What’s Up:
Change in the New Millennium

Higher Education Colloquium Board

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Stump Speech Final Slide
Summing it all up

- The times they are a changing
  - The way we provide education is changing
  - Who we educate is changing
  - The way we assess the quality of our enterprise is changing
  - The way we finance the enterprise is changing
The Way We Provide Education Is Changing

Who Was Providing Higher Education In 2000

- **Total U.S. Undergraduate Enrollment:** 13,155,393
  - Public: 10,539,322 (80%)
  - Private: 2,213,180 (17%)
  - For-Profit: 402,891 (3%)

Who Is Providing Higher Education Today

- **Total U.S. Undergraduate Enrollment (2013):** 17,474,179
  - Public: 13,347,002 (76%)
  - Private: 2,757,447 (16%)
  - For-Profit: 1,370,386 (8%)

**Percent Increase (U.S.): 33%**

- Public: 27%
- Private: 25%
- For-Profit: 240%
The Way We Provide Education Is Changing

How Were We Providing Higher Education in 2000

Share of students participating in On-line Education (2002)

- At least one online course: 10%
- Full time in Online Courses: 2%

How Are We Providing Higher Education Today

Share of students participating in On-line Education (2013)

- At least one online course: 27%
- Full time in Online Courses: 13%
The Way We Provide Education Is Changing

How Were We Providing Higher Education in 2000

The Novelty of Competency Based Institutions

- Two “Known” Entities:
  - WGU (1,200 students)
  - Alverno College (2,500 students)

How Are We Providing Higher Education Today

The Competency Wave

- WGU having grown to 48,000 students
- 23 members of the Competency-Based Education Network
- The Biggies: Alverno, Brandman, Capella, College for America (Southern New Hampshire), Community Colleges of Spokane, Northern Arizona University, University of Wisconsin, Western Governors University
- Combined enrollments: more than 100,000 in whole; millions in part
- Prior Learning Assessment (PLA): Becoming Ubiquitous (except where it is not)
The Way We Provide Education Is Changing

How Were We Providing Higher Education in 2000

- The Novelty of Innovation
  - WGU
  - On-line education
  - This Hybrid thing: The National Center for Academic Transformation

How Are We Providing Higher Education Today

- Our Fascination with Innovation
  - MOOCs, App Academies, Boot camps, $10,000 degrees, Khan Academy modules, Straighter-line courses, Dream degrees, Inside Track
  - The skeptics perspective: Presuming the sum of the parts equal the desired whole; contracting out the core; brokering education by hunches, not evidence.
Who we educate is changing

- Why this is a huge issue.
Difference in College Attainment Between Whites and Minorities (Blacks, Hispanics, Native Americans) (2008-10)

Source: U.S. Census Bureau, 2008-10 American Community Survey
Who we educate is changing

- Why this is a huge issue.
  - An issue of equity and social justice
  - An economic imperative -- the big change since 2000
Who we educate is changing

- Changes in the traditional aged population are significant
Composition of Public Higher School Graduates By Race/Ethnicity 2008-09 (Actual) and 2009-10 to 2027-28 (Projected)
Composition of Public Higher School Graduates By Race/Ethnicity 2008-09 (Actual) and 2009-10 to 2027-28 (Projected)
Who we educate is changing

- **Looking down**
  - Early learning high schools (the Gates redesign)
  - College/Postsecondary in all high schools (AP, dual & concurrent enrolment, IB, CTE)
- **Improving Preparation**
  - Common Core/Higher Ed for Higher Standards
  - Reinventing Remedial – The High School as partner

- **Looking up**
  - Adult College Completion – low hanging fruit
  - New Adult Focus – A mighty heavy lift
  - Workforce & Workplace partnerships
Who we educate is changing (or not)

- Changes in the non-traditional aged population are significant in another way
  - Percent enrolled in 2000
    - Age 25-29: 11.4%
    - Age 30-34: 6.7%
  - Percent enrolled in 2013
    - Age 25-29: 13.3%
    - Age 30-34: 6.7%

(Age 25-29 peaked in 2011 @ 14.8%; Age 30-34 peaked in 2010 @ 8.3%)
The way we assess the quality of our enterprise is changing

- Completion is the name of the game
- So, How are we doing?
  - On attainment
Percent of Adults with an Associate Degree or Higher by Age Group
U.S. & Leading OECD Countries, 2012

NCHEMS/Source: OECD, Education at a Glance 2014 (for 2012); U.S. Census Bureau
Differences in College Attainment (Associate & Higher) Between Younger & Older Adults - U.S., 2009

