



Competency-Based Education

Craze or way forward for online learning?

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Quality Matters

2 November 2015

Agenda

- **Adult & Online Enrollment Trends- what is going on?**
- CBE- solution or craze?

The rise and fall of adult higher education enrollment



Source: IPEDS and BLS

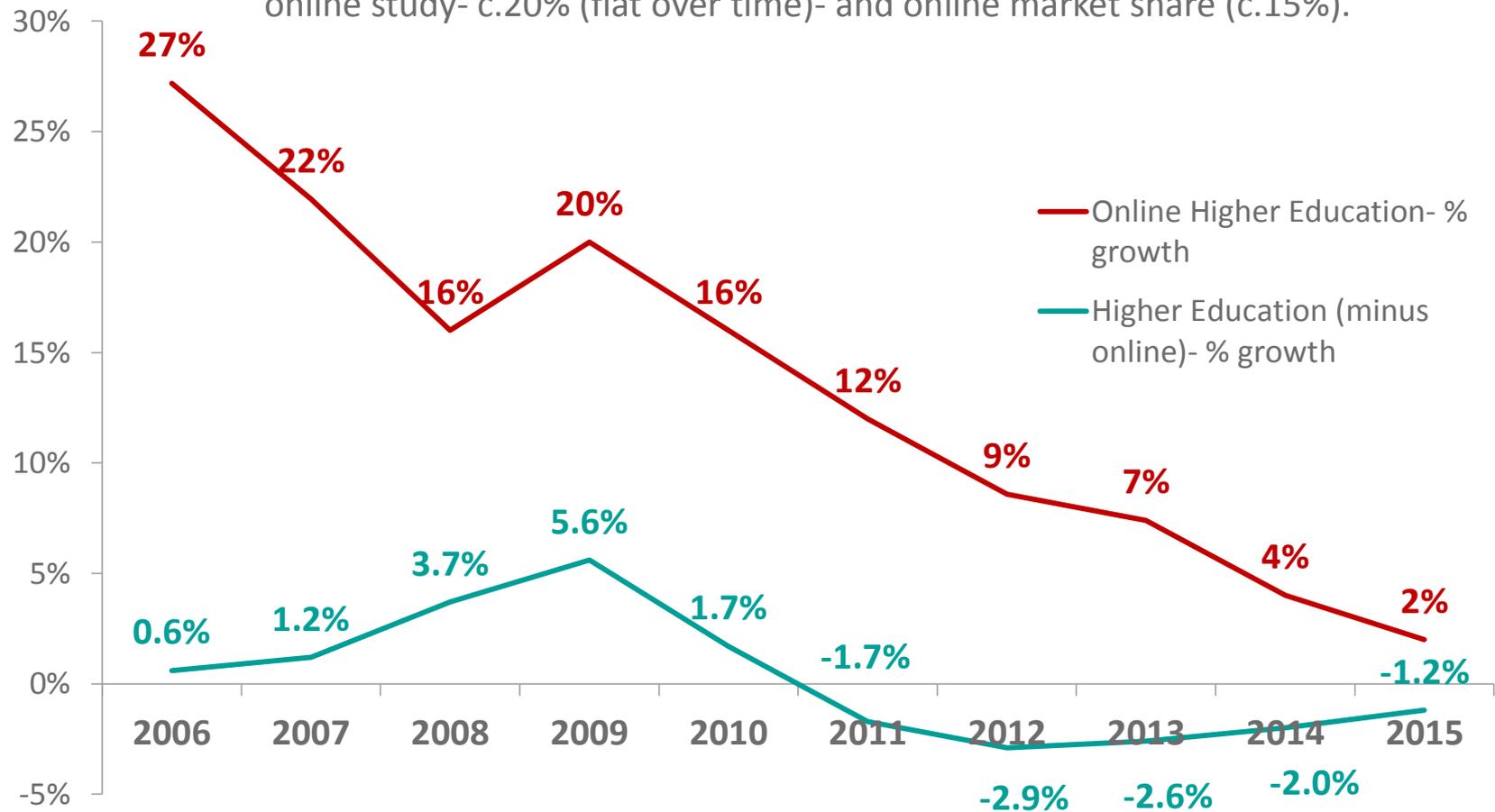
Online enrollment up very strongly over past decade

Source: Eduventures and IPEDS



Context: online growth slowing. Is online adding enough value?

