WCET Webcast Chat Log
Big Audacious Conversation About Competency-Based Education
March 13, 2014

02:13 to: *UMSL*
Megan, your volume is fading in and out

02:29 to: *Megan Raymond, WCET*
http://www.portmont.la.edu/#made-for-now

02:42 to: *Megan Raymond, WCET*
Thanks, I have a head cold, that probably doesn't help but I'll work on it!

03:24 to: *Megan Raymond, WCET*
FYI, you can adjust your volume using the slider bars in the upper left portion of the platform.

04:38 to: *Phil Hill*
Any suggested hashtags for webinar?

05:10 to: *Megan Raymond, WCET*
#WCETConvo

05:51 to: *Phil Hill*
Thanks

06:03 to: *Tonya Troka*
yes

06:04 to: *Brent Capriotti - Pearson Learning Solutions 1*
YES

06:04 to: *Al Lind - KYVC*
yes

06:43 to: *Megan Raymond, WCET*
If you are just joining us, please add questions and comments here. Thanks for joining us today.

11:56 to: *stella porto (umuc)*
I wonder if schools adopting CBE are taking on all these aspects, or tailoring to their own context.

12:57 to: *john*
Will the slides be made available to attendees?

13:47 to: *Lisa Johnson 5*

Archive will appear here, John: http://wcet.wiche.edu/connect/webcasts

13:47 to: *Jen Dalby*
@john You can click File > Save > Whiteboard to grab the slides

14:19 to: *Megan Raymond, WCET*
Yes, in addition, I will email all registrants with a link to the recorded archive and include the slides.

15:19 to: *stella porto (umuc)*
Thanks for the tip.

15:53 to: *john*
Great Megan &Jen for the archive link & slides access.

16:03 to: *john*
Thanks!

16:19 to: *Joan Bouillon*
What are the differences between direct assessment as defined by the DOE and CBE?

17:05 to: *Jen Dalby*
Handbook for Developing Competency-Based Training Programs, William Blank (1982) is great for historical perspective relevant to tech ed

17:55 to: *Hal Morgan - Univ of Phoenix*
On the continuum of CBE programs that are currently being offered it seems that some are still tied to the credit hour (WGU) while some are more pure and completely severed from the credit hour (SNHU)

17:55 to: *Hal Morgan - Univ of Phoenix*
, etc.   Is that an accurate statement and can you shed light on the distinction?

19:50 to: *WJRyan - KCTCS*
modular to

19:53 to: *Brian Worden (And group)-Capella University*
Currently, Capella is not offering FlexPath at the associate level

20:00 to: *Cassi Paslick/Rock Valley College*
Given that no one noticed that the learning outcomes of traditional college programs weren't really being met for such a long time, how do we know the learning outcomes of these Competency Based programs will be any better enforced and monitored?

20:06 to: *Darin R. Hobbs*

WGU defines one competency unit as being equivalent to one semester credit of learning.   We require a minimum of 120 competency units in our undergraduate programs and 30 in our graduate programs.

20:16 to: *Darin R. Hobbs*
I'm not sure how SNHU does it

20:46 to: *Hal Morgan - Univ of Phoenix*
Thanks for clarification!

21:01 to: *Megan Raymond, WCET*
Great comments. Along with the archive we will send the chat log.

21:22 to: *Joseph Hoey*
Great, thanks!

22:47 to: *Mollie McGill, WCET 1*
@ Darin: keynote by SNHU president at our recent annual meeting. a good overview of how SNHU's works.
http://events.mediasite.com/Mediasite/Catalog/Full/8d5f3edf93f7469e962edd26638c1b4b21

22:56 to: *Debra Woods*
Are rubrics widely accepted as a valid way of evaluating student work and aggregating as long as they are anchored and tuned for interrater reliability?

23:42 to: *Darin R. Hobbs*
Thanks, Mollie

25:10 to: *Sondra*
I am curious about competency assessments...are these still essentially 'knowledge' tests or are they truly about what students are able to do?   Do they measure skills and abilities? If so, how and what are the tools?

25:44 to: *Darin R. Hobbs*
@Debra Woods - I would say yes, but I'm interested in other thoughts

26:01 to: *sp*
Did you evaluate the non-term SF model?

26:18 to: *Hal Morgan - Univ of Phoenix*
"Performance levels" are another key consideration for assessment in CBE.

26:47 to: *Darin R. Hobbs*
@Sondra - At WGU we use a combination of objective assessments and performance (task/project based) assessments.

26:50 to: *Sinclair DLIS*
How is Broward handling GI students?

26:55 to: *Debra Woods*
performance levels as in benchmarks that are normed to industry standards?

27:10 to: *Sinclair DLIS*
that is GI Bill students related to rate of pursuit

28:25 to: *Paul Stacey Creative Commons*
How many of these programs are defining their own competencies vs. using national or international defined competencies defined for specific jobs.

