WGU NEVADA OVERVIEW

LEGISLATIVE COMMITTEE ON EDUCATION

MARCH 30, 2016

WGU NEVADA™

OUTLINE

TOPICS

- WGU Overview

- WGU Nevada Overview

- Competency-Based Education

QUESTION TO CONSIDER

- What might an anytime, anyplace, competency-based system of learning look like in Nevada?

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TODAY: NATIONAL LANDSCAPE

- 68,000 students
- 56,000 graduates in 15 years
- Largest private, nonprofit, nondenominational university in the country.
- Only university in the history of American higher education to have earned accreditation from four regional accrediting commissions (NWCCU, HLC, ACCJC, WASC).
- 3,600 employees
- National leadership role in:
  - High quality, low cost higher education
  - Competency-based education
  - Helping students be successful
  - Technology-based education

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THE START

Established in 1997 by 19 U.S. governors, including former Nevada governor Bob Miller, to expand affordable access to higher education.

THE NEED

- Over 37 million in the U.S. with some college, but no degree.
  - Over 300,000 Nevadans with some college, but no degree.
- Increased and competing demands for public investment in state services.
- Workforce gap: 60% of jobs will require a bachelor's degree by 2018.

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NATIONAL BOARD OF TRUSTEES

NATIONAL ADVISORY BOARD

- AT&T
- CenturyLink
- Dell Computer
- Bill & Melinda Gates Foundation
- Google
- Hewlett-Packard
- Hospital Corporation of America
- Lumina Foundation
- J. Willard and Alice S. Marriott Foundation

- Microsoft
- Oracle
- Robert Wood Johnson Foundation
- Simmons Media Group
- Alfred P. Sloan Foundation
- Tenet Healthcare
- Wasatch Property Management
- Zions Bank

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ACADEMIC PROGRAM GOVERNANCE

- Several councils comprised of academicians and industry experts in the various fields of knowledge.
  - Academic Leadership
  - Assessment Council
  - Health Professions Program Council
  - Nursing Program Council
  - General Education Council
  - Business Program Council
  - Information Technology Program Council
  - Education Program Council

ACADEMIC COLLEGES & PROGRAMS

TEACHERS COLLEGE

- B.A. Interdisciplinary Studies (K—8)
- B.A. Special Education (K—12)
- B.A. Mathematics (5—9 or 5—12)
- B.A. Science (5—9)
- B.A. Science (Chemistry, 5—12)
- B.A. Science (Physics, 5—12)
- B.A. Science (Biological Science, 5—12)
- B.A. Science (Geosciences, 5—12)
- Post-Baccalaureate Teacher Preparation, Elementary Education (K—8)
- Post-Baccalaureate Teacher Preparation, Mathematics (5—9 or 5—12)
- Post-Baccalaureate Teacher Preparation, Science (5—9 or 5—12)
- Post-Baccalaureate Teacher Preparation, Social Science (5—12)
- M.A. Teaching, Elementary Education (K—8)
- M.A. Teaching, English (5—12)
- M.A. Teaching, Mathematics (5—9 or 5—12)
- M.A. Teaching, Science (5—9 or 5—12)
- M.A. Teaching, Social Science (5—12)
- M.S. Curriculum and Instruction
- M.S. Special Education (K—12)
- M.S. Educational Leadership
- M.A. English Language Learning/English as a Second Language (PreK—12)
- M.Ed. Instructional Design
- M.Ed. Learning and Technology
- M.A. Mathematics Education (K—6, 5—9, or 5—12)
- M.A. Science Education (5—9)
- M.A. Science Education (Chemistry, 5—12)
- M.A. Science Education (Physics, 5—12)
- M.A. Science Education (Biological Science, 5—12)
- M.A. Science Education (Geosciences, 5—12)
- Endorsement Preparation Program, English Language Learning (PreK—12)
- Endorsement Preparation Program, Educational Leadership

