Identifying & Breaking the Competency-based Education Barriers

A WCET In-Depth Session
Subject Matter Experts Involved Today

Van Davis
Associate VP for Higher Education Policy and Research, Blackboard, Inc.

Laura Kite
Assistant Dean for Student Affairs, University of Wisconsin-Extension

Michael Lorenz
Registrar, Kaplan University

Tanna Rasmussen
Student Services Coordinator & CBE Completion Coach, Columbia Basin College

Joellen Shendy
Associate Vice Provost & Registrar, University of MD University College

Session Anchor:

Cali Morrison
Communications Manager, WCET & Doctoral Candidate at Montana State University
In-depth Session in 4 Parts

Part 1: Pathways Forward

Part 2: A Tale of Two Programs

Part 3: Transcripting Competency-based Education

Part 4: Where Vision Meets Reality
At the heart of Competency-based Education are the students.
Pathways Forward

Lessons Learned from Texas
# Texas Affordable Baccalaureate Degree

## BAS, Organizational Leadership

- **Applied Baccalaureate**
- **Aimed at working adults with some college credit but no degree**
- **Dual institution collaboration—South Texas College and Texas A&M University-Commerce**
- **NOT a direct assessment program**
- **General education core developed as self-paced CBE that can be recycled for future programs**

## Competency-based mapped to courses. Students receive a traditional transcript.

## Program offered fully online at TAMUC and as a hybrid program at STC

## Unbundled instructional and staffing model

## 7 week terms

## $750 Tuition and fees per term

---

“This is a game-changing innovation for higher education that has the potential to reshape the way that we deliver higher education in Texas. But [it] is also firmly grounded in the A&M Commerce mission of creating a pathway for students to earn the degree that will forever transform their lives and reshape their futures.”

*Dr. Dan Jones, Texas A&M University Commerce*
Ensuring learners possess competencies, knowledge and skills needed to advance in the workplace.

Replacing grades with demonstrated mastery of a defined set of competencies.

Decoupling learning from a time-bracketed system.

Using technology to address challenges attending synchronous or face-to-face classes.

Why Institutions Pursue CBE

Employability
- Competencies clear to employers
- Ensuring learners possess competencies, knowledge and skills needed to advance in the workplace.

Accountability
- Value clear to learners
- Replacing grades with demonstrated mastery of a defined set of competencies.

Affordability
- Lower costs for learners
- Decoupling learning from a time-bracketed system.

Accessibility
- Accessible learner options
- Using technology to address challenges attending synchronous or face-to-face classes.
## CBE Requires Fundamental Change

<table>
<thead>
<tr>
<th>Change Area</th>
<th>New Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regardless of time or place</td>
<td>Shifting from synchronous to more asynchronous delivery</td>
</tr>
<tr>
<td>Regardless of pace</td>
<td>Offering <strong>pay-as-you-go</strong> options rather than billing by credit hours</td>
</tr>
<tr>
<td>Demonstration of mastery</td>
<td>Focusing on <strong>mastery of competencies</strong> rather than grades and credits</td>
</tr>
<tr>
<td>Personalized learning</td>
<td>Disaggregating instructional roles to <strong>customize student guidance</strong></td>
</tr>
</tbody>
</table>
Institutional Resources
Change Management

- Right People
- Faculty Driven
- Rolling Implementation
- Wide Stakeholder Engagement
- Managed Growth
- Space for Fear
- Embedded
Leadership Matters

Having the right leaders at every level of the program is critical. It creates buy-in, it means there is an institutional champion, and it greases squeaky wheels.
Piloting: Launching and Learning

Washington State CBE Business Degree Pilot Program
What is it?

