

# Welcome to #WCETWebcast

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*January 24, 2019*

*The webcast will begin shortly.*

*There is no audio being broadcast at this time.*

*An archive of this webcast will be available on the WCET website soon.*



# The Mechanics of Competency-Based Education, a Two-Part Series

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PART 1: CHANGING A TRADITIONAL CURRICULUM TO  
CBE: WHAT IT TAKES AND HOW IT HAPPENS

JANUARY 24

# Welcome!

*Use the question box for questions and information exchange.*

*Archive, PowerPoint, and Resources available will be next week.*

*PowerPoint can be downloaded in the handouts pane.*

*Follow the Twitter feed:  
#WCETWebcast.*



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# Overview

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**01**

Challenge

**02**

Strategy

**03**

Implementation

**04**

Lessons Learned

**05**

Summary



# Questions from the Audience

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*If you have a question during the presentation, please add your questions to the question box.*

*We will monitor the question box and have time for Q&A at the end of each section.*



# CHANGING A TRADITIONAL CURRICULUM TO CBE

What it takes and how it  
happens

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# AGENDA – SESSION I

- WGU - First Nationally Accredited CBE University
- Definition of CBE
- Part I - Characteristics of CBE Model
- Part II - Practices Supporting Conversation
- Part III - Strengths and Challenges with Conversion

# AGENDA – SESSION II

- Walk-through of course conversion and development
- Student Testimonials





# Western Governors University

## WGU Purpose

- WGU was founded in 1997 by 19 governors
- Private, non-profit online, competency-based university
- workforce needs in states

## WGU Promise

- Help students achieve their dreams for a degree and career success by providing a personal, flexible, and affordable education based on real-world competencies

## Operational Definition of CBE

- Multiple definitions-any program measuring learning over time is a type of CBE
- A model that measures learning over time

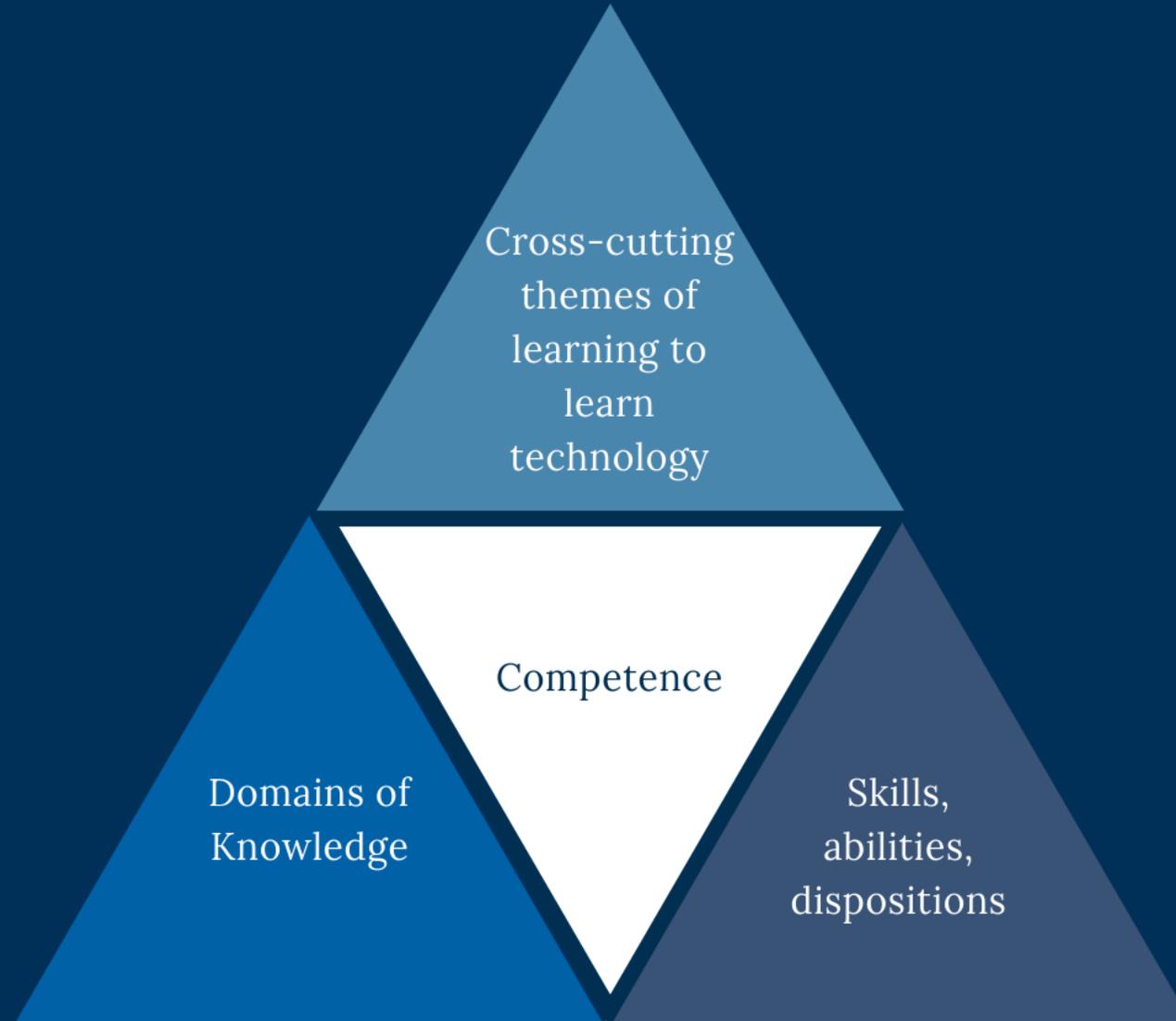
## WGU Statistics

- 110,416 students from 50 states and 6 territories
- Busy adults-student average age is 37
- 4 Colleges: Teachers, Business, Information Technology, and Business
- Baccalaureate and master degree programs

