



Competency Based Education and the UW Flexible Option

Aaron Brower

Provost and Vice Chancellor

University of Wisconsin – Extension

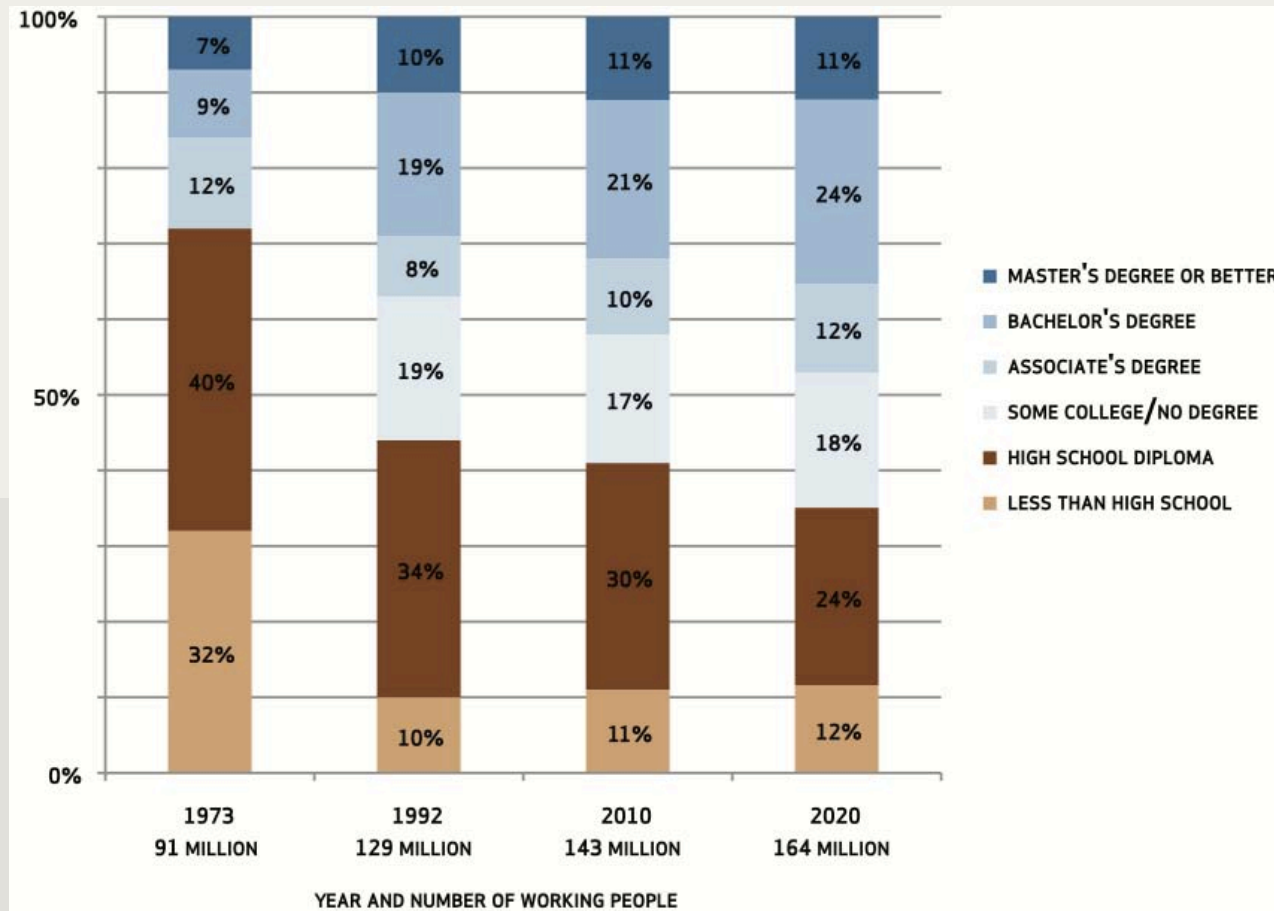
aaron.brower@uwex.edu

Why is CBE so Hot Now?