- State-based program
  - One of the first!
  - 8 Washington community/technical colleges
  - State Board Community and Technical Colleges (SBCTC)
- Fulfills a need in Washington
  - Almost 1 million Washingtonians with some college, no degree
  - Work and life experience, but unable to advance in careers
Program Overview

- State/system business transfer degree curriculum
- College and State eLearning gurus
- State manager
- Student services and resources at each college
- Academic advisors at each college
- CBE Completion Coach

Speak to CBE Completion Coach
Develop CBE Ed Plan with Advisor/Counselor
CBE Completion Coach Guides you through Application Process
Online Readiness Inventory Conversation Application
Program Model

- Not experimental site
- Traditional credit system (transfer degree, financial aid)
- Two terms, 3 start dates per term
  - January, February, March - ends in December
  - July, August, September - ends in June
- Students demonstrate competencies through Performance Assessments
- Challenges:
  - Accreditation approval for substantive change
  - Financial aid eligibility
    - Full time/four courses
    - Exclusive enrollment
New to the Landscape

- Lead institution, Columbia Basin College (CBC), officially launched July 2015
- Other colleges joining January 2016
- Fresh perspective on launching

*Seedling Planting* by USFS Region 5 licensed under CC BY 2.0
Launching the Program

- Planning team met regularly:
  - CBC student services representatives
    - IT/course building
    - Registrar
    - Financial Aid
    - Business Office
    - eLearning
  - CBC Program coordinator
  - SBCTC Program manager
  - CBE Completion Coach
- Attended student services and advising staff meetings
- CBE faculty and staff weekly meetings
- [CBE Handbook](#) developed
Lessons Learned and Looking Ahead

- Orientation and onboarding
  - Rigorous
  - Move beyond bells and whistles - be practical
- Data!
- Professional development
  - Many roads - clearly define your route
  - Clear framework and pedagogy at the start
Lessons Learned and Looking Ahead

- Centralization of documentation
  - Many moving parts and different roles
  - Consortium, faculty and staff join at different points
- Have realistic goals
  - Growth may be slow
  - Break even plan
- Don’t wait!
  - Approvals trickle in
  - Have a marketing plan ready to launch
  - Details can be overwhelming
  - [Launch checklist](#)
  - Collaboration is key to success
Lessons Learned and Looking Ahead

- *Really* collaborate from the start
- Support is essential!
  - Stakeholders
    - SBCTC
    - Pilot colleges
  - Student services
  - Advisors, counselors, coaches, retention specialists
  - Programs, Faculty
  - Marketing
  - eLearning and IT experts
  - Other experts and researchers
  - Other CBE programs - very supportive and collegial!
Strategic Partners
Leading Change

University of Wisconsin
Flexible Option
UW Flexible Option

“21st century face of the Wisconsin Idea”

The UW Flexible Option is a portfolio of degrees and certificate programs offered in a self-paced, competency-based format

Optimally blending technology with human interaction

Aimed at adult learners; those with some college but no degree

Same UW faculty, governance, and academic policies govern programs

- Degrees and certificates from UW System institutions

Students make progress by mastering these competencies and passing assessments. By emphasizing what students know rather than how much time was spent learning; Flexible Option lets students advance toward a UW degree at a pace students set.
Setting the Stage for UW Flexible Option

- **Nov ‘12** - 1st cohort announced
- **Feb ‘13** - 1st operations retreat
- **July ‘13** - 2nd operations retreat
- **Nov ‘13** - application for admission opens
- **April ‘14** - 2nd subscription period

- **Feb ‘13** - project director started
- **Feb ‘13** - HLC work began
- **August ‘13** - IT director started
- **Jan ‘14** - 1st subscription period
What That Timeline Felt Like
Partnerships, It’s How We Survived

● Senior Leadership
  ○ UW System Administration
  ○ UW Extension Chancellor, Provost, Dean

● What made us complex was also what saved us
  ○ UW campus partners, all levels
  ○ working groups

● Internal Units
  ○ Marketing
  ○ Communications
  ○ Media team
  ○ Information Technology
Strategies Explicitly Employed with IT

