looking view of the trends shaping online and professional education in the coming year.

Across these insights, several themes emerge: the rapid integration of AI into teaching, learning, and operations; the rise of alternative credentials and credit for prior learning as mainstream strategies; intensifying financial scrutiny and demand for measurable ROI; and a growing alignment between education and workforce needs.

In the pages that follow, readers will find not just predictions but actionable foresight—evidence of a sector evolving with purpose, meeting learners where they are, and preparing them for what comes next.



PREDICTION

Agentic AI Redefines Academic and Administrative Systems

By Ray Schroeder, Senior Fellow, UPCEA

We in higher education have successfully integrated the first wave of Artificial Intelligence (AI)—Generative AI (genAI)—into our daily work. This is the transactional version in which prompts are developed by users for which AI synthesizes responses. Policies are in place and new pedagogical practices have been implemented in many cases to optimize the use of AI in teaching and learning. Assessments are becoming AI friendly. However, there is a second wave of AI coming our way as we approach 2026. Agentic AI is a version that becomes a 24/7 project manager. It can understand a high-level goal, create a multi-step plan, execute that plan across different software systems, and learn from its mistakes without human prompting. This is the version of AI that can lighten the load of faculty, staff and students on a continuing basis. It performs at a high level, works at computer speed around the clock, and reliably reports back to humans as requested. This will save time and money for universities, and even accomplish work that would have been too expensive or time consuming in the past. In some cases this work will be accomplished through embodied AI: humanoid robots serving as our agents for tasks where a physical presence may be advantageous. These changes have already begun and will become commonplace by the fall of 2026.

Read more:

"Transitioning to the Agentic University 2026/2027." <https://www.insidehighered.com/opinion/columns/online-trending-now/2025/11/12/transitioning-agentic-university-2026-27>

"Walking, Talking, Engaging AI in Higher Ed." <https://www.insidehighered.com/opinion/columns/online-trending-now/2025/06/25/walking-talking-engaging-ai-higher-ed>

PREDICTION

AI Search Makes or Breaks Consideration in 2026

By Bruce Etter, Senior Director of Research & Consulting, UPCEA

AI answers will mediate a significant portion of early discovery. Visibility will be heavily influenced on whether an institution's programs are explicitly cited inside AI results. The playbook is shifting from "rank my page" to "structure my facts and entities so AI can quote me." Institutions that publish entity-rich, schema-backed, internally linked program pages and cultivate off-site authority will win inclusion and trust; those that don't will drop out of learners' initial sets, which are already small to begin with.

 AI & TECHNOLOGY

PREDICTION

Emerging Technologies Create Divergent Realities

By Asim Ali, Executive Director, Biggio Center, Auburn University

Emerging technologies will continue to present societal challenges that we must contemplate and explore with our students and colleagues. Currently, hyper personalization of our social media feeds and web searches means we each see a different virtual world. As adoption grows of augmented reality technology enhanced with different flavors of artificial intelligence, the physical world each of us observes around us will also become different.

 AI & TECHNOLOGY



PREDICTION

AI Becomes the Infrastructure of Higher Education

By Kevin Shriner, Assistant Vice Chancellor, Digital and Online Learning, University of Nebraska-Lincoln

AI becomes core operating infrastructure in 2026. Institutions that integrate AI into advising, course development, and student support will reduce delivery costs, accelerate program development, and improve learner persistence. By using AI to connect enrollment, learning engagement, and completion data in real time, campuses will be able to identify student risk earlier, intervene more effectively, and continuously improve course quality. The result will be higher retention and clearer evidence of student success by modality.



AI & TECHNOLOGY



CREDENTIALS & INNOVATION



ENROLLMENT & DEMOGRAPHICS



TEACHING & INNOVATION



PREDICTION

AI Enhances Credential Transparency and Recognition of Learning

By Melissa Jimenez, Credential Innovation, Colorado Community College System

In 2026, artificial intelligence will play a critical role in advancing credential transparency and recognition of prior learning. AI-driven tools will enable more precise alignment between the skills demonstrated in digital credentials and formal course outcomes, while reducing the administrative burden of CPL assessment. Institutions that modernize their policies and invest in supportive technology infrastructure will streamline validation processes and strengthen their role as trusted validators of knowledge and skill. The leaders in 2026 will be those who embrace credential transparency and collaboration across education and industry, creating pathways that honor learning wherever it happens and offering adult learners a faster, more affordable route to opportunity and advancement.