NCHEMS/Source: U.S. Census Bureau, 2009 American Community Survey
Difference in College Attainment between Young Adults (25-34) and Older Adults (45-64), 2011

Source: U.S. Census Bureau, 2011 American Community Survey
The way we assess the quality of our enterprise is changing

- Completion is the name of the game
- So, How are we doing?
  - On Completions
The way we assess the quality of our enterprise is changing

Undergraduate Degrees 2000-2001 (U.S.): 1,799,855
- Public: 1,256,348 (70%)
- Private: 453,295 (25%)
- For-Profit: 90,212 (5%)

Undergraduate Degrees 2013-2014 (U.S.): 2,869,639
- Public: 1,976,073 (69%)
- Private: 597,305 (21%)
- For-Profit: 296,261 (10%)

Percent Increase: 59%
- Public: 57%
- Private: 32%
- For-Profit: 228%
The way we assess the quality of our enterprise is changing

- Completion is the name of the game
- Competency is the new coin of the realm.

Competency Assessment: for the Student
- Transfer and Articulation - Trusting the community (Passport)
- Demonstrated college level learning outside the Academy
  - Prior Leaning Assessment – PLA
  - CLEP, testing out, etc.

Competency Assessment: for the Institution (Educational Improvement & Credibility)
- Predictive Analytics/MLDE
- Degree Qualifications Profiles
- Tuning

Competency Based Education As a New Delivery Model
- Direct Assessment Institutions
- CBE Straight Up
The way we assess the quality of our enterprise is changing

- Completion is the name of the game
- Competency is the new coin of the realm.
- Assessment of student learning finally has legs
Student Learning – the new name of the game

- Why now
  - Readiness has “evolved”
  - “Evidence based practice” has caught on in public policy
  - Analytics can support evidence based practice (CLA, CAAP, ETS Proficiency Profile, AHELO, Work-keys, PLA, etc.)
  - Being Supported financially – Lumina’s DQP & Tuning work

- Angst
  - Whopping big change – moving to external validity
  - Still sorting out
    - Teacher’s role
    - Institution’s role
    - Governing board’s role
    - Government’s role
The way we assess the quality of our enterprise is changing

- Completion is the name of the game
- Competency is the new coin of the realm.
- Assessment of student learning finally has legs
- *Innovation*, though, is all the rage
The way we assess the quality of our enterprise is changing

- The abundance of Innovation
  - New providers of degrees
    - The expansion of the for-profit sector
    - The expansion of most institutions on-line
    - The $10,000 Degree in Public Institutions
    - WGU expansion into multi-state “recognition”
  - New providers of courses & services
    - MOOCs
    - Courses only – Straighter Line, DreamDegree, Pearsons, Hobsons, etc.
    - Support services only – Insidetrack, Kahn Academy, Smarthinking, etc.
    - Boot Camps, App Academy,
    - ASU GSV: 2,000 educational technology entrepreneurs sharing & selling their wares
  - Many offering credentials – degrees, certificates, badges, etc.
  - The dilemma
    - True Innovation has no outcomes to judge efficacy
    - Thus, quality assurance is in the eyes of the believers
    - Current rhetoric does not match the reality
The Way We Finance The Enterprise Is Changing

Public FTE Enrollment, Educational Appropriations and Total Educational Revenue per FTE, United States, Fiscal 1989-2014

Note: Constant 2014 dollars adjusted by SHEEO Higher Education Cost Adjustment. Educational Appropriations include ARRA funds. (HECA)
The Way We Finance The Enterprise Is Changing

Why a new normal & not return to the old normal

- Can’t afford the old normal
  - Hyper-inflationary model is unsustainable (unaffordable)

What the new normal will look like

- Performance funding is the wave to be on
  - Makes sense at the state level
  - Seeping into institutional finance – RCM
The Way We Finance The Enterprise Is Changing

- Performance (Outcome) funding is not the only game in town
  - Affordability issues driving focus on costs & price
    - Tuition Policy & Financial Aid sharing the stage
    - Still lacking in most states what is absolutely necessary
      - Bringing all finance policies – appropriations, tuition, and financial aid -- in sync
  - Think ATFA
    - It will help avoid silliness reflected in much discussion today
Summing it all up

- The times they are a changing
  - The way we provide education is changing
  - Who we educate is changing
  - The way we assess the quality of our enterprise is changing
  - The way we finance the enterprise is changing

- Folks who are uncomfortable with whopping big change should find another venue in which to spend their time