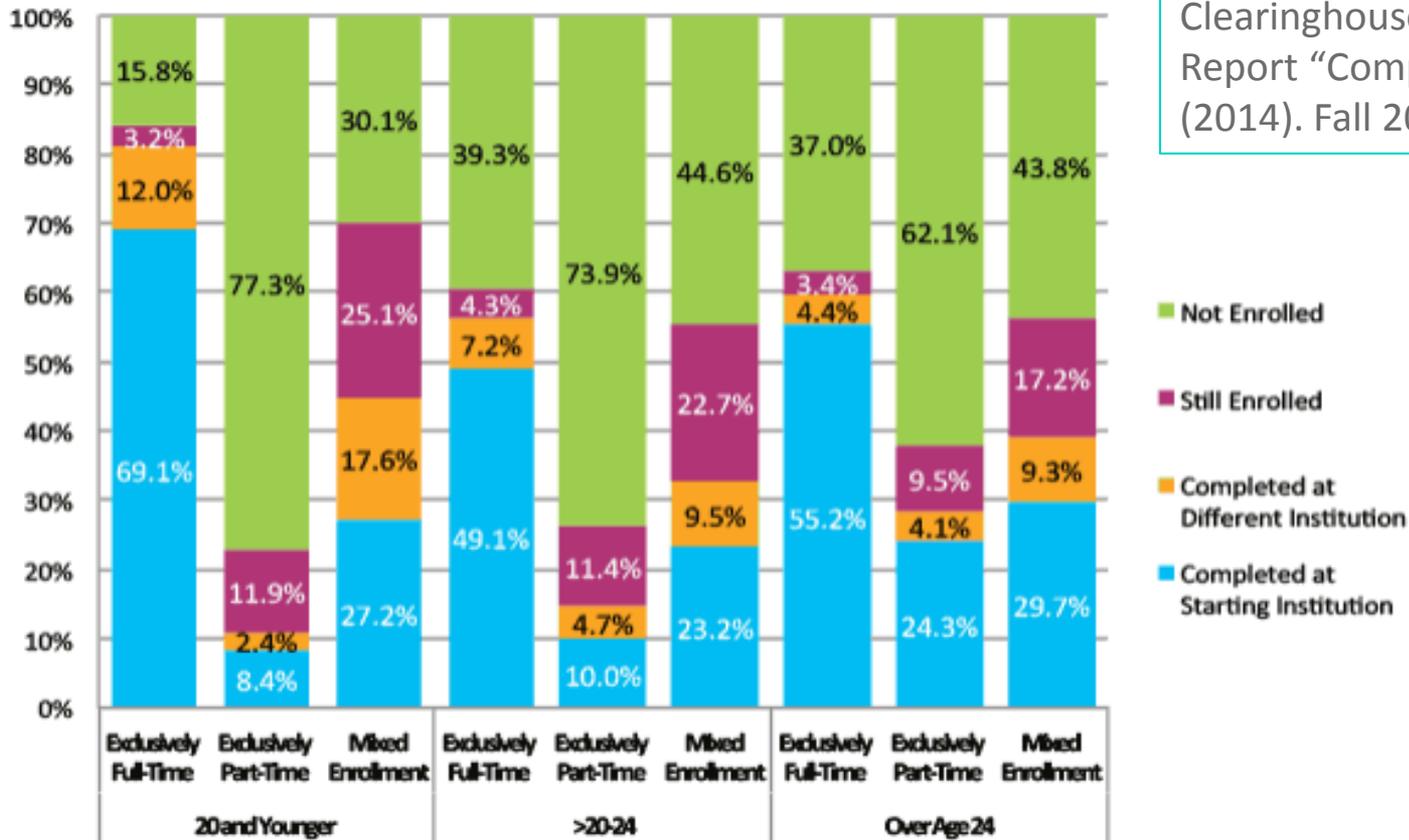
Another Gap Closing- between consumer first preference for wholly online study- c.20% (flat over time)- and online market share (c.15%).