The Transition in Higher Ed

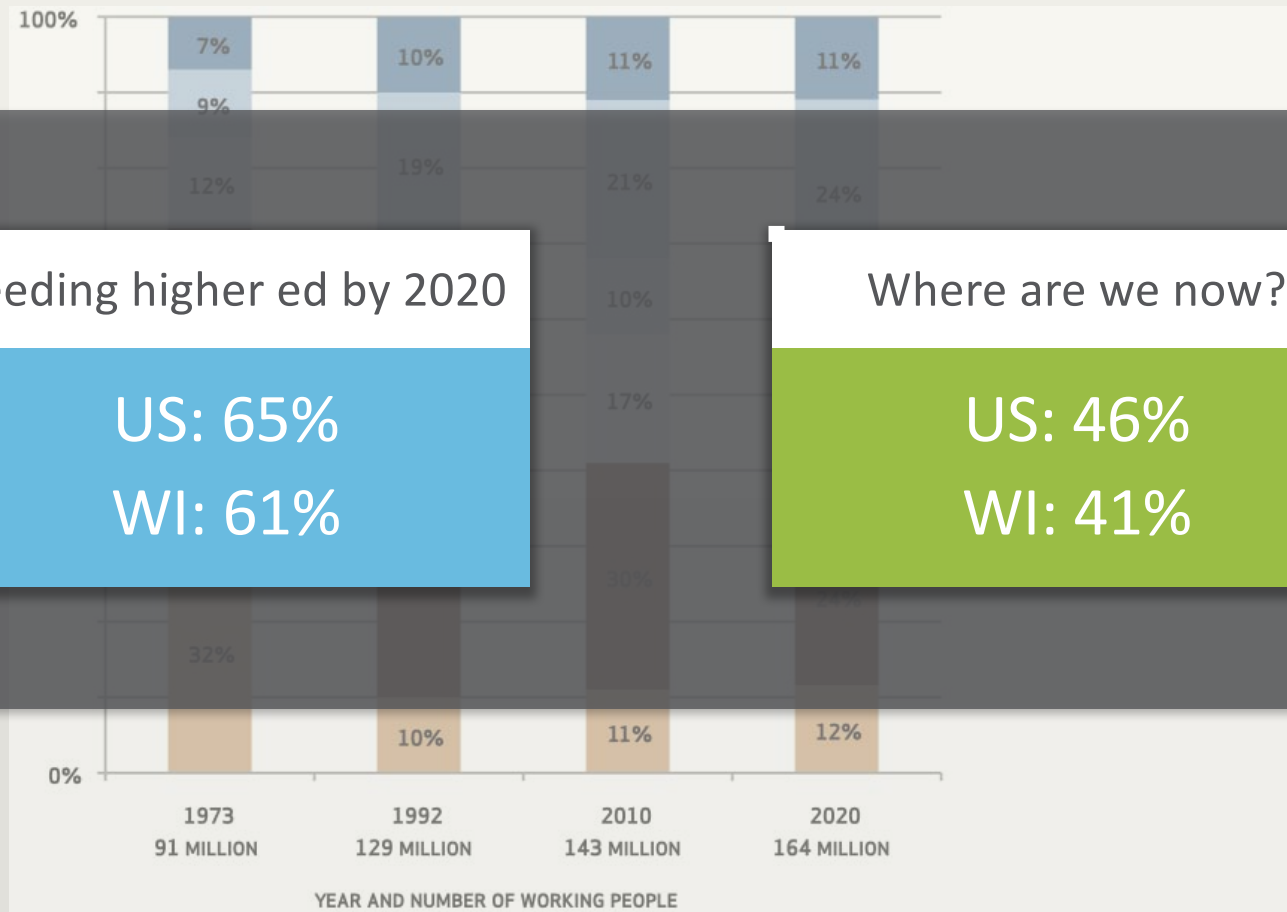
1. Increased need for higher ed
2. Demographics of those seeking higher ed
3. State funding and fiscal models
4. Technology

2020 Jobs Require More Education



Source: Carnevale, Anthony P. et al. (2013). Recovery: Job growth and education requirements through 2020. https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.FR_Web_.pdf

2020 Jobs Require More Education



Needing higher ed by 2020

US: 65%
WI: 61%

Where are we now?