COLLEGE OF BUSINESS

- B.S. Business Management
- B.S. Business—Healthcare Management
- B.S. Business—Human Resource Management
- B.S. Business—Information Technology Management
- B.S. Marketing Management
- B.S. Accounting
- Master of Business Administration
- MBA Information Technology Management
- MBA Healthcare Management
- M.S. Integrated Healthcare Management
- M.S. Management and Leadership
- M.S. Accounting

COLLEGE OF IT

- B.S. Information Technology
- B.S. Information Technology—Network Administration
- B.S. Information Technology—Security
- B.S. Software Development
- B.S. Health Informatics
- M.S. Cybersecurity and Information Assurance
- M.S. Information Technology Management

COLLEGE OF HEALTH PROFESSIONS

- B.S. Nursing (RN to BSN online)
- B.S. Nursing (Prelicensure)
- B.S. Health Informatics (from the College of Information Technology)
- B.S. Business—Healthcare Management (from the College of Business)
- M.S. Nursing—Education (for RNs with BSNs)
- M.S. Nursing—Leadership and Management (for RNs with BSNs)
- M.S. Nursing—Education (RN to MSN Option)
- M.S. Nursing—Leadership and Management (RN to MSN Option)

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ENROLLED STUDENTS: DECEMBER 2015

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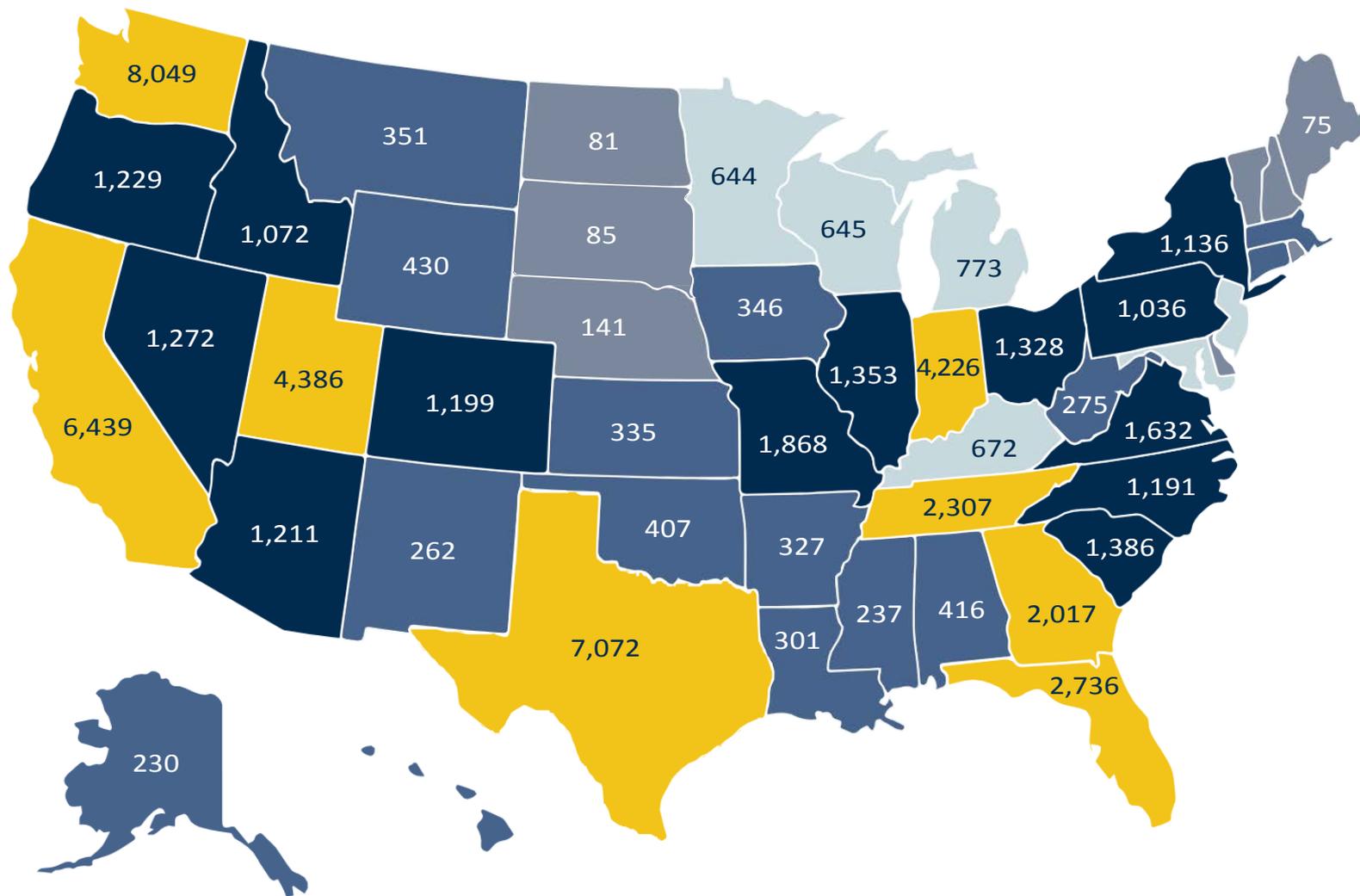
GROWTH

