Designing for competence: American case studies in competency-based education

Spring 2018 Webinar Series on Skills Development and Assessment

Thursday, May 17, 2018

12:00-1:00 PM EDT
Housekeeping

• Q&A following the presentations
  – Approximately 12:30 PM EDT
  – Type questions into the “Chat” box

• Slides + recording will be posted to HEQCO website
HEQCO: Informing the future of higher ed

• HEQCO is an agency of the Government of Ontario that brings evidence-based research to the continued improvement of the postsecondary education system.
Designing for competence: American case studies in competency-based education

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Competency Based Education and the UW Flexible Option

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Why is CBE so Hot Now?
Transitions in Higher Ed

1. Increased need for higher ed
2. Demographics of those seeking higher ed
3. State funding and fiscal models
4. Technology
2020 Jobs Require More Education


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2020 Jobs Require More Education

Needing higher ed by 2025

US: 65%
WI: 61%

Where are we now?

US: 46%
WI: 41%

• 15.6 million undergrads in 2001
• 18.1 million undergrads in 2011
• 20.3 million by 2021

More students are seeking higher ed than ever before

• 75-85% not full-time, not 18-24, not living in or around campus
• 33% undergrads work full-time & 44% work part-time
• Nearly 25% undergrads are parents
• 38% are over age 25 and 25% are over 30
• 43% attend 2-year colleges
• About half of degrees awarded are “sub-baccalaureate”
What will attract more students? *What do students want?*

- 60% of nontraditional students are driven by career advancement
- 70% are focused on lower tuition and fees
- 51% identified self-paced completion as very important
- 47% want and need credit for life/work experience through an exam
- 44% want accelerated completion options
- 43% want options to test out of courses for faster completion

Source: Closing the Degree Completion Gap: Challenges and Opportunities, Eduventures, May 2014.
What will attract more students? **What do students want?**

- 60% of nontraditional students are driven by career advancement
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➢ Different educational models

**For Different Students**

**Who need different supports**

Source: Closing the Degree Completion Gap: Challenges and Opportunities, Eduventures, May 2014.
National data: State Fiscal Support for Higher Education per $1000 of Personal Income FY1961 to FY2013

Wisconsin Fiscal Support for Higher Education per $1000 of Personal Income FY1961 to FY2013

The Future of Public Higher Education

- Accessible to new populations – adult & returning students will grow the pie
- Need for new funding models, particularly for public education
- Built around project based learning
- Blended learning – using technology and face-to-face wisely
The Higher Education Mindshift

Credit-Hour Focus on Teaching

Time is Constant, but Learning is Variable

Competency-Based Focus on Learning

Time is Variable, but Learning is Constant
Direct Assessment CBE

Learning Outcomes

Course-Based Instruction

Assessment

MOOC’s
Prior Learning
Military
Self-Taught
Curated Content

Faculty Developed Assessments

Faculty Developed Competencies

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Earn a University of Wisconsin degree at your pace, on your schedule, using knowledge you already have.

Find out if the UW Flexible Option is right for you!

YOU’RE SMART.

Hardworking. You have the potential to go far.

But without a college degree, it’s not easy to get ahead. You’d like to go back to school, but how would you make it fit?
Key Structural Features of UW Flex:

- Backward design, integrated curriculum
- Faculty from across UW; unbundled roles
- 3-month subscription periods
- Start at beginning of any month
- All-You-Can-Learn pricing
- Cost-recovery business model
- “No asterisk on diploma”
UW Flex is a Partnership Model

- BS Nursing
- BS IT
- BS Diag. Imag.
- BS Health Sci
- AAS
- BS Bus. Admin.
- MS GIS (2019)
- Certificates in
  - Prof./Bus. Com.
  - Project Management
  - Sub. Abuse Counseling

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How’s it working? (since launch in Jan 2014)

- **Enrollments/Subscriptions**: 5,503
- **Unique Headcount**: 1,730
- **Retention**: 72%
- **Age**: 52% between 31-45
- **Gender**: 63% female
- **Employment**: Most work part or full time
- **In-State**: 77% (of subscribed students)
- **Graduates**: 299 (158 from credit-bearing degree or cert programs)
- **Financials**: Grossing >$6.5M
  Scheduled to break even w/in 5 year projection