US: 46%
WI: 41%

Source: Carnevale, Anthony P. et al. (2013). Recovery: Job growth and education requirements through 2020. https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.FR_Web_.pdf

- 15.6 million undergrads in 2001
- 18.1 million undergrads in 2011
- 20.3 million by 2021

More students are seeking higher ed than ever before

Source: http://nces.ed.gov/programs/coe/pdf/coe_cha.pdf







Only 15-25% are “Traditional” Students

- 75-85% not full-time, not 18-24, not living in or around campus
- 33% undergrads work full-time & 44% work part-time
- Nearly 25% undergrads are parents
- 38% are over age 25 and 25% are over 30

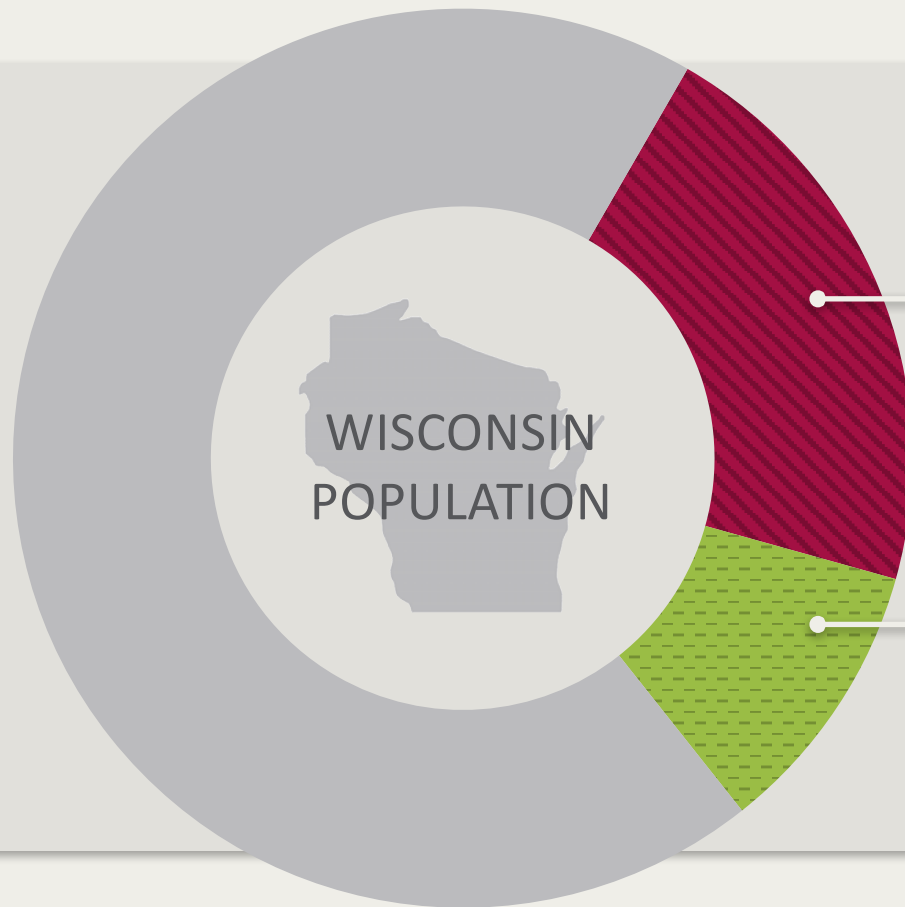
Only 15-25% are “Traditional” Students

Source: ACE President Molly Broad Feb. 2013 presentation to UW Board of Regents, <http://www.acenet.edu/news-room/Documents/Post-Traditional-Learners.pdf>

- 43% attend 2-year colleges
- About half of degrees awarded are “sub-baccalaureate”

Only 15-25% are “Traditional” Students

Source: ACE President Molly Broad Feb. 2013 presentation to UW Board of Regents, <http://www.acenet.edu/news-room/Documents/Post-Traditional-Learners.pdf>



21% (over 800,000)

Nontraditional students needing higher ed

8%

Seek higher ed from any source
(public, private, profit, nonprofit)

What will attract more students? *What do students want?*

- 60% of nontraditional students are driven by career advancement
- 70% are focused on lower tuition and fees
- 51% identified self-paced completion as very important
- 47% want and need credit for life/work experience through an exam
- 44% want accelerated completion options
- 43% want options to test out of courses for faster completion