- Enrollment Growth
  - 21% compound 5-year annual growth in enrollment
    - December 2011: 29,600 students
    - December 2015: 64,000 students
  - Distribution of students
    - Undergraduate: 78%
    - Graduate: 22%
- Growth in Cumulative Graduates
  - 43% compound 5-year annual growth in graduates
    - December 2011: 13,300
    - December 2015: 56,600

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STUDENT SNAPSHOT

- The average student age is 37; student ages range from 17 to 77.

- 71% of students are classified as underserved.

- 40% are first-generation college students.

- 28% are ethnic minorities.

- 12% are active military, veterans, or military family members.

- 73% of students receive financial aid.

- 40% of undergraduates receive Pell Grants.

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DELIVERING A QUALITY STUDENT EXPERIENCE

The 2015 National Survey of Student Engagement (NSSE) polled more than 315,000 students from nearly 600 U.S. and Canadian institutions.

Students gave WGU very high marks, well above the national average, in the following key areas:

	WGU	National
Acquisition of job-related knowledge and skills	79%	69%
Challenged to do their best work	77%	60%
Quality of interactions with faculty	72%	60%
Quality of academic support	85%	73%
Would attend the same institution again	92%	82%
Rating of entire educational experience	93%	87%

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DELIVERING VALUE

Comparison of results from a 2015 Harris Poll Online survey of 1,255 new college graduates nationwide with a survey of 1,144 WGU graduates.

Graduate Satisfaction	WGU	National
Majority of competencies related to work	80%	65%
Recommended university to others	96%	75%
Satisfied with overall experience	82%	69%

Employment Outcomes	WGU	National
Total employed	94%	89%
Employed in degree field	86%	76%
Employed full time	86%	74%

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EMPLOYER SATISFACTION

2015 SURVEY OF 305 EMPLOYERS BY HARRIS POLL

- **100**% **said** that their WGU graduates **were prepared for their jobs.**

- **98**% **said** that WGU graduates **meet or exceed expectations**; **92**% **said** WGU graduates **exceed expectations.**

- **93**% rated the **job performance** of WGU graduates as **excellent or very good.**

- **94**% of employers **rated the "soft skills"** of WGU grads as **equal to or better than those of graduates from other institutions.**

WGU alumni report higher levels of engagement at work—**21% higher than the national average.**

— WGU-Gallup 2015 Report

WGU GRADUATES

WGU GRADUATES HAVE GREAT JOBS AND GREAT LIVES
GALLUP SURVEY RESULTS

	WGU	National
My university was the perfect school for people like me.	92%	65%
I had a mentor who encouraged me.	89%	53%
My university is passionate about the long-term success of its students.	80%	59%
I was challenged academically.	83%	77%
My education was worth the cost.	91%	65%

WGU alumni are almost twice as likely as graduates from other U.S. universities to be thriving in all elements of well-being — purpose, social, financial, community, and physical.