- Project Management Framework
  - IT PM
  - Operational PM’s
  - Workgroups
  - Reporting/Dashboarding

- Be Entrepreneurial
  - See what others don’t / Do what others won’t
  - Keep pushing when prudence says quit
  - test your ideas
  - control what you can / don’t worry about what you can’t
Strategies Explicitly Employed with IT

● Lead & Bring Others Along
  ○ “Laura, you need to remember that not everyone is as comfortable with ambiguity as you are” - A. Deau, IT Director

● Be Agile
  ○ Cone of Uncertainty
  ○ Working to solve the immediate while building to something larger
Strategies Explicitly Employed with IT

● **Research**
  ○ Be insatiably curious
  ○ Know when you reached analysis paralysis
  ○ Look in unusual places (K-12)

● **Network and Build Relationships**
  ○ get involved in communities that will help solve your problem

● **Collaboration**
  ○ Workgroups
Strategies Explicitly Employed with IT

- Over communicate
  - Who
  - What
  - When
  - How
  - document it, follow it, update it
  - elevator speech
  - visibility
Strategies Explicitly Employed with IT

- Celebrate Wins - big and small
Transcripting CBE

Kaplan University

UMUC
KU’s Competency Based Education

1. Course Outcomes
   Faculty members assess your mastery of each course outcome

2. General Education Literacies (GELs)
   Thinking and writing skills that are transferable to all careers

3. Professional Competencies (PCs)
   Professional behaviors that lead to success in a work environment

Course Level Assessments
(Course Outcomes) Each program is divided into a series of courses which prepare you for employment in the field by providing preparation, practice, and opportunities to show mastery of the program outcomes.

General Education Literacies (GELs) Your courses also help you develop critical thinking, reasoning, and writing skills that are foundational and transferable across all careers. Here you will gain knowledge in nine areas of literacy: Arts and Humanities, Communications, Critical Thinking, Ethics, Mathematics, Research and Information, Science, Social Science, and Technology.

Professional Competencies (PCs) Your courses also ensure you are prepared to enter the professional arena by helping to develop behaviors that contribute to a positive, productive, and cohesive work environment.
KU’s Competency Report

Management Practice
Evaluate information management, planning, and control in business environments.

Process Analysis
Analyze organizational processes and procedures in a variety of business settings.

Ethics
Identify, apply, and evaluate ethical reasoning.

Teamwork
Working teams to achieve collective goals.

Leadership
Demonstrate leadership knowledge, skills, and abilities to successfully lead teams within one’s profession.

Ethical Decision Making
Synthesize appropriate principles, concepts, and frameworks for making ethical decisions.
Key Points

Goal: A new way to evidence student learning - allowing learners and other stakeholders greater transparency into what a student knows and can do

Current transcript shows what courses were delivered - not the learning that occurred

Students and others struggle to
  - Make connections
  - Articulate what students know and can do
  - Demonstrate value of the degree or credential they have earned

Technology can support new vision
It’s not just about producing more degreed citizens

It’s about growing and finding talent to meet the challenges of the future

It’s not just about universities and colleges

K-12, licensing boards, non collegiate education and others are also partners for this nationwide effort to help society meet the needs of a 21st Century workforce
It’s not about how fast you can go

It’s about the **personalized** pace and **pathway** for each student

It’s not about delivering discrete, isolated skills

A holistic record helps all identify KSA’s across a broad spectrum – contextualization of that knowledge brings broader **capabilities and competencies** needed for a Knowledge Economy

It’s not just about the money

While CBE may help us lower educational costs it has an equal potential to create **value** – cost is in the eye of the beholder
Viewing and Accessing the eT

Diagram:
<table>
<thead>
<tr>
<th><strong>Name</strong></th>
<th>eTranscript Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>The holder of this School of Nursing Master of Science eTranscript Credential may use it to deliver an officially signed transcript to a 3rd party.</td>
</tr>
<tr>
<td><strong>Image</strong></td>
<td>![eTranscript Credential Image]</td>
</tr>
</tbody>
</table>

