

Chapter 5.7

Western Governors University and Competency-Based Education

Douglas B. Johnstone
Western Governors University, USA

INTRODUCTION

Western Governors University (WGU) was formally established in 1996 by the governors of 19 western states. From its inception it was committed to delivering all of its programs through distance technologies and to graduating its students only on the basis of their demonstrated competency. It is today the only regionally accredited university in the United States to award its degrees exclusively on this basis.

Developing the university and proving its viability, however, have not been easy. The enthusiasm surrounding its launching in 1996 rapidly gave way to the hard realities of establishing a new educational paradigm. Within five years, after accreditation seemed slow in coming and enrollments in the new university even slower, many in the higher education establishment wrote WGU off as a failed experiment. Some even breathed a sigh of relief that the claims of competency-based education could be written off. But eight years after its formal incorporation, WGU is very much

alive. It has received national accreditation from the Distance Education and Training Council (2001) and unprecedented regional accreditation by four of the nation's regional accrediting associations.¹ No other institution in the history of American higher education has received multi-regional accreditation, and given the complexities of such reviews, WGU achieved that milestone in a remarkably short time. By January 2005 the university had an enrollment just over 3,200 students and was growing by more than 200 students a month.

WHY A NEW UNIVERSITY

The concerns that motivated 19 governors to sponsor a new university along radically different lines were national issues, not local ones. They were concerns about broad public policy then, and if anything they have become more urgent since. Chief among the governor's concerns were these:

- That the rising cost of higher education combined with population growth in their states would outrun the money supply for more brick-and-mortar campus solutions.
- That their states' colleges and universities were producing graduates whose skills were uneven, unreliable, and insufficient to meet their future needs for a highly skilled workforce.
- That their states' higher education officials were unresponsive to their concerns about these matters.

In launching WGU, the governors saw distance delivery not only as a means of combating costs, but of expanding access. Indeed, issues of access intersected with all of their concerns. It was often prohibitively costly for remote students in the west to travel regularly to a campus, let alone to live there. Those students, often older and “nontraditional,” were not well-served by traditional campus expectations and services. And poor and prohibitively costly service that locked out these students meant that their state economies could not benefit from their developed potential. In response to similar concerns about access from states, employers, and citizens across the country, distance learning has since seen explosive growth.

For the founding governors, distance learning was not merely the lifeline for students living in remote locations. They understood that it reflected a sea-change in Americans' fundamental attitudes toward and participation in higher education. Both remote students and those living on or near campuses who simply want to dissociate themselves from classrooms are redefining the higher education experience. Not since GIs returning to college after World War II have the demographics of American higher education been so transformed. Already by the turn of this century, nearly 75% of all undergraduates were in some way nontraditional. More than 50% were financially independent and nearly 50% attended

college part-time, while nearly 40% were over 25 years of age and worked full time, and more than a quarter had dependents (National Center for Educational Statistics, 2004). And finally, by the time these students earn their bachelor's degrees, at least 60% of them will have attended more than one institution (Business-Higher Education Forum, 2004). The western governors foresaw these trends and sought to design a university that would help to lead them.

CONTRIBUTING FACTORS

American demographics can only accelerate the importance of distance learning in the future of our higher education system. For instance, when Social Security was established in the early 1930s, life expectancy was 61, and there were 16 workers for every retiree. By 2004 life expectancy had reached the upper seventies, there were only three workers for every retiree, and the U.S. economy was heading toward two workers per retiree. The consequences for higher education are significant. As the Business-Higher Education Forum (2004) observes:

The production of skilled workers from higher education is not adequate to meet the needs of the future. By 2020 the U.S. economy will require 12 million to 14 million more skilled workers than are being produced today. (p. 10)

There are only four ways to meet this need: import skilled workers from other nations; attract more Americans into the higher education system and train them more effectively than we have done historically; keep the Baby Boom generation working longer; and make younger people more productive in the workforce sooner. All four of these potential solutions will require distance learning in order to be successful, especially given the rapidity with which skills must be upgraded in a technological society. Only anytime, anyplace

6 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/western-governors-university-competency-based/27557

Related Content

Teachers' Successful Information and Communication Technology Integration in Primary School: A Malaysian Cultural-Historical Case Study

Nor Asiah Razak, Habibah Ab Jalil, Steven Eric Krauss and Nor Aniza Ahmad (2021). *International Journal of Information and Communication Technology Education* (pp. 1-18).

www.irma-international.org/article/teachers-successful-information-and-communication-technology-integration-in-primary-school/272239

The Influence of Proliferation of Technology on Social Interactions Among Undergraduate Students at Selected Universities in Nigeria

Florence F. Folami and Blessing F. Adeoye (2018). *International Journal of Information and Communication Technology Education* (pp. 99-106).

www.irma-international.org/article/the-influence-of-proliferation-of-technology-on-social-interactions-among-undergraduate-students-at-selected-universities-in-nigeria/212580

Design Levels for Distance and Online Learning

Judith V. Boettcher (2008). *Online and Distance Learning: Concepts, Methodologies, Tools, and Applications* (pp. 1763-1773).

www.irma-international.org/chapter/design-levels-distance-online-learning/27506

Mathematics Education over the Internet Based on Vega Grid Technology

Zhiwei Xu, Wei Li, Hongguang Fu and Zhenbing Zeng (2003). *International Journal of Distance Education Technologies* (pp. 1-13).

www.irma-international.org/article/mathematics-education-over-internet-based/1611

Distance-Learning Courseware Discrimination for Discernment Ability Training

Changjie Tang, Rynson W.H. Lau, Qing Li, Jean W.H. Poon and Tianqing Zhang (2005). *International Journal of Distance Education Technologies* (pp. 44-61).

www.irma-international.org/article/distance-learning-courseware-discrimination-discernment/1645