# Part I: Characteristics of CBE Model



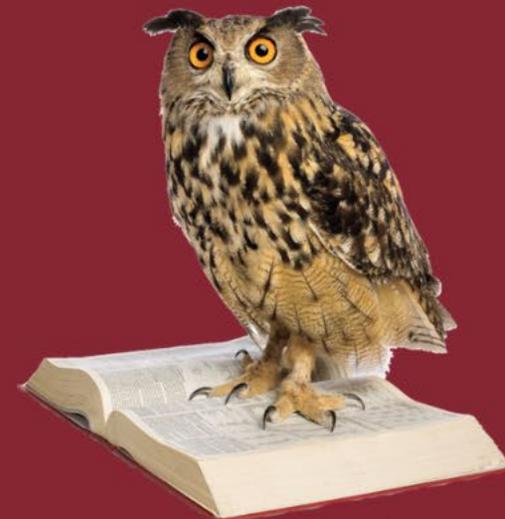
# At the Intersection of Competence...



# Competency-Based Education in Postsecondary Schooling

## Competency-Based Education...

- Measures learning rather than time
- Programs and courses designed around set of competencies based on real-world, industry standards and labor market needs
- Established standardized programs, courses, and assessments (cannot vary by instructor)
- Students progress through mastery of course material and assessments
- Rely on prior knowledge and work experience
- Learner-focused, success oriented, support for students, and easily accessible





# Competency and Assessment Example

Competency: Student will lead a work group in achieving an organizational goal within a designated timeline and budget

- Education Performance Task: Student will lead a group of teachers evaluating the school's curriculum.
- Health Performance Tasks: Student will lead a committee of nurses to develop new patient protocols.
- Business Performance Task: Students will manage a sales team to increase market share in a given region.



# Critical Characteristics of CBE

- Explicit program learning outcomes -- industry standards and workplace needs
- Flexible time frame to master knowledge/skills and demonstrate competence
- Variety of instructional activities and learning resources to support curriculum design
- Adaptable programs for guiding the learner
- Measurable and meaningful assessments based on competencies
- Completion is demonstrated by competence on learning outcomes

# Part II: Practices Supporting Conversion of Traditional-based to CBE Programming





# Key to Success - 7 Principles

1. Define robust and industry-accepted competencies
2. Design for customized pacing but maintain curriculum and assessments
3. Locate quality learning resources and services
4. System for mapping of competencies to courses, learning outcomes and assessments
5. Security and reliability of assessments
6. External Stakeholder Investment
7. Preparation of Support Personnel

# Part III: Practices Supporting Conversion of Traditional-Based to CBE Programming



# Elements of Success with CBE

- Experts
- Curriculum Design
- Assessment
- Evaluation
- Instruction
- Coaching





# Strengths Supporting Conversion to CBE

## Flexible Pacing

- Sprinters - Take advantage to accelerate through program
- Flexers - Take advantage of flexibility, self-paced, work at own pace within reasonable limits
- Frequent Flyers - Enroll, complete a few courses, stop, then re-enroll
- Consistent Enrollees - Steady progress to completion without stopping
- Allows universities to serve students not reached by traditional education models



# Strengths Supporting Conversion to CBE Cont.

Competencies are:

At a higher categorical level than learning outcomes

Assessed at different levels than outcomes

More objectively measurable than outcomes

CBE allows assessment of mastery-what the learner knows and how they demonstrate proficiency of knowledge in the workplace

# Strengths to Measuring Success of CBE



- Provides flexibility and individualized learning
- Reduced time to completion and costs to students (Acceleration is possible)
- Makes learning the key component of education rather than time
- Can be adjusted quickly to market or student needs
- Embedded process for continuous improvement
  - Retention rates
  - Graduation rates
  - Time to Completion/On-time progress
  - Pacing
  - Course Engagement
- Flexible staffing roles and external partners

# Challenges to Conversion to CBE



1. Stable and strong institutional leadership is critical
2. Engage Faculty - Facing Faculty Resistance
3. Articulate Model - Antiquated beliefs that CBE is more training than education
4. Staffing needs focus on continuous student support
5. Flexibility can be a liability - Life Derails Student Progress
6. Building meaningful and measurable assessments to determine competence
7. Structural challenges - Accessibility to large and complex data systems is required to support programs

# Challenges to Conversion to CBE Cont .



8. Credit transfer among other universities can be difficult in assessment only based CBE model – should develop equivalencies in credit hours? (add what transcripts may look like)
9. Sufficient student support services necessary for success choose vendors carefully – learning resources and outsourcing of services
10. Pricing Model – Financial and programmatic goals
11. Consider stand – alone apart from traditional
12. Credit hour measurement – not deep but call it out
13. Tools (no names) – some out there and have proven to be effective – some that haven't. Third party providers.



# QUESTIONS?

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# Moderator

**Name**

*Title*

*Org*



# Presenters

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# Presenter 1

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# Presenter 2

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# Questions from the Audience

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# Contact Information

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**WCET Leadership Summit**

**June 4-5**

**Newport Beach, CA**

**WCET 31<sup>st</sup> Annual Meeting and Celebration**

**November 5-7**

**Denver, CO**



## ADDITIONAL INFORMATION AND RESOURCES

Access to the resources discussed during this webcast, including the archive, will be available next week.

**<http://wcet.wiche.edu/connect/webcasts>**



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