**Owner**
https://dev.truecred.com/i/oliviahafez

**Issuer**
https://dev.truecred.com/i/atlas-university

**Issued**
Oct 19, 2015 7:21:21 PM

**Tags**
- Credential
- Transcript

**Evidence**
https://d3u63s2r88jyq3.cloudflare.net/static/cdn/demo-cbl loi.cp.ExtendedTranscriptU1_23b6d86627912ea85/assets/f3d18777d3012bdeaeb65098c8ddd169.pdf

**Custom**
- [http://schema.org/url](http://schema.org/url)
OLIVIA HAFEZ
STUDENT ID: 123456
STATUS AS OF: 9/10/2015

MASTER OF SCIENCE
Nursing - Nursing Informatics

Integrate information technology to align with nursing practice. 80%

Interpret clinical nursing practice through the lens of nursing informatics. 80%

Lead the nursing informatics lifecycle. 100%

Optimize workflow to maximize the impact of nursing informatics. 60%

Integrate concepts of meaningful use into nursing informatics practice. 75%
MASTER OF SCIENCE
Nursing - Nursing Informatics

Integrate information technology to align with nursing practice.

Data Management and Health Care Technology

- **Basic** Differentiate database standard terminologies used by different health information systems.
- **Distinguished** Apply data management techniques to decision making in nursing practice.
- **NonProficient** Create various data representation methods for reporting and professional communications.
- **Basic** Articulate strategies for querying and generating reports from health information system databases.
- **Basic** Communicate technical standards as they relate to various informatics technologies.

Interpret clinical nursing practice through the lens of nursing informatics.

Lead the nursing informatics lifecycle.
MASTER OF SCIENCE
Nursing - Nursing Informatics

Integrate information technology to align with nursing practice.

**Testing Performance**

- **Data Management and Health Care Technology**
  - **Basic**: Differentiate database standard terminologies used by different health information systems.
  - **Distinguished**: Apply data management techniques to decision making in nursing practice.
  - **NonProficient**: Create various data representation methods for reporting and professional communications.
  - **Basic**: Articulate strategies for querying and generating reports from health information system databases.
  - **Basic**: Communicate technical standards as they relate to various informatics technologies.

Interpret clinical nursing practice through the lens of nursing informatics.

**Performance Improvement Using Early Warning**

- **COURSE**: MSN6414
- **DETAIL**: Lead the nursing informatics lifecycle.
CLeaR Ecosystem

- Open-Standards
- Discoverable
- Shareable

CLeaR Comprehensive Learner Record

Encoded Digital Credentials Representing Personal and Academic Achievements

Learners

Employers

Institutions

Analytics

Requirements

Learners

Employers

Institutions
CLeaR: What is it?

A way to capture and organize learning achievements, such as digital badges, digital credentials like professional certifications and academically-validated eTranscripts to connect learners, employers and educational providers.
The Learner Controls Sharing

- Learners curate their credentials for sharing, by **creating customized views** of their achievements.
- Sharing secure links to these views to authorized recipients.
- Some digital credentials may be open to the public, others are secured behind a firewall for privacy, and shareable by the learner.

![Diagram showing various categories and views of credentials: Employer, Graduate School, View 1, View 2, View n, Comprehensive Learner Record, Badges, Degrees, Certifications.]
Takeaways

We are in a time of transition and innovation - the existing official transcript will continue to be issued and the eT is part of a much bigger whole

Challenges:
- Developing and promoting relevance of digital credentials
- Paradigm shift for Registrar
- Validation/verification of credentials
- Storage implications
- Technical demands among which are interoperability issues amongst current systems
Next Steps

For the eT

- Develop resources surrounding the work that has been done
- Pilot the eT in institutions
- Develop stakeholder groups from which to obtain information and feedback
Where Vision Meets Reality

Questions & Answers