Source: Eduventures and IPEDS

Maybe flexibility is not the problem?

Figure 11. Six-Year Outcomes by Age and Enrollment Intensity (N=2,658,444)



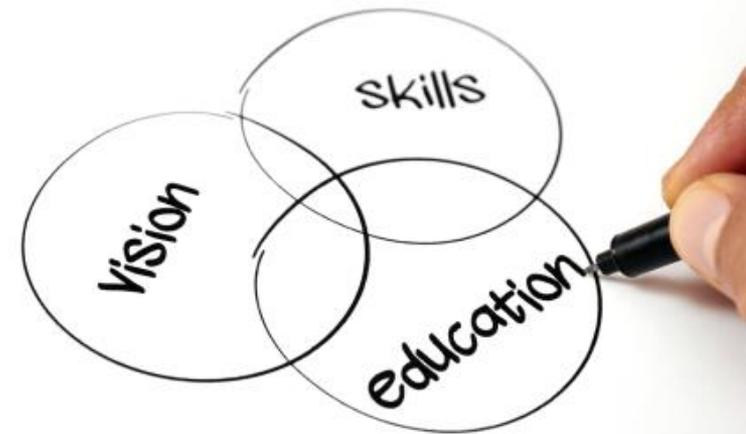
Source: National Student Clearinghouse- Signature Report “Completing College” (2014). Fall 2008 cohort

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- Adult & Online Enrollment Trends- what is going on?
- **CBE- solution or craze?**

What is Competency-Based Education (CBE)?

- Outcomes driven (backwards design)
- Values learning prior to, during, and outside a program
- Assessment of the application of knowledge and skills- readiness over time
- Can be self-paced and personalized; mentor rather than cohort/class
- Can be low cost
- More explicit reliance on third-party input and frameworks (details vary)
- Often wholly or primarily online



What problem is CBE trying to solve?