— WGU-Gallup 2015 Report

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AFFORDABILITY

- Self-sustaining on tuition of $6,000 per year, no increases in 8 years.

- Default rate of 5.0% compared to 11.8% nationally.

- Reduced federal loan borrowing per student from $7,900 to $4,800 last year, resulting in over $93M less borrowing.

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RETURN ON INVESTMENT

- WGU graduates on average **earn $10,600 more within 1–2 years of graduation.** With an average cost of $15,000 for a bachelor's degree, the return on investment of a WGU degree is less than 2 years.

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RECENT RECOGNITIONS

- Best Value
  - Highest score out of 1,100 education schools and programs.
    - Quality, affordability, preparation of future teachers for the realities of the classroom
- National League for Nursing named WGU's nursing programs as a 2015 Center of Excellence along with Duke University, UTA, NYU, and LSU.
- WGU ranked fourth in the nation for the volume of nurses produced (bachelor's and master's degrees) with minority backgrounds (Diverse).
- USA Funds awarded WGU a certificate of excellence for reducing its federal student loan default rate.
  - Improved to 5.0% from 6.6% (less than half the national average for both public and private universities (11.8%)

STATE PARTNERSHIPS

- **6 states**   **launch enrollment**   **current enrollment**

6 states	launch enrollment	current enrollment
Indiana	250	4,200 in 5 ½ years
Washington	1,000	8,100 in 4 ½ years
Texas	1,800	7,100 in 4 years
Missouri	450	1,900 in 2 ½ years
Tennessee	700	2,300 in 2 ½ years
Nevada	800	1,300 in 6 months

- Benefits to the State:
  - Higher awareness and enrollment in WGU
  - Low cost, high quality education for working adults
  - Self-sustaining – scalable without ongoing state funds
  - Transfer pathway for community college graduates
  - Fastest way to increase the number of college graduates
  - Meets key workforce needs
  - Results in significantly higher family income
  - Makes children far more likely to graduate from college

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5-YEAR STRATEGIC PLAN

- 4 Colleges- Bachelor's and Master's Degrees (2-4 new degrees/year)
  - Business 30-35%
  - Healthcare 25-30%
  - Teacher Education 20%
  - IT 15-20%
- Undergraduate 70%, Graduate 30%
- Hold tuition at current rate

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WGU NEVADA'S MISSION

- Improve quality and expand access to post-secondary educational opportunities by providing a means for individuals to learn independent of time or place and to earn competency-based degrees and other credentials that are credible to both academic institutions and employers.

NEVADA ADVISORY BOARD MEMBERS

- Dr. Dana Bennett, President, Nevada Mining Association
- Assemblywoman Teresa Benitez-Thompson, Co-Assistant Minority Floor Leader, Nevada Legislature
- Denice Miller, SVP of Government Affairs, MGM Resorts International
- Sandy Colón Peltyn, Member, Nevada State Board of Medical Examiners; Board Chair, Dignity Health-St. Rose Board of Directors
- Walt Rulffes, Former Superintendent, Clark County School District
- Michelle Sanchez-Bickley, VP of Human Resources, Renown Health
- Todd Sklamberg, CEO, Sunrise Hospital
- Judy Stokey, VP of Government and Community Relations, NV Energy

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REVOLUTIONIZING THE LEARNING MODEL