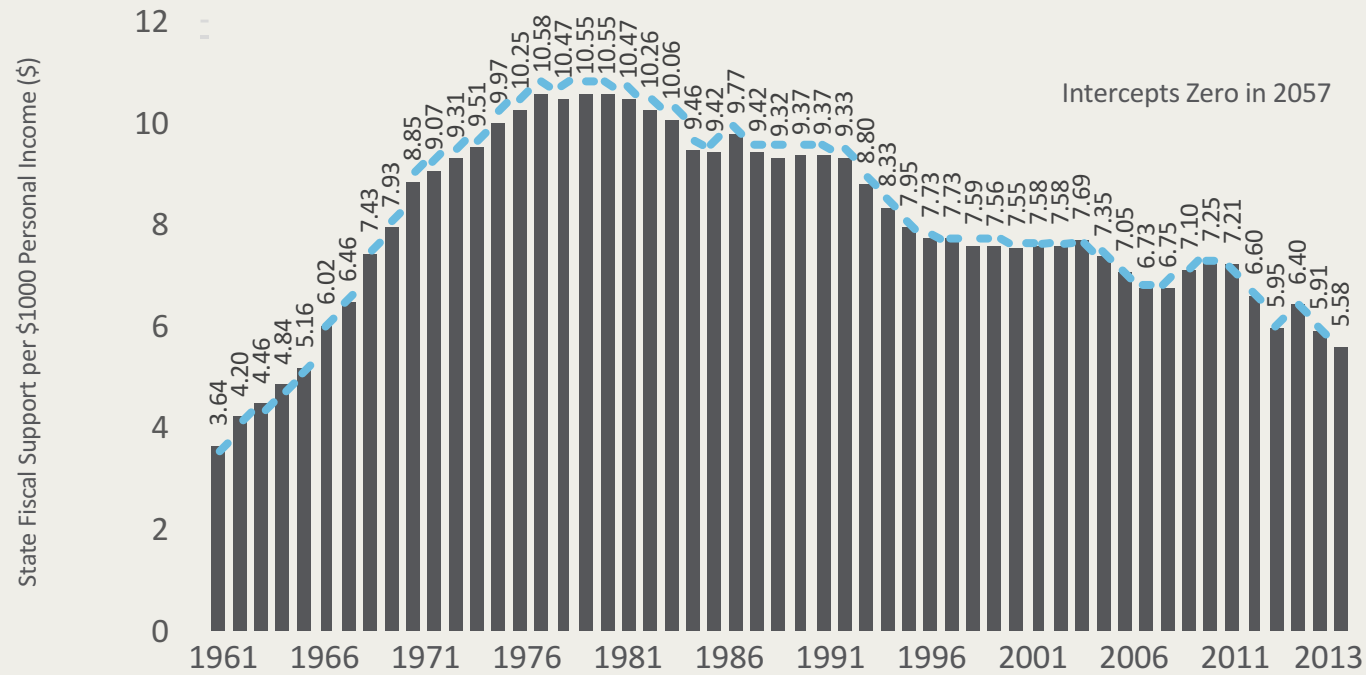
Source: Closing the Degree Completion Gap: Challenges and Opportunities, Eduventures, May 2014.