Vague Outcomes



Expensive



Inauthentic Assessment



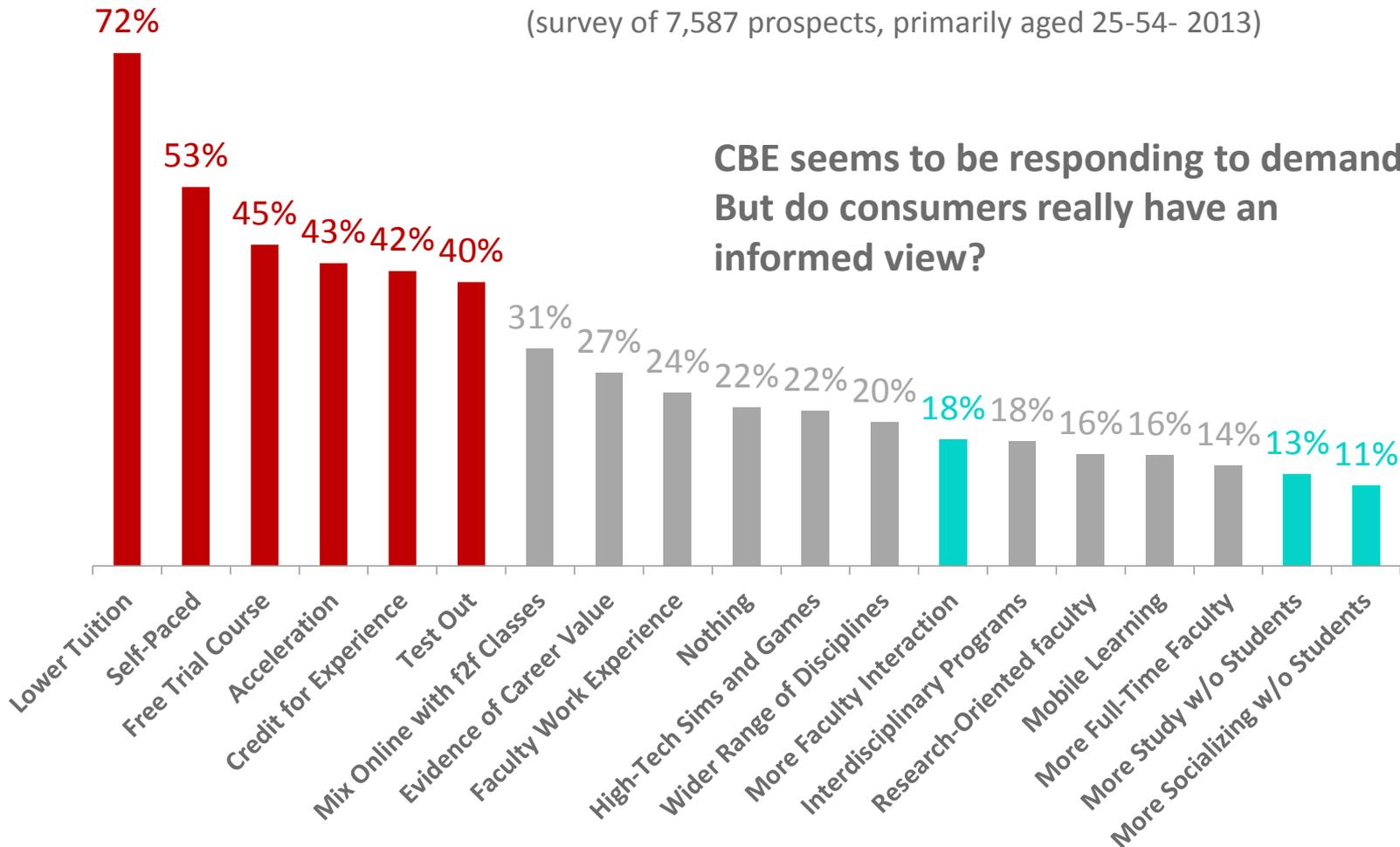
Takes too Long



Insufficiently Individualized

Prospects say they want faster/cheaper; downplay social