Traditional Model
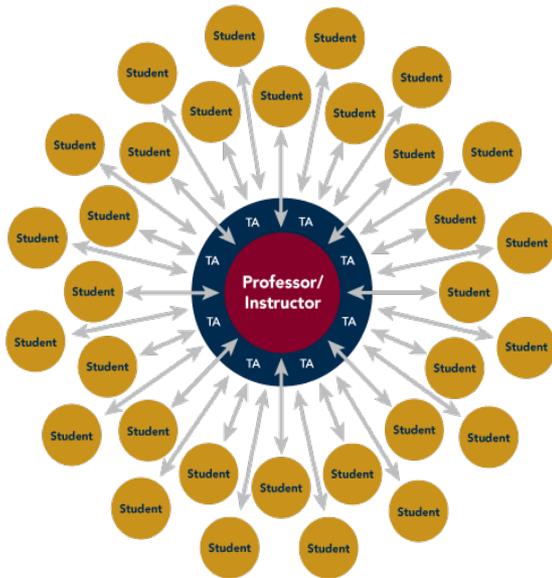
WGU's Model
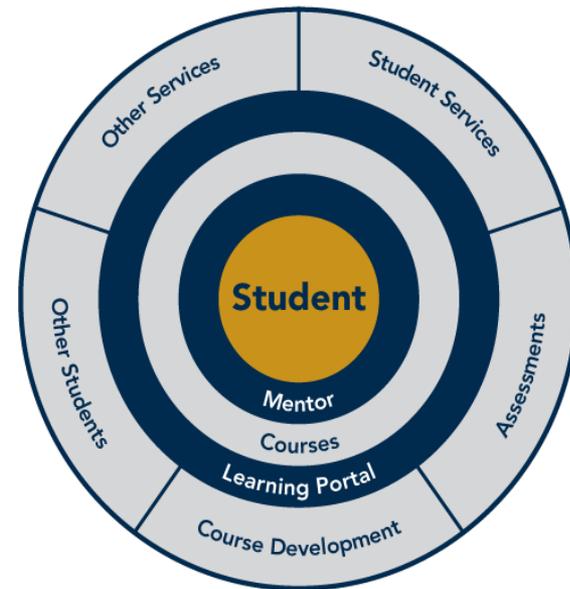
TIME-BASED CONCEPTS WITHIN OUR EDUCATIONAL SYSTEMS

- 20th century model of learning is dictated by the clock
  - Time is the primary constant
    - Higher Ed (Bachelor's degree:120 credit hours; 40 3-credit courses; 4 years; 15-week semesters; 40 contact hours per 3-credit course * 5 courses = 200 seat-time hours per 15 credits; 200 seat-time hours * 8 semesters = 1,600 hours)
    - K-12 (180 days; 5 ½ hours of instruction per day; first, second, third, and fourth quarters
  - Time has become a proxy for measures of learning

COMPETENCY-BASED EDUCATION

- Competency-based education (CBE) measures learning rather than time. Most traditional learning models hold time constant, with fixed-length semesters, and let learning vary.

- Students come to college with varying levels of knowledge and very different learning styles, and CBE lets them move quickly through what they already know so they can focus on the things they still need to learn.

- Only university in the country offering competency based degree programs at scale.

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# WHAT MAKES COMPETENCY-BASED EDUCATION DIFFERENT

- Measures learning rather than time.

- Competencies—what students need to learn and know—are developed in collaboration with key employers.

- Learning is self-paced, modular, and technology-based.

- Faculty work with students one-on-one, from the day they enroll until the day they graduate.

- Students demonstrate what they know and spend their study time focusing on what they still need to learn.

- Learning is measured through assessments: objective tests, projects, papers, and presentations.

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MEASURING LEARNING

"Many traditional courses are designed with learning outcomes or competencies in mind, **_yet students are typically exposed to a common set of materials (e.g., syllabus, textbook, lecture topics) and are required to sit through full courses regardless of when the material is mastered_**. In contrast to traditional courses, competency-based programs allow for substantial variation in the content and structure used to achieve mastery of competencies."

