

UW Flexible Option Metrics Framework

FOCUS

A. GOALS

B. PACE

C. ACADEMIC OUTCOMES

CBE student-level metrics

Student's overall personal educational goal(s) for engaging in Flex

Satisfaction with the educational experience (including professional advancement and acceptance into further educational programs)

Measuring rate of assessment completion within each subscription period to reach personal educational goal(s)

Assessing rate against student's planned rate

Measuring nature of student's engagement with curriculum

Mastered competencies

The personal educational value of mastered competencies (including what the student knows and has learned, personal cost-benefit, or the question of "Was it worth it?")

The educational and professional impact of mastered competencies (questions such as "Was the student able to successfully transfer?" "Was the student able to successfully move on to graduate programs?" "Did one receive a job? Did one learn the skills desired to do the job better?")

Perceiving that past learning and experience are valued and effectively assessed in Flex

New use of aggregated CBE student-level metrics for CBE program-level metrics

Aggregating student-level goals to identify themes or categories of goals

Assessment of alignment between student-level categories and program goals as devised by faculty who created program

Aggregating to identify average (mean, mode, median) levels of satisfaction

Aggregating to identify goals by types of students (by demographics, professional interests, etc.)

Aggregating to determine relationship between student effort and meeting of goals

Aggregating average (mean, mode, median) pace through a program

This aggregate should be measured from student matriculation to completion (or other reason student leaves program). Aggregate pace can also be measured yearly.

Aggregate pace by types of students (by demographics, professional interests, etc.)

Aggregating average (mean, mode, median) numbers of competencies mastered in a 12-month cycle

Can measure ratio of competencies attempted-vs.-completed to assess which competencies are "easier" or "harder" from a program perspective

Aggregate to identify clusters of students by performance

CBE program-level metrics relevant to IPEDS

Leads, apps, admits, enrollments

Degree completion

Revenue generated against business plan projections

Access by demographics/equity goals

Time-to-degree

All-you-can-learn vs. single subscriptions

Subscriptions per year per student

Persistence/retention

Percentage of competencies mastered

Time to mastery

Average attempts to mastery

Usage of rubrics to demonstrate gains in metacognitive skills

Value of competencies to industry and employers

Strongly articulated competencies with assessments that effectively lead to demonstration of mastery