30:33 to: *Nick DiNardo*
I thought SNHU was 120 total competencies?

35:00 to: *George Self, Cochise College #2*
Would you please define "Direct Assessment" as opposed to "Competency Based"? They seem to be the same to me.

36:37 to: *Mary Alice McCarthy*
Direct assessment is an approach to competency-based education. But it is possible to do competency-based education outside of direct assessment, which is the model that Western Governor's uses. Happy

36:37 to: *Mary Alice McCarthy*
to discuss more in a moment.

36:50 to: *George Self, Cochise College #2*
Thanks.

38:18 to: *Jen Dalby*
It also can be shocking when faculty discover the assessment they've been conducting doesn't actually assess learning.

39:03 to: *Debra Woods*
Assessing the assessment, Jen?   Radical.

39:07 to: *Barbara Zirkin, Stevenson University*
Why would competency based learning have a time limit?

39:16 to: *Barbara Zirkin, Stevenson University*
competency

39:40 to: *Cassi Paslick/Rock Valley College*

Isn't the time limit based on how much the student has paid? They're paying for a certain amount of time with the resources.

41:55 to: *Cassi Paslick/Rock Valley College*
And is a 3-week summer course really a quality course?

41:59 to: *Lenaya Hogan- Spokane Falls CC*
How are students paying?   Per credit? Per month?

41:59 to: *Al Lind - Commonwealth College*
Is institutional culture change an "opportunity" or a "risk"

42:12 to: *Steve Phillips*
Do you have concerns about graduate schools understanding CBE transcripts?

42:45 to: *Debra Woods*
There are new developments in e-transcripts that allow one to embed information and explain CBE transcripts.

42:50 to: *Debra Woods*
Check out Parchment.

43:13 to: *Jen Dalby*
Remote proctors (teachers, librarians, employers) have been used in distance ed for decades.

43:30 to: *Teri H.*
good point, Jen

44:15 to: *Debra Woods*
How will the changes become sustainable after the grant goes away?

45:41 to: *Cassi Paslick/Rock Valley College*
So far all these points seem aimed at technical programs. Has anyone tried this in the area of liberal arts?

45:42 to: *Megan Raymond, WCET*
Keep your questions coming!

45:55 to: *Teri H.*
As a long time faculty member and a fairly new instructional designer, I think faculty must be encouraged in the new competency model and be able to give themselves permission to change the old model.

46:21 to: *Kristen*

To Linda: Does Broward College have a readiness assessment as part of the admission process? If yes, are students denied if they do not "pass"? If not, how to handle this?

46:33 to: *Krissy Jones*
At City University of Seattle we are doing CBE in Business and Education programs.

46:50 to: *Debra Woods*
Does each regional accreditor authorized by CHEA have its own approach to evaluating CBE? Or are they getting on the same page? (WASC, SACS, etc.)

46:56 to: *Tino Corsetti 1*
The decrease in student cost is an excellent outcome. Do the presenters have any information on what impact that had on overall program revenues? Was there a corresponding increase in enrolments to offset? Or were revenue impacts not a measure of success?

47:10 to: *Cassi Paslick/Rock Valley College*
I'd like to second Kristen's question. Are any of these programs open-enrollment, or are there entrance requirements?

47:12 to: *Megan Raymond, WCET*
@Cassi Paslick, our friends from NAU have liberal arts programs http://news.nau.edu/nau-jumps-the-field-with-competency-based-personalized-learning/

47:16 to: *Debra Woods*
Don't GI Bill programs require grades?

47:20 to: *Teri H.*
Question for both ladies - what types of outreach are they doing with their faculty?

47:25 to: *Debra Anderson - University of Kentucky*
This puts me in mind of the European model of doctoral education.

47:26 to: *Megan Raymond, WCET*
A few NAU folks are here with us today.

47:31 to: *Cassi Paslick/Rock Valley College*
Thanks

49:28 to: *Kristen*
How does Broward (or any of the others) ensure identity that the student is who they say they are? This always resurfaces.

49:43 to: *Karen Gatewood Harcum College 1*

Is there a time limit imposed on students to reach all competencies? For example..for students who have to take a national exam in health fields

50:03 to: *Joseph Hoey*
Would love more info about how/who is linking back to Lumina DQP.

52:02 to: *Cassi Paslick/Rock Valley College*
Are there any other resources to see what NAU are doing?

52:47 to: *jeanniecopley*
NAU Personalized Learning are here.   Please connect with us if you need information

52:50 to: *Kate McKain*
What systems are institutions using to monitor and track students' progress on achieving competencies?

53:18 to: *Kristen*
Mary Alice, is there any organization or institution that is teaching institutions how to develop competencies?