AI & TECHNOLOGY



CREDENTIALS & INNOVATION



WORKFORCE & EMPLOYER NEEDS

PREDICTION

AI-Driven Agents Redefine Consumer Behavior and Autonomy

By Asim Ali, Executive Director, Biggio Center, Auburn University

Goodbye grocery shopping lists and hello agentic Instacart! Get ready for AI agents that anticipate your needs, compare options, and make purchases on your behalf. From restocking your fridge to refreshing your wardrobe, the future shopper won't browse, they will be effortlessly served by AI that already knows what they want thanks to years of us willingly giving up our data.

 AI & TECHNOLOGY



PREDICTION

Accelerated Investment in Workforce-Aligned Programming

By Stacy Chiaramonte, Senior Vice President of Operations and Strategy, Research & Consulting, UPCEA

By 2026, colleges will fold continuing education into core strategy—not the periphery. Despite two years of rising re-enrollment, the Some College, No Credential population¹ continues to grow, intensifying pressure to prove program value. Expect accelerated investment in workforce-aligned, skills-based offerings such as microcredentials embedded in degrees, noncredit to credit pathways, and apprenticeship/earn and learn models, developed through deeper employer partnerships. With Financial Value Transparency and Gainful Employment (FVT/GE)² regulations in effect and potential penalties by 2026, institutions will prioritize university to business (U2B) engagement and the technology/data infrastructure to track enrollment, completions, and labor market outcomes across credit and noncredit. The result: the ability to serve more working learners and diversify revenue with programs employers trust.

¹ Mowreader, Ashley. “2.1M Students Left Higher Ed without a Degree Last Year.” Inside Higher Ed, June 4, 2025.

<https://www.insidehighered.com/news/students/retention/2025/06/04/21m-students-left-higher-ed-without-degree-last-year>.

² Department of Education. “Financial Value Transparency and Gainful Employment.” Federal Register, October 10, 2023.

<https://www.federalregister.gov/documents/2023/10/10/2023-20385/financial-value-transparency-and-gainful-employment>.




PREDICTION

Tradition vs. Transformation: Who Wins in 2026?

By Kim Siegenthaler, Senior Advisor to the President, University of Hawai'i System

The winners in 2026 will be those who are able to be responsive, nimble, and flexible in a rapidly changing landscape. This is extremely challenging at institutions bound by traditions, policies, and practices that while purposeful, often slow innovation. Those that stay on the same course, persuaded that this (AI, EOs, demographic cliff, etc.) shall pass, will be losers. Change is hard. Rapid change is harder to do well—but institutions must develop the collective will and expertise to do so.

 ENROLLMENT & DEMOGRAPHICS

PREDICTION

Meeting the Demographic Cliff with the Longevity Boom

By Amy Heitzman, Deputy CEO and Chief Learning Officer, UPCEA

Higher education faces converging pressures: the demographic cliff, public skepticism about the value of a degree, and persistent anxiety over cost and debt. Families and learners are asking harder questions about ROI, employability, and flexibility. Strategies centered on 18 to 22-year-old residential students are increasingly fragile.

At the same time, the Longevity Boom is reshaping demand. People are living and working longer, changing careers multiple times, and needing to upskill and reskill across decades. This “New Majority”—adult, part-time, working, parenting, military-connected, and career-changing learners—represents a large and growing market for relevant, flexible, and affordable programs. Institutions that fail to center these learners risk falling behind.

Meeting the demographic cliff with the longevity boom requires a strategic pivot, not a tactical add-on. Adult learners and alternative credentials (nondegree, certificate, and short-term workforce programs) must become core to institutional strategy. Colleges that reorient programs, policies, and partnerships around these learners will sustain enrollment, strengthen financial resilience, and prove their value to students, families, employers, and policymakers.


 ENROLLMENT & DEMOGRAPHICS

PREDICTION

Increased Competition in Online Programming Will Benefit Students but Accelerate Institutional Challenges

By Bruce Etter, Senior Director of Research & Consulting, UPCEA

Three-quarters (75%) of COLOs and other online leaders say that their institution expects to obtain greater market share of the online marketplace by the end of 2027. As budgets increase for online enterprises, and institutions put more proverbial eggs into the online basket, supply will continue to increase at a rapid pace—which is a major victory for learners seeking options but will further the gap between institutional haves and have nots.

 ENROLLMENT & DEMOGRAPHICS

PREDICTION

The Demographic Cliff Intensifies Enrollment Pressures on Regional Universities

By Vickie Cook, Vice Chancellor for Enrollment and Retention Management, University of Illinois Springfield

The demographic cliff will continue to exert significant pressure on enrollments, particularly at public regional universities. As flagship institutions broaden their admissible student base to sustain enrollment targets, regional universities are likely to experience continued declines in traditional undergraduate populations. Simultaneously, changes in international visa policies and approval rates may further constrain graduate enrollments at regional public institutions. These combined pressures will necessitate strategic adjustments in academic programming, student support services, and overall institutional operations. Ultimately, such enrollment declines will extend beyond campus boundaries, influencing the economic and social vitality of the regions that public regional universities serve.