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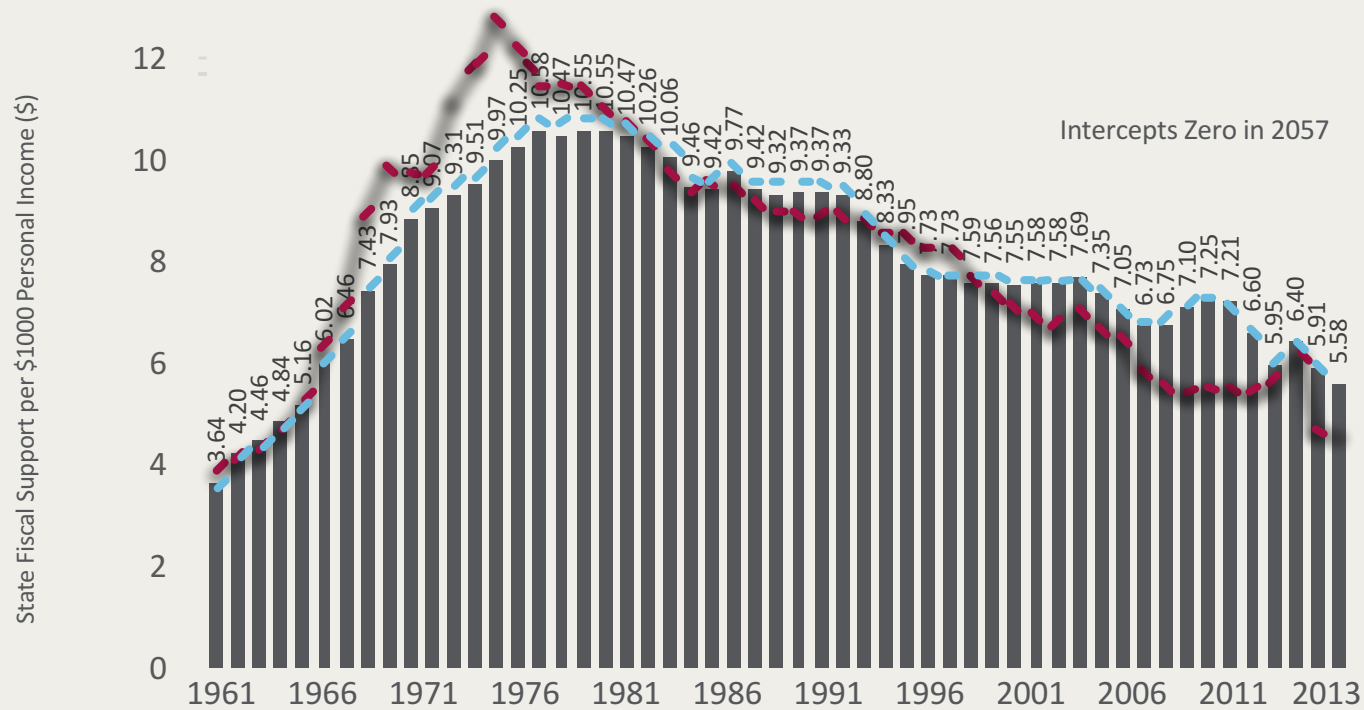
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State Fiscal Support for Higher Education per \$1000 of Personal Income
FY1961 to FY2013



Source: Pell Institute for the Study of Opportunity in Higher Education, February 2013.

State Fiscal Support for Higher Education per \$1000 of Personal Income
FY1961 to FY2013



Wisconsin Fiscal Support for Higher Education per \$1000 of Personal Income
FY1961 to FY2013

Source: Pell Institute for the Study of Opportunity in Higher Education, February 2013.

What Happens in an Internet Minute?



And Future Growth is Staggering



In Google world, classrooms go from this...



To this...





The Future of Public Higher Education

- Accessible to new populations – adult & returning students will grow the pie
- Need for new funding models, particularly for public education
- Built around project based learning
- Blended learning – using technology and face-to-face wisely