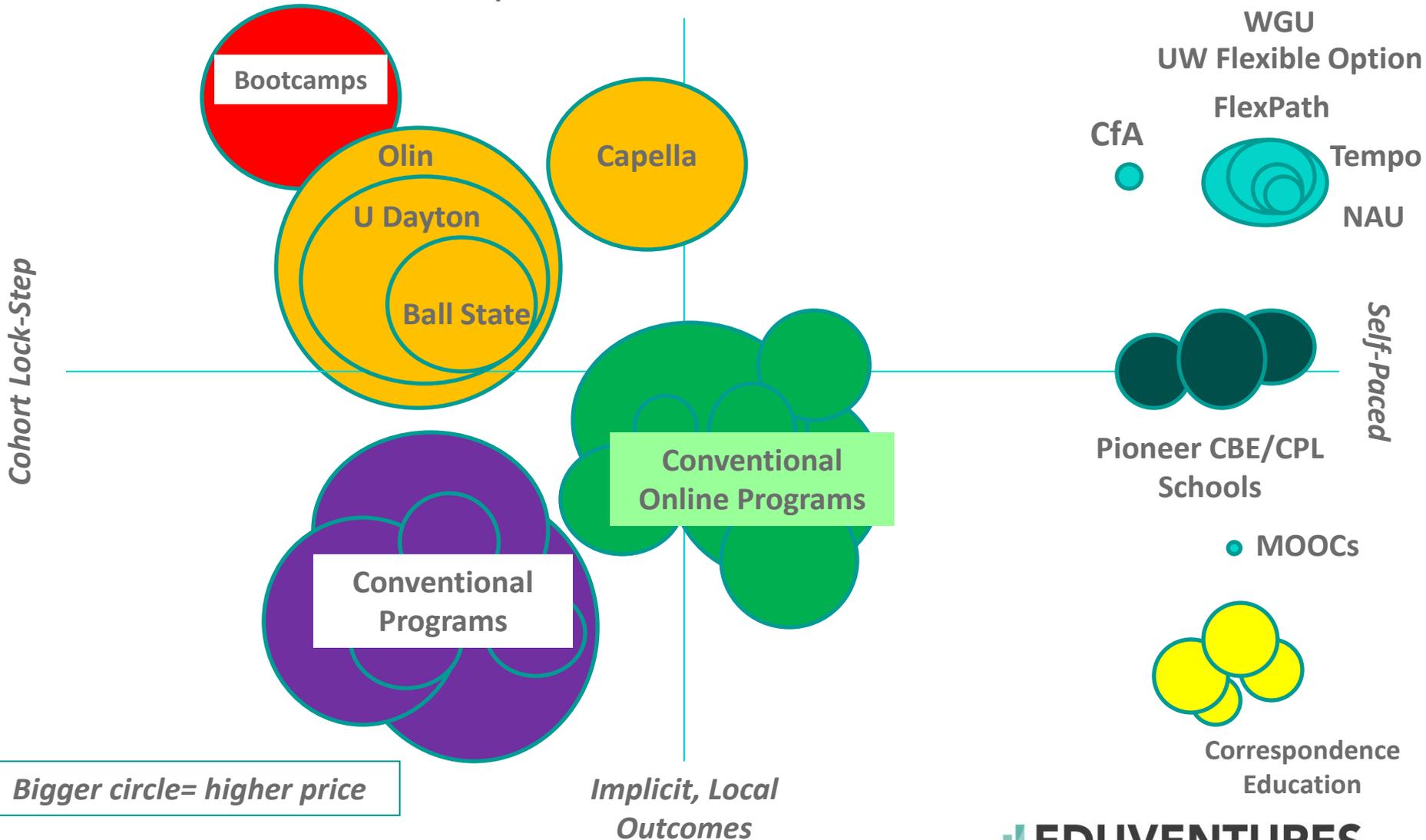
What would increase your interest in going/returning to school?
 (survey of 7,587 prospects, primarily aged 25-54- 2013)