 ENROLLMENT & DEMOGRAPHICS

PREDICTION

AI and Cost Pressures Drive a Shift Toward Authentic Learning

By Carmin Chan, Vice Provost, NAU Online, Northern Arizona University

Higher ed is in the midst of monumental changes in how we support our learners, across all modalities. In the post-pandemic era our students increasingly expect hybrid experiences that they can customize to their needs and goals. The proactive, data-driven approach to student support that is often deployed by PCO units, such as Success Coaching, are becoming increasingly relevant for our broader campus communities. Coaching is a student-centered and inclusive approach that is agnostic of someone's demographics, income, or other statuses and identities, and instead centers on students' individual goals, actions (or inactions) within the classroom, and mutual partnership to support them in overcoming barriers along the journey toward their goals. I predict that more and more campuses will realign traditional disparate student support teams and programming toward proactive coaching approaches, thus focusing limited staffing resources on those students who need it most, inclusive of all modalities and life experiences.


 ENROLLMENT & DEMOGRAPHICS

PREDICTION

GradPLUS Elimination and Economic Softening Slow Graduate Enrollment Growth

By Kemi Jona, Vice Provost-Online Education and Digital Innovation, University of Virginia

Elimination of GradPLUS loans combined with a softening labor market and economy will undermine graduate enrollment growth of recent years, leading to slower to flat growth, and in some cases declines.


 ENROLLMENT & DEMOGRAPHICS

PREDICTION

Retention Becomes a Defining Metric of Institutional Health

By Vickie Cook, Vice Chancellor for Enrollment and Retention Management, University of Illinois Springfield

Retention will remain one of the defining metrics of institutional health for public regional universities in 2026. As new-student pipelines contract, sustained enrollment growth will depend increasingly on the university's ability to retain, re-engage, and graduate its existing students. Data-informed advising, AI-enabled nudging, and proactive wraparound supports will become standard tools for improving persistence across undergraduate and graduate populations. Importantly, retention strategies will need to expand to include non-degree and alternative credential learners, ensuring they receive timely guidance and engagement that reinforce a culture of lifelong learning. Institutions that integrate academic, financial, and behavioral insights into coordinated student-success ecosystems will not only stabilize enrollments but also strengthen regional workforce outcomes and community impact.

 ENROLLMENT & DEMOGRAPHICS

PREDICTION

ROI Moves from Proof to Performance

By Kathleen Ives, Chief Business Development Officer & Senior Vice President of Member Engagement, UPCEA

Next year, I think we'll see a real change in how higher education talks about ROI. For a while now, we've been busy building dashboards and tracking outcomes, making sure we can prove value on paper. But in 2026, the question shifts: how do we actually move the needle? Institutions will start leaning into predictive analytics, AI, and (maybe more than ever) feedback from employers to redesign programs, boost job results, and take a hard look at which credentials give learners a real leg up.

And let's be honest—the economic picture isn't making things easier. With slower growth, tighter state budgets, and rising costs, campuses will be under the microscope to deliver clear, measurable value to students, families, and policymakers. Community colleges will double down on job placement and deepen local partnerships. Regional publics and M1/M2 schools (especially those most dependent on tuition) will be under even more pressure to both prove ROI and keep enrollment steady. Privates and big research universities will defend their price tags and reputations with data showing alumni outcomes. Online and adult-focused schools? They'll keep leading the way on transparent outcome tracking. Liberal arts colleges, meanwhile, will have a tougher job, showing the power of community, purpose, and belonging, not just salaries and placements, in a world focused hard on numbers.


So yes, resources are tight and expectations are sky-high. ROI won't just be something we talk about, it'll be a survival strategy. We'll see the ROI mindset stretch beyond programs and degrees to include the partnerships and networks that support them. And in 2026? Success will depend on turning data into real action and showing, every step of the way, what you're worth, to students and to employers.

PREDICTION

Institutional ROI Scrutiny Sharpens for Professional & Continuing Education Units

By Julie Uranis, Senior Vice President, Online and Strategic Initiatives, UPCEA

As financial pressures mount, professional and continuing education units will be asked to justify their return on investment (ROI) more precisely. Just as institutional metrics are evolving within the learn and work ecosystem, so too will the metrics by which units will be measured. Metrics will extend beyond revenue, including learner outcomes, market alignment, cost per acquisition, and cross-unit integration. Agile, data-driven units will thrive, and as such, practitioners that understand their data and can present clear narratives will be stronger advocates for their professional and continuing education units and the learners they serve.