THE
Higher Education
MINDSHIFT

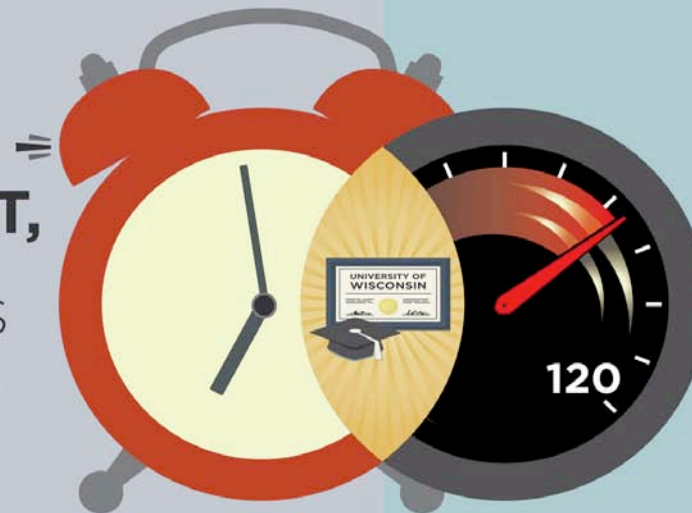
CREDIT-HOUR

FOCUS ON TEACHING

COMPETENCY-BASED

FOCUS ON LEARNING

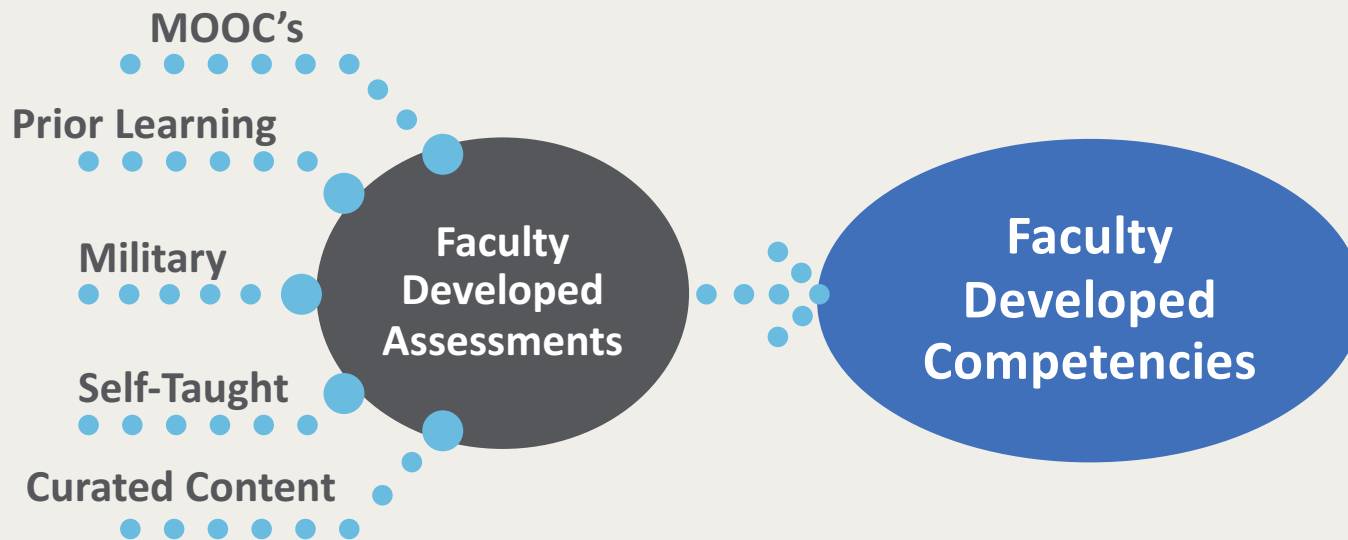
TIME IS
CONSTANT,
BUT
LEARNING IS
VARIABLE



TIME IS
VARIABLE,
BUT
LEARNING IS
CONSTANT

 **UW flexible option**
UNIVERSITY OF WISCONSIN SYSTEM

Direct Assessment CBE





flex.wisconsin.edu



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Flex YOUR POTENTIAL.

Earn a University of Wisconsin degree at your pace, on your schedule, using knowledge you already have.

Find out if the UW Flexible Option is right for you!

[TAKE THE FLEX FIT SURVEY](#)



YOU'RE SMART.

Hardworking. You have the potential to go far.

But without a college degree, it's not easy to get ahead. You'd like to go back to school, but how would you make it fit?