(Rand Report, 2015)

SELF-PACED SCENARIOS
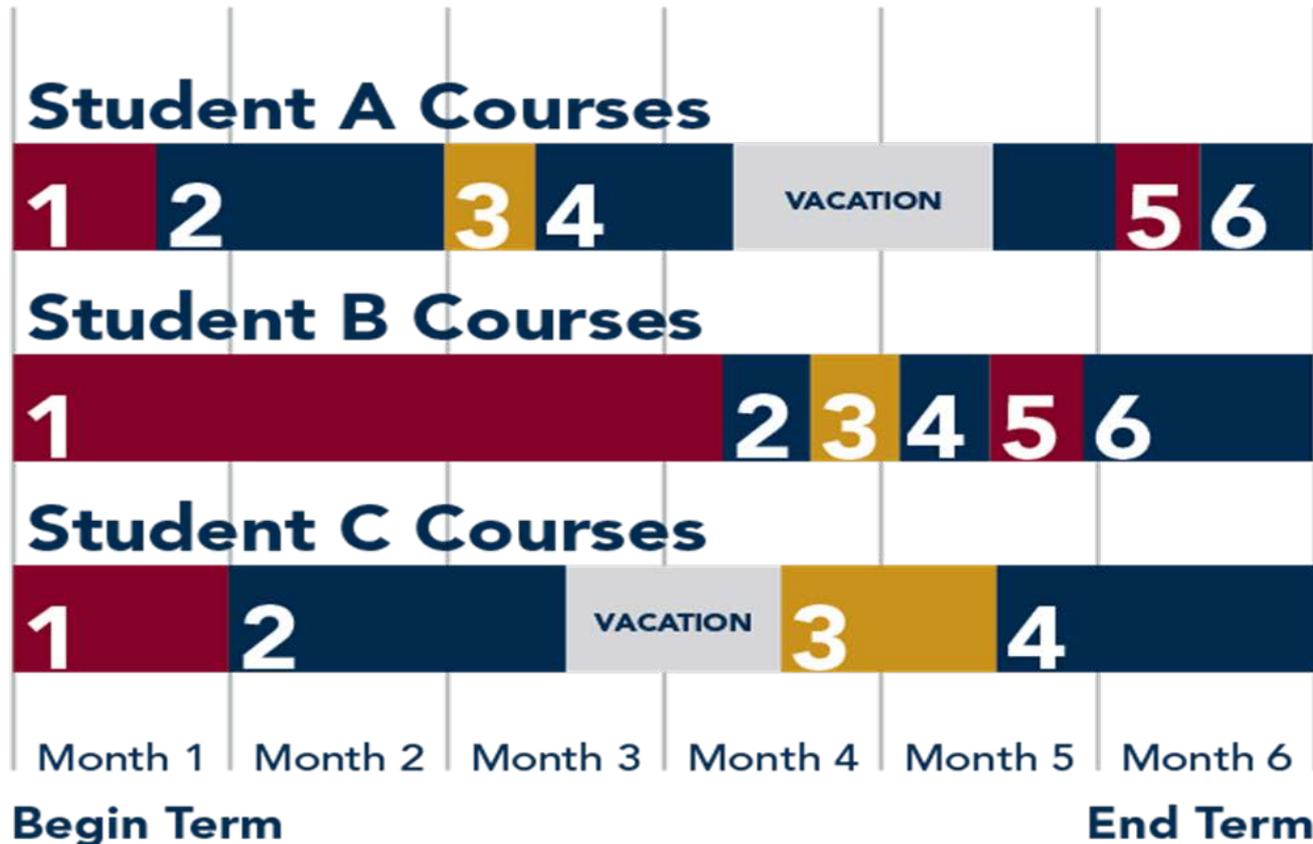
LANDSCAPE OF CBE PROGRAMS

- Two distinct approaches, but common philosophy: Values and rewards what a student knows and is able to do, regardless of how the student learned, where the student learned, and how long it took the student to learn—as long as the learning is at the college level.
  - Competency-based coursework leading to a degree (Credit-Hour Mapped)
    - Mastery of new content
    - Completion of required competencies equates to completion of the number of credit hours of the course
    - Program decoupled from seat time
    - Fixed-term
  - Prior learning / direct assessment (PLA)
    - Grants credit for content that a student has previously mastered
    - Forms of PLA: AP, IB, CLEP, DSST
    - Non-term (typically)