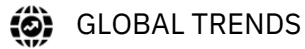
 FUNDING & FINANCE

PREDICTION

Budget Pressures Drive Online Program Surge and Rising Marketing Costs

By Kemi Jona, Vice Provost-Online Education and Digital Innovation, University of Virginia

Budgetary pressures will push more colleges and universities to launch new online programs, creating a surge in program offerings. This more crowded marketplace will in turn drive up marketing costs for all new and incumbent programs. The only winners will be Google and Meta ad businesses.



PREDICTION

Accountability & ROI: The Metrics Era Deepens Under GE/FVT and “Do No Harm” Frameworks

By Jordan DiMaggio, Vice President, Policy and Digital Strategy, UPCEA

In 2026, higher education institutions will face an intensified federal and public focus on measurable student outcomes as the Department of Education’s Financial Value Transparency (FVT) and Gainful Employment (GE) regulations take full effect. These frameworks will not only compare program-level debt-to-earnings and earnings-premium data, but also need to be considered alongside the emerging “Do No Harm” accountability model designed to protect students from enrolling in programs that fail to deliver a reasonable return on investment. These new approaches will likely expand beyond career education to include all programs receiving Title IV aid, signaling a major shift to performance-based consequences. Institutions can expect that low-performing programs, particularly those with high student debt and weak wage outcomes, will be subject to increased scrutiny, mandatory student warnings, and eventual loss of federal aid eligibility. Colleges that proactively align tuition, program length, and employment partnerships to improve earnings outcomes will be better positioned to withstand the growing expectation that higher education must prove its economic and social value to students and taxpayers alike.

 POLICY & REGULATION  CREDENTIALS & INNOVATION

PREDICTION

Federal and State Policy Begin to Reflect the New Learning Ecosystem

By Julie Uranis, Senior Vice President, Online and Strategic Initiatives, UPCEA

Watch for legislative and regulatory frameworks to begin adapting to new credential forms, alternative providers, and interoperability standards. Mandates focused on modalities and specific attributes [competency-based learning, stackable credentials, learning and employment records (LERs)] will become more commonplace. While some stakeholders have been keen on these concepts for years, they have shown deference to a seemingly never-ending list of pilots and innovation incubators that sequester institutional risk into one-off projects that can be jettisoned as institutional leadership and resources change. The patience of funders, governors' offices, and state legislatures regarding the pace of change in postsecondary education has worn thin. Institutional leaders should prepare for both opportunity and compliance, and fewer carrots along with an ever-increasing number of sticks.

 POLICY & REGULATION

PREDICTION

Workforce Pell: Implementation Challenges Amid Political, Fiscal, and Data Readiness Gaps

By Jordan DiMaggio, Vice President, Policy and Digital Strategy, UPCEA

As Workforce Pell becomes operational in mid-2026, institutions will navigate both administrative complexity and fiscal uncertainty. The grants, designed to extend Pell eligibility to short-term workforce programs lasting between eight and fifteen weeks (or 150-600 clock hours), will be prorated based on the maximum annual Pell award. One of the larger challenges for smooth implementation lies in uneven state readiness: many states are not yet equipped to track or report the data needed to demonstrate the quality and outcomes of noncredit workforce programs, a key requirement for eligibility. Some states lack the data systems to measure completion, employment, and earnings outcomes for noncredit learners, while others operate programs that simply would not meet the federal quality thresholds. This readiness gap could create inequities in access. Students in well-prepared states may benefit greater from Workforce Pell opportunities, while others are left waiting for systems to catch up, or programs to be approved.


Meanwhile, ongoing political pressure, particularly from Republican lawmakers and the Trump administration, to reduce the overall Pell maximum award could further constrain the impact of the initiative. Should that occur, the already modest Workforce Pell payouts would shrink further, undermining the program's intent to expand affordability and access to quality short-term training. In 2026, the success of Workforce Pell will hinge not only on federal rule clarity through negotiated rulemaking, but also on state data modernization, interagency coordination, and sustained funding commitments.

PREDICTION

The Chief Online Learning Officer (COLO) Becomes Central to Institutional Strategy

By Julie Uranis, Senior Vice President, Online and Strategic Initiatives, UPCEA

Online learning leadership has matured and so have the roles of COLOs. In 2026, expect COLOs to hold expanded influence on institutional strategy, operations, and innovation. Part oracles, part harbingers, COLOs have honed their skills to observe conditions, interpret data, and validate the apparent anecdotal shifts in student behaviors and preferences. COLOs will be increasingly integrated into executive leadership structures, likely finding new titles imbued with ‘innovation’, thus reflecting the mission-critical nature of online and professional education in sustaining institutional resilience.


