Welcome to #WCETWebcast

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

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

01 Challenge
02 Strategy
03 Implementation
04 Lessons Learned
05 Summary
Questions from the Audience

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...

- Cross-cutting themes of learning to learn technology
- Domains of Knowledge
- Skills, abilities, dispositions

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

- Parsons, K., Mason, J. & Soldner, M (2016). On the Path to Success: Early Evidence about the Efficacy of Postsecondary Competency-Based Education Programs.
Part II: Practices Supporting Conversion of Traditional-based to CBE Programming
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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Questions from the Audience
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<td>WCET 31st Annual Meeting and Celebration</td>
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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
Thank you Supporting Members for your commitment to WCET and e-Learning

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