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A GROWING INTEREST

- Only a handful of HEIs offered CBE programs in the mid-90's.
- Today, more than 50 HEIs offer CBE programming with over 200,000 total students enrolled.
  - Roughly half of these HEIs only offer PLA and revert to the traditional, time-based model for delivery / assessment of new material.
- Approximately 400 HEIs are in some phase of CBE program exploration and / or development.
- By 2020, it's estimated that over 700 HEIs will offer CBE programs with total enrollments exceeding 500,000 students (Eduventures).

CBE PROVIDERS (CBEN)

- Antioch University (Ohio),
- Brandman University (Calif.)
- Broward College (Fla.)
- Capella University (Minn.)
- Central New Mexico Community College
- Charter Oak State College (Conn.)
- City University of Seattle
- Concordia University (Wisc.)
- Danville Community College (Va.)
- Davenport University (Mich.)
- DePaul University (Ill.)
- Excelsior College (N.Y.)
- Kentucky Commonwealth College (University of Louisville and Western Kentucky University)
- Kentucky Community & Technical College System
- Lipscomb University (Tenn.)
- Lord Fairfax Community College (Va.)
- Los Angeles Trade-Technical College

- Northern Arizona University
- Purdue University (Ind.)
- Rasmussen College (Minn.)
- Salt Lake Community College
- Southern New Hampshire University
- Southwestern College (Kan.)
- Texas Higher Education Coordinating Board (South Texas College and Texas A&M University-Commerce)
- Thomas Edison State College (N.J.)
- University System of Georgia
- University of Maine at Presque Isle
- University of Maryland University College
- University of Michigan
- University of Texas System
- University of Wisconsin-Extension
- Walden University (Minn.)
- Westminster College (Utah)

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CBE CHARACTERISTICS

- –Self-paced curriculum

- –Online delivery

- –Reliance on assessments to demonstrate mastery

- –Reoriented / unbundled faculty roles

- –Enhanced student support

- –Tuition structures decoupled from SCH

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WGU: SHARING THE MODEL

- Partnering on U.S. Department of Labor TAACCCT Grant to help Austin, Broward, and Sinclair Colleges develop competency-based information technology programs—more than 300 students now enrolled.

- With funding from the Bill and Melinda Gates Foundation and the Lumina Foundation, helping community colleges in Washington, Indiana, Texas, and Florida develop competency-based degree programs.

- Delivering conferences and webinars for colleges and universities across the country to develop effective competency-based education programs.
  - WGU hosted the Competency-Based Education for Community Colleges (CBE4CC) workshop in Denver, CO, in June 2015. Teams from 60 colleges in 23 states attended sessions focused on strategy and planning, employer collaboration, curriculum, the student experience, and program delivery.
    - Considerations: Learning management system, course development, system integration, financial aid, faculty roles (SME's, instructional, evaluation)

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WGU: PROMOTING COMPETENCY-BASED EDUCATION

- Working with Congress and the Department of Education to create legislation and regulations that encourage innovation, including competency-based education.

- Collaborating with state agencies to gain wider recognition and acceptance.

- Helping accrediting organizations understand competency-based education and provide for the model in their standards.

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FUTURE CONSIDERATIONS FOR NEVADA

- Provide flexibility from time-based systems in statute or rule.

- Encourage policies that recognize anytime, anywhere learning.

- Align accountability systems to competency-based learning environments.

- Facilitate acceptance of competency-based diplomas and credits by higher education.

- Excellence in Education

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