CBE seems to be responding to demand.
 But do consumers really have an
 informed view?

Mapping the higher education landscape

Explicit, Standardized Outcomes



Tensions at the heart of many CBE programs



Self-Paced & Low Cost

- no cohorts
- little student interaction
- wholly distance
- atypical self-discipline

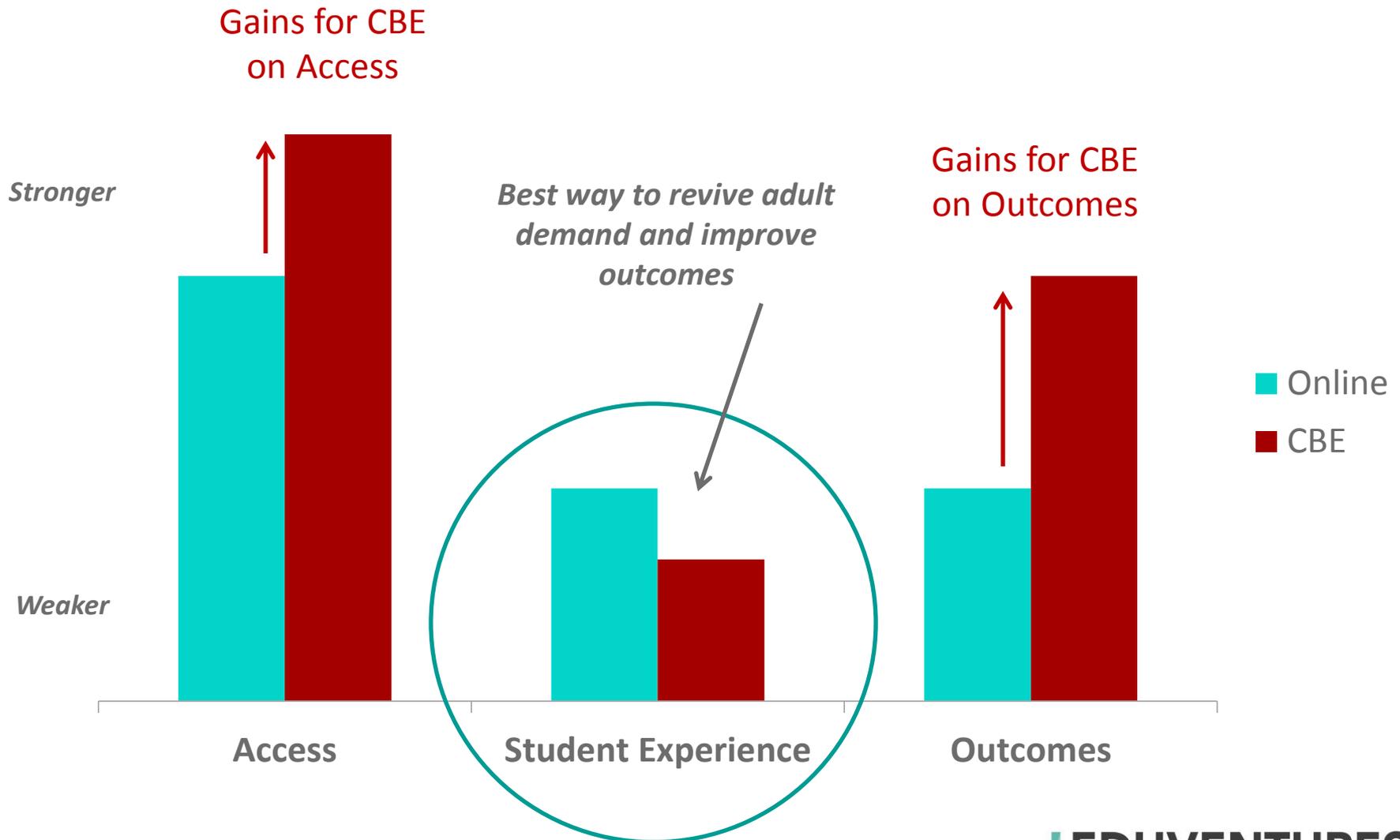
Pedagogic Good Practice

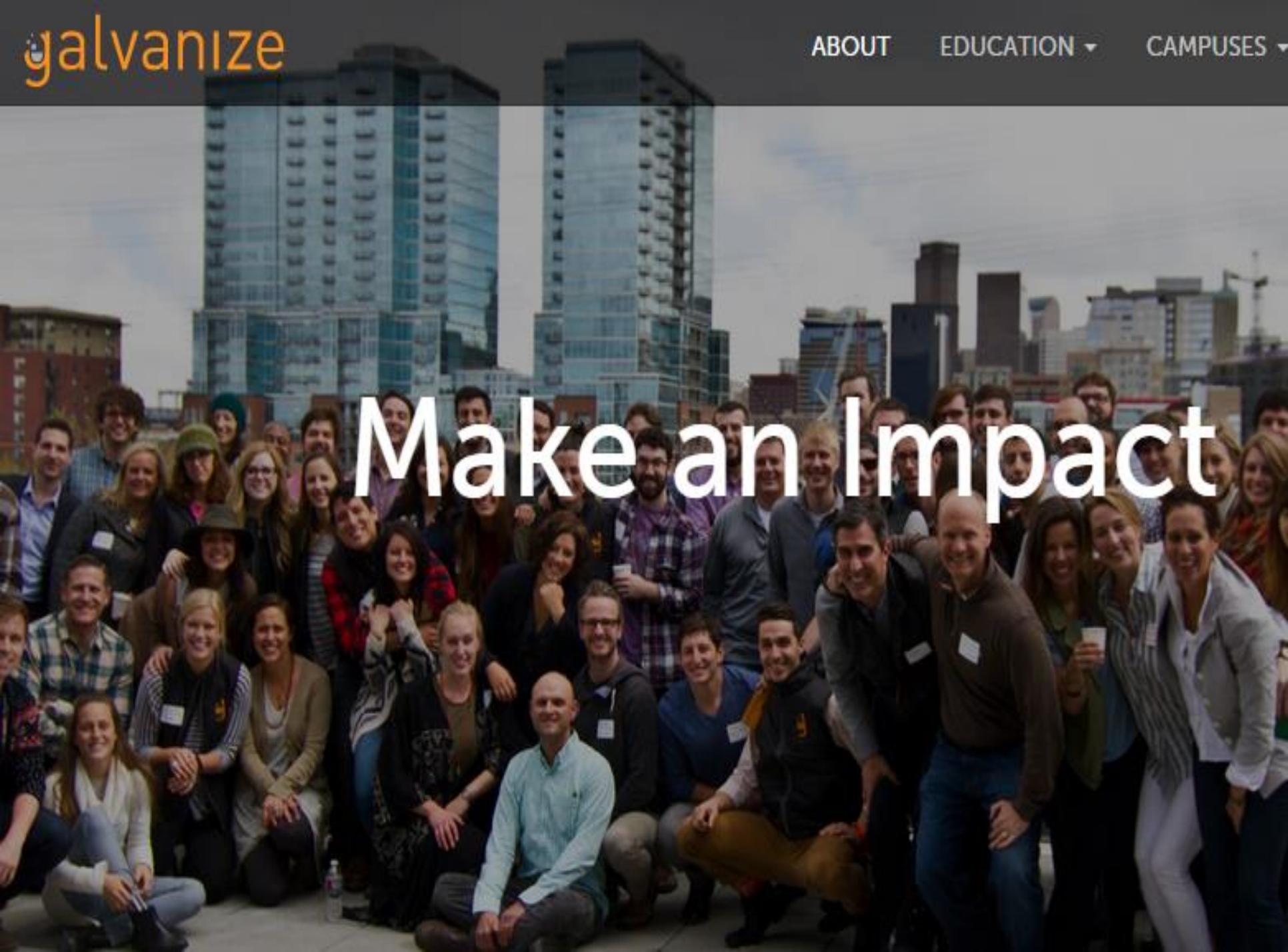
- mixed delivery mode
- value of cohorts
- cost and “inconvenience”