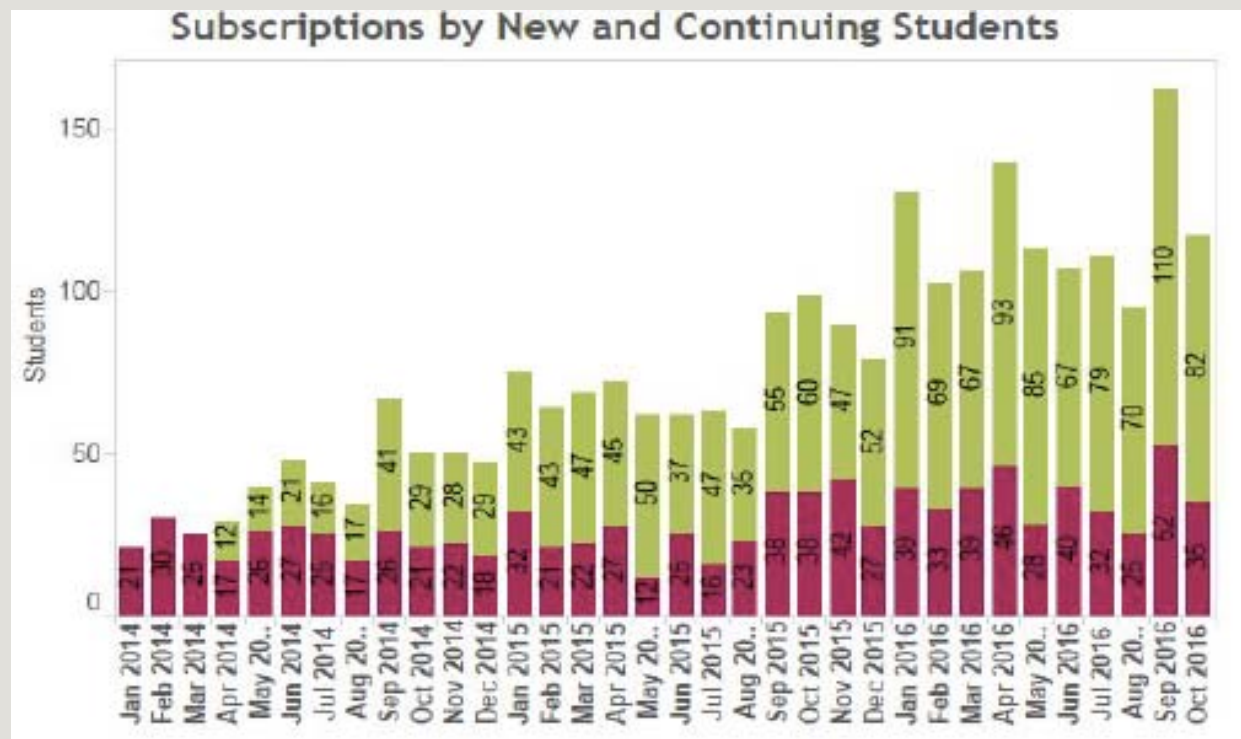
UW Flex is a Partnership Model



- BS Nursing
- BS IT
- BS Diag. Imag.
- AAS
- Certificates in
 - Prof./Bus. Com.
 - Sales, Global Skills, Proj. Man.
 - Sub. Abuse Counseling
- BS Bus. Admin.
- MS GIS (2017)

How's it working? (since launch in Jan 2014)

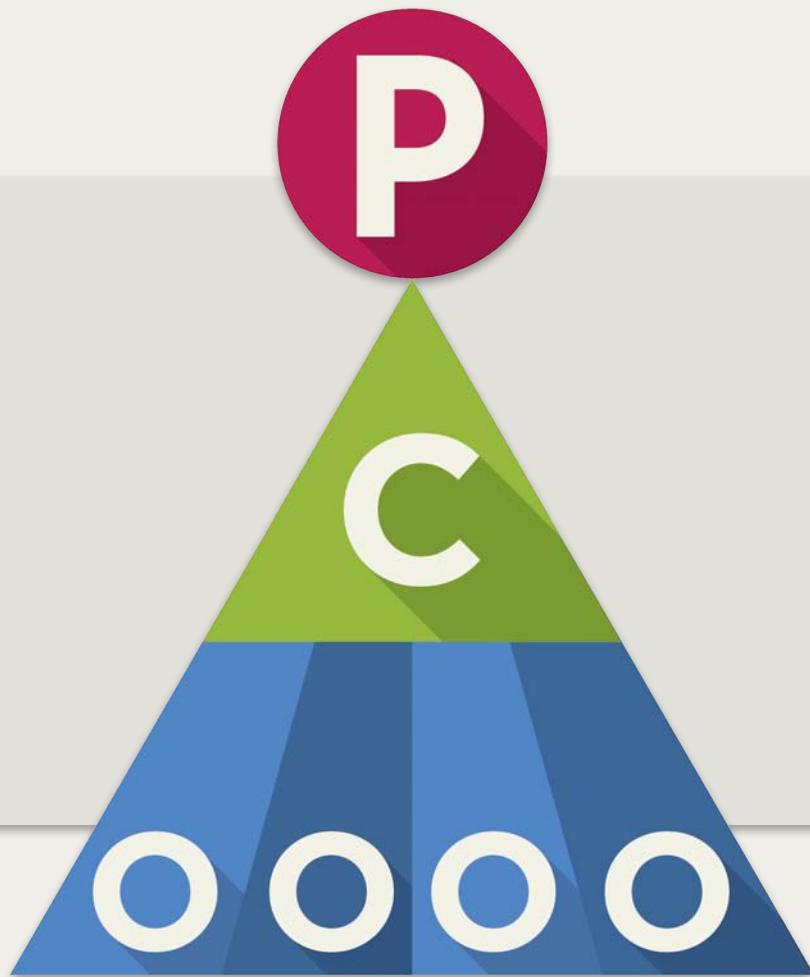
- **Enrollments:** 2,547
- **Headcount:** 966
- **Retention:** 68%
- **Age:** 48% between 31-45
- **Gender:** Slightly more women
- **Employment:** Almost all working full or part time
- **In State:** 72%
- **Financials:** Will break even within 5 year projection