53:30 to: *Megan Raymond, WCET*
@Cassi, here is a blog from Fred Hurst,   Senior Vice President of Extended Campuses, great overview
http://wcetblog.wordpress.com/2013/03/19/northern-arizona-university/

53:56 to: *Cassi Paslick/Rock Valley College*
Thanks.

54:05 to: *Megan Raymond, WCET*
The NAU folks are great to talk with, see Jeannie Copley's note above

54:17 to: *Cassi Paslick/Rock Valley College*
What about cost and timing? Do students pay per semester? or per competency?

55:15 to: *Wichita State University*
How is that a competency based program if they must take a refresher course?

55:38 to: *jeanniecopley*
Cassi - with NAU, our students register per 6-month subscriptions; can take as much competency lessons applicable to their degree completion

56:15 to: *Cassi Paslick/Rock Valley College*
I'm getting two people talking at the same time?

56:16 to: *Jim West - WSAC*

Prior Learning Assessment was listed on one of the slides but not discussed. What is the relationship, similarities, differences between PLA and CBE?

56:25 to: *Jorja Gunderson-Bellevue College*
Will these questions/answers be transcribed and linked as well? They are very helpful. Thanks.

57:10 to: *Mollie McGill, WCET 1*
they can come to WCET's summit in Salt Lake, May 7-8 to learn more on this topic

57:15 to: *Debra Woods*
WGU are great.   Very helpful folks.

57:17 to: *Cassi Paslick/Rock Valley College*
Thanks Jeannie.

57:18 to: *Megan Raymond, WCET*
Yes, we will ask the presenters to help with the unanswered questions, knowing they may need some extra time!

57:22 to: *Teresa*
Is anyone familiar with the work out of Wisconsin from the WIDS Foundation for constructing a CBE framework?

57:29 to: *Mollie McGill, WCET 1*
URL for WCET Summit: http://wcet.wiche.edu/connect/summits

57:34 to: *Kristen*
Sounds great. Thank you, Mary Alice.

57:40 to: *Hal Morgan - Univ of Phoenix*
Do any of you have any experience with the Comp Based Education Network (Lumina Found) or Innovation Challenge (Bill & Melinda Gates Found) programs?   If so, what is your take on these groups and their contribution to CBE?

57:42 to: *Krissy Jones*
CAEL has a lot of great resources for CBE

58:14 to: *Jen Dalby*
WGU Workbook
https://docs.google.com/file/d/0BxMDL8S1Bs68SjVsQlN6WTFKZ3M/edit

58:18 to: *Phil Hill*
Jim: here are two articles on CBE:
http://mfeldstein.com/cbe-an-updated-primer-for-todays-online-market/ and PLA:
http://mfeldstein.com/suny-and-the-expansion-of-prior-learning-assessments/

59:00 to: *Debra Woods*
What are completion rates like for CBE programs?

59:11 to: *Debra Woods*
Comparable to traditional?

59:16 to: *Jen Dalby*
WGU example course portfolio
https://docs.google.com/file/d/0BxMDL8S1Bs68enpyc2d4SzdIblk/edit

59:20 to: *Megan Raymond, WCET*
Keep your questions coming and we will get written responses back to you.

1:00:39 to: *Wichita State University*
How does this model plan to move forward within the constraints regarding Financial
Aid and Title IV

1:00:56 to: *Russ Poulin, WCET*
great job all!!!

1:01:03 to: *Lenaya Hogan- Spokane Falls CC*
Thank you!

1:01:05 to: *Colleen @ University of Washington Tacoma*
very helpful. thank you!

1:01:08 to: *Dean Earlix (Armstrong)*
Thanks to everyone who posted answers, too!

1:01:09 to: *Kathy*
Thank you!

1:01:15 to: *Barbara Zirkin, Stevenson University*
Many thanks..good session .

1:01:17 to: *Kevin Mobbs College of Coastal Georgia*
thanks

1:01:22 to: *Ruth Newberry*
Thank you... great webinar.

1:01:31 to: *Kathy*
WCET Rocks!

1:01:47 to: *Phil Hill*

Thanks - very useful

1:01:49 to: *Alan Francis (UMUC)*
Thank you! Very informative.

1:01:51 to: *Randy LaBonte (eCampusAlberta)*
Thank you for a great presentation!

1:01:59 to: *Hal Morgan - Univ of Phoenix*
Great presentation, thank you!

1:02:00 to: *Kristen*
The WCET Summit website says it is on May 7 and 8.

1:02:03 to: *Barbra Burch - Quality Matters*
Thank you!

1:02:08 to: *Fred Hurst*
Thanks

1:02:17 to: *Nelma Shearer   Arizona State University*
Thank you!

1:02:18 to: *Katherine Edward 1*
Good-bye and thanks.