 TEACHING & INNOVATION

PREDICTION

AI and Cost Critiques Drive Curricular Adaptation and Authentic Assessment

By Carmin Chan, Vice Provost, NAU Online, Northern Arizona University

With the proliferation of AI tools and critiques of the costs of obtaining a college credential, it will force continued adaptation of our curriculum and pedagogical approaches toward authentic forms of assessment over rote learning. Institutions that embrace applied learning, portfolios, meaningful feedback, and career-aligned engagement opportunities will be best positioned to weather the disruptions and scrutiny that was accelerated by the age of AI.

 TEACHING & INNOVATION



PREDICTION

Workforce Pell Readiness Will Fuel Institutional Strategies for Credit for Prior Learning (CPL)

By Amy Heitzman, Deputy CEO and Chief Learning Officer, UPCEA

The expansion of Workforce Pell creates a powerful new on-ramp for adult and working learners—but only if institutions deliberately connect these short-term programs to longer-term educational and career pathways. Funding alone will not deliver impact. Colleges and universities need a clear Credit for Prior Learning (CPL) strategy to ensure Workforce Pell investments translate into completion, mobility, and equity gains. Workforce Pell-eligible programs are short, skills-focused, and tightly aligned to labor market demand: attractive to working adults but risky if isolated. Without clear links to degrees or advanced credentials, students may gain an entry-level job but face a quick ceiling. CPL is the mechanism that turns short, Pell-funded programs into stackable building blocks rather than terminal endpoints. Strategically, institutions should:

- Embed CPL into program design, mapping Workforce Pell programs to credit-bearing pathways from the outset.
- Standardize CPL policies for industry certifications, noncredit coursework, and workplace learning to ensure transparency and scalability.
- Align noncredit and credit divisions through common outcomes, shared governance, and joint curriculum work.
- Track CPL usage and outcomes to demonstrate stronger persistence, credit accumulation, and wage gains among Workforce Pell learners.

In this environment, CPL is no longer a “nice-to-have” service—it is a core institutional capability. Institutions that pair Workforce Pell with robust CPL practices will be best positioned to grow enrollment, meet accountability expectations, and deliver visible value to learners, employers, and policymakers.



PREDICTION

Designing for the Learners Institutions Actually Need

By Kevin Shriner, Assistant Vice Chancellor, Digital and Online Learning, University of Nebraska-Lincoln

2026 will be the year institutions design for the learners they actually need. The growth market is the "some college, no credential" adult and returning learners who need flexible, well-structured online pathways that honor prior learning, build on work experience, and lead to real economic mobility. Institutions that align short-form learning with degree pathways and invest in strong instructional design will see gains in both enrollment and outcomes.



WORKFORCE & EMPLOYER NEEDS



CREDENTIALS & INNOVATION



ENROLLMENT & DEMOGRAPHICS



TEACHING & INNOVATION



PREDICTION

Blurring Lines Between Academic Credit, Professional Learning, and Workforce Credentials

By Melissa Jimenez, Credential Innovation, Colorado Community College System

In 2026, the lines between traditional academic credit, professional learning, and workforce credentials will continue to blur. Institutions that successfully integrate credit for prior learning (CPL) with digital badging and credentialing ecosystems will be best positioned to serve today's evolving learner and earner pathways. However, many learners still need thoughtful guidance to understand the value and purpose of digital badges, and most employers have not yet fully incorporated them into hiring and advancement practices. As awareness and adoption grow, higher education can play a pivotal role in connecting these efforts by helping learners translate their achievements into credentials that hold value in both academic and workforce settings.



WORKFORCE & EMPLOYER NEEDS



CREDENTIALS & INNOVATION



ENROLLMENT & DEMOGRAPHICS

CONCLUSION

From Prediction to Preparedness

The story of 2026 in higher education will be one of transformation and tension. Institutions that adapt to demographic and financial pressures, harness AI, and align programs with workforce needs will not only endure but lead.

Across these predictions, a shared imperative emerges: to design systems that are transparent, equitable, and responsive to lifelong learners. Professional and continuing education are no longer peripheral—they are central to institutional strategy and impact.

Ultimately, success will come to those who turn insight into action, translating prediction into preparedness and commitment into measurable progress. The challenges ahead are significant, but so is the opportunity to redefine higher education for the next era of learners.

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