Note: Data in this chart represents "unique headcount" (i.e., no duplicates).

Key Structural Features of UW Flex:

- Backward design, integrated curriculum
- Faculty from across UW; unbundled roles
- 3-month subscription periods
- Start at beginning of any month
- All-You-Can-Learn pricing
- Cost-recovery business model
- “No asterisk on diploma”



**Curriculum Structured as
Competency Hierarchies**

**Students Assessed Thru
Projects**

Rubrics Guide Assessments

The Student Experience



Carla Lundeen

RN Case Manager at Western WI Cares
Bachelor of Nursing



“Here’s how I approach Flexible Option assessments: First, I look at the assessments and try to figure out the big picture. Then I go back and fill in the places I know I have the knowledge; then I look at the gaps in my knowledge. For example, one of the first projects I had to do was on quality management—that’s what I do for a living.”

What do Students do?



Practice & Proctored Assessments

- Assessed on projects
- Applied in their lives
- Projects composed of competencies
- Graded through rubrics
- Graded as “mastered” or “not yet mastered”
 - Mastery threshold determined per competency

What do Students do?

- Work with Academic Success Coach
 - Create *Individual Learning Plan*
 - Weekly contact
- Engage with curriculum
 - Competencies
 - Curated content
 - Assessments
- Work with Faculty for content assistance



What do Faculty do?

- Develop competencies, assessments & rubrics
- Curate content
- Evaluate assessments
- Provide feedback
- Correspond with ASCs & students
- Regularly refresh curriculum



NOTE: not all faculty perform all roles

What do Academic Success Coaches do?



Masters-Level Professionals

Provide Wrap-Around & Proactive Tutoring, Mentoring, Advising

(85:1 ratio; proactive contact once/week)

- Assigned at registration; continues through graduation
- Create a customized learning plan & timeline w/student
- Provides “foundational” tutoring, overseen by faculty
- Connects student to specialized resources
- Helps keep student on track, provides guidance based on feedback received from faculty and assessments



Moving from Credits to Competencies



- **New educational model**

- Self-paced vs. semesters
- Multiple paths thru curriculum
- Wrap-around and proactive support
- Flexible delivery blends technology with F2F
- New roles and workloads for faculty & staff

- **New operational model**

- *Student Engagement System* (integrated SIS/CRM/LMS) for admissions, bursar, registration, transcripts, financial aid not based on credits
- Efficiencies through collaboration, standardization

- **New business model**

- Self-supporting & intended to scale
- No ongoing direct state support

First in the Nation Challenges & Opportunities

Federal & State Policy



- HLC & Disciplinary Accreditors, US Dept of ED
 - *Financial Aid*
 - *Direct Assessment*
 - *Experimental Sites*
- Institutional Policies & Practices

Infrastructure & Backend Operations



- No off-the-shelf
 - *Creating own Student Engagement System*

Program Array & Institutional Culture



- Market-driven decisions
 - *...to build new programs*
 - *...to modify/close existing programs*
- New roles & workload expectations



UW flexible option

UNIVERSITY OF WISCONSIN SYSTEM

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aaron.brower@uwex.edu