*Excluding the Substance Use Disorders certificate*
First in the Nation Challenges & Opportunities

Federal & State Policy
- HLC & Disciplinary Accreditors, US Dept of ED
  - Financial Aid
  - Direct Assessment
  - Experimental Sites
- Institutional Policies & Practices

Infrastructure & Backend Operations
- Little is off-the-shelf
  - Creating own Student Engagement System

Program Array & Institutional Culture
- Market-driven decisions
  - ...to build new programs
  - ...to modify/close existing programs
- New roles & workload expectations

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About Brandman University

Part of the Chapman University system - Nonprofit and designed for working adults

- 87% are working adults
- 48% are first generation
- 31% are active duty or veterans

Two Undergraduate CBE Programs

Bachelor of Business Administration
Bachelor of Science in Information Technology
Brandman MyPath
BS, Information Systems and Technology

• 39 competencies*
• General Education + IT Core
• 17 IT certifications may count for academic credit
• Graduate with 6 certifications embedded into the program
  • Savings of more than $1,000

*Equate to 120 credit hours
Competency Overview

- Introduction to Competency content
  - Objectives
  - Syllabus
  - Tutorial Faculty contact information

- All content is accessible through the platform
  - No textbooks!

- Content is Organized by Objectives
  - Unlocked when student completes milestone activities
  - Ensure students are on the right learning path
Final Assessments

• Objective Based
  • On-demand remote proctoring
    – Anytime, Anywhere
  • Student Authentication
  • Test Security
• Project Based
  • Authentic Assessments
  • Accessible instructions and rubric
Adaptive Learning and Personalized Lessons

• Adaptive Learning through:
  • Assessment
  • Analysis
  • Activities
  • Repeat

• Each student’s journey is customized and unique
• Students can assess their own progress on a competency-by-competency basis

• Tutorial Faculty and Academic Coaches have access to multiple reports
  • Exportable to Excel
  • Customizable
  • Schedulable
CBE Brandman MyPath Curriculum Design

- Establish Competencies: Faculty-driven using Framework Origin
- O*NET Department of Labor Data
- Degree Qualifications Profile – 21st Century Skills
- AAC&U Essential Learning Outcomes
- Industry-Specific Certifications
- Advisory Board Feedback
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Group discussion

We invite you to type your questions into the “chat” box.

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Thank you!

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Real-world challenges in work-integrated learning

HEQCO’s spring 2018 webinar series kicked off with a discussion on the real-world challenges in work integrated learning with Norah McRae and Lisa Philipp.

Postsecondary students are increasingly pursuing authentic work-integrated learning (WIL) opportunities — such as co-ops, internships and field experiences — to strengthen their skill sets and help prepare them for the workforce. The Ontario Government is committed to supporting students’ access to these opportunities. What kinds of legal and policy issues influence the implementation of WIL programs? How do we assess and help students understand the competencies they develop during a WIL experience?

In this one-hour interactive webinar, panelists Norah McRae and Lisa Philipp spoke on learning outcomes assessment in WIL and the legal implications of WIL.

Rubric Adaptation

Rubrics are important tools for evaluating student learning and understanding skills development—whether at the individual level, within a program or course, or across an institution. The Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics were developed to assess 16 Essential Learning Outcomes such as Critical Thinking and Teamwork. They are a widely used, valid and reliable means of assessing students’ authentic work. While the VALUE rubrics can be used as is, they can also be modified to serve a program’s unique needs. Several of HEQCO’s Learning Outcomes Assessment Consortium (LOAC) partners, including Queen’s, have customized VALUE rubrics to assess student learning.

In this one-hour interactive webinar, panelists Brian Frank and Terry Rhodes spoke about customizing rubrics for the purpose of program or institution-level assessment. Their presentations were followed by a dedicated Q&A session.

Download the presentation slides

Available on HEQCO’s website.