Trying to assess claims of new/old breed of CBE providers...

Claim	Reality?
Authentic assessments	As many references to research papers as anything else
Outcomes and assessments backed by employers or other external standards	Which employers? Which standards? Comparability between institutions?
Shorter, cheaper	Offer conventional degrees
Support from faculty and mentors	Hard to gauge reality for typical student
Meet student demand	Patchy enrollment data
Earn high quality degrees and certificates	Hard to find graduation rate data
Mainstream	Specialized

Online v. CBE: what's missing? Why CBE risks being a craze





Make an Impact

UDACITY



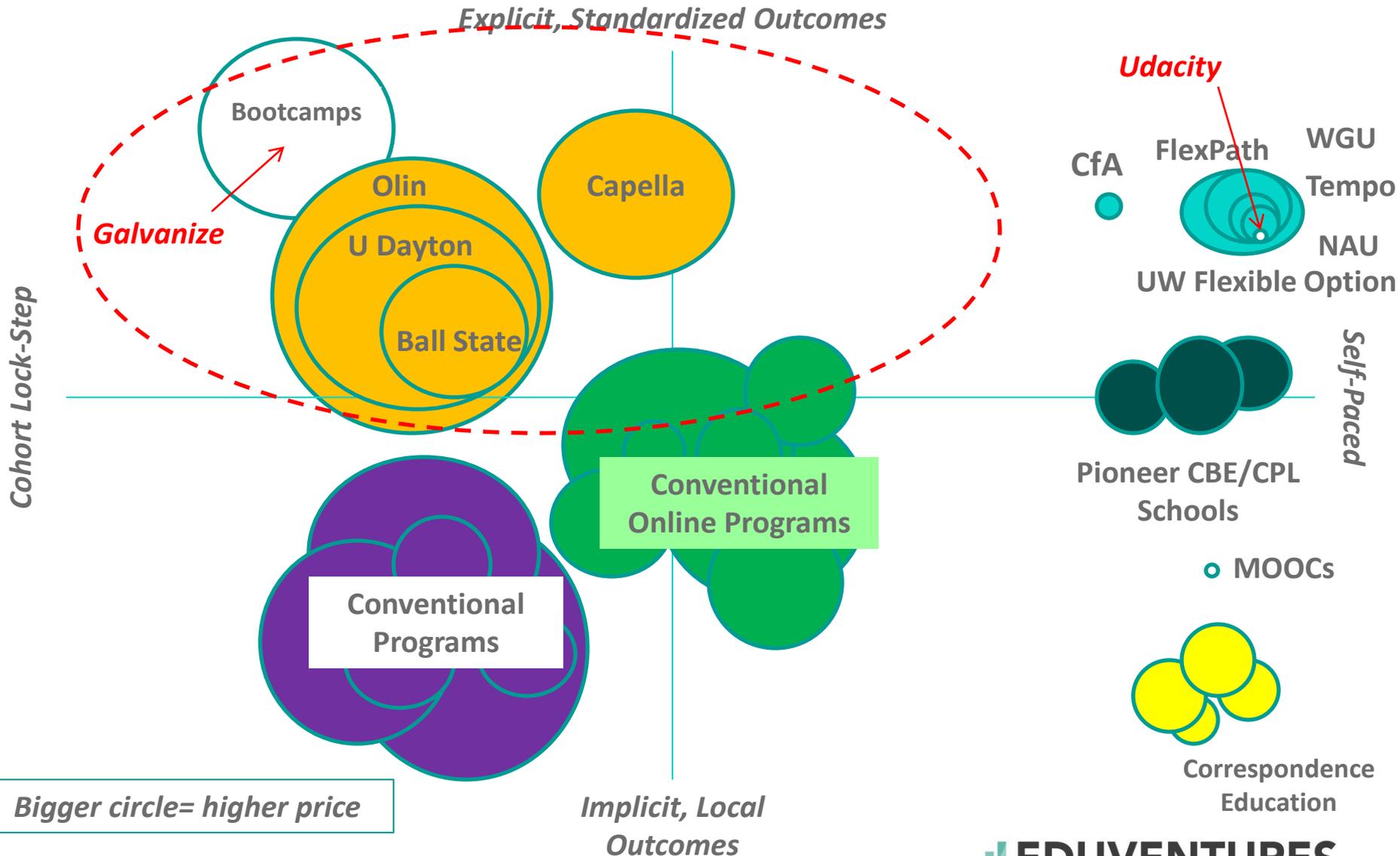
Nanodegree

Industry credentials for today's jobs in tech

Enrollment is Open! Get Started Today.

Enrollment Closes on 9/25

Explore different territory? Missing axes?



Thank you

To discuss today's deck or related matters, please contact:

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Questions...

- Does new-generation CBE really have the fundamental problems I mention, or is it a marketing issue?
- Are there CBE instances that sidestep my critique?
- What choices are available to combine CBE-style assessment and elements of personalization with pedagogies that transcend atomization?
- How is your CBE program going? Are you planning a CBE program?

Galvanize- pedagogically powerful degree alternative; unlikely to scale?

- **Name:** Galvanize
- **Founded:** 2012
- **Location(s):** 6 US “campuses”, plus London
- **Focus:** workshops, short or long courses (e.g. 24 week “Full Stack”) and 12-month Master’s degree. “Data science” concentration. Plus start-up accommodation. Position the combination of education and start-ups as a virtue. Longer programs culminate in “hiring day”. Commitment to hiring under-represented groups; offer financial aid
- **Price:** US\$21k for “full stack”; c.40k for Master’s
- **Scale/Outcomes:** claims 98% placement rate and 73k US\$ mean starting salary
- **Relationship with HE:** Master’s degree partnership with University of New Haven- “appointed faculty”. For non-degree offerings, no requirement beyond a high school diploma

Udacity- addresses time, cost, relevance and scale challenges? But too individualized?

- **Name:** Udacity- Nanodegrees
- **Founded:** 2014
- **Location(s):** CA- wholly online
- **Focus:** computer science. Curriculum built and taught in partnership with technology firms. Project-based. Independent, self-paced online study with peer/coach support; 6-12 months to complete at 10 hours a week. Companies offering internships. Lifelong learning
- **Price:** \$200 a month. Scholarships available from Udacity and sponsor companies. 50% of tuition returned if complete on time
- **Scale/Outcomes:** claims 60,000 students “at any one time”; no outcomes disclosures so far
- **Relationship with HE:** none, but Udacity also working with Georgia Tech on a low-cost online Master’s